



University of Massachusetts  
Boston  
100 Morrissey Blvd.  
Boston, MA 02125-3393

University Governance  
Faculty Council

[https://www.umb.edu/faculty\\_staff/faculty\\_council](https://www.umb.edu/faculty_staff/faculty_council)

October 3<sup>rd</sup>, 2022

### **Minutes for Monday, October 3, 2022 1:00-3:00**

**Members present:** Nurul Aman (CLA), Gonzalo Bacigalupe (CEHD), Lynne Benson (CLA), Daniel Dowling (CSM), Todd Drogy (HONORS), Kui Du (CM), Paul Dyson (CLA), Joel Fish (CSM), Sommer Forrester (CLA), Priscilla Gazarian (CNHS), Edward Ginsberg (CSM), Mohsin Habib (CM), Janna Kellinger (CEHD), Robert Kim (CM), Harry Konstantinidis (CLA), Sharon Lamb (CEHD), Nelson Lande (CLA), Lusa Lo (CEHD), Pamela Nadash (MGS), Timothy Oleksiak (CLA), Neil Reilly (CSM), Jason Rodriguez (CLA), Betsy Sweet (CLA), Amy Todd (CLA), Phil Troped (CNHS), Roberta Wollons (CLA), Zong-Guo Xia (SFE), Kai Zou (CNHS),

**Members absent:**

**Representatives present:** Marlene Kim (Representative to the BoT); Michael Mahan (PSU); Jonathan Vega-Martinez (GEO)

**Representatives absent:** Delaney Bowen (GSA), Dhruv Naik (USG)

#### **I. Approval of the Agenda**

**VOTE: Voice vote**  
**Approved.**

#### **II. Motion to approve the September minutes**

**VOTE: Voice vote**  
**Approved. The minutes will be distributed with the October minutes.**

#### **III. Motions from the Graduate Studies Committee**

Andre Maharaj (Grad Studies)

##### **a. Motion #1 (in Curriculum)**

From: CEHD

Request for a course name and description change for EDC G 643. The name would be changed from Behavior and Classroom Management to Fostering Equitable and Affirming Classroom Environments.

**Old description:** This course explores a diverse range of strategies and techniques that may be used to eliminate or alleviate dysfunctional and/or disruptive behavior in the contemporary mainstreamed classroom. All students in this class should have a field placement in a public school classroom or be a Teacher of Record in a public school.

**New description:** This course explores a diverse range of dispositions and strategies that lead to equity-based and affirming classrooms and support all students' abilities to grow and thrive. The course focuses

on the role of social inequity in the history of school discipline, examines routines and structures that create positive classroom environments, and offers ways to build better connections between the classroom and students' home lives and families. All students in this class should have a field placement in a public school classroom or be a teacher of record in a public school.

**Rationale:** The name and course description changes reflect a shift in focus from individual students to classrooms embedded in schools and communities.

**b. Motion #2** (in Curriculog)

From: CSM

Request to change the (long) name of BIOL 607 from An Introduction to Computational Data Analysis for Biology to Biostatistics and Experimental Design. Short name of Biological Data Analysis and course description remain the same.

**Rationale:** The name of this course is being changed to better reflect the content. Students may take this course without the BIOL 617 lab component (which is currently undergoing governance).

**Course description:** This course will cover the basic statistical knowledge necessary for students in biology to design, execute, and analyze a basic research project. The course aims to have students focus on thinking about the biological processes that they are studying in their research and how to translate them into statistical models. The course will take a hands-on computational approach, teaching students the statistical programming language R. In addition to teaching the fundamentals of data analysis, we will emphasize several key concepts of efficient computer programming that students can use in a variety of other areas outside of data analysis.

**c. Motion #3** (in Curriculog)

From: CEHD

Request to remove the concentration requirement for the Urban Education, Leadership, and Policy Studies Program (for both EdD and PhD degree options). The previously designated concentration courses in the curriculum will become elective course options.

**Rationale:** The program as designed is no longer sustainable due to faculty turnover and inadequate staffing.

**d. Motion #4** (in Curriculog)

From: CEHD

Request to restrict core courses in the Urban Education, Leadership, and Policy Studies EdD and PhD programs to doctoral students.

**Rationale:** This request is a common practice for programs across the university, to prioritize doctoral students by requiring non-matriculating and master's students to seek permission from the instructor on record. Often non-matriculating and master's students take EU core classes prior to applying for admission into the Urban Education, Leadership, and Policy Studies program. Consequently, if admitted into our program after taking core courses as non-matriculating students or master's students, these students have often already fulfilled up to 12 core credit hours and do not progress with their cohort members, negating the purpose of a cohort model to offer peer support and guidance as students advance in their academic careers.

**e. Motion #5** (in Curriculog)

From: CLA

Request for a new course APLING 688 English as a Second Language Licensure Pre-Practicum. This will be a stand-alone 1 credit Pre-Practicum course for ESL Licensure students to meet new requirements for the Department of Elementary & Secondary Education (DESE) Pre-Practicum component of all licensure programs. Currently, students in the ESL Licensure Track in Applied Linguistics complete their Pre-Practicum in conjunction with APLING 614 Foundations of Bilingual/Multicultural Education. APLING 614 is taken by all ESL concentration students in the department, even if they are not seeking licensure.

**Rationale:** With the additional requirements of the Pre-Practicum as mandated by DESE, the workload for students is well beyond a 3-credit course and not appropriate for students who are not seeking licensure.

Thus, the Department needs to create a separate 1-credit Pre-Practicum. Additionally, this provides flexibility to students who can decide when to engage in their pre-practicum experience. It is helpful for graduate students who complete the program in a part-time status. Further, because it is now stand-alone, students will be clearer as to what the requirements and expectations are for licensure.

DISCUSSION: It was commented upon after the vote that it is important to keep in mind the rationales as to why programs and courses are no longer offered (due to cuts, faculty members leaving, not being replaced etc.) in order to keep student interests at the forefront.

**VOTE: Voice vote  
Approved.**

#### IV. IV. Motions from the General Education Committee

- a. **Motion 1:** That History 220, European Empires, be approved as satisfying the International Diversity requirement. (From the Diversity Subcommittee; in Curriculog.)  
**Course Description:** Over the course of the early modern and modern periods, the major European powers set out not only to explore the world, but to claim it. In this course, we will explore the history of modern European imperialism, including in-depth looks at issues and moments such as slavery in the Atlantic world, the Age of Enlightenment, the civilizing mission, the world wars, and the struggles for decolonization. Finally, we will ask how empire continues to manifest in Europe today. Throughout the course of the semester, we will focus upon these important events and themes in the history of European imperialism and decolonization from the perspective of both the colonizers and the colonized, using historical narratives, first-person accounts and commentaries, scholarly analyses, and film to understand this tumultuous subject. This course meets the International Diversity requirement through its incorporation of race and gender as categories of identity in the study of the history of European empires.  
**Rationale:** As the course description states, History 220 explores the history of the empires of Europe through the dimensions of race and gender, approached intersectionally.
- b. **Motion 2:** That Religious Studies 218G, Religion and Film, be approved as an Intermediate Seminar. (From the Seminars Assessment Subcommittee; in Curriculog.)  
**Course Description:** Religion, like film, makes worlds. Practitioners, like viewers, are asked to suspend belief in order to enter another world—and then find that world in this world. We leave a detective movie and start seeing the world as a series of clues; we leave a prayer meeting and start looking for moments of grace in daily life. This course serves as both an introduction to the methods and key terms in the study of religion and as a way to gain a richer understanding of why we watch films and how they work on us. We address topics such as: How do films such as Christopher Nolan's "The Dark Knight" or Julie Dash's "Daughters of the Dust" organize the world through myths about good and evil and with rituals that bind communities across generations? How does the Coen brother's "A Serious Man" retell a Biblical story for the present? And how do Afro-futurist films such as Sun Ra's "Space is the Place" help viewers imagine world not structured by racism?  
**Rationale:** This course provides training in the three Intermediate Seminar Capabilities of Critical Thinking, Reading, and Writing in a course at the 200-level that is suitable for the general enrollment of students.
- c. **Motion 3:** That Women's, Gender, and Sexuality Studies 263G, Transgender Studies: Scholarly and Community Perspectives, be approved as an Intermediate Seminar. (From the Seminars Assessment Subcommittee; in Curriculog.)  
**Course Description:** This course provides an introduction to the expanding transdisciplinary field of transgender studies by situating trans identities, experiences, communities and movements in their historical and social contexts. Drawing on literatures from sociology, psychology, cultural studies, and feminist and queer theory, as well as trans community sources, we'll examine how categories like "trans" and "transgender" have been shaped by political, medical, and community-based discourses. Using a range of theoretical lenses, we'll explore how trans lives and bodies are produced and experienced in and through systems of gender, racism, colonization, ableism, and medicalization. Key to our inquiry will be

the implications of trans political movements, increased visibility in media and culture, and the institutionalization of trans studies as a discipline. This course is appropriate for students who are new to trans issues as well as students who have academic and/or personal experience with the topic.

**Rationale:** This course provides training in the three Intermediate Seminar capabilities of Critical Thinking, Reading, and Writing in the context of an emerging field of study and research, at the 200-level, suitable for the general enrollment of students.

- V. Motion to Approve New and Re-elected Nominees to Faculty Council Standing Committees for a 2022-2024 term:
- a. Academic Affairs Committee
    - Jeff Stokes (MGS)
  - b. Academic Technology Committee
    - Suha Ballout (MCNHS), Margaret Hart (CLA), Jonathan Kim (CM), Lusa Lo (CEHD), Qian Song (MGS)
  - c. Budget and Long-Range Planning Committee
    - Michael Ahn (MGS), Nurul Aman (CLA)
  - d. Graduate Studies Committee
    - Laura Bozeman (CEHD), Phil Gona (CNHS), Harry Konstantinidis (CLA), Brook Moyers (CSM), Pat Paugh (CEHD), Michael F Tlusty (SFE)
  - e. Library Committee
    - Jaque Avila (MGS), Brenda D. Clausell-Rigsby (CNHS), Tejaswini S Dalvi (CEHD), Tyler Hull (CM), Gretchen Umholtz (CLA)
  - f. Joint Athletics Committee
    - Labib Rouhana (CSM)
  - g. Research Committee
    - Tracy Baynard (CNHS), Lisa Heelan Fancher (CNHS Fall 2022 Replacement), Jay Junghun Lee (CM), Alan Wiig (SFE)
  - h. General Education Committee and Subcommittees
    - See separate document disseminated alongside this agenda

\*Note: The Executive Committee still seeks nominees for additional vacant seats; additional confirmations are forthcoming.

**Vote: Voice Vote**

**Motion Carries**

- VI. VI. Reports – maximum of 10 minutes
- a. Chancellor – Marcelo Suárez-Orozco  
Enrollment, COVID19, UACCESS  
9/21/21 Final Census Numbers Disseminated Soon  
Total Fall 2022 enrollment is 15,586. This includes 12,221 undergraduate and 3,367 graduate students. This is current the largest incoming Freshman class (2,440) to date. There is an increase of new Masters seeking students by 3%. The focus for the next few years to come will be recruitment, and continuing efforts to support continuing students enrolled.  
COVID 19 monitoring will continue as always. There has been an increase in cases and wastewater data. Strongly suggest masks, boosters, vaccines, etc.  
UACCESS Updates: First three weeks of classes, 77 presentations made, 123 requests for bedding and toiletries, 515 food orders, 809 visits. F21 to F22 has more than doubled  
80% supplies come from greater Boston Food Bank and is being severely impacted by supply change challenges. Donations are greatly valued.
  - b. Provost and Vice Chancellor for Academic Affairs – Joseph Berger  
Strategic plan was launched last week. The was launched a week before the campus-wide meeting. Holistic student success is the first strategic priority.

Search for Africana studies: 3 TT positions, at least one full and one associate. One director for the Trotter Institute.

Reminder about the early alert program.

Finalizing the list of finalists for the CEHD Dean search.

DISCUSSION:

Will the CEHD Dean search meetings be on Zoom?

-Yes, the open meetings will be on Zoom and recorded.

Will the university consider an early alert for the graduate student population?

-Absolutely, it will be taken into consideration for a pilot

Question if there was a study done on a gender-wage salary gap.

-It was done, but as the hiring focus begins, it will be taken into account. The study will be focused on.

Return to Africana Studies: What is happening with the searches, and why is there one search committee for three positions and why have the Africana Studies faculty not been part of it? It should be three committees for three positions. How can we do this shared process together without leaving current faculty feeling excluded?

-It is not uncommon at all, to have cluster hires led by one committee. Trying to bring in three people at one time to have the strength of working together. The committee does have to transcend the department, due to previous hostilities, and committees cannot include faculty members in case those members are eligible as an internal candidate. Africana Studies students will be involved in the search process, but not on the committee. Right now, Dean Tyson-Meadows (CLA) is overseeing Africana Studies.

- c. Vice Chancellor for Administration & Finance – Kathleen Kirleis

Intro to Quarterly Capital Report

New reporting regarding the deferred maintenance: catch-up and keep-up. Catch-up to address deficiencies and would allow for more transparencies. The Campus Update included a financial update, so everyone is encouraged everyone to look at it.

Last year the university ended the fiscal year with a 4.5 million operating margin. Federal stimulus money to allowed us to keep our existing operating budget in places.

Lunch & Learn hosted this month about the Capital Projects. Later this month we'll be taking a look at the budget for the rest of the school year, as well as identifying some initial investments of money for a strategic plan that was just released. The university is updating the 5 year forecast and the first quarter closed 9/29/22.

- d. Faculty Representative to the Board of Trustees – Marlene Kim

See Appendix

- e. Representative from the Faculty Staff Union – Caroline Coscia

Joint parking publication proposal (See Appendix)

Parking: a sliding scale for salaries and faculty, staff, students

- f. Representatives from the Graduate Employee Organization—Chidimma Ozor Commer or Jonathan Vega-Martinez

Anti-Racism? How does the university continue to allow this to happen with housing for faculty, staff, and students. We are also connecting with other graduate employee unions in the area to inform our strategy, as we think about the next time we are bargaining, which will be here before

we know it. Moreover, we are planning some equity events in Spring in the spirit of anti-racism and health.

- g. Representative from the Undergraduate Student Government – Dhruv Naik  
Not Present
- h. Representative from the Graduate Student Assembly – Delaney Bowen  
Not Present

**VII. Motion from Sociology Faculty – Kevin Wozniak and Andrea Leverentz**

**Moved**, that the following “criminal and disciplinary history disclosures” questions be removed from all UMB graduate application forms:

- “Have you ever had disciplinary action taken against you at an educational institution? Answer ‘yes’ if you have ever been found responsible for a disciplinary violation at an educational institution that you have attended from the 9th grade (or the international equivalent) forward, whether related to academic misconduct or behavioral misconduct, that resulted in your probation, suspension, removal, dismissal, or expulsion from the institution?”
- “Have you ever been convicted of a felony or other crime? Note: You are not required to answer ‘yes’ to the criminal history question if the criminal adjudication or conviction: (1) has been expunged, sealed, annulled, pardoned, destroyed, erased, impounded, or otherwise ordered by a court to be kept confidential. (2) was a first conviction for misdemeanor drunkenness, simple assault, speeding, minor traffic violations, or disturbance of the peace. (3) any conviction of a misdemeanor where the conviction occurred more than five years prior to the date of this application, unless you were sentenced to imprisonment upon conviction of the misdemeanor, or you have been convicted of another criminal offense within the five-year period.”

DISCUSSION: One member brought up the question of whether or not the same impact is given to academic versus criminal offenses that are reported. The response given to the question was that they didn't have any specific empirical research about academic discipline, but empirical evidence suggests that criminal history disclosures on these applications have very low reliability about predicting future behavior. Another member asked about sexual assault. There is no response is initially available but would have to be looked at specifically. Violent crimes and sexual crimes were separated in the data. There were also other questions about honest reporting. Another member brought up the question of the time frame of “since the 9<sup>th</sup> grade” for academic discipline violations and if it should be an acceptable time frame. It was also noted that it was not known that these questions appeared on the graduate application at UMB.

**VOTE: Anonymous Vote**

**Approved**, 14 in favor, 6 against, 3 abstain

**VIII. Motion from the Holistic Evaluation of Teaching Task Force**

The Task Force on the Holistic Evaluation of Teaching moves that during the Fall 22 semester the various college senates and departments within each college discuss the recommendations of the task force for a cluster of approaches to provide holistic evaluation of teaching, and we move that departments articulate by the end of the Fall '22 semester a plan for how best to implement the recommendations within their department and the support and resources needed to do so. A subcommittee of task force members will be available to consult on college and departmental plans.

**TABLED - MOTION MOVED TO NOVEMBER MEETING**

**IX. Motion to adjourn**

## **General Education Committee and Subcommittee Membership AY 2022-2023**

### **General Education Committee**

Serra Acar, CEHD (Early Childhood Education and Care), (2021-2023)  
Cassandra Alexopoulos, CLA (Communication), (2021-23)  
Rachel Drew, Manning School (Exercise and Health Science), (2021-23)  
Lynne LeBlanc, CLA (Classics and Religious Studies), (2022-24)  
Kibibi Mack Shelton, CLA (History), (2021-23)  
Yijia (Eddie) Zhao, CM (Accounting and Finance), (2021-23)

### ***Subcommittee Chairs and General Education Officers***

Leila Davis, Chair, Distribution Subcommittee  
Elizabeth L. Sweet, Chair, Diversity Subcommittee  
Chair, Quantitative Reasoning Subcommittee, pending election  
Chair, Writing Proficiency Subcommittee, pending election  
Neal Bruss/Lauren Sullivan, Convener, Seminars Assessment Subcommittee  
Hadi Banat, Director of the English as a Second Language Program, *ex officio*  
Lauren Bowen, Director, Composition Program, CLA (English)  
Neal Bruss, Coordinator of First-Year Seminars, CLA (English)  
Lauren Sullivan, Coordinator, Intermediate Seminars, CLA (Anthropology)

Betsabe Gomez, Director, Writing Proficiency, *ex officio*  
Lynnell Thomas, Associate Vice Provost for Inclusive Excellence,  
Undergraduate Studies

### **Distribution Subcommittee**

Lorenzo Buonanno, CLA (Art) (2021-23)  
Ting Chen, CM (Accounting and Finance) (2022-24)  
Patrick Clarkin, CLA (Anthropology) (2021-23)  
Leila Davis, CLA (Economics) (2022-24)  
Shuai Jin, CLA (Political Science) (2022-24)  
Nino Keadze, CLA (Latin American and Iberian Studies), (2021-23) (on leave  
spring 2023)  
Sheldon Kovitz CSM (Mathematics) (2022-24)  
Jeremy Wanderer, CLA (Philosophy), (Chair, 2021-22) (2022-24)  
Aimee D'Avignon, CEHD, Director, Office of Student Success, *ex officio*

### **Diversity Subcommittee**

Daniela Balenzátegui, CLA (Anthropology), (2022-23)  
Chris Barcelos, CLA (Women's Gender, and Sexuality Studies), (2022-23)  
Mayra Cadorin Vidal CSM (Biology), (2022-23)  
Cheryl Ching, CEHD, (Leadership in Education), (2022-23)  
Isabel Gómez, CLA (Latin American and Iberian Studies), (2020-23)  
Azizah Jor'Dan, Manning School (Exercise and Health Sciences), 2022-23)  
Shaman Hatley, CLA (Asian Studies), (2022-23)  
Elizabeth L. Sweet, SfE and CLA (Urban Planning and Community  
Development, and Africana Studies (2021-23)

Aimee D'Avignon, CEHD, Director, Student Success Center, *ex officio*  
Denise Patmon, Director, Center for Faculty Development, CEHD, *ex officio*

### **Quantitative Reasoning Subcommittee**

Elizabeth Brown, CLA (Sociology), (2021-23) (Chair, 2021-22)  
Joao de Souza, CLA (Economics), (2022-24)  
Arthur Eisenkraft, CSM (Physics), CEHD, and Honors College (2021-23)  
Eric Grinberg, CSM (Mathematics), (2021-24)  
Georgia Mavrommati, School for the Environment (2021-24)  
Josephine Namayanja, CM (Management Science and Information Systems),  
(2021-23)  
Elizabeth Sweet, CLA (Anthropology), (2021-23)  
Laurel Wainwright, CLA (Psychology), (2021-23)  
Jeffrey Stokes, MGS (Gerontology), (2021-23)  
Elizabeth Sweet, CLA (Anthropology), (2021-23)  
Lin Zhu, CLA (Communication), (2021-23)

### **Seminars Assessment Subcommittee**

Shoshanna Ehrlich, CLA (WGS) (2021-23)  
Meesh McCarthy, Undergraduate Studies (staff) (2021-23)  
Michael Motia, CLA (Classics and Religious Studies) (2022-23)

### *Ex Officio*

Denise Patmon, Director, Center for Faculty Development and CEHD  
(Curriculum and Instruction)

Neal Bruss, Coordinator, First-Year Seminars, Convener, CLA (English)  
Lauren Sullivan, Coordinator, Intermediate Seminars, CLA (Anthropology)

### **Writing Proficiency Subcommittee**

Neal Bruss, CLA (English) (2021-23)

Raul Ybarra, CLA (English) (2021-23)

John Hess, CLA (English) (2021-23)

Manu Thrakal, CNHS (Nursing) (2023-25) (fall sabbatical) (2023)

#### *Ex Officio*

Kathryn Archard, CM, Director, Writing Programs

Hadi Banat, Director of English as a Second Language, Academic Support Programs, CLA (English)

Lauren Bowen, Director, First-Year Composition, CLA (English)

Betsabe Gomez, Undergraduate Studies (staff), Associate Director, Undergraduate Studies/Writing Proficiency

Lynnell Thomas, Associate Vice Provost for Inclusive Excellence

## **Board of Trustees Report for October 3, 2022 Faculty Council meeting**

I attended three meetings: the Administration and Finance, Curriculum, and Board of Trustees meetings

### **Administration and Finance 9/21/22**

The state fully funded UMass's request for 2022/23 AY.

There will be a 3.8% margin for the UMass System.

There are enrollment challenges. Enrollment is flat for the second year in a row.

\$87 million in cost savings from consolidating procurement across campuses. As you can see in the first slide, they also increased the number of diverse suppliers and how much was spent in diverse suppliers.

There's been an increase of 35% in the number of diverse suppliers. It is unclear what diverse suppliers means (by race, gender? Or just a greater variety? No one present could answer this question)

### **Curriculum 9/21/22**

There's a new program with UMass Global, Mass General in Boston, and funded by federal support for 1000 underused, undervalued undergrads to be front line workers.

As reported in the spring, the early college pilot with UML and UMD allows for 30 credits or one year of college. 7 high schools will participate. 50% of the students will be from first generation college and low income students.

Fall enrollment at UMB is lower than projected when using FTE's. But FTE is the unit used by the System and for budgeting. (see slide)

There was a very interesting presentation on UMass graduates 5 years out from graduation. Examining the 2010-2012 cohort 5 years beyond graduation, they found:

Of those working 5 years after graduation, Boston is even with Amherst!

**By major:** health sciences and business/management had higher rates of employment, and biological sciences had the lowest rates. (In addition, pay for these majors in a research lab as a lab tech was only \$36K/year.) The takeaway was that biology was great preparation for graduate school, but will not get you a high-paying job after only getting a BS.

#### **By university:**

Surprisingly, UMass Amherst has lower rates of employment: flagship effect? More majors? UMB has more programs though. We compare favorably with our peers.

Earnings also compare favorably at UMB and with our peers. The most remunerative majors at UMB are computer science/information science and health sciences.

Five years after graduation, 81% of students from UMB live in Massachusetts. Amherst has the lowest level of graduates living in Massachusetts. (see slide)

Notably, the humanities are omitted from the data. One year outcomes are even better for UMass Boston and working and staying in state. UMB should use these outcomes to advertise to businesses, donors.

**Board of Trustees, 9/23/22:**

There is a change in leadership. Robert Manning is stepping down as Chair of the Board of Trustees. The Administration and Finance, Athletic/Sports, and Advancement committees have new chairs.

Respectfully submitted,

Marlene Kim, Professor and  
Faculty representative to the Board of Trustees.

Board of Trustee Meetings  
A&F 9/21/22; CASA 9/22/22;  
BoT 9/23/22

Marlene Kim, Faculty Representative, UMB to the Board of Trustees

# UPST Cost Savings Update

**\$87.1M**

**FY20: \$11.6M**

**FY21: \$22.3M**

**FY22: \$53.3M**

## FY22 Transaction Highlights:

- \$923M in total annual spend, 16% increase
- ~35% increase in number of diverse suppliers to 906
- ~25% increase in diverse supplier spend to \$64M

## Spending Categories

Spending Categories	Share %
Capital (Non-Construction) <sup>(3)</sup>	36%
Construction	24%
Energy <sup>(2)</sup>	16%
IT/Telecom	9%
General Services & Supplies <sup>(1)</sup>	8%
Other <sup>(4)</sup>	7%

*(1) Library efficiency projects included in General Services spending category;*  
*(2) Projected savings from energy credits; methodology under review and estimates are subject to change*  
*(3) includes one-time revenue from EBS Spectrum sale (~\$30M)*  
*(4) Other includes Marketing & Advertising, MRO and Professional Services spend categories*

## FY22 Financial Highlights

*All campuses experienced improved operating margin from budget; consistent with but more favorable than Q3 projection.*

### **Factors driving improved operating margin:**

- Enrollment & Occupancy: included in projection; driven by improved enrollment at Amherst & Dartmouth and improved occupancy at Amherst & Lowell offset by some higher expenses to support additional students
- Grants: majority included in projection; driven by additional grants at all campuses offset by some expenses in support of additional grant activity
- State: included in projection; driven by change in state funding for collective bargaining parameters, mental health funding and associated fringe
- Salaries & Fringe: included in projection; two factors offsetting each other
  - higher than assumed collective bargaining parameters
  - higher vacancy levels due to a difficult labor market (on average 200 vacancies compared to budget)
- Non-Personnel: lower than projected helping to improve the year end results

### **One Time Federal Stimulus Revenue:**

- Last tranche, \$70 million, from Federal institutional HEERF that will not be available in FY23 (total of \$146 million received)
-

# FY23 Fall Enrollment as of 9/19/22 (reflects enrollment after add/drop period)

**Total Enrollment (FTE):**  
64,513 FTEs ▼ -0.2%

**Undergraduate New:**  
▲ 1,113 or 8%

**Undergraduate Continuing:**  
▼ 845 or -3%

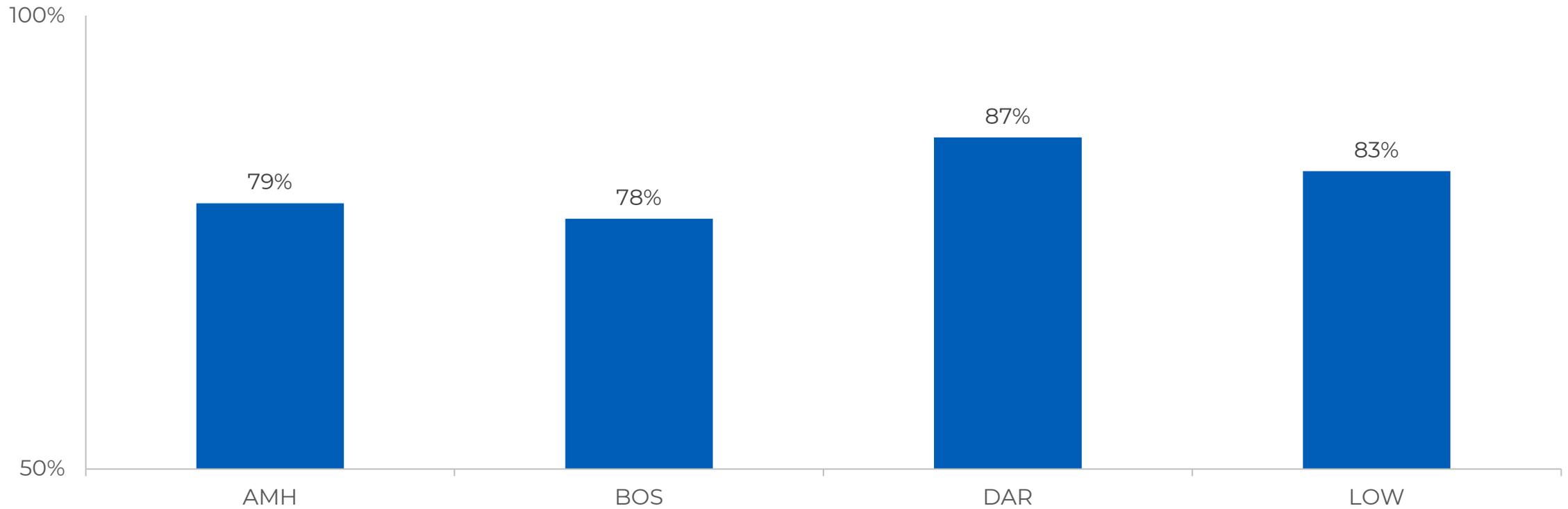
## FY23 Fall Enrollment (as of 9/19/22)

*Reflects enrollment after add/drop period*

Students FTEs	FY2020	FY2021	FY2022	FY2023	FY2023	Budget	
Amherst	29,808	29,693	29,802	30,290	30,168	(122)	100%
Boston	13,241	13,571	12,944	13,216	12,876	(340)	97%
Dartmouth	6,971	6,709	6,432	6,408	6,319	(89)	99%
Lowell	14,790	14,855	14,228	13,919	13,848	(71)	99%
<b>Subtotal</b>	<b>64,810</b>	<b>64,828</b>	<b>63,408</b>	<b>63,833</b>	<b>63,211</b>	<b>(622)</b>	<b>99%</b>
% Growth	1.0%	0.0%	-2.2%	0.7%	-0.3%		
Medical School	1,195	1,242	1,246	1,257	1,302	45	104%
<b>University</b>	<b>66,005</b>	<b>66,070</b>	<b>64,654</b>	<b>65,090</b>	<b>64,513</b>	<b>(577)</b>	<b>99%</b>
% Growth	1.0%	0.1%	-2.1%	0.7%	-0.2%		

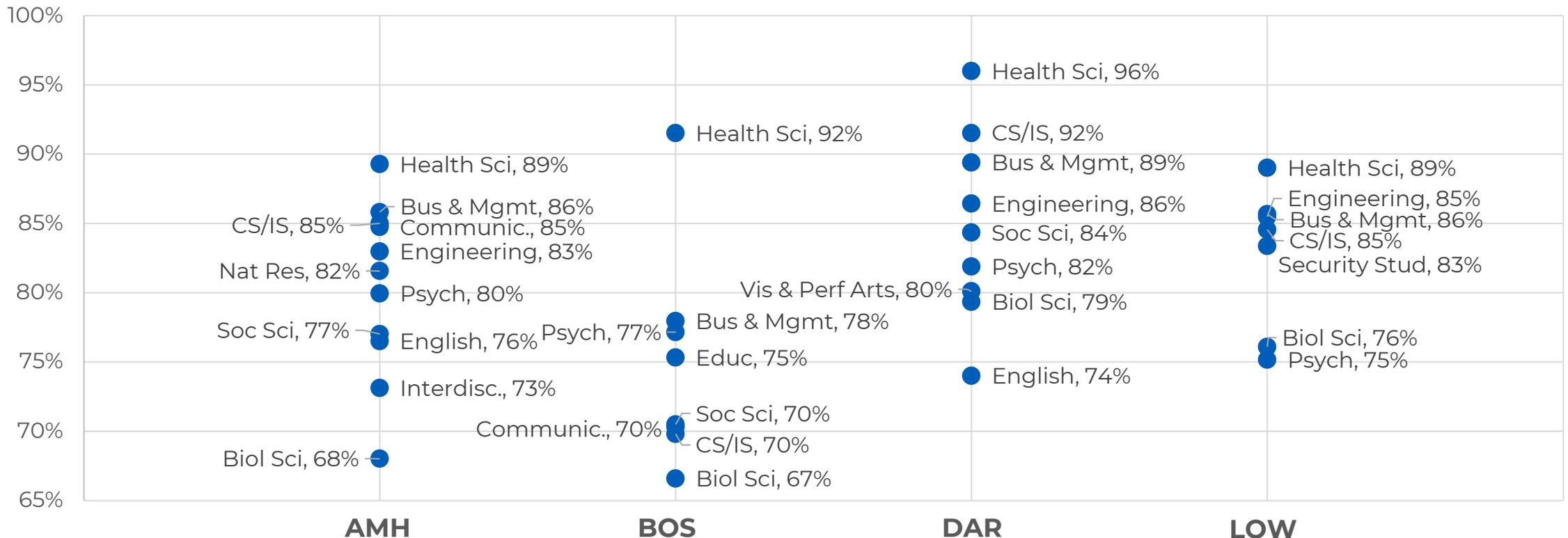
# Boston is Even with Amherst!

PERCENTAGE OF BACHELOR'S GRADUATES WHO ARE WORKING FIVE YEARS POST-GRADUATION (2010-2012 COHORTS)



# Across the four undergraduate campuses, Health Science and Bus/Mgmt majors generally report the highest five-year post graduation employment rates.

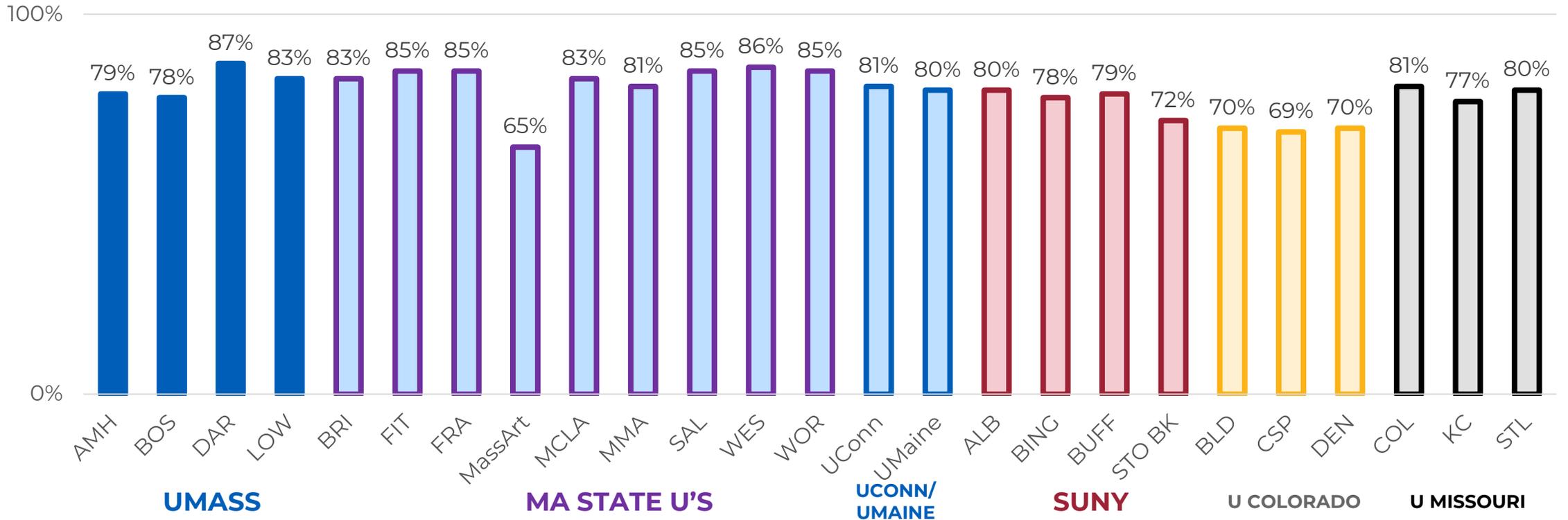
PERCENTAGE OF BACHELOR'S GRADUATES WHO ARE WORKING FIVE YEARS POST-GRADUATION FOR SELECTED MAJORS (2-DIGIT CIP): 2010-2012 COHORTS



SOURCE: [Census Bureau Post-Secondary Education Outcomes \(PSEO\) Explorer](#).

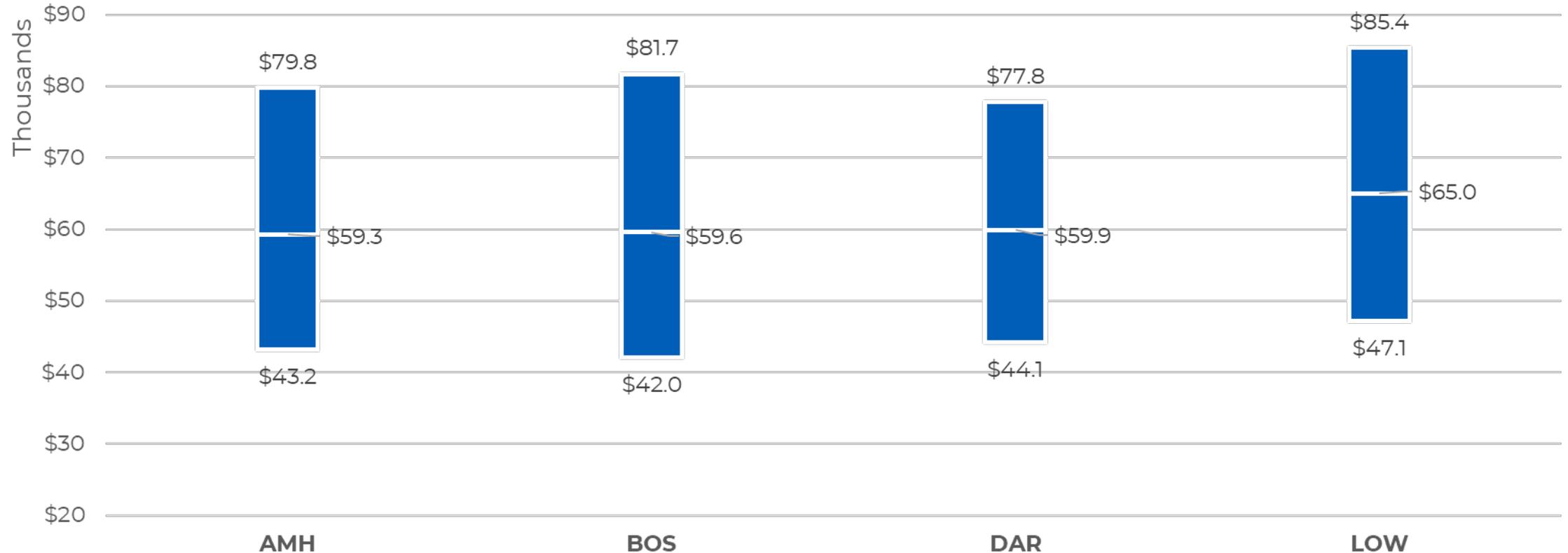
# The percentage of bachelor's alums working five years post-graduation compares favorably to peer institutions.

PERCENTAGE OF BACHELOR'S GRADUATES WHO ARE WORKING FIVE YEARS POST-GRADUATION (2010-2012 COHORTS)

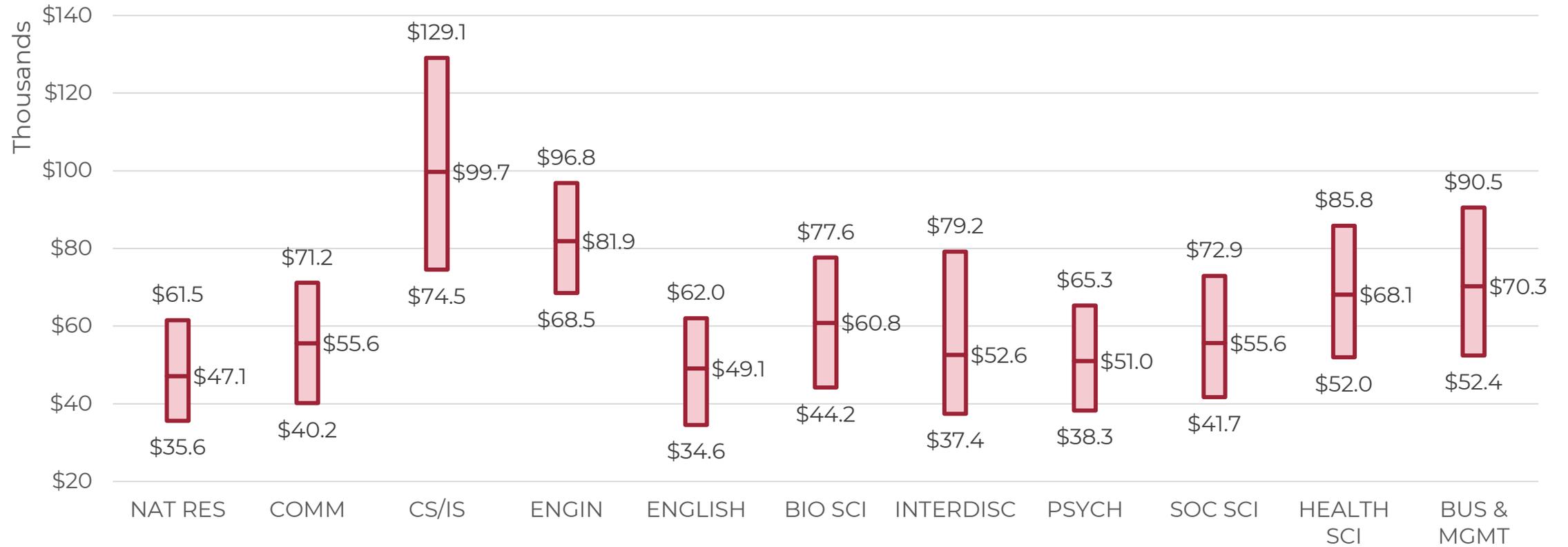


SOURCE: [Census Bureau Post-Secondary Education Outcomes \(PSEO\) Explorer](#).

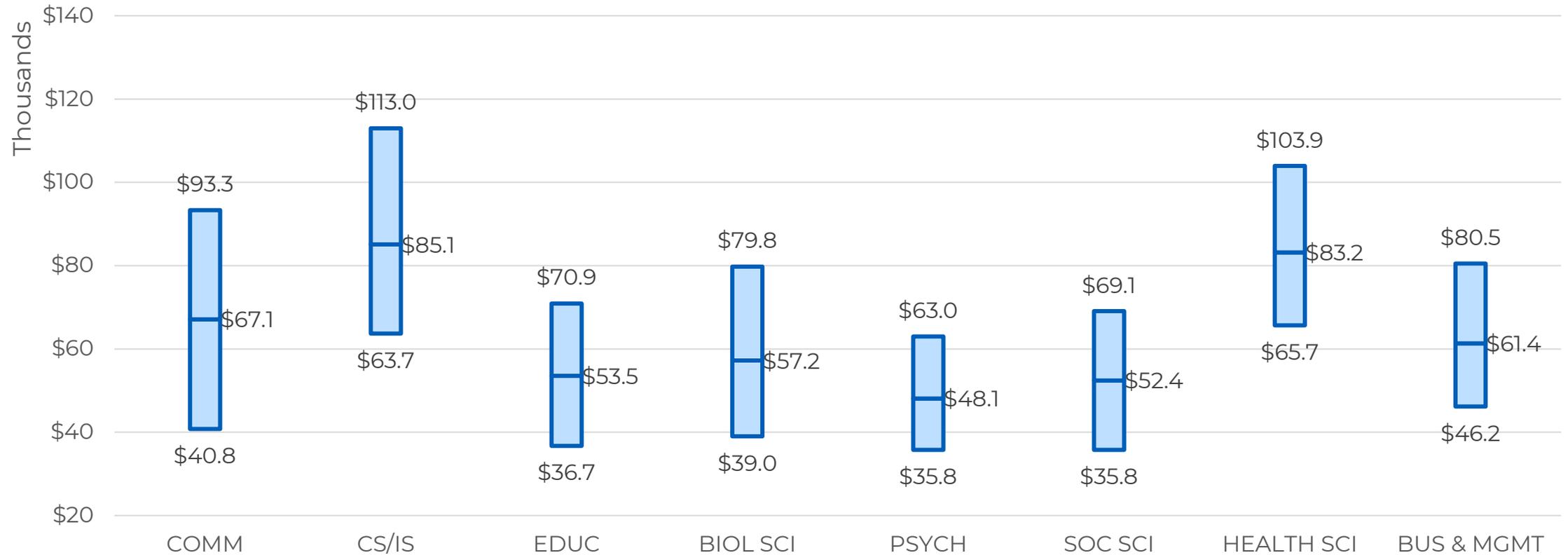
**25<sup>th</sup>, MEDIAN AND 75<sup>th</sup> EARNINGS PERCENTILES OF UMASS BACHELOR'S GRADUATES  
FIVE YEARS POST-GRADUATION BY CAMPUS (2010-2012 COHORTS)**



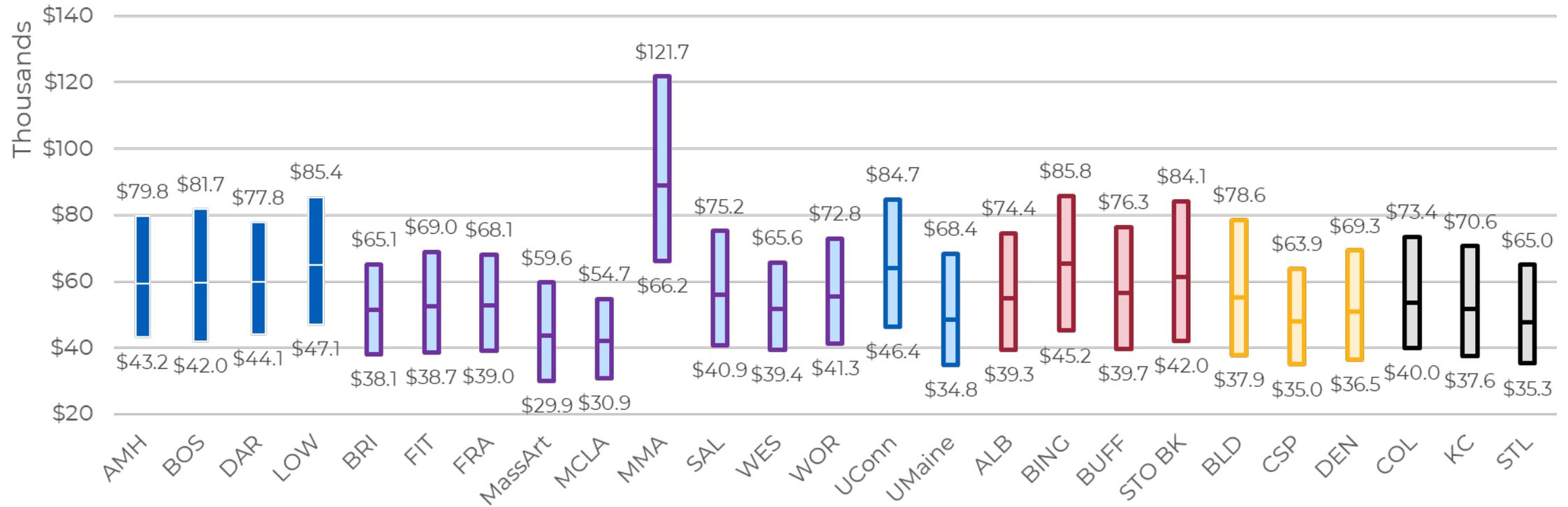
**25<sup>th</sup>, MEDIAN AND 75<sup>th</sup> EARNINGS PERCENTILES OF AMHERST BACHELOR'S GRADUATES FIVE YEARS POST-GRADUATION FOR SELECTED MAJORS (2-DIGIT CIP): 2010-2012 COHORTS**



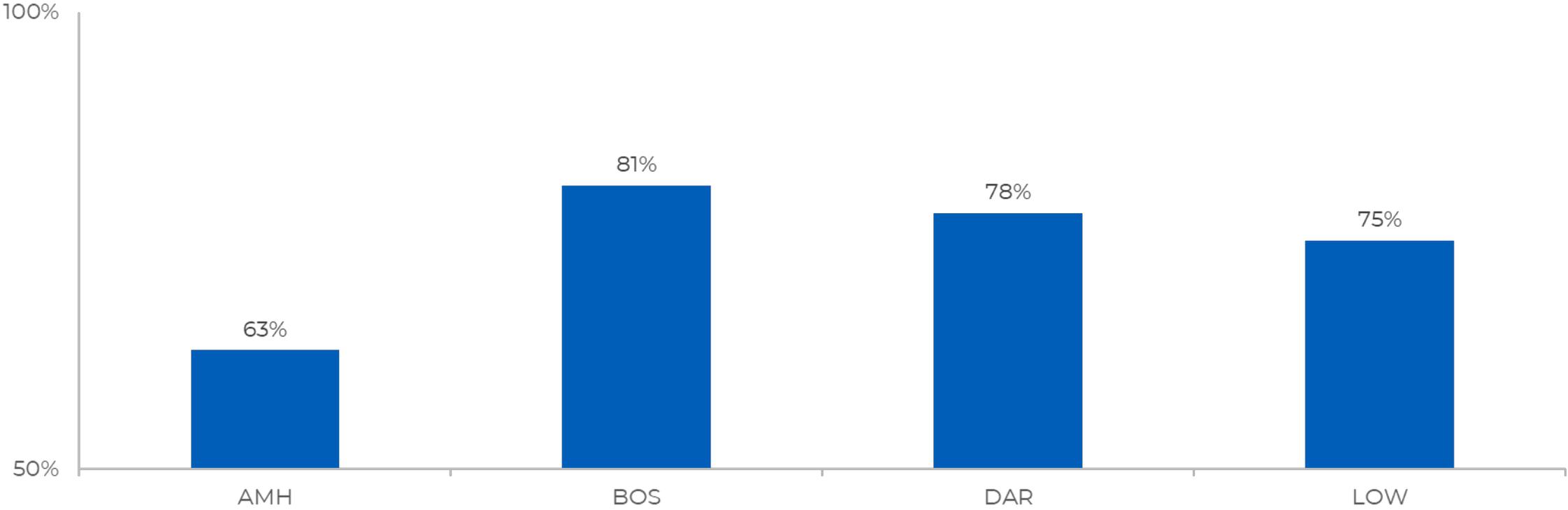
**25<sup>th</sup>, MEDIAN AND 75<sup>TH</sup> EARNINGS PERCENTILES OF BOSTON BACHELOR'S GRADUATES FIVE YEARS POST-GRADUATION FOR SELECTED MAJORS (2-DIGIT CIP): 2010-2012 COHORTS**



### 25<sup>th</sup>, MEDIAN AND 75<sup>th</sup> EARNINGS PERCENTILES OF UMASS AND PEER BACHELOR'S GRADUATES FIVE YEARS POST-GRADUATION (2010-2012 COHORTS)

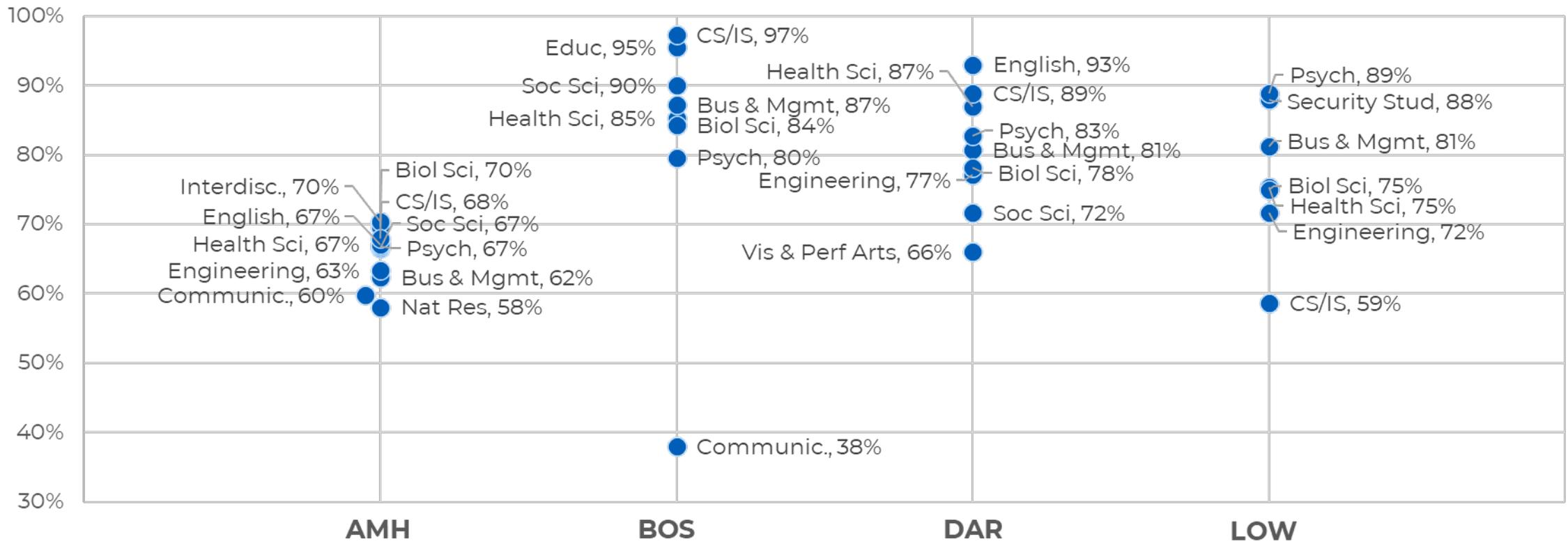


**PERCENTAGE OF BACHELOR'S GRADUATES WHO ARE WORKING IN-STATE  
FIVE YEARS POST-GRADUATION (2010-2012 COHORTS)**



# Across the system, Bio, Psych, Health Sci, and Business/Mgmt have roughly 3 in 4 graduates working in MA five years after graduation; in CS/IS & Engineering, more than 60% remain in the state.

PERCENTAGE OF BACHELOR'S GRADUATES WHO ARE WORKING IN-STATE FIVE YEARS POST-GRADUATION FOR SELECTED MAJORS (2-DIGIT CIP): 2010-2012 COHORTS



SOURCE: [Census Bureau Post-Secondary Education Outcomes \(PSEO\) Explorer](#).

## CSU-DCU-FSU-PSU Joint Parking Proposal (September 29, 2022)

**The unions propose that this proposal becomes effective January 16, 2023, or as soon as the Bayside Lot is closed or the number of Bayside parking spaces are reduced by more than 50% of the spots available in May 2022, whichever is earlier.**

1. Parking is recognized by all parties to be an essential service provided by the University to its employees and students to facilitate their access to study and work at the campus. The parties agree that students will always pay the lowest rates for parking. The University will make parking passes available to all sub-contracted workers (e.g. custodial staff, food service staff, book store staff, etc.) at the same rates and under the same policies agreed to in this MOA.
2. MBTA Subsidy: In addition to the subsidies provided by the MBTA, UMass Boston will provide a 50% subsidy for students and employees who purchase MBTA-passes through the campus (or campus's contractor).
  - a) Those who purchase their MBTA passes through the above, will be eligible to set aside pre-tax dollars from your paycheck to pay for MBTA parking related station costs. The maximum monthly amount is \$130.
3. Parking passes shall be made available to all employees and students at the rates on the chart below, and with the following stipulations:
  - a) Parking passes shall not be linked to license plates, and may be used by employees for any vehicle they are traveling in.
  - b) Parking passes must be used by the employee to whom they are issued.
  - c) Parking passes shall be available for purchase in person at the Parking & Transportation Office with cash, credit card, check or pre-tax payroll deduction. Parking passes shall also be available for purchase on-line at no additional cost.
  - d) Parking passes shall work in all lots.
  - e) Parking passes shall not be required to be used to enter a lot; they must only be used to leave a lot.
  - f) Any pass holder who forgets their pass and pays the daily rate (or receives a citation) will be reimbursed (or the citation will be rescinded) if they report that mistake within 30 calendar days to the Parking & Transportation Office.
  - g) Parking passes will be discontinued upon the written request of the pass holder. The pass holder will be reimbursed for any unused portion of the pass (e.g., unused swipes on a multi-use pass, or percentage of remaining time for monthly or semester passes).
  - h) If an employee is laid-off or terminated, they will be reimbursed for the unused portion of a parking pass as of their lay-off or termination date, as per section G above.
4. Parking Policies Handbook: Once agreement is reached on all Parking Policies, a formal handbook with page numbers is to be created and maintained as a pdf file accessible as a link from the Parking and Transportation website. Any changes to the Parking Policies which in any way impact bargaining unit members shall be bargained. When agreed up changes are made to the Parking Policies, they shall be noted in the Handbook, including the

adoption and effective dates for the new/revised policies.

5. Handicap Placard Users: Handicap placard users shall park for free in any handicap parking space. Placard users must register their placard with the Parking and Transportation Office in order to park for free. The handicap placard parking pass shall be accepted at all UMB parking locations.
  - a) If upon arrival lot signage indicates the lot is full, registered users with a parking pass shall be able to enter the lot to park.
6. Motorcycle parking spaces: Designated spaces for motorcycles shall be established in each lot except the Campus Center garage. These spaces shall be smaller than the standard parking space and be marked motorcycles only.
7. Evening Rates: The evening rate is valid from 4PM to 6AM. There is no additional charge to the evening rate for parking during this time period.
8. Parking Clerk: Every January 2 and August 15th, the presidents of CSU, DCU, FSU, GEO and PSU shall be informed of the name of the Parking Clerk. If a change takes place between these dates, notification is required.
9. Parking Citations:
  - a) A chart of parking violation fines shall be bargained and included in a final MOA, including fines for serious violations such as violation of a handicapped area; parking within fire lanes/zone; blocking an access lane; blocking a reserved space/lot; double parking; etc.
  - b) Late fees shall not be assessed, however pass holders may not be allowed to purchase an additional pass until all outstanding citations which are not under appeal are paid.
  - c) No notice of unpaid citations will be sent to the MA DMV without prior notice to the pass holder. Such notice must be issued to the pass holder at least two weeks prior to notice to the DMV and must explain the consequences of not paying the outstanding citation. Vehicles will only be reported to the DMV if an outstanding balance has existed for more than 6 months, or if the individual has left UMass Boston.
  - d) Revenues from parking citations will be used for student scholarships
10. Appeal Process for parking citations shall include the following provisions:
  - a) All individuals appealing a parking citation shall be granted an in-person hearing. Employees and students at academic institutions have unique and varied schedules, therefore scheduling the hearing shall be a coordination between both parties and based on the employee/student's on-campus schedule. The hearing date and time are not confirmed until both parties agree in writing to said date and time. All efforts will be made to hold the hearing during normal business hours.
  - b) Appeal forms may be submitted online or in-person at the P&T Office. When an appeal is filed in person, the appellant shall have their hearing scheduled at the same time. Upon completion of the on-line appeal form, within two (2) business days the appellant shall receive an email from the Parking Clerk confirming receipt of the appeal and scheduling the hearing.

- c) The Parking Clerk will make a decision within twenty-one (21) business days of the conclusion of the hearing. The decision shall state a summary of the reason for the ticket, the facts, the decision and the reason for such decision. The decision document shall be signed by the hearing officer and be both emailed and mailed to the appellant.
  - d) If the final decision from the appeal process is a violation of this MOA and/or contract language, then the employee may grieve the decision under the appropriate contract.
11. Electric vehicle charging stations: Charging stations will be available in all lots, and will be available to be used for as long as the car is plugged in. Use of charging stations will be free to UMB students and employees; there will be no additional fee beyond the cost of the parking pass.
12. New Employees: Employees who begin on campus employment shall pay the pass rate from their first day of employment. If the pass is not activated on their first day, then employee will be reimbursed for any daily parking charges.
13. Special Parking and Designated Parking Spaces:
- a) All designated spaces will have appropriate signage restricting their use.
  - b) In order to ensure that all parking is paid for, campus departments, offices and programs may be assigned a limited number of unreserved spaces. The applicable department, office or program will be charged a reasonable and fair rate for such spaces, as reasonably determined by the University.
  - c) The University will designate parking spaces for Student Affairs Community Directors in residence on campus who choose to house one vehicle per employee on campus. The Student Affairs department will be charged a reasonable and fair rate for such space, as reasonably determined by the University and not to exceed the rate applicable to reserved spaces. The rate charged to the Student Affairs department will be imputed as income to individuals employed pursuant to Internal Revenue Code requirements.
  - d) University-designated essential personnel who do not purchase parking passes will not be charged to park during such times as the University has been officially deemed closed in accordance with the campus closure policy.
  - e) Two parking spaces in the Service Lot will be designated for shared use by the unions representing bargaining units of which campus employees are members, for visitors and for union offices and employees when conducting official union business. The unions will be provided with two placards to be displayed for use in these spots.
  - f) In addition, each union will have the option to purchase parking passes for use by their staff and visitors.
  - g) Free short-term parking areas will be established around campus for the sole purpose of delivering/picking up materials.
  - h) Discounted visitor parking passes will be made available for UMB departments and programs to purchase on demand.

14. Staffing:
- a) All parking lots will be staffed 24/7/365 to ensure the safety of drivers. All entrances, payment machines, and lots will be lighted.
  - b) University public and institutional safety staff will be assigned to enforce University parking and transportation regulations and policies.
  - c) There shall be no layoffs of benefited CSU and/or PSU members in the Parking and Transportation Department as a result of the implementation of this Agreement (although the number of benefited Parking and Transportation employees may be reduced through attrition, promotions or transfers).
15. The University will provide the Unions with UMass Boston parking financial reports semi-annually. If requested by any union, the University will hold a labor-management meeting with the union to review the content of these financial reports.
16. Parking Committee: The parties will create a parking committee consisting of one voting representative designated by each union and an equal number of voting University representatives. The Committee shall meet three (3) times each academic year between September and June. The role of the Committee shall be: to review the implementation of this Agreement and parking operations as they relate to employees of the Unions in general; to review parking usage data, revenues and expenditures; and to address problems. In addition, topics to be discussed at these meetings may include mass transit subsidies, special carpool rates, and any changes to parking spots. The Committee will not have bargaining authority to change parking policies or parking rates.
17. Upon ratification, this agreement shall be considered to be incorporated into the Unions' existing and successor collective bargaining agreements. As such, enforcement of this MOA shall be through the unions' grievance processes, up to and including arbitration.

## PARKING PASS COST CHART

Salary Range	30 Use Pass	Monthly Pass	Semester Pass	Summer Session Pass	Daily Maximum Rate / Evening Rate	Effective Daily Rate (for comparison only)
<b>Students</b>	\$150	\$60	\$180	\$70	\$9 / \$5	\$5
<b>&lt;\$50,000</b>	\$150	\$60	\$180	\$70	\$15 / \$10	\$5
<b>\$50,000-\$69,999.99</b>	\$195	\$78	\$234	\$70	\$15 / \$10	\$6.50
<b>\$70,000-\$89,999.99</b>	\$240	\$96	\$288	\$70	\$15 / \$10	\$8.00
<b>\$90,000-\$109,999.99</b>	\$285	\$114	\$342	\$70	\$15 / \$10	\$9.50
<b>\$110,000-\$129,999.99</b>	\$330	\$132	\$396	\$70	\$15 / \$10	\$11.00
<b>\$130,000 or more</b>	\$375	\$150	\$450	\$70	\$15 / \$10	\$12.50
<b>Reserved Space</b>	N/A	\$300	\$1,200	N/A		
	<p><b>NOTES:</b></p> <ul style="list-style-type: none"> <li>• The term “salary” will mean an employee’s regular annual rate of pay at the time of the purchase of the pass, exclusive of additional compensation, overtime, or any other supplementary income.</li> <li>• 30 Use Passes will be charged per day used; multiple swipes on the same day will be counted as one use. 30 Use Passes must be used within a year of when they were purchased; any unused swipes will not be refunded once this deadline is reached.</li> <li>• Monthly passes are effective for each specific calendar month.</li> <li>• Semester passes are effective from September 1-January 15, and January 16-May 31.</li> <li>• Summer Session passes are effective from June 1-July 15, and July 16-August 31.</li> </ul>					