

University of Massachusetts Amherst



NECHE INTERIM REPORT 2023

TABLE OF CONTENTS

Introduction	1
Institutional Overview	1
Areas of Emphasis.....	2
1. <i>IR Capacity, Quality of Academic Advising</i>	2
2. <i>Planning to ensure sufficient qualified faculty</i>	5
3. <i>Developing the Mount Ida Campus</i>	8
4. <i>Baystate Midwifery Education Program Partnership with Nursing</i>	11
5. <i>School of Record Relationship with API</i>	11
Standard 1: Mission and Purposes	12
Standard 2: Planning and Evaluation.....	13
Standard 3: Organization and Governance	15
Standard 4: The Academic Program	17
Standard 5: Students	22
Standard 6: Teaching, Learning, and Scholarship.....	26
Standard 7: Institutional Resources	31
Standard 9: Integrity, Transparency, and Public Disclosure.....	33
Reflective Essay on Educational Effectiveness (Standard 8)	34
Institutional Plans	50
Appendices	51
a. Acronym List	
b. Affirmation of Compliance with Federal Regulations Relating to Title IV	
c. University of Massachusetts Audited Financial Report	
d. Interim Report Forms	
e. E Series Forms	

Introduction

In the fall of 2022, a steering committee was formed to begin gathering information for this interim report. This group consisted of Dr. Tricia Serio, Provost and Senior Vice Chancellor for Academic Affairs; Dr. Michelle Budig, Senior Vice Provost for Faculty and Academic Affairs; Dr. Barb Chalfonte, Associate Provost for Analytics and Assessment; Kristin Famighette, Project Manager, University Without Walls; and Bryan Beck, Planning Associate, University Analytics and Institutional Research (UAIR). Additionally, the process, timeline, and final goals were articulated to campus leadership groups including the Chancellor's Leadership Council, the Provost's Council, and the Deans' Council. Additional communication and planning began with the Faculty Senate and the Campus Planning and Resource Committee (CPARC; a joint administration-Faculty Senate committee) that served as a forum for input and feedback during the comprehensive self-study and evaluation in 2018. In December 2022, Dr. Kathy Martin joined UMass Amherst as Assistant Provost for Accreditation and Administration. She joined the leadership team for the NECHE Interim Report and was also added to the CPARC membership.

Early in the 2023 calendar year, narrative leads were identified for each area of emphasis and each standard based on the match between area of expertise and the needed content/focus. Chancellor's Leadership Council, Provost's Council, and Deans' Council were key partners in the process and were updated on the process and expectations in February. Throughout the spring, the leadership group worked closely with the narrative leads to collect information and data that were integrated into a draft report. In addition, office hours were held weekly via Zoom for consultation on NECHE-related items. Completion of the Interim Report Forms and E-Series were championed by UAIR and the Office of Academic Planning and Assessment (OAPA). The staff in UAIR and OAPA were key partners throughout in responding to data requests from the narrative leads and the primary writers. Consistent with its charge, the near-final draft was reviewed by the narrative leads and CPARC. The report was finalized with the approval of the Provost Tricia Serio and Chancellor Kumble Subbaswamy.

Notes:

- *To guide the reader in the UMass Amherst lexicon, an acronym guide is included as an appendix.*
- *The reader will notice various terminology used in reference to diversity, equity, inclusion, justice, and belonging (DEIJB). In the context of data-based narrative or reporting, underrepresented minority (URM) and IPEDS-defined race/ethnicity categories are used. In other areas, the term historically marginalized group is used to encompass UMass Amherst's commitment to address other forms of discrimination.*

Institutional Overview

The University of Massachusetts Amherst (UMass Amherst), the flagship campus of a five-campus public university system, was founded in 1863 under the provisions of the Morrill Land Grant Act. In 1947, with an increased enrollment of returning World War II veterans and the need to provide many of them with education in engineering and business, the Massachusetts State College, as it had been called since 1931, expanded its curriculum to offer more courses in both professional programs and in liberal arts and sciences. It received permission from state authorities to change its name to the University of Massachusetts. In 1962, the university was granted fiscal autonomy by the state legislature and major infusions of state support in the following decade allowed the campus to grow from 7,676 students in 1962 to 32,229 students in fall 2022.

In 2018, and with approval from the UMass Board of Trustees, UMass Amherst acquired the Newton, MA campus of the former Mount Ida College as a secondary instructional and residential site to mitigate the geographic barrier between the main campus in Amherst and the Greater Boston region.

Programs offered at UMass Amherst have evolved and grown to apply contemporary context to the public land-grant mission. Degrees, as well as 48 graduate certificates, are now awarded in five associate, 111 baccalaureate, 82 master's, and 51 doctoral programs in nine schools and colleges. UMass Amherst is the only public institution in Massachusetts designated by the Carnegie Foundation for the Advancement of Teaching as a doctoral university with the "highest research activity" and one of 12 public institutions in the Northeast to carry this designation.

Chancellor Transition

In June 2022, Chancellor Kumble Subbaswamy announced his intention to retire in June 2023. Following more than a decade of exemplary and transformative service, the transition to new leadership is a significant milestone in the UMass Amherst story. Following a national search, [Javier Reyes was selected as the 31st Chancellor of UMass Amherst](#) and is the first person of Hispanic descent to hold the position. Chancellor Reyes will officially begin his tenure on July 1, 2023.

Planning for the Chancellor transition began before Reyes' appointment and continued in earnest throughout the spring 2023 semester. Chancellor Reyes has visited campus several times and attended the April Board of Trustees meeting where he also visited with key donors. When Chancellor Reyes arrives in July, transition moves into integration as he is introduced to the UMass Amherst community near and far.

This Interim Report is drafted as a point-in-time assessment of the progress UMass Amherst has made since the 2018 self-study and projects goals and activities for the next five years. The University's strategic direction and plans to operationalize that strategy will be based on Chancellor Reyes' vision for the campus and the associated decision-making regarding the allocation of resources, along with institutional effort and energy. The projections contained herein may be revised, accelerated, or abandoned based on expected strategic planning efforts, but the overarching mission of the University is unchanged.

Area of Emphasis 1: *Ensure institutional research capacity is sufficient to support decision making, refine its system of assessing educational effectiveness, and provide a consistent quality of academic advising across academic units.*

The 2018-2023 Campus Strategic Plan calls for UMass Amherst to "instill a culture of evidence at all levels that applies the best possible information and analysis to decisions." Since the comprehensive evaluation, structural and operational enhancements made ensure sufficient institutional research capacity, including reorganizing the units for institutional research and for survey, evaluation, and assessment research, adding staff, and increasing campus-wide self-service.

To better focus on decision support, equitable student success, and uncovering the stories behind the data, University Analytics and Institutional Research (UAIR) and the Office of Academic Planning & Assessment (OAPA) were reorganized in 2022 under an associate provost to capitalize on the synergies of the two areas. This reorganization impacts institutional research capacity in three ways: (1) sharing the common work of data literacy, data governance, and trainings for dashboard use and equity-minded data sensemaking; (2) developing tools that support the use of qualitative and quantitative data produced by the two offices (e.g., a tool that allows a user to search on a topic such as retention that returns links to all dashboards, reports, and factsheets that relate to retention); and (3) making use of shared staff, including administrative and project management support.

The Executive Director of UAIR hired in 2019 was promoted to Associate Provost of Analytics and Assessment and an additional Senior Data and Visualization Analyst in UAIR was hired in 2020. Three additional senior analysts in OAPA were approved through the FY24 budget process to focus on (1) assessment and (2) survey and evaluation research. One aspect of the staffing strategy is to standardize a shared skill set among senior analysts across the two offices that include coding, quantitative or qualitative analysis, and data visualization, allowing resources to be allocated across the two offices as work cyclically ebbs and flows. Finally, graduate assistantships (GA) in OAPA and UAIR are used strategically to develop staffing pipelines. The proposed organization and commensurate staffing of UAIR and OAPA is depicted in Figure 1.

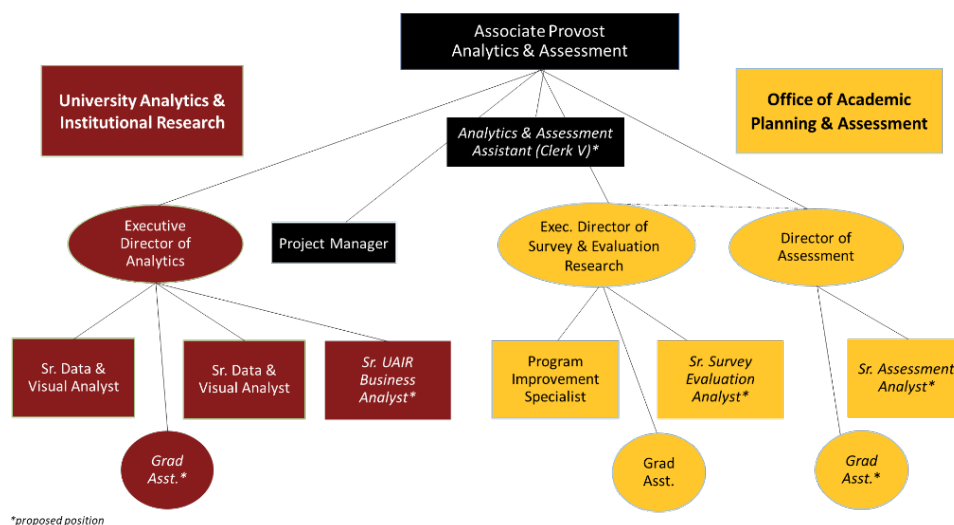


Figure 1. Analytics and Assessment proposed organizational structure

To increase campus-wide self-service, [Flagship Analytics](#) was launched in April 2019 after a rapid 9-month development period. Since then, student enrollment, retention, and success data, strategic planning metrics, and ad hoc requests have been delivered through Flagship Analytics, increasing campus-wide self-service and decreasing UAIR staff time spent providing basic data, metrics, and analyses. To address student and public data access, UAIR developed [public-facing dashboards](#) to accompany available [factsheets and data tables](#).

Availability and accessibility of data has improved. To date, more than 750 members of the campus community have been trained on Flagship Analytics, significantly increasing access to data. Access is combined with counsel and collaboration with the analytics team to think through a project or to request a more complex data analysis. Additional dashboards are released regularly, thus building upon the self-service capacity in the community and encouraging data exploration.

Deploying Flagship Analytics has supported major university efforts such as: (a) pandemic-related academic planning to estimate students on campus based on face-to-face course modeling and the distribution of those courses across campus; (b) tracking and reporting the adoption of pass/fail grading options and course withdrawals during semesters impacted by the pandemic; (c) tracking and reporting summer melt leading into the Fall 2020 semester; (d) developing an undergraduate enrollment projection model for budget planning; (e) deploying an admissions monitoring dashboard for self-sustaining graduate programs; (f) developing public-facing dashboards to support diversity, equity, and inclusion work and to address student action group demands; and (g) supporting the academic strategic planning refresh. Additionally, Flagship Analytics is used to deliver data on teaching, course success, retention at the institution and within majors, all disaggregated by various demographics and identities.

The follow-up to the [Campus Climate Survey administered in Fall 2021](#) demonstrates this increased capacity. In addition to sharing the results broadly, OAPA worked closely with the Office of Equity and Inclusion to create [Campus Climate Survey Engagement Guides](#) that further explain the UMass Amherst results and provide additional information to expand understanding and promote action. Launched with data dashboards in fall 2022, the campus community was able to access data in ways that allowed for department-level analysis and action planning. More information is provided in *Standard 6: Teaching, Learning, and Scholarship*.

Even before the pandemic, planning for expanding access to evidence for decision making, equitable outcomes, and discovery of needs not yet known was underway to explore the feasibility of an institution-wide data warehouse, a need strengthened and refined from the pandemic experiences. UAIR and Information Technology (IT) are modeling a data warehouse structure, which increases the need for explicit data governance work. To date, work for a data-steward model of high-level permission-granting to data within Flagships Analytics has

been completed, including a data dictionary documenting definitions for each dataset. As the data warehouse project moves forward, a nimble data governance group, co-led by UAIR and IT, will be needed. Decisions regarding the feasibility of a university-wide data warehouse are expected by FY24.

Working through the Campus Planning and Resource Committee (CPARC), UMass Amherst is aligning and integrating regular, data-informed evaluation processes including [Academic Quality Assessment and Development \(AQAD\)](#), Education Effectiveness Plans (EEPs), strategic planning, and budgeting for efficiency and synergy, as well as to enhance their meaningfulness to the generating department, school, or college.

Quality of Academic Advising

Academic advising is decentralized across the nine academic schools/colleges and the Commonwealth Honors College. Among them, several employ professional advisors exclusively (e.g., Isenberg School of Management); others continue to leverage faculty for advising (e.g., Humanities and Fine Arts), and others use a hybrid approach (e.g., College of Natural Sciences). Across all colleges, data from Senior Survey administrations between 2017 and 2019 indicate satisfaction with advising (responses of Very Satisfied and Somewhat Satisfied ranging from 72%-95%). National Survey of Student Engagement (NSSE) responses for the 2020 administration were similarly positive (First-Year and Senior Students rated advising 5.1 on a 7-point scale). Senior Survey administrations during the pandemic affected responses rates, and the experience was dissimilar to the typical context. The results, therefore, are interpreted cautiously. Although satisfaction with advising in schools/colleges using all professional advisors has not trended higher, there are benefits of the model for students and for faculty.

The College of Natural Sciences (CNS), the largest school/college at UMass Amherst, convened a task force in 2021-2022 to examine advising in the college and to develop a proposal to guide its advising for the next five years. Key opportunities to professionalize and improve advising across the college, provide consistency for students, institute an advising assessment program, and increase opportunities for professional development for advisors emerged. The task force recommended four overarching structural changes that are being implemented over the next several years:

1. Create and adopt a First-Year Advising Pathways model where every first-year student is assigned a professional advisor who specializes in a cluster of majors among which there are frequent changes early in a student's academic career.
2. Shift primarily to a Professional Advisor Model where advising staff can focus 100% of their time and energy to advising, providing a consistent experience to all students.
3. Transition current Chief Undergraduate Advisors (CUAs) who have faculty appointments to professional advisors who engage in student success initiatives, share a common core job description, are integrated members of the department(s) they serve, and have strong relationships with the CNS Advising Center and peers in other CNS departments.
4. Institute a Faculty Mentor role where faculty are identified in each major to provide discipline-specific guidance about upper-division coursework, research, graduate school, career exploration, and professional development.

A similar task force will be formed to study undergraduate advising across all schools and colleges. Data will be gathered during summer 2023, with work beginning in earnest in the 2023-2024 academic year. Through the work of this task force, actionable recommendations will emerge that will positively impact the quality of academic advising. By the next comprehensive self-study, an assessment of advising across academic affairs will be complete.

In the meantime, staff, and faculty new to the academic advising role participate in required Advising Foundations training before accessing advising screens in the student information system (SPIRE) or the Education Advisory Board (EAB)/Navigate success platform. Learning outcomes for the training include an understanding of proactive

advising, connecting students to resources, documenting student interactions, and using student record and advising technologies. Documentation of intervention and outcomes for individual students are shared across advisors including those in the Learning Resource Center, Athletics Academic Success, Center for Multicultural Advancement and Student Success (CMASS), and schools and colleges.

Comprehensive training is also available to academic advisors and other staff and faculty involved in student persistence and degree completion work via the Success@UMass professional development series. Combined attendance in the series' workshops for the 2021-2022 academic year was 450 (non-unique participants). Through these trainings, advisors learn to identify persistence barriers and success or risk markers in student records (e.g.: D/F/Ws; failure to register for the coming semester), and to use Navigate campaigns to reach out to students and track intervention strategies. Navigate is managed by Student Success Programs and Services and is utilized campus wide to aid and support students and advisors. Undergraduate Student Success has a team in their Persistence Program and Advising Support area who oversee the Early Academic Alert program in Navigate, which allows instructors and advisors to document student progress, refer students to additional campus resources, or trigger intervention by advising staff. In Academic Year 2021-2022, 515 instructors participated in the Early Academic Alert Program, resulting in 3,534 referrals made for 2,507 unique students. Preliminary analysis of the 2021-2022 data indicates that students who received an academic alert referral and participated in a subsequent documented academic intervention passed the course for which they were referred at a higher rate than those who did not. An evaluation of the Academic Alert tool will begin in summer 2023 in partnership with EAB.

Holistic advising is also promoted via additional trainings focused on the success of students historically underserved in higher education and the benefits of intentional inclusivity and wellbeing efforts in student success. Intervention Action Plans are provided by the Undergraduate Student Success team to advising teams to encourage standardized intervention for students with risk regarding degree progress.

With the fall 2023 transition to Canvas as the sole learning management system (LMS), UMass Amherst is exploring data transfer between Navigate and Canvas. This integration will improve advisers' ability to track student success. The option to submit alerts will remain, but the ability to automate will augment those faculty actions.

Information regarding student learning outcomes and continuously monitoring student learning and success is embedded in the Reflective Essay on Educational Effectiveness.

Area of Emphasis 2: Planning to ensure sufficient qualified faculty for continued achievement of the institution's goals for academic programming and research.

UMass Amherst has in place an integrated system of resources, programs, and tools to promote recruitment, retention, and on-going professional development of all faculty, including tenure track, non-tenure track, and librarians. Aligned with the institutional strategic goals for expanding research and scholarly impact and building a more diverse and inclusive community, the division of Academic Affairs has established strategic goals and actions relevant to this area of emphasis:

1. Create world-leading learning and workplace experiences to enable members of our community to self-curate their journey to maximize academic, personal, and professional growth and wellbeing.
2. Disrupt inequitable practices and exclusive cultures to reimagine our mission as a public research institution in service of all.
3. Optimize resources to reflect our values and to ensure equitable opportunity for all.

Overall, the activities in place since 2018 have been successful, as reflected in the quality of faculty teaching and research and creative activity and are positioned to continue as such. Information contained here is supplemented and expanded by the content in *Standard 6: Teaching, Learning, and Scholarship*.

The increase in retirements noted in the 2018 self-study resulted in the opportunity for the strategic allocation of tenure track and non-tenure track positions to meet needs driven by student enrollment, demand, and outcomes. An evidence-based approach guides hiring decisions, with requests including salary, facilities, and start-up funds aligned through the annual budgeting process. This structure, in combination with additional programming focused on recruitment and retention, creates a consistent and holistic process to consider the allocation or reallocation of resources for new and replacement positions.

Faculty Composition

The number of full-time instructional faculty has remained stable since 2018 at around 1,500. The number of tenure-system faculty has also been stable at around 1,100 faculty. Accounting for all part- and full-time faculty, the FY23 UMass Amherst faculty headcount is 1,998 (FTE = 1,561). This sum includes tenured professors (28.4%), tenured associate professors (17.3%), untenured assistant professors (14.8%), untenured instructors (1.8%), non-tenure track lecturers (32.9%), and non-tenure track continuing education instructors (4.8%).

The faculty remains highly qualified. Of full-time instructional faculty of all ranks, 95% have a terminal degree, 89% hold a doctorate, 6% hold a terminal master's degree.

Pre-pandemic, UMass Amherst typically hired around 70-75 tenure-system faculty annually. This number dropped to 20 faculty in 2021-2022. A total of 41 new faculty were hired during the fall semester of 2022 and searches to fill faculty vacancies due to voluntary exits and retirements are underway. UMass Amherst has been successful in recruiting more women and underrepresented minority faculty. Except for 2019-2020 where women constituted 49% of new faculty hires, more women than men have been hired annually between 2018-2022. Though proportions of underrepresented minority faculty among new hires dipped in the 2019-2021 period, these faculty represented 38% of all new faculty hires in 2021-22 and 32% of all new hires to date in 2022-2023. As a result, the proportion of female faculty has grown from 47 to 49%, of Asian/Asian American faculty has grown from 11 to 13%, and of Hispanic faculty from 3 to 4%. Proportions of faculty who identify as Black/African American or from other underrepresented minority groups have remained stable at 4% between 2018-2022. The proportion of white faculty has declined from 73 to 71%.

Diversity in hiring is supported by the Pathways program which offers two ways to increase the ranks of tenure-system faculty who contribute to the campus' diversity, equity, and inclusion by virtue of their lived experience and/or scholarship. Faculty members can be recruited as part of the tenure-track pathway program or the postdoctoral pathway fellowship. Collectively, they have been broadly successful in recruiting and retaining top-quality faculty. Between 2018-2022, the Pathways Program resulted in a total of 65 hires.

Also supporting the hiring of more diverse faculty are the Strategies and Tactics for Recruiting to Improve Diversity and Excellence (STRIDE) training model and the [Partner Employment Program \(PEP\)](#). STRIDE trainings provide research-driven best practices to recruit for diversity and excellence across every stage of the search process and reduce implicit bias in faculty search and hiring practices. This training is required of all faculty search committee members and department chairs.

Additional support is available for recruited faculty members who are seeking opportunities for their spouse/partner. Central resources (50% of a lecturer's salary) are provided to fund partners/spouses hired into an existing open search or into a created position (tenure-track, non-tenure-track, librarian, or professional staff) for three years; the remaining resources are provided by the College/School and the hiring department with the expectation that the full salary will move to these latter units when central funds end. UMass Amherst has hired 98 spouses/partners as part of retention and recruitment. Since the comprehensive evaluation, the UMass Amherst Provost has continued 15 partner hires and hired 33 additional spouses/partners as part of recruitment and retention offers. Between FY18 and FY23 the central budget for spouse/partner hiring has grown from \$626,688 to \$925,897.

Since FY18, 151 faculty have voluntarily resigned, and 90 have retired. These numbers were impacted by the Voluntary Separation Incentive Program instituted in the budgetary contraction period in the wake of the COVID-19 pandemic. Of retiring faculty, 84% were full professors and all were tenured faculty. Of faculty who resigned, 40% were non-tenure-track lecturers, 29% were untenured assistant professors, and 31% were tenured faculty. At the same time, competitiveness in retention offers remained strong. Of those that reached the level of the Provost's Office, UMass Amherst made successful retention offers to 130 faculty (success rate = 88%). To better understand the reasons faculty leave, the faculty union, the Massachusetts Society of Professors (MSP), will begin conducting confidential exit interviews with departing faculty in 2023.

In the FY24 budget cycle, Provost Serio made short- and long-term planning for Pathways hires a high priority with the goal not only of increasing the overall number of hires but to also use Pathways hires synergistically with other searches for open positions.

Since FY18, mentoring and support programs for faculty have greatly increased with expanded services for faculty development, teaching and learning, and the arrival of the ADVANCE grant on our campus. These initiatives have been informed by surveys of faculty job satisfaction (COACHE) and all-campus climate surveys. These investments and services are summarized in *Standard 6: Teaching, Learning, and Scholarship*.

Compensation

Relative to its peer institutions, UMass Amherst faculty salaries are competitive (See Table 1 below). At each faculty rank UMass Amherst is at or above the median average salary of its peers.

Comparison of Average Compensation Among UMass Amherst Peer Institutions (FY21)				
	Professor	Associate Professor	Assistant Professor	Lecturer
University of California-Santa Barbara	209,600	126,244	112,555	100,163
University of Maryland-College Park	170,619	119,924	108,353	76,840
University of Colorado Boulder	149,696	105,942	103,667	
University of Delaware	158,882	112,971	98,708	
University of Massachusetts-Amherst	157,101	110,337	97,579	78,004
University of Oregon	140,559	103,294	92,271	86,047
Indiana University-Bloomington	127,757	95,526	92,084	59,297
University of Connecticut	155,623	108,902	91,007	83,249
Stony Brook University	157,338	107,787	90,043	66,410
Iowa State University	131,773	97,625	85,221	54,263
Rutgers University-New Brunswick	161,340	106,031	83,573	64,806
Median	157,101	107,787	92,271	72,264

Table 1. FY21 peer group average compensation comparison (Source: IPEDS Human Resources Survey).

Between 2018-22, salaries grew 5%, on average. Salaries by rank and gender are reported [here](#). Salary increases have been robust at the lecturer and assistant professor ranks, with lecturers averaging \$79,242 and assistant professors \$98,878 in Fall 2021. Among tenured faculty, salaries were higher in FY21 compared to 2018, however due to the increase in retirements during the pandemic, mean salaries for associate and full professors were more variable from one year to the next.

A 2018 salary equity study showed that, holding rank and academic discipline constant, there was no evidence of statistically significant gender pay gaps among UMass Amherst faculty. Between 2018 and 2022 the unadjusted gender pay gaps (not controlling for discipline and rank) at the aggregate level were reduced among associate professors and lecturers; remained the same among assistant professors; and increased from 6% to 10% among full professors. UMass Amherst and the MSP have taken the lead in Massachusetts and nationally in prioritizing pay equity. With a fair process as well as a central pool of funds to address inequities, the three-step process is data-informed and consistently applied. To maximize the number of individuals who received equity awards, allocations were capped and faculty and librarians whose salaries fall below the campus median are prioritized to

bring their salary to 95% of the trend line in their department. In 2022-2023, approximately 330 individuals received an adjustment, of the approximately 400 faculty and librarians with identified needs. The same methodology will be applied each year to continue to reduce salary inequities.

Assessment of instructional stress (faculty size relative to the student body) is central to academic personnel planning. Through FY24, current and anticipated needs are supported in two ways: existing budget and revenue within schools/colleges; and resources provided via the Strategic Investment Fund. Since FY18, UMass Amherst has invested a total of \$16,387,340 in new tenure track (TT) and non-tenure track (NT) faculty positions (TT FTE = 117.0; NTT FTE = 49.3). Going forward, a methodology to assess instructional stress more formally will be developed and the results integrated into multi-year planning.

Academic Staff: Composition and Compensation

As reported in the Interim Report Forms for Standard 6, in Fall 2022 UMass Amherst employed 75 Librarians, 147 Advisors, 38 Academic Coordinators, and 38 Career Services staff. The number of librarians has declined from a high of 95 in 2020 due to retirements, voluntary departures, and the ongoing challenges in replacing staff during the pandemic. All other groups of academic staff have increased since 2018, with Career Services professional staff growing from 23 to 38, Advisors increased from 134 to 154, and Academic Coordinators maintained their size, despite some growth and retraction during the pandemic.

Academic staff salaries show overall growth for all categories, despite some stagnation and declines during 2020-2021. By Fall 2022 compensation for all groups had increased (11% for librarians, 9% for academic advisors, 7% for academic coordinators, and 2% for career services staff). The slower rate of pay increases among career services professionals partially reflects the expansion of this workforce since 2018 with new workers who begin at a lower pay step compared to existing, longer serving workers.

Area of Emphasis 3: *Develop Mount Ida Campus to serve the university's mission and purposes*

In May 2018, with approval from the UMass Board of Trustees, UMass Amherst acquired the Newton, MA campus of the former Mount Ida College. A secondary instructional and residential site in Greater Boston provides UMass Amherst students with greater access to experiential learning, professional development, and graduate education opportunities.

The Mount Ida Campus (MIC) is geographically separate but functions in full alignment with business, academic, and student engagement units in Amherst. While Amherst-based unit leaders provide direction, budget guidance, and other administrative oversight of their relative departments at the MIC, long-term planning is directed by the [Mount Ida Campus Steering Committee](#). The committee is charged with providing advice and input on MIC strategy and initiatives, advocating for campus initiatives across the university, and, where necessary, providing consent and approvals on behalf of relevant academic or business units. During AY 2019-20, UMass Amherst's academic and administrative units focused on the operational aspects of activating the new campus, including systems integration (IT, Human Resources, business processes, student account management, etc.), student support services (student life, health services, dining, transportation, etc.), rebranding, and deferred maintenance. From AY 2020-2021 through AY 2022-2023, the university focused on piloting, building, and expanding academic programs and pathways to and from Amherst.

In January 2020, Chancellor Subbaswamy appointed a 15-member committee to draft a strategic plan for the MIC. The Mount Ida Campus Strategic Planning Committee conducted its work throughout the Spring 2020 semester, defining mission and vision statements, strategic priority areas, and formed subcommittees organized by the strategic priorities that directly supported UMass Amherst's strategic plan, *Be Revolutionary: A Vision for the Future 2018-2023*. By virtue of this alignment, the resulting [Mount Ida Campus Strategic Plan 2020-23](#) is a three-year plan, coterminous with *Be Revolutionary* that defines the steps necessary for the MIC to meet its mission to serve as a *center for student experiential learning and professional development while amplifying*

UMass Amherst's impact in the Commonwealth. Successful execution of the plan will also enable its vision to make the campus *a hub of innovation, collaboration, and engagement that takes on the greatest challenges facing the Commonwealth.* The plan is organized around four strategic priority areas, with key objectives and actions steps to support them: [Experiential Learning and Professional Development](#); [Innovation and Industry Collaboration](#); [Economic Development and Community Development](#); and [Facilities Development and Operational Capacity](#).

In Spring of 2023, staffing at the MIC includes approximately 40 full- and part-time staff across business units that include administration and finance, information technology, facilities, auxiliary services, student life, career services, health services, university libraries, and research and engagement. Most on-campus staff report to their central business units in Amherst. Day-to-day managerial oversight and executive leadership of the MIC is provided by the Assistant Chancellor of Greater Boston Strategic Initiatives, and day-to-day operational oversight is provided by the Campus Director.

The number of faculty on campus varies depending on the number of in-person academic programs that are live during an academic session. In Fall 2022, 28 faculty offered 48 graduate and undergraduate course sections on the MIC. The Wadsworth Library on the campus has two full-time librarians who offer research support, access to online resources offered by university libraries, and access to assistive technology.

The MIC does not enroll undergraduate students directly. Students apply through UMass Amherst and can then access courses and/or programs offered at the MIC, participate in cohort-based pathways at the MIC, or design (with the assistance of their advisors) their own opportunities.

The academic program presence at the MIC, as of Spring 2023, is summarized in Table 3.

Undergraduate	Graduate
<ul style="list-style-type: none"> ▪ Veterinary Technology (CNS) ▪ Building Construction Technology (CNS)* ▪ Psychology & Brain Sciences (CNS)* 	<ul style="list-style-type: none"> ▪ Business Analytics (Isenberg) ▪ Statistics (CNS) ▪ Unoccupied Aerial Systems Piloting (CNS)^ ▪ Geographic Information Science & Technology (CNS)* ▪ Biostatistics (SPHSS)* ▪ Machine Learning (CICS)*
Pre-College (Summer)	Partnership Programs
<ul style="list-style-type: none"> ▪ Architecture (HFA) ▪ Veterinary Technology (CNS) ▪ Veterinary Medicine (CNS) ▪ Building Construction Technology (CNS) 	<ul style="list-style-type: none"> ▪ City of Boston Power Corps/Arboriculture (CNS) ▪ Digital Ready/Architecture (HFA) ▪ Osher Lifelong Learning Institute#
<ul style="list-style-type: none"> ▪ * Course sections offered; not full degree program ▪ ^ Graduate certificate ▪ # Courses offered by UMass Boston and Brandeis University 	

Table 3. Academic Programs Offered at the MIC, as of Spring 2023.

The BS-Veterinary Technology program has a full-time presence on the campus. The Mount Ida College Vet Tech program was redesigned by UMass Amherst Veterinary and Animal Sciences faculty, receiving full accreditation from American Veterinary Medicine Association in 2020. Students in the program spend their first four semesters primarily in Amherst and their second four semesters primarily on the MIC, leveraging the strengths of each location including large and small animal facilities, respectively. The program is one of only 25 offering a bachelor's degree in the U.S. and the only in Massachusetts.

Strategic resources of over \$500,000 have been allocated since FY19 to support initiatives related to the MIC. A current priority is to support positions and initiatives that cut across multiple schools and colleges, thereby enhancing collaborative efforts that will further strategic priorities at the MIC, strengthening ties with the Amherst campus, and deepening relationships with key industry and community partners in the Boston area.

Student support services available at the MIC are appropriate for the current size of student cohorts, and processes are in place for scaling student life, health services, and other services as enrollment increases. As of Spring 2023, there is a full-time, in-residence Director of Student Life and an Assistant Director of Student Life, three part-time residential educators (graduate students), and four undergraduate resident assistants, all of whom contribute to residential supervision and campus and student life programming. In addition, staff includes a full-time nurse and a part-time counselor in University Health Services dedicated to the MIC to provide a full array of health and counseling services. The COVID-19-accelerated transition to remote opportunities for advising, counseling, and tutoring has benefited students on the MIC and will allow student services to be more efficiently scaled.

The COVID-19 pandemic necessitated a shift in university priorities regarding student location, residential status, learning modalities and touch points, and reduced the availability of in-person internship and co-op opportunities in Greater Boston, stifling growth of student engagement with the MIC from Spring 2020 to Spring 2022. While operations at the MIC continued, the pace of progress on new academic programs and other strategic initiatives slowed. The total residential student population in AY21-22 totaled 146, which included fall, spring, and summer in aggregate. While lower than projected, progress toward leveraging the MIC as a strategic asset continued. Several initiatives of note are listed below:

- The Veterinary Technology program has a robust internship program as part of its curriculum. Existing but less-well-articulated internship pathways leveraging the MIC include the College of Social and Behavioral Sciences, School of Public Health and Health Sciences, and the Building Construction Technology program. The Manning College of Information and Computer Sciences and the Department of Civil Engineering have approved 3-credit internship options for students. In collaboration with the Office of Career Development and Professional Connections, a model for in-semester, 6-credit internships or co-op pathways offered by academic departments was developed. During Spring 2023, the first internship pathway utilizing the [Linking Employment to Academic Development \(LEAD\) at Mount Ida](#) model launched for Psychological and Brain Sciences students, the university's largest undergraduate major. Plans are underway to apply the LEAD model in other Schools and Colleges.
- Industry partnerships are a burgeoning focus, with recent examples including Digital Ready, a Boston nonprofit focused on increasing diversity in the Massachusetts innovation economy establishing a Living Learning Lab on the MIC during AY21-22, and the Department of Environmental Conversation utilizing the MIC to activate a partnership with [PowerCorpsBOS](#), a green jobs workforce development program offered by the City of Boston.
- The [Innovation and Collaboration Space](#) allows small and early-stage businesses to lease office, co-working and lab space at the MIC, and co-locate with UMass Amherst. These tenants are required to provide professional development opportunities for UMass Amherst students. Internships with on-campus employers are among the most highly sought after by students.

The financial performance of the MIC is considered with that of the entire UMass Amherst campus. While the original enrollment projections have yet to materialize, largely due to the pandemic, enrollment of residential students at the Amherst campus have provided additional revenue well beyond the original \$1.3M projection for the MIC. UMass Amherst has met or exceeded the 2% operating margin parameters provided by the University of Massachusetts Board of Trustees, which more than ballasts the slower than expected growth in Newton. The strategic imperative for the campus now is to entice traditional-aged residential students to spend a portion of their UMass education at the MIC. The initiatives mentioned above are examples of planning underway to create a pipeline to the MIC that will boost student engagement and concomitantly relieve stress on capacity on the Amherst campus.

Deepening connections with the Amherst campus is a strategic priority. Integration with the UMassFlex initiative and collaboration with the Faculty Senate could unlock opportunities for faculty to engage students in Newton

from Amherst and vice-versa and allow faculty with interest to work shift between locations. Among the initiatives being explored are:

- Extending the spring Psychology internship cohort model to other academic programs with high enrollment and an experiential requirement, including Computer Science, Biology, Political Science, Finance, Math and Statistics, and Communication.
- Creating a level of flexibility in course modality via UMassFlex that unencumbers students from being place-bound in Amherst.
- Establishing an undergraduate Innovation Entrepreneurship and Engagement Certificate, which requires a semester in residence at the MIC.

The MIC is a key UMass Amherst asset. As of spring 2023, the Mount Ida Campus Steering Committee is updating its strategic plan, understanding that strategy setting for the MIC will be integrated into a new university-wide strategic planning process. In the interim, academic program development is a focus. To that end, a new position, Associate Provost for Academic Programs at the MIC, was approved in spring 2023. The successful candidate, who will be hired internally, will provide day-to-day oversight of academics on the MIC campus, with attention paid to the development of the campus' academic programming and new cohort-based programs. The exploration of opportunities for academic programming will include undergraduate and graduate offerings. Existing graduate programs have struggled to grow enrollment at the MIC due to challenges unique to a secondary instructional site, including lack of graduate housing. The UMass Building Authority and UMass Amherst have formed a new campus development advisory committee to explore public-private-partnership opportunities on the campus. Further exploring a model for industry colocation at scale will assist with maximizing campus utilization and provide a model for industry partnerships.

Area of Emphasis 4: Baystate Midwifery Education Program Partnership with Nursing

Upon notification in January 2023 of approval of the substantive change request, the next steps were initiated to move the program through the successive approval steps, beginning with the UMass Course and Curriculum Management System on January 18, 2023. The proposal was approved by the Graduate Council/Academic Standards Committee and the Faculty Senate. A report of substantive change will be submitted to the Commission on Collegiate Nursing Education (CCNE) in May 2023. First enrollment into the program is anticipated in summer or fall 2023, depending on approval status.

Area of Emphasis 5: Success in implementing the School of Record relationship with Academic Programs International (API)

The API School of Record Relationship was launched in the academic year 2021-2022. The campus committee, comprising the Senior Vice Provost and Dean of Undergraduate Education, University Registrar, and other academic and administrative personnel is chaired by the Vice Provost for Global Affairs. The committee met regularly with API to establish a baseline of the reports and materials UMass Amherst needed to conduct reviews of study-abroad programs and grant approval for the School of Record. API provided detailed operational reports and site specific materials for the committee's review, including: API's governance documents; API's approach to university partnerships; annual curriculum report and sample syllabi from sites under review; representative student assignments; CVs of faculty and resident directors; reports of academic, co-curricular, and experiential learning assessment; annual student surveys; site-specific self-studies; and reports on student wellness, housing, health, and safety.

During 2021-2022, API programs were approved at Instituto Lorenzo di Medici, Florence, Italy, University of Reykjavik, Iceland, Instituto San Joaquin de Flores, Costa Rica, Syracuse Academy, Syracuse, Italy, and API Lab + Internship Curriculum. Documentary review and site visits were conducted for the Instituto Lorenzo di Medici, the

Instituto San Joaquin de Flores, and Syracuse Academy. During 2022-23, the following programs are under review: Jagellonian University (Poland), Università Cattolica del Sacro Cuore Milan (Italy), and the University of Dubrovnik (Croatia). By the end of the Academic Year 2022-23, nearly 400 transcripts for these programs are expected to be issued.

Standard One: Mission and Purposes

Founded in 1863, UMass Amherst is the flagship campus of a five-campus public university system. The mission of the [University of Massachusetts](#) was articulated in the 2005 Board of Trustees document T05-024 and is unchanged. The University of Massachusetts mission is:

to provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world.

This mission is supported by a position statement that reinforces the scope and breadth of the reach of the system: *The path to the social and economic development of Massachusetts and its diverse regions goes through the University of Massachusetts.*

Finally, the 2006 document reaffirmed 10 strategic priorities related to that mission:

- Maintain and improve affordability and access
- Enhance the student learning experience
- Strengthen the university's research and development enterprise
- Continue a focus on diversity and positive climate
- Renew the faculty
- Increase the endowment
- Develop first-rate infrastructure
- Develop a leadership role in public service
- Improve the delivery of administrative and IT services
- Position the university effectively in the higher education marketplace

More specifically, the mission of UMass Amherst, reaffirmed by the Board of Trustees in March 2008 is *to create positive impact on the Commonwealth and the broader society we serve through education and advancing knowledge. As the flagship public university in Massachusetts, we cherish and add to the Commonwealth's long tradition of intellectual and educational leadership.*

Our institution is rooted in the idea that any qualified individual, regardless of wealth or social status, should have access to high-quality higher education. We draw from and support diverse experiences and perspectives as an essential strength of this learning community and accept for ourselves and instill in our students an ongoing commitment to create a better, more just world.

Regular and iterative strategic planning has been a priority under Chancellor Subbaswamy, connecting our mission to our operations in ways that positively affect students, faculty, staff, and the Commonwealth of Massachusetts. Strategic planning efforts are more fully described in Standard Two.

Standard Two: Planning and Evaluation

[Strategic planning at UMass Amherst](#) is systematic, broad-based, participatory, and appropriate for the size and complexity of the institution. The Chancellor's Office has charged the [Campus Planning and Resource Committee \(CPARC\)](#) with the ongoing review of the campus strategic planning and resource allocation processes to ensure transparency in and effective integration of planning and budgeting. With cross-divisional representation including faculty and senior leadership, transparent communication and shared contributions to planning are integrated into the planning process.

The University strategic plan, *Be Revolutionary*, represents a refresh of the Innovation and Impact plan first communicated in 2018. The intertwined goals of the process were to maintain enrollment momentum and shape a sustainable financial strategy. The three goals driving campus decision-making and resource allocation are:

1. Establish UMass Amherst as a destination of choice where academically accomplished, socially responsible seekers of a world-class education succeed in a research-rich, inclusive learning community.
2. Establish UMass Amherst as a partner of choice in advancing and applying knowledge and innovation for the betterment of society.
3. Establish UMass Amherst as a community of choice for students, staff, and faculty that exemplifies the power of diverse perspectives and mutual respect.

Supported by goals, action steps, and metrics, the plan comes to life in the major business units. Recognizing that state appropriations may be insufficient to fund ambitious but vital goals, the plan also includes key [Resource Planning](#) activities that will contribute to the revenue growth that will sustain these efforts.

Central to the articulation of the plan was the parallel goal of establishing a culture of evidence at UMass Amherst. With data and analytics as the nexus of this work, augmentations to the institutional research function are discussed more fully in the preceding subsection for Area of Emphasis 1. Each strategic plan goal is linked to one or more [metrics](#) to assess progress and chart longitudinal trends. Underlying each goal and metric are a series of dashboards in Flagship Analytics that allows trained users to explore the relevant data in more detail. Feedback from CPARC is shared each year via the Committee's [annual reports](#).

The 2018-2023 timeframe for the *Be Revolutionary* plan coincides with Chancellor Subbaswamy's retirement. Over the last five years, a wide range of significant accomplishments can be connected to the *Be Revolutionary* strategic plan despite the unexpected disruption caused by the COVID-19 pandemic. Several are highlighted below, and others are described more fully in the standards that follow.

- **Enrollment, Retention, and Completion**

Undergraduate student enrollment has steadily increased in each of the last five years, with a 3.9% increase in that timeframe. Master's degree enrollment has increased 22.6% to 4,552 at the Fall 2022 census. Only doctoral enrollment has decreased since Fall 2018, with a 4% reduction (2799 in Fall 2018 to 2688 in Fall 2022). Enrollment of underrepresented minority (URM) students has also trended upward, generally. Fewer Black/African American students are selecting UMass Amherst, the reasons for which are being further explored. Retention for the Fall 2021 cohort of first-time, full-time students has remained steady at 90%. The 4-year graduation rate for the Fall 2018 cohort is 75%, consistent with prior years and the 6-year graduation rate for the Fall 2016 cohort is 83%, a 6% increase from the Fall 2011 cohort. For URM students, the retention rate is 83%, 4-year graduation rate is 64% and the 6-year graduation rate is 77% for the same cohorts, each higher than prior cohorts (see the Interim Report Forms for detail).

- **Diversity, Equity, Inclusion, Justice, and Belonging (DEIJB)**

DEIJB is threaded throughout the strategic plan and improving campus climate is a discrete strategic priority. Organizationally, in the last five years, the chief diversity role was elevated to a Vice Chancellor-level position, and the Office of Equity and Inclusion was established. In that same timeframe, the Campus Climate Survey and the tool kit resources discussed in Area of Emphasis 1 were developed and implemented. Thus, UMass Amherst has acted to support its commitment to improving our community in this area and ensuring all have access to resources that promote collective understanding and augment skill sets. One specific example to highlight is the Partners in Advancing Completion Equity (PACE) initiative, which is designed to remove barriers to degree completion for URM students, especially those who are close to graduation. The PACE team, with leadership from the Office of the Provost, also includes key personnel from the Office of Equity and Inclusion. The team works with campus partners to identify strategies to overcome barriers through intentional advising and financial assistance and to make recommendations for longer term, proactive intervention strategies. In its first academic year (2021-2022), focus groups were conducted with staff who work directly with students to broaden and deepen institutional understanding of the barriers to and supports for timely graduation for URM students. In

2022-2023, focus groups were conducted with URM students at various points in their progress toward graduation. Applying an internally developed methodology, 13 URM students were identified for PACE support (including financial and academic support). Of that group, one graduated in Fall 2022, eight are scheduled to graduate prior to September 2023, two are scheduled to graduate by December 2023, and one is scheduled to graduate in May 2024. The PACE team remains connected to these students to ensure they stay on target academically and financially.

- **The UMass Amherst Flexible Learning Initiative (UMassFlex)**

UMassFlex formally launched in Spring 2021 with the goal of establishing adaptive and accessible learning systems that meet students' current and future needs and delivering equitable experiences to remote and residential learners. UMassFlex is a product of strategic planning and an example of a pandemic-related initiative that is substantively changing the way UMass approaches education. In this model, courses offered in a Flex format combine in-person learning with other modes such as synchronous online and asynchronous online. For residential students, Flex requires the class to have an in-person component. For those studying primarily remotely (e.g., through University Without Walls), two or more modes of delivery are required. Course instructors ensure that course content can be completed entirely in person or entirely remotely, if that is the modality the student chooses. Faculty retain discretion about how students move between modalities. This learner-centered philosophy requires adjustments to our operating infrastructure to provide on-campus, residential students with more flexible options and expand access to UMass Amherst offerings for off-campus, non-residential students.

In addition to the annual planning and budgeting process, which is predicated on an evaluative review process, each major business unit also engages in regular reviews of unit-specific strategic plans, links to which are included in the Interim Report Forms. As an example, the Department of [Athletics](#), finalized its strategic plan in 2019. While much of the plan has been implemented and is being evaluated on a regular basis, some elements are evolving given changes to NCAA legislation related to the transfer portal and name, image, and likeness (NIL). The plan will be reviewed more comprehensively in Summer 2023. The Information Technology 2021-2025 strategic plan outlines goals and action steps in four areas: teaching and learning; research and engagement; outreach; and enterprise solutions. Assessment of IT achievement related to these goals takes place annually. A more comprehensive evaluation of IT efforts for the entirety of the 2021-2025 timeframe will take place in 2024 as the unit prepares for its next strategic plan.

A key planning and evaluation focus within the Administration and Finance division is the Campus Master Plan, which provides a framework for capacity development for the campus going forward to 2020 and beyond to 2050. The plan established a shared vision for future development that features new open spaces; transportation and pedestrian safety; parking decks built on the edge of campus; new bikeways; new circulation systems including pathways with striking views of the Pioneer Valley; improvements to utilities; and a strategy for reuse of historic buildings. The Campus Master Plan was last reviewed in 2020. The comprehensive process included nearly 200 events involving a wide range of campus constituencies and over 350 hours of discussions and opportunities to provide feedback. The completed projects have positively affected the academic experience, campus life, and other core University functions that maintain our historical integrity and promote efficiency. More information on initiatives from the Campus Master Plan are included in *Standard 7: Institutional Resources*.

The division of Academic Affairs, including the Office of the Provost and each School/College, completed a [strategic plan refresh in 2021-2022](#). This high-level, multi-year planning exercise continued the culture of planning and assessment, updated strategic thinking, and captured creative and data-informed ideas to advance the UMass mission ahead of this Interim Report. For the first time, the planning refresh was informed by data dashboards as well as guiding prompts that were developed with input from the Faculty Senate, Student Government Association (SGA), Graduate Student Senate (GSS), Office of Equity and Inclusion (OEI) the Center for Teaching and Learning (CTL) and ADVANCE (an NSF-funded program).

Updates are provided to the Chancellor's Office at regular intervals during the academic year, ensuring that there is open communication about status of implementation efforts and allowing for course correction or refinement as circumstances require. These updates also provide a bridge to the next planning cycle, which will be led by Chancellor-Elect Reyes.

The [Academic Quality Assessment and Development \(AQAD\)](#) process for the evaluation of academic programs is explained more fully in the Reflective Essay on Educational Effectiveness. The topically focused ADQAD program formalizes administrative reviews.

Each year, all academic departments, schools/colleges, and administrative and support units review their priorities and update their plans and budget requests for the following year. Requests are based on outcomes of previous processes (strategic investments), departmental data, and future plans. The annual budgeting and planning process is grounded in a consultative process that includes discussion within units and a shared investment in resource allocation from the requesting unit and the University.

Standard Three: Organization and Governance

UMass Amherst continues to enjoy a strong and productive relationship with the Commonwealth of Massachusetts. [Chapter 75 of the Massachusetts Legislature's General Laws](#) provides specific direction regarding the governance of the University. The long tenures of President Marty Meehan and Chancellor Kumble Subbaswamy created space for a deep and productive working relationship. The strength of their partnership served as a ballast through the COVID-19 pandemic.

Governing Board

Consistent with the 2018 Self-Study, the [Trustee Policy on University Governance Document T73-098](#) (The Wellman Document) remains in effect, asserting the right of faculty and students to initiate recommendations in areas in which they have "primary responsibility." Specifically, faculty have primary responsibility in academic affairs and faculty status, while students have primary responsibility in matters that are financed primarily by student tuition and fees. This document, adopted as formal policy in 1973, emphasizes the interdependence of the Board of Trustees with the shared governance structures on each campus.

Board of Trustees

The University of Massachusetts Board of Trustees functions as a legislative body, addressing primarily general policies governing the University. The 22-member board includes 17 representatives appointed by the Governor and five UMass students elected by the student body on each of the five campuses. There have been no changes in structure or composition since the 2018 Self-Study. The work of the board is conducted through six standing committees. Since the 2018 Study, the Committee of Academic and Student Affairs was renamed the Committee on Academic Affairs and Economic Development. The Committee retains the responsibility for considering, reviewing, and making recommendations to the full Board on matters concerning academics and students.

Internal Shared Governance Structure

The internal governance structures described in the 2018 self-study remain in place, including the Faculty Senate, Student Government Association (SGA) and Graduate Student Senate (GSS). In addition, [labor unions](#) represent UMass Amherst employees that collectively bargain specific issues pertaining to terms of employment. They include: American Federation of State, County & Municipal Employees (AFSCME Local 1776) for nonexempt skilled trades, custodial, grounds, housing, food services and security employees; University Staff Association (USA/MTA) for non-exempt clerical, technical and administrative employees; Professional Staff Union/Massachusetts Teachers Association, (PSU/MTA): for exempt administrative staff and some non-exempt administrative staff; Massachusetts Society of Professors (MSP) for all faculty and librarians; Graduate Employee Organization (GEO) for teaching assistants and graduate interns; and International Brotherhood of Police Officers (IBPO) Local A&B.

Additional Stakeholders

Numerous advisory boards are in place to connect students with the major business units of the University. In 2022, the Academic Affairs Staff Advisory Council was first convened to promote success and professional growth for staff throughout Academic Affairs by focusing on issues unrelated to collective bargaining. Charged with representing the views of staff on initiatives across Academic Affairs, raising staff-initiated ideas for consideration that advance the mission of Academic Affairs, sharing issues of importance for staff directly with the senior leadership in Academic Affairs to promote proactive and collaborative solutions, the 20-member council will lead to improvements that advance diversity, equity, inclusion and belonging in Academic Affairs and help to maximize professional growth and well-being among its staff.

Organizational Structure

The full [organizational structure](#) of the university is published each year by the Office of University Analytics and Institutional Research and accessible on the university website, along with a [UMass at a Glance](#) document. The University remains organized by major business unit and by 12 academically-focused Schools/Colleges, including the Graduate School, Commonwealth Honors College, and University Libraries. Due to transformative philanthropy since 2018, the names of two additional colleges commemorate naming gifts: The Manning College of Information and Computer Science and the Elaine Marieb College of Nursing. They join the Isenberg School of Management, which was named in 1998.

Due to staff transitions and/or changing needs, several updates are noted:

- In 2021, Arwen Duffy joined UMass Amherst as vice chancellor for advancement to oversee fundraising and alumni relations. In the ramp up for the public launch of a \$600M campaign, the university learned that the division's organizational structure and practices were contributing to several legal and regulatory compliance concerns, including pension eligibility. Currently, Advancement staff are divided between the university and its institutionally related foundation. After careful analysis, the university determined that it must change this hybrid structure and move all Advancement staff and functions to the UMass Amherst Foundation. This restructuring is expected to be completed over the summer of 2023.
- In 2022, following the retirement of John McCarthy, Tricia Serio was named Provost and Senior Vice Chancellor for Academic Affairs. Provost Serio joined UMass Amherst in 2017 and served as Dean of the College of Natural Sciences (CNS). In FY20, an additional role as Associate Chancellor for Strategic Academic Planning was added to her portfolio. Provost Serio's promotion left a vacancy in the CNS Dean role. Professor Nathaniel Whitaker served as interim dean in 2022-2023, while the national search for a permanent successor was conducted. The announcement of a new dean is expected in summer 2023.
- In March 2023, Vice Chancellor of Student Affairs and Campus Life Brandi Hephner LeBanc announced her intention to depart UMass Amherst. Interim leadership is in place. Steps toward permanent leadership will be determined by Chancellor-Elect Reyes.
- In May 2023, Provost Serio announced her intention to depart UMass Amherst in July 2023. An interim provost will be named in Summer 2023.
- New positions in Academic Affairs provide University-wide, strategic oversight in diversity, equity, inclusion, justice, and belonging (DEIJB). A Senior Vice Provost for Equity and Inclusion was appointed to advance a culture that supports the success and values the perspectives of all members of our campus community. In addition, an Associate Dean for Undergraduate Equity and Inclusion was added to work with administrators, faculty, students, and staff to provide leadership and vision in the collaborative development, dissemination, and implementation of best practices for DEIJB at all stages of undergraduate education. In addition, a focus on international education was elevated by the promotion of the Associate Provost for International Programs to Vice Provost for Global Education.

- The Online Education Group referenced in the 2018 self-study has evolved to reflect UMass Amherst's current strategies for flexible education. At its inception, the UMassFlex initiative was situated organizationally with University Without Walls (UWW), led by the Senior Vice Provost (SVP) for Lifelong Learning (previously Senior Vice Provost for Online Education). Beginning in Fall 2023, flexible education is being established as a standalone organization within Academic Affairs to focus directly on the continued implementation of the initiative. UWW will exist in parallel, with both units reporting to the SVP for Lifelong Learning.

Recognizing the complexity that is inherent in an institution the size of UMass Amherst, the challenges facing traditional operating models, increasing calls for accountability, and the overall demographic shift among college-aged adults, an evaluation of organizational structure was undertaken in the College of Natural Sciences (CNS). As the largest college, CNS was logical the choice to work with the Segal Group on an organizational review to improve practices and policies that support students, faculty, and staff. Named [CNS Strives](#), the goal was to determine the optimal organization, staff, administrative systems, and practices for the College. The [recommendations](#) include organizational restructuring that preserves staffing levels and may include redeployment of resources within the College. Implementation of a new model will begin in Fall 2023.

In Spring 2023, planning began to expand the methodology to include all colleges and schools within Academic Affairs, as well as the divisions of Administration and Finance, Human Resources, Information Technology, and Research and Engagement, creating a deeper and broader effort including intersecting divisions and accounting for the different needs that exist in different areas. Continuing to partner with Segal, the analysis is expected to begin in Summer 2023.

Standard Four: The Academic Program

UMass Amherst offers a full range of undergraduate, graduate, and professional degrees, awarding associate, bachelor's, master's, and doctoral degrees. The university is ranked in the top 30 public universities nationally by the *U.S. News & World Report*, holding the #26 spot for the last two years. Since 2018, eight programs have been added, bringing the totals to five associate degree programs, 111 bachelor's degree programs, 82 master's degree programs, 51 doctoral degree programs, and 48 graduate certificates. Since 2018, 11 graduate certificates have been added. Undergraduate programs with largest growth in the last five years are Biomechanical Engineering, Computer Science, and Finance. Graduate programs have enjoyed robust growth, particularly at the master's level. The Master of Science in Business Analytics (in person and online) and the Master of Engineering Management (in person and online) have grown the most. A modest decline in doctoral programs since 2018 has been counterweighted by the increases in enrollment in master's programs. The Academic Quality and Development (AQAD) process is an evidence-based self-study that includes external review for academic departments to evaluate their offerings and improve existing academic programs.

Oversight of academic programs is shared among the Faculty Senate (via the Academics Matter Council and Graduate Council) and department-, school-, and college-based curriculum committees. The Senior Vice Provost and Dean of Undergraduate Education and the Dean of the Graduate School provide administrative leadership to these processes, which are outlined in a series of guides available on the [Curricular and Course Development](#) page of the Provost's Office website.

The network of 34 instructional locations in addition to the main campus and online offerings, offer additional options for enrollment. Of these sites, 29 are middle or high schools at which UMass Amherst students pursue master's degrees in education and teacher licensure. The UMass Center in Springfield has the largest enrollment of all off-campus instructional locations, with nearly 171 students pursuing degrees in nursing and business administration.

Transfer Credit

UMass Amherst embraces and prioritizes easing pathways for students to enroll and progress toward degree completion. Policies are in place for the transfer of credit from other domestic, regionally accredited institutions, as well as for credits earned at international institutions. Responsibility is shared between the offices of the University Registrar and Admissions. Transfer credit is only awarded if previous coursework is comparable in content and scope to courses offered at UMass Amherst and a grade of C- or higher is earned. Internships, co-ops, technical, vocational, or highly specialized courses are generally not accepted for transfer credit. The Registrar's Office evaluates all transfer credits within the context of university and department policy.

In FY24, a new transcript reading software will be deployed to significantly accelerate transcript processing for prospective and current students by using intelligent document processing instead of more time-intensive manual reviews. This important student-facing service will improve recruitment efforts and may also shorten time to degree for matriculated students.

UMass Amherst participates in [MassTransfer](#), a collaboration between the University of Massachusetts system, the Commonwealth's community colleges, and the state universities. Students who complete approved associate degrees at a community college are guaranteed a minimum of 60 transfer credits at participating universities, and students receive a financial benefit to pursue mapped pathways with qualifying grade point average. Advanced placement (AP) and College-Level Examination Program (CLEP) credits applied to an associate degree may not be applied to any UMass Amherst degree until the university receives official score reports on the student's performance. UMass Amherst is additionally a participant in the [Interchange Transfer](#) agreement, which accepts certain credits awarded at UMass Boston, UMass Dartmouth, and UMass Lowell.

At the graduate level, a maximum of six semester credits may be transferred to UMass Amherst.

Integrity in the Award of Academic Credit

The University oversees the award of academic credit, with specific authority delegated to the University Registrar. Policies and procedures related to academic credit, degree program requirements, transfer credit, and course schedules are available via the University Registrar website and the [Guide to Undergraduate Programs](#) (the undergraduate academic catalog) and the [Graduate School Bulletin](#) (the graduate academic catalog). Through established committee structures and oversight by several layers of academic leaders at the University-level and within Schools and Colleges, sufficient courses are available for students to meet their degree requirements in a prescribed period.

While the course approval process involves a rigorous review of detailed syllabi for proposed courses, faculty can offer innovative and timely curricula on an expedited basis for a limited time. Two categories of courses designated as “experimental” and “special topics” provide such a pathway. In an Experimental course, an expedited approval is granted to teach the class no more than three times while applying for permanent course approval. A special topics course might address a timely current-events issue; its subject matter or content may vary from semester to semester. Special topics courses could be scheduled by the department without going through the formal approval process. In AY21-22, the Faculty Senate passed a policy limiting the use of special topics courses to three special circumstances: the late arrival of a new faculty member; the arrival of a visiting instructor; or the need for a course on a timely issue. Within one year of the passage of the policy, all pre-existing special topics courses would have to be submitted by departments either through the usual approval process as a regular course or reviewed through an expedited basis (by a group appointed by the Secretary of the Faculty Senate and the Provost) for conversion to experimental or permanent course numbers. As the end of the spring 2023 term nears, several hundred syllabi for special topics courses have been reviewed and approved as experimental or permanent courses via this expedited approval process.

The general education curriculum exemplifies how the university ensures appropriate quality, quantity, and

diversity of offerings. Departments have historically offered a targeted number of seats for courses carrying General Education designations, as monitored by the Registrar's Office. Adjustments to introductory sequences for each major are made with care each year as estimates for distribution of students in the entering class in the various majors are produced by enrollment management. Many other processes to maintain sufficient numbers of seats for incoming first-year and transfer students are in place and are regularly monitored at departmental, school/college, and Registrar's Office levels. Technical tools are also being deployed to create more sophisticated central analytics to help departments predict and meet student demand for courses, e.g. queries that extract and aggregate individual student data.

The quality of the General Education curriculum is overseen by the General Education Council (GEC) of the Faculty Senate, a body of faculty, administrators, and students that meets monthly to review proposals for courses to carry General Education designations, including the Integrative Experience requirement. All courses carrying a General Education designation undergo a thorough Quinquennial Review by the GEC to be re-certified for carrying the designation. In AY 21-22, the GEC reviewed 52 course proposals, 29 for new designations and 23 for retention of their designation via the Quinquennial Review. The GEC also conducted Quinquennial Reviews of the Integrative Experience requirements for 12 majors.

Academic programs at UMass Amherst are regularly evaluated through the AQAD process (see the Reflective Essay on Educational Effectiveness for more information). In addition, as summarized in the E-Series Form (Part B), 47 programs are independently accredited by their professional organizations.

[Credit hour policy](#)

The current nationally recognized standard, the Federal Credit Hour Standard, defines a three-credit course as three fifty-minute classes per week over a fifteen-week semester (including final exam week), or the equivalent (for courses using a non-traditional format such as blended or online learning). This standard assumes that each credit hour generates two hours of assigned work for every hour of in-class contact. Thus, the guiding rule is 45 hours of work per semester for each unit of credit. For laboratory courses or their equivalent, one credit hour is assigned for three hours of laboratory, workshop, studio, fieldwork, independent study, etc. The current applicable interpretation of the Federal Credit Hour Standard may be found in the latest edition of the "Policy on Credits and Degrees" of the New England Commission of Higher Education.

Authenticating Students

The Identity and Access Management (IAM) system at UMass Amherst provides a multifactor authentication process for UMass enterprise technologies. Login credentials are updated every 180 days, with specific guidelines for complex passwords provided by Information Technology.

Courses delivered in an online format (through UWW or Flex) and in-person courses with online components (i.e., a course on Moodle or Blackboard) are accessed through the UMass single sign-on protocols. As a result, authentication is provided via the two-step process outlined above.

Attempts to impersonate or substitute for another student is actionable under the UMass Amherst Academic Honesty Policy. This policy was the focus of the Policy Subcommittee of the Academic Matters Council during AY22-23. Proposed revisions aim to make the policy documents clearer for students as a first step to strengthening programs for educating students about academic integrity. They also aim to separate the logistics and procedures of how individual cases are handled.

The launch of ChatGPT in Fall 2022 brought attention to the use of AI tools in academic settings. In January 2023, the Faculty Senate Rules Committee issued a clarification that the use of such tools without express permission of the instructor constitutes academic dishonesty, in accordance with the provisions of the University's Academic Honesty Policy. The administration notified [students](#) and [faculty/staff](#) of this determination prior to the start of the Spring 2023 term, and created websites for faculty (hosted by the Center for Teaching and Learning and

Instructional Design, Engagement and Support) to provide resources for what AI tools can do, how to monitor their use, and how to use them in creative ways for those instructors who wish to experiment with them as teaching tools.

A post-pandemic opportunity capitalized upon was the expansion of the winter session between fall and spring semesters. When the Fall 2020 began two weeks early, the winter term extended to six weeks (30 days) of instruction, matching the regular summer terms. Prior years, by contrast, offered as few as 16 days of instruction. The expansion also allowed the credit restriction to be increased from 4 to 8. Both instructors and students reacted positively; the number of offerings and the number of enrollments both doubled from Winter 2020 to Winter 2021. For Winter 2020, 2021, 2022, and 2023 the number of days instruction were 17, 30, 26, 30, respectively and course registrations were 2500, 5300, 4800, 6300, respectively. Over this period, the number of students who repeated a course during winter session due to a low grade has tripled, and their success rate has increased to the point where more than 80% of course repeaters are successful and on track for degree completion. Students are also using the winter session in larger numbers as a means of accelerating time to degree. In the most recent cohort of graduates, 44% of students who graduated in three years took at least one winter session class. Among those who graduated in four years, 25% took at least one winter session class.

Graduate Education

Graduate education is essential to the UMass Amherst identity as R1: Doctoral Universities – Very high research activity. Since 2018, the campus has established six new master's programs and three doctoral degree programs, bringing the total to 82 master's degree programs and 51 doctoral programs. Additionally, 48 graduate certificates are offered. Academic requirements for new programs are reviewed and approved by the Graduate Council and Faculty Senate, as well as the University of Massachusetts Board of Trustees. As of Fall 2022, more than 7,800 students are enrolled in graduate programs at UMass Amherst. Applications, enrollments, and degrees granted have continued to trend upward since the 2018 comprehensive evaluation. While there has been a modest decline in doctoral enrollment (4% since 2018), strong growth in master's degree programs (nearly 23% since 2018) has led to overall growth. Enrollments in programs offered both online and in-person through University Without Walls (UWW) have been particularly strong. Increased investment in the Graduate School over the past several years has enhanced recruitment and improved the academic success, career readiness, and wellbeing of a graduate student body that has continued to be more talented and diverse than ever in the campus's history.

The accelerated master's option (also known as the 4+1) was created in 2010 to encourage outstanding undergraduate students at UMass Amherst and in the members of the Five College Consortium (Amherst, Hampshire, Smith, and Mount Holyoke Colleges) to obtain a graduate degree in an accelerated time frame by completing certain graduate requirements in their final undergraduate year. This option reduces the potential financial burden of pursuing a master's degree and has been popular among students. Since 2018, 14 additional master's programs have developed a 4+1 option, bringing the total on campus to 39. Any existing master's program hoping to offer an accelerated option must submit a completion framework to the Faculty Senate for approval. Because accreditation for some professional master's programs require substantially higher credits than programs without independent accreditation, the Faculty Senate amended the accelerated master's policy in 2022 to allow for up to 18 credits of graduate work completed while a student is enrolled as an undergraduate to be transferred into specific high-credit programs. Over the next five years, the Graduate School is planning to dedicate additional attention and resources to the advising, professional development, and career support of students enrolled in accelerated programs.

Innovation and Integration

Prioritizing Flexibility through UMassFlex

In December 2018, Chancellor Subbaswamy announced the strategic expansion of University Without Walls (UWW) to provide high-quality education to students anywhere and at any time through [UMassFlex](#). The

importance of this breadth of access became more urgent and timely because of the experience of delivering curricula virtually throughout the pandemic. In response to the [white paper](#) announcing this strategic focus, the Task Force on Flexible Learning began translating the idea into a plan that: (a) placed quality and academic integrity at the core; (b) ensured equity in access to all students; (c) leveraged the world-class expertise among UMass Amherst faculty; (d) embraced the flagship campus and national leader roles; and (e) accepted that there is no “one size fits all” approach towards flexible learning. The Flexible Learning Implementation Committee (FLIC) determined which of the 60 recommendations from the Task Force’s final report were actionable in the short-, medium-, and/or long-term. The resulting plan, implementation of which began in Academic Year 2021-2022, encourages students to use UMassFlex to self-curate their UMass experience, choosing alternative locations and/or times that meet individual interests and needs. Below are three examples of how UMassFlex can help students to maintain progress toward degree completion:

- *Sarah is a junior Sport Management student who is completing an internship with the Boston Red Sox and living in residence at the Mount Ida Campus. She enrolled in a Sociology course via Flex and was able to make progress toward degree completion while working in Boston.*
- *Logan is a sophomore Computer Science major and member of the cross-country team. To ease the pressure after morning workouts, they enrolled in an asynchronous online section of PSYCH100, filling a general education requirement.*
- *As part of his Sociology degree program, Matt is studying abroad in Italy over the summer before his senior year. With UMassFlex, he was able to take his junior year writing program course online.*

The UMassFlex mission is to expand access to curricular and co/extracurricular opportunities for all students regardless of time and/or location. UMassFlex is predicated on the assumption that courses, programs, and co/extracurricular services are fully integrated with multiple learning mode options (i.e., in-person, synchronous online, asynchronous online) available to students. This approach leads to operational efficiencies and a uniform focus on maintaining equitable learning outcomes across all learning modalities.

Organizationally, UMassFlex is housed within Academic Affairs, led by the Senior Vice Provost for Lifelong Learning and with 30 full- and part-time staff. In Fall 2023, the Flexible Education Division will assume responsibility for overseeing the execution and administration of UMassFlex including program development, academic administration services, and infrastructure funding while the schools and college focus on program- and course-level development and co-curricular and student support services.

UMassFlex is funded by a 11.5% assessment of gross revenue generated by the University+ session and some staffing is supported by state-appropriated funding.

Recognizing that executing this vision requires cultural, pedagogical, and operational shifts, faculty eager to be at the forefront were identified as FlexLearning Fellows (Flex Fellows) during AY21-22. With grants of up to \$30,000, the selected Flex Fellows worked closely with staff in the Center for Teaching and Learning (CTL) and the Instructional Design, Engagement and Support (IDEAS) team as a learning community to explore and share best practices for flexible teaching and learning, to build departmental and disciplinary expertise within a supportive learning community, to identify flexible learning approaches that are most appropriate for their departmental flexible learning projects and the resources needed to support their departmental projects, and to explore course design models for flexible learning. Between Spring 2022 and Spring 2023, a total of 23 courses, enrolling 2,222 students, were taught in a Flex format. In Fall 2023, a small set of courses are designated as Flex through the course registration process to pilot the system, as well as to gauge interest from students in the three modes of delivery. The data will provide vital student demand information that will inform future planning, including classroom assignments. Using PSYCH 100 as an example, students who register will have the option of choosing in-person, synchronous online, or asynchronous online. The overall number of seats available for the course remains constant.

Scaling up UMassFlex is a high priority. This will include setting progressive, sustainable financial incentives for administrative units to participate in the UMassFlex initiative and modifying policies and procedures to make offering and enrolling in Flex courses and programs efficient. The financial model will also be evaluated, particularly as the number of courses, initiatives, and programs grows.

A Single Learning Management System (LMS)

In 2021, the Chancellor's Flexible Learning Task Force recommended that UMass Amherst converge to a single LMS after more than a decade of operating two systems (Moodle and Blackboard). Students echoed the same idea, advocating for a central learning hub that will enable navigation across courses and other digital services used in and outside the classroom. Following a year-long exploration, Canvas was selected as the sole learning management system at UMass Amherst. Canvas will replace Moodle and Blackboard starting in summer 2023. The [transition](#) is expected to be completed by 2025.

Standard Five: Students

Admissions and Financial Aid

Following a modest downturn in undergraduate applications during the COVID-19 pandemic, the number of applicants to UMass Amherst has rebounded, with over 45,000 prospective students applying to enter in the fall of 2022. The academic quality of prospective students also has increased, with the average weighted high school GPA of Fall 2022 applicants surpassing 4.0. UMass Amherst adheres to the Undergraduate Admissions Standards established by the Massachusetts Department of Higher Education. UMass Amherst is additionally a member of the National Association for College Admission Counseling (NACAC). Admissions standards are clearly presented and articulated on the websites of Undergraduate Admissions and the Graduate School. A holistic review process is performed on each application, ensuring that every component of a prospective student's application is considered. Undergraduate Admissions dedicates a portion of its website to the admission decision to help prospective students better understand the process.

Undergraduate Admissions closely monitors the success of the students it admits and has a strong track record of success, as noted in the Standard 8 Interim Report Forms. UMass Amherst's four-year graduation rate of 76% (for cohorts entering in Fall 2016 and Fall 2017) ranks in the Top 6 nationally among public universities. Undergraduate Admissions has made a concerted effort to grow enrollment of domestic URM students and international students. The goal was not only to increase the number of those students who enrolled, but the quality and the success rates as well, and these efforts have been successful. Between the cohorts entering in 2006 and 2015 (the latest year for which IPEDS data are available), the UMass Amherst four-year graduation rate for domestic URM students grew from 44% to 72%, moving the ranking among public research universities from 35th to 8th for that group. During that same period, the four-year graduation rate for international students grew from 44% to 73%, moving the rank from 47th to 12th. During that time, the number of URM students in the cohorts for those two groups increased significantly from 782 to 1,062 (36%) for the domestic cohort and from 34 to 316 (829%) for the international cohort.

UMass Amherst provides clear information about financial aid awarded to students and the expected debt of graduates. For the current fiscal year, the university awarded over \$135.4 million in total financial aid. The percentage of undergraduates graduating with debt has decreased five percentage points in the past three years, from 63% to 58%, with a goal to gradually increase the percentage of students graduating debt-free.

Graduate Enrollment

Admission to graduate programs is decentralized, with schools/colleges maintaining responsibility for evaluating applicants and making admission decisions based on a holistic assessment. Enrollment results at the graduate level have been variable, with increases among master's programs and a slight decrease among doctoral programs.

International graduate student growth is notable across campus. In Computer Science, almost 73% of the doctoral student population is international, while the average in STEM Colleges in 2022 was 52%. In the College of Humanities and Fine Arts (HFA) and the College of Social and Behavioral Sciences (SBS), international doctoral students are 43% and 44% respectively. As in doctoral programs, notable growth in international students has been observed in the last five years in state-supported master's programs in Manning College of Information and Computer Sciences (CICS) where international students currently constitute 76%, College of Engineering (65%), and HFA (21.8%) (the master's programs of Architecture and Music being the most notable). The University recently signed agreements with University Studies and INTO University Partnerships to provide targeted, direct-entry recruitment for specific master's programs in the College of Engineering, SBS, HFA, and the Isenberg School of Management (ISOM). Approximately 500 applications have been submitted in the Fall 2023 admit cycle, with the majority through INTO and predominantly in the College of Engineering and the ISOM. UMass Amherst and the programs retain full academic control of the admissions decisions.

UMass Amherst continues to have significant equity gaps in the enrollments of URM graduate students. Since 2016, the admission of URM graduate students on campus has increased modestly (3%), but the numbers remain exceptionally low, particularly for Black/African American graduate students. The percentage of Black/African American graduate students campus-wide (6%) has not changed in the past eight years. The equity gap is highest in STEM Colleges (CICS, ENG, CNS, SPHHS), where the average number of Black/African American graduate students is 2.6%, an increase of less than 1% in the last five years. While this trend is found nationally for STEM fields, additional attention is needed in this area. In AY 22-23, the Graduate School began providing guidance to graduate degree programs on how to develop intentional application fee sponsorships for URM students to help enhance diversity in their admissions. Five graduate degree programs have developed new fee sponsorship programs in the last year.

Student Services and Co-Curricular Experiences

The Student Affairs and Campus Life (SACL) [Strategy Map](#) illustrates the guiding philosophy for the division and charts a comprehensive path for the unit's focus and work. The first (and current) phase of implementation involves three working groups to address: Communication; Workforce; and Journey UMass (a purposely sequenced pathway of opportunities and experiences to guide students' growth related to identity, leadership, and wellbeing). SACL prioritizes building a workforce that is fully qualified, both in formal training and work experience, to effectively address students' needs. The [SACL HR Matrix](#), established in 2019, centralized processes around employee recruitment, hiring, onboarding, and off boarding to provide consistent policies and procedures to these matters and supporting the needs of SACL employees. SACL utilizes the Microsoft Teams platform to offer the [Learning Together, Learning for Life](#) program, providing a wide range of professional development opportunities.

In Spring 2018, the Dean of Students Office completed a comprehensive departmental program review using CAS Standards, which included a review of the student conduct program. Significant improvements have resulted including a revision of the [Code of Student Conduct](#), [Residence Halls Policies](#) and establishment of the [University Village Policies](#), all completed in collaboration with student governing bodies (SGA and GSS) and campus partners. The Student Conduct and Community Standards Office, established in 2019 by merging the Residential Life Community standards office with student conduct staff from the Dean of Students Office, supports the educational goals by educating the university community on the Code of Student Conduct (Code), upholding the Code, engaging students in conversations that promote reflection, accountability, and growth, and identifying and connecting students to campus and community resources.

Recognizing the extended nature of transition to UMass Amherst, progressive, scaffolded experiences were adopted to provide a robust, coordinated, and seamless transition experience for all incoming undergraduate students. Upon enrollment, SACL provides information and guidance to students in multiple ways, beginning with intensive orientation and transition activities prior to arrival, a mandatory residential first-year experience, with

undergraduate resident assistants, professional staff, and live-in peer mentors trained to support new students' academic and community success. [Undergraduate Student Success](#) provides in person, synchronous online, and asynchronous online resources for study skills development, financial independence, and high impact learning opportunities such as faculty-led research, study away, and community engagement and service learning.

Beginning at matriculation, [New Student Orientation and Transition \(NSOT\)](#) facilitates experiences related to the integration and development of new students and their families as they enter and acclimate into the community, including [Guide to the U](#), [Ready for the U](#), and [Welcome to the U](#). The 2018 comprehensive departmental program review of NSOT resulted in a major programmatic shift to integrate online resources to improve access to information and resources, especially for international and underserved students and families. NSOT also streamlined communication and timelines for students via [Next for the U](#) and [New Student Experience Timelines](#). In 2020, the NSOT shifted to fully remote delivery and, coming out of the pandemic, began facilitating Ready for the U (orientation) in three modalities for incoming new students and their families in the summer (two-day on-campus, one-day on-campus, and one-day online) and winter (one-day on-campus and one-day online) prior to the beginning of their semester.

With more than 13,500 students living in 51 residence halls, UMass Amherst has one of the 10 largest undergraduate residential systems in the United States. Residential Life, Center for Counseling and Psychological Health (CCPH), and the Dean of Students Office maintain a 24/7 on-call structure to support student needs, including providing support and connecting students directly to resources to support their physical and mental health. The UMass Amherst Behavioral Intervention Team (BIT) is dedicated to the early identification, assessment, and management of incidents and behaviors that threaten the safety and security of the university community. The multi-disciplinary team works with existing campus organizations to foster collaboration in response to all aspects of behavioral threats involving students, staff, faculty, or non-affiliated community members.

Since 2018, the focus on students' mental health and wellbeing has increased. Under the leadership of an assistant vice chancellor for Campus Life and Wellbeing, a holistic, systems approach is taken to student wellness, integrating mental health, physical wellbeing, and the larger environment of living and learning communities. Recent enhancements to services include increasing staff and clinicians, adding additional hours of the clinical answering service, contracting for online psychiatry services, and stepping-up care options and outreach capacities. Examples include: 25 groups and workshops (up from 5-7); [Let's Talk](#) offerings (a light touch, drop in consultation with a clinician) from 80 students in 2018-2019 to 564 students in 2021-2022 and free access to ProtoCall+ for all UMass students (not just CCPH clients) to three online resources: [WellTrack Connect](#) – a referral database to identify off campus therapists and psychiatric providers; [WellTrack Boost](#) – a self-help site with tools, resources, and short psychoeducational courses to promote mental health and wellbeing; and [Togetherral](#) – a web-based peer-to-peer community to connect with, share, support, and receive support around mental health and wellbeing.

[Campus Recreation](#) programs and services continue to be utilized heavily, both on a drop-in and registered program basis. In Fall 2022, Sasaki and Associates completed a Recreation and Wellbeing Facilities Master Plan for both indoor and outdoor spaces on campus that will drive development and expansion through 2033. The Center for Health Promotion has merged with the Campus Recreation Department and will rebrand for the Fall 2023 as the Department of Recreation and Wellbeing. UMass Athletics maintains an active presence at all campus-wide advising meetings and supports several committees focused on student holistic wellness.

Student success is supported through a network of central resources in SACL, Undergraduate Student Success, the Graduate School, and in school/college-based units. All students have an individual academic advisor or academic advising team who are available for goal setting and program planning, to facilitate course selection and access, and for regular distribution of information on opportunities and success strategies. Advisors are regularly informed about and make referrals to key support units such as the Learning Resource and Writing Centers,

departments in the Campus Life and Wellbeing Collaborative, and Financial Aid Services. [UMass Career Development & Professional Connections](#) and the [Graduate School Office of Professional Development](#) educate students in all phases of their career development. Undergraduate career advising is carried out in individual and group settings, including classroom settings and faculty office hours or mentoring events.

For graduate students, the Graduate School Office of Professional Development (OPD) offers a robust set of workshops on career preparation, job offer negotiation, and partners with degree programs to design career workshops for their program. In Winter 2023, OPD worked with the Graduate Student Senate to launch a pilot Career Working Group for international master's students, a fast-growing population in some Colleges, focusing on developing career seeking skills, including negotiation, networking, and communication skills.

Our fastest growing professional master's programs have established discipline-specific career centers, many serving undergraduate (UG) and graduate (GR) students. CICS, the College of Engineering, and SPHHS have dedicated [career centers](#) (UG and GR). The ISOM has the [Chase Career Center](#) (UG and GR). HFA has a Career Center and [web page](#) with resources for UG and GR students including one-on-one advising and reviews of resumés. CNS sponsors career fairs. Master's programs within other Colleges have career-prep courses or workshops embedded in their curriculum (e.g. School of Public Policy in SBS). In partnership with the International Programs Office, the OPD provides workshops for international students on OPT and CPT.

Additional information on academic advising is provided in Area of Emphasis 1.

UMass Amherst competes in the [NCAA Division I](#), primarily as members of the [Atlantic 10 Conference](#). UMass is one of only 16 universities in the nation that plays Division I FBS football and Division I men's ice hockey (six of which are in the [Big Ten Conference](#)). For student-athletes, the [Academic Success](#) unit within the Athletics Department leads a collaborative effort and unified, student-focused strategy for student success to achieve applicable University and NCAA benchmarks. The Academic Success unit has established and actively participates in streamlined advising processes utilizing best practices for advisors for increased opportunities for student support and satisfaction, and all student-athletes meet with advisors on campus in addition to their assigned athletics academic advisor for course selection, advising and degree completion planning. Academic Success integrates with campus advising units on early alert opportunities and facilitates connections and partnerships between the Athletic Department, faculty, and campus advisors in the areas of student retention, early intervention, and advising. The Academic Success unit works collaboratively to engage and develop emerging (at-risk) student-athletes while simultaneously encouraging growth for all student-athletes. The academic success of UMass Amherst student-athletes continues, as well. The department's overall cumulative grade point average in 2021-2022 was 3.44 with 19 of 21 teams earning a cumulative GPA of over 3.0 during the spring 2022 semester. In total, the department had 230 student-athletes named to the 2022 Atlantic 10 Commissioner's Honor Roll.

The University's gateway website provides key topics and links about [Student Life](#). SACL continues to provide robust, innovative services and support for students who choose to live off-campus within Amherst and surrounding communities through the [Office Campus Student Life; Resources and support for transitioning and succeeding off-campus](#); and [ENGAGE: Encouraging Neighborhood Goodwill and Great Experiences](#).

UMass Amherst adheres to appropriate guidelines regarding the retention, use, and disposal of academic records. Guidelines regarding academic records release and contents are made available to students via the [University Registrar's website](#). The content of the academic record and retention schedule can be found on our [public records website](#).

Equity and Inclusion

The University-wide commitment to equity and inclusion is articulated in numerous ways and relevant content is threaded throughout this report. The [Office of Equity and Inclusion](#) provides overall leadership for ensuring that our highest values are understood, embraced, and integrated into the life of the University. Similarly, as noted in

Standard 3: Organization and Governance, the Academic Affairs division provides central leadership in this area. Through a decentralized model that includes equity and inclusion staff in Schools and Colleges, as well as many administrative units, a strong and pervasive network of resources, support, programming, and engagement opportunities seeks to meet members of the community “where they are” physically and intellectually while continuing to promote individual and organizational growth and development. One example is the central leadership in this area, including that specific to academic affairs. The Justice, Equity, Diversity, and Inclusion (JEDI) Collaborative is a learning community that brings together practitioners and interested individuals across campus to coordinate and learn with their peers.

Examples discussed elsewhere in this report, including the Campus Climate Survey, Equity Action Plans, STRIDE training for faculty, and the Pathways program for hiring, represent tangible evidence of our efforts in this area. In addition to these, inclusive practices around gender identity and expression have expanded. While students have been able to select their pronouns in the student information system, SPIRE, since 2018, conversations around classroom belonging reinforced the value of faculty making particular efforts to learn the pronouns students use and the correct pronunciations of their names among several classroom belonging actions that may be identified as focus areas in Equity Action Plans. The same functionality will be available in Canvas and ultimately the campus on-line directory (People Finder).

Assessment

Student Activities and Campus Life (SACL) continues regular and systematic evaluation of departments and services via comprehensive departmental self-study and external review. Information from these efforts informs departmental organizational and programmatic strategic plans, improvements, and initiatives.

From ongoing processes of comprehensive departmental program reviews, SACL has implemented organizational realignments in Summer 2019 aimed at reducing redundancy of services and maximizing efficiencies and effectiveness. The resulting structures organize similar staff and functions together to leverage best practices and improve delivery of services to support our students, faculty, and staff.

Regular, large-scale surveys of undergraduate and graduate student experiences, engagement, wellbeing, and perceptions of campus support/resources continue. Recent projects have focused largely on assessing students’ mental, physical and emotional wellbeing, particularly through the pandemic, as well as food security, campus involvement, and experiences of sexual misconduct. The results provide direction for engagement opportunities, indicators of programmatic successes, and opportunities for strategic thinking and planning. Sexual misconduct assessment has been used by the university’s Title IX staff to meet state legislative requirements, and by staff and student advisory groups to gain a longitudinal view of students’ experiences of sexual misconduct and assault. SACL also uses university-level data (e.g., Campus Climate Survey, Flagship Analytics, NSSE) in cabinet-level planning activities and in professional development/learning spaces for staff.

Standard Six: Teaching, Learning, and Scholarship

Please see Area of Emphasis 2 for information on faculty hiring, retention, qualifications, compensation, benefits, and related programs. The focus of this section is faculty workload and career progression, faculty development and mentoring, faculty scholarship and expenditures for research/creative activity, support and recognition for teaching and learning, and campus initiatives to support faculty through the pandemic period.

Faculty Workload

The Massachusetts Society of Professors (MSP) contract requires all departments to develop equitable workload plans by the end of the Fall 2023 semester. The plans are required to focus on racial and gender equity and recognize individuals who have high levels of service and mentoring. In addition to data analyses and in partnership with the ADVANCE Program and the Office of Faculty Development, the project includes workshops designed to identify organizational policies and practices that can be adjusted or adopted to proactively design

more equitable workloads and reward systems. The results of the project are expected in Fall 2023.

Faculty Career Progression

Of the 261 faculty hired into the tenure-track during the 2010-2015 period, 215 (82%) remained on campus through their tenure decision year (TDY). Of those, 194 were awarded tenure during the 2018-2022 period (74% of those originally hired and 90% of those who remained through their tenure decision year).

Multiple personnel policies have been enacted since 2018 to support faculty career progression. These include the development of implicit bias trainings for personnel committees charged with faculty evaluations; a more inclusive approach towards crediting faculty accomplishments in promotion to full professor in the areas of teaching, engagement, and leadership; expansion of mid-career post-tenure research fellowships for faculty with exceptional service and/or teaching loads; and mandatory departmental guidelines with respect to workload equity for faculty. Moreover, multiple supportive policies were implemented in response to the impact of the pandemic on faculty career progression. First, all pre-tenure faculty were granted a one-year extension on their TDY by right. This extension was accompanied by a retroactive implementation of the promotion increase. Further TDY extensions were made available for faculty who experienced significant health issues, caregiving issues, and other disruptive challenges. Similarly, non-tenure track faculty and librarians were granted extensions on their continuing appointment decision years. Second, all faculty being considered for personnel actions (annual faculty reviews and tenure and promotion cases), were invited to submit COVID impact statements; these statements are used by evaluators to enable assessment of achievement relative to opportunity.

Tremendous gains in the mentoring of faculty have been made since 2018. Departmental mentoring plans for all new hires through the Pathways program are required and encouraged for faculty facing promotion actions. In 2018, support for faculty success was expanded by opening an Office of Faculty Development (OFD) and restructuring the Center for Teaching and Learning (CTL). Further, the campus received a \$3M NSF ADVANCE grant to focus on supporting diverse faculty in STEM disciplines with respect to collaboration, with institutional matching funds supporting extension of these activities to non-STEM disciplines. The R3 model focuses on resource allocation, recognition for faculty achievements, and relationship/community building among the faculty. In 2023, led by the newly appointed Senior Vice Provost for Equity and Inclusion, faculty diversity programming supports community building, scholarly writing, and mentoring for faculty of color. The aim is to support faculty of color at all career stages in reaching their professional goals, advancing their careers, and being retained at UMass Amherst.

The [Office of Faculty Development](#) (OFD) offers a wide array of programs to support faculty mentoring. In addition to workshops and consultations, OFD runs a [mutual mentoring grants program](#) to support interdisciplinary teams of faculty and librarians to grow their mentoring networks, as well as microgrants to individuals to work with external mentors. Since 2019, 50 mutual mentoring grants have been awarded. A set of initiatives targeted to [mentoring mid-career faculty](#) also have been launched. OFD released reports of challenges faced at mid-career and best practices for supporting faculty, including offering a voluntary [Mentoring Plan for Promotion](#) process for faculty and departments mapping pathways towards full professor promotion.

Since 2018 the Provost's Office and OFD have expanded support for developing faculty leaders. [Leadership Development](#) includes several offerings for departmental chairs/heads and associate deans: the annual [New Heads & Chairs Academy](#) (launched fall 2018), a bimonthly professional development seminar called [LEAD+](#) (Leadership Enhancement for Academic Departments), and peer groups for mutual mentoring and scholarly writing for campus leaders. Leadership development for rising faculty includes annual support for 12 women to participate in the [HERS Leadership Institute](#), a [Chancellor's Leadership Fellowship](#) program offering a half-time, one-year mentored appointment to an administrative area on campus, participation and leadership of the 5-College \$1.6 million Mellon ["Building Academic Leadership in the Humanities"](#) grant that provides leadership training in the humanities; annual workshops in [Leadership Essentials for All Faculty \(LEAF\)](#) for all faculty and librarians, and sponsorship for faculty to attend other leadership development programs, including [ELATES](#) (a

leadership training program for STEM disciplines at Drexel University), American Council on Education's [ACE Fellows](#), the [New Leadership Academy](#) of the American Association of Hispanics in Higher Education, and leadership training from [the Harvard Institutes for Higher Education](#).

[The OFD Scholarly writing program](#) supports faculty scholarly productivity by offering community, connection, and accountability to faculty writers. This includes writing retreats and workshops with writing coaches, a Writing Fellows Program, 15 facilitated Writing Accountability Circles, and biannual workshops on publishing with academic presses. In addition, CNS provides funds for and organizes access to grant writing coaching to all newly hired faculty and to those currently at UMass Amherst through a competitive process.

Community-building is also facilitated by the Office of Equity and Inclusion, including common reads around the topics of inclusion, bias, race, empathy, understanding, and respect. Books have included *How to be an Antiracist* by Ibram Kendi, *Braving the Wilderness* by Brené Brown, and *What if I Say the Wrong Thing* by Verna Myers.

Scholarship, Research, & Creative Activity Research Expenditures and Awards

Numerous indicators demonstrate a steady rise in research activities since 2018. Between 2018-2022, the total number of proposals for external funding increased from 1,291 to 1,453 (a 13% increase), awarded grants and contracts increased from 1,074 to 1,175 (a 9% increase) and sponsored expenditures grew from \$161.4 to \$231.2 million (a 43% increase). Sources of external research awards shifted modestly since 2018. In FY18, we received \$37.3 million from the National Science Foundation (NSF) and \$31.6 million from the National Institutes of Health (NIH) and Health and Human Services (HHS). In FY2022, NSF funding was steady at \$37.4 million, but funding from NIH/HHS had increased by 54% to \$48.8 million, making them the largest sponsor of sponsored research. External awards from non-profit organizations and foundations have increased from \$3.7 to \$13.9 million between 2018-2022; however, research awards from industry sources decreased from \$19.5 to \$12.5 million between 2018-22, coinciding with the pandemic. Considering uncertainty and changes in federal, state, and other sources of support and an increasing emphasis on translational research, industry-sponsored research is an area for renewed focus, as the Office of Research and Engagement (ORE) continues to support research and scholarship activity for the campus. In 2022 the Technology Transfer Office assisted UMass Amherst faculty to file 35 new patent applications; 24 patents were issued and 11 License and Option agreements were executed; and total revenues of \$667K from license income were received.

The ORE has expanded workshops, trainings, and guidance to support research, including an annual [six-part training program](#) that provides a comprehensive overview of research administration on topics such as (i) orientation and fundamentals of research administration, (ii) proposal submission and budgeting, (iii) proposal development methods and tools, (iv) award management, (v) post-award financial award management, and (vi) using SUMMIT, the campus financial management software. A companion program, the [PRO series training program](#), provides in-depth trainings. In addition, ORE offers faculty and staff training webinars, one-on-one consultations, guides, and other resources to use [Kuali](#), the campus software system designed for comprehensive management of research proposal and award activities. [On-demand proposal development workshops](#) and support for strategic research initiatives including large-scale cross-disciplinary awards is coordinated by [the Office of Research Management and Training](#), which assists in early-stage solicitation assessments, building proposal response teams, and providing consultations in support of new research Centers. Research compliance workshops include human subjects protection (IRB) trainings, animal user trainings (IACUC), and export control trainings. Other recent changes requiring the University to certify a safe and inclusive working environment for all NSF proposals involving off-campus fieldwork, and a new policy requiring Data Management and Sharing Plans for all NIH proposals, were addressed by ORE staff with plans for continuous training opportunities and reporting improvements in the months ahead.

UMass Amherst currently has 67 Centers and Institutes, with several formally approved since the 2018 comprehensive evaluation: the Center for Community Health Equity Research (CCHER); the Center for Evolutionary Materials; and the Center for Student Success Research (CSSR). Two more await approval by the

UMass President's Office: the Center for Employment Equity (CEE) and the Institute of Diversity Sciences (IDS). New Centers with interim approval include the Center for Justice, Law, and Societies (in 2020), the Center for Racial Justice & Youth Engaged Research (in 2020), the Energy Transition Institute (in 2021), and the Elaine Marieb Center for Nursing and Engineering Innovation (in 2021). Seven established Centers and Institutes continue to operate with federal funding and/or designations including the newly created TRIPODS Institute for Theoretical Foundations of Data Science (in 2020), the Massachusetts AI and Technology Center for Connected Care in Aging and Alzheimer's Disease (in 2021), and the New England Center for Excellence in Vector-Borne Diseases (in 2022).

The ORE supports seed funding programs for faculty research and creative activity: the [Faculty Research Grants \(FRG\)/Healey Endowment Grants \(HEG\)](#) which awarded 13 grants in 2022 (total funding = \$250,864); the [Public Service Endowment Grants](#) (3 grants in 2022, with total funding = \$45,000); the [Armstrong Fund for Science](#) (annual award of \$40k); and the [Subvention Program](#), which awarded 5 grants in 2023 (total funding = \$12,000). In Spring 2023, a Center Seed Funding program was announced to support the development of proposals for medium or large interdisciplinary centers. Anticipated funding for this program is \$30-\$60,000 per award with funds dedicated to proposal development and a total funding investment of \$400,000.

Significant renovations made to research facilities since 2018 are described in *Standard 7: Institutional Resources*.

The ORE collaborated with campus partners and consulted with national and regional peers and public health authorities to support research throughout the pandemic. Continuity plans for critical activities and facilities and temporary halts on other activities on campus were informed by Research and Library Operating Plans (RLOP) that allowed for re-opening of facilities at reduced capacity to meet public health and campus guidelines. RLOP plans were utilized and gradually modified through July 2021, and all individuals included in an RLOP were required to participate in COVID-19 testing protocols and work in designated shifts when on campus. The Institute for Applied Life Sciences (IALS) continued to run many Core Facilities throughout the pandemic to support Continuity Plans and RLOPs. IALS also coordinated faculty, staff, and student participation in COVID-19 Response Teams (<https://www.umass.edu/ials/covid19>). Later in 2020, IALS pivoted activities within core facilities to establish and then maintain a CLIA-certified IALS Clinical Testing Center (ICTC) to develop and conduct PCR testing for COVID. The ICTC also provided testing for local healthcare facilities and for members of the public in the area, sponsored by the Massachusetts Department of Public Health. The Office of Research Administration & Compliance ensured that all faculty and staff were provided evidence-based safety information. The longest-lasting disruptions were for human subjects research projects involving face-to-face activities: these were suspended from March 2020 to June 2021. The Office of Environmental Health & Safety provided guidance to researchers working with specific human populations who may not have been fully vaccinated to reduce the risk to participants and researchers.

In AY22-23, the Faculty Senate's Public Engagement and Outreach Council created a task force to focus on engagement activities in Springfield, MA, and to determine how UMass Amherst could support grassroots organizations. ORE staff are working with the Center for Community Health Equity Research (CCHER) to provide training and consultations for community organizations in Springfield and surrounding communities to better position these organizations to participate in federally funded research activities. The 2018-2023 campus strategic plan called for a regular and systematic approach to identify and evaluate outreach and engagement activities. [Kuali](#) was adopted to assess and track outreach and engagement activities with external partners. In FY22, new sponsored research projects included nine proposals for Community Based research projects, 12 proposals for Community Engaged research projects, and another seven with community components.

Teaching and Learning

The [Center for Teaching and Learning](#) (CTL) provides professional development through a biweekly newsletter, a variety of web-based resources, workshops, the [Mid-Semester Assessment Process \(MAP\)](#), [faculty communities](#), and individual and departmental [consultations](#). CTL's newsletter includes brief teaching strategies related to diversity equity, and inclusion; faculty success stories; and general teaching strategies. The CTL website resources include brief instructional guides on specific teaching topics, asynchronous webinars, and highlights of faculty

classroom successes. CTL's most frequently accessed resources are those related to diversity, equity and inclusion, exam design, and course content presentation.

Annually, CTL conducts MAPS for 140 to 160 instructors (impacting 6,000 to 10,000 enrolled students), holds between 25 to 35 workshop sessions (approximately 350 to 500 attendees), hosts 25 to 50 faculty participants in sustained faculty learning communities (since 2021 when the Flex Learning Fellows began) and 75 to 120 UMass Amherst community members participate in the Contemplative Pedagogy working group. In addition, CTL staff conduct between 80 and 150 individual consultations annually. CTL administers Teaching Grant programs including Scholarship of Teaching and Learning Professional Development and the [Lily Fellows program](#) awarding approximately 560 teaching grants annually.

Since 2018, CTL has led several new initiatives and instructional innovation efforts. These include the Scholarship of Teaching and Learning (SoTL) and Flexible Teaching. SoTL programming includes general workshops introducing SoTL ethics, research design and publications; a SoTL faculty community; an annual SoTL institute; and a professional development grant program. In collaboration with IDEAS and as part of the Flexible Implementation Committee, CTL has offered the Flexible Learning Fellows Program for the last two years. In addition, CTL has offered more general faculty workshops on flexible learning and redesigned the MAP protocols to meet the contexts of faculty teaching at the Mount Ida and Springfield campuses as well as faculty adopting flexible learning modalities.

Faculty continue to adopt more flexible teaching approaches including synchronous online and asynchronous online resources for students within more typical face-to-face instruction. There is a continuing need to support these efforts through consultations, MAPs, and general programming. Future programming is addressing flexible grading approaches ("ungrading"), ongoing issues related to student engagement, and responding to student mental health needs with flexible pedagogy.

The CTL also supports DEIJB efforts through programming and support of continuous improvement processes such as Equity Action Plans. Examples include Teaching for Inclusiveness, Diversity and Equity Fellowship (TIDE), as well as DEIJB workshops conducted by CTL and in collaboration with other units including departments and colleges as well as campus units (OEI, SACL). Web-based resources on topics including inclusive syllabus design, universal design for learning, microaggressions and classroom climate supplement synchronous programming. The TIDE program, now in its seventh year, has included 60 faculty members with many now serving as DEI leaders within their departments, schools/colleges, and across campus (eight assistant or associate deans, two current department heads, 11 current program directs and two Faculty Senate Council Chairs). TIDE fellows also regularly share their expertise with the campus community as part of CTL panels, workshops, and community meetings.

Innovation and Integration

Promoting Interdisciplinary Collaborative Efforts through Centers of Excellence and Institutional Grants

To promote synergies and visibility both on our campus and externally, five broad themes of interdisciplinary excellence were identified, building upon our existing strengths: Data Science; Health and Wellbeing; Social Justice and Equity; Sustainability; and Technology, Arts, and Society. These themes will be broadly interpreted and inclusive networks created that inspire collaborative and interdisciplinary projects and accelerate our pace of discovery and creativity.

Large-scale Integrative Research Awards (LIRA) program offer seed funds totaling up to \$400,000 to support integrated team efforts to develop large-scale initiatives to empower creativity, promote equitable collaborations, especially those that foster diversity, equity, and inclusion, and attract substantial external funding. LIRA topic areas should be well aligned with campus strengths, including, but not limited to, strategic emphasis areas, such as Diversity, Equity, and Inclusion; Sustainability; Healthy Aging; Society and Technology; and Data Science. A second seed funding opportunity – [Interdisciplinary Research Grants \(IRG\)](#) – focuses on these same areas of emphasis but target faculty teams at earlier stages of collaboration. Fourteen grants (of 57 proposals) were awarded in Spring

2023, totaling nearly \$600,000 in funding.

Enhancing Diversity, Equity, and Inclusion through Equity Action Plans

The Provost's Office and the Office of Equity and Inclusion frequently collaborate to encourage and support making measurable progress on equity and inclusion. As noted in Area of Emphasis 1, the Campus Climate Survey report and interactive dashboards [were released](#) and Campus Climate Survey [Engagement Guides](#), which include resources and toolkits on different themes, have been released regularly throughout this academic year. The campus was invited to engage with these resources as the foundation for developing Equity Action Plans. Within Academic Affairs, Equity Action Plans focus on improving equity in students' belonging and connectedness. This focus results directly from feedback from UMass Amherst students through the Campus Climate Survey on their experiences at the department level. To begin to address these inequities, a priority [list of classroom equity actions](#) focused on classroom belonging was shared, and departments were asked to survey their use throughout the courses required for their majors. Departments were asked to choose at least one action to advance belonging and connectedness. Ideally, these actions will be targeted to the point in the curriculum and pedagogy where they may have the most impact on inequities in student retention and completion. Full Equity Action Plans, submitted at the end of the spring 2023 semester, will outline implementation and assessment of these action(s), building upon the intentions and aspirations articulated in department strategic plans, AQADs, and Educational Effectiveness Plans (EEPs). Supporting this work is a range of resources include a dedicated Microsoft Teams site, workshops, discussions around data analyses and exploration, and small group or one-on-one follow up consultations.

Standard Seven: Institutional Resources

Human Resources

UMass Amherst continues to employ a robust workforce that allows for the advancement of the campus' mission. While the ramifications of furloughs, layoffs, and retirements necessitated by the COVID-19 pandemic, as well as the ongoing national labor shortage, continue to affect staffing on campus, the University has been proactive to maximize recruiting effectiveness. In 2022, the university onboarded 649 full-time benefitted staff members and 148 benefitted faculty. Employment at UMass Amherst is governed both by policies within Human Resources and 11 collective bargaining agreements (CBAs). All policies and agreements are available on the Human Resources website and are regularly reviewed to ensure legal compliance. Employees are provided multiple avenues to seek grievance redress, including Human Resources, the Ombuds Office, Office of Equity and Inclusion, Office of Equal Opportunity and Access, and their labor unions. Professional development opportunities exist for staff and are supported by the Workplace Learning and Development Team and the Partnership for Worker Education.

Financial Resources

UMass Amherst remains financially stable. Consistent with the expectations of the University of Massachusetts Board of Trustees, the campus budgets conservatively to ensure flexibility and the capacity to respond to changes in circumstances. The latest five-year plan covering FY24 through FY28 forecasts the campus to reach its desired 2% operating margin by FY24, which will be maintained throughout that period. As reported via the Interim Report Forms, the University's financial performance has typically exceeded that 2% metric. Through the pandemic, UMass Amherst, both the institution and its students, benefitted from funding through the Higher Education Emergency Relief Fund (HERFF). A total of \$95 million was distributed, of which \$43 million was distributed directly to students.

Like most other public universities, UMass Amherst's General Funds budget is supported primarily by a combination of state appropriations and student tuition and fee revenue. The university's General Funds budget for FY23 is approximately \$910 million. Of this, 35% comes from the state appropriation, 52% represents net

revenue student tuition and fees, and 13% is derived from interest earnings, overhead charges, and other sources. The total operating budget for FY23 is \$1.6 billion on a cash basis.

Physical Resources

UMass Amherst aggressively manages the campus's deferred maintenance through the completion of the \$250 million capital program described in the 2018 self-study. Additionally, \$375 million has been directed to capital projects for the five years covering 2022-2027. Major projects completed in the past five years include updates and infrastructure for 12,000 sq ft of neuroscience laboratories in the Morrill IV building; the Student Union renovation; construction of Worcester Commons, which includes a dining hall, student activity space, and a new campus restaurant; the renovation of the Fine Arts Center Art Bridge to support studio spaces for music, theater, and arts; chemistry laboratories updates; 28,000 square feet of renovated space in Goessmann Lab; and major underground infrastructure replacement in the campus core, which increased accessibility and made improvements to landscaping and hardscaping. Current projects include a \$130 million new [computer science building](#), \$130 million for new [sustainable engineering laboratories](#), \$30 million in renovations for Totman Gymnasium, and a \$50 million renovation of Goodell Hall to create a student success hub in the core of the campus. Maintenance and updates of 30 core facilities housed in the Institute for Applied Life Sciences (IALS) and "collaboratories" (e.g., private businesses using the facilities, equipment, and expertise in IALS while retaining their intellectual properties rights) have continued to grow in number. UMass Amherst entered a public private partnership to construct new housing for both undergraduate and graduate students that will add more than 800 beds by the end of 2024. All capital project decisions are made after receiving input from the executive areas and schools/colleges, and updates are regularly presented to the Program and Budget Council of the Faculty Senate.

Following a carbon mitigation study, Chancellor Subbaswamy announced in April 2022 plans to achieve carbon zero goals by 2032. This ambitious vision builds upon significant work in this area started in 2020, which includes divestment in fossil fuel, climate change research, solar power producing 10 million kilowatts of renewable electricity annually, and enhancements to the central heating plant. Since the announcement, UMass Amherst has completed geothermal capacity testing at various locations on campus, launched a trade rating system, TRASE, to provide product sustainability scores (the first of its kind in the nation), introduced the Carbon Literacy Project, and committed to major new construction being designed and built as carbon zero projects.

Information Technology and Resources

IT resources continue to be sufficient, with several notable accomplishments that positively contribute to the teaching, learning, working, and living environments at UMass Amherst.

- Launch of a new data center as part of the system-wide data center optimization project
- Improvements to campus networks and expansion of some instructional technologies
- Establishing key policies and protocols, including an Information Security Policy, privacy policy, and a framework for IT standards and assessment.
- Integrated instructional support services from IT, Center for Teaching & Learning, IDEAS Group & UMass Libraries and a new University-wide service management system (ServiceNow)
- Implemented Quali Research, a new Electronic Research Administration (eRA) platform

Similarly, attentiveness to accessibility, usability, and security continues. IT systems meet the latest accessibility standards, drawing on recommendations from an external accessibility review. In addition, personal pronoun, gender identity, and name pronunciation options in University systems were expanded.

Fundraising and Philanthropy

UMass Amherst is in the lead gifts phase of its most ambitious campaign to date, which seeks to secure at least \$600 million (working goal) between July 1, 2018, and June 30, 2027. The campaign is currently in its fifth year and has raised \$384 million, surpassing the total amount raised in its last campaign, UMass Rising.

Standard Nine: Integrity, Transparency, and Public Disclosure

Integrity

UMass Amherst maintains clear and accessible policies and procedures to ensure compliance with all legal and ethical standards expected and required for the public good. Existing policies are regularly reviewed to ensure their ongoing efficacy.

UMass Amherst's degree granting authority is derived from the Massachusetts Board of Higher Education and delegated to the University of Massachusetts Board of Trustees (chapters 15A and 75 of the Massachusetts General Laws). The Board of Trustees additionally assures the university's financial responsibility. Trustees are required to file a Conflict of Interest Disclosure.

State employees, such as those employed by UMass Amherst, are subject to the Commonwealth's Conduct of Public Officials and Employees statute, as well as the university's Principles of Employee Conduct. These documents are publicly accessible on the Human Resources website. Additional expectations for faculty are described in the Academic Personnel Policy (Trustee Document T76-081), known as the Redbook, which also articulates the university's commitment to academic freedom, equal opportunity, and affirmative action.

UMass Amherst complies with the Family Educational Rights and Privacy Act (FERPA; Code of Federal Regulations, Title 34 Part 99), which allows students access to their educational records, as well as basic protections for privacy of their records. The maintenance of student records is discussed in Standard 5. The University's Fair Information Practices Regulations for the collection, maintenance and dissemination of personal data contained in all its data systems, and Massachusetts General Laws, Chapter 93H, defining sensitive data and requiring that institutions immediately notify those individuals whose information has been compromised as result of a security breach.

The Office of Equal Opportunity and Access is responsible for maintaining a campus community free from harassment and discrimination, as mandated by law and university policy. This office administers Title IX Policy and Procedures and investigates complaints related to the Policy Against Discrimination, Harassment, and Related Interpersonal Violence. These policies and procedures include both informal and formal methods of complaint resolution that are clearly described and enforced fairly. Within Equal Opportunity and Access, the Accessible Workplace unit is responsible for administering reasonable workplace accommodations for faculty and staff.

UMass Amherst makes every effort to comply with both the letter and the spirit of laws protecting citizens with disabilities, such as the Americans with Disabilities Act (ADA) and the Rehabilitation Act of 1973. Disability Services supports compliance and leads efforts to provide reasonable accommodations for students, faculty, and staff with disabilities.

Recent review of both the Academic Honesty Policy and the Academic Grievance Procedures resulted in minor clarifications to the policies and changes to how grievances are processed. Within the purview of the Associate Provost for Student Success, an Academic Honesty and Grievance Office was established to process grievances for all students. As a result, the role of the Ombuds Office, which advises students, faculty, and staff on a wide number of matters, has been clarified and remains impartial and independent, as recommended by the International Ombudsman Association. The honesty and grievance policies apply to all UMass Amherst students, in all locations and all modalities. During AY22-23, the Policy Subcommittee of the Academic Matters Council is considering revisions and clarifications to the Academic Honesty Policy and is conducting a survey of faculty on the topic. Faculty Senate action regarding the use of artificial intelligence text generating software (e.g., ChatGPT) is explained in *Standard 4: The Academic Program*.

Transparency

UMass Amherst publishes all pertinent and required information on its website. Information Technology and University Relations verify all claims for accuracy annually. Requests for public records pertaining to the university

may be requested through the University of Massachusetts President's Office. The Associate Chancellor for Compliance serves as the campus records access officer.

The Undergraduate Admissions Office [website](#) provides all information necessary for prospective applicants to make an informed decision about their application. The Student Body and Admissions Statistics pages provide data on the profile of accepted students. Additionally, a page describing the admissions decision offers a detailed explanation of the process of applicant review. These measures ensure that potential applicants understand the qualifications generally needed for acceptance. The Financial Aid Office commits a high level of effort to educating current and prospective students of the annual costs to attend UMass Amherst, the FAFSA filing process, types of available aid, and loan indebtedness. As per requirements of the Higher Education Opportunity Act of 2008, the university webpage includes a Net Price Calculator. Any admitted student that is awarded a financial aid package is provided with an online College Financing Plan, detailing of the student's financial aid package, and resulting net price.

Public Disclosure

The university maintains a public disclosure/student consumer information website, as mandated by the U.S. Higher Education Act. This page includes links to necessary general policies such as privacy and Title IX, as well as information on accreditation, academic policies, services, student outcomes, and financial aid.

Requirements for university credentials including degrees, certificates, and minors are publicly accessible and archived in the Guide to Undergraduate Programs and the Graduate Bulletin. Updates to the Guide to Undergraduate Programs and the Graduate Bulletin have been led by the Associate Provost for Student Success, a role that reports to both Academic Affairs and Student Affairs and Campus Life, which has increased the visibility and usage of these documents. Entering students are advised to consult the Guide as the official record of degree requirements and shown the "Getting Started" section that each program updates regularly. This information, previously compiled in a separate document with its own workflow process, advises students on how to prepare and declare for specific majors. Consolidating this information with the Guide has additionally increased the use of and familiarity with the Guide among both students and advisors. General education requirements are listed on the General Education website.

Reflective Essay on Educational Effectiveness (Standard Eight)

Over the last five years, UMass Amherst has developed and expanded methods to understand the needs of students, track what they are learning, and address gaps between aspirations for students, actual outcomes, and the equity of those outcomes. The UMass Amherst approach to educational effectiveness is multifaceted and holistic, including reviewing and responding to direct and indirect evidence of student learning, experiences in high-impact practices, student career outcomes, students' experiences of the campus climate, and the impact of the global pandemic. Information is captured through regular and ongoing processes that include the communication of student learning and experiential outcomes through syllabi and websites, the collection of direct and indirect evidence of student learning and co-curricular experiences analyzed by various units, groups, and councils, sharing results widely via reports and dashboards, and providing additional and complementary data to units that develop teaching and inclusivity workshops and offer faculty consultations.

The cycle begins again to determine efficacy of changes and impact on the diverse groups of student learners at the institution. Most importantly, the use and review of educational effectiveness evidence is infused into many processes at the institution such as strategic planning, budgeting, and Equity Action Plans.

Assessment of Student Learning and Educational Experiences

UMass expects graduates to have [developed competencies in four primary areas](#):

UMass Amherst Learning Objectives	
Critical Thinking	<ul style="list-style-type: none"> • Creative, analytical, quantitative, & critical thinking through inquiry, problem solving, & synthesis • Pluralistic perspective-taking and awareness of the relationship among culture, self, and others • Developing information and technological literacy**
Communication	<ul style="list-style-type: none"> • Communicating persuasively and effectively orally and in writing • Working effectively and collaboratively (in groups, across perspectives)** • Developing information and technological literacy**
Connections	<ul style="list-style-type: none"> • The application and integration of these methods of analysis to real world problems and contexts • Pluralistic perspective taking and awareness of the relationship among culture, self, and others** • Understanding and evaluating the consequences of one's choices and the implications of one's actions
Content	<ul style="list-style-type: none"> • Fundamental questions, ideas, and methods of analysis in the humanities and fine arts, social sciences, mathematics, and natural and physical science.
**objectives present in more than one Gen Ed category	

Table 4. UMass Amherst Student Learning Objectives

Moreover, UMass Amherst supports the holistic development of students, their communities, and their learning environments with a focus on student health and well-being, student success, and career opportunities.

To assess student learning competencies and holistic development, UMass Amherst relies on converging evidence from regular and ongoing processes of direct and indirect assessment. While some of the cycles of assessment and their improvements were disrupted by the global pandemic, all schedules have been revised, many already resumed.

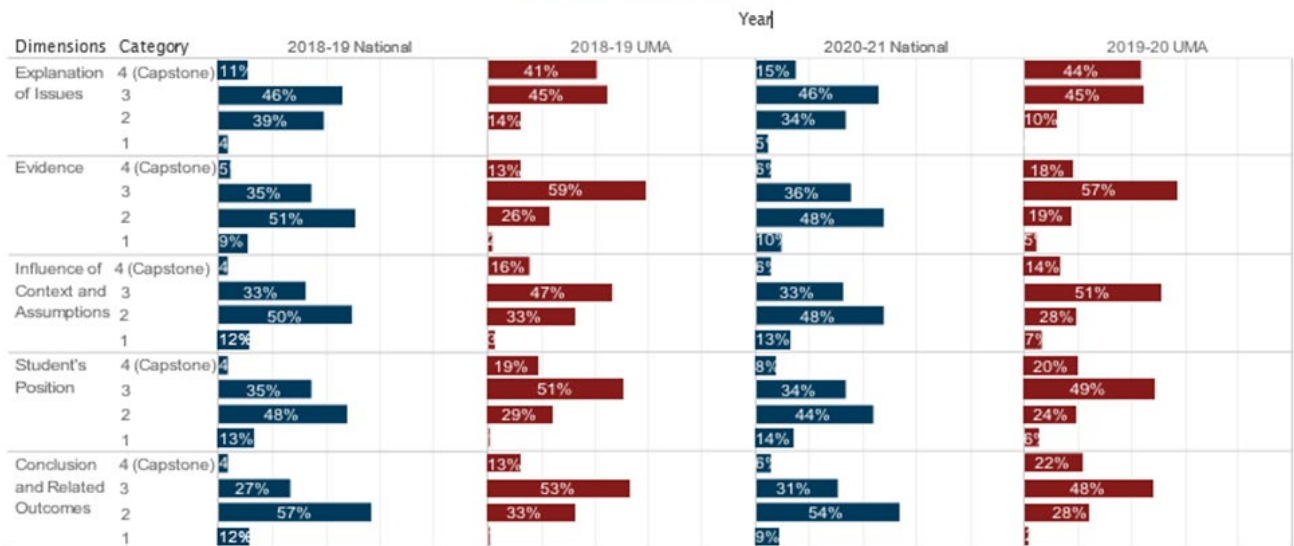
Institution-Level Evidence of Educational Effectiveness

Educational effectiveness work is cyclical and focuses on continuous improvement and equity. Consequently, the use and review of educational effectiveness evidence, including the efficacy and impact of changes on the University's diverse student learners, is infused into many processes such as strategic planning, budgeting, educational effectiveness plans (EEPs), and the new Equity Action Plans (EAPs).

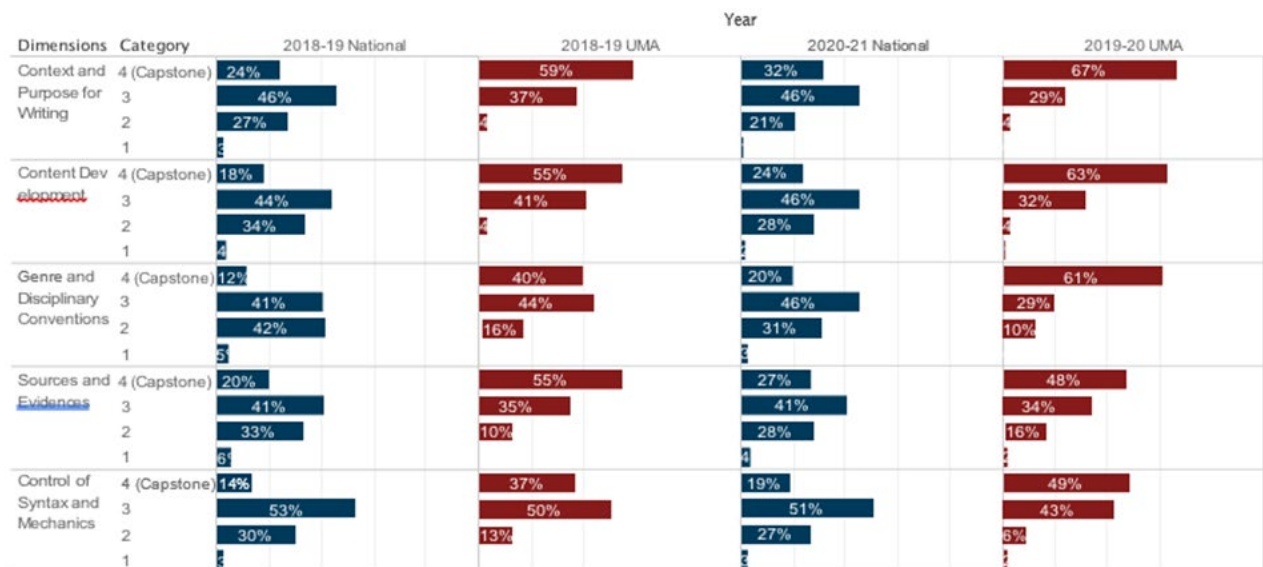
Direct Assessment of Institutional Learning Outcomes

VALUE Institute Participation. Since the self-study in 2018, UMass Amherst has completed two rounds of direct assessment of critical thinking and written communication competencies through participation in the [AACU's VALUE Institute](#). In each round, UMass Amherst submitted samples from 100 rising seniors, representative of the undergraduate population relative to race/ethnicity, gender, and Pell grant status. Each School/College was also represented in the samples. Faculty members from across the country, trained to use the AAC&U VALUE rubrics, scored this course-based work using both the Critical Thinking and the Written Communication VALUE rubrics. As depicted in Charts 1 and 2, relative to assignments from participating four-year institutions, UMass Amherst students achieved higher levels of demonstrated competency in each round of assessment on each dimension of the critical thinking and written communication rubrics.

Critical Thinking Rubric



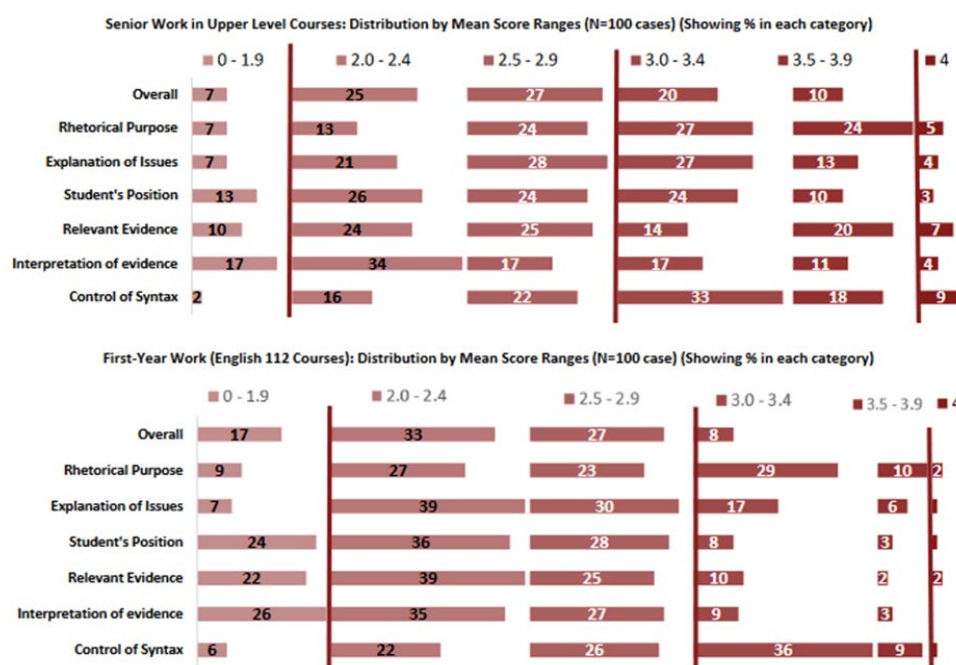
Written Communication Rubric



Charts 1 and 2. Peer comparisons on AAC&C Critical Thinking and Written Communication Rubrics

Comparisons across the two rounds of scoring were not possible due to methodological changes in the selection of assignments. AAC&U is currently soliciting feedback on the VALUE rubrics; however, if the VALUE Institute is continued, UMass Amherst expects to participate.

UMass Amherst Assessment Group. In Spring 2018, a team of [UMass faculty scored the artifacts](#) from seniors that were submitted to the VALUE institute as well as an additional 100 artifacts from first-year students. This complementary work was completed to validate an in-house adaptation of the AAC&U VALUE rubrics to assess both critical thinking and written communication and to assess student artifacts from rising seniors relative to first-year students. As depicted in Charts 3 and 4, there is a discernable shift to more scores in the 3-4 (higher competency) range when comparing the work of senior students to first-year students on critical thinking and written communication dimensions



Charts 3 and 4. Artifact comparisons from rising seniors and first-year students.

Faculty participants noted that the institutional assessment work provided an opportunity for rich engagement with their colleagues from many disciplines, supporting discussions about how critical thinking and written communication manifest differently. Many participants noted they would use the rubric as a tool for furthering their conversations with students about learning outcomes. Group members partnered with the Center for Teaching and Learning (CTL) to develop workshops to share the results of this analysis and the VALUE institute assessment work as well as the pedagogical value and utility of the developed rubric. Further, some faculty members from this group used an adaptation of the combined critical thinking/written communication rubric to assess department-level student learning outcomes and course-level SLOs.

Indirect Assessment of Institutional Learning Outcomes

Senior Survey and the National Survey of Student Engagement (NSSE). Students are also asked about their learning outcomes through the annual Senior Survey and the NSSE, conducted every three years. On both assessments student self-evaluations of their learning outcomes were generally positive and stable, even with the experience of emergency remote learning (Tables 5 and 6). Perhaps not surprisingly, learning on one's own increased while metrics of teamwork decreased since the pandemic.

NATIONAL SURVEY OF STUDENT ENGAGEMENT (2020) RESULTS		
Question: How much has your experience at this institution contributed to your knowledge, skills, and personal development in the following areas? Answered on a 4-pt Likert scale from 1 (Very Little) to 4 (Very Much)		
	N	Mean
<i>Writing clearly and effectively</i>	1918	3.0
<i>Speaking clearly and effectively</i>	1919	2.9
<i>Thinking critically and analytically</i>	1916	3.3
<i>Solving complex real-world problems</i>	1914	2.9
<i>Being an informed and active citizen</i>	1916	2.7
<i>Analyzing numerical and statistical information</i>	1914	3.0
<i>Working effectively with others</i>	1917	3.1
<i>Developing or clarifying a personal code of values and ethics</i>	1910	2.8
<i>Understanding people of other backgrounds</i>	1916	2.9

Table 5. 2020 NSSE Results

GRADUATING SENIOR SURVEY (2020-2022) RESULTS						
Question: To what extent did your experience at UMass Amherst contribute to your knowledge, skills, and personal development in the following areas? Answered on a 4-pt Likert scale from 1 (Very Little) to 4 (Very Much)						
	ITEM MEANS			% RESPONDING VERY MUCH		
	2020	2021	2022	2020	2021	2022
<i>Number of respondents</i>	2,728	2,720	2,422	2,728	2,720	2,422
<i>Response rate</i>	46.8%	47.9%	42.4%	33.0%	33.2%	34.8%
<i>Knowledge specific to your major</i>	3.5	3.5	3.4	31.2%	58.7%	56.8%
<i>Writing clearly and effectively</i>	3.0	3.0	3.0	33.0%	33.2%	34.8%
<i>Speaking clearly and effectively</i>	2.9	2.9	2.9	30.6%	30.9%	33.1%
<i>Thinking critically and analytically</i>	3.4	3.4	3.3	52.0%	52.3%	49.4%
<i>Solving complex problems</i>	3.2	3.2	3.2	45.0%	45.0%	45.0%
<i>Being an engaged member of society</i>	3.0	3.0	2.9	37.9%	37.7%	36.3%
<i>Analyzing numerical and statistical information</i>	2.9	2.9	2.9	35.0%	35.2%	35.0%
<i>Working effectively with others</i>	3.3	3.2	3.2	48.4%	47.3%	46.4%
<i>Ethical decision making</i>	3.1	3.1	3.0	42.5%	42.5%	40.4%
<i>Relating to people different from you</i>	3.2	3.2	3.2	49.3%	50.2%	47.0%
<i>Understanding your strengths and weaknesses</i>	3.3	3.3	3.3	51.7%	50.4%	49.0%
<i>Learning effectively on your own</i>	3.4	3.4	3.4	54.0%	56.9%	56.8%

Table 6. Select Graduating Senior Survey Results (2020-2022)

The 2023 Senior Survey is currently in the field and data collection for the 2023 NSSE survey for our first-year and senior students was completed in spring 2023.

General Education Program and Council. UMass Amherst supports and assesses institutional learning outcomes through the [General Education program](#). To support student learning outcome mastery, [curricular areas](#) (Basic Math and Analytic Reasoning, Biological and Physical World, Interdisciplinary, Social World including Social and Cultural Diversity, Writing, Integrative Experience) are each supported by learning designations. The General Education Council (GEC) considers the extent to which the course syllabus, assignments, and activities align with the General Education learning objectives for each designation. Faculty membership on the GEC changes each year, bringing fresh perspectives to the review process.

One highlight of the General Education program is the upper division [Integrative Experience](#) (IE) requirement which provides students with a structured opportunity to reflect on their early college learning experiences, make connections with the more advanced work in their major, and use their integrated learning to prepare for the demands of the world beyond the University. As noted in the 2018 NECHE self-study, the results of assessment of students' early Integrative Experiences demonstrated that the courses supported less integrative and reflective learning than intended. Three actions were proposed to address this issue: (1) Clarification of language in the Integrative Experience criteria; (2) Provision of workshops on IE assignment and course structure design; and (3) Development of a quinquennial review process for IE courses.

During AY18-19, the General Education Council formed an IE committee to review IE course syllabi and example assignments from all academic departments. The [findings of the committee](#) were shared broadly across the campus and elucidated the challenges of providing a truly integrative learning experience for students. Moreover, the committee identified and shared [exemplary syllabi and course assignments](#) for IE instructors to learn from and model.

Updated learning objectives for the Social and Cultural Diversity designation were implemented in Fall 2018. In partnership with the Center for Teaching and Learning, the GEC provided workshops to support course review including syllabus and assignment modifications. Courses with the Social and Cultural Diversity designation focused on United States and global frameworks are currently undergoing syllabus and assignment review by the GEC. In the last year, students requested that the Social and Cultural Diversity designation include language about

social justice. The GEC has developed new descriptions of aspirational outcomes that were approved by the Faculty Senate in Spring 2023. The new descriptions will be shared in Fall 2023.

Graduate Programs. Graduate degree programs foster rigorous study and mastery of complex fields that prepare students for careers in scholarship, research, non-profit, and professional practice. By and large, doctoral degrees are oriented towards research, while professional master's degrees are oriented toward the workforce. Learning goals for these master's and doctoral programs are established by the Department/Programs and are included in their Educational Effectiveness Plans (EEP). Self-studies that are part of AQAD, professional accreditation and strategic planning are the primary means for reviewing graduate program performance.

[The doctoral and master's student experience surveys](#) gathers student perceptions of their program, faculty, peers, and career preparedness. The survey is conducted on a four-year cycle, disrupted by the pandemic, and will be administered next in Spring 2024.

Assessment of Additional Educational Effectiveness Elements

Participation in High-Impact Practices. Students experience educational benefits from participation in high-impact practices (HIPs), including but not limited to research, internships, community service, study abroad, and culminating senior experiences, to reinforce and extend classroom-based learning. The Student Success group supports HIPs by ensuring that advisors can communicate options and opportunities to students. Moreover, the Student Success group consults and facilitates new HIP opportunities that departments and schools/colleges are developing and by facilitating domestic exchange options.

The [Office of Undergraduate Research and Studies \(OURS\)](#) tracks opportunities for undergraduates to conduct research with faculty. In Phase 1 of the effort, lab openings are posted on the office's website; in Phase 2, a searchable database of openings will be provided, and student participation in faculty research subsequently tracked.

HIP participation data are currently collected through the annual Senior Survey and disaggregated by race/ethnicity and other demographics to identify any disparities in these experiences. Participation rates, disaggregated by race/ethnicity, are presented in Table 6. Participation in study abroad programs was significantly impacted by the global pandemic. Participation rates for AY22-23 have recovered and surpassed pre-pandemic highs with 804 students studying abroad in Spring 2023. Also noteworthy, participation by students of all race/ethnicities is equitable because of careful attention to curricular integration and removing barriers to the study abroad process.

Aggregate Data on Participation in High-Impact Practices			
Graduation Year	2020	2021	2022
Response Rate	47%	49%	43%
Study Abroad			
Overall	24%	19%	7%
Asian	17%	17%	7%
Black	26%	17%	11%
Latine	21%	23%	5%
White	26%	20%	7%
Multi-racial	25%	18%	8%
Community Service/Volunteer Work			
Overall	56%	45%	44%
Asian	54%	50%	41%
Black	53%	61%	60%
Latine	46%	43%	37%
White	57%	44%	44%
Multi-racial	62%	40%	44%

Practicum, Internship, Field Experience			
Overall	61%	54%	54%
Asian	59%	52%	54%
Black	62%	43%	49%
Latine	54%	43%	51%
White	62%	55%	55%
Multi-racial	62%	51%	51%
Research with Faculty			
Overall	31%	27%	27%
Asian	38%	34%	33%
Black	38%	29%	28%
Latine	19%	13%	29%
White	29%	26%	26%
Multi-racial	31%	30%	24%
Culminating Senior Experience			
Overall	46%	43%	43%
Asian	52%	50%	46%
Black	51%	48%	39%
Latine	45%	36%	56%
White	44%	42%	43%
Multi-racial	43%	37%	40%

Table 6. Aggregate data on participation in high-impact practices (graduating classes of 2020-2022)

Career Outcomes. Since the comprehensive evaluation, post-graduation outcomes information collection has been centralized in the [Office of Career Development and Professional Connections](#). From the First Destination Survey of 2022 graduates (administered through Handshake), 90% of graduates are employed, in military service, volunteering, or continuing their education (76% knowledge rate using NACE standards, exceeding the 65% benchmark established by NACE). These placement rates have returned to pre-pandemic levels and the proportion of students still looking for placements six months after graduation has decreased by 5% since 2019 (see Table 7).

2022 Six-Month Post-Graduate Outcomes							
Class	Graduates	Reporting	Working	Continuing Education	Still Looking	Not Seeking	Total Placement
2019	5692	68%	62%	23%	14%	1%	85%
2022	5408	76%	65%	26%	9%	0.5%	90%

Table 7. Classes of 2019 and 2022 Six-Month Post-Graduate Outcomes

Dashboards in Flagship Analytics allow users to work with survey data from multiple years to view longitudinal trends and disaggregate students by the school or college from which they earned their degree to see top employers, graduate schools, and the placement rates by individual programs within the School/College. In addition, staff from the Office of Career Development work with deans and associate deans in the schools and colleges to understand the outcomes for their disciplines and students as well as support career service offices.

UMass Amherst does not currently have centralized collection or reporting on graduate student job placements, which is tracked to varying degrees for master's students by career centers in the schools and colleges. At the doctoral level, UMass Amherst had a 100% response rate to the most recent (2021) annual [Survey of Earned Doctorates](#) (SED, National Science Foundation), where 45.1% of all UMass Amherst doctorate recipients reported having secured definite employment immediately following the doctorate award. A postdoctoral appointment following graduation is much more common for STEM doctoral graduates (26%) than non-STEM (1.6%).

Impact of the Global Pandemic. During the early phase of the global pandemic, when UMass was primarily operating remotely, the Office of Academic Planning and Assessment (OAPA) surveyed both students and faculty in Spring 2020 and again in Fall 2020 about their experiences of emergency remote learning and teaching, what

was effective given the circumstances, what could be improved and how. Students provided recommendations about helping them build connections with their peers in the new environment, balancing synchronous and asynchronous learning opportunities, offering flexibility in how and when their learning was assessed, and practicing empathy and inclusivity in faculty-student interactions. Likewise, faculty shared their challenges, both professional and personal, in providing emergency remote learning experiences for their students that were effective and inclusive. For more information, see [Impact of the Global Pandemic](#).

In response, several adaptations specific to teaching and learning were made, including but not limited to significantly increased technology services, training, and support for remote learning and teaching tools; Instructional Design, Engagement, and Support (IDEAS) and CTL provided pedagogical support in pivoting to the remote teaching environment; and pass/fail grading policies were extended to multiple courses both semesters. Likewise, faculty made many adaptations to their courses, bringing laboratory experiences online, accommodating student learning across multiple time zones, and fostering a sense of belonging and empathy in their classrooms to acknowledge the challenging circumstances faced by students and faculty alike. Undergraduate students cited empathy in the classroom as being integral to continuing their studies during the disruption. Many courses and programs retained pedagogical changes made during the pandemic when it was clear that the innovations supported student learning or reduced inequities, regardless of the delivery method (e.g., providing shorter, more frequent assessments during a given course).

[Campus Climate Survey \(CCS\)](#). In November 2021, all UMass Amherst students and employees were invited to participate in a Campus Climate Survey, conducted every 4-5 years, to assess progress in creating a respectful and inclusive campus environment so that the daily experience of students, faculty and staff are aligned with our [values and goals](#). Response rates for three of the four target populations were high: undergraduates (42%), graduate students (39%), and faculty (49%). For each of these groups, demographic characteristics of survey participants closely match those of the corresponding target population, suggesting a high level of demographic representativeness. Engagement with the CCS results has also been high, as described in *Standard 2: Planning and Evaluation*.

Some of the most relevant findings from this survey for our understanding of educational effectiveness concerns students' sense of belonging and their experience of the classroom climate. In a [retention study conducted by OAPA](#), undergraduates' sense of belonging was among the strongest predictors of first-year retention, consistent with other research (e.g., Hausmann, Schofield, & Woods, 2007; Strayhorn, 2019). In the 2021 Campus Climate Survey, 90% of undergraduate students and 89% of graduate students said they feel like they belong at UMass Amherst to some or a great extent. Data disaggregated by race/ethnicity complicates this finding. Undergraduate and graduate students who identified as Black/African American, Hispanic/Latino, or multiracial were less likely to express a strong sense of belonging. Students' sense of belonging in their learning spaces was also probed, where approximately 75% of both undergraduate and graduate students said they never feel excluded based on their social identity. About half of our Black/African American undergraduate and graduate students; however, reported feeling excluded to some extent based on their social identity. Undergraduate students who identified as Black/African American, Hispanic/Latino, or multiracial also felt that their point of view was dismissed in their classes. Black/African American, Hispanic/Latino, and multiracial students were also more likely to experience unfair treatment and microaggressions. These findings and their relationship to inequities seen in retention and graduation rates are the focus of several campus initiatives and activities to eliminate racial disparities including the ongoing Equity Action Plans.

STEM Student Support. More than 50% of undergraduate students belong to a STEM school/college and most students take STEM courses as part of General Education requirements. As a result, two initiatives focus directly on the education outcomes and experiences of these students: [Supplemental Instruction \(SI\)](#) and focus groups to understand the experiences of underrepresented minority (URM) students.

The SI program primarily serves STEM courses with historically high D/F/W rates. The program now supports over 50 course sections, 100 SI weekly sessions, and 40,000 student visits annually. In 2019, OAPA conducted a large scale quasi-experimental study to determine whether SI attendance positively impacted student grades when controlling for demographic characteristics (e.g., math SAT/ACT score, race/ethnicity category, first-generation status, gender) and other background characteristics collected via survey (e.g., academic habits, academic confidence, connectedness to peers). Attending at least one SI session boosted attendees' final grades by about half a letter grade and attendees were more likely than non-attendees to earn a grade of B- or better in their course. Given the positive outcomes, efforts to provide additional support to this program for further expansion are currently underway.

URM STEM majors in the College of Natural Sciences (CNS) account for over 30% of all URM undergraduate students at UMass Amherst. Understanding these students' experiences in their majors including experiences in courses, relationships with peers, faculty members, and advisors, as well as their sense of belonging, both in their majors and at the university, provides critical insights. Based on focus groups conducted by OAPA in Fall 2020, students expressed enthusiasm for their majors, citing the positive influence of hands-on application of their coursework, the contributions of supportive faculty members and advisors, internships, and mentor-research programs. Lack of demographic representation, linguistic diversity, and socio-economic and socio-cultural commonality with their peers were obstacles to developing a sense of belonging, interpersonal connections, and academic self-confidence. Like the results from the Campus Climate Survey, these students described ongoing microaggressions by peers including mispronunciation of their names and stereotypical assumptions about their academic capabilities. Nevertheless, most students successfully navigated these challenges to form positive relationships with peers, faculty members, and advisors. To address these findings, in addition to the adoption of name pronunciation tools, Equity Action Plans focus on classroom actions that enhance belonging. Additionally, several offices, schools, and colleges offer inclusivity trainings for faculty, staff, and students (e.g., addressing microaggressions in the classroom) and the Graduate School offers case-study based mentorship training that also addresses inclusivity.

Program-Level Evidence of Educational Effectiveness

Departments engage in the Academic Quality Assessment and Development (AQAD) process which is part of the University of Massachusetts system of performance measurement. Typically, departments engage in this comprehensive review every seven years, but adjustments are made to align with external accreditation activities. One area of the AQAD self-study focuses on student success including but not limited to the assessment of student learning outcomes. [Educational Effectiveness Plans](#) (EEPs) complement AQAD and accreditation processes by providing a regular and ongoing process for departments to focus on specific lines of inquiry about the educational experiences of their students.

Educational Effectiveness Plans (EEPs). In the EEP process, run through OAPA, departments collect and analyze qualitative and/or quantitative data on their students' learning experiences to take actions to enhance department and program practices (see [EEP Submission Form](#) for the standard template). Departments are asked to: (1) review and update their student learning outcomes (SLOs); (2) review their SLOs as communicated to students and faculty; (3) engage in curriculum mapping and assessment of their SLOs; and (4), identify lines of inquiry to explore department-defined questions about the quality of student learning, development, and experiences. One goal for EEP work was to inform accreditation and AQAD sections on educational effectiveness and student success relative to programmatic and departmental learning outcomes.

The first round of EEPs were completed in Spring 2018. A calendar of EEP work was developed that interwove 3–4-year cycles of EEPs with cycles of departmental accreditation and the AQAD process. After OAPA reviewed the first EEPs submitted in 2018, some departments were asked to complete another full EEP in AY19, incorporating OAPA feedback to develop more robust and actionable lines of inquiry or to collect direct evidence relative to their

student learning outcomes. In Spring 2020, the remaining departments who had submitted EEPs in 2018 were asked to briefly update the status of their EEP work.

A revised calendar of EEP submissions was developed in Fall 2022. Departments who completed Round 1 EEPs in Spring 2018 and were not completing external accreditation or AQADs during AY22-23 are currently engaged in a second round of EEPs. Departments that completed a second EEP in 2019 are currently providing updates on the status of their EEP work. Six departments completing departmental accreditation or AQADs in FY22-23, will undertake EEPs before the conclusion of AY24-25.

By the end of AY22-23, 47 departments will have completed two full rounds of departmental educational effectiveness work and provided status updates for ongoing work. Of these, several departments are engaging in direct assessment of student learning outcomes by collecting student work and using rubrics to assess department-level student learning outcomes. Other departments are using questions from standardized professional association exams and from instructor-developed exams to assess student mastery of departmental outcomes.

Most departments are now engaged in multiple and complementary lines of inquiry, for example, reviewing the equity of student outcomes while also conducting curricular revisions (see Figure 2).

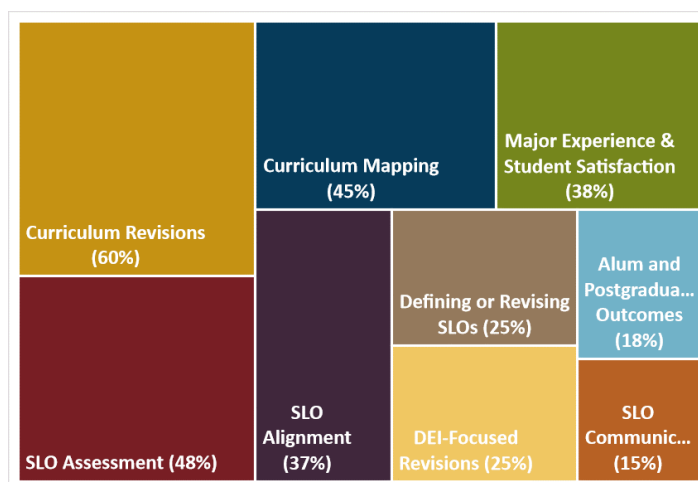


Figure 2. Proportion of Departments Engaging in Lines of Inquiry (departments engage in multiple lines)

Based on Round 1 EEP work, departments reported making changes or launching initiatives to address their findings on student learning experiences. Figure 3 depicts the kind of changes that departments made based on their initial round of work.

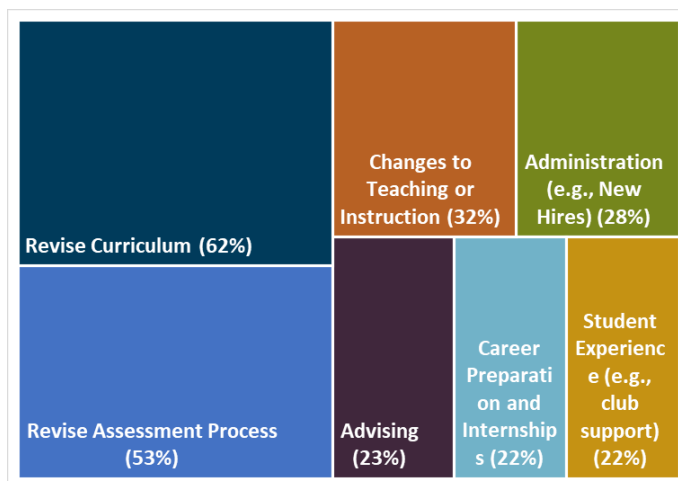


Figure 3. EEP Round 1-informed Areas of Improvement (departments made multiple changes or improvements)

In summer 2023, an Academic Assessment Council, including school/college EEP liaisons and faculty assessment leaders, will be convened to provide peer feedback on department student learning outcomes, the alignment of their lines of inquiry with the learning outcomes, and recommendations for future work.

[Equity Action Plans \(EAPs\)](#). In AY21-22, academic departments and schools and colleges refreshed their strategic plans. As a part of that work, the outcomes of disaggregated climate data and success outcomes were reviewed to provide updates on current work (e.g., sense of belonging) and to describe future actions to work towards their DEIJB goals (e.g., retention and graduation rates, time to degree). To deepen and further these efforts, particularly related to identified inequities in race/ethnicity, the development of Equity Action Plans for all departments was launched by the Provost in Spring 2023, designed to address the structures, processes, practices, and cultures necessary to create conditions for inclusion and fairness across the university.

For the EAPs, departments were asked to focus on their spheres of influence, primarily their classrooms, labs, and studios, to address inequities in belonging and connectedness and success outcomes including retention and graduation. The Provost's Office and the Office of Equity and Inclusion jointly developed a list of 12 classroom-based equity actions. In their EAPs, departments are asked to describe (a) where racial inequities in their departmental climate and outcomes data are observed and how those relate to their aspirational goals, (b) what classroom equity actions are currently employed and what actions will be adopted going forward, and (c) how classroom equity actions will be implemented and assessed.

EAPs are part of a cycle of continuous improvement that also serves to coordinate departmental DEIJB efforts toward demonstrable progress at the school/college and institutional levels. While each department is addressing their specific climate and outcomes challenges, it is important to provide broad vision and support to these efforts. Additionally, to capitalize on opportunities for synergy in actions and activities, we are providing occasions for collaboration, coordination and shared learning. To support cross-departmental and cross-college collaboration and shared learning, the CTL and IDEAS groups have developed resources and learning communities around the implementation and assessment of classroom equity actions for both in-person and on-line courses.

Course-Level Evidence of Educational Effectiveness

[Mid-semester Assessment Program \(MAP\)](#). The MAP is a tool for faculty to obtain formative, mid-semester, feedback for courses of any modality in any location. Approximately 140-160 are conducted each semester. Student feedback regarding the strengths and weaknesses of the ongoing course is collected, analyzed, and synthesized. The Center for Teaching and Learning consults with the faculty member to strategically capitalize on course strengths and address course weaknesses. Faculty often share the changes they made to their course in response to student feedback. For example, [one faculty member](#) learned through their MAP that students appreciated the feeling of community in the class. In response, the faculty member models and assigns the creation and use of a one-minute introductory video, which are then shared during each class. Students report on their course evaluations that they appreciate the community this creates with their student peers.

[Course Checks](#). Faculty and IDEAS staff develop and revise online courses using the Analysis, Design, Development, Implementation, Evaluation (ADDIE) process with particular attention to the alignment of course assessments with course student learning outcomes. Once courses are offered, the UMass Amherst IDEAS group collaborates with faculty to engage in 300-500 course checks, similar to the MAP process. This multi-step assessment process includes use of the [Quality Matters](#) and custom UMass-developed rubrics, information pulled from the learning management system, and a survey of students asking them about the degree to which they met their learning objectives, their preparation for various assessments, and their perceived alignment between learning outcomes and course assessments. With this information, the faculty and IDEAS group review pedagogy and technology strategies and implement changes and improvements to appropriate aspects of the course. [One faculty member](#) shared that they use a combination of in-class (incomplete study guides, mid-lecture breaks, incorporate student interests) and out-of-class strategies (weekly classroom assessment questions, e.g., muddiest point, student-selected office hours), to actively engage students in a large, on-line course.

Course Evaluations. All courses are evaluated using either [Student Response to Instruction \(SRTI\)](#) administered by OAPA which provides both formative and summative feedback or the [Forward Focus](#) (administered by CTL), another method of course evaluation that was developed in response to emergency remote teaching. [A faculty member](#) used the SRTI course evaluation tool as an example of continuous improvement, a key concept for their management students. Not only did the students see this process in action, they also provided more actionable information on the course and their learning experiences and then saw how their feedback was used to make course improvements.

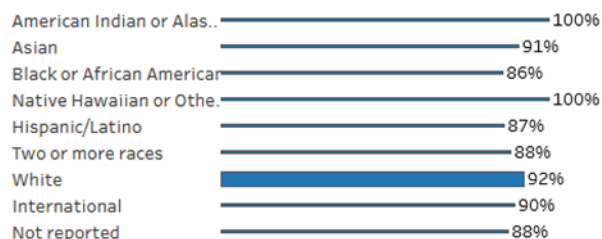
Over the next academic year, faculty are reviewing recommendations for holistic teaching evaluations. The intention is for the best features of the two current course evaluations to be merged into a new tool.

Measures of Educational Effectiveness

Retention, Time to Degree, and Completion

Retention from the first fall to the next has stayed relatively steady at 90-91% since the comprehensive evaluation. Retention to the second year dipped to 89% for the Fall 2019 entering cohort whose learning was impacted by the pandemic starting in March 2020. Since then, the retention rate has returned to the typical 90% proportions. These retention rates mirror those of [peer institutions](#), defined in the UMass System's performance measurement system ([2022 Annual Indicators Report](#)). Disaggregating the most recent retention rate from Fall 2021 to Fall 2022 by race/ethnicity, inequities are observed particularly for our students who identify as Black, Hispanic/Latino and Two or More Races. The retention gap, particularly for our Hispanic/Latino students (82%) relative to overall (90%) is greater than prior to the pandemic when the retention gap for Hispanic students was 4% (2018 cohort). As reported in the Interim Report Forms and summarized below, the retention gap experienced by URM students relative to overall retention rates was closing in the years before the global pandemic.

2nd Year Retention Rate for Fall 2018 cohort by Race/Ethnicity
(bar thickness indicates headcount)



2nd Year Retention Rate for Fall 2021 cohort by Race/Ethnicity
(bar thickness indicates headcount)

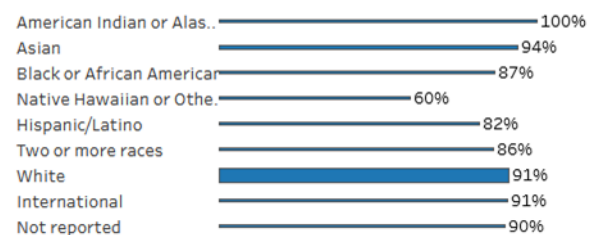


Table 6. First-to-Second Year Retention of Bachelor's Degree Seeking Students

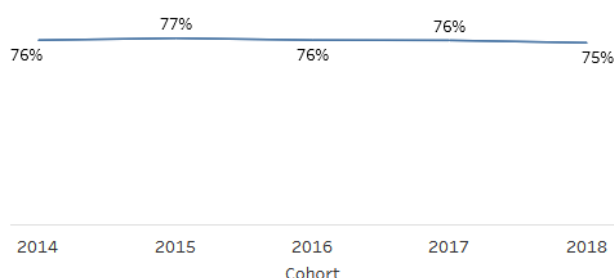
First-to-Second Year Retention of Bachelor's Degree Seeking Students				
Cohort	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Female	92%	90%	90%	90%
URM	86%	85%	88%	83%
ALANA	89%	88%	90%	88%
First-Generation	87%	87%	87%	85%
Overall	91%	89%	91%	90%

Chart 3 and Chart 4. 2018 and 2021 Retention Rate by Race/Ethnicity

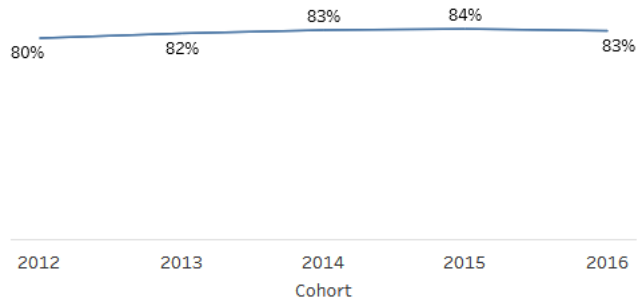
Similar patterns are noted for on-time graduation data, overall and as a function of race/ethnicity. Again, similar to our retention rates, [relative to our peers](#), six-year graduation rates mirror these institutions ([2022 Annual Indicators Report](#)). Six-year graduation rate data increased modestly and the differences between our Black/African American, Hispanic/Latino, and students reporting Two or More Races relative to the overall rates is smaller. These students are completing but taking somewhat longer. As depicted in the table below, the 6-year

graduation rates gap for underrepresented minority students has been decreasing. The pattern in graduation rates is expected to be similar to that of retention rates.

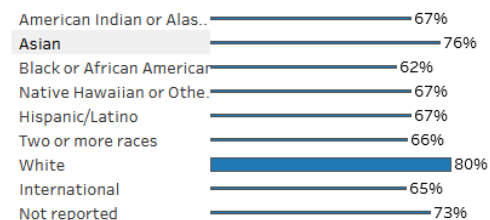
4th Year Graduation Rate Trend



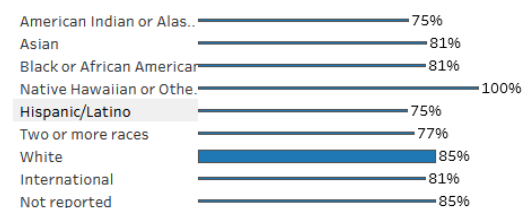
6th Year Graduation Rate Trend



4th Year Graduation Rate for Fall 2018 cohort by Race/Ethnicity
(bar thickness indicates headcount)



6th Year Graduation Rate for Fall 2016 cohort by Race/Ethnicity
(bar thickness indicates headcount)



Charts 5-8. Graduation Rate Trends

Six-Year Graduation Rate of Bachelor's Degree Seeking Students				
Cohort	Fall 2013	Fall 2014	Fall 2015	Fall 2016
Female	84%	85%	86%	85%
URM	73%	73%	76%	77%
ALANA	78%	81%	80%	79%
First-Generation	77%	80%	80%	78%
Overall	82%	83%	84%	83%

Table 6. Six-Year Graduation Rate of Bachelor's Degree Seeking Students (Cohorts Entering Fall 2013-2016).

Several initiatives addressing the multiple factors contributing to the inequities seen in retention and graduation rates are in place, including the Partnership for Advancing Completion Equity (PACE), Journey UMass, and department-level Equity Action Plans, described above.

Completion rates (8-year) of first-year students, incoming transfer students, and those who complete their credentials on-campus versus online are also assessed (Table 7). The online undergraduate student cohort is primarily comprised of transfer students who take a part-time load; thus, they are compared to the on-campus transfer, part-time cohort. The graduation rates for these groups are comparable.

8-Year Graduation Rates by Modality and Enrollment Status				
Cohort	2011-12	2012-13	2013-14	2014-15
First-time, Full-time	77%	79%	81%	83%
Non-First-Time, Full-Time (Transfers)	79%	78%	78%	81%
Cohort	2011-12	2012-13	2013-14	2014-15
Non-First-Time, Part-Time (Transfer) - Total	62%	58%	60%	60%
Non-First-Time, Part-Time (Transfer) - Online	66%	63%	63%	62%
Non-First-Time, Part-Time (Transfer) - On-Campus	33%	39%	55%	49%

Table 7. 8-Year Graduation Rates by Modality and Enrollment Status

Time-to-degree (TTD) for on-campus master's degree students has not varied significantly in the last five years, remaining stable at being 1.7 years (see Interim Report Forms). For students in online programs, notable improvement has been made in the three-year graduation rate (73% for the 2018-19 cohort, compared to 60% for the 2015-16 cohort). TTD rates for online master's programs are significantly longer than on-campus programs as most students pursuing online master's degrees are doing so part-time. Fee-paying professional master's students are typically more like undergraduates than doctoral students when it comes to the importance of on-time completion. Interest in accelerating TTD is reflected in the growth of (4+1) master's degree options, particularly in STEM and business disciplines, given their strong orientation to the workforce. In the 2021 Campus Climate Survey, master's students reported a lower sense of belonging, which could be an effect of remote teaching during COVID (Fall 2021 was the first semester back in person for many students). Also, there was a general lower sense of belonging among graduate students from historically underrepresented groups, indicating a need for more actions to address inequities and eliminate racial disparities.

For doctoral students, retention rates are unchanged, and the average TTD has increased slightly since 2018, from 6.4 to 6.7 years, corresponding with the global pandemic. Given the length of doctoral degrees, the full impact of the pandemic will likely continue to manifest in longer TTD for doctoral students. The Graduate School has seen a modest uptick in requests for Statute of Limitations (SOL), from a low of 170 in 2019 to high of 206 in 2022, pointing to COVID related delays.

There are significant differences between the TTD of STEM (students in College of Natural Sciences, College of Engineering, College of Information and Computer Science, and the School of Public Health and Health Sciences) and Non-STEM fields. In STEM fields, the TTD average in FY22 was 6.1 years. In non-STEM fields, the TTD in FY22 was 7.3 years. This is consistent with national trends reported by the National Science Foundation 2021 Survey of Earned Doctorates (SED, pg. 26).

Financial support may be a factor the STEM vs Non-STEM TTD difference. STEM doctoral funding packages tend to be 52 weeks and guaranteed for duration of the degree. Non-STEM funding tends to be 38 weeks for 3-5 years. Additionally, the different opportunities STEM and NON-STEM students have in employment options after completion may also be a factor.

Given the small numbers of racial/ethnic minorities at the doctoral level, TTD trends by race/ethnic group do not seem representative; therefore, the focus is on student success and retention measures for URM, female, and ALANA graduate students. Trends on the Interim Report forms must be approached with caution because percentages of URM students are often based on fewer than 20 students. Results from recent analyses are summarized below (retention rates are for students entering 2017-18 through 2020-21, TTD is for students graduating 2019-20 through 2021-22).

- **Master's degree students**
 - Retention rates are improving slightly for URM and ALANA students
 - Retention rate for females is holding steady at 84%
 - Average TTD for URM master's students is comparable to the average of all master's students (1.8 compared to 1.7 average)
- **Doctoral degree students**
 - No equity gaps in retention of female, URM, or ALANA students
 - TTD for URM doctoral students (7.3) is higher than the average TTD of all doctoral students (6.7)
 - The TTD gap is greater among non-STEM URM doctoral students (7.9 vs. 7.3) compared to STEM URM doctoral students (6.3 vs 6.1)

Graduation rates have declined in FY23 for URM and ALANA students, possibly due to the pandemic. The differential impact of COVID on URM and ALANA students may be responsible for the slowdown in TTD reported in the Interim Report Forms.

Appraisal and Projections

Since the comprehensive evaluation, the university has made significant progress in sharing and using evidence to understand our accomplishments and shortcomings in educational effectiveness and to identify areas of inequity among student groups. In particular, the development and widespread use of the Flagship Analytics platform and the Equity Action Plan initiative have amplified the review, use, and actions taken based on evidence of student learning experiences, inclusive of student learning outcomes. Of course, improvement is continuous. Areas where substantial progress is expected over the next five years are described below.

Extending the Flagship Analytics platform and addressing data gaps: The Flagship Analytics platform is the primary way in which data are delivered on undergraduate and graduate enrollment, student outcomes (e.g., retention, graduation, time-to-degree, course success), student movement within and out of the institution, and teaching, all disaggregated by various student and institutional demographics and identities. Further, the use of the platform has been integrated into major university efforts such as pandemic-related academic planning and changed grading options, admissions and revenue monitoring for our UWW programs, academic strategic planning and equity action planning, and [public facing dashboards](#) to support DEIJB work.

The next step is to design a data warehouse architecture. Work on this initiative is underway, and a plan is in place to proceed from technical, functional, and staffing perspectives. Moreover, the data warehouse will allow the institution to aggregate data from currently siloed systems and to ask more nuanced questions about student success as related to their sense of belonging and connectedness, the academic impact of unmet financial need, and the impact of student participation in faculty research on research space and start-up costs.

First efforts include integrating additional survey data (e.g., campus climate survey, senior survey, student wellbeing survey) to disaggregated measures of student learning and success by reported experiences. Moreover, aggregate data on internship and research experience will be merged into a centralized system, further extending the ability to understand the contribution of co-curricular activities to equitable student success.

In a related effort, the institution will improve tracking of student research and internship experiences, beyond the current self-report method. The Career Development and Professional Connections team has successfully centralized data collection and reporting of post-graduation outcomes through their First Destination Survey, and UAIR has developed a dashboard to present these outcomes in Flagship Analytics. The Career Development team will next address tracking and reporting on internship and co-op experiences, capitalizing on the processes used for first destinations. Similarly, the Office of Undergraduate Research and Studies will develop a database to track openings and student participation in faculty research. Both datasets will be incorporated into the future institutional data warehouse so that they can be connected to other student experience and outcome data to understand how these practices and success outcomes interact.

Supporting equity-minded sense-making and DEIJB efforts: It is not uncommon to have an implicit deficit-minded lens in understanding the learning outcomes of our students. For example, it might be easy to characterize students who receive DFWs in foundation courses as “unprepared.” Providing support in equity-minded sense-making of our institutional data will remain a priority. For example, rather than focusing on the prior educational experiences of students who receive DFWs, the policies, procedures, and pedagogy that contribute to course outcomes, particularly those that might lead to inequities based on race/ethnicity and other social identities, are being examined.

Adopting and applying an equity-minded lens takes practice. Multiple offices are infusing trainings and ongoing institutional processes (e.g., strategic planning, educational effectiveness plans) with opportunities to review and understand data with this lens. New institutional processes like the Equity Action Plans provide important opportunities for departments and non-academic units to focus on academic, cocurricular, and experiential inequities related to social identities to understand how and why they happen and what work is needed to eliminate racial and other identity-related disparities.

In addition to the work of understanding the data, additional metrics for DEIJB-related improvements will be established. For example, questions related to sense of belonging have been added to the Senior Survey instrument. Also, a tool for in-class assessment of sense of belonging was piloted. Exploration of how to further develop and support such a tool so that faculty and teaching assistants can use it early in their course and make responsive adjustments, if needed, is underway.

Supporting the progress and challenges experienced by our students will be aided by helping members of the campus community better understand the stories of our students particularly as related to our institutional goals and to their roles in student success. Student outcomes data are often presented in dashboards related to key metrics (e.g., retention, course success, graduation) and in reports connected to our collection tools (e.g., Senior Survey, NSSE, Campus Climate Survey). As an alternative to this approach, reports and toolkits aligned with institutional goals were created. For example, [a Fall 2018 report](#) on progress on the student experience was drawn from a range of data sources as was a toolkit of data needed by department chairs. These approaches will be elaborated on to help the community better understand our progress and challenges, even more important as our access to data increases and the data stories become more nuanced.

In graduate education, departmental access to and monitoring of program-level data will be enhanced. This is critical given the decentralized nature of graduate admissions. Promoting the holistic admissions and encouraging graduate programs to monitor the efficacy and progress of their recruitment tools (e.g., application fee waivers and fellowship nominations), requires greater facility with data. In August 2022, the Graduate School began to permit access to record-level diversity data to Graduate Program Directors and to increase training opportunities in Flagship Analytics.

Enhancing direct assessment of student learning: The Academic Assessment Council will launch in Summer 2023. Comprised of faculty assessment leaders, Associate Deans who currently serve as EEP liaisons from each school/college, and OAPA staff, the Council will have three areas of work: (1) to deliver peer feedback on the most recent departmental Educational Effectiveness Plans (EEPs), (2) to review and make recommendations for improvement to current institution- and department-level efforts related to direct and indirect assessment of SLOs; and (3) to revise the schedule of internal institution-level direct assessment that was disrupted by the pandemic.

The pandemic disrupted the internal work on the direct assessment of institutional learning outcomes as well as the scoring collaborative by AAC&U. While our participation with the VALUE Institute remains to be determined depending on AAC&U's own work, internal direct assessment will be restarted during the next two academic years using the established and robust process of collecting, scoring, and reporting out on institutional learning outcomes, a process that was developed collaboratively amongst faculty, CTL and the OAPA. Given the increase of student learning in on-line courses, the launch of UMassFlex, and more courses and programs at the Mount Ida Campus, we will extend our collection of student artifacts from these learning environments so that we can compare learning outcomes amongst the delivery methods and locations. A new schedule for this work will be developed by the Academic Assessment Council, and they will also determine the next institutional learning outcomes to be assessed.

For the continuous **assessment of General Education** programming, there will be ongoing reviews of Integrative Experiences courses, newly proposed General Education courses, and reviews of courses with the various designations. Relevant policies, procedures, and assessment processes are reviewed and updated based on a continuous review process. Finally, now that the new diversity requirement has been recently approved by the Faculty Senate, learning outcomes, syllabi, and course assignments with the diversity designation will be updated, and these courses will be reviewed again.

The Graduate School will inform graduate program directors that [the graduate student learning outcomes from Educational Effectiveness Plans](#) should be included in their Handbook so that the degree SLOs are transparent and communicated to students. Similar to the increase in undergraduate teaching delivered online, a growing number

of master's programs utilize online courses for all or part of the degree. Again, assessment of the educational experience and efficacy of these graduate course formats will be incorporated into current and planned surveys and focus groups.

INSTITUTIONAL PLANS

Student Housing

The post-pandemic increase in interest in on-campus living by rising juniors and seniors has strained existing housing inventory. Construction of new, contemporary housing is underway to provide approximately 600 beds of undergraduate apartment-style housing and approximately 200 beds of graduate student apartment-style housing by Fall of 2023, as a public-private partnership. Approximately 120 family housing units are also being built, due for completion in Fall 2023. Continued attention will be paid to the optimal housing strategy for UMass Amherst.

Okanagan Charter

In 2022, UMass Amherst became the 14th institution in the nation to formally adopt the Okanagan Charter, making a commitment to embed health into all aspects of campus culture and to lead health promotion action and collaboration locally and globally. Focusing on the mental health and wellbeing of all in our community is mission-centered and responsive to identified needs coming out of the pandemic. In the coming years, pan-institutional working groups will be established for each pillar (Health & Wellness, Sustainability, Diversity, Equity and Inclusion, and The Built Environment) and will identify specific actions that reflect a holistic approach to meeting the aspirations of the Okanagan Charter and creating a healthier community.

Carbon Zero

The next 3-5 years will combine additional planning with manageable early action steps that will have a cumulative positive effect on outcomes. For example, choosing electric vehicles and equipment for new or replacement purchases may appear small, but the net effect is significant. With the geothermal capacity pilot testing complete, a next step is to envision the infrastructure needed to manage the move to renewable energy sources and create a plan to achieve that vision. This planning is underway, as are efforts to research other technologies available now or in the future that might influence our course of action. In addition, grant funding is being pursued to offset the cost of the work. The initiative is also structured to be a living lab, providing opportunities for students to engage in research that will inform the project direction.

Fundraising Campaign

The timeline of the public launch of *Accelerate: The Campaign for UMass Amherst*, will be determined in the coming months. Although more than half of the \$600 million goal has been raised, the public launch will take place after key positions in Advancement have been filled and Chancellor-Elect Reyes has been inaugurated. The latter event is likely to take place in 2024. Between now and then, fundraising activities will continue to keep the campaign on track for completion in FY27.

UMassFlex

Continuing to scale UMassFlex is a high priority for the next 3-5 years. A Flexible Education Steering Committee (FESC) will be constituted in Fall 2023 to provide overall guidance and direction to this effort. The FESC will include stakeholders from both administration and academic affairs, including designees from each school/college, Faculty Senate, and student government (both undergraduate and graduate). The FESC will prioritize those programs and initiatives that are ready to be implemented as UMassFlex, and work with others to develop a timeline for future expansion. The goals below will drive planning and resource allocation.

UMassAmherst

Acronyms/Abbreviations Referenced in the Interim Report

Acronym / Abbreviation	Spelled Out
A&F	Administration and Finance
ADR	Associate Dean for Research
ADQUAD	Administrative Quality Assessment and Development (assessment of non-academic units)
AFSCME	American Federation of State, County, and Municipal Employees (facilities staff)
ALANA	African, Latino/a, Asian/ Pacific Islander, and Native American
AQAD	Academic Quality Assessment and Development (assessment of academic programs)
BDIC	Bachelor's Degree with Individual Concentration
CCHER	Center for Community Health Equity Research
CCNE	Commission on Collegiate Nursing Education
CCPH	Center for Counseling and Psychological Health
CEE	Center for Employment Equity
CHC	Commonwealth Honors College
CICS	Manning College of Information and Computer Sciences
CLACLS	Center for Latin American, Caribbean and Latino Studies
COEd	College of Education
COE	College of Engineering
CON	College of Nursing
CNS	College of Natural Sciences
CPARC	Campus Planning and Resource Committee
CSSR	Center for Student Success Research
CTL	The Center for Teaching and Learning
DEIJB	Diversity, Inclusion, Justice, and Belonging
EAB	Education Advisory Board
GEO	Graduate Employee Organization
GFAF (eGFAF)	Electronic Graduate Fellowship and Assistantship Form
GSS	Graduate Student Senate
HERS	Higher Education Resource Services
HFA	College of Humanities and Fine Arts
IBPO	International Brotherhood of Police Officers
IDEAS	Instructional Design, Engagement, and Support
IDS	Institute of Diversity Sciences
IE	Integrative Experience
ISOM	Isenberg School of Management
LMS	Learning Management System
MBU	Major Business Unit
MSP	Massachusetts Society of Professors
MTA	Massachusetts Teacher Association
NSO	New Student Orientation

NSSE	National Survey of Student Engagement
OAPA	Office of Academic Planning and Assessment
OEI	Office of Equity and Inclusion (Chancellor's Office)
OFD	Office of Faculty Development (formerly within TEFD)
OIE	Office of Inclusion and Engagement (Grad School specific)
PEP	Partner Employment Program
PSU	Professional Staff Union
Redbook	Academic Personnel Policy
SACL	Student Affairs and Campus Life
SBS	College of Social and Behavioral Sciences
SGA	Student Government Association (undergraduate)
SPHHS	School of Public Health and Health Sciences
SPIRE	The campus name for PeopleSoft
STEM	Science, Technology, Engineering, Math
TDY	Tenure decision year
UAIR	University Analytics & Institutional Research
URM	Underrepresented minority
USA	United Staff Association (classified staff)
UWW	University Without Walls
VCRE	Vice Chancellor for Research and Engagement

AFFIRMATION OF COMPLIANCE WITH FEDERAL REGULATIONS RELATING TO TITLE IV

Periodically, member institutions are asked to affirm their compliance with federal requirements relating to Title IV program participation, including relevant requirements of the Higher Education Opportunity Act.

- Credit Transfer Policies.** The institution's policy on transfer of credit is publicly disclosed through its website and other relevant publications. The institution includes a statement of its criteria for transfer of credit earned at another institution of higher education along with a list of institutions with which it has articulation agreements. (NECHE Policy 95. See also *Standards for Accreditation* 4.29-4.32 and 9.18.)

URL	https://www.umass.edu/registrar/students/transfer-information/transferring-credit https://www.umass.edu/admissions/apply/transferring-credit
Print Publications	Available on demand
Self-study/Fifth-year Report Page Reference	Page 17 in Standard 4

- Student Complaints.** "Policies on student rights and responsibilities, including grievance procedures, are clearly stated, well publicized and readily available, and fairly and consistently administered." (*Standards for Accreditation* 5.18, 9.8, and 9.18.)

URL	https://www.umass.edu/equalopportunity/ https://www.umass.edu/dean_students/report-incident
Print Publications	Available on demand
Self-study/Fifth-year Report Page Reference	Page 33 in Standard 9

- Distance and Correspondence Education: Verification of Student Identity:** If the institution offers distance education or correspondence education, it has processes in place to establish that the student who registers in a distance education or correspondence education course or program is the same student who participates in and completes the program and receives the academic credit. . . .The institution protects student privacy and notifies students at the time of registration or enrollment of any projected additional student charges associated with the verification of student identity. (NECHE Policy 95. See also *Standards for Accreditation* 4.48.)

Method(s) used for verification	Course enrollment data in the student information and learning management systems are populated exclusively from the student's registration information. The Identity and Access Management (IAM) system provides a multifactor authentication process for UMass enterprise technologies. Users log into an enabled service and then verify their identity via a push notification or passcode via the Microsoft Authenticator app, a text message to their mobile device, or a phone call to their landline or mobile phone. Login credentials are updated every 180 days, with specific guidelines for complex passwords provided by Information Technology. Courses delivered in an online format (through UWW or Flex) and in-person courses with online components (i.e., a course on Moodle, Blackboard) are accessed through the UMass single sign-on protocols. As a result, authentication is provided via the two-step process outlined above.
Self-study/Fifth-year Report Page Reference	Page 19 in Standard 4

4. FOR COMPREHENSIVE EVALUATIONS ONLY: Public Notification of an Evaluation Visit and Opportunity for Public Comment: The institution has made an appropriate and timely effort to notify the public of an upcoming comprehensive evaluation and to solicit comments. (NECHE Policy 77.)

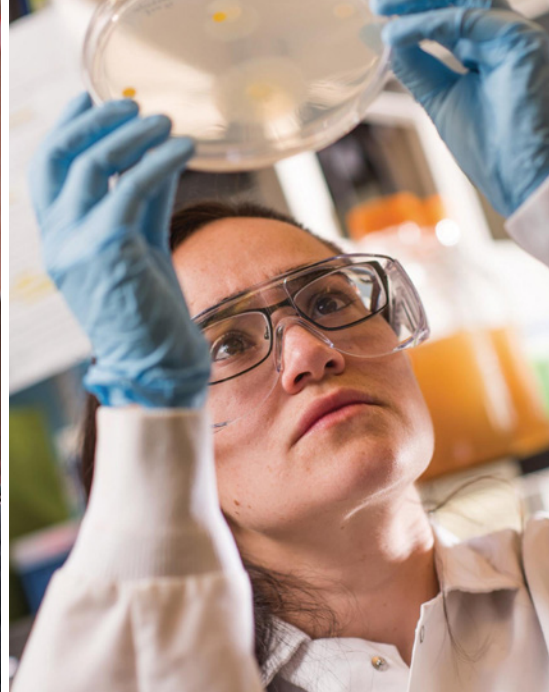
URL	
Print Publications	
Self-study Page Reference	

The undersigned affirms that University of Massachusetts Amherst meets the above federal requirements relating to Title IV program participation, including those enumerated above.

Chief Executive Officer: K. S. Narasimhan

Date: June 26, 2023

March, 2016, June 2020, August 2021



University of Massachusetts

Annual Financial Report 2022





Contents

University Administration.....	2
Letter from the President.....	3
Report of Independent Auditors.....	4
Management’s Discussion and Analysis (unaudited).....	8
Financial Statements.....	22
Statements of Net Position.....	22
Statements of Revenues, Expenses, and Changes in Net Position.....	23
Statements of Cash Flows.....	24
Component Unit Statements of Financial Position.....	26
Component Unit Statement of Activities.....	27
Notes to Financial Statements.....	28
Required Supplementary Information (unaudited).....	77
Schedule of the University’s Proportionate Share of the Net Pension Liability — Massachusetts State Employees’ Retirement System.....	77
Schedule of the University’s Contributions — Massachusetts State Employees’ Retirement System.....	77
Schedule of the University’s Proportionate Share of the Net Other Postemployment Benefits (OPEB) Liability — State Retirees’ Benefit Trust.....	78
Schedule of the University’s Contributions — State Retirees’ Benefit Trust.....	78

University Administration

As of November 2022

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Letter from the President

Dear Friends,

I am pleased to present the annual financial report of the University of Massachusetts, which details the university's financial position and activities over the past year and highlights our steadfast commitment to active fiscal management and accountability.

Over the last two plus years, we have continued to adapt to pressing challenges that the COVID-19 pandemic created. In fiscal year 2022, we experienced a return to relatively normal operations and the transition of students back to our campuses.

Despite the challenging economic environment of the last few years, we have maintained strong enrollment of over 74,000 students and graduated the Class of 2022 with roughly 18,000 students earning degrees. Our research portfolio rose to a record \$752 million — behind only Harvard and MIT in the state — with research concentrated in areas critical to the Commonwealth's innovation economy. UMass was also recognized as the number one public university in New England by Times Higher Education.

Our Amherst, Boston, Dartmouth, and Lowell campuses continued to be nationally ranked top-tier institutions by the U.S. News & World Report, and UMass Chan Medical School was ranked among the best in the country.

We have continued to focus on affordability and accessibility of our programs. During fiscal year 2022, we froze tuition for in-state students and increased institutional financial aid available to students while maintaining the outstanding academic quality that ensures student success.

These efforts have distinguished UMass as a well-managed university, and external evaluators have taken notice. This past March, Moody's reaffirmed the University's Aa2 credit rating with a stable outlook, citing strong management, excellent strategic positions, and disciplined fiscal oversight.

I am proud of what our administration, faculty and staff have achieved this past fiscal year, and I'm confident that our university community is prepared to face the opportunities and challenges that lie ahead. Together, we will ensure UMass continues to fulfill its critical mission to "provide an affordable and accessible education of high quality and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world."

Sincerely,

Martin T. Meehan
President

Report of Independent Auditors



KPMG LLP
Two Financial Center
60 South Street
Boston, MA 02111

Independent Auditors' Report

Board of Trustees of the
University of Massachusetts:

Report on the Audit of the Financial Statements

Opinions

We have audited the financial statements of the business-type activities and the aggregate discretely presented component units of the University of Massachusetts (the University), as of and for the years ended June 30, 2022 and 2021, and the related notes to the financial statements, which collectively comprise the University's basic financial statements for the years then ended as listed in the table of contents.

In our opinion, the accompanying financial statements referred to above present fairly, in all material respects, the respective financial position of the business-type activities and the aggregate discretely presented component units of the University, as of June 30, 2022 and 2021, and the respective changes in financial position and, where applicable, cash flows thereof for the years then ended in accordance with U.S. generally accepted accounting principles.

Basis for Opinions

We conducted our audits in accordance with auditing standards generally accepted in the United States of America (GAAS) and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Our responsibilities under those standards are further described in the Auditors' Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audits. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions. The financial statements of the University of Massachusetts Foundation, Inc. were not audited in accordance with *Government Auditing Standards*.

Emphasis of Matters

Reporting Entity

As discussed in Note 1, the financial statements of the University are intended to present the financial position, the changes in financial position, and, where applicable, cash flows of only that portion of the business-type activities, each major fund, and the aggregate discretely presented component units of the Commonwealth of Massachusetts that is attributable to the transactions of the University. They do not purport to, and do not, present fairly the financial position of the Commonwealth of Massachusetts as of June 30, 2022 and 2021, the changes in its financial position, or, where applicable, its cash flows for the years then ended in accordance with U.S. generally accepted accounting principles. Our opinions are not modified with respect to this matter.

Adoption of New Accounting Pronouncements

As discussed in note 1, in 2022, the University adopted Governmental Accounting Standards Board (GASB) Statement No. 87, *Leases*, and GASB Statement No. 89, *Accounting for Interest Cost Incurred before the End of a Construction Period*. Our opinions are not modified with respect to this matter.

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Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with U.S. generally accepted accounting principles, and for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to fraud or error.

Auditors' Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditors' report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with GAAS and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with GAAS and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control related matters that we identified during the audit.

Required Supplementary Information

U.S. generally accepted accounting principles require that the management's discussion and analysis and required supplementary information as listed in the accompanying table of contents be presented to supplement the basic financial statements. Such information is the responsibility of management and, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with GAAS, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audits of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

***Other Information***

Management is responsible for the other information included in the annual financial report. The other information comprises the University administration and letter from the president but does not include the basic financial statements and our auditors' report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audits of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated December 15, 2022 on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

KPMG LLP

Boston, Massachusetts
December 15, 2022



Management's Discussion and Analysis (unaudited)

June 30, 2022

Introduction

This Management's Discussion and Analysis (MD&A) provides an overview of the financial position and activities of the University of Massachusetts (the University or UMass) for the fiscal years ended June 30, 2022 and 2021, and should be read in conjunction with the accompanying financial statements and notes. The financial statements, notes and this discussion are the responsibility of management.

The University of Massachusetts was established in 1863 as the Massachusetts Agricultural College, located in Amherst. Since then it has grown into a system that is nationally and internationally known for the quality of its academic programs and the scope and excellence of its faculty research. From Nobel Prize-winning research in gene-silencing to research in critical areas such as renewable energy, nanotechnology, cybersecurity, life sciences and marine science, the University of Massachusetts is expanding the boundaries of knowledge and opening doors of discovery that benefit the Commonwealth of Massachusetts (Commonwealth), the nation and the world. UMass consistently ranks as one of the best, most innovative universities in the world.

UMass Amherst is the flagship campus of the University. True to its land-grant roots, UMass Amherst is engaged in research and creative work in all fields and is classified by the Carnegie Foundation for the Advancement of Teaching as a doctoral university with the "highest research activity". Major areas of emphasis include climate science, food science, alternative energy, nano manufacturing, polymer science, computer science and linguistics. Consistently rated as a "Top Producer of Fulbright Students," UMass Amherst is ranked 26th among the nation's top public schools in the 2022 *U.S. News & World Report*.

UMass Boston is nationally recognized as a model of excellence for urban public research universities. Located on Boston Harbor, it is the metropolitan area's only public research university. UMass Boston's distinguished intellectual contributions span the social sciences, education, health

and wellness. With a student population that represents 136 countries, UMass Boston is committed to educating people from modest-income backgrounds, first-generation college students and those from urban areas here and abroad.

UMass Dartmouth distinguishes itself as a vibrant university dedicated to engaged learning and innovative research resulting in personal and lifelong student success. Located on 710 acres on the south coast of Massachusetts, UMass Dartmouth offers students high-quality academic programs through undergraduate majors and professional and doctoral programs, including the state's only public law school.

UMass Law, which is part of UMass Dartmouth and the only public law school in Massachusetts, is committed to providing an excellent, affordable, and accessible legal education that balances legal theory, doctrine, skills, experience, and professionalism. UMass Law prepares students to thrive in a changing profession and advances justice through research, writing, teaching, learning, and practice. UMass Law's February 2022 Massachusetts first-time bar passage rate was 82%, the fourth highest passage rate of the Massachusetts law schools.

UMass Lowell is ranked 87th among the nation's top public schools within the 2022 *U.S. News & World Report*, with programs supporting workforce and economic development through innovation, entrepreneurship and public-private partnerships. UMass Lowell prepares students emphasizing experiential learning through cooperative education, service and research.

UMass Chan Medical School founded in 1962 and situated in Worcester, is the Commonwealth's only public medical school and the University's Nobel-prize winning health sciences education and research campus. In September of 2021, the Medical School received an endowment gift of \$175 million from The Morningside Foundation with annual distributions from the fund to be used for unrestricted purposes by the Medical School. In recognition of this transformational gift, the Medical School was renamed to the UMass Chan Medical School (UMass Chan). UMass Chan's three graduate schools were also renamed

in recognition of this gift: the T.H. Chan School of Medicine, the Morningside Graduate School of Biomedical Sciences, and the Tan Chingfen Graduate School of Nursing. Consistently ranked by *U.S. News & World Report* in the top 10 percent of medical schools in the U.S. for primary care training, UMass Chan has remained true to its founding mission while also becoming globally recognized in biomedical research. Unique among medical schools, UMass Chan is also home to Commonwealth Medicine, a health care consulting division that partners with states and the federal government in delivering health services to vulnerable populations; and MassBiologics, the only non-profit, FDA-licensed manufacturer of vaccines and biologics in the nation.

UMass Global, in September of 2021, the University acquired Brandman University to expand educational opportunities for adult learners. This agreement officially launched UMass Global, a nonprofit blended component unit of UMass that delivers expanded online educational opportunities to adult learners in Massachusetts, across the nation and around the globe through a strengthened technology platform and tailored student support services. In addition to providing new educational opportunities, UMass Global will also streamline efforts to build workforce development partnerships with local and national employers, community colleges, other educational partners, non-profits, government agencies, and the U.S. military.



Financial Management

Accountability Framework

The University has strengthened its long-term fiscal outlook by adopting a framework for financial accountability. The framework is based on four key tenets:

- **Oversight:** independent and objective assurance that analyzes data, processes, policies and controls
- **Internal Controls:** standard processes designed to provide reasonable assurance regarding the achievement of objectives
- **Transparency:** reliable, timely information that is accessible and understandable
- **Risk Management:** systematic approach to identifying, assessing and managing risks across the organization.

FIGURE 1 –UMass Financial Accountability Framework



Through the accountability framework, the University has made consistent improvement in its financial management in a number of areas.

- Identifying and assessing systemwide risk mitigation strategies focused on University's Top 10 risks;
- Developing and evaluating multi-year financial forecasts to guide policy and programmatic decisions;
- Reporting of complete and accurate financial results through a quarterly close process;
- Developing and evaluating quarterly projections to monitor performance and make resulting operational adjustments;
- Tracking student enrollment data in real time to quickly observe trends that may impact campus projections;
- Implementing and tracking creative, high-impact cost containment strategies across its campuses, including expanding the University's shared services initiative;

- Building out UM-Plan, the University's budgeting application, to utilize tool's built-in best practices to develop more accurate projections and scenario planning;
- Addressing deferred maintenance by developing targets and utilizing dashboards to track progress;
- Creating a reserve policy to mitigate unforeseen events, advance University priorities, and maintain strong credit ratings;
- Tracking several key financial ratios: operating margin, operating cash flow margin, debt service and financial leverage ratios, to evaluate the University's fiscal health and performance against peer institutions; and
- Monitoring available cash and short-term investments available to support daily operations: operating liquidity.

Using this framework, the University continues to work towards strategic goals to ensure financial sustainability, mitigate risk, deliver efficient operations, and to ensure access and affordability to students while improving our capacity to deliver quality service to our customers.

COVID-19 Response

The University engaged all four quadrants of the accountability framework in FY2022, FY2021 and FY2020 to ensure the University could evaluate real-world impacts, forecast potential impacts, and withstand the harsh financial reality the COVID-19 pandemic created. Activities included:

- Leveraging the University system-wide Enterprise Risk Management program to coordinate COVID-19 response and mitigation activities across the University system, including actively tracking and sharing data, facilitating access to testing and personal protective equipment, sharing near real-time information on COVID-19 updates and requirements placed on higher education, and facilitating information-sharing to support bringing full student populations back on our campuses (*Risk Management, Transparency*);
- Conducting sensitivity analysis to account for the various revenue and expense impacts related to the implementation of COVID-19 response and mitigation plans (*Oversight*);
- Adding a new metric, operating liquidity, to the suite of key financial ratios tracked regularly (*Oversight, Transparency*);
- Developing a cash-flow forecasting model, with flexibility to forecast based on varying scenarios (*Internal Controls, Oversight, Transparency*);
- Restructuring cash management planning, including executing a line of credit in May 2021 and renewing line of credit in May 2022 (*Internal Controls, Oversight, Transparency*);
- Increasing level of proactive resource demand management, contract re-negotiation and sourcing efforts to limit cost exposures to the campuses (*Risk Management, Oversight*); and
- With guidance from the Advisory Working Group on Financial Planning, developing and launching a new dashboard using real-time information to provide campuses access to key financial information on academic programs and assist them in their planning (*Oversight, Transparency*).

Shared Services Initiatives

At a time of financial challenge for public higher education, the University must continuously push itself to find more efficient ways of doing business. In that spirit, in 2019 President Meehan called for the development and implementation of a shared services model of delivering administration and finance services to the campuses. The resulting plan, developed by a team of subject matter experts that included representatives from each campus, delineated the application of a shared services model for accounts payable and procurement. This effort also laid the foundation for the exploration of future efficiencies.

To implement this plan, the University formally kicked off its Unified Procurement Services Team (UPST) in January 2020, led by a new University Chief Procurement Officer. Comprised of a team of procurement professionals from across the UMass system, they were tasked with providing high-quality services while driving transaction efficiency. The UPST supports the campuses in cost optimization through proactive commodity sourcing and contracting with innovative suppliers and partners that support the UPST in delivering on its "better, faster, and cheaper" mission. The team manages approximately \$1 billion in





third-party spend annually and approximately 30,000 suppliers and partners. The UPST manages this through leveraging optimized technology, data-driven business intelligence, training, and enhanced operational processes.

Since its inception through June 2022, the UPST has achieved \$87.1 million in annualized cost benefits. This was achieved through more than 280 initiatives across all campuses and the UMass President's Office. The resulting system benefits reached five times the target savings of \$16.5 million and 5 times the return on investment to date of \$16.1 million.

To continue 'better, faster, cheaper' services, a robust pipeline of process improvement, cost benefit and recovery projects has been developed. The UPST has identified dozens of additional projects to optimize services over the coming 18-24 months which are expected to result in continued savings, efficiencies, and process improvements for the University. Included in these projects is a system-wide effort to automate and integrate travel and expense technology, drive UMass-wide proactive sourcing practices and contracts adoption, and deployment of updated vendor performance guidelines that continue to help UMass manage risk while optimizing cost benefits to the system. Programs to increase supplier diversity and environmental sustainability considerations across the vendor portfolio are rolling out to match the values of the University System.

Based on the success of the UPST, the University began its second shared service initiative in FY2022 with a focus on payroll services. The University has created a roadmap, identified campus priorities, and drafted a preliminary design of future

processes. To deliver on these initiatives, the UMPO Employee Services Team (EST) was established in October 2021, and a system-wide payroll director was hired. The EST will be working in FY2023 to improve delivery of system-wide employee services including payroll services, HR application management, and customer service.

Using the Annual Financial Report

The University's financial statements are prepared in accordance with U.S. generally accepted accounting principles as prescribed by the Government Accounting Standards Board (GASB), which establishes financial reporting standards for public colleges and universities. The University's significant accounting policies are summarized in Note 1 of the accompanying financial statements, including further information on the financial reporting entity.

This report includes the University's Statements of Net Position, Statements of Revenues, Expenses and Changes in Net Position, and the Statements of Cash Flows for the fiscal years ended June 30, 2022 and 2021, as well as certain required supplementary information. The University's net position (the difference between assets, deferred outflows, deferred inflows, and liabilities) is one indicator of the University's financial health. Over time, increases or decreases in net position are indicators of the improvement in or erosion of an institution's financial health when considered together with non-financial factors such as enrollment levels and the condition of facilities.

Statements of Net Position include all assets and liabilities, as well as deferred inflows and outflows of resources of the University. Net position is further broken down into three categories: net investment in capital assets, restricted and unrestricted. Amounts reported in net investment in capital assets represent the historical cost of property and equipment, reduced by the balance of related debt outstanding and depreciation expense charged over the years. Net position is reported as restricted when constraints are imposed by third parties, such as donors or enabling legislation. Restricted net position is either non-expendable, as in the case of endowment gifts to be held in perpetuity, or expendable, as in the case of funds to be spent on scholarships and research. All other assets are unrestricted; however, they may be committed for use under contract or designation by the Board of Trustees (the Board). Note 17 to the accompanying financial statements depicts the designations of unrestricted net position at June 30, 2022 and 2021, respectively.

Statements of Revenues, Expenses and Changes in Net Position present the revenues earned and expenses incurred during the year. Activities are reported as either operating or non-operating, as prescribed by GASB. According to the GASB definitions, operating revenues and expenses include tuition and fees, grant and contract activity, auxiliary enterprises and activity for the general operations of the institution not including appropriations from state and federal sources. Non-operating

revenues include appropriations, capital grants and contracts, gifts, investment income, and non-operating federal grants (such as Pell grants, and COVID-19 related Higher Education Emergency Relief Fund grants). With a public university's dependency on support from the state, Pell grants, and gifts, it is common for institutions to have operating expenses exceed operating revenues. This is because the financial reporting model prescribed by GASB classifies state and federal appropriations, Pell grants, and gifts as non-operating revenues. Due to the materiality of the state appropriations upon which the University relies, these appropriation amounts are included in certain analyses throughout this MD&A as operating revenue. The utilization of capital assets is reflected in the financial statements as depreciation expense, which amortizes the cost of a capital asset over its expected useful life. Depreciation expense is considered an operating expense.

Statements of Cash Flows present cash receipts and payments of the University. The purpose of these statements is to present the sources of cash coming into the University, how that cash was expended, and the change in the total cash balance during the year.

Notes to the Financial Statements present additional information to support the financial statements. Their purpose is to clarify and expand on the information in the financial statements.



Required Supplementary Information (RSI) presents additional information that differs from the basic financial statements in that the auditor applies certain limited procedures in reviewing the information. In this report, RSI includes schedules of the University's proportionate share of the Massachusetts State Employees' Retirement System (MSERS) pension liability and other postemployment benefits (OPEB) liability, contributions to the MSERS pension and OPEB plans and related ratios, and this MD&A.

Reporting Entity

The financial statements of the University include financial activities of the following blended component units: the University of Massachusetts Building Authority (Building Authority), Worcester City Campus Corporation and Subsidiary (WCCC), the University of Massachusetts Global (UMG), the University of Massachusetts Medical School Foundation, the University of Massachusetts Amherst Foundation and the University of Massachusetts Lowell Applied Research Corporation (UMLARC). The individual financial statements of the Building Authority can be obtained by contacting the Building Authority directly: www.umassba.net. The individual financial statements of UMG can be obtained on www.guidestar.org.

Separate Statements of Financial Position and Statements of Activities are presented in this report for the University's discretely presented component units, the University of Massachusetts Foundation, Inc. (UMF), and the University of Massachusetts Dartmouth Foundation, Inc. (UMDF). The statements for these entities are presented in accordance with Financial Accounting Standards Board (FASB) standards, which differ from GASB standards in certain areas such as reporting of pledges to endowment and net position. The individual financial statements of each foundation can be obtained by contacting the foundations directly: www.umassfoundation.org for UMF and giving@umassd.edu for UMDF.

University of Massachusetts Foundation, Inc.

UMF was established in 1950 to foster and promote the growth, progress and general welfare of the University, and to solicit, receive and administer gifts and donations for such purposes. UMF maintains a portion of the University's investment portfolio, predominantly the endowment, quasi-endowment investments, and certain other investments. The total investments held at UMF on behalf of the University at June 30, 2022, 2021 and 2020 were \$915.0 million, \$1.1 billion and \$923.7 million, respectively.

University of Massachusetts Dartmouth Foundation, Inc.

UMDF was established in 1973 to raise funds for the development and improvement of the academic and educational environment for students at the Dartmouth campus and the continued engagement of its alumni. In addition to holding investments for the University, UMF holds a significant portion of the UMDF

investments. The total investments of UMDF at June 30, 2022, 2021 and 2020 were \$61.6 million, \$76.1 million and \$57.8 million, respectively, of which \$61.2 million, \$74.4 million and \$56.0 million is invested with UMF, respectively.

Financial Highlights

In March 2020, the World Health Organization declared a pandemic as a result of the novel coronavirus (COVID-19). As cases began to increase in the country and in Massachusetts, the University suspended in-person education and other campus-based activities and provided refunds to students for a portion of their residence and dining fees during FY2020. The University took significant budget actions across all campuses to address the resulting loss of revenue. These actions included salary freezes, furloughs, and targeted operating and personnel reductions as well as multiple non-personnel strategies including halting or delaying capital projects. Due to the ongoing pandemic, campus operations in FY2021 continued predominantly online and classes were held remotely. Some campus operations resumed in a limited fashion during the second half of FY2021, in accordance with CDC and Massachusetts guidelines. Beginning with the Fall semester of FY2022, all campuses resumed full campus operations.

The University was awarded \$255.6 million under the Coronavirus Aid, Relief, and Economic Security (CARES) Act, the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSAA) and the American Rescue Plan of 2021 (ARPA), collectively provided under the Higher Education Emergency Relief Fund (HEERF). An additional \$3.0 million was awarded under the Governor's Emergency Education Relief Funds. The total funding is split into awards specifically for students and others specifically for use by the University to cover costs related to significant changes to the delivery of instruction due to the coronavirus, partial recovery of lost revenue, and can also be used to provide additional aid to students. The University provided emergency financial aid grants to students of \$72.3 million and \$27.1 million and 14.7 million in FY2022, FY2021 and FY2020, respectively. An additional \$70.4 million, \$54.9 million and \$13.9 million was used to recover a portion of lost revenue and additional financial aid to students in FY2022, FY2021 and FY2020, respectively. The remaining unspent funds are expected to be used, and corresponding revenue recognized, in FY2023.

In Fall 2021, the University acquired Brandman University in exchange for \$139.3 million. As part of the transaction, the University launched UMass Global (UMG), a private, nonprofit institution, provides online degree and certificate programs in a wide range of disciplines, serving adult learners. UMG maintains a robust and scalable service and technology platform, allowing for the delivery of a wide variety of primarily online certificate and degree programs, including employer-funded degree programs and competency-based education (CBE). UMG offers over 90 undergraduate, graduate (including two professional doctoral programs), credential, certificate, and non-degree credit programs in the fields of education, arts and sciences,

business and professional studies, and nursing. These programs are offered through fully online and hybrid (online and face-to-face) modalities at the UMG campus in Irvine, California and at 24 satellite campuses located in California and Washington (including six United States military bases).

Selected financial highlights for the fiscal year ended June 30, 2022 include:

- Postemployment benefit expenses related to GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions* (GASB 75) and GASB 68, *Accounting and Reporting for Pensions* (GASB 68) have a significant impact on the operating margin results. Gains and losses from these GASB standards are heavily impacted by economic conditions and actuarial assumptions outside of the University's control. The University's FY2022 income before other revenues, expenses, gains, and losses was \$187.6 million for FY2022, including a gain of \$107.5M from GASB 68 and GASB 75. Excluding the impact of these GASB standards the University's income before other revenues, expenses, gains, and losses was a \$80.1 million.
- From FY2021 to FY2022, the University's operating revenues increased by \$418.0 million, largely due to auxiliary services returning to normal operations during FY2022. Operating expenses increased by \$221.7 million primarily driven by the return of campus operations to prepandemic levels. Non-operating revenues increased \$37.7 million primarily attributed to continued funding received under HEERF

and an increase in state appropriations. As a result, the University's net position increased \$160.8 million from \$2.6 billion in FY2021 to \$2.7 billion in FY2022.

- During FY2022, the University adopted the requirements of GASB 87 effective July 1, 2021 and has applied the provisions of this standard to the beginning of the earliest comparative period presented on the financial statements. As a result of recording lease assets and related lease liabilities as well as lease receivables and related deferred inflows of resources, the beginning net position in fiscal year 2021 was reduced by \$1.9 million.

Net Position

Condensed schedules of net position for the University at June 30, 2022, 2021, and 2020, respectively, are presented in **Figure 2**.

Assets totaled \$8.8 billion, \$8.3 billion, and \$7.6 billion at June 30, 2022, 2021, and 2020, respectively. These balances are primarily driven by capital assets net of accumulated depreciation, which remain stable in the three years presented.

Liabilities totaled \$5.4 billion, \$5.7 billion and \$5.4 billion at June 30, 2022, 2021, and 2020, respectively. The majority of the University's long-term liabilities in all three years are long-term debt and pension and OPEB liabilities.

Net position represents the difference between total assets and total liabilities, and in addition to capital, includes cash,

FIGURE 2 – Condensed Schedule of Net Position

As of June 30, 2022, 2021, and 2020 (\$ in thousands)

Net position	2022	2021	2020*
Assets			
Current assets	\$ 1,347,213	\$ 1,172,142	\$ 1,156,836
Noncurrent assets – Capital assets, net	5,527,062	5,435,274	5,206,569
Noncurrent assets – All other noncurrent assets	1,975,000	1,712,544	1,225,544
Total assets	8,849,275	8,319,960	7,588,949
Deferred outflows of resources	433,998	551,553	531,271
Liabilities			
Current liabilities	783,441	740,806	680,069
Noncurrent liabilities	4,666,224	4,946,592	4,750,458
Total liabilities	5,449,665	5,687,398	5,430,527
Deferred inflows of resources	1,085,656	596,953	256,926
Net position			
Net investment in capital assets	2,281,471	2,307,233	2,376,333
Restricted – Nonexpendable	22,515	22,378	22,252
Restricted – Expendable	262,669	232,833	223,803
Unrestricted	181,297	24,718	(189,621)
Total net position	\$ 2,747,952	\$ 2,587,162	\$ 2,432,767

* Does not reflect adoption of GASB-87

liquid investments, as well as non-cash items and illiquid investments. Total net position was \$2.7 billion, \$2.6 billion and \$2.4 billion at June 30, 2022, 2021 and 2020, respectively. The largest component of net assets for the University remains the net investment in capital assets which held steady between \$2.3–\$2.4 billion for the three years presented.

Unrestricted net position increased in both FY2022 and FY2021 due to operating cost reductions, unfilled staffing and faculty positions, and increased non-operating revenues from pandemic related federal funding received under HEERF. In FY2022, auxiliary operations returned to normal offsetting some of the losses experienced during FY2021 and FY2020. FY2020

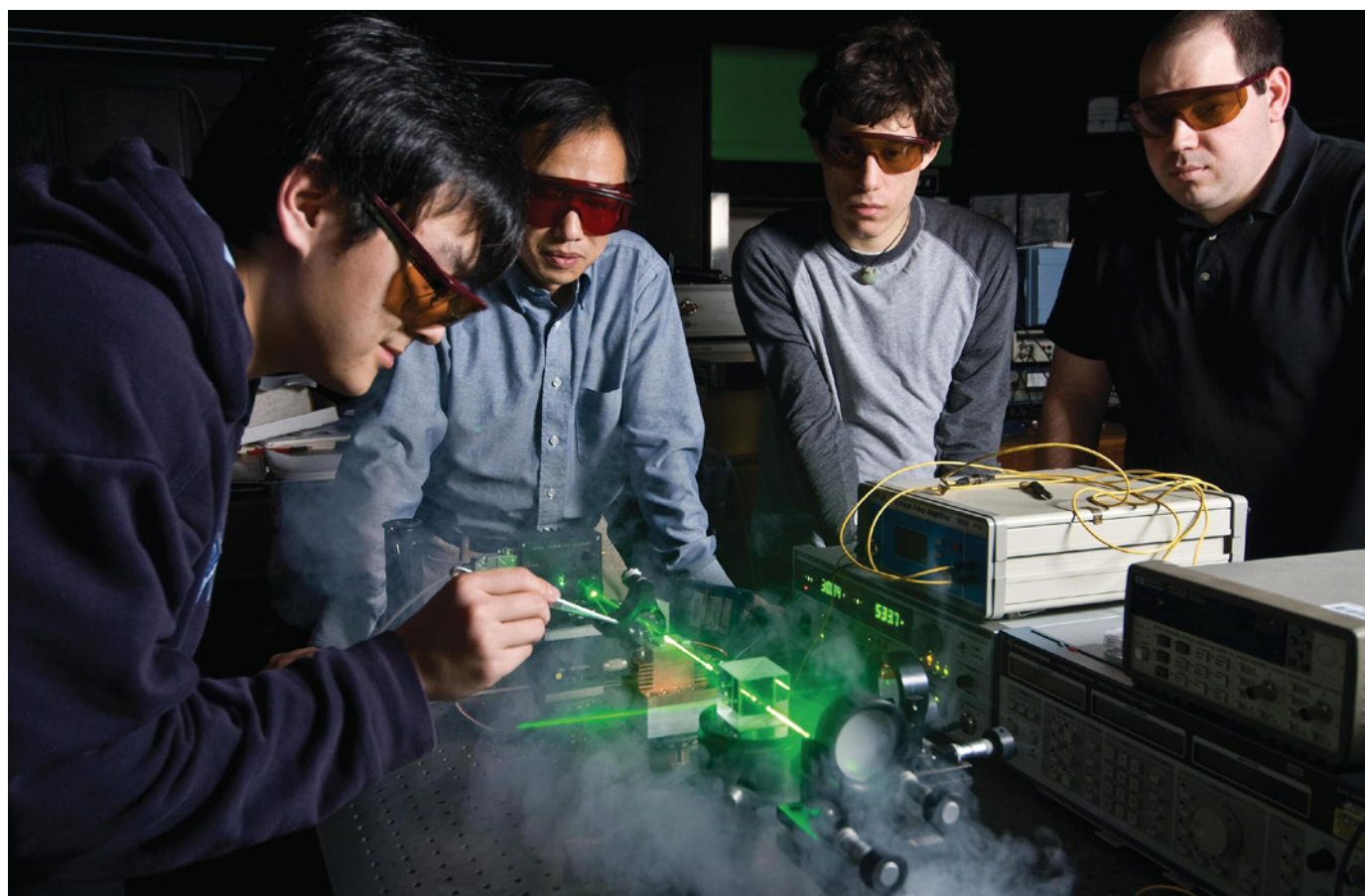
had a negative unrestricted net position, due to large employee postemployment benefits (pension and OPEB) liabilities totaling \$1.3 billion.

As of June 30, 2022, the University's endowment, held at UMF, experienced a decrease of \$165.0 million from \$1.1 billion in FY2021 to \$915.0 million in FY2022. The reduction is the result of a period of economic downturn after a year of historic returns experienced in FY2021. In FY2021, the University rebalanced its portfolio and currently splits its portfolio between long and short term horizons. **Figure 3** shows the liquidation and rebalancing of the University's investments from FY2020 to FY2022.

FIGURE 3 – Investment Liquidation and Rebalancing

As of June 30, 2022, 2021, and 2020 (\$ in thousands)

Investment	2022	%	2021	%	2020	%
Short-term investments	\$ 787,356	43%	\$ 639,162	35%	\$ 620,771	45%
Long-term investments	1,052,299	57%	1,163,888	65%	748,689	55%
Total investments	\$ 1,839,655	100%	\$ 1,803,050	100%	\$ 1,369,460	100%



Revenues, Expenses, and Changes in Net Position

Condensed schedules of revenues, expenses, and changes in net position of the University for the three years ended June 30, 2022, 2021, and 2020, are presented in **Figure 4**.

FIGURE 4 – Condensed Schedules of Revenues, Expenses, and Changes in Net Position

For the years ended June 30, 2022, 2021, and 2020 (\$ in thousands)

Revenue and expense	2022	2021	2020*
Operating revenues			
Tuition and fees, net of scholarships	\$ 1,007,124	\$ 930,613	\$ 917,876
Grants and contracts	719,479	667,149	581,850
Auxiliary enterprises	434,129	163,821	378,314
Other operating revenues	560,561	541,720	547,990
Total operating revenues	2,721,293	2,303,303	2,426,030
Operating expenses	3,601,764	3,380,022	3,437,442
Operating loss	(880,471)	(1,076,719)	(1,011,412)
Nonoperating revenues (expenses)			
Federal appropriations	5,588	5,953	6,774
State appropriations	880,003	845,481	810,518
Interest expense	(117,244)	(109,144)	(109,186)
Nonoperating federal grants	221,628	173,592	115,601
Other nonoperating income	78,061	114,412	99,753
Total nonoperating revenues (expenses)	1,068,036	1,030,294	923,460
Income (loss) before other revenues, expenses,			
Gains and losses	187,565	(46,425)	(87,952)
Other revenues, expenses, gains and losses			
Capital appropriations, grants and other sources	95,908	71,120	59,041
Endowment return, net of amount used for operations	(148,089)	148,514	(2,917)
Other additions (deductions)	25,406	(16,869)	(7,787)
Total other revenues, expenses, gains, and losses	(26,775)	202,765	48,337
Total increase (decrease) in net position	160,790	156,340	(39,615)
Net position			
Effect on beginning net position due to GASB-87 restatement	-	(1,945)	-
Net position at the beginning of the year, as restated	2,587,162	2,432,767	2,472,382
Net position at the end of the year	\$ 2,747,952	\$ 2,587,162	\$ 2,432,767

*Does not reflect adoption of GASB-87

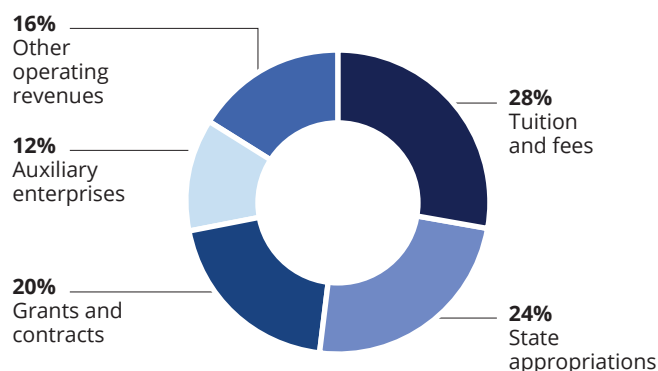
Operating Revenues and Expenses

While not classified on the financial statements as operating revenue, state appropriations serve as a primary source for funding the core mission of the University. State appropriations revenue, described in detail below, is used almost exclusively to fund payroll for University employees, and as such is considered to be operating revenue for management's planning and analysis purposes. The University's operating revenue, including state appropriations, increased by \$452.5 million to \$3.6 billion in FY2022, primarily due to auxiliary revenues returning to normal operations, increases in grants and contracts, and the addition of UMG's tuition and fee revenues. In FY2021 and FY2020 operating revenues remained essentially flat at approximately \$3.2 billion due to the impact of COVID-19 on operations, primarily on auxiliary revenues in the second half of FY2020 and all of FY2021 which was offset by an increase in grants and contracts and state appropriations from FY2020 to FY2021.

As noted in **Figure 5**, over 50% of the University's FY2022 operating revenues were from tuition and fees and state appropriations. Auxiliary enterprises revenue includes housing and dining revenue. These three revenue categories make up the primary revenue sources related to providing student with an academic education and combined make up 60% of the University's operating revenue.

Other operating revenues include revenues generated from CWM programs. These programs provide public consulting and services in health care financing, administration and policy to federal, state and local agencies and not-for-profit health and policy organizations. In addition to CWM activities, other operating revenues also include revenue earned by UMass Chan for educational services it provides to its clinical affiliate UMass Memorial Health Care, Inc. (UMass Memorial) as required by the enabling legislation enacted by the Commonwealth in 1997. Grants and contracts revenue includes federal, state and privately sponsored research and other programs.

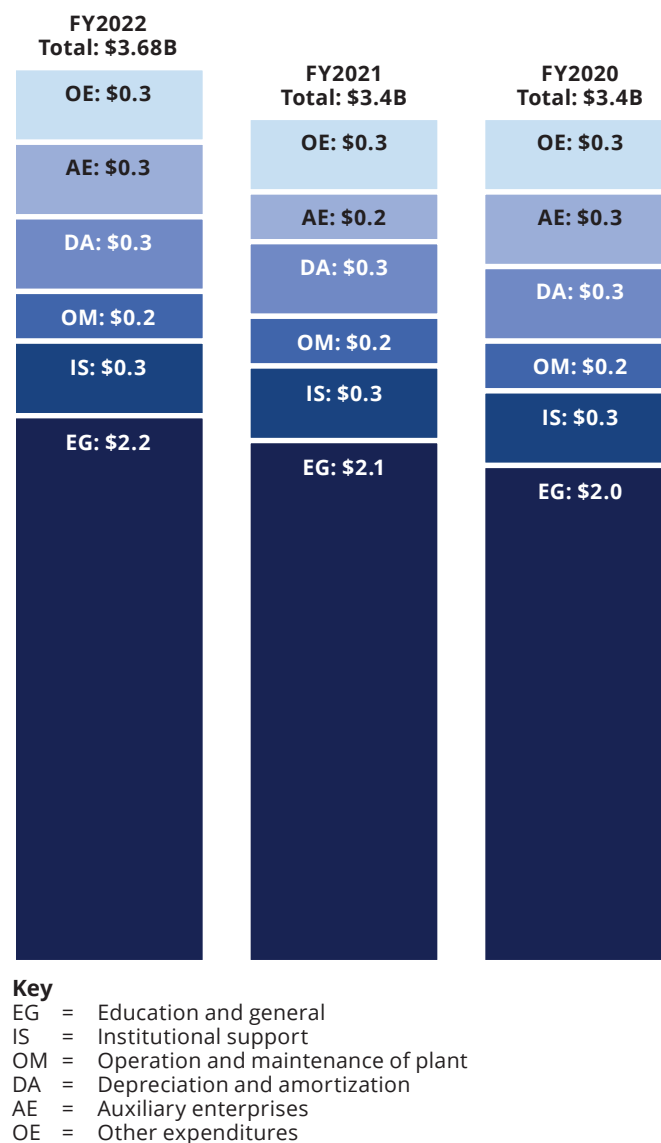
FIGURE 5 – Fiscal Year 2022 Operating Revenues (including State Appropriations)



In FY2022, operating expenses, including depreciation and amortization, totaled \$3.6 billion, as compared to \$3.4 billion in FY2021 and FY2020. Of the FY2022 total, \$2.2 billion or 61.1% was used to support the academic core activities of the University, including \$551.4 million in research. The education and general portion of the three-year operating expenses shown in **Figure 6** represents expenses in the following functional categories: instruction, research, public service, academic support, student services and scholarships and fellowships. Public service activities expense, included in education and general, include payments made to the Commonwealth pursuant to requirements of legislation enacted by the Commonwealth.

FIGURE 6 – Three Year Operating Expenses by Function

(\$ in billions)



State Appropriations

In FY2022, state appropriations represented approximately 23% of all revenues. The level of state support is a key factor influencing the University's overall financial condition. Although the state appropriations are unrestricted revenue, nearly 100% of the state appropriations support payroll and benefits for University employees. In addition to the direct state appropriation there are several smaller appropriations that add to the total state support for the University. While these smaller line items are in support of campus-specific programs and do not support general University operations, they are included in the state appropriations line in the accompanying financial statements, and in the state appropriations line in **Figure 7**.

The Commonwealth pays fringe benefits for University employees paid from state appropriations. Therefore, such fringe benefit support is added to the state appropriations financial statement line item in the accompanying Statements of Revenues, Expenses and Changes in Net Position. The University pays the Commonwealth for the fringe benefit cost of the employees paid from funding sources other than state appropriations. These amounts are not included in state appropriations.

The University's state appropriations including fringe benefits increased in FY2022 by \$34.5 million from FY2021, primarily due to an increase in available state funding and increases in collective bargaining determined by the Commonwealth. The University's state appropriations including fringe benefits increased in FY2021 by \$35.0 million from FY2020 primarily due to an increase in reimbursements for costs related to increases in collective bargaining determined by the Commonwealth and the implementation of the Paid Family Medical Leave (PFML) law.

Figure 7 details the state appropriations for the fiscal years ended June 30, 2022, 2021, and 2020.

State Capital Appropriations

The University faces a financial challenge to maintain and upgrade its capital assets including its infrastructure, buildings and grounds. To have a successful capital program, the

University must rely on a combination of revenue sources to fund its capital investments. In FY2022, FY2021 and FY2020, the capital support provided to the University through appropriations and grants from the Commonwealth was \$87.1 million, \$62.6 million and \$51.5 million, respectively. Beginning in FY2020, the Commonwealth established a strategic framework for approving the allocation of state funding for capital projects across higher education. The new framework provides funding in four distinct categories: major projects, critical repairs, critical infrastructure and readiness determination projects.

Grant and Contract Revenue

Among Massachusetts colleges and universities, the University ranks third in research and development expenditures, behind only the Massachusetts Institute of Technology (MIT) and Harvard University. Most research at the University is externally funded, with the federal government providing a majority of the funding through the National Institutes of Health, the National Science Foundation, and other agencies.

Collectively, UMass Amherst and UMass Chan account for approximately three-quarters of the University's total grants and contracts revenue of \$719.5 million, \$667.1 million and \$581.9 million at June 30, 2022, 2021 and 2020. **Figure 8** details the University's grant and contract revenues by source for the year ended June 30, 2022.

FIGURE 8 – Grant and Contract Revenue FY2022

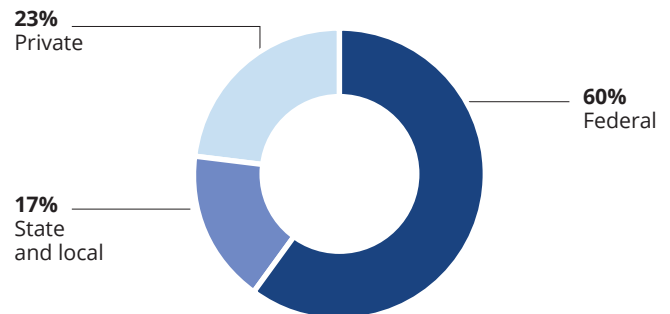


FIGURE 7 – State Appropriations

For the years ended June 30, 2022, 2021, and 2020 (\$ in thousands)

Appropriation	2022	2021	2020
State appropriations	\$ 618,245	\$ 569,081	\$ 567,612
Plus: fringe benefits	261,758	276,400	242,906
Commonwealth support	\$ 880,003	\$ 845,481	\$ 810,518

Tuition and Fees

Effective for academic year 2022–2023, in-state undergraduate tuition was raised an average of 2.5%, consistent with prepandemic trends. This follows two years of frozen tuition for in-state undergraduate programs. Due to affordability considerations and impacts of the COVID-19 pandemic, in-state undergraduate tuition was frozen for the academic years 2020–2021 and 2021–2022. This resulted in a reduction of \$43.4 million in recurring revenue due to freezing tuition during the COVID-19 period, \$29.1 million in academic year 2021–2022 and \$14.3 million in academic year 2020–2021. Affordability continues to be a priority of the University and increases in fees are considered in conjunction with Commonwealth support on an annual basis.

Enrollment

As shown in **Figure 9**, total enrollment in the fall of 2021 was 64,786 FTE (74,554 headcount students), a decrease of 1.9% over the fall of 2020 enrollment of 66,070 FTE (75,065 headcount students). Enrollment in the fall of 2019 was 66,010 FTE (75,065 headcount students). Although the University experienced a minor decline in the five-year enrollment of .02% from the fall of 2017 – fall of 2021, other institutions of higher education have experienced more significant declines in enrollments over this period. This is consistent with the University's efforts to increase its reach across the Commonwealth and to recruit non-resident students, and is reflective of the quality of the education provided by the University of Massachusetts. Improving student retention remains a key focus of the University's strategic goals to help offset the declining enrollment.

Admission to the University is open to residents of the Commonwealth and non-residents on a competitive basis. For the fall semester, Massachusetts residents accounted for 82.7% of the University's total undergraduate enrollment in fall 2021 and 83.4% in fall 2020, as shown in **Figure 10**.

FIGURE 10 – Fall 2021 Undergraduate Enrollment by Type

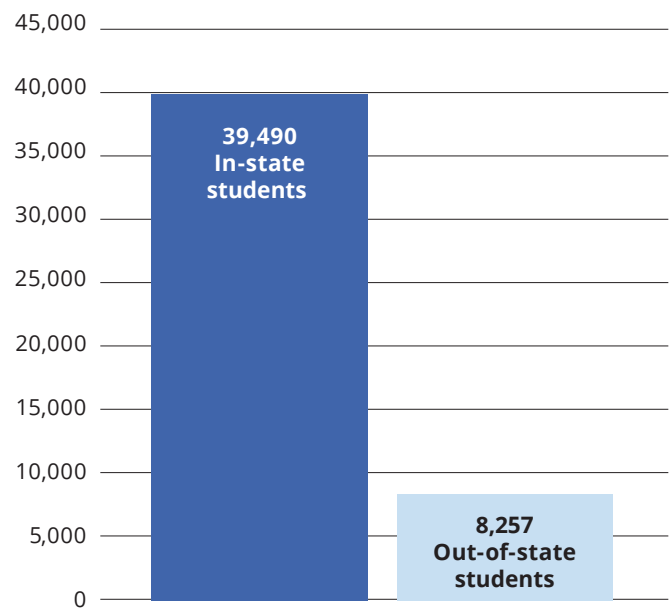
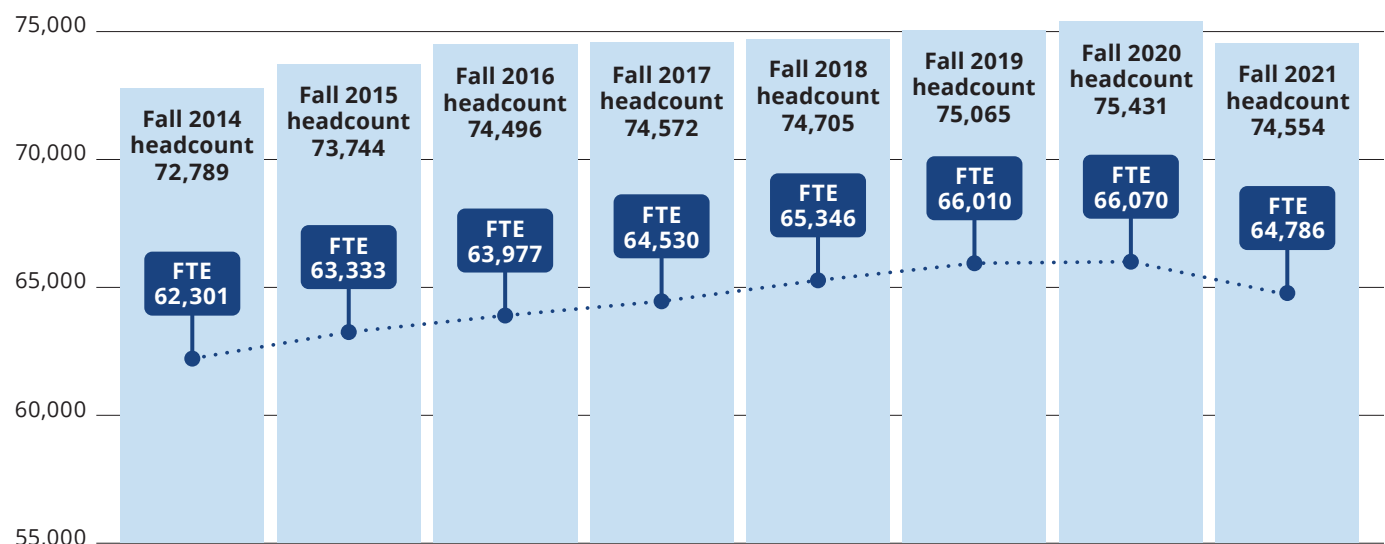


FIGURE 9 – Total Enrollment



Investments Held by UMF

As of June 30, 2022, the University's investments, held at UMF, were reduced by \$165.0 from \$1.1 billion to \$914.8 million. The change in investment value is due to investments losses of \$131.1 million (13.5% annualized return), distributions under the approved spending rule of \$34.9 million, offset by contributions of \$1.0 million. This reduction follows a year of a historic 37.1 percent fiscal year return experienced during FY2021 when the endowment grew by \$156.1 million to \$1.1 billion. Previously, the endowment generated an annualized return of 8.2 percent, exceeding UMF's long-term return objective and reflecting the strategic growth of the portfolio's exposure to global equities and strong partnerships with high caliber investment managers. This ten-year return was produced with annual investment results that ranged from a low of -3.7 percent in FY2016 to 37.1 percent in FY2021, underscoring the importance of having a long-term focus.

In FY2020, the University investments held at UMF totaled \$922.0 million and generated a return of 3.3 percent.

Long-Term Debt

Long-term debt (including commercial paper) is the University's largest liability at June 30, 2022, 2021 and 2020. The University had outstanding long-term debt of \$3.7 billion at June 30, 2022, \$3.3 billion at June 30, 2021 and \$3.2 billion at June 30, 2020. The principal issuer of the University's debt is the Building

Authority. Additional issuers utilized by the University include Massachusetts Health and Educational Facilities Authority (MHEFA), Massachusetts Development Financing Authority (MDFA), UMG and WCCC.

During FY2022, the University issued \$86.7 million in new commercial paper to finance the New Education and Research Building at the Chan Medical School campus, the Substructure Demolition & Quadrangle Development at the Boston campus, and the Science and Engineering Building at the Dartmouth campus with interest rates from .07% to 1.13%.

On March 29, 2022, the Authority issued \$215.0 million of Project Revenue Bonds, Series 2022-1 and \$211.2 million of federally taxable Project Revenue Bonds, Series 2022-2. The 2022-1 bonds included a premium of \$26.3 million. Part of bond proceeds was used to pay off commercial paper, leaving \$20M commercial paper outstanding as of June 30, 2022.

The debt financed through the Building Authority is being used for construction and renovation of residence halls and general education buildings, replacement of core infrastructure, and construction of academic, laboratory, and research facilities. The proceeds from the UMass MHEFA bonds were used to create an internal revolving loan program and to fund the construction of two new campus centers at the Boston and Lowell campuses (funded jointly with the Commonwealth).

For further details on outstanding balances with each issuer, refer to Note 11 of the accompanying financial statements.



University Bond Rating

The University relies on a carefully planned and executed debt strategy to support master and strategic planning at the campuses and for the University as a whole. Bonds issued by the University and the Building Authority are rated Aa2 by Moody's Investor Service, AA by Fitch Ratings, and AA- by Standard and Poor's Global Rating.

During FY2022, all three ratings agencies re-affirmed the University's ratings, citing the University's flagship role in public higher education in Massachusetts, strong fiscal oversight, steady enrollment, positive operating performance, growth in financial resources and solid support from the Commonwealth.

Line of Credit

During FY2021, the University entered into line of credit agreements with Bank of America and State Street Bank with a maximum loan amount of \$75.0 million each, for a total maximum loan amount of \$150.0 million. The lines of credit had a maturity date of May 10, 2022.

During FY2022, the University amended the line of credit agreement with Bank of America for a maximum loan amount of \$150.0 million and allowed the State Street Bank line of credit to expire. The line of credit has a maturity date of May 1, 2023.

As of June 30, 2022, the outstanding balance on the line of credit was \$0.

Limitations on Additional Indebtedness

The University may, without limit, issue additional indebtedness or request the Building Authority to issue additional indebtedness on behalf of the University so long as such indebtedness is payable from all available funds of the University. As noted in the Board of Trustee policy, each campus' debt service cannot exceed 8% of its total operating expenditures.

The Building Authority is authorized by its enabling act to issue bonds with the unconditional guarantee of the Commonwealth for the punctual payment of the interest and principal on the guaranteed bonds. The full faith and credit of the Commonwealth are pledged for the performance of its guarantee. The enabling act, as amended, currently limits to \$200.0 million the total principal amount of notes and bonds of the Building Authority that may be Commonwealth guaranteed and outstanding at any one time. During FY2021, the University retired its remaining Commonwealth guaranteed debt. As of June 30, 2022, the University does not have any outstanding Commonwealth guaranteed debt.

Capital Plan

A majority of the capital spending during FY2022 and FY2021 related to continued investments in deferred maintenance. In September 2021, the University's Board approved an updated five-year capital plan for FY2022–FY2026 totaling \$1.9 billion. The University's capital plan is funded through a combination of University operations, bonds issued by the Building Authority and MHEFA, Commonwealth appropriations, and private fundraising.

The University's five-year capital plan for FY2022–FY2026 includes major projects that were previously approved by the Board in prior-year capital plans. The University's capital approval process provides for a multi-step review process involving the President's Office, the Building Authority and the Board. Additional approvals have been put in place for any capital project seeking alternative funding and/or delivery options.

Factors Impacting Future Periods

There are a number of issues of University-wide importance that directly impact the financial operations of the University. A key continuing factor that continues to impact the University's financial results is the COVID-19 pandemic. Continuing into FY2023 the University continues to monitor the pandemic's impact on enrollment and auxiliary services.

Other issues, such as improving academic quality, ensuring enrollment stability, realizing strong financial results, investing in capital assets, expanding fundraising capacity, operating more efficiently, being the most effective University for students and the Commonwealth given the available resources, and measuring performance are ongoing activities of continuous importance to the Board and University leadership that impact the financial planning each year. Student enrollment, the level of state support, the impact of collectively bargained wage increases, and the ability of student-fee supported activities to meet inflationary pressures determine the limits of program expansion, new initiatives and strategic investments, as well as the ability of the University to meet its core mission and ongoing operational needs.

Contacting the University

This financial report is designed to provide the University, the Commonwealth, the public and other interested parties with an overview of the financial results of the University and an explanation of the University's financial condition. If you have any questions about this report or require additional information, please contact the University Controller's Office by email at generalacctg_inquiry@umassp.edu.

Financial Statements

Statements of Net Position

As of June 30, 2022 and 2021 (\$ in thousands). See accompanying notes to the financial statements.

Assets and liabilities	2022	2021
Assets		
Current assets		
Cash and cash equivalents	\$ 121,053	\$ 74,547
Cash held by state treasurer	25,054	22,242
Deposits with bond trustees	11,326	47,075
Accounts receivable, net	336,589	332,324
Lease receivable	16,464	13,561
Short-term investments	787,356	639,162
Other current assets	49,371	43,231
Total current assets	1,347,213	1,172,142
Noncurrent assets		
Cash held by state treasurer	30,177	23,734
Deposits with bond trustees	508,440	186,336
Accounts receivable, net	48,968	44,316
Lease receivable	317,654	277,502
Long-term investments	1,052,299	1,163,888
Other assets	17,462	16,768
Capital assets, net	5,527,062	5,435,274
Total noncurrent assets	7,502,062	7,147,818
Total assets	8,849,275	8,319,960
Deferred outflows of resources	433,998	551,553
Liabilities		
Current liabilities		
Accounts payable and accrued expenses	418,601	422,989
Unearned revenues and advances	126,065	100,044
Lease liability, current portion	15,047	11,322
Long-term debt, current portion	121,662	105,055
Commercial paper notes	20,000	31,000
Other current liabilities	82,066	70,396
Total current liabilities	783,441	740,806
Noncurrent liabilities		
Unearned revenues and advances	73,960	60,559
Lease liability	185,609	189,483
Long-term debt	3,545,711	3,121,427
Net pension liability	276,313	644,879
Net other postemployment benefits liability	485,141	829,808
Other long-term liabilities	99,490	100,436
Total noncurrent liabilities	4,666,224	4,946,592
Total liabilities	5,449,665	5,687,398
Deferred inflows of resources	1,085,656	596,953
Net position		
Net investment in capital assets	2,281,471	2,269,411
Restricted – Nonexpendable	22,515	22,378
Restricted – Expendable	262,669	232,833
Unrestricted	181,297	62,540
Total net position	\$ 2,747,952	\$ 2,587,162

Statements of Revenues, Expenses, and Changes in Net Position

For the years ended June 30, 2022 and 2021 (\$ in thousands). See accompanying notes to the financial statements.

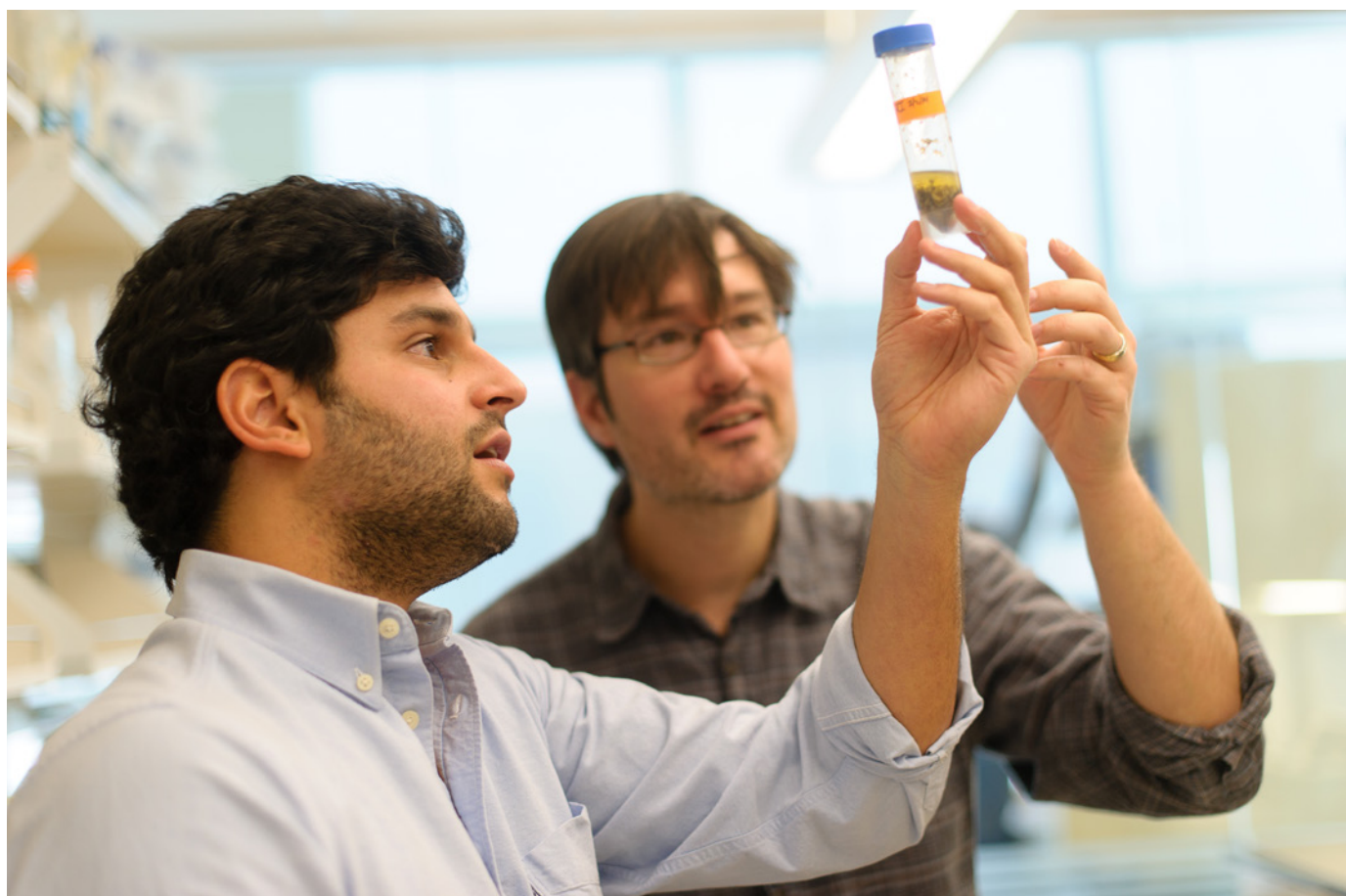
Revenues and expenses	2022	2021
Operating revenues		
Tuition and fees (net of scholarship allowances of \$369,902 at June 30, 2022 and \$345,128 at June 30, 2021)	\$ 1,007,124	\$ 930,613
Grants and contracts	719,479	667,149
Sales and services, educational activities	40,907	30,253
Auxiliary enterprises	434,129	163,821
Other operating revenues:		
Sales and services, independent operations	66,929	50,961
Sales and services, public service activities	321,954	334,567
Other	130,771	125,939
Total operating revenues	2,721,293	2,303,303
Operating expenses		
Educational and general		
Instruction	930,362	934,708
Research	551,367	550,593
Public service	71,649	88,770
Academic support	194,153	199,456
Student services	211,088	141,107
Institutional support	315,810	311,629
Operation and maintenance of capital assets	242,749	221,750
Depreciation and amortization	330,715	318,828
Scholarships and fellowships	121,334	85,500
Auxiliary enterprises	320,535	213,499
Other expenditures:		
Independent operations	58,582	53,485
Public service activities	253,420	260,697
Total operating expenses	3,601,764	3,380,022
Operating loss	(880,471)	(1,076,719)
Nonoperating revenues (expenses)		
Federal appropriations	5,588	5,953
State appropriations	880,003	845,481
Gifts	67,948	41,262
Investment return, net	(24,164)	35,406
Endowment return used for operations	34,944	31,965
Interest expense	(117,244)	(109,144)
Nonoperating federal grants	221,628	173,592
Other nonoperating income (loss)	(667)	5,779
Net nonoperating revenues	1,068,036	1,030,294
Gain/(Loss) before other revenues, expenses, gains, and losses	187,565	(46,425)
Other revenues, expenses, gains and losses		
Capital appropriations	87,062	62,592
Capital grants, contracts and gifts	8,846	8,528
Endowment return, net of amount used for operations	(148,089)	148,514
Other additions (deductions)	25,406	(16,869)
Total other revenues, expenses, gains, and losses	(26,775)	202,765
Total increase in net position	160,790	156,340
Net position at beginning of year, as restated	2,587,162	2,430,822
Net position at end of year	\$ 2,747,952	\$ 2,587,162

Statements of Cash Flows

For the years ended June 30, 2022 and 2021 (\$ in thousands). See accompanying notes to the financial statements.

Cash flow	2022	2021
Cash flows from operating activities		
Tuition and fees	\$ 1,106,745	\$ 1,025,916
Grants and contracts	724,415	650,603
Payments to suppliers	(1,055,007)	(817,593)
Payments to employees	(1,766,320)	(1,595,504)
Payments for benefits	(561,537)	(465,580)
Payments for scholarships and fellowships	(122,685)	(89,267)
Loans issued to students and employees	(10,746)	(6,433)
Collections of loans to students and employees	18,619	15,094
Auxiliary enterprises	434,311	162,954
Sales and services, educational	40,750	30,543
Sales and services, independent operations	66,929	50,961
Sales and services, public service activities	312,617	339,788
Student related fiduciary activities inflows	15,012	9,520
Student related fiduciary activities outflows	(11,583)	(6,692)
Other receipts, net	131,112	115,530
Net cash used for operating activities	(677,368)	(580,160)
Cash flows from noncapital financing activities		
Federal appropriations	5,588	5,953
State appropriations	880,003	845,481
Grants, contracts and gifts for other than capital purposes	73,268	41,377
Nonoperating federal grants	221,628	173,592
Other noncapital financing activities	(816)	-
Net cash provided by noncapital financing activities	1,179,671	1,066,403
Cash flows from capital and other financing activities		
Proceeds from debt issuances	486,620	721,153
Proceeds from premiums received	26,327	71,803
Bond issuance costs paid	(2,423)	(3,992)
Swap termination payments	-	(50,938)
Capital appropriations	87,062	62,592
Capital grants and contracts	3,525	8,413
Proceeds from sales of capital assets	47,586	2,668
Purchases of capital assets and construction	(378,227)	(322,341)
Lease receipts	18,200	13,805
Interest on leases	5,180	3,950
Principal paid on debt and leases	(210,816)	(722,552)
Interest paid on debt and leases	(135,125)	(156,636)
Net cash used for capital financing activities	(52,091)	(372,075)
Cash flows from investing activities		
Proceeds from sales and maturities of investments	1,263,822	1,048,212
Interest on investments	25,990	54,561
Purchases of investments	(1,474,851)	(1,325,603)
Cash received from acquisition of subsidiary	76,943	-
Net cash used for investing activities	(108,096)	(222,830)
Net (decrease) increase in cash and cash equivalents	342,116	(108,662)
Cash and cash equivalents – beginning of the year	353,934	462,596
Cash and cash equivalents – end of the year	696,050	353,934

Cash flow	2022	2021
Reconciliation of operating loss to net cash used for operating activities		
Operating loss	(880,471)	(1,076,719)
Adjustments to reconcile loss to net cash used for operating activities:		
Depreciation and amortization expense	330,715	318,828
Changes in assets and liabilities:		
Accounts receivable, net	4,532	(5,275)
Other assets	(430)	12,659
Accounts payable and accrued expenses	(17,623)	85,044
Unearned revenues and advances	668	6,881
Other liabilities	15,352	8,788
Postemployment benefits liability, net	(107,520)	92,330
Fiduciary transactions	2,366	1,081
Changes in deferred inflows related to future revenues	(24,957)	(23,777)
Net cash used for operating activities	(677,368)	(580,160)
Supplemental disclosure of noncash activities		
Assets acquired and included in accounts payable and other liabilities	41,364	49,478
Assets acquired in exchange for lease obligation	483	-
Loss on disposal of capital assets	(10,845)	(12,083)
Donated assets	241	652



Component Unit Statements of Financial Position

As of June 30, 2022 and 2021 (\$ in thousands). See accompanying notes to the financial statements.

Component units	2022	2021
Assets		
Cash	\$ 2,654	\$ 733
Pledges receivable, net	170,929	26,499
Other receivables	873	3,200
Investments of the Foundations	1,731,288	1,905,099
Prepaid expenses and other assets	6,644	3,718
Land, property, plant and equipment, net	15,213	15,634
Total assets	1,927,601	1,954,883
Liabilities		
Accounts payable and accrued expenses	3,316	821
Deferred revenue	11,845	2,645
Obligations to beneficiaries of split-interest agreements	2,335	2,581
Assets held on behalf of others	935,331	1,108,178
Total liabilities	952,827	1,114,225
Net assets		
Without donor restrictions	52,776	46,521
With donor restrictions	921,998	794,137
Total net assets	974,774	840,658
Total liabilities and net assets	\$ 1,927,601	\$ 1,954,883



Component Unit Statement of Activities

For the years ended June 30, 2022 and 2021 (with summarized financial information for the year ended June 30, 2020) (\$ in thousands).

Component units	Without donor restriction	With donor restriction	Total 2022	Total 2021
Support and revenue				
Gifts, bequests and grants	\$ 4,176	\$ 281,418	\$ 285,594	\$ 19,810
Other contributions	863	10,545	11,408	5,009
Total investment income, including net gains (losses) – net of fees	(148,169)	(140,965)	(289,134)	374,590
Investment management fee	12,528	-	12,528	12,309
Net assets released from restrictions	21,988	(21,988)	-	-
Total support and revenue	(108,614)	129,010	20,396	411,718
Expenses				
Distributions to University	42,894	(230)	42,664	35,265
Program services	5,546	-	5,546	5,786
Fundraising support	4,706	-	4,706	7,094
Administrative and general, Foundation	2,983	1,189	4,172	2,139
Administrative and general, University	1,185	-	1,185	-
Total expenses	57,314	959	58,273	50,284
Excess of support and revenue over expenses	(165,928)	128,051	(37,877)	361,434
Less: Fiscal year activity related to assets held on behalf of University	164,968	-	164,968	(156,127)
Less: Fiscal year activity related to assets held on behalf of Edward M. Kennedy Institute	7,879	-	7,879	(3,965)
Transfers (from) to other funds	(403)	403	-	-
Other	(261)	(593)	(854)	(343)
Change in net assets	6,255	127,861	134,116	200,999
Net assets, beginning of year	46,521	794,137	840,658	639,659
Net assets, end of year	\$ 52,776	\$ 921,998	\$ 974,774	\$ 840,658



Notes to Financial Statements

1. Summary of Significant Accounting Policies

Reporting Entity

The University of Massachusetts (University or UMass), a federal land grant institution, is governed by Massachusetts General Laws Chapter 75. Its Board of Trustees (Board or Trustees) consists of nineteen voting members and three non-voting members. The voting members consist of two full-time students, the Secretary of Education of the Commonwealth of Massachusetts (Commonwealth) and sixteen members appointed by the governor. The non-voting members consist of student representatives who may only participate in open meetings of the full Board of Trustees.

The University is a business-type activity of the Commonwealth. The financial balances and activities included in these financial statements are, therefore, also included in the Commonwealth's annual comprehensive financial report.

On September 2, 2021 the University completed the transfer of control of Brandman University to UMass. This launched the University of Massachusetts Global (UMG) that will deliver expanded online education opportunities to adult learners. For purposes of financial reporting, beginning in fiscal 2022, UMG is now presented as a blended component unit.

The financial statements of the University include the campuses of Amherst, Boston, Dartmouth, Lowell, Chan Medical School (UMass Chan), and the President's Office of the University, UMG, Worcester City Campus Corporation (WCCC), University of Massachusetts Lowell Applied Research Corporation (UMLARC), the University of Massachusetts Amherst Foundation (UMass Amherst Foundation), University of Massachusetts Medical School Foundation (UMMSF) as well as the University of Massachusetts Building Authority (Building Authority).

The Building Authority is a public instrumentality of the Commonwealth created by Chapter 773 of the Acts of 1960 (referred to as the Enabling Act), whose purpose is to provide dormitories, dining commons, and other buildings and structures for use by the University. The UMLARC is a legally separate 501(c)(3) non-profit corporation which was formed on June 24, 2020. The purpose of UMLARC is to promote efficient and effective applied research and development by entering into grants, contracts, and other contractual mechanisms for services. UMLARC also provides analytic and technology solutions to government and non-government entities to extend the impact of the University's technology enterprise. UMG was launched in September of 2021 and is a California based not-for-profit institution of higher learning. WCCC is a tax-exempt organization founded to support research and real property activities for the University. The UMass Amherst Foundation was established in 2003 to support private fundraising on behalf of the faculty and students of the Amherst campus. The UMMSF was established in 1991 to support fundraising and philanthropic activities of the UMass Chan. These component units are blended in the financial statements of the University because of the significance and exclusivity of their financial relationships with the University. Refer to Note 19 for condensed financial information for these blended component units.

The University also includes the financial information of the University's discretely presented component units, the University of Massachusetts Foundation, Inc. (UMF) and the University of Massachusetts Dartmouth Foundation, Inc. (UMDF). In these financial statements, UMF and UMDF are collectively known as the Foundations. These are related tax-exempt organizations founded to foster and promote the growth, progress and general welfare of the University.

Basis of Presentation

The accompanying financial statements have been prepared in accordance with U.S. generally accepted accounting principles (GAAP) as prescribed by the Governmental Accounting Standards Board (GASB) using the economic resources measurement focus and the accrual basis of accounting. The Foundations' financial statements are prepared in accordance with accounting and reporting requirements prescribed by the Financial Accounting Standards Board (FASB). As such, certain revenue recognition criteria and presentation features are different from GASB revenue recognition criteria and presentation features. No modifications have been made to the Foundations' financial information in the University's financial reporting entity for these differences.

The University's activities are considered to be a single business-type activity and accordingly, are reported in a single column in the financial statements. Business-type activities are those that are financed in whole or in part by funds received from external parties for goods or services.

On the Statements of Revenues, Expenses and Changes in Net Position, the University's operating activities consist of tuition and fees, grants and contracts, sales and services, auxiliary enterprise and other operating revenues. Other operating revenues include sales and services provided by UMass Chan under its Commonwealth Medicine (CWM) programs, which provide consulting services in health care financing, administration and policy to federal, state and local agencies and not-for-profit health and policy organizations. Also included in other operating revenues are payments received by UMass Chan for educational services it provides to its clinical affiliate, UMass Memorial Medical Center (UMass Memorial).

Operating expenses include, among other items, payroll, fringe benefits, utilities, supplies and services, depreciation, and amortization. Nonoperating revenues or expenses are those in which the University receives or gives value without directly giving or receiving equal value, such as State and Federal appropriations, COVID-19 related Higher Education Emergency Relief Fund (HEERF) revenue, Federal Pell grants, private gifts, and investment income.

Revenues for exchange transactions are recognized when earned and expenses are recognized when incurred. Restricted grant revenue is recognized only when all eligibility requirements have been met. The University applies restricted net assets first when an expense or outlay is incurred for purposes for which both restricted and unrestricted net assets are available.

The University receives unconditional promises to give through private donations or pledges from corporations, foundations, alumni and other supporters of the University. Revenue is recognized when a pledge is received and all eligibility requirements, including time and purpose requirements, are met. Endowment pledges are not recorded until paid because the inherent time restriction has not been met until the funds are able to be invested in perpetuity.

Net Position

Net position is classified into the following categories:

- **Net investment in capital assets:** Capital assets, at historical cost or fair market value on the date of gift, net of accumulated depreciation and outstanding principal balances of debt attributable to the acquisition, construction or improvement of those assets.
- **Restricted nonexpendable:** Resources subject to externally imposed stipulations that they be maintained permanently by the University.
- **Restricted expendable:** Resources whose use by the University is subject to externally imposed stipulations. Such assets include restricted grants and contracts, the accumulated net gains/losses on true endowment funds, as well as restricted funds loaned to students, restricted gifts and endowment income, and other similar restricted funds.
- **Unrestricted:** The net position that is not subject to externally imposed restrictions governing their use. The University's unrestricted net position may be designated for specific purposes by management or the Board of Trustees. Substantially all of the University's unrestricted net position is designated to support academic and research initiatives or programs, auxiliary enterprises, quasi-endowments, or commitments to capital construction projects. Note 17 describes these designations in more detail.

Cash and Cash Equivalents

Cash and cash equivalents include cash balances maintained in checking accounts, overnight repurchase agreements and amounts held in permitted money market mutual funds with an original maturity date of three months or less.

Massachusetts Municipal Depository Trust

The University is authorized to invest in the Massachusetts Municipal Depository Trust (“MMDT”), a pooled money market-like fund, established under Massachusetts General Laws, Chapter 29, Section 38A. MMDT is an external investment pool that meets the criteria to report its holdings at amortized cost. As such, the University reports its position in MMDT at amortized cost which approximates the net asset value of \$1.00 (one dollar) per share. MMDT has a maturity of less than one year and is not rated.

Accounts Receivable, Net

Accounts receivable consist of receivables for tuition and fees, grants and contracts, student loans, pledges and CWM related activities. The University establishes an allowance for accounts receivable based on management’s expectation regarding the collection of the receivables and the University’s historical experience for collections.

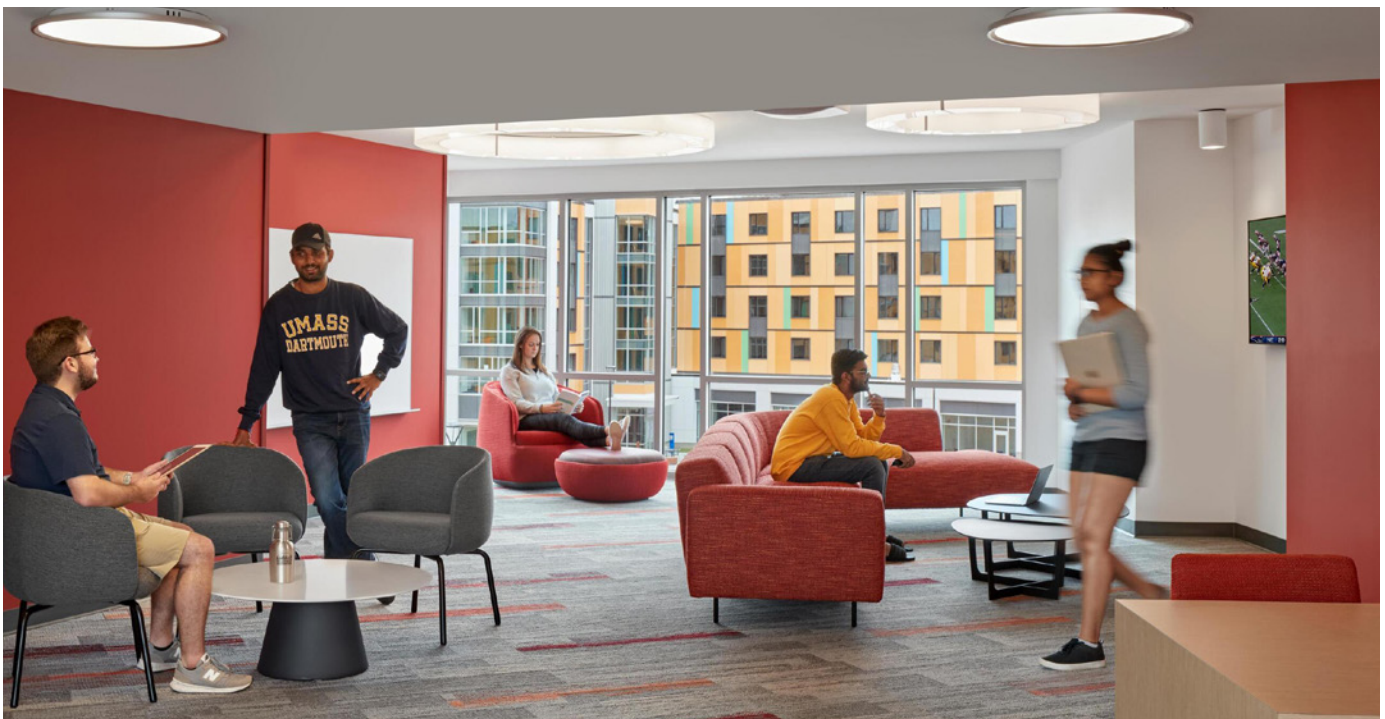
Investments

Investments are reported at fair value. Short-term investments consist of deposits with original maturities of less than one year and are available for current use. Securities received as gifts are recorded at estimated fair value at the date of the gift. Investment income includes dividends and interest income and is recognized on the accrual basis. In computing realized gains and losses, cost is determined on a specific identification basis.

Endowment

UMF maintains and administers the University’s endowment assets and other long-term investments. UMF utilizes the pooled investment concept whereby all invested funds are included in one investment pool, unless otherwise required by the donor.

Pooled investment funds will receive an annual distribution, based on the endowment fund’s average market value for the preceding twelve quarters on a one-year lag. Only quarters with funds on deposit are included in the average. In addition, a prudence rule is utilized, limiting spending from a particular endowment fund to be no lower than 93% of its carrying value. The spending rate approved for the years ended June 30, 2022 and 2021 was 4%.



Capital Assets

Capital assets (excluding intangible right-to-use lease assets) are stated at cost on the date of acquisition or, in the case of gifts, fair value upon date of donation. Construction in progress is stated at cost, which includes direct construction costs and other expenditures related to construction including capitalized interest, if any. All construction costs related to projects which are not yet completed are charged to construction in progress until such time as the projects are completed and placed in operation. Repairs and maintenance costs are expensed as incurred, whereas major improvements that extend the estimated useful lives of the assets are capitalized as additions to capital assets. The University does not capitalize works of art, historical treasures or library books.

The University capitalizes assets with useful lives greater than one year and acquisition costs greater than or equal to \$5,000. The University computes depreciation using the straight-line method over the asset's useful life and applies a half year convention in the year the asset is acquired or placed in service. Land is not depreciated.

Table 1 presents the range of useful lives for the University's depreciable assets:

TABLE 1 – Depreciable Assets

Depreciable asset category	Useful life
Land improvements	20 years
Buildings	12–50 years
Infrastructure	50 years
Building improvements	3–20 years
Equipment, furniture and IT infrastructure	3–15 years
Software	5 years

Newly implemented accounting standards

i) In June 2017, the Governmental Accounting Standards Board (GASB) issued GASB Statement No. 87, *Leases*. This standard requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases and as inflows of resources or outflows of resources recognized based on the payment provisions of the contract. It establishes a single model for lease accounting based on the foundational principle that leases are financings of the right-to-use an underlying asset. Under this standard, a lessee is required to recognize a lease liability and an intangible right-to use lease asset, and a lessor is required to recognize a lease receivable and a deferred inflow of resources.

The University adopted GASB 87 effective July 1, 2020, which resulted in adjustment to its previously reported net position as shown in **Table 2** (\$ in thousands):

TABLE 2 – Adjustment to previously reported net position

(\$ in thousands)

Net position	Adjustment
Net position as of July 1, 2020 as previously reported	\$ 2,432,767
Plus implementation of GASB Statement No. 87	(1,945)
Net position as of July 1, 2020, as restated	\$ 2,430,822

In addition to the impact on net position as of July 1, 2020, the adoption of GASB 87 also resulted in immaterial reclassifications to previously reported 2021 amounts including capital assets as well as various other net position balances and corresponding revenues and expenses.

ii) The University adopted GASB Statement 89, *Accounting for Interest Cost Incurred before the End of a Construction Period* as of July 1, 2021. This Statement requires that interest cost incurred before the end of a construction period be recognized as an expense in the period in which the cost is incurred for financial statements prepared using the economic resources measurement focus. Prior to the adoption of GASB 89, during the year ended June 30, 2021, the University capitalized approximately \$7.4 million, net of interest income.

Leasing

The University determines if an arrangement is a lease at inception. The University has leases under which it is obligated as a lessee and leases for which it is a lessor. The University is a lessee for various noncancellable real estate. In addition, the University is a lessor of various leases of buildings, office space and ground leases.

Short-term Leases — For lease arrangements with a maximum possible term of 12 months or less at commencement, the University recognizes expense based on the provisions of the lease contract.

Lease Arrangements Other Than Short-Term — For all other leases (i.e. those that are not short-term), the University recognizes a lease liability, and an intangible right-to-use lease asset.

For leases, where the University is a lessor, the University recognizes a lease receivable and a deferred inflow of resources.

Measurement of Lease Amounts —

- **Lessee:** At lease commencement, the University initially measures the lease liability at the present value of payments expected to be made during the lease term.

Subsequently, the lease liability is reduced by the principal portion of lease payments made. The lease asset is initially measured as the initial amount of the lease liability, less lease payments made at or before the lease commencement date, plus any initial direct costs ancillary to placing the underlying asset into service, less any lease incentives received at or before the lease commencement date. Subsequently, the lease asset is amortized into depreciation and amortization expense on a straight-line basis over the shorter of the lease term or the useful life of the underlying asset. If the University is reasonably certain of exercising a purchase option contained in a lease, the lease asset will be amortized over the useful life of the underlying asset.

- **Lessor:** At lease commencement, the University initially measures the lease receivable at the present value of payments expected to be received during the lease term.

Subsequently, the lease receivable is reduced by the principal portion of lease payments made. The deferred inflows of resources are initially measured as the initial amount of the lease receivable plus any payments received at or before the commencement of the lease term that relate to future periods. Subsequently, the deferred inflows of resources are amortized into lease revenue on a straight-line basis over the shorter of the lease term or the useful life of the underlying lease receivable.

Key Estimates and Judgments — Key estimates and judgments include how the University determines (1) the discount rate it uses to calculate the present value of the expected lease and subscription payments, (2) lease and subscription term, and (3) lease and subscription payments.

When available, the University will use the interest rate explicitly or implicitly stated in the lease contract. If the rate is not provided within the contract, the University will use its incremental borrowing rate (IBR), based on the University's applicable bond rates. The University's IBR for leases is based on the rate of interest it would need to pay if it issued general obligation bonds to borrow an amount equal to the lease payments, under similar terms, as of the lease commencement or amendment dates.

The lease includes the noncancellable period of the lease plus any additional periods covered by either a University or lessor unilateral option to (1) extend for which it is reasonably certain to be exercised, or (2) terminate for which it is reasonably certain not to be exercised. Periods in which both the University and the lessor/vendor have an option to terminate (or if both parties have to agree to extend) are excluded from the lease term.

Payments are evaluated by the University to determine if they should be included in the measurement of the lease liabilities, including those payments that require a determination of whether they are reasonably certain of being made, such as purchase options, payments for termination penalties, and other payments.

Remeasurement of Lease Amounts — The University monitors changes in circumstances that may require remeasurement of a lease. When certain changes occur that are expected to significantly affect the amount of the lease liability or lease receivable, the liability or receivable is remeasured, and a corresponding adjustment is made to the lease asset (for lessee arrangements) or deferred inflows of resources (for lessor arrangements).

Presentation in Statement of Net Position — Lease assets are reported with capital assets and lease liabilities are reported within current and non-current liabilities in the Statement of Net Position. Lease receivables are reported with current and non-current assets and deferred inflows of resources in the Statements of Net Position.

Deferred Outflows and Inflows of Resources

The University accounts for certain transactions that result in the consumption or acquisition in one period that are applicable to future periods as deferred outflows and deferred inflows, respectively, to distinguish them from assets and liabilities. Deferred outflows of resources increase net position, similar to assets and deferred inflows of resources decrease net position, similar to liabilities.

The components of deferred outflows and inflows of resources as of June 30, 2022 and 2021 (\$ in thousands) are presented in **Tables 3** and **4**:

TABLE 3 – Deferred Outflows of Resources

As of June 30, 2022 and 2021 (\$ in thousands)

Deferred outflow	2022	2021
Debt refunding	\$ 115,519	\$ 125,201
Certain asset retirement obligations	1,159	1,158
Excess consideration provided for acquisition*	45,435	-
Impact of changes in assumptions and investment value:		
Pension liability	115,027	185,335
Other postemployment benefits liability	156,858	239,859
Total deferred outflows of resources	\$ 433,998	\$ 551,553

*Deferred outflow resulting from the acquisition of Brandman University during FY2022. See Note 8 for further detail.

TABLE 4 – Deferred Inflows of Resources

As of June 30, 2022 and 2021 (\$ in thousands)

Deferred inflow	2022	2021
Future lease revenues	\$ 232,271	\$ 185,502
Sale of future revenues	44,451	54,921
Experience gains for:		
Pension liability	266,206	18,297
Other postemployment benefits liability	542,728	338,233
Total deferred inflows of resources	\$ 1,085,656	\$ 596,953

Compensated Absences

Employees earn the right to be compensated during absences for annual vacation leave and sick leave. Upon retirement, termination, or death, certain employees are compensated for unused sick and vacation leave, subject to certain limitations, at their current rate of pay. Within the Statements of Net Position, a liability is recorded for vacation and sick leave benefits earned as of the fiscal year-end. The recorded liability is classified as current and noncurrent on the Statements of Net Position based on the amount estimated to be paid to eligible employees in one year and beyond one year, respectively.

Unearned Revenue and Advances

Unearned revenue consists of amounts billed or received in advance of the University providing goods or services. Unearned revenue is subsequently earned as qualifying expenses are incurred.

Advances include funds advanced to the University by the U.S. government under the Federal Perkins Loan Program (the Program). Under federal law, the authority for colleges and universities to make new loans under the Program ended on September 30, 2017, and final distributions were permitted through June 30, 2019. The University's Statements of Net Position include both the notes receivable from students and the related refundable loan liability to the Federal government.

Bond Issuance Costs

The University incurs certain costs associated with bond issuances. For the years ended June 30, 2022 and 2021, bond issuance costs amounted to \$2.4 million and \$4.0 million, respectively, and were expensed in accordance with the provisions of GASB Statement No. 65, *Items Previously Reported as Assets and Liabilities*.

Tuition and Fees, Net of Scholarship Allowances

Student tuition and fees, housing, dining, and other similar auxiliary revenues are reported net of any related scholarships and fellowships applied to student accounts. However, scholarships and fellowships paid directly to students are separately reported as scholarships and fellowships expense.

Grants and Contracts

The University receives grants and contracts for research and other activities including medical service reimbursements from federal and state government agencies. The University records revenue at the point all eligibility requirements (e.g. allowable costs are incurred) are met.

The University records the recovery of indirect costs applicable to research programs and other activities which provide for the full or partial reimbursement of such costs, as revenue. Recovery of indirect costs for the years ended June 30, 2022 and 2021 was \$173.4 million and \$141.4 million, respectively, and is a component of grants and contracts revenue on the Statements of Revenues, Expenses, and Changes in Net Position.

As a result of the COVID-19 pandemic, the University was awarded \$255.6 million of COVID-19 assistance, collectively provided under the Higher Education Emergency Relief Fund (HEERF), of which \$253.3 million has been recognized to date. An additional \$3.0 million was awarded under the Governor's Emergency Education Relief Funds. Under Section 18004(a)(1) of the CARES Act, Section 314(a)(1)



of CRRSAA and ARPA, the University provided emergency financial aid grants to students of \$72.3 million and \$27.1 million for the years ended June 30, 2022 and 2021, respectively. These funds were recognized as revenue under nonoperating federal grants. An additional, \$70.4 million and \$54.9 million for the years ended June 30, 2022 and 2021, respectively, was used to recover a portion of lost revenue and additional financial aid to students. These funds were also recorded under nonoperating federal grant revenue.

Auxiliary Enterprises

An auxiliary enterprise is an activity that exists to furnish a service to students, faculty or staff acting in a personal capacity, and that charges a fee for the use of goods and services.

Fringe Benefits for Current Employees and Postemployment Obligations

The University participates in the Commonwealth's fringe benefit programs, including active employee and postemployment health insurance, unemployment compensation, pension, and workers' compensation benefits. Health insurance and pension costs for active employees and retirees are paid through a fringe benefit rate charged to the University by the Commonwealth. Workers' compensation costs are assessed separately based on actual University experience.

Use of Estimates

The preparation of financial statements in conformity with GAAP requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities, the disclosure of contingent assets and liabilities at the dates of the financial statements, and the reported amounts of revenues and expenses during the reporting periods. Actual results could differ from these estimates. The most significant areas that require management estimates relate to valuation of certain investments and derivative instruments, useful lives and related depreciation of capital assets, and accruals for pension and other postemployment related benefits.

Income Tax Status

The University is exempt from Federal and state income tax under the doctrine of intergovernmental tax immunity. The University qualifies as a public charity eligible to receive charitable contributions under Section 170(b)(1)(A)(v) of the Internal Revenue Code, as amended (the Code).

The University and its component units are required to assess uncertain tax positions and have determined that there were no such positions that are material to the financial statements as of June 30, 2022 and 2021, respectively.

Reclassifications

Certain reclassifications were made in the prior year to conform to current year presentation.

2. Cash Held by State Treasurer

Accounts payable, accrued salaries and outlays for future capital projects to be funded from state-appropriated funds totaled \$55.2 million and \$46.0 million at June 30, 2022 and June 30, 2021. The University has recorded a comparable amount of cash held by the State Treasurer for the benefit of the University, which will be subsequently utilized to pay for allowable expenditures. The cash is held in the State Treasurer's pooled cash account. The Commonwealth requires all bank deposits in excess of insurance coverage by the FDIC to be collateralized with a perfected pledge of eligible collateral. Eligible collateral must be pledged in an amount equal to 102% of the amount of the deposits that exceed FDIC insurance. Sufficient collateral to cover total Commonwealth deposits in excess of the FDIC insured amount must be pledged and held in safekeeping by a custodian that is approved by and under the control of the Commonwealth Treasurer and Receiver - General.

3. Deposits with Bond Trustees

Deposits with bond trustees primarily consist of unspent bond proceeds, amounts held for the future payment of debt service on such borrowings and designated funds from the University's pool loan program.

At June 30, 2022 and 2021, deposits with bond trustees are presented in **Table 5** (\$ in thousands):

TABLE 5 – Deposits with Bond Trustees

As of June 30, 2022 and 2021 (\$ in thousands)

Deposits	2022	2021
Cash	\$ 27,042	\$ 23,904
MMDT	297,003	206,695
Permitted Money Market Accounts	-	2,812
U.S Treasury Securities	195,721	-
Total deposits with bond trustees	\$ 519,766	\$ 233,411

At June 30, 2022, amounts restricted by bond trust agreements for capital projects and other purposes were \$501.5 million and \$18.3 million, respectively.

Custodial Credit Risk — The custodial credit risk for deposits is the risk that, in the event of the failure of a depository financial institution, a government will not be able to recover deposits or will not be able to recover collateral securities that are in the possession of an outside party. The custodial credit risk for investments is the risk that, in the event of the failure of the counterparty to a transaction, a government will not be able to recover the value of investment or collateral securities that are in the possession of an outside party. As of June 30, 2022 and 2021, the bank balances of uninsured deposits totaled \$8.5 million and \$7.7 million, respectively.

Interest Rate Risk — Interest rate risk is the extent that changes in interest rates of debt investments will adversely affect the fair value of an investment. These investments include certain short-term cash equivalents, various long-term items and restricted assets by maturity in years. The University minimizes the risk of the fair value of securities falling due to changes in interest rates by ensuring securities have effective maturities of less than a year. MMDT and permitted money market accounts have effective maturities of less than one year, thereby limiting the interest rate risk.

Credit Risk — Credit risk is the risk that an issuer of an investment will not fulfill its obligation to the holder of the investment. The risk is measured by the assignment of a rating by a nationally recognized statistical rating organization. MMDT and permitted money market accounts are not rated.

4. Investments

The investment portfolio of the University reflected on the Statements of Net Position for the years ended June 30, 2022 and 2021, respectively, are shown in **Tables 6** and **7** (\$ in thousands):

TABLE 6 – Investment Portfolio

As of June 30, 2022 and 2021 (\$ in thousands)

Investment type	2022	2021
Short-term investments	\$ 787,356	\$ 639,162
Long-term investments	1,052,299	1,163,888
Total	\$ 1,839,655	\$ 1,803,050

Investment policies are established by the Board. The goals of these policies are to preserve capital, provide liquidity, and generate investment income. The University has statutory authority under Massachusetts General Laws, Chapter 75 to collect, manage, and disburse its trust funds. UMF holds certain investments on behalf of the University, referred to as foundation agency funds.

The investment holdings of the University, including foundation agency funds, as of June 30, 2022 and 2021, respectively are summarized in **Table 7** (\$ in thousands):

TABLE 7 – Investment holdings of the University

As of June 30, 2022 and 2021 (\$ in thousands)

University investment holdings	2022	2021
University managed funds		
Cash and cash equivalents	\$ 54,009	\$ 65,009
Money market and other investments	333,002	332,568
MMDT	262,000	117,000
Fixed income investments	269,203	192,738
Commercial ventures and intellectual property	2,564	5,950
Annuity life income funds	4,041	9,980
Total non-agency funds	924,819	723,245
Foundation agency funds		
Pooled investments – Fund I	777,573	920,212
Pooled investments – Fund II	-	9,419
Short term pool	137,263	150,174
Total Foundation agency funds	914,836	1,079,805
Total investments	\$ 1,839,655	\$ 1,803,050

Fund I — represents the endowment funds and University operating cash held at UMF. The endowment funds include both donor-restricted endowments and quasi-endowments. The investment horizon for this portfolio is 5 to 10 years.

Fund II — represents a portion of the operating cash balances of the University that were transferred to UMF for investment purposes only. This portfolio was previously used by the University as an intermediate term investment vehicle. As part of the University's changing investment strategy, Fund II was liquidated as of June 30, 2022.

Short-Term Pool — represents a portion of the operating cash balances of the University that have been transferred to UMF for investment purposes only. This portfolio has a high degree of liquidity. The asset allocation is 25% U.S. equities and 75% short-term corporate bonds. The University Treasurer has the authority to request the return of funds at any time to meet the operating needs of the University.

In addition to foundation agency funds, the Foundations' assets also include investments not reported within the University's Statements of Net Position. Total investments of the Foundations as of June 30, 2022 and 2021, respectively, are summarized in **Table 8** (\$ in thousands):

TABLE 8 – Investment holdings of the Foundations

As of June 30, 2022 and 2021 (\$ in thousands)

Fund	2022	2021
Investments of the Foundations		
Cash and cash equivalents	\$ 40,544	\$ 35,055
Money market and other investments	9,195	6,211
Fixed income investments	384	1,579
Pooled investments – Fund I	762,925	778,979
Annuity life income funds	3,404	3,470
Total non-agency funds	816,452	825,294
Foundation agency funds (Detailed in Table 7)	914,836	1,079,805
Total Foundations investments	\$ 1,731,288	\$ 1,905,099

Custodial Credit Risk — Investment securities are exposed to custodial credit risk if they are uninsured or not registered in the name of the University and are held by either the counterparty or the counterparty's trust department or agent but not in the University's name.

The carrying amounts of cash balances with uninsured or uncollateralized deposits were \$109.6 million and \$113.0 million, at June 30, 2022 and 2021, respectively.

The University held non-money market investments with a fair market value of \$1.1 billion and \$1.0 billion at June 30, 2022 and 2021, respectively. In the event of negligence due to the University's custodian and/or investment manager(s), it is expected that the investment balances would be fully recovered. However, these amounts are subject to both interest rate risk and credit risk.

Concentration of Credit Risk — As of June 30, 2022 and 2021, there is no concentration of investments from one issuer equal to or greater than 5% of the portfolio. Investments issued or guaranteed by the U.S. government, as well as investments in mutual funds and other pooled investments are excluded from consideration when evaluating concentration risk.



Credit Risk — The University's Investment Policy and Guidelines Statement allows each portfolio manager full discretion within the parameters of the investment guidelines specific to that manager. Nationally recognized statistical rating organizations, such as Standard & Poor's (S&P) assign credit ratings to security issues and issuers that indicate a measure of potential credit risk to investors.

Table 9 presents the rated debt investments, excluding U.S. Treasury funds, at fair value by credit quality of the University's investment portfolio as of June 30, 2022 (\$ in thousands):

TABLE 9 – S&P Quality Ratings FY2022

As of June 30, 2022 (\$ in thousands)

Debt securities	AAA	AA	A	BBB	BB	Unrated	Total
Government agency bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 6,929	\$ 6,929
Asset backed securities	20,697	1,258	3,869	3,366	-	679	29,869
Commercial mortgage-backed securities	23,103	-	-	1,432	-	2,019	26,554
Government mortgage-backed securities	-	-	-	-	-	16,354	16,354
Non-government backed collateralized mortgage obligations	3,304	-	-	-	-	99	3,403
Corporate bonds	1,312	2,273	41,162	70,506	379	376	116,008
Municipal and provincial bonds	235	4,061	1,549	356	-	351	6,552
Index linked government bonds	-	-	-	-	-	522	522
Bond funds, including exchange traded funds	20	904	603	-	-	103,635	105,162
Total debt securities	\$ 48,671	\$ 8,496	\$ 47,183	\$ 75,660	\$ 379	\$ 130,964	\$ 311,353

Table 10 presents the rated debt investments, excluding U.S. Treasury funds, at fair value by credit quality of the University's investment portfolio as of June 30, 2021 (\$ in thousands):

TABLE 10 – S&P Quality Ratings FY2021

As of June 30, 2021 (\$ in thousands)

Debt securities	AAA	AA	A	BBB	BB	Unrated	Total
Government agency bonds	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 869	\$ 869
Asset backed securities	16,130	351	2,211	1,921	-	1,220	21,833
Commercial mortgage-backed securities	14,768	-	-	767	-	2,999	18,534
Government mortgage-backed securities	-	-	-	-	-	11,033	11,033
Non-government backed collateralized mortgage obligations	3,124	365	-	-	-	168	3,657
Corporate bonds	-	1,507	28,490	53,912	615	42	84,566
Municipal and provincial bonds	-	1,424	1,114	379	-	-	2,917
Index linked government bonds	-	-	-	-	-	977	977
Bond funds, including exchange traded funds	-	25	34	1,781	752	112,538	115,130
Total debt securities	\$ 34,022	\$ 3,672	\$ 31,849	\$ 58,760	\$ 1,367	\$ 129,846	\$ 259,516

Interest Rate Risk — The University's Investment Policy and Guidelines Statement establishes targets for the preferred duration of the fixed income component of the investment portfolio by limiting investments through targeted allocations to different asset classes.

Table 11 presents the fair value of the rated debt investments component of the University's investment portfolio by investment maturity as of June 30, 2022 (\$ in thousands):

TABLE 11 – Investment Maturity (in years), FY2022

As of June 30, 2022 (\$ in thousands)

Debt securities	Less than 1	1 to 5	6 to 10	More than 10	Total
U.S. Treasury securities	\$ -	\$ 89,244	\$ 29,756	\$ 4,515	\$ 123,515
Government agency bonds	-	440	978	5,511	6,929
Asset backed securities	6,369	20,351	3,149	-	29,869
Commercial mortgage-backed securities	5,617	19,135	1,802	-	26,554
Government mortgage-backed securities	2,760	4,908	8,686	-	16,354
Non-government backed collateralized mortgage obligations	-	3,403	-	-	3,403
Corporate bonds	16,126	88,470	11,033	379	116,008
Municipal and provincial bonds	3,627	2,574	351	-	6,552
Index linked government bonds	-	522	-	-	522
Bond funds, including exchange traded funds	-	104,023	1,119	20	105,162
Total debt securities	\$ 34,499	\$ 333,070	\$ 56,874	\$ 10,425	\$ 434,868

Table 12 presents the fair value of the rated debt investments component of the University's investment portfolio by investment maturity as of June 30, 2021 (\$ in thousands):

TABLE 12 – Investment Maturity (in years), FY2021

As of June 30, 2021 (\$ in thousands)

Debt securities	Less than 1	1 to 5	6 to 10	More than 10	Total
U.S. Treasury securities	\$ -	\$ 77,241	\$ 7,314	\$ -	\$ 84,555
Government agency bonds	-	302	567	-	869
Asset backed securities	4,448	14,568	2,817	-	21,833
Commercial mortgage-backed securities	5,304	12,272	958	-	18,534
Government mortgage-backed securities	169	8,824	1,236	804	11,033
Non-government backed collateralized mortgage obligations	932	2,725	-	-	3,657
Corporate bonds	10,269	64,333	9,566	398	84,566
Municipal and provincial bonds	1,137	1,780	-	-	2,917
Index linked government bonds	-	977	-	-	977
Bond funds, including exchange traded funds	-	113,676	1,429	25	115,130
Total debt securities	\$ 22,259	\$ 296,698	\$ 23,887	\$ 1,227	\$ 344,071

Fair Value Measurement — Fair value represents the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. The University categorizes these assets and liabilities measured at fair value using a three-tiered hierarchy based on the valuation methodologies employed. The hierarchy is defined as follows:

Level 1 — Inputs to the valuation methodology are unadjusted quoted prices for identical assets or liabilities in active markets that are available at the measurement date.

Level 2 — Inputs to the valuation methodology include:

- Quoted prices for similar assets or liabilities in active markets;
- Quoted prices for identical or similar assets or liabilities in inactive markets;
- Inputs other than quoted prices that are observable for the asset or liability;
- Inputs that are derived principally from or corroborated by observable market data by correlation or other means.

Level 3 — Inputs to the valuation methodology are unobservable and significant to the fair value measurement. Unobservable inputs reflect the University's own assumptions about the inputs market participants would use in pricing the asset or liability (including assumption about risk). Unobservable inputs are developed based on the best information available in the circumstances and may include the University's own data.

When available, quoted prices are used to determine fair value. When quoted prices in active markets are available, investments are classified within Level 1 of the fair value hierarchy. The University's Level 1 investments primarily consist of investments in U.S. Treasury obligations, equity securities, and mutual funds. When quoted prices in active markets are not available, fair values are based on evaluated prices received from the University's investment custodian in conjunction with a third-party service provider and are reported within Level 2 of the fair value hierarchy. The inputs for Level 2 include, but are not limited to, pricing models such as benchmarking yields, reported trades, broker-dealer quotes, issuer spreads and benchmarking securities, among others. The University's Level 2 investments primarily consist of investments in U.S. government and agency obligations, asset-backed securities, and corporate debt securities that did not trade on the University's fiscal year end date.

As a practical expedient to estimate the fair value of the University's interests, certain investments in commingled funds and limited partnerships are reported at the net asset value (NAV) determined by the fund managers. Because these investments are not readily marketable, their estimated fair values may differ from the values that would have been assigned had a ready market for such investments existed, and such differences could be material. As of June 30, 2022 and 2021, the University had no plans or intentions to sell such investments at amounts different from NAV.



Table 13 summarizes the fair value of the University's investments by type as of June 30, 2022 (\$ in thousands):

TABLE 13 – Fair Value Hierarchy of Investments, FY2022

As of June 30, 2022 (\$ in thousands)

Investment	Investments measured at NAV	Investments classified in the fair value hierarchy Level 1	Investments classified in the fair value hierarchy Level 2	Investments classified in the fair value hierarchy Level 3	Total
Money market funds	\$ -	\$ 424,859	\$ -	\$ -	\$ 424,859
Debt securities					
U.S. Treasury securities	-	123,515	-	-	123,515
Government agency bonds	-	-	6,929	-	6,929
Asset backed securities	-	-	29,869	-	29,869
Commercial mortgage-backed securities	-	-	26,554	-	26,554
Government mortgage-backed securities	-	-	16,354	-	16,354
Non-government backed collateralized mortgage obligations	-	-	3,403	-	3,403
Corporate bonds	-	-	115,966	42	116,008
Municipal and provincial bonds	-	-	6,552	-	6,552
Index linked government Bonds	-	-	522	-	522
Bond funds, including exchange traded funds	-	105,162	-	-	105,162
Total debt securities	-	228,677	206,149	42	434,868
Equity securities					
Domestic equities	-	93,934	-	1,635	95,569
International equities	-	29,611	-	-	29,611
Total equity securities	-	123,545	-	1,635	125,180
Alternative investments					
Multi-strategy hedge funds					
Equity	218,694	-	-	-	218,694
Long/short	150,695	-	-	-	150,695
Fixed income	31,424	-	-	-	31,424
Absolute return	34,678	-	-	-	34,678
Real assets	6,508	-	-	-	6,508
Private equity and venture capital	74,198	-	-	-	74,198
Private debt	14,521	-	-	-	14,521
Private real estate	8,021	-	-	-	8,021
Total alternative investments	538,739	-	-	-	538,739
Total investments at fair value	538,739	777,081	206,149	1,677	1,523,646
Cash and cash equivalents	-	-	-	-	54,009
MMDT	-	-	-	-	262,000
Total investments at cost	-	-	-	-	316,009
Total investments	\$ 538,739	\$ 777,081	\$ 206,149	\$ 1,677	\$ 1,839,655

Table 14 presents unfunded commitments, redemption terms, restrictions, and notice period for investments that have been valued using NAV as a practical expedient as of June 30, 2022 (\$ in thousands):

TABLE 14 – Alternative Investments, FY2022

As of June 30, 2022 (\$ in thousands)

Alternative investments	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Multi-strategy hedge funds					
Equity	\$ 218,694	\$ -	Daily to annual	1–90 days	Lock-up provisions range from none to 2 years.
Long/short	150,695	-	Quarterly to annual	45–90 days	Lock-up provisions range from none to 2 years.
Fixed income	31,424	-	Quarterly to semi-annual	60–90 days	No lock-up restrictions
Absolute return	34,678	-	Quarterly to annual	45–65 days	No lock-up restrictions
Real assets	6,508	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	74,198	20,191	Closed end funds	(1)	Not redeemable
Private debt	14,521	9,515	Closed end funds	(1)	Not redeemable
Private real estate	8,021	1,411	Closed end funds	(1)	Not redeemable
Total	\$538,739	\$ 31,117			

(1) The University has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.



Table 15 summarizes the fair value of the University's investments by type as of June 30, 2021 (\$ in thousands):

TABLE 15 – Fair Value Hierarchy of Investments, FY2021

As of June 30, 2021 (\$ in thousands)

Investment	Investments measured at NAV	Investments classified in the fair value hierarchy Level 1	Investments classified in the fair value hierarchy Level 2	Investments classified in the fair value hierarchy Level 3	Total
Money market funds	\$ -	\$ 621,839	\$ -	\$ -	\$ 621,839
Debt securities					
U.S. Treasury securities	-	84,555	-	-	84,555
Government agency bonds	-	-	869	-	869
Asset backed securities	-	-	21,833	-	21,833
Commercial mortgage-backed securities	-	-	18,534	-	18,534
Government mortgage-backed securities	-	-	11,033	-	11,033
Non-government backed collateralized mortgage obligations	-	-	3,657	-	3,657
Corporate bonds	-	-	84,524	42	84,566
Municipal and provincial bonds	-	-	2,917	-	2,917
Index linked government Bonds	-	-	977	-	977
Bond funds, including exchange traded funds	-	115,130	-	-	115,130
Total debt securities	-	199,685	144,344	42	344,071
Equity securities					
Domestic equities	-	117,864	-	1,635	119,499
International equities	-	27,914	-	-	27,914
Total equity securities	-	145,778	-	1,635	147,413
Alternative investments					
Multi-strategy hedge funds					
Equity	219,855	-	-	-	219,855
Long/short	144,898	-	-	-	144,898
Fixed income	31,261	-	-	-	31,261
Absolute return	15,115	-	-	-	15,115
Real assets	7,405	-	-	-	7,405
Private equity and venture capital	63,243	-	-	-	63,243
Private debt	16,017	-	-	-	16,017
Private real estate	7,355	-	-	-	7,355
Total alternative investments	505,149	-	-	-	505,149
Total investments at fair value	505,149	967,302	144,344	1,677	1,618,472
Cash and cash equivalents	-	-	-	-	67,578
MMDT	-	-	-	-	117,000
Total investments at cost	-	-	-	-	184,578
Total investments	\$ 505,149	\$ 967,302	\$ 144,344	\$ 1,677	\$ 1,803,050

Table 16 presents unfunded commitments, redemption terms, restrictions, and notice period for investments that have been valued using NAV as a practical expedient as of June 30, 2021 (\$ in thousands):

TABLE 16 – Alternative Investments, FY2021

As of June 30, 2021 (\$ in thousands)

Alternative investments	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Multi-strategy hedge funds					
Equity	\$ 219,855	\$ -	Daily to quarterly	1–90 days	Lock-up provisions range from none to 2 years.
Long/short	144,898	-	Quarterly to annual	45–90 days	Lock-up provisions range from none to 3 years.
Fixed income	31,261	-	Quarterly to semi-annual	60–90 days	Lock-up provisions range from none to 1 year.
Absolute return	15,115	-	Quarterly to annual	45–65 days	No lock-up restrictions
Real assets	7,405	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	63,243	12,460	Closed end funds	(1)	Not redeemable
Private debt	16,017	10,125	Closed end funds	(1)	Not redeemable
Private real estate	7,355	1,475	Closed end funds	(1)	Not redeemable
Total	\$ 505,149	\$ 24,060			

(1) The University has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.

5. Accounts Receivable, Net

Accounts receivable as of June 30, 2022 and 2021 are presented in **Table 17** (\$ in thousands):

TABLE 17 – Accounts Receivable, Net

As of June 30, 2022 and 2021 (\$ in thousands)

Accounts receivable	2022	2021
Student tuition and fees	\$ 68,216	\$ 60,329
Student loans	26,731	36,014
Pledges	50,458	30,718
Grants and contracts	129,634	116,980
CWM program	75,374	65,269
UMass Memorial	9,791	17,028
Other	57,239	85,770
Total	417,443	412,108
Less: allowance for doubtful accounts and discount to present value for pledges	(31,886)	(34,513)
Accounts receivable, net	\$ 385,557	\$ 377,595

6. UMass Memorial Medical Center

In 1998, the University entered into an Amended and Restated Definitive Agreement (Definitive Agreement) with certain unaffiliated parties whereby the University separated its clinical health care operations from its ongoing academic operations. As part of the Definitive Agreement, the University entered into a 99-year Academic Affiliation and Support Agreement (Affiliation Agreement), expiring on June 30, 2097, with UMass Memorial (successor to the clinical operations) whereby UMass Memorial is required to make annual inflation adjusted payments to the University, for the remainder of the agreement term provided the University continues to operate a medical school. For the years ending June 30, 2022 and 2021, the inflation adjusted income recognized totaled approximately \$20.4 million and \$19.9 million and was recorded as other operating revenue in the accompanying financial statements.

Other provisions of the Definitive agreement include the University being reimbursed by, and reimbursing UMass Memorial, for shared services, cross-funded employees, and other agreed upon activities provided and purchased. For the years ended June 30, 2022 and 2021, the reimbursements received for services provided to UMass Memorial and recorded as other revenue were \$174.8 million and \$161.6 million, respectively. Included in these amounts are payroll paid by the University on behalf of UMass Memorial in an agency capacity, recorded as an offset to operating expenses, in the amount of \$109.9 million and \$100.3 million for the years ended June 30, 2022 and 2021, respectively.

As of June 30, 2022 and 2021, the University has recorded a receivable in the amount of \$9.8 million and \$17.0 million, respectively from UMass Memorial which includes \$1.7 million and \$10.0 million, respectively, in payroll and related fringe charges. The University has recorded a payable of \$4.8 million and \$6.4 million at June 30, 2022 and 2021, respectively, primarily for cross-funded payroll.

7. Capital Assets

Table 18 represents the University's capital assets activity for the years ended June 30, 2022 and 2021 (\$ in thousands):

TABLE 18 – Capital Assets Activity

For the years ended June 30 (\$ in thousands)

Asset	As of 2020	Additions	Retirements / adjustments	As of 2021	Additions*	Retirements / adjustments	As of 2022
Land	\$ 166,024	\$ 4,015	\$ (52)	\$ 169,987	\$ 19,288	\$ (801)	\$ 188,474
Buildings and improvements	7,357,104	376,699	(54,255)	7,679,548	210,606	(23,447)	7,866,707
Software	120,001	6,284	(217)	126,068	2,439	-	128,507
Equipment and furniture	712,513	43,560	(69,414)	686,659	73,091	(42,942)	716,808
Library books	39,618	-	(6,995)	32,623	-	(6,983)	25,640
Right of use assets (note 10)	186,543	968	25,423	212,934	18,780	3,658	235,372
Total	8,581,803	431,526	(105,510)	8,907,819	324,204	(70,515)	9,161,508
Accumulated depreciation/ amortization	(3,547,761)	(320,126)	116,404	(3,751,483)	(358,831)	65,251	(4,045,063)
Total	5,034,042	111,400	10,894	5,156,336	(34,627)	(5,264)	5,116,445
Construction in progress	359,070	287,957	(368,089)	278,938	306,844	(175,165)	410,617
Total capital assets, net	\$ 5,393,112	\$ 399,357	\$ (357,195)	\$5,435,274	\$ 272,217	\$ (180,429)	\$5,527,062

*Includes assets of \$53.3 million from acquisition of Brandman University

8. Business Acquisition

Effective September 1, 2021 the University acquired Brandman University in exchange for \$139.3 million and the assumption of all Brandman's existing liabilities totaling \$59.2 million. The acquisition included all of the assets of Brandman University totaling \$150.7 million.

The transaction resulted in deferred outflows of resources of \$47.8 million as of the acquisition date. The deferred outflows of resources are being amortized over a 10 year period. As of June 30, 2022 there were \$45.4 million of deferred outflows of resources remaining associated with the acquisition.

9. Public Private Partnerships (PPP)

On November 8, 2016, the University entered into an agreement whereby the Building Authority sub-leased land on the Boston campus to Provident Commonwealth Educational Resources, Inc. (PCER), a Massachusetts not-for-profit corporation, for a term of 40 years (2056). The land is ground-leased to the Building Authority by the Commonwealth. PCER engaged a contractor to construct a 1,082-bed student housing facility on the site (the Boston Project). The Boston Project reverts to the Building Authority when the lease terminates. Commencing January 1, 2019, the annual rental amount payable to the Building Authority under the ground lease is \$1.0 million.

The Boston Project was financed with \$130.1 million of revenue bonds issued on October 26, 2016 (Series 2016 Bonds) by the Massachusetts Development Finance Agency (MassDevelopment) pursuant to a Loan and Trust Agreement between MassDevelopment and PCER. Neither the Building Authority, University nor Boston campus have pledged revenues to secure the payment of the Series 2016 bonds or have any obligation with respect to payment of the Series 2016 bonds.

Pursuant to the Dining Facility Sublease dated November 8, 2016 between PCER, as sub-lessor and the Building Authority, as sub-lessee, PCER leased the dining facility, located within the Boston Project, to the Building Authority and the Building Authority shall operate or cause to be operated the dining facility. The University funded the construction costs of the dining facility through debt issued by the Building Authority. This lease only relates to the operations and maintenance of the dining facility. The annual rent payable is \$1.00.

On November 14, 2018, the Building Authority entered into an agreement whereby the Building Authority sub-leased land on the University of Massachusetts Dartmouth campus to Provident Commonwealth Educational Resources II, Inc. (PCER II), a Massachusetts not-for-profit corporation, for a term of 45 years (2064). The land is ground-leased to the Building Authority by the Commonwealth. PCER II engaged a contractor to construct a 1,210-bed student housing facility on the site (the Dartmouth Project). The Dartmouth Project reverts to the Building Authority when the lease terminates. Commencing on January 1, 2021, the annual rental amount payable to the Building Authority under the ground lease was \$625,000, increasing by 3% every five years.

The Dartmouth Project was financed with \$132.2 million of revenue bonds issued on November 14, 2018 (Series 2018 Bonds) by the Massachusetts Development Finance Agency (MassDevelopment) pursuant to a Loan and Trust Agreement between MassDevelopment and PCER II. The Building Authority, University nor Dartmouth campus have pledged revenues to secure the payment of the Series 2018 bonds or have any obligation with respect to payment of the Series 2018 bonds.

Pursuant to the Dining Facility sublease dated November 13, 2018, between PCER II, as sub-lessor and the Building Authority, as sub-lessee, PCER II leased the dining facility, located within the Dartmouth Project, to the Building Authority and the Building Authority shall operate or cause to be operated the dining facility. The University funded the construction costs of the dining facility through debt issued by the Building Authority. This lease only relates to the operations and maintenance of the dining facility. The annual rent payable is \$1.00.

Management evaluated the applicability of relevant GASB guidance against the underlying Boston and Dartmouth Project agreements and indentures and has concluded that the associated debt should not be recognized on the financial statements of the Building Authority.

10. Leases

Lessee Leases

The University is a lessee for various noncancellable real estate.

The University has executed long-term leases with the Commonwealth, acting by and through the Trustees, covering the land on which facilities owned by the Building Authority are located on the University's campuses. These leases call for nominal annual payments to the Commonwealth. Some of these leases renew automatically for subsequent five- or ten-year periods unless the Building Authority notifies the University that it does not wish to renew. Other leases require the Building Authority to notify the University of its desire to renew. As of June 30, 2022, all leases with the Commonwealth were in good standing and any leases requiring action by the Building Authority during the year to facilitate their renewals were properly renewed.

As provided in the Enabling Act, each of the above-referenced leases also terminates when the Building Authority no longer has any bonds outstanding, at which time all Building Authority property becomes the property of the Commonwealth.

Table 19 presents a summary of right of use asset activity during the year ended June 30:

TABLE 19 – Right of Use Asset Activity

For the years ended June 30 (\$ in thousands)

Asset	As of 2020	Additions	Remeasurements / terminations	As of 2021	Additions	Remeasurements / terminations	As of 2022
Right of use assets							
Real estate	\$ 186,543	\$ 968	\$ 25,423	\$ 212,934	\$ 18,503	\$ 3,658	\$ 235,095
Equipment	-	-	-	-	277	-	277
Total	186,543	968	25,423	212,934	18,780	3,658	235,372
Accumulated amortization	-	(19,181)	-	(19,181)	(30,475)	2,556	(47,100)
Total right of use assets, net	\$186,543	\$ (18,213)	\$ 25,423	\$193,753	\$ (11,695)	\$ 6,214	\$188,272

Lease Liabilities

Table 20 presents a summary of changes in the related lease liabilities during the year ended June 30, 2022 (\$ in thousands):

TABLE 20 – Lease Liabilities, FY2022

For the years ended June 30, 2022 (\$ in thousands)

Liability	As of 2021	Additions	Remeasurements	Deductions	As of 2022	Due in one year
Real estate	\$ 200,805	\$ 7,150	\$ 6,223	\$ (14,341)	\$ 199,837	\$ 12,911
Equipment	-	119	755	(55)	819	2,136
Total	\$ 200,805	\$ 7,269	\$ 6,978	\$ (14,396)	\$ 200,656	\$ 15,047

Table 21 presents a summary of changes in the related lease liabilities during the year ended June 30, 2021 (\$ in thousands):

TABLE 21 – Lease Liabilities, FY2021

For the year ended June 30, 2021 (\$ in thousands)

Liability	As of 2020	Additions	Remeasurements	Deductions	As of 2021	Due in one year
Real estate	\$ 188,900	\$ 968	\$ 25,423	\$ (14,486)	\$ 200,805	\$ 11,322

Future annual lease payments are presented in **Table 22** (\$ in thousands):

TABLE 22 – Future Annual Lease Payments

As of June 30, 2022 (\$ in thousands)

Fiscal year	Principal	Interest	Total
2023	\$ 15,047	\$ 4,561	\$ 19,608
2024	14,327	4,260	18,587
2025	13,831	3,961	17,792
2026	12,977	3,678	16,655
2027	12,996	3,400	16,396
2028–2032	62,874	12,543	75,417
2033–2037	48,872	5,869	54,741
2038–2042	15,506	1,091	16,597
2043–2047	4,226	171	4,397
Total	\$ 200,656	\$ 39,534	\$ 240,190

For the years ended June 30, 2022 and 2021, the University recognized \$4.7 million and \$3.7 million, respectively, of interest expense related to its operating leases.

Lessor Leases

The University is a lessor of various leases of buildings, office space and ground leases.

Lease Receivables

Table 23 presents a summary of changes in the related lease receivable during the year ended June 30, 2022 (\$ in thousands):

TABLE 23 – Lease Receivables, FY2022

For the year ended June 30, 2022 (\$ in thousands)

Receivable	As of 2021	Additions	Remeasurements	Deductions	As of 2022	Due in one year
Real estate	\$ 189,368	\$ 59,546	\$ 1,710	\$ (13,127)	\$ 237,497	\$ 11,391
Direct financing arrangement	101,694	-	-	(5,072)	96,622	5,073
Total lease receivable	\$ 291,062	\$ 59,546	\$ 1,710	\$ (18,199)	\$ 334,119	\$ 16,464

Table 24 presents a summary of changes in the related lease receivable during the year ended June 30, 2021 (\$ in thousands):

TABLE 24 – Lease Receivables, FY2021

For the year ended June 30, 2021 (\$ in thousands)

Receivable	As of 2020	Additions	Remeasurements	Deductions	As of 2021	Due in one year
Real estate	\$ 195,941	\$ 2,160	\$ -	\$ (8,733)	\$ 189,368	\$ 8,489
Direct financing arrangement	106,760	-	-	(5,066)	101,694	5,072
Total lease receivable	\$ 302,701	\$ 2,160	\$ -	\$ (13,799)	\$ 291,062	\$ 13,561

For the years ended June 30, 2022 and 2021, the University recognized \$20.7 million and \$18.0 million, respectively, of revenue related to its lessor operating leases, which is included in auxiliary enterprise revenue, other operating revenue and other nonoperating income in the accompanying financial statements.

Direct Financing Arrangement

In accordance with the GASB 87 transition guidance, the Building Authority has not restated the underlying assets nor the existing unearned interest income related to its direct financing arrangement.

On October 27, 2009, the Building Authority entered into an agreement to lease its facility located on Morrissey Boulevard in Dorchester, Massachusetts to the Edward M. Kennedy Institute for the United States Senate (EMKI), a charitable corporation registered in the District of Columbia. The lease agreement provides for an initial term of ninety-nine years commencing in October 2009, and thereafter, at the option of EMKI, may be extended for two additional, ninety-nine periods.

EMKI has an option to purchase the Facility for one dollar at any time after the earlier of: (i) payment of no less than fifty-one percent (51%) or defeasement of the original amount of the associated revenue bonds. The University has right of first refusal in the event EMKI decides to sell or otherwise dispose of the ownership of the Facility.

The project was financed with \$74.4 million of revenue bonds. Rent is equal to the debt service on the outstanding bonds and payable semi-annually through fiscal year 2043.

At June 30, 2022 and 2021, the University recorded gross lease receivable of approximately \$96.6 million and \$101.7 million, respectively, related to the EMKI lease. Also, at June 30, 2022 and 2021, the University recorded unearned interest income of approximately \$25.9 million and \$28.2 million, respectively related to the EMKI lease. The University presents the unearned interest income associated with the EMKI lease as other current liabilities of approximately \$2.2 million and \$2.3 million and other noncurrent liabilities of approximately \$23.7 million and \$25.9 million as of June 30, 2022 and 2021, respectively.



11. Long-Term Debt

Table 25 represents the outstanding long-term debt as of June 30, 2022, and the related activity during the fiscal year (\$ in thousands):

TABLE 25 – Long-Term Debt, FY2022

For the year ended June 30, 2022 (\$ in thousands)

Debt	Original borrowing	Maturity date	Interest rate	As of 2021	Additions	Reductions	As of 2022
Building Authority							
Series 2009-2	\$ 271,855	2039	6.4–6.6%	\$ 16,945	\$ -	\$ -	\$ 16,945
Series 2009-3	28,570	2039	5.8–6.2%	23,135	-	(735)	22,400
Series 2010-2	430,320	2040	3.8–5.5%	430,320	-	(16,710)	413,610
Series 2010-3	3,005	2040	6%	2,490	-	(70)	2,420
Series 2013-1	212,585	2043	2.0–5.0%	13,735	-	(5,325)	8,410
Series 2013-2	71,970	2043	0.4–4.3%	32,010	-	(2,420)	29,590
Series 2013-3	24,640	2043	4.0–5.0%	945	-	(460)	485
Series 2014-1	293,890	2044	3.0–5.0%	66,825	-	(3,890)	62,935
Series 2014-3	67,635	2029	2.0–5.0%	28,635	-	(4,290)	24,345
Series 2014-4	157,855	2025	0.2–3.4%	13,865	-	(5,165)	8,700
Series 2015-1	298,795	2045	4.0–5.0%	266,880	-	-	266,880
Series 2015-2	191,825	2036	3.0–5.0%	157,765	-	(24,435)	133,330
Series 2017-1	165,130	2047	4.0–5.3%	165,130	-	-	165,130
Series 2017-2	19,510	2027	1.6–3.4%	15,100	-	(1,530)	13,570
Series 2017-3	187,680	2038	3.0–5.0%	155,630	-	(3,480)	152,150
Series 2018-1	37,650	2043	2.0–2.9%	37,650	-	-	37,650
Series 2019-1	208,725	2039	5%	208,725	-	-	208,725
Series 2020-1	200,840	2050	5%	200,840	-	-	200,840
Series 2020-2	129,830	2050	1.8–3.5%	129,830	-	(1,985)	127,845
Series 2020-3	319,345	2044	1.7–3.5%	317,795	-	(2,130)	315,665
Series 2020-4	329,930	2043	0.4%–3.0%	329,930	-	-	329,930
Series 2021-1	312,330	2037	5.0%	302,270	-	(10,520)	291,750
Series 2021-2	46,585	2036	0.2%	46,585	-	(15,750)	30,835
Series 2022-1	188,650	2052	5.0%	-	188,650	-	188,650
Series 2022-2	211,270	2045	2.2–4.3%	-	211,270	-	211,270
Unamortized bond premium				242,430	26,327	(27,149)	241,608
Total Building Authority				3,205,465	426,247	(126,044)	3,505,668
MHEFA/MDFA							
Series A	20,000	2030	variable	20,000	-	-	20,000
Total MHEFA/MDFA				20,000	-	-	20,000
WCCC MHEFA/MDFA							
Series 2005-D	99,325	2029	5.0–5.3%	425	-	-	425
Unamortized bond premium				20	-	(5)	15
WCCC MHEFA/MDFA				445	-	(5)	440
MDFA							
Clean renewable energy bonds	1,625	2027	3.50%	572	-	(94)	478
Total bonds payable				3,226,482	426,247	(126,143)	3,526,586
UMG*							
Working capital note	21,100	2025	2.2%	-	21,100	-	21,100
Building note	37,000	2027	2.2%	-	37,000	-	37,000
Change in control note	96,000	2031	0.0%	-	96,000	-	96,000
Unamortized discount				-	(14,814)	1,501	(13,313)
Total notes payable				-	139,286	1,501	140,787
Total long-term debt				\$ 3,226,482	\$ 565,533	\$ (124,642)	\$ 3,667,373

* Includes debt incurred through Brandman University acquisition

Table 26 represents the outstanding long-term debt as of June 30, 2021, and the related activity during the fiscal year (\$ in thousands):

TABLE 26 – Long-Term Debt, FY2021

For the year ended June 30, 2021 (\$ in thousands)

Debt	Original borrowing	Maturity date	Interest rate	As of 2020	Additions	Reductions	As of 2021
Building Authority							
Series 2008-1	\$ 232,545	2038	Variable	\$ 145,515	\$ -	\$ (145,515)	\$ -
Series 2008-A	26,580	2038	Variable	16,050	-	(16,050)	-
Series 2009-2	271,855	2039	6.4–6.6%	16,945	-	-	16,945
Series 2009-3	28,570	2039	5.8–6.2%	23,825	-	(690)	23,135
Series 2010-1	118,985	2020	5.0%	15,900	-	(15,900)	-
Series 2010-2	430,320	2040	3.8–5.5%	430,320	-	-	430,320
Series 2010-3	3,005	2040	6%	2,555	-	(65)	2,490
Series 2011-1	135,040	2034	Variable	122,010	-	(122,010)	-
Series 2011-2	101,700	2034	Variable	92,800	-	(92,800)	-
Series 2013-1	212,585	2043	2.0–5.0%	95,170	-	(81,435)	13,735
Series 2013-2	71,970	2043	0.4–4.3%	58,200	-	(26,190)	32,010
Series 2013-3	24,640	2043	4.0–5.0%	1,380	-	(435)	945
Series 2014-1	293,890	2044	3.0–5.0%	147,675	-	(80,850)	66,825
Series 2014-3	67,635	2029	2.0–5.0%	50,680	-	(22,045)	28,635
Series 2014-4	157,855	2025	0.2–3.4%	30,540	-	(16,675)	13,865
Series 2015-1	298,795	2045	4.0–5.0%	298,795	-	(31,915)	266,880
Series 2015-2	191,825	2036	3.0–5.0%	179,805	-	(22,040)	157,765
Series 2017-1	165,130	2047	4.0–5.3%	165,130	-	-	165,130
Series 2017-2	19,510	2027	1.6–3.4%	16,595	-	(1,495)	15,100
Series 2017-3	187,680	2038	3.0–5.0%	160,015	-	(4,385)	155,630
Series 2018-1	37,650	2043	2.0–2.9%	37,650	-	-	37,650
Series 2019-1	208,725	2039	5%	208,725	-	-	208,725
Series 2020-1	200,840	2050	5%	200,840	-	-	200,840
Series 2020-2	129,830	2050	1.8–3.5%	129,830	-	-	129,830
Series 2020-3	319,345	2044	1.7–3.5%	319,345	-	(1,550)	317,795
Series 2020-4	329,930	2043	0.4–3.0%	-	329,930	-	329,930
Series 2021-1	312,330	2037	5.0%	-	312,330	(10,060)	302,270
Series 2021-2	46,585	2036	0.2%	-	46,585	-	46,585
Unamortized bond premium				205,039	71,803	(34,412)	242,430
Total Building Authority				3,171,334	760,648	(726,517)	3,205,465
MHEFA/MDFA							
Series A	20,000	2030	Variable	20,000	-	-	20,000
Total MHEFA/MDFA				20,000	-	-	20,000
WCCC MHEFA/MDFA							
Series 2005-D	99,325	2029	5.0–5.3%	475	-	(50)	425
Unamortized bond premium				25	-	(5)	20
Total WCCC MHEFA/MDFA				500	-	(55)	445
MDFA							
Clean renewable energy bonds	1,625	2027	3.50%	669	-	(97)	572
Total bonds payable				3,192,503	760,648	(726,669)	3,226,482
Notes payable				1,486	-	(1,486)	-
Total long-term debt				\$3,193,989	\$ 760,648	\$ (728,155)	\$3,226,482

Pledged Revenues

The University is obligated under its contracts for financial assistance, management and services with the Building Authority to collect rates, rents, fees and other charges with respect to such facilities sufficient to pay principal and interest on the Building Authority's bonds and certain other costs such as insurance on such facilities.

The University's spendable cash and investments secures the obligations of the University with respect to the MHEFA/MDFA Series A Bonds. The University is required to certify annually that there are sufficient funds in spendable cash and investments to cover the debt service on the Series A Bonds.

Principal and Interest

Principal and interest, which is estimated using rates in effect at June 30, 2022, on bonds and notes payable for the next five fiscal years and in subsequent five-year periods are presented in **Table 27** (\$ in thousands):

TABLE 27 – Principal and Interest on Long-term Debt

(\$ in thousands)

Fiscal year	Bonds – principal	Bonds – interest	Bonds – interest subsidy*	Direct placement bonds – principal	Direct placement bonds – interest	Notes payable – principal	Notes payable – interest	Total
2023	\$ 112,180	\$ 139,501	\$ (7,224)	\$ -	\$ 763	\$ 5,000	\$ 2,302	\$ 252,522
2024	123,166	133,162	(6,993)	-	754	10,000	1,086	261,175
2025	121,066	128,515	(6,729)	1,655	718	15,000	824	261,049
2026	117,306	123,556	(6,445)	1,690	684	20,000	453	257,244
2027	120,391	118,345	(6,153)	1,725	649	20,100	111	255,168
2028–2032	666,340	507,601	(25,992)	1,760	3,695	84,000	-	1,237,404
2033–2037	670,425	361,359	(15,989)	8,355	2,709	-	-	1,026,859
2038–2042	661,135	206,094	(4,110)	20,110	1,225	-	-	884,454
2043–2047	427,085	90,157	-	2,355	47	-	-	519,644
2048–2052	204,550	27,327	-	-	-	-	-	231,877
2053–2057	23,669	592	-	-	-	-	-	24,261
Total	\$3,247,313	\$1,836,209	\$ (79,635)	\$ 37,650	\$ 11,244	\$ 154,100	\$ 4,776	\$5,211,657

* These interest rate subsidies are provided by the United States Government related to the Authority's issuance of bonds under the Build America Bond ("BAB") program. Under the BAB program, the Government provides a direct subsidy of the interest rate paid to bondholders up to 35%. The University's November 1, 2021, and May 1, 2022 subsidy payments related to the Senior Series 2009-2 Project Revenue Build America Bonds and the Senior Series 2010-2 Project Revenue Build America Bonds were 32.94% and 33.00%, respectively. For fiscal year 2023 through fiscal year 2043, the estimated subsidy reflected in the table above is 33.00%.

Bond Activity

In FY2022, the University issued \$188.7 million of Senior Series 2022-1 Project Revenue Bonds and \$211.3 million of Senior Series 2022-2 Project Revenue Bonds.

In FY2021, the University issued \$312.3 million of Refunding Revenue Bonds, Series 2021-1 and \$376.5 million of federally taxable Refunding Revenue Bonds, Series 2020-4 and 2021-2. The refunding bonds refunded the 2008-1, 2008-A, 2011-1 and the 2011-2 bonds in the amount of \$358.4 million, the 2013-2 and 2014-1 bonds in the amount of \$26.8 million, and the 2013-1, 2013-2, 2014-1, 2014-3 and 2015-1 bonds in the amount of \$200.1 million. The University escrowed funds sufficient to provide for all future debt service payments on the refunded bonds until the bonds are called. These advanced refunded bonds are considered defeased and, accordingly, the liability for the bonds payable and the assets held to repay the debt are not recorded in the University's financial statements.

In FY2021, the University defeased approximately \$619.0 million of bonds outstanding from refunding activities.

Bond Premium (Discount)

The University amortizes the premiums received as a reduction of interest expense over the life of the respective bond issue. In FY2022 and FY2021, the University received premiums at issuance totaling \$26.3 million and \$71.8 million, respectively.

The \$96.0 million note payable does not have a stated interest rate. As a result, this note has imputed an interest rate, which resulted in a discount of \$14.8 million to be amortized over the life of the note payable.

Interest Rate Swaps

During fiscal year 2021, the University terminated all interest rate swaps. For the year ended June 30, 2021, the Building Authority incurred fees related to its variable rate debt program totaling approximately \$582.0 thousand dollars.

Notes Payable

In FY2022, the University entered into three notes payable as part of the Brandman University acquisition agreement. A working capital note payable of \$21.1 million, a building note payable for \$37.0 million and a change in control note payable of \$96.0 million.

Commercial Paper

The maximum aggregate principal amount of commercial paper which may be outstanding at one time is \$200.0 million. The Commercial Paper Series 2013-A2 are secured by a standby liquidity facility agreement that expired on August 12, 2022 and subsequently rolled with maturity dates through January 26, 2023.

TABLE 28 – Commercial Paper

As of June 30 (\$ in thousands)

Commercial paper	As of June 30, 2020	Additions	Reductions	As of June 30, 2021	Additions	Reductions	As of June 30, 2022
Commercial paper	\$ -	\$ 31,000	\$ -	\$ 31,000	\$ 86,700	\$ (97,700)	\$ 20,000

The University incurred total fees of \$0.7 million in FY2022 and FY2021, respectively, associated with the use of commercial paper.

Line of Credit

During fiscal 2022, the University entered into line of credit agreements with Bank of America and State Street Bank with a maximum loan amount of \$75.0 million each, for a total maximum loan amount of \$150.0 million. The agreements had a maturity date of May 10, 2022.

During FY2022, the University amended the line of credit agreement with Bank of America for a maximum loan amount of \$150.0 million and allowed the State Street Bank line of credit to expire. The line of credit has a maturity date of May 1, 2023.

As of June 30, 2022, the outstanding balance on the line of credit was \$0.

12. Other Liabilities

Table 29 shows current and long-term portions of other liabilities as recorded in the Statements of Net Position (\$ in thousands):

TABLE 29 – Current Portion and Total Other Liabilities

As of June 30 (\$ in thousands)

Liabilities	As of June 30, 2021	Current portion as of June 30, 2021	As of June 30, 2022	Current portion as of June 30, 2022
Compensated absences*	\$ 121,440	\$ 97,562	\$ 129,152	\$ 104,112
Workers' compensation*	18,538	2,541	19,656	3,544
Unearned revenues	142,951	96,685	180,763	120,833
Advances and deposits	19,734	5,441	19,262	5,232
Other liabilities	136,675	70,396	139,995	82,066

* The University includes compensated absences and workers' compensation short-term liabilities within accounts payable and accrued expenses on the Statements of Net Position.

13. Fringe Benefits

During the years ended June 30, 2022 and 2021, the Commonwealth paid \$430.9 million and \$364.9 million, respectively, for the University's portion of fringe benefit costs which includes pension expense, health insurance for active employees and retirees, and terminal leave. Of this amount, the University reimbursed the Commonwealth \$158.0 million and \$119.3 million during the years ended June 30, 2022 and 2021, respectively. The remaining portion is included in revenue as state appropriations.



14. Benefit Plans

Defined Benefit Plan

The Massachusetts State Employees' Retirement System (MSERS) is a public employee retirement system (PERS) that administers a cost-sharing multi-employer defined benefit plan covering substantially all employees of the Commonwealth including University employees.

MSERS provides retirement, disability, survivor and death benefits to members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year to five-year average annual rate of regular compensation depending on the date of hire. Benefit payments are based upon a member's age, length of creditable service, and group creditable service, and group classification. The authority for amending these provisions rests with the Legislature.

The MSERS' funding policies were established by Chapter 32 of MGL. The Legislature has the authority to amend these policies. The annuity portion of the MSERS retirement allowance is funded by employees, who contribute a percentage of their regular compensation. Costs of administering the plan are funded out of plan assets.

Member contributions for MSERS vary depending on the most recent date of membership are presented in **Table 30**:

TABLE 30 – Membership Contributions

Hire Date	% of Compensation
Prior to 1975	5% of regular compensation
1975 – 1983	7% of regular compensation
1984 – 6/30/1996	8% of regular compensation
7/1/1996 – present	9% of regular compensation except for State Police which is 12% of regular compensation
1979 – present	An additional 2% of regular compensation in excess of \$30,000

In addition, members within this group who join the system on or after April 2, 2012 will have their withholding rate reduced to 6% after achieving 30 years of creditable service.

The University makes contributions on behalf of the employees through a fringe benefit charge assessed by the Commonwealth. The fringe benefit charge amounted to \$178.9 million and \$141.7 million for the years ended June 30, 2022 and 2021, respectively. Annual covered payroll was 76.9% and 78.3% of annual total payroll for the University for the years ended June 30, 2022 and 2021, respectively.

Pension Liabilities, Pension Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to Pensions

The net pension liability as of June 30, 2022 was determined based on a measurement date of June 30, 2021 from an actuarial valuation as of January 1, 2021 rolled forward to June 30, 2021. The net pension liability measured as of June 30, 2021 was determined based on a measurement date of June 30, 2020 from an actuarial valuation as of January 1, 2020 rolled forward to June 30, 2020. There are no significant changes known which would impact the total pension liability between the measurement date and the reporting date, other than typical plan experience.

At June 30, 2022 and 2021, the University reported a liability of \$276.3 million and \$644.9 million, respectively, for its proportionate share of MSERS net pension liability, respectively. The University's proportion of the net pension liability was based on a projection of the University's long-term share of contributions to the pension plan relative to the total projected contributions of all participating entities, actuarially determined. The University's proportion of the pension plan at measurement dates of June 30, 2021 and 2020 was 2.65% and 3.76%, respectively.

For the fiscal years ended June 30, 2022 and 2021, the University recognized a net pension benefit of \$5.3 million and net pension expense of \$100.9 million, respectively.

The University reported its proportionate share of MSERS's deferred outflows of resources and deferred inflows of resources related to pensions from the following sources as of June 30, 2022 and 2021 as presented in **Tables 31** and **32** (\$ in thousands):

TABLE 31 – University's Proportionate Share of MSERS, FY2022

As of June 30, 2022 (\$ in thousands)

Pension resource	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	\$ 18,837	\$ -
Changes in proportion due to internal allocation	41,536	136,997
Employer contributions after measurement date	45,010	-
Differences between expected and actual experience	9,534	20,005
Net difference between projected and actual investment earnings on pension plan investments	-	108,331
Changes in proportion from Commonwealth	110	873
Total	\$ 115,027	\$ 266,206

TABLE 32 – University's Proportionate Share of MSERS, FY2021

As of June 30, 2021 (\$ in thousands)

Pension resource	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	\$ 36,564	\$ -
Changes in proportion due to internal allocation	60,820	12,552
Employer contributions after measurement date	31,495	-
Differences between expected and actual experience	20,519	4,173
Net difference between projected and actual investment earnings on pension plan investments	35,450	-
Changes in proportion from Commonwealth	487	1,572
Total	\$ 185,335	\$ 18,297

Amounts reported as deferred outflows of resources relating to pension resulting from the University's contributions subsequent to the measurement date will be recognized as a reduction to pension expense (benefit) in the next fiscal year. The remaining difference between the University's balances of deferred outflows and inflows of resources will be recognized in pension expense (benefit) as presented in **Table 33**:

TABLE 33 – Amortization of Pension Expense in Future Years

(\$ in thousands)

Year ended June 30	Pension
2023	\$ (43,520)
2024	(42,752)
2025	(49,171)
2026	(60,746)
Total	\$ (196,189)

Actuarial Assumptions

Significant actuarial assumptions used at each respective measurement date are presented in **Table 34**:

TABLE 34 – Actuarial Assumptions

Assumption	June 30, 2021	June 30, 2020
Investment rate of return	7.00%	7.15%
Interest rate credited to the annuity savings fund	3.50%	3.50%
Cost of living increases on the first \$13,000 per year	3.00%	3.00%
Salary increases*	4.0% to 9.0%	4.0% to 9.0%
Mortality rates:		
Pre-retirement	RP-2014 Blue Collar Employees Scale MP-2020 **	RP-2014 Blue Collar Employees Scale MP-2016 **
Post-retirement	RP-2014 Blue Collar Healthy Annuitant Scale MP-2020 **	RP-2014 Blue Collar Healthy Annuitant Scale MP-2016 **
Disability	RP-2014 Blue Collar Healthy Annuitant Scale MP-2020 ***	RP-2014 Blue Collar Healthy Annuitant Scale MP-2016 **

* Salary increases were based on analysis of past experiences depending on group and length of service

** Set forward one year for females.

*** Set forward one year

Investment Allocation

Investment assets of MSERS are with the Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2021 and 2020 are summarized in **Tables 35** and **36**:

TABLE 35 – Target Asset Allocation as of June 30, 2021

Asset class	Target allocation	Long-term expected real rate of return
Global equity	39.00%	4.80%
Core fixed income	15.00%	0.30%
Private equity	13.00%	7.80%
Portfolio completion strategies	11.00%	2.90%
Real estate	10.00%	3.70%
Value added fixed income	8.00%	3.90%
Timber / natural resources	4.00%	4.30%
Total	100.00%	

TABLE 36 – Target Asset Allocation as of June 30, 2020

Asset class	Target allocation	Long-term expected real rate of return
Global equity	39.00%	4.80%
Core fixed income	15.00%	0.70%
Private equity	13.00%	8.20%
Portfolio completion strategies	11.00%	3.20%
Real estate	10.00%	3.50%
Value added fixed income	8.00%	4.20%
Timber / natural resources	4.00%	4.10%
Total	100.00%	

Discount Rate

The discount rate used to measure the total pension liability was 7.00% and 7.15% at June 30, 2021 and 2020, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity Analysis

Table 37 illustrates the impact of a 1% change in the discount rate for the net pension liability at June 30, 2022 and 2021 (\$ in thousands):

TABLE 37 – Sensitivity Analysis of Discount

As of June 30, 2022 and 2021 (\$ in thousands)

Fiscal year ended	1% Decrease	Current discount rate	1% Increase
June 30, 2022	\$ 422,938	\$ 276,313	\$ 155,799
June 30, 2021	849,667	644,879	476,558

Defined Contribution Plan

Non-vested faculty and certain other employees of the University can opt out of MSERS and participate in a defined contribution plan, the Optional Retirement Plan (ORP), administered by the Commonwealth's Department of Higher Education. As of June 30, 2022 and 2021, there were 2,191 and 2,057 participants in the ORP, respectively. Employees contribute at the same rate as members in MSERS and the Commonwealth matches 5% of employee contributions. The Commonwealth contributed \$8.9 million and \$8.5 million in 2022 and 2021, respectively. University employees contributed \$21.3 million and \$19.6 million in 2022 and 2021, respectively.

The MSERS and ORP retirement contributions of employees who become members of MSERS or ORP after January 1, 2011 are subject to a state compensation limit. Effective January 1, 2011, the University established a defined contribution plan, the University of Massachusetts 401(a) Retirement Gap Plan (Gap Plan). Employees with MSERS or ORP membership dates after January 1, 2011 are eligible to participate in the Gap Plan. Eligible employees begin participation in the Gap Plan when their regular compensation exceeds the state compensation limit in effect for the plan year, at which point their contributions to MSERS or ORP are required to stop for the remainder of the plan year. Employee contributions to the Gap Plan are mandatory and at the same rate as MSERS and ORP; the University contributes 5%. As of June 30, 2022 and 2021, the plan assets of the Gap Plan were \$8.8 million and \$9.4 million, respectively.

In addition, UMG offers a defined contribution retirement plan. Employees working at least 20 hours a week are eligible to participate in the plan after 90 days of employment. UMG contributes 3% of each employee's eligible annual salary, as defined by the plan.

Eligible employees may contribute up to 6% of their eligible salary and the University matches their contributions. UMG's total contribution to the plan was \$2.8 million for the period from September 1, 2022 to June 30, 2022.

Other component units may opt to offer defined contribution retirement plans. These are not material in relation to the University as a whole and detailed plan information is therefore not presented.

15. Other Postemployment Benefits

The Commonwealth administers the State Retirees' Benefit Trust, a single employer defined Postemployment Benefits Other Than Pensions (OPEB) Plan (the Plan). Benefits are managed by the Group Insurance Commission (GIC) and investments are managed by the Pension Reserves Investment Management Board (PRIM).

Benefits Provided

Under Chapter 32A of the MGL the Commonwealth is required to provide certain health care and life insurance benefits for retired employees of the Commonwealth. Substantially all of the Commonwealth's employees may become eligible for these benefits if they reach retirement age while working for the Commonwealth. Eligible retirees are required to contribute a specified percentage of the health care/benefit costs, which are comparable to contributions required from employees.

Employer and employee contribution rates are set in MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2022 and 2021, the retirees' share of premium costs is between 10% – 20%, depending on the date of hire.

OPEB Liabilities, OPEB Expense, and Deferred Outflows of Resources and Deferred Inflows of Resources Related to OPEB

The total OPEB liability as of June 30, 2022 was determined based on a measurement date of June 30, 2021 from an actuarial valuation as of January 1, 2021 rolled forward to June 30, 2021. The total OPEB liability as of June 30, 2021 was determined based on a measurement date of June 30, 2020 from an actuarial valuation as of January 1, 2020 rolled forward to June 30, 2020. There are no significant changes known which would impact the total OPEB liability between the measurement date and the reporting date, other than typical plan experience.

As of June 30, 2022 and 2021, the University reported a liability of \$485.1 million and \$829.8 million, respectively, for its proportionate share of the OPEB liability. The University's proportion of the OPEB liability was based on a projection of the University's long-term share of contributions to the OPEB plan relative to the total projected contributions of all participating entities, actuarially determined. The University's proportion of the OPEB plan at measurement dates of June 30, 2021 and 2020 was 3.03% and 4.01%, respectively.

For the fiscal years ended June 30, 2022 and 2021, the University recognized a net OPEB benefit of \$35.3 million and a net OPEB expense of \$40.5 million, respectively.

The University reported its proportionate share of deferred outflows of resources and deferred inflows of resources related to OPEB from the following sources as of June 30, 2022, as shown in **Tables 38** and **39** (\$ in thousands):

TABLE 38 – University's Proportionate Share of OPEB, FY2022

As of June 30, 2022 (\$ in thousands)

OPEB resources	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	\$ 40,744	\$ 95,435
Changes in proportion due to internal allocation	82,095	353,890
Employer contributions after measurement date	21,091	-
Differences between expected and actual experience	12,384	85,400
Net difference between projected and actual investment earnings on OPEB plan investments	-	5,896
Changes in proportion from Commonwealth	544	2,107
Total	\$ 156,858	\$ 542,728

TABLE 39 – University's Proportionate Share of OPEB, FY2021

As of June 30, 2021 (\$ in thousands)

OPEB resources	Deferred outflows of resources	Deferred inflows of resources
Changes of assumptions	\$ 68,336	\$ 80,198
Changes in proportion due to internal allocation	128,426	234,735
Employer contributions after measurement date	16,539	-
Differences between expected and actual experience	22,901	20,482
Net difference between projected and actual investment earnings on OPEB plan investments	2,399	-
Changes in proportion from Commonwealth	1,258	2,818
Total	\$ 239,859	\$ 338,233

Amounts reported as deferred outflows of resources relating to OPEB resulting from the University's contributions subsequent to the measurement date will be recognized as a reduction to OPEB expense (benefit) in the next fiscal year. The remaining difference between the University's balances of deferred outflows and inflows of resources related to OPEB will be recognized in OPEB expense (benefit) as shown in **Table 40**:

TABLE 40 – Amortization of OPEB Expense in Future Years

(\$ in thousands)

Year ended June 30	Pension
2023	\$ (91,194)
2024	(81,254)
2025	(80,638)
2026	(78,302)
2027	(75,573)
Total	\$ (406,961)

Actuarial Assumptions

Significant actuarial assumptions used at the 2021 measurement date are as follows:

Long-term rate of return on investment: 7.00%

Annual healthcare cost trend rates:

Developed based on the most recent published SAO-Getzen trend rate model, version 2021_b.

Short-term: Based on review of the plan's historical trend rates during fiscal years 2020 and 2021, along with industry surveys, separately for non-Medicare and Medicare benefits. The industry surveys were used to predict short-term future per capita cost increases.

Long-term: Based on the most recent published SAO-Getzen model for trend rates beginning in 2022 and thereafter, based on the plan's long-term inflation assumption and reasonable macro-economic assumptions for the growth of health care expenditures during this period relative to the general economy. See **Table 41** for annual healthcare cost trend rates.

TABLE 41 – Annual Healthcare Cost Trend Rates

Year	Medicare benefits	Non-Medicare benefits
2021	4.40%	7.30%
2022	4.49%	7.06%
2023	4.57%	6.83%
2024	4.66%	6.59%
2025	4.75%	6.36%
2030	5.18%	5.18%
2040	5.18%	5.18%
2050	5.18%	5.18%
2060	4.83%	4.83%
2070	4.38%	4.38%
2075+	4.04%	4.04%

Getzen long run growth factors:

- Inflation: 2.50%
- Real GDP Growth: 1.50%
- Excess Medical Growth: 1.10%

Mortality rates:

RP-2014 Blue Collar Employees projected with Scale MP-2020 from the central year, with females set forward one year

Participation rates:

- 100% of employees currently electing healthcare coverage are assumed to elect coverage at retirement.
- 35% of employees currently opting out of active health coverage are assumed to elect to enroll in retiree coverages.
- 85% of current and future vested terminated participants will elect health care benefits at age 55 or if later, the participant's current age.
- Retirees who currently elect to waive their coverage are assumed to remain uncovered in the future.
- 100% of spouses are assumed to elect to continue coverage after retiree's death.
- Current non-Medicare eligible retirees and spouses (if covered) under age 65 who are in a POS/PPO plan are assumed to move to an Indemnity plan if they are Medicare eligible at 65. All others are assumed to remain in their currently elected product type (Indemnity/POS/PPO/HMO).
- Future retirees are assumed to enroll in the existing plan in the same proportion as the current retiree mix, as shown in **Table 42**. These proportions are established separately for non-Medicare and Medicare coverage for each product type.

TABLE 42 – Future Enrollment Proportions

Plan	Retirement age under 65	Retirement age over 65
Indemnity	28.0%	96.0%
POS/PPO	60.0%	0.0%
HMO	12.0%	4.0%

Significant actuarial assumptions used at the 2020 measurement date are as follows:

Long-term rate of return on investment: 7.15%

Annual healthcare cost trend rates:

Developed based on the most recent published GAO-Getzen trend rate model, version 2020_b.

Short-term: Based on review of the plan's historical trend rates during fiscal years 2019 and 2020, along with industry surveys, separately for non-Medicare and Medicare benefits. Surveys were used to predict short-term future per capita cost increases.

Long-term: Based on the most recent published SAO-Getzen model for trend rates beginning in 2024 and thereafter, based on the plan's long-term inflation assumption and reasonable macro-economic assumptions for the growth of health care expenditures during this period relative to the general economy. See **Table 43** for annual healthcare cost trend rates.

TABLE 43 – Annual Healthcare Cost Trend Rates

Year	Medicare benefits	Non-Medicare benefits
2020	4.90%	6.70%
2021	4.80%	6.60%
2022	4.70%	6.50%
2023	4.60%	6.40%
2024	4.70%	6.20%
2030	5.18%	5.18%
2040	5.18%	5.18%
2050	5.18%	5.18%
2060	4.84%	4.84%
2070	4.38%	4.38%
2075+	4.04%	4.04%

Getzen long run growth factors:

- Inflation: 2.50%
- Real GDP Growth: 1.50%
- Excess Medical Growth: 1.10%

Mortality rates:

RP-2014 Blue Collar Employees projected with Scale MP-2016 with females set forward one year

Participation rates:

- 100% of employees currently electing healthcare coverage are assumed to elect coverage at retirement.
- 35% of employees currently opting out of active health coverage are assumed to elect to enroll in retiree coverages.
- 85% of current and future vested terminated participants will elect health care benefits at age 55 or later.
- Retirees who currently elect to waive their coverage are assumed to remain uncovered in the future.
- 100% of spouses are assumed to elect to continue coverage after retiree's death.

- Current non-Medicare eligible retirees and spouses (if covered) under age 65 who are in a POS/PPO plan are assumed to move to an Indemnity plan if they are Medicare eligible at 65. All others are assumed to remain in their currently elected product type.
- Future retirees are assumed to enroll in the existing plan in the same proportion as the current retiree mix, as shown in **Table 44**. These proportions are established separately for non-Medicare and Medicare coverage for each product type.

TABLE 44 – Future Participation Rates

Plan	Retirement age under 65	Retirement age over 65
Indemnity	28.0%	96.0%
POS/PPO	60.0%	0.0%
HMO	12.0%	4.0%

Investment Allocation

Investment assets of the Plan are with the Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on OPEB plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage.

Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target asset allocation as of June 30, 2021 and 2020 are summarized in **Tables 45** and **46**:

TABLE 45 – Target Asset Allocation as of June 30, 2021

Asset class	Target allocation	Long-term expected real rate of return
Global equity	39.00%	4.80%
Core fixed income	15.00%	0.30%
Private equity	13.00%	7.80%
Portfolio completion strategies	11.00%	2.90%
Real estate	10.00%	3.70%
Value added fixed income	8.00%	3.90%
Timber / natural resources	4.00%	4.30%
Total	100.00%	

TABLE 46 – Target Asset Allocation as of June 30, 2020

Asset class	Target allocation	Long-term expected real rate of return
Global equity	39.00%	4.80%
Core fixed income	15.00%	0.70%
Private equity	13.00%	8.20%
Portfolio completion strategies	11.00%	3.20%
Real estate	10.00%	3.50%
Value added fixed income	8.00%	4.20%
Timber / natural resources	4.00%	4.10%
Total	100.00%	

Discount Rate

The discount rates used to measure the total OPEB liability as of June 30, 2021 and 2020 were 2.77% and 2.28%, respectively. These rates were based on a blend of the Bond Buyer Index rates of 2.16% and 2.21%, respectively, as of the measurement dates June 30, 2021 and 2020 and the long term rate of return on Plan investments of 7.00% and 7.15%, respectively. The Plan's fiduciary net position was not projected to be available to make all projected future benefit payments for current plan members. The projected "depletion date" when projected benefits are not covered by projected assets is 2041. Therefore, the long-term expected rate of return on plan investments was not applied to all periods of projected benefit payments to determine the total OPEB liability as of June 30, 2021 and 2020.

Sensitivity Analysis of Discount

Table 47 presents the net OPEB liability of the Commonwealth calculated using the discount rate, as well as what the net OPEB liability would be if it were calculated using a discount rate that is 1- percentage-point lower or 1-percentage-point higher than the current rate (\$ in thousands):

TABLE 47 – Sensitivity Analysis of Discount

As of June 30, 2021 and 2020 (\$ in thousands)

Fiscal year ended	1% Decrease	Current discount rate	1% Increase
June 30, 2021	\$ 576,343	\$ 485,141	\$ 411,679
June 30, 2020	934,562	829,808	697,550

Sensitivity Analysis of Healthcare Cost Trend Rate

Table 48 presents the net OPEB liability of the Commonwealth, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is 1-percentage-point lower or 1-percentage-point higher than the current healthcare cost trend rate (\$ in thousands):

TABLE 48 – Sensitivity Analysis of Healthcare Cost Trend Rate

As of June 30, 2021 and 2020 (\$ in thousands)

Fiscal year ended	1% Decrease	Current discount rate	1% Increase
June 30, 2021	\$ 397,231	\$ 485,141	\$ 599,717
June 30, 2020	673,996	829,808	1,036,817



16. Operating Expenses and Interest

Table 49 summarizes the University's operating and interest expenses by natural and functional classification for the year ended June 30, 2022 (\$ in thousands):

TABLE 49 – Operating Expenses and Interest, FY2022

For the year ended June 30, 2022 (\$ in thousands)

Expense / interest	Compensation and benefits	Supplies and services	Scholarships and fellowships	Depreciation and amortization	Interest	Total
Educational and general						
Instruction	\$ 814,334	\$ 116,028	\$ -	\$ -	\$ -	\$ 930,362
Research	320,970	230,397	-	-	-	551,367
Public service	53,090	18,559	-	-	-	71,649
Academic support	134,984	59,169	-	-	-	194,153
Student services	137,545	73,543	-	-	-	211,088
Institutional support	234,661	81,149	-	-	-	315,810
Operation and maintenance of plant	109,063	133,686	-	-	-	242,749
Depreciation and amortization	-	-	-	330,715	-	330,715
Scholarships and fellowships	-	-	121,334	-	-	121,334
Auxiliary enterprises	141,473	179,062	-	-	-	320,535
Other expenditures						
Independent operations	23,860	34,722	-	-	-	58,582
Public service activities	105,589	147,831	-	-	-	253,420
Total operating expenses	\$ 2,075,569	\$ 1,074,146	\$ 121,334	\$ 330,715	\$ -	\$ 3,601,764
Interest expense	-	-	-	-	117,244	117,244
Total operating expenses and interest	\$ 2,075,569	\$ 1,074,146	\$ 121,334	\$ 330,715	\$ 117,244	\$ 3,719,008



Table 50 summarizes the University's operating expenses and interest by natural and functional classification for the year ended June 30, 2021 (\$ in thousands):

TABLE 50 – Operating Expenses and Interest, FY2021

For the year ended June 30, 2021 (\$ in thousands)

Expense / interest	Compensation and benefits	Supplies and services	Scholarships and fellowships	Depreciation and amortization	Interest	Total
Educational and general						
Instruction	\$ 837,583	\$ 97,125	\$ -	\$ -	\$ -	\$ 934,708
Research	325,462	225,131	-	-	-	550,593
Public service	70,992	17,778	-	-	-	88,770
Academic support	147,941	51,515	-	-	-	199,456
Student services	118,152	22,955	-	-	-	141,107
Institutional support	199,746	111,883	-	-	-	311,629
Operation and maintenance of plant	115,842	105,908	-	-	-	221,750
Depreciation and amortization	-	-	-	318,828	-	318,828
Scholarships and fellowships	-	-	85,500	-	-	85,500
Auxiliary enterprises	120,690	92,809	-	-	-	213,499
Other expenditures						
Independent operations	24,101	29,384	-	-	-	53,485
Public service activities	95,425	165,272	-	-	-	260,697
Total operating expenses	\$ 2,055,934	\$ 919,760	\$ 85,500	\$ 318,828	\$ -	\$ 3,380,022
Interest expense	-	-	-	-	109,144	109,144
Total operating expenses and interest	\$ 2,055,934	\$ 919,760	\$ 85,500	\$ 318,828	\$ 109,144	\$ 3,489,166

17. Unrestricted Net Position

According to the University's reserve policy, unrestricted net position is designated for certain purposes. Below are the designations used by the University, as described in the University's policy:

- **Unexpended plant and facilities:** funds designated for capital projects, equipment and the major renovations of all existing buildings including research, education and general, and auxiliary.
- **Auxiliary enterprises:** funds related to self-supporting activities which provide non-instructional support in the form of goods and services to students, faculty, and staff upon payment of a specific user charge or fee.
- **Education and general:** funds designated for operational requirements, academic initiatives, research, faculty recruitment, and University initiatives.
- **Quasi-endowment:** funds related to unrestricted resources invested in the Foundation's pooled endowment fund, intended to be invested for the long-term unless otherwise approved by the Board of Trustees or a designated authority.
- **Stabilization:** funds designated to provide budgetary stabilization for operations due to unforeseen and/or uncontrollable circumstances to ensure responsible long-term financial stability.
- **Other unrestricted:** funds undesignated for a specific use or purpose.

Table 51 summarizes the University's unrestricted net position as of June 30, 2022 and 2021 (\$ in thousands):

TABLE 51 – Unrestricted Net Position

As of June 30, 2022 and 2021 (\$ in thousands)

Unrestricted resources	2022	2021
Unexpended plant and facilities	\$ 418,477	\$ 264,704
Auxiliary enterprises	89,237	104,751
Education and general	410,252	394,833
Quasi-endowment	379,143	475,167
Stabilization	152,667	144,684
Other unrestricted	30,023	84,424
Subtotal	1,479,799	1,468,563
Unfunded portion of pension liabilities	(427,492)	(477,841)
Unfunded portion of postretirement benefits other than pension liabilities	(871,010)	(928,182)
Total unrestricted net position	\$ 181,297	\$ 62,540

18. Commitments and Contingencies

In June 2019, the University entered into an agreement to lease property located at 200 Mount Vernon Street in Dorchester, Massachusetts to an unrelated party (the Developer). The Developer plans to develop a mixed-use opportunity at the site. Under the terms of the agreement, the developer, subject to certain contingencies, may enter into a 99-year ground lease for an initial fixed rent upfront payment of up to \$235.0 million, with a minimum payment of \$192.5 million.

As of June 30, 2022, pursuant to the agreement, the Developer has made deposits totaling \$11.0 million into an escrow account that will be applied to the initial fixed rent payment at closing. As of June 30, 2022, the \$11.0 million in funds would only be returned to the Developer if the University failed to perform at closing.

In October 2022, the \$11.0 million became a fully non-refundable deposit that has been withdrawn from escrow and released to the University without conditions. Additionally, the University has the ability to terminate the agreement at any time subject to the terms of the agreement.

The University has outstanding purchase commitments with contractors for the construction of certain facilities as of June 30, 2022 and 2021 of \$181.5 million and \$162.8 million, respectively. The University has entered an energy performance contract that is being managed by the Commonwealth's Division of Capital Asset Management and Maintenance (DCAMM) under its Clean Energy Investment Program. This project includes 32 energy conservation measures. The University has a commitment to the Commonwealth for Clean Energy Investment Program funds used through June 30, 2022 and 2021 of \$36.4 million and \$41.2 million, respectively.

From time to time, the University is involved in routine litigation that arises in the ordinary course of business. There are no significant legal proceedings to which the University is a party for which management believes the ultimate outcome would have a material adverse effect on the University's financial position.

19. Blended Component Units

Condensed information for the University's blended component units, the Building Authority, WCCC and UMG as of June 30, 2022 is presented in **Tables 52, 53 and 54** (\$ in thousands):

TABLE 52 – Condensed Information from the Statements of Net Position, FY2022

As of June 30, 2022 (\$ in thousands)

Condensed Information from the Statements of Net Position	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Capital assets, net	\$ 3,886,205	\$ (457,933)	\$ 377,949	\$ -	\$ 50,197	\$ -
Lease receivable	161,183	(8,360)	174,211	-	-	-
Other assets	787,816	213,692	141,208	-	61,097	-
Deferred outflows	109,949	(284)	8,120	-	-	-
Total assets and deferred outflows	4,945,153	(252,885)	701,488	-	111,294	-
Debt, including commercial paper	3,525,668	(200,883)	311,871	-	140,787	-
Lease liability	30,796	(10,068)	-	-	5,671	-
Other liabilities	113,860	(13,708)	14,501	-	29,201	-
Deferred inflows	64,358	(3,189)	169,128	-	-	-
Total liabilities and deferred inflows	3,734,682	(227,848)	495,500	-	175,659	-
Total net position	\$1,210,471	\$ (25,037)	\$ 205,988	\$ -	\$ (64,365)	\$ -

TABLE 53 – Condensed Information from the Statements of Revenues, Expenses, and Changes in Net Position, FY2022

For the year ended June 30, 2022 (\$ in thousands)

Condensed Information from the Statements of Revenues, Expenses, and Changes in Net Position	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Other revenues	\$ 306,884	\$ (153,122)	\$ 97,388	\$ (52,816)	\$ 101,936	\$ -
Total revenues	306,884	(153,122)	97,388	(52,816)	101,936	-
Operation and maintenance of capital assets	5,743	(1,055)	26,632	(25,118)	-	-
Depreciation	164,139	(23,001)	17,771	-	4,292	-
Interest expense	114,102	(105,069)	9,717	-	2,702	-
Other expenses	9,557	(7,714)	20,455	(27,698)	111,480	(420)
Total expenses	293,541	(136,839)	74,575	(52,816)	118,474	(420)
Increase (decrease) in net position	\$ 13,343	\$ (16,283)	\$ 22,813	\$ -	\$ (16,538)	\$ 420

TABLE 54 – Condensed Information from the Statements of Cash Flows, FY2022

For the year ended June 30, 2022 (\$ in thousands)

Condensed Information from the Statements of Cash Flows	Building Authority	Eliminations	WCCC	Eliminations	UMG	Eliminations
Net cash provided by (used in) operating activities	\$ 186,174	\$ (16,283)	\$ 2,948	\$ -	\$ (26,682)	\$ 420
Net cash provided by (used in) investing activities	(195,862)	-	(33,474)	-	-	-
Net cash provided by noncapital financing activities	-	-	-	-	2,915	-
Net cash provided by (used in) capital and other financing activities	98,007	-	33,133	-	(2,957)	-
Change in cash and cash equivalents	\$ 88,319	\$ (16,283)	\$ 2,607	\$ -	\$ (26,724)	\$ 420

Condensed information for the University's blended component units, the Building Authority and WCCC as of June 30, 2021 is presented in **Tables 55, 56 and 57** (\$ in thousands):

TABLE 55 – Condensed Information from the Statements of Net Position, FY2021

As of June 30, 2021 (\$ in thousands)

Condensed Information from the Statements of Net Position	Building Authority	Eliminations	WCCC	Eliminations
Capital assets, net	\$ 3,817,026	\$ (450,458)	\$ 372,320	\$ -
Lease receivable	161,854	(8,926)	103,414	-
Other assets	525,874	166,039	151,604	(2,544)
Deferred outflows	119,261	(941)	8,764	-
Total assets and deferred outflows	4,624,015	(294,286)	636,102	(2,544)
Debt, including commercial paper	3,236,465	(234,002)	329,798	-
Lease liability	22,320	-	-	-
Other liabilities	109,632	(29,662)	24,981	(2,544)
Deferred inflows	58,470	(3,803)	137,648	-
Total liabilities and deferred inflows	3,426,887	(267,467)	492,427	(2,544)
Total net position	\$ 1,197,128	\$ (26,819)	\$ 143,675	\$ -

TABLE 56 – Condensed Information from the Statements of Revenues, Expenses, and Changes in Net Position, FY2021

For the year ended June 30, 2021 (\$ in thousands)

Condensed Information from the Statements of Revenues, Expenses, and Changes in Net Position	Building Authority	Eliminations	WCCC	Eliminations
Other revenues	\$ 226,638	\$ (121,893)	\$ 104,756	\$ (53,591)
Total revenues	226,638	(121,893)	104,756	(53,591)
Operation and maintenance of capital assets	4,711	(5,033)	25,834	(23,782)
Depreciation	158,488	(19,510)	29,195	-
Interest expense	109,213	(104,534)	6,636	-
Other expenses	10,064	(9,821)	19,619	(29,809)
Total expenses	282,476	(138,898)	81,284	(53,591)
Increase in net position	\$ (55,838)	\$ 17,005	\$ 23,472	\$ -

TABLE 57 – Condensed Information from the Statements of Cash Flows, FY2021

For the year ended June 30, 2021 (\$ in thousands)

Condensed Information from the Statements of Cash Flows	Building Authority	Eliminations	WCCC	Eliminations
Net cash provided by (used in) operating activities	118,497	\$ 17,005	\$ 4,976	\$ -
Net cash provided by (used in) investing activities	8,381	-	(51,428)	-
Net cash provided by (used in) capital and other financing activities	(250,177)	-	47,861	-
Change in cash and cash equivalents	\$ (123,299)	\$ 17,005	\$ 1,409	\$ -

The UMass Amherst Foundation, UMass Medical School Foundation and the UMLARC are not material in relation to the other blended component units nor the University as a whole and is therefore not presented in the above condensed information.

20. Discretely Presented Component Units

As described in Note 1, UMF and UMDF are discretely presented component units. These Foundations are presented in the aggregate in the accompanying financial statements. Following is supplemental information on UMF's non-agency investments, which is not included in its entirety elsewhere in these financial statements.

This note excludes non-University agency investments in the amount of \$20.5 million and \$28.4 million as of June 30, 2022 and 2021. This note does not include investment information for UMDF assets not held by UMF given the immaterial nature of UMDF's balances and activities.

Custodial Credit Risk

UMF maintains depository, payroll, disbursement, receipt, and imprest accounts. In addition to bank account deposits, UMF held money market instruments which are classified as investments. Interest bearing and money market accounts carry Federal Deposit Insurance Corporation (FDIC) insurance up to \$250,000 per account. None of the accounts are collateralized above the FDIC insured amounts.

Concentration of Credit Risk — As of June 30, 2022 and 2021, there is no concentration of investments from one issuer equal or greater than 5% of the portfolio. Investments issued or guaranteed by the U.S. government, as well as investments in mutual funds and other pooled investments are excluded from consideration when evaluating concentration risk.

Credit Risk — UMF's investment policy allows each portfolio manager full discretion within the parameters of the investment guidelines specific to that manager. Nationally recognized statistical rating organizations, such as Standard & Poor's (S&P) assign credit ratings to security issues and issuers that indicate a measure of potential credit risk to investors.

Table 58 presents the unrated debt investments at fair value by credit quality of UMF's non-agency investment portfolio as of June 30, 2022 (\$ in thousands):

TABLE 58 – Debt Investments by Credit Quality, FY2022

As of June 30, 2022 (\$ in thousands)

Debt securities	2022	S&P rating
U.S. Treasury securities	\$ 67,367	AAA
Bond funds, including exchange traded funds	2,046	Not Rated
Total debt securities	\$ 69,413	

Table 59 presents the unrated debt investments at fair value by credit quality of UMF's non-agency investment portfolio as of June 30, 2021 (\$ in thousands):

TABLE 59 – Debt Investments by Credit Quality, FY2021

As of June 30, 2021 (\$ in thousands)

Debt securities	2021	S&P rating
U.S. Treasury securities	\$ 47,550	AAA
Total debt securities	\$ 47,550	

Interest Rate Risk — UMF's Investment Policy and Guidelines Statement establishes targets for the preferred duration of the fixed income component of the investment portfolio by asset class by limiting investments through targeted allocations to different asset classes.

Table 60 presents the fair value by investment maturity of the unrated debt investments of UMF's non-agency investment portfolio as of June 30, 2022 (\$ in thousands):

TABLE 60 – Debt Investments by Maturity, FY2022

As of June 30, 2022 (\$ in thousands)

Debt securities	Less than 1 year	1 to 5 years	6 to 10 years	More than 10 years	Total
U.S. Treasury securities	\$ -	\$ 41,264	\$ 21,381	\$ 4,722	\$ 67,367
Bond funds, including exchange traded funds	40	2,006	-	-	2,046
Total debt securities	\$ 40	\$ 43,270	\$ 21,381	\$ 4,722	\$ 69,413

Table 61 presents the fair value by investment maturity of the unrated debt investments of UMF's non-agency investment portfolio as of June 30, 2021 (\$ in thousands):

TABLE 61 – Debt Investments by Maturity, FY2021

As of June 30, 2021 (\$ in thousands)

Debt securities	2021	Investment maturity
U.S. Treasury securities	\$ 47,550	1 to 5 years
Total debt securities	\$ 47,550	



Fair Value Measurement — UMF's fair value measurement disclosure is captured in Note 4. Additional disclosure related to UMF's non-agency investments is as noted below.

Table 62 summarizes the fair value of UMF's non-agency investments by type as of June 30, 2022 (\$ in thousands):

TABLE 62 – Fair Value Hierarchy of Non-Agency Investments, FY2022

As of June 30, 2022 (\$ in thousands)

Non-agency investments	Investments measured at NAV	Investments classified in the fair value hierarchy Level 1	Investments classified in the fair value hierarchy Level 2	Investments classified in the fair value hierarchy Level 3	Total
Money market funds	\$ -	65,637	\$ -	\$ -	\$ 65,637
Debt securities					
U.S. Treasury securities	-	67,367	-	-	67,367
Bond funds, including exchange traded funds	-	2,046	-	-	2,046
Total debt securities	-	69,413	-	-	69,413
Equity securities					
Domestic equities	-	65,685	-	-	65,685
International equities	-	29,907	-	-	29,907
Total equity securities	-	95,592	-	-	95,592
Alternative investments					
Multi-strategy hedge funds					
Equity	228,635	-	-	-	228,635
Long/short	157,063	-	-	-	157,063
Fixed income	31,830	-	-	-	31,830
Absolute return	36,059	-	-	-	36,059
Real assets	8,807	-	-	-	8,807
Private equity	76,036	-	-	-	76,036
Private debt	14,686	-	-	-	14,686
Private real estate	8,388	-	-	-	8,388
Annuity & life income pooled funds	3,404	-	-	-	3,404
Total alternative investments	564,908	-	-	-	564,908
Total investments	\$ 564,908	\$ 230,642	\$ -	\$ -	\$ 795,550

Table 63 summarizes the fair value of UMF's non-agency investments by type as of June 30, 2021 (\$ in thousands):

TABLE 63 – Fair Value Hierarchy of Non-Agency Investments, FY2021

As of June 30, 2021 (\$ in thousands)

Non-agency investments	Investments measured at NAV	Investments classified in the fair value hierarchy Level 1	Investments classified in the fair value hierarchy Level 2	Investments classified in the fair value hierarchy Level 3	Total
Money market funds	\$ -	\$ 45,536	\$ -	\$ -	\$ 45,536
Debt securities					
U.S. Treasury securities	-	47,550	-	-	47,550
Total debt securities	-	47,550	-	-	47,550
Equity securities					
Domestic equities	-	85,997	-	554	86,551
International equities	-	30,690	-	-	30,690
Total equity securities	-	116,687	-	554	117,241
Alternative investments					
Multi-strategy hedge funds					
Equity	255,591	-	-	-	255,591
Long/short	167,262	-	-	-	167,262
Fixed income	35,282	-	-	-	35,282
Absolute return	17,588	-	-	-	17,588
Real assets	8,061	-	-	-	8,061
Private equity	71,503	-	-	-	71,503
Private debt	17,644	-	-	-	17,644
Private real estate	8,558	-	-	-	8,558
Annuity & life income pooled funds	3,470	-	-	-	3,470
Total alternative investments	584,959	-	-	-	584,959
Total investments	\$ 584,959	\$ 209,773	\$ -	\$ 554	\$ 795,286



Table 64 presents unfunded commitments, redemption frequency and notice period for non-agency investments that have been valued using NAV as a practical expedient as of June 30, 2022 (\$ in thousands):

TABLE 64 – Alternative Non-Agency Investments, FY2022

As of June 30, 2022 (\$ in thousands)

Alternative investments	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Common trust funds	\$ 3,404	\$ -	Daily		No lock-up restrictions
Multi-strategy hedge funds					
Equity	228,635	-	Daily to quarterly	1–90 days	Lock-up provisions range from none to 2 years.
Long/short	157,063	-	Quarterly to annual	45–90 days	Lock-up provisions range from none to 2 years.
Fixed income	31,830	-	Quarterly to semi-annual	**	No lock-up restrictions
Absolute return	36,059	-	Quarterly to annual	45–65 days	No lock-up restrictions
Real assets	8,807	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	76,036	21,115	Closed end funds	*	Not redeemable
Private debt	14,686	9,839	Closed end funds	*	Not redeemable
Private real estate	8,388	1,476	Closed end funds	*	Not redeemable
Total	\$564,908	\$ 32,430			

* UMF has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.

** Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.

Table 65 presents unfunded commitments, redemption frequency and notice period for non-agency investments that have been valued using NAV as a practical expedient as of June 30, 2021 (\$ in thousands):

TABLE 65 – Alternative Non-Agency Investments, FY2021

As of June 30, 2021 (\$ in thousands)

Alternative investments	NAV	Unfunded commitments	Redemption terms	Notice period	Redemption restrictions
Multi-strategy hedge funds					
Equity	\$ 255,591	\$ -	Daily to quarterly	1-90 days	Lock-up provisions range from none to 2 years.
Long/short	167,262	-	Quarterly to annual	45–90 days	Lock-up provisions range from none to 3 years.
Fixed income	35,282	-	Quarterly	**	Lock-up provisions range from none to 1 year.
Absolute return	17,588	-	Quarterly to annual	45–65 days	No lock-up restrictions
Real assets	8,061	-	Annual	90 days	No lock-up restrictions
Private equity and venture capital	71,503	14,498	Closed end funds	*	Not redeemable
Private debt	17,644	11,657	Closed end funds	*	Not redeemable
Private real estate	8,558	1,716	Closed end funds	*	Not redeemable
Annuity & life income pooled funds	3,470	-	Daily		No lock-up restrictions
Total	\$584,959	\$ 27,871			

* UMF has made commitments to various private equity and venture debt partnerships. The University expects these funds to be called over the next 1–5 years. Liquidity is expected to be received in the next 1–9 years.

** Includes fund(s) that restrict redemptions such that redemptions are at the sole discretion of the Fund. Redemption terms require 60 to 90 days notice.

Related Party Transactions

Members of the University's Board of Trustees and Officers may, from time to time, be associated, either directly or indirectly, with companies doing business with the University. The University requires an annual disclosure of significant financial interests in, family relationships, significant management function, or substantial business with entities doing business with the University by members of the University's Board of Trustees and Officers. When such relationships exist, measures are taken to assess potential conflicts of interest to protect the best interests of the University and ensure compliance with relevant conflict of interest laws and policy. The University's conflict of interest policy also requires, among other things, that no member of the Board of Trustees or Officer may participate in any decision in which they (or an immediate family member) has a material financial interest.

Subsequent Events

On July 7, 2022, the University entered into a public-private partnership agreement with Mass Ave Housing Partners LLC, to carry out the design, construction, financing, operation, management and maintenance of a portion of the Student Housing Project consisting of approximately 600 beds of undergraduate apartment-style housing and related infrastructure, including residential dining commons and parking and approximately 200 beds of graduate student apartment-style housing and related infrastructure, including parking.

The estimated cost of construction of the Student Housing Project is \$250.0 million.

Mass Ave Housing Partners LLC will also manage, maintain, and operate the Student Housing Facilities for a term of 65-years.

For purposes of determining the effects of subsequent events on these financial statements, management has evaluated events subsequent to June 30, 2022 and through December 15, 2022, the date on which the financial statements were issued.



Required Supplementary Information (unaudited)

For the last ten years* (\$ in thousands)

*Until a full ten year trend is compiled, the University is presenting only information for the years for which information is available.

Schedule of the University's Proportionate Share of the Net Pension Liability — Massachusetts State Employees' Retirement System

Based on the measurement date, June 30

Liability	2021	2020	2019	2018	2017	2016	2015	2014
University's proportion of the net pension liability	2.65%	3.76%	3.60%	3.09%	3.28%	3.12%	3.59%	3.49%
University's proportionate share of the net pension liability	\$ 276,313	\$ 644,879	\$ 526,739	\$ 409,319	\$ 420,234	\$ 429,871	\$ 408,418	\$ 237,134
University's covered-employee payroll	\$1,216,914	\$1,264,971	\$1,247,098	\$1,242,525	\$1,168,661	\$1,156,082	\$1,139,719	\$1,061,132
University's proportionate share of the net pension liability as a percentage of its covered-employee payroll	22.71%	50.98%	42.24%	32.94%	35.96%	37.18%	35.83%	22.35%
Plan fiduciary net position as a percentage of total pension liability	77.54%	62.48%	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%

Schedule of the University's Contributions — Massachusetts State Employees' Retirement System

For the fiscal year ended June 30

Contributions	2022	2021	2020	2019	2018	2017	2016	2015
Contractually required contribution	\$ 45,010	\$ 31,495	\$ 40,617	\$ 35,843	\$ 28,292	\$ 25,618	\$ 22,386	\$ 22,386
Contributions in relation to the contractually required contribution	(45,010)	(31,495)	(40,617)	(35,843)	(28,292)	(25,618)	(22,386)	(22,386)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
University's covered-employee payroll	\$1,318,298	\$1,216,914	\$1,264,971	\$1,247,098	\$1,242,525	\$1,168,661	\$1,156,082	\$1,139,719
Contributions as a percentage of covered-employee payroll	3.41%	2.59%	3.21%	2.87%	2.28%	2.19%	1.94%	1.96%

Schedule of the University's Proportionate Share of the Net Other Postemployment Benefits (OPEB) Liability — State Retirees' Benefit Trust

Based on the measurement date, June 30

Liabilities	2021	2020	2019	2018 (restated)	2017
University's proportion of the net OPEB	3.03%	4.01%	5.43%	4.82%	4.67%
University's proportionate share of the net OPEB	\$ 485,141	\$ 829,808	\$ 992,991	\$ 895,669	\$ 817,357
University's covered-employee payroll	\$1,216,914	\$1,264,971	\$1,247,098	\$1,242,525	\$1,168,661
University's proportionate share of the net OPEB as a percentage of its covered-employee payroll	39.87%	65.60%	79.62%	72.08%	69.94%
Plan fiduciary net position as a percentage of total OPEB liability	10.70%	6.40%	6.96%	6.01%	4.80%

Schedule of the University's Contributions — State Retirees' Benefit Trust

For the fiscal year ended June 30

Contributions	2022	2021	2020	2019	2018
Contractually required contribution	\$ 21,091	\$ 16,538	\$ 21,040	\$ 26,137	\$ 21,421
Contributions in relation to the contractually required contribution	(21,091)	(16,538)	(21,040)	(26,137)	(21,421)
Contribution deficiency (excess)	\$ -	\$ -	\$ -	\$ -	\$ -
University's covered-employee payroll	\$1,318,298	\$1,216,914	\$1,264,971	\$1,247,098	\$1,242,525
Contributions as a percentage of covered-employee payroll	1.60%	1.36%	1.66%	2.10%	1.72%



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University of Massachusetts

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INTERIM REPORT FORMS

Revised October 2018; Effective December 1, 2018

General instructions:

Data First forms provide evidence to support the institution's comprehensive self-study. Each of the 35 forms is on a separate spreadsheet of this Excel workbook. Much of the information requested is readily available on audited financial statements (e.g., 7.2-7.5a), yearly IPEDS surveys (7.1, 8.1), College Scorecard (5.3), National Student Clearinghouse reports (8.2), and other institutional reports and publications. Institutions that do not submit IPEDS or participate in the Clearinghouse should contact Commission staff for guidance about how to complete these sections of the forms.

When entering financial data, please round to the nearest thousand. If your institution tabulates data in a different way from what is requested on the form, clearly explain your methodology on the form and report the data in the way that is consistent with your institution's normal practices.

In the following forms, the column "**Current Year**" refers to the year in which the report is submitted to the Commission. On the Revenues and Expenses form, please make sure the information is consistently presented from year to year, including the "Current Year" and the "Next Year Forward" columns. For example, if depreciation is allocated in the "Most Recently Completed Year" column, it should also be allocated in the "Current Year" column.

Cells shaded **green** indicate where data should be entered. Cells with a dash ("-") or a zero (\$0) indicate where figures will be calculated automatically based on data entered in other cells.

Interim Report forms are protected to ensure that they are not inadvertently changed, and cells containing certain formulas are locked. However, you are encouraged to **add rows to insert additional information as needed or adjust column widths**. To do so, unprotect the spreadsheet by selecting the "Protection" option from the "Tools" menu. **The required password is "ark" (lower case, no quotation marks).**

Instructions and definitions are embedded in each form. To see the instructions, move the mouse on top of red boxes with a **?**. This version of the Interim Report forms has been formatted to print the forms only. If you wish to print the forms with their accompanying instructions, you can find a specially formatted version of Interim Report forms on the Commission website: <http://neche.org>.

Additional guidance about completing the forms for Standard 8, *Educational Effectiveness*, can be found in the Statement on Student Achievement and Success Data Forms, available on the NECHE website.

If you have questions about completing the Interim Report forms, please call a member of the Commission staff for assistance.

INTERIM REPORT FORMS GENERAL INFORMATION

Institution Name:

OPE ID:

		Annual Audit	
Financial Results for Year Ending:	<input type="text" value="06/30"/>	Certified:	Qualified
		Yes/No	Unqualified
		Yes	Unqualified
		Yes	Unqualified
		Yes	Unqualified

Most Recent Year

1 Year Prior

2 Years Prior

2021

2020

Fiscal Year Ends on: (month/day)

Budget / Plans

Current Year

Next Year

2023

2024

Contact Person:

Title:

Telephone No:

E-mail address:

Standard 1: Mission and Purposes

Attach a copy of the current mission statement.

Document	Website Location	Date Approved by the Governing Board
Institutional Mission Statement	https://www.massachusetts.edu/http://www.umass.edu/planni	02/16/2005

Standard 2: Planning and Evaluation

PLANNING

Strategic Plans

Immediately prior Strategic Plan
Current Strategic Plan
Next Strategic Plan

Year approved by governing board	Effective Dates	Website location
2013	2013-2018	https://www.umass.edu/planning/sites/default/files/Innovation-and-Impact.pdf
2018	2018-2023	https://www.umass.edu/strategicplan

Other institution-wide plans*

Master plan
Academic plan
Financial plan

Technology plan
Enrollment plan

Development plan

Year completed	Effective Dates	Website location
2012	2012-2050	https://www.umass.edu/cp/master-plan
2018	2018-2023	(incorporated in Strategic Plan)
2018	2018-2023	(incorporated in Strategic Plan)
2021	2021-2025	https://www.umass.edu/it/strategic-plan-2021
2018	2018-2023	(incorporated in Strategic Plan)
2016	2016-2020	https://www.umass.edu/planning/sites/default/files/Development-Plan.pdf

Plans for major units (e.g., departments, library)*

Mount Ida Campus Strategic Plan	2020	2020-2023	https://www.umass.edu/mountidacampus/about/strategic-plan
Diversity Strategic Plan	2015	2015-	https://www.umass.edu/diversity/our-plan
Student Affairs and Campus Life	2019	2019-	https://www.umass.edu/studentlife/sites/default/files/documents/SACL_Strategy_Map.pdf
Athletics	2019	2019-	https://umassathletics.com/feature/FlagshipFuture
Library Strategic Plan	2019	2019-2021	https://www.library.umass.edu/mission-statement-strategic-plan/

EVALUATION

Academic program review

Program review system (colleges and departments). System last updated:
Program review schedule (e.g., every 5 years)

*Insert additional rows, as appropriate.

Website location
https://www.umass.edu/oapa/program-assessment/academic-department-assessment/aqad
Generally every 7 years

Standard 3: Organization and Governance (Board and Internal Governance)

Please attach to this form:

- 1) A copy of the institution's organization chart(s).

If there is a "sponsoring entity," such as a church or religious congregation, a state system, or a corporation, describe and document the relationship with the accredited institution.

Name of the sponsoring entity

University of Massachusetts

Website location of documentation of relationship

<https://www.massachusetts.edu/about>

Governing Board

By-laws

Website location

<https://malegislature.gov/Laws/GeneralLaws/PartI/TitleXII/Chapter75/Section1A>

Board members' names and affiliations

<https://www.umassp.edu/bot/members>

Please enter any explanatory notes in the box below

The campus' academic program review is called Academic Quality Assessment and Development (AQAD). It was instituted by University of Massachusetts Board of Trustees in 1998.

Standard 3: Organization and Governance
(Locations and Modalities)

Campuses, Branches and Locations Currently in Operation (See definitions in comment boxes)

(Insert additional rows as appropriate.)

	Location (City, State/Country)	Date Initiated	Enrollment*		
			2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
✓ Main campus	Amherst, MA	2/5/1905	37,157	37,123	37,946
✓ Other principal campuses					
✓ Branch campuses (US)					
✓ Other instructional locations (US)	West Barnstable, MA (Cape Cod CC)	9/1/1983	6	4	2
	Worcester, MA (UMass Medical School)	9/1/1990	36	40	44
	Shrewsbury, MA (UMass Collaborative Services	9/1/2000	69	70	68
	Boston, MA (Office of the President)	9/1/2013	101	117	130
	Springfield, MA (UMass Center)	7/1/2014	217	223	171
	Newton, MA (Mount Ida Campus)	6/1/2018	32	27	29
	Amherst, MA (Amherst Regional HS)	9/1/2010	1	1	1
	Amherst, MA (Amherst Regional MS)	9/1/2005	2	1	2
	Athol, MA (Athol HS)	9/1/2004	0	0	0
	Belchertown, MA (Belchertown HS)	9/1/2016	0	0	0
	Belchertown, MA (Jabish Brook Middle School)	9/1/2016	1	0	0
	Easthampton, MA (Easthampton HS)	9/1/2014	1	0	1
	Easthampton, MA (Easthampton MS)	9/1/2014	0	0	0
	Gloucester, MA (Gloucester HS)	9/1/2021	0	1	0
	Granby, MA (Granby Junior/Senior HS)	9/1/2022	0	0	0
	Great Barrington, MA (Monument Mountain Regio	9/1/2013	0	2	0
	Greenfield, MA (Greenfield HS)	9/1/2011	1	1	2
	Greenfield, MA (Greenfield MS)	9/1/2008	0	0	1
	Hadley, MA (Hopkins Academy)	9/1/2016	2	0	0
	Northampton, MA (Northampton HS)	9/1/2002	0	1	1
	Northfield, MA (Pioneer Valley Regional School)	9/1/2008	0	0	0
	Orange, MA (Ralph C. Mahar Regional School)	9/1/2004	0	0	0
	Shelburne Falls, MA (Mohawk Trail Regional Scho	9/1/2008	1	2	2
	South Deerfield, MA (Frontier Regional School)	9/1/2008	2	3	2
	South Hadley, MA (Michael E Smith MS)	9/1/2005	0	1	1
	South Hadley, MA (South Hadley HS)	9/1/2013	0	1	0
	Springfield, MA (John J Duggan MS)	2/10/1998	2	0	0
	Springfield, MA (Springfield Central HS)	9/1/1996	2	3	5
	Springfield, MA (Springfield Renaissance School)	9/1/2006	0	3	5
	Springfield, MA (Roger L. Putnam Vocational-Tech	9/1/2012	2	0	0
	Springfield, MA (Springfield High School of Scienc	9/1/2017	2	0	0
	Springfield, MA (STEM Middle Academy)	9/1/2014	2	3	2
	Turners Falls, MA (Franklin County Regional Tech	9/1/2016	0	2	1
	Warren, MA (Quaboag Regional MS/HS)	9/1/2022	0	0	1
	Westhampton, MA (Hampshire Regional School)	9/1/2010	0	0	0
✓ Branch campuses (overseas)					
✓ Other instructional locations (overseas)					

Educational modalities

	Number of programs	Date First Initiated	Enrollment*		
			2 years prior (FY 2021)	1 year prior (FY 2022)	Current year (FY 2023)
Distance Learning Programs	0				
Programs 50-99% on-line	29	1999	4,300	4,399	4,034
Programs 100% on-line	NA				
Correspondence Education	NA				
Low-Residency Programs	NA				
Competency-based Programs	NA				
Dual Enrollment Programs	NA				
Contractual Arrangements involving the award of credit	NA				

*Enter the annual unduplicated headcount for each of the years specified below.

Please enter any explanatory notes in the box below

Enrollment is annual enrollment, as submitted on the CIHE Annual reports. Number of distance programs is as of FY 2023. All distance programs can be completed fully online.

Standard 4: The Academic Program
(Summary - Degree-Seeking Enrollment and Degrees)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Associate's	Bachelor's	Master's	Clinical doctorates (e.g., Pharm.D., DPT, DNP)	Professional doctorates (e.g., Ed.D., Psy.D., D.B.A.)	M.D., J.D., DDS	Ph.D.	Total Degree-Seeking
Main Campus FT	43	22,473	1,549	24			899	24,988
Main Campus PT	2	550	542	5			1,636	2,735
Other Principal Campus FT		135	57					192
Other Principal Campus PT			235					235
Branch campuses FT								0
Branch campuses PT								0
Other Locations FT								0
Other Locations PT								0
Overseas Locations FT								0
Overseas Locations PT								0
Distance education FT		178	214	29			0	421
Distance education PT		730	1,955	95			0	2,780
Correspondence FT								0
Correspondence PT								0
Low-Residency FT								0
Low-Residency PT								0
Unduplicated Headcount Total	45	24,066	4,552	153	0	0	2,535	31,351
Total FTE	43.3	24,228.7	3,644.2	121.7	0.0	0.0	1,692.7	29,730.5
Enter FTE definition:	1 FTE = 15 credits		1 FTE = 9 credits					
Degrees Awarded, Most Recent Year	21	6,276	1,752	46	0	0	349	8,444

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Enrollment is for Fall 2022. Degrees awarded is for 2021-22 (September 2021, February and May 2022 degrees).
 For associate degree and bachelor's students, full-time is defined as 12 credits or more, 1 FTE = 15 credits.
 For master's, doctorates and Ph.D., full-time is defined as 9 credits or more. Students working on their thesis/dissertation are enrolled for 3 credits and counted as part-time. 1 FTE = 9 credits.
 Master's includes the education specialist degree program.

Standard 4: The Academic Program
(Summary - Non-degree seeking Enrollment and Awards)

Fall Enrollment* by location and modality, as of Census Date

Degree Level/ Location & Modality	Title IV-Eligible Certificates: Students Seeking Certificates	Non-Matriculated Students	Visiting Students	Total Non-degree-Seeking	Total degree-seeking (from previous page)	Grand total
Main Campus FT		8	90	98	24,988	25,086
Main Campus PT		58	4	62	2,735	2,797
Other Principal Campus FT				0	192	192
Other Principal Campus PT				0	235	235
Branch campuses FT				0		0
Branch campuses PT				0		0
Other Locations FT		0		0		0
Other Locations PT		1		1		1
Overseas Locations FT				0		0
Overseas Locations PT				0		0
Distance education FT		69		69	421	490
Distance education PT		648		648	2,780	3,428
Correspondence FT				0		0
Correspondence PT				0		0
Low-Residency FT				0		0
Low-Residency PT				0		0
Unduplicated Headcount Total	0	784	94	878	31,351	32,229
Total FTE	0.0	366.5	92.3	458.8	29,730.5	30,189.3
Enter FTE definition: Certificates Awarded, Most Recent Year			Ugrad level: 1 FTE = 15 credits, Grad level: 1 FTE = 9 credits			

Notes:

- 1) Enrollment numbers should include all students in the named categories, including students in continuing education and students enrolled through any contractual relationship.
- 2) Each student should be recorded in only one category, e.g., students enrolled in low-residency programs housed on the main campus should be recorded only in the category "low-residency programs."
- 3) Please refer to form 3.2, "Locations and Modalities," for definitions of locations and instructional modalities.

* For programs not taught in the fall, report an analogous term's enrollment as of its Census Date.

Please enter any explanatory notes in the box below

Enrollment is for Fall 2022.

Visiting Students includes students at UMass Amherst on exchange. Non-Matriculated Students includes all other non-degree seeking students.

Standard 4: The Academic Program
(Headcount by UNDERGRADUATE Program Type)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)
Certificate	450	548	567		
Associate	98	66	74	80	80
Baccalaureate	23,809	23,818	23,873	24,031	23,879
Other (Non-Degree)	302	349	284	280	211
Total Undergraduate	24,209	24,233	24,231	24,391	23,959

Standard 4: The Academic Program
(Headcount by GRADUATE Program Type)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
For Fall Term, as of Census Date	(Fall 2019)	(Fall 2020)	(Fall 2021)	(Fall 2022)	(Fall 2023)
Master's	3,689	3,999	4,383	4,552	4,552
Doctorate	2,549	2,565	2,579	2,535	2,535
First Professional	231	219	186	153	153
Other (Non-Degree)	672	626	666	598	598
Other (Certificate)	115	157	198		200
Total Graduate	7,141	7,409	7,814	7,838	7,838

Standard 4: The Academic Program
(Credit Hours Generated at the Undergraduate and Graduate Levels)

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(AY 2020)	(AY 2021)	(AY 2022)	(AY 2023)	(AY 2024)
Undergraduate	746,186.0	761,191.5	746,921.5	764,496.0	757,480.3
Graduate	102,329.0	108,751.5	114,011.0	117,201.0	117,201.0
Total	848,515	869,943	860,933	881,697	874,681

Please enter any explanatory notes in the box below

Enrollment in certificate programs is not tracked. Therefore, certificates awarded are shown here and are not included as part of the total undergraduate enrollment (these students were enrolled in other majors, or were non-degree students). For certificates only, each column represents an academic year (e.g. Fall 2019 is AY 2019-20).

For credit hours generated, all course types are included (lecture, seminar, independent study, practicum, dissertation, etc.) Undergraduate includes credit hours generated by 100-, 200-, 300-, and 400-level courses, as well as 500-level courses taken by undergraduate students. Graduate includes credit hours generated by 600-, 700- and 800-level courses, as well as 500-level courses taken by graduate students. Courses offered through University Without Walls are included.

Standard 4: The Academic Program (Information Literacy sessions)

Main campus

Sessions embedded in a class - Librarian provided (online or hybrid)

Sessions embedded in a class - Instruction module (online)

Free-standing sessions - Librarian provided (face-to-face)

Free-standing sessions - Workshops (face-to-face, online or hybrid)

33	380	30		
141	2,059	1,758		
401	0	432		
0	66	133		

Branch/other locations

Sessions embedded in a class

Free-standing sessions

Online sessions

URL of Information Literacy Reports

n/a				
-----	--	--	--	--

Standard 5: Students

(Admissions, Fall Term)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit Seeking Students Only - Including Continuing Education

	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
Associates Degree					
Completed Applications	98	79	107	71	70
Applications Accepted	78	65	79	59	55
Applications Enrolled	42	31	43	30	30
% Accepted of Applied	79.6%	82.3%	73.8%	83.1%	78.6%
% Enrolled of Accepted	53.8%	47.7%	54.4%	50.8%	54.5%
Freshmen - Undergraduate					
Completed Applications	42,082	40,266	42,478	45,403	50,000
Applications Accepted	26,834	26,295	27,832	28,831	27,500
Applicants Enrolled	5,733	5,036	4,851	5,573	5,350
% Accepted of Applied	63.8%	65.3%	65.5%	63.5%	55.0%
% Enrolled of Accepted	21.4%	19.2%	17.4%	19.3%	19.5%
Percent Change Year over Year					
Completed Applications	na	-4.3%	5.5%	6.9%	10.1%
Applications Accepted	na	-2.0%	5.8%	3.6%	-4.6%
Applicants Enrolled	na	-12.2%	-3.7%	14.9%	-4.0%
Average of statistical indicator of aptitude of enrollees: (define below)					
Average High School GPA	3.9	3.93	3.99	4.02	4.03
Average Combined SAT score (see note)	1292	1290	1352	1358	1360
Average ACT	28.8	29.0	30.5	30.3	30.5
Transfers - Undergraduate					
Completed Applications	3,681	3,681	3,589	3,288	3,500
Applications Accepted	2,416	2,605	2,577	2,317	2,450
Applications Enrolled	1,411	1,424	1,480	1,224	1,300
% Accepted of Applied	65.6%	70.8%	71.8%	70.5%	70.0%
% Enrolled of Accepted	58.4%	54.7%	57.4%	52.8%	53.1%
Postgraduate - Undergraduate					
Completed Applications	341	328	289	215	250
Applications Accepted	183	199	202	161	175
Applications Enrolled	91	103	108	87	90
% Accepted of Applied	53.7%	60.7%	69.9%	74.9%	70.0%
% Enrolled of Accepted	49.7%	51.8%	53.5%	54.0%	51.4%

Master's Degree

?

Completed Applications	5,672	6,558	6,220	6,811	7,000
Applications Accepted	2,891	3,665	3,600	3,465	3,500
Applications Enrolled	1,337	1,644	1,635	1,583	1,700
% Accepted of Applied	51.0%	55.9%	57.9%	50.9%	50.0%
% Enrolled of Accepted	46.2%	44.9%	45.4%	45.7%	48.6%

First Professional Degree

?

Completed Applications	147	132	126	81	125
Applications Accepted	96	92	81	61	80
Applications Enrolled	59	46	41	24	30
% Accepted of Applied	65.3%	69.7%	64.3%	75.3%	64.0%
% Enrolled of Accepted	61.5%	50.0%	50.6%	39.3%	37.5%

Doctoral Degree

?

Completed Applications	3,833	4,228	4,406	4,599	4,900
Applications Accepted	1,022	1,032	1,070	1,072	1,100
Applications Enrolled	417	378	398	396	400
% Accepted of Applied	26.7%	24.4%	24.3%	23.3%	22.4%
% Enrolled of Accepted	40.8%	36.6%	37.2%	36.9%	36.4%

Please enter any explanatory notes in the box below

All numbers include students in University Without Walls.
 Associates degree include all students applying to associate degree programs (first-year and transfer).
 Postgraduate includes all students entering a program after completion of a bachelor's degree. Includes specific post-baccalaureate programs in Nursing and Sustainable Food and Farming (~90% of applicants).
 The campus became test optional for undergraduate students for the FY 2022 (Fall 2021) admissions cycle.
 Master's includes Education Specialist (Ed.S.) students.
 First Professional Degree includes Doctor of Audiology (Au.D.) and Doctoral of Nursing Practice (DNP).

**Standard 5: Students
(Enrollment, Fall Term)**

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

?

Credit-Seeking Students Only - Including Continuing Education

		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Goal (specify year) (FY 2024)
UNDERGRADUATE						
First Year	Full-Time Headcount	5,847	5,121	5,190	5,741	5,622
	Part-Time Headcount	71	93	89	69	69
	Total Headcount	5,918	5,214	5,279	5,810	5,691
	Total FTE	6,234.5	5,436.3	5,496.6	6,066.8	5,817.0
Second Year	Full-Time Headcount	5,382	5,622	5,489	5,236	5,608
	Part-Time Headcount	190	272	139	111	111
	Total Headcount	5,572	5,894	5,628	5,347	5,719
	Total FTE	5,901.0	6,147.0	5,824.6	5,622.1	5,819.0
Third Year	Full-Time Headcount	5,357	5,545	5,756	5,576	5,500
	Part-Time Headcount	454	476	438	350	350
	Total Headcount	5,811	6,021	6,194	5,926	5,850
	Total FTE	5,881.3	6,100.6	6,177.2	5,965.0	5,838.0
Fourth Year	Full-Time Headcount	5,649	5,708	5,842	6,119	5,747
	Part-Time Headcount	765	855	802	738	738
	Total Headcount	6,414	6,563	6,644	6,857	6,485
	Total FTE	6,151.5	6,313.9	6,318.4	6,465.8	6,439.0
Unclassified	Full-Time Headcount	256	216	262	248	222
	Part-Time Headcount	238	325	224	203	203
	Total Headcount	494	541	486	451	425
	Total FTE	327.5	316.3	331.9	303.4	286.0
Total Undergraduate Students						
	Full-Time Headcount	22,491	22,212	22,539	22,920	22,699
	Part-Time Headcount	1,718	2,021	1,692	1,471	1,471
	Total Headcount	24,209	24,233	24,231	24,391	24,170
	Total FTE	24,495.7	24,314.1	24,148.8	24,423.1	24,199
% Change FTE Undergraduate		na	-0.7%	-0.7%	1.1%	-0.9%
GRADUATE						
	Full-Time Headcount	2,603	2,489	2,720	2,848	2,848
	Part-Time Headcount	4,538	4,920	5,094	4,990	4,990
	Total Headcount	7,141	7,409	7,814	7,838	7,838
	Total FTE	5,311.8	5,378.9	5,654.7	5,766.2	5,766.0
% Change FTE Graduate		na	1.3%	5.1%	2.0%	0.0%
GRAND TOTAL						
Grand Total Headcount		31,350	31,642	32,045	32,229	32,008
Grand Total FTE		29,807.6	29,693.0	29,803.5	30,189.3	29,965
% Change Grand Total FTE		na	-0.4%	0.4%	1.3%	-0.7%

Please enter any explanatory notes in the box below

Class level is based on the number of accumulated credits (first-year = 0-26 credits, sophomore = 27-56 credits, junior = 57-86 credits, senior = 87 or more credits).

Undergraduate unclassified include postgraduate and non-degree students.

For undergraduate students, full-time is defined as 12 credits and 1 FTE = 15 credits. For graduate students, full-time is defined as 9 credits and 1 FTE = 9 credits. Students working on their thesis/dissertation are enrolled for 3 credits and counted as part-time.

(Financial Aid, Debt, Developmental Courses)

Complete this form for each distinct student body identified by the institution (see Standard 5.1)

? Where does the institution describe the students it seeks to serve?

<https://www.umass.edu/gateway/umass-edge/world-class-public-research-university>
<https://www.massachusetts.edu/about>

? Three-year Cohort Default Rate

(FY 2020)	(FY 2021)	(FY 2022)
2.8	1.9	0.9

3 Years Prior	2 Years Prior	Most Recently Completed Year	Current Year	Goal (specify year)
(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)

? Student Financial Aid

Total Federal Aid	\$155,971,532	\$130,037,189	\$140,794,841	\$146,221,791	\$150,000,000
Grants	\$27,409,591	\$27,538,476	\$27,208,733	\$27,375,460	\$27,375,000
Loans	\$125,536,284	\$101,650,303	\$111,893,349	\$117,146,331	\$120,000,000
Work Study	\$3,025,657	\$848,410	\$1,692,759	\$1,700,000	\$1,700,000
Total State Aid	\$10,645,751	\$9,468,852	\$10,506,370	\$12,366,410	\$12,350,000
Total Institutional Aid	\$183,500,049	\$187,478,258	\$201,339,810	\$214,688,787	\$220,000,000
Grants	\$108,195,517	\$113,469,695	\$124,692,355	\$135,366,986	\$140,000,000
Loans	\$0	\$0	\$0	\$0	\$0
Total Private Aid	\$86,648,106	\$60,673,003	\$81,353,623	\$83,759,201	\$84,000,000
Grants	\$25,324,069	\$24,968,453	\$29,320,132	\$29,000,000	\$29,000,000
Loans	\$61,324,037	\$35,704,550	\$52,033,491	\$54,759,201	\$55,000,000

Student Debt

Percent of students graduating with debt (include all students who graduated in this calculation)

Undergraduates	63%	60%	58%		56%
Graduates	31%	30%	31%		31%
First professional students	69%	75%	74%		74%

For students with debt:

Average amount of debt for students leaving the institution with a degree

Undergraduates	\$30,742	\$29,939	\$29,471		\$29,500
Graduates	\$39,326	\$37,621	\$37,235		\$37,300
First professional students	\$68,097	\$67,635	\$55,251		\$60,000

Average amount of debt for students leaving the institution without a degree

Undergraduates	\$15,365	\$16,301	\$16,616		\$17,000
Graduate Students	\$34,242	\$31,438	\$30,329		\$30,000
First professional students	\$18,833	\$39,484	\$26,926		\$30,000

Percent of First-year students in Developmental Courses (courses for which no credit toward a degree is granted)

English as a Second/Other Language	N/A				
English (reading, writing, communication skills)	N/A				
Math	N/A				
Other					

Please enter any explanatory notes in the box below

Due to national pandemic, FY21 instruction was fully remote. Students borrowed and worked less while living with parents, thus reducing debt levels and work-study earnings. Federal repayment pause due to national emergency still in effect, reducing the repayment rate. FY23 numbers are estimates.

Standard 6: Teaching, Learning, and Scholarship
(Faculty by Category and Rank; Academic Staff by Category, Fall Term)

3 Years Prior	2 Years Prior	1 Year Prior	Current Year
(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)

? Number of Faculty by category

Full-time	1,491	1,491	1,502	1,493
Part-time	219	203	203	234
Adjunct				
Clinical	38	41	58	55
Research	51	53	63	61
Visiting	28	18	16	16
Other; specify below:				
Continuing Ed Instructor	131	124	111	116
Extension	28	26	25	23
Total	1,986	1,956	1,978	1,998
Instructional Faculty - Full-time	1,461	1,452	1,460	1,444
Instructional Faculty - Part-time	326	308	315	317
Instructional Faculty - Tenure System	1,084	1,084	1,083	1,064
Tenure-system Faculty	1,134	1,134	1,132	1,114

Percentage of Courses taught by full-time faculty

89.7%	90.9%	91.3%	89.3%
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? Number of Faculty by rank, if applicable

Professor	503	521	548	569
Associate	380	381	365	345
Assistant	349	335	319	295
Instructor	18	19	37	36
Other; specify below:				
Lecturer	618	592	614	657
Continuing Ed Instructor	118	108	95	96
Total	1,986	1,956	1,978	1,998

? Number of Academic Staff by category

Librarians	95	88	79	75
Advisors	150	144	154	147
Instructional Designers				
Other; specify below:				
Academic Coordinators	35	45	42	38
Career Services	27	35	38	38
Total	307	312	313	298

Please enter any explanatory notes in the box below

Faculty includes all employees with an EEO6 job code of faculty and anyone in the tenure system (tenured or tenure-track). This includes faculty who have administrative roles. Faculty on leave without pay are excluded.

Academic staff categories are defined by job code groups and include librarian/library support staff, advisors, academic coordinators and career services. Academic Coordinators are only included if they are affiliated with a School/College, the Learning Resource Center or the Writing Program.

Standard 6: Teaching, Learning, and Scholarship
(Appointments, Tenure, Departures, Retirements, Teaching Load Full Academic Year)

Number of Faculty Appointed

Professor
 Associate
 Assistant
 Lecturer
 Instructor
 CPE Instructor
 No rank
 Other
 Total

3 Years Prior (FY 2020)		2 Years Prior (FY 2021)		1 Year Prior (FY 2022)		Current Year (FY 2023)	
FT	PT	FT	PT	FT	PT	FT	PT
3	0	7	1	3	0	5	0
12	1	6	1	1	0	8	0
58	1	41	3	18	1	31	1
59	82	43	48	29	90	43	105
1	12	1	8	0	7	1	8
0	28	0	17	0	26	0	22
133	124	98	78	51	124	88	136

Number of Faculty in Tenured Positions

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

485	3	493	7	518	10	537	5
341		340		332		310	
1		1		1		1	
827	3	834	7	851	10	848	5

Number of Faculty Departing

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

7		6		3		2	
7		10		9		4	
12		12		18		2	
26	0	28	0	30	0	8	0

Number of Faculty Retiring

Professor
 Associate
 Assistant
 Instructor
 No rank
 Other
 Total

24		18		28		7	
4		3		3		2	
				2		1	
28	0	21	0	33	0	10	0

Please enter any explanatory notes in the box below

Faculty in tenured positions includes faculty in administrative roles and excludes faculty on leave without pay.
 Faculty departing and retiring includes all ranked faculty. FY 2023 numbers are incomplete as most departures/retirements happen just before the start of the following academic year (i.e. August 2023).

Standard 7: Institutional Resources
(Headcount of Employees by Occupational Category)

For each of the occupational categories below, enter the data reported on the IPEDS Human Resources Survey (Parts B and D1) for each of the years listed.

If your institution does not submit IPEDS, visit this link for information about how to complete this form:

https://surveys.nces.ed.gov/IPEDS/Downloads/Forms/package_1_43.pdf

	3 Years Prior			2 Years Prior			1 Year Prior			Current Year		
	(FY 2020)			(FY 2021)			(FY 2022)			(FY 2023)		
	FT	PT	Total	FT	PT	Total	FT	PT	Total	FT	PT	Total
Instructional Staff	1,461	326	1,787	1,452	308	1,760	1,460	315	1,775	1,444	317	1,761
Research Staff	249	70	319	250	78	328	261	72	333	272	68	340
Public Service Staff	27	1	28	25	1	26	24	1	25	23	0	23
Librarians	50	1	51	48	1	49	45	1	46	45	1	46
Library Technicians	42	2	44	37	2	39	33	0	33	29	0	29
Archivists, Curators, Museum staff	0	0	0	0	0	0	0	0	0	0	0	0
Student and Academic Affairs	335	68	403	339	48	387	345	47	392	346	78	424
Management Occupations	215	7	222	246	5	251	256	6	262	266	5	271
Business and Financial Operations	404	12	416	414	11	425	423	9	432	448	9	457
Computer, Engineering and Science	522	16	538	527	18	545	524	16	540	543	17	560
Community, Social Service, Legal, Arts, Design, Entertainment, Sports, and Media	287	10	297	296	7	303	299	8	307	307	8	315
Healthcare Practitioners and Technical	88	13	101	81	11	92	88	10	98	87	11	98
Service Occupations	1,260	40	1,300	558	4	562	1,132	25	1,157	1,202	21	1,223
Sales and Related Occupations	8	1	9	3	0	3	6	1	7	4	0	4
Office and Administrative Support	731	45	776	620	35	655	624	38	662	606	42	648
Natural Resources, Construction, Maintenance	279	0	279	184	1	185	251	1	252	247	1	248
Production, Transportation, Material Moving	113	4	117	74	1	75	89	2	91	92	2	94
Total	6,071	616	6,687	5,154	531	5,685	5,860	552	6,412	5,961	580	6,541

Please enter any explanatory notes in the box below

Due to the COVID-19 pandemic in FY2021, there was a workforce reduction. This reduction particularly impacted employees in the service occupation category.

Standard 7: Institutional Resources
(Statement of Financial Position/Statement of Net Assets)

Fiscal Year ends - month & day: (6/30)		2 Years Prior (FY 2020)	1 Year Prior (FY 2021)	Most Recent Year (FY 2022)	Percent Change	
					2 yrs-1 yr prior	1 yr-most recent
ASSETS (in 000s)						
?	Cash and Short Term Investments	\$285,791	\$253,161	\$348,577	-11.4%	37.7%
?	Cash held by State Treasurer	\$12,129	\$13,537	\$16,161	11.6%	19.4%
?	Deposits held by State Treasurer				-	-
?	Accounts Receivable, Net	\$58,032	\$77,401	\$118,727	33.4%	53.4%
?	Contributions Receivable, Net	\$18,448	\$22,400		21.4%	-100.0%
?	Inventory and Prepaid Expenses	\$5,365	\$6,801		26.8%	-100.0%
?	Long-Term Investments	\$234,220	\$367,497	\$369,067	56.9%	0.4%
?	Loans to Students				-	-
?	Funds held under bond agreement	\$169,024	\$94,681	\$143,841	-44.0%	51.9%
?	Property, plants, and equipment, net	\$2,137,972	\$2,123,442	\$2,116,690	-0.7%	-0.3%
?	Other Assets	\$71,704	\$54,156	\$57,463	-24.5%	6.1%
	Total Assets	\$2,992,685	\$3,013,076	\$3,170,526	0.7%	5.2%
LIABILITIES (in 000s)						
?	Accounts payable and accrued liabilities	\$138,510	\$169,454	\$182,535	22.3%	7.7%
?	Deferred revenue & refundable advances	\$45,109	\$39,651	\$59,273	-12.1%	49.5%
?	Due to state				-	-
?	Due to affiliates	\$1,566	\$29		-98.1%	-100.0%
?	Annuity and life income obligations				-	-
?	Amounts held on behalf of others				-	-
?	Long-term investments	\$1,203,126	\$1,222,295	\$1,227,602	1.6%	0.4%
?	Refundable government advances	\$7,146	\$9,097		27.3%	-100.0%
?	Other long-term liabilities	\$60,675	\$16,649	\$32,101	-72.6%	92.8%
	Total Liabilities	\$1,456,132	\$1,457,175	\$1,501,511	0.1%	3.0%
NET ASSETS (in 000s)						
	Unrestricted net assets					
	Institutional	\$1,265,025	\$1,109,981	\$1,256,249	-12.3%	13.2%
?	Foundation	\$182,454	\$344,347	\$296,306	88.7%	-14.0%
	Total	\$1,447,479	\$1,454,328	\$1,552,555	0.5%	6.8%
	Temporarily restricted net assets					
	Institutional	\$82,537	\$90,345	\$107,188	9.5%	18.6%
?	Foundation	\$4,630	\$7,183	\$5,210	55.1%	-27.5%
	Total	\$87,167	\$97,528	\$112,398	11.9%	15.2%
	Permanently restricted net assets					
	Institutional				-	-
?	Foundation	\$4,031	\$4,045	\$4,062	0.3%	0.4%
	Total	\$4,031	\$4,045	\$4,062	0.3%	0.4%
	Total Net Assets	\$1,538,677	\$1,555,901	\$1,669,015	1.1%	7.3%
	TOTAL LIABILITIES and NET ASSETS	\$2,994,809	\$3,013,076	\$3,170,526	0.6%	5.2%

Please enter any explanatory notes in the box below

Standard 7: Institutional Resources
(Statement of Revenues and Expenses)

Fiscal Year ends - month& day: (6/30)		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
OPERATING REVENUES (in 000s)						
?	Tuition and fees	\$586,915	\$596,559	\$615,859	\$659,523	\$673,228
?	Room and board					
?	Less: Financial aid	-\$160,429	-\$170,555	-\$177,889	-\$179,040	-\$190,922
	Net student fees	\$426,486	\$426,004	\$437,970	\$480,483	\$482,306
?	Government grants and contracts	\$117,564	\$132,866	\$151,551	\$164,915	\$169,812
?	Private gifts, grants and contracts	\$34,064	\$35,945	\$46,855	\$47,764	\$49,182
?	Other auxiliary enterprises	\$243,865	\$104,578	\$292,531	\$324,962	\$327,137
	Endowment income used in operations					
?	Other revenue (specify):	\$10,653	\$9,153	\$9,077	\$12,683	\$13,000
	Other revenue (specify):	\$19,644	\$17,371	\$15,110	\$15,157	\$17,345
	Net assets released from restrictions					
	Total Operating Revenues	\$852,276	\$725,917	\$953,094	\$1,045,964	\$1,058,782
OPERATING EXPENSES (in 000s)						
?	Instruction	\$443,390	\$443,081	\$471,708	\$536,362	\$557,649
?	Research	\$120,680	\$118,759	\$137,589	\$148,679	\$154,580
?	Public Service	\$21,195	\$27,709	\$24,588	\$29,130	\$30,286
?	Academic Support	\$76,915	\$83,514	\$69,487	\$91,177	\$94,796
?	Student Services	\$58,843	\$52,492	\$61,019	\$67,954	\$70,651
?	Institutional Support	\$91,418	\$102,400	\$101,347	\$116,734	\$121,367
	Fundraising and alumni relations					
?	Operation, maintenance of plant (if not allocated)	\$99,034	\$93,342	\$95,620	\$113,791	\$118,307
?	Scholarships and fellowships (cash refunded by public institution)	\$27,613	\$24,416	\$43,385	\$20,000	\$21,483
?	Auxiliary enterprises	\$228,870	\$151,747	\$228,960	\$239,285	\$248,782
?	Depreciation (if not allocated)	\$121,494	\$128,454	\$136,903	\$137,948	\$143,292
?	Other expenses (specify):					
	Other expenses (specify):					
	Total operating expenditures	\$1,289,452	\$1,225,914	\$1,370,606	\$1,501,059	\$1,561,192
	Change in net assets from operations	-\$437,176	-\$499,997	-\$417,512	-\$455,095	-\$502,410
NON OPERATING REVENUES (in 000s)						
?	State appropriations (net)	\$386,057	\$404,852	\$421,771	\$480,978	\$488,553
?	Investment return	\$8,889	\$11,587	-\$12,045	\$7,413	\$7,568
?	Interest expense (public institutions)	-\$39,653	-\$39,409	-\$38,983	-\$41,565	-\$41,545
	Gifts, bequests and contributions not used in operations	\$18,881	\$26,234	\$36,013	\$16,223	\$16,561
?	Other (specify):	\$6,774	\$5,953	\$5,588	\$4,804	\$4,905
	Other (specify):	\$11,374	\$13,129	\$13,170	\$8,987	\$9,175
	Other (specify):	\$44,659	\$54,654	\$78,288	\$36,199	\$36,955
	Net non-operating revenues	\$436,981	\$477,000	\$503,802	\$513,040	\$522,171
	Income before other revenues, expenses, gains, or losses	-\$195	-\$22,997	\$86,290	\$57,945	\$19,761
?	Capital appropriations (public institutions)	\$7,477	\$13,520	\$54,450	\$7,344	\$7,497
?	Other (specify):	\$734	\$26,701	-\$27,003	\$8,172	\$8,343
	TOTAL INCREASE/DECREASE IN NET ASSETS	\$8,016	\$17,224	\$113,737	\$73,461	\$35,601

Standard 7: Institutional Resources
(Statement of Debt)

FISCAL YEAR ENDS month & day (6/30)		3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
	Long-term Debt					
	Beginning balance	\$1,089,240	\$1,203,126	\$1,222,295	\$1,227,602	\$1,188,417
	Additions	\$158,199	\$26,259	\$46,805	\$0	\$30,000
	Reductions	(\$44,313)	(\$7,090)	(\$41,498)	(\$39,185)	(\$42,680)
	Ending balance	\$1,203,126	\$1,222,295	\$1,227,602	\$1,188,417	\$1,175,737
	Interest paid during fiscal year	\$39,653	\$39,409	\$38,983	\$41,565	\$41,545
	Current Portion	\$88,887	\$35,310	\$39,690	\$39,185	\$42,680
	Bond Rating	Aa2	Aa2	Aa2	Aa2	Aa2
	Debt Service Coverage Operating Income / (Annual Interest + Current Portion of Debt)	1.97	3.16	3.78	2.49	2.81
	Debt to Net Assets Ratio Long-term Debt / Total Net Assets	0.78	0.79	0.74	0.68	0.66
	Debt to Assets Ratio Long-term Debt / Total Assets	0.40	0.41	0.39	0.37	0.36

Debt Covenants: (1) Describe interest rate, schedule, and structure of payments; and (2) indicate whether the debt covenants are being met. If not being met, describe the specific covenant violation (i.e., requirement of the lender vs. actual achieved by the institution). Also, indicate whether a waiver has been secured from the lender and/or if covenants were modified.

Semi-annual payments are made to the UMass Building Authority. Payments are broken out by bond, each having their own amortization schedule. Payments consist of principal, interest and operating costs of the Authority. As part of the University Debt Policy, the ratio of debt service to operating expenses should be no greater than 8% for the University or a campus. The Amherst campus has always met this requirement and even with future borrowing, the campus is expected to remain well under the 8% cap.

Line(s) of Credit: List the institutions line(s) of credit and their uses.

No active lines of credit.

Future borrowing plans (please describe).

New borrowing will address the deferred maintenance backlog as well as new projects on the Capital Plan. The new plan addresses major deferred maintenance projects in areas that affect student and faculty experience on campus.

Standard 7: Institutional Resources
(Supplemental Data)

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
NET ASSETS					
Net assets beginning of year	\$1,530,661	\$1,538,677	\$1,555,278	\$1,669,015	\$1,742,476
Total increase/decrease in net assets	\$8,016	\$17,224	\$113,737	\$73,461	\$35,601
Net assets end of year	\$1,538,677	\$1,555,901	\$1,669,015	\$1,742,476	\$1,778,077
FINANCIAL AID					
Source of funds					
Unrestricted institutional	\$112,977	\$117,702	\$128,700	\$136,266	\$145,260
Federal, state and private grants	\$33,807	\$34,687	\$34,828	\$36,401	\$38,803
Restricted funds	\$3,307	\$3,686	\$3,899	\$3,927	\$4,186
Total	\$150,091	\$156,075	\$167,427	\$176,594	\$188,249
% Discount of tuition and fees	25.6%	26.2%	27.2%	26.8%	28.0%
? % Unrestricted discount	19.2%	19.7%	20.9%	20.7%	21.6%
Net Tuition Revenue per FTE	\$18,010	\$18,183	\$18,803	\$20,263	\$20,597
FEDERAL FINANCIAL RESPONSIBILITY COMPOSITE SCORE					
	NA	NA	NA	NA	
Please indicate your institution's endowment spending policy: <div style="background-color: #e0ffe0; height: 100px; border: 1px solid black; margin-top: 5px;"></div>					
Please enter any explanatory notes in the box below. <div style="background-color: #e0ffe0; height: 100px; border: 1px solid black; margin-top: 5px;"></div>					

**Standard 7: Institutional Resources
(Liquidity)**

FISCAL YEAR ENDS month & day (6/30)	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	Most Recently Completed Year (FY 2022)	Current Year (FY 2023)	Next Year Forward (FY 2024)
CASH FLOW					
Cash and Cash Equivalents beginning of year	\$317,892	\$462,596	\$353,934		
Cash Flow from Operating Activities	(\$626,986)	(\$580,160)	(\$677,368)		
Cash Flow from Investing Activities	\$45,290	(\$222,830)	(\$108,096)		
Cash Flow from Financing Activities	\$726,400	\$694,328	\$1,127,580		
Cash and Cash Equivalents end of year	\$462,596	\$353,934	\$696,050	\$0	\$0
LIQUIDITY RATIOS					
Current Assets	\$1,156,836	\$1,172,142	\$1,347,213		
Current Liabilities	\$680,069	\$740,806	\$783,441		
Current Ratio	1.70	1.58	1.72	0.00	0.00
Days Cash on Hand ((Cash and Cash Equivalents / [Operating Expenses + Depreciation and other noncash expenses]) / 365)	47.56	36.84	67.86		
<p>Please enter any explanatory notes in the box below that may impact the institution's cash flow.</p> <p>We do not produce a cash flow statement at the campus level (just a rollup at the system). The above numbers are the rollup of the entire system.</p>					
<p>Has the institution needed to access its restricted net assets or liquidate other financial assets to fund operations? If so, please describe and indicate when approvals (if required) were obtained from the state's authority.</p>					
<p>Please enter any explanatory notes in the box below.</p>					

Standard 8: Educational Effectiveness
(Undergraduate Retention and Graduation Rates)

Student Success Measures/ Prior Performance and Goals	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
IPEDS Retention Data					
Cohort Year	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
Associate degree students	80%*	72%*	83%**	85%*	85%
Bachelors degree students	91%	89%	91%	90%	91%
IPEDS Graduation Data (150% of time)					
Cohort Year	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Associate degree students	70%*	57%*	63%*	63%*	67%
Cohort Year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
Bachelors degree students	82%	83%	84%	83%	84%
IPEDS Outcomes Measures Data					
Cohort Year	2011-12	2012-13	2013-14	2014-15	2015-16
First-time, full time students					
Awarded a degree within six years	77%	79%	81%	83%	83%
Awarded a degree within eight years	78%	80%	82%	83%	84%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%
First-time, part-time students					
Awarded a degree within six years	11%**	13%**	57%**	40%**	50%
Awarded a degree within eight years	11%**	13%**	57%**	40%**	50%
Not awarded within eight years but still enrolled	0%**	0%**	0%**	0%**	0%
Non-first-time, full-time students					
Awarded a degree within six years	79%	78%	78%	81%	82%
Awarded a degree within eight years	80%	79%	79%	81%	83%
Not awarded within eight years but still enrolled	0%	0%	0%	0%	0%
Non-first-time, part-time students					
Awarded a degree within six years	62%	58%	60%	60%	60%
Awarded a degree within eight years	62%	61%	62%	61%	60%
Not awarded within eight years but still enrolled	0%	1%	1%	1%	0%
Other Undergraduate Retention/Persistence Rates (Add definitions/methodology in #1 below)					
Cohort Year	Fall 2018	Fall 2019	Fall 2020	Fall 2021	Fall 2022
1-yr retention bachelor's degree students - Female	92%	90%	90%	90%	90%
1-yr retention bachelor's degree students - URM	86%	85%	88%	83%	85%
1-yr retention bachelor's degree students - ALANA	89%	88%	90%	88%	89%
1-yr retention bachelor's degree students - First generation	87%	87%	87%	85%	86%
1-yr retention bachelor's degree students - Pell grant recipients	86%	87%	88%	87%	87%
Cohort Year	Fall 2017	Fall 2018	Fall 2019	Fall 2020	Fall 2021
Persistence to 3rd year for bachelor's degree students	87%	87%	86%	86%	86%
Cohort Year	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020
Persistence to 4th year for bachelor's degree students	82%	80%	80%	81%	81%

Other Undergraduate Graduation Rates (Add definitions/methodology in # 2 below)					
Cohort Year	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019
4-yr graduation rate (100% of time) bachelor's students	77%	76%	76%	75%	76%
4-yr graduation rate bachelor's students - Female	82%	81%	81%	79%	79%
4-yr graduation rate bachelor's students - URM	69%	68%	67%	64%	64%
4-yr graduation rate bachelor's students - ALANA	71%	72%	72%	70%	70%
4-yr graduation rate bachelor's students - First generation	74%	71%	70%	68%	69%
4-yr graduation rate bachelor's students - Pell grant recipients	71%	69%	70%	66%	69%
Cohort Year	Fall 2013	Fall 2014	Fall 2015	Fall 2016	Fall 2017
6-yr graduation rate bachelor's students - Female	84%	85%	86%	85%	86%
6-yr graduation rate bachelor's students - URM	73%	73%	76%	77%	77%
6-yr graduation rate bachelor's students - ALANA	78%	81%	80%	79%	80%
6-yr graduation rate bachelor's students - First generation	77%	80%	80%	78%	78%
6-yr graduation rate bachelor's students - Pell grant recipients	77%	81%	80%	78%	78%
Definition and Methodology Explanations					
* indicates that the rate is based on fewer than 100 students; ** indicates less than 20 students.					
1	IPEDS Retention Data are based on full-time students entering in the specified fall semester. For associates degree, this includes both entering first-year and transfer students.				
2	IPEDS Graduation Data are based on entering full-time students in the fall semester. For associate degree students, the three-year graduation rate is reported for each entering fall cohort of first-year and transfer students. For bachelor's degree students, the six-year graduation rate is reported for each entering fall cohort.				
IPEDS Outcomes Measures Data are based on eight-year cohorts. First-time includes both associate and bachelor's degree students. All Outcome Measuers include students in programs offered through University Without Walls.					
URM (Underrepresented Minority) includes U.S. Citizens and permanent residents who self-report as American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, Hispanic/Latino or any combination involving at least one of these. The entering class for this period was 11-19% URM.					
ALANA includes U.S. Citizens and permanent residents who self-report as URM, Asian or any combination of these race/ethnicities. The entering class for this period was 23-38% ALANA.					
First generation includes all students where neither parent has earned a bachelor's degree; between 20-25% of the entering class.					
Pell grant includes all students who are eligible for a Pell grant in their first semester; between 18-22% of the entering class.					

Note: complete this form for each distinct student body identified by the institution (See Standard 8.1)

Standard 8: Educational Effectiveness
(Student Success and Progress Rates and Other Measures of Student Success)

		Bachelor Cohort Entering		Associate Cohort Entering	
Category of Student/Outcome Measure	Cohort Year	6 years ago	4 years ago	6 years ago	4 years ago
		Fall 2016	Fall 2018	Fall 2016	Fall 2018
First-time, Full-time Students					
Degree from original institution		83%	75%	78%*	62%*
Not graduated, still enrolled at original institution		1%	8%	0%*	3%*
Degree from a different institution		7%	4%	6%*	3%*
Transferred to a different institution		4%	5%	8%*	11%*
Not graduated, never transferred, no longer enrolled		5%	8%	8%*	22%*
First-time, Part-time Students					
Degree from original institution		57%**	12%*	NA	NA
Not graduated, still enrolled at original institution		0%**	17%*	NA	NA
Degree from a different institution		0%**	6%*	NA	NA
Transferred to a different institution		14%**	6%*	NA	NA
Not graduated, never transferred, no longer enrolled		29%**	59%*	NA	NA
Non-first-time, Full-time Students					
Degree from original institution		81%	82%	46%**	100%**
Not graduated, still enrolled at original institution		<1%	2%	0%**	0%**
Degree from a different institution		6%	3%	9%**	0%**
Transferred to a different institution		5%	5%	9%**	0%**
Not graduated, never transferred, no longer enrolled		8%	8%	36%**	0%**
Non-first-time, Part-time Students					
Degree from original institution		55%	54%	NA	NA
Not graduated, still enrolled at original institution		1%	7%	NA	NA
Degree from a different institution		5%	4%	NA	NA
Transferred to a different institution		8%	5%	NA	NA
Not graduated, never transferred, no longer enrolled		31%	30%	NA	NA

Measures of Student Achievement and Success/Institutional Performance and Goals					
	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2020)	(FY 2021)	(FY 2022)	(FY 2023)	(FY 2024)
Success of students pursuing higher degrees (add more rows as needed; add definitions/methodology in #1 below)					
1	National Student Clearinghouse				
	Grad school start following fall	15%	16%	17%	17%
	Grad school start within 18 months	17%	18%	19%	
2	First Destination Survey	NA	23%	27%	26%
3	Graduating Senior Survey	22%	21%	NA	NA
Other measures of student success and achievement, including success of graduates in pursuing mission-related paths (e.g., Peace Corps, public service, global citizenship, leadership, spiritual formation) and success of graduates in fields for which they were not explicitly prepared (add more rows as needed; add definitions/methodology in #2 below)					
1					
2					
3					
4					
Definition and Methodology Explanations					
<p>* indicates that the rate is based on fewer than 100 students; ** indicates less than 20 students.</p> <p>Success of students pursuing higher degrees:</p> <p>For these metrics, each year includes students who graduated in the prior academic year (e.g. FY 2023 = students who graduated in September 2021, February and May 2022).</p> <p>(1) The National Student Clearinghouse captures 97% of currently enrolled postsecondary students. Reflects the percentage of students who were enrolled in a graduate program in the fall following graduation (following fall row) and by the fall following the year of graduation (start within 18 months - e.g. graduates in 2021 enrolled by fall 2022) after receiving a baccalaureate from UMass.</p> <p>(2) First Destination Survey administered 6 months post-graduation (knowledge rate 68%).</p> <p>(3) Graduating Senior Survey administered at time of graduation (response rates 71% and 47%). Response of "I will be enrolled next year full-time" or "I will be enrolled next year part-time" to the question "Which of the following best describes your plans for graduate school post-graduation?". Percentages are based on students responding to the question. Question stopped being asked in 2021 (data point replaced by First Destination Survey).</p>					

Standard 8: Educational Effectiveness
(Licensure Passage and Job Placement Rates and
Completion and Placement Rates for Short-Term Vocational Training Programs)

	3-Years Prior	2 Years Prior	1 Year Prior	Most Recent Year
	(FY 2019)	(FY 2020)	(FY 2021)	(FY 2022)

? State Licensure Examination Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1	MTEL	109	108	142	135	189	181	222	202
2	CPA (Accounting) - sections taken	497	343	NA	NA	NA	NA	NA	NA
3	NCLEX - first-time rates	160	142	153	143	144	129	145	118
4	Praxis (Speech-Language Pathology)	23	23	20	20	20	19	23	23
5	Praxis (Audiology)	6	5	1	1	10	6	4	4
6	Clinal Psychology (10-year data)	44	35	40	31	38	36	32	27

? National Licensure Passage Rates

	Name of exam	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed	# who took exam	# who passed
1									
2									
3									
4									
5									

? Job Placement Rates

	Major/time period	*	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs	# of grads	# with jobs
1	Graduating Senior Survey†		4,066	1,744	2,605	844	NA	NA	NA	NA
2	First Destination Survey†		NA	NA	3,761	2,181	3,759	2,271	4,111	2,659
3										
4										
5										

* Check this box if the program reported is subject to "gainful employment" requirements.

Web location of gainful employment report (if applicable)

Completion and Placement Rates for Short-Term Vocational Training Programs for which students are eligible for Federal Financial Aid

	3 Years Prior	2 Years Prior	1 Year Prior	Current Year	Next Year Forward (goal)
	(FY 2)	(FY2)	(FY 2)	(FY 2)	(FY 2)

? Completion Rates

1					
2					
3					
4					
5					

? Placement Rates

1					
2					
3					
4					
5					

Please enter any explanatory notes in the box below

‡ Number of graduates represents the number of survey respondents.

State Licensure Examination Passage Rates:

(1) MTEL rates are for students taking the exam in a particular year (regardless of program completion status), as published by the Massachusetts Department of Elementary and Secondary Education. State-wide rates range are 88-96% for the time period.

(2) CPA rates represent first-time passage rates. The number of test-takers is the number of sections taken (in FY 2019, the total number of individuals was 223). The national passage rate in 2022 was between 44-60% for the four different sections (<https://www.aicpa.org/resources/article/learn-more-about-cpa-exam-scoring-and-pass-rates>). The exam was being revamped and detailed rates are not available past 2019.

(3) NCLEX rates represent first-time passage rates. The passage rate for U.S.-educated students in 2022 is 80%

(<https://www.ncsbn.org/publications/2022-nclex-pass-rates>)

(6) Clinical Psychology: numbers based on rolling 10 year data (i.e. FY 2020 represents 2010 to 2020 data). # who took exam column is the number of graduates in the program, # who passed is number who received their license, collected for APA accreditation.

Job Placement Rates:

(1) Graduating Senior Survey administered at time of graduation (response rates 71% and 47%). Response of "I have accepted a full-time, paid job" or "I have accepted a part-time, paid job" to the question "Which of the following best describe(s) your employment status post-graduation?" # of grads represents the number of survey respondents. Question stopped being asked in 2021 (data point replaced by First Destination Survey).

(2) First Destination Survey administered 6 months post-graduation (knowledge rate 68% (2020 and 2021) and 76% (2022)).

Standard 8: Educational Effectiveness
(Graduate Programs, Distance Education, Off-Campus Locations)

Student Success Measures/ Prior Performance and Goals	3 Years Prior (FY 2020)	2 Years Prior (FY 2021)	1 Year Prior (FY 2022)	Current Year (FY 2023)	Next Year Forward (goal) (FY 2024)
Master's Programs (Add definitions/methodology in #1 below)					
Retention rates first-to-second year	95%	96%	96%	95%	96%
Graduation rates @ 150% time (3 years)	83%	86%	86%	86%	86%
Average time to degree	1.8	1.8	1.7		1.7
Other measures, specify:					
Graduation rates @ 3 years - Female	84%	85%	87%	84%	84%
Graduation rates @ 3 years - URM	74%*	85%*	77%*	80%*	80%
Graduation rates @ 3 years - ALANA	78%*	88%*	82%	84%	84%
Graduation rates @ 4 years	89%	87%	89%	89%	90%
Average time to degree - Female	1.9	1.9	1.7		1.7
Average time to degree - URM	2.2*	1.9*	1.9*		1.8
Average time to degree - ALANA	1.9	1.8	1.7		1.7
Doctoral Programs (Add definitions/methodology in #2 below)					
Retention rates first-to-second year	95%	95%	97%	93%	95%
Graduation rates @ 150% time (8 years)	56%	55%	59%	58%	60%
Average time to degree	6.4	6.8	6.7		6.7
Other measures, specify:					
Retention rates first-to-second year - Female	95%	96%	97%	95%	95%
Retention rates first-to-second year - URM	93%*	95%*	96%*	100%*	95%
Retention rates first-to-second year - ALANA	95%*	97%*	97%*	97%*	95%
Graduation rates @ 8 years - Female	54%	54%	55%	55%	60%
Graduation rates @ 8 years - URM	56%*	43%*	47%*	33%*	45%
Graduation rates @ 8 years - ALANA	57%*	49%*	46%*	37%*	50%
Graduation rates @ 8 years - STEM	64%	65%	70%	69%	69%
Average time to degree - Female	6.5	6.9	6.8		6.7
Average time to degree - URM	7.3**	6.3*	7.3*		7.2
Average time to degree - ALANA	6.6*	6.3*	7.1*		7.0
Average time to degree - STEM	5.9	5.8	6.1		5.9
Graduation rates @ 6 years	38%	40%	41%	42%	43%
Graduation rates @ 10 years	64%	61%	62%	62%	65%
First Professional Programs (Add definitions/methodology in #3 below)					
Retention rates first-to-second year	92%*	90%*	93%*	92%*	92%
Graduation rates @ 150% time	76%*	79%*	70%*	68%*	80%
Average time to degree	3.9*	3.7*	4.0*		3.7
Other measures, specify:					
Distance Education (Add definitions/methodology in #4 below)					
Course completion rates (undergraduate)	91%	95%	91%	90%	91%
Course completion rates (graduate)	98%	98%	98%	97%	98%
Retention rates (undergraduate)	59%	58%	63%	58%	60%
Retention rates (master's)	95%	93%	94%	91%	91%
Graduation rates (6-year, undergraduate)	62%	62%	62%	63%	63%
Graduation rates (3-year, master's excluding PMBA)	60%	78%	76%	73%	70%
Other measures, specify:					
Graduation rates (6-year, PMBA)	89%	90%	87%	83%	87%
Retention rates (Doctor of Nursing Practice)	91%	89%	92%	90%	91%
Graduation rates (6-year, Doctor of Nursing Practice)	74%	76%	68%	65%	75%

Branch Campus and Instructional Locations (Add definitions/methodology in #5 below)					
Course completion rates (undergraduate)	98%	99%	100%	98%	99%
Course completion rates (graduate)	99%	NA	99%	97%	99%
Retention rates (Master's only)	95%	97%	97%	93%	95%
Graduation rates (4-year, Master's only)	83%	78%	81%	79%	80%
Other measures, specify:					
Retention rates (Nursing Post-Baccalaureate)	94%	96%	96%	98%	98%
Graduation rates (4-year, Nursing Post-Baccalaureate)	100%	100%	97%	95%	98%

Definition and Methodology Explanations

* indicates that the rate is based on fewer than 100 students; ** indicates less than 20 students.

Retention rates are reported for students entering in academic years 2017-18 to 2020-21 (summer, fall and spring admissions) and include students who graduate in one year.

1 Master's program rates include students in state-supported programs and programs offered through University Without Walls that are offered on campus. Graduation rates are reported for students entering in academic years 2015-16 to 2018-19 and 2014-15 to 2017-18 for 3- and 4-year rates respectively.

2 Doctoral graduation rates are reported for students entering in academic years 2012-13 to 2015-16 (6-year rate), 2010-11 to 2013-14 (8-year rate) and 2008-09 to 2011-12 (10-year rate).

3 First Professional rates include students in the Audiology (AuD) and Nursing Practice (DNP) programs. Graduation rate is for 6 years and is reported for academic years 2012-13 to 2015-16.

Course completion rates are reported for each academic year (summer, fall, winter and spring semesters) and are based on the course level: 100-, 200-, 300-, and 400-level courses are undergraduate courses, 500-level and higher are graduate courses. Students who were registered as of the add/drop date are included. Students are considered to have completed the course if they obtained a grade of D or higher.

4 Most distance education students are part-time. Undergraduate distance education programs include the online BBA programs (Accounting, Finance, Management, Marketing, Operations & Information Management), Hospitality and Tourism Management, Sociology, Sustainable Food & Farming (A.S. and B.S.), Nursing RN to BS and University Without Walls (UWW). Virtually all students enter as transfer students. Graduation rate is for 6 years and is reported for academic years 2012-13 to 2015-16.

Master's distance education programs include the online MBA, Accounting, Engineering Management, Nursing, Nutrition, Public Health Practice, Education Science, International Education, Higher Education, Business Analytics, Data Analytics and Computational Social Science, Computer Science and Electrical and Computer Engineering (Shorelight) programs. Graduation rate is for 3 years and is reported for academic years 2015-16 to 2018-19, except for the Professional MBA where the graduation rate is for 6 years and reported for academic years 2012-13 to 2015-16.

Rates for the Doctor of Nursing Practice are reported separately and graduation rate is for 6 years for academic years 2012-13 to 2015-16.

5 Master's branch campus programs include MBA, Plant & Soil Sciences, Biostatistics and Epidemiology, Teaching and Curriculum Studies, Business Analytics and Statistics. Graduation rate is for 4 years and is reported for academic years 2014-15 to 2017-18. Rates for the Nursing Post-Baccalaureate degree are reported separately. Graduation rate is reported for 4 years and is reported for academic years 2014-15 to 2017-18.

URM (Underrepresented Minority) includes U.S. Citizens and permanent residents who self-report as American Indian/Alaska Native, Black/African American, Native Hawaiian/Pacific Islander, Hispanic/Latino or any combination involving at least one of these. The entering cohort for this period was around 9-15% URM for masters' students, x% for doctoral students.

ALANA includes U.S. Citizens and permanent residents who self-report as URM, Asian or any combination of these race/ethnicities. The entering cohort for this period was 18-27% ALANA for master's students, x% for doctoral students.

STEM includes all programs offered by the College of Information and Computer Sciences, the College of Natural Sciences, the College of Engineering and the School of Public Health and Health Sciences.

Standard 9: Integrity, Transparency, and Public Disclosure (Integrity)

? Policies	Last Updated	Website location where policy is posted	Responsible Office or Committee
Academic honesty	3/10/2016*	https://www.umass.edu/honesty/	Academic Honesty Office
Intellectual property rights	3/2/2016	https://www.umass.edu/research/polic	Research and Engagement
Conflict of interest	10/10/2019	https://www.umass.edu/research/guida	Research and Engagement
Privacy rights	8/13/2018	https://www.umass.edu/it/information-	Chancellor, Information
Fairness for students	7/1/2019	https://www.umass.edu/dean_students	Dean of Students
Fairness for faculty	6/3/1976	https://www.umass.edu/provost/resour	Provost
Fairness for staff	4/7/2015	https://www.umass.edu/humres/sites/	Human Resources
Academic freedom		https://www.umass.edu/provost/resour	Provost, Dean of Students
Research		https://www.umass.edu/research/docu	Research and Engagement
Title IX		https://www.umass.edu/titleix/	Equal Opportunity and Access
Other; specify			
Additional campus-wide policies can be accessed at the Campus Policy Library.		https://www.umass.edu/policy/	

Non-discrimination policies

Recruitment and admissions	11/2018	https://www.umass.edu/equalopportuni	Equal Opportunity and Access
Employment	9/21/2016	https://www.umass.edu/humres/univer	Human Resources
Evaluation	9/21/2016	https://www.umass.edu/humres/univer	Human Resources
Disciplinary action	9/21/2016	https://www.umass.edu/humres/univer	Human Resources
Advancement	9/21/2016	https://www.umass.edu/humres/univer	Human Resources
Other; specify			

Resolution of grievances

Students	8/14/2020	https://www.umass.edu/policy/title-ix-	Equal Opportunity and Access
Faculty	8/14/2020	https://www.umass.edu/policy/title-ix-	Equal Opportunity and Access
Staff	8/14/2020	https://www.umass.edu/policy/title-ix-	Equal Opportunity and Access
Other; specify			

? Other	Last Updated	Website location or Publication	Responsible Office or Committee
Additional campus-wide policies can be accessed at the Campus Policy Library.		https://www.umass.edu/policy/	

Please enter any explanatory notes in the box below

Standard 9: Integrity, Transparency, and Public Disclosure (Transparency)

Information	Website location and/or Relevant Publication(s)
How can inquiries be made about the institution? Where can questions be addressed?	https://www.umass.edu/gateway/contact-us
Notice of availability of publications and of audited financial statement or fair summary	https://www.umass.edu/records/ https://www.umass.edu/controller/university-massachusetts-annual-reports
Processes for admissions	https://www.umass.edu/admissions
Processes for employment	https://www.umass.edu/humres/employment
Processes for grading	https://www.umass.edu/registrar/students/policies-and-practices/grading-system-gpa-calculation
Processes for assessment	www.umass.edu/oapa/program-curriculum-and-instructional-innovation www.umass.edu/oapa/university-wide-assessment
Processes for student discipline	https://www.umass.edu/dean_students/codeofconduct
Processes for consideration of complaints and appeals	https://www.umass.edu/dean_students/codeofconduct

List below the statements or promises made regarding program excellence, learning outcomes, success in placement, and achievements of graduates or faculty and indicate where valid documentation can be found.

[illegible]

Date of last review of:	
Print publications	Updated on an ongoing basis; revised annually.
Digital publications	Updated on an ongoing basis; revised annually.

Please enter any explanatory notes in the box below

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Standard 9: Integrity, Transparency, and Public Disclosure (Public Disclosure)

Information	Website location
Institutional catalog	
Undergraduate	https://catalog.umass.edu/undergradguide/2022-
Graduate	https://www.umass.edu/graduate/policies/graduate-school-
Obligations and responsibilities of students and the institution	
Academic Regulations	https://www.umass.edu/registrar/students/policies-and-
Code of Student Conduct	https://www.umass.edu/dean_students/codeofconduct
Graduate Student Handbook	https://www.umass.edu/graduate/policies/handbook
Information on admission and attendance	https://www.umass.edu/admissions
Institutional mission and objectives	https://www.massachusetts.edu/about
Expected educational outcomes	www.umass.edu/oapa/student-experience/outcomes-or-
Status as public or independent institution; status as not-for-profit or for-profit; religious affiliation	https://www.massachusetts.edu/education/campus-overviews
Requirements, procedures and policies re: admissions	https://www.umass.edu/admissions
Requirements, procedures and policies re: transfer credit	https://www.umass.edu/registrar/students/transfer-
A list of institutions with which the institution has an articulation agreement	www.umass.edu/umccc/ www.mass.edu/masstransfer/
Student fees, charges and refund policies	https://www.umass.edu/bursar
Rules and regulations for student conduct	https://www.umass.edu/dean_students/codeofconduct
Procedures for student appeals and complaints	https://www.umass.edu/dean_students/codeofconduct
Other information re: attending or withdrawing from the institution	https://www.umass.edu/dean_students/support/withdrawing-
Academic programs	
Undergraduate	https://catalog.umass.edu/undergradguide/2022-
Graduate	https://www.umass.edu/graduate/policies/graduate-school-
Courses currently offered	www.spire.umass.edu , 'Search Classes/Catalog' in top right corner
Other available educational opportunities	
Other academic policies and procedures	www.umass.edu/registrar/students/policies-and-
Requirements for degrees and other forms of academic recognition	
Undergraduate	https://catalog.umass.edu/undergradguide/2022-
Graduate	https://www.umass.edu/graduate/policies/graduate-school-
List of continuing faculty, indicating department or program affiliation, degrees held, and institutions granting them	
All Faculty	https://catalog.umass.edu/undergradguide/2022-2023/default.html ,
Graduate Faculty	https://www.umass.edu/graduate/policies/graduate-school-bulletin ,
Names and positions of administrative officers	https://catalog.umass.edu/undergradguide/2022-2023/default.html , Officers
Names, principal affiliations of governing board members	https://www.umassp.edu/bot/members
Locations and programs available at branch campuses, other instructional locations, and overseas operations at which students can enroll for a degree, along with a description of programs and services available at each location	https://www.umass.edu/mountidacampus/academics https://www.umass.edu/springfield/academics https://www.isenberg.umass.edu/programs/masters/mba/online/part-time https://www.umass.edu/education/programs/secondary/180 https://shorelight.com/universities/graduate/university-of-massachusetts-amherst/
Programs, courses, services, and personnel not available in any given academic year.	
Size and characteristics of the student body	https://www.umass.edu/uair/data/undergraduate-dashboard https://www.umass.edu/uair/data/graduate-student-dashboard
Description of the campus setting	https://www.massachusetts.edu/education/campus-
Availability of academic and other support services	https://www.umass.edu/studentlife/about/departments-and-
Range of co-curricular and non-academic opportunities available to students	www.umass.edu/studentlife/get-involved

Institutional learning and physical resources from which a student can reasonably be expected to benefit	
Assistive Technology Center	https://www.umass.edu/it/assistive
Campus Center/Student Union	https://umassdining.com/locations-menus/campus-center
Campus Recreation	https://www.umass.edu/campusrec/
Career Development and Professional Connections	https://www.umass.edu/careers/
Dining Services	https://umassdining.com/
Fine Arts Center	https://fac.umass.edu/
Learning Resource Center	https://www.umass.edu/lrc/
Libraries	https://www.library.umass.edu/
Makerspaces	https://sites.google.com/umass.edu/umassmakerspace/
Mullins Center	https://umassathletics.com/facilities/mullins-center/3
University Health Services	https://www.umass.edu/uhs/
Writing Center	https://www.umass.edu/writing-center/writing-center-1
Institutional goals for students' education	https://www.umass.edu/oapa/student-experience/outcomes-
Success of students in achieving institutional goals including rates of retention and graduation and other measure of student success appropriate to institutional mission. Passage rates for licensure exams, as appropriate	outcomes
Total cost of education and net price, including availability of financial aid and typical length of study	www.umass.edu/bursar/tuition-and-fees
Expected amount of student debt upon graduation and loan payment rates	https://www.umass.edu/financialaid/financial-aid-services/guidetofinancialaid
Statement about accreditation	https://www.umass.edu/chancellor/accreditation

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART A. INVENTORY OF EDUCATIONAL EFFECTIVENESS INDICATORS

CATEGORY	(1) Where are the learning outcomes for this level/program published? (please specify) Include URLs where appropriate.	(2) Other than GPA, what data/evidence is used to determine that graduates have achieved the stated outcomes for the degree? (e.g., capstone course, portfolio review, licensure examination)	(3) Who interprets the evidence? What is the process? (e.g. annually by the curriculum committee)	(4) What changes have been made as a result of using the data/evidence?	(5) Date of most recent program review (for general education and each degree program)
At the institutional level/General Education	https://www.umass.edu/gened/objectives-designations/learning-objectives	<p>The Gen Ed Council Course approval/reapproval process (including Integrative Experience courses) includes assessment of the submitted SLOs.</p> <p>Integrative Experience (IE) Course Surveys</p> <p>AAC&U Value Institute: direct assessment using VALUE rubrics.</p> <p>UMass Assessment Team: direct assessment using internally-developed rubrics based on VALUE rubrics</p> <p>NSSE, Senior Survey (learning gains items)</p>	<p>Gen Ed Council – incorporated into both monthly meetings and integrated into the regular and ongoing 5-year reapproval process.</p> <p>Academic Assessment Council – guides the institutional SLO assessment plan and provides feedback to departments</p> <p>University Assessment Team – conducts direct assessment of student learning outcomes.</p>	<p>Approx. 100 courses approved, approved, revised per feedback each year.</p> <p>Revision of the diversity requirement SLO</p> <p>Workshops for IE and Diversity courses, as well as resources, for example, exemplary IE assignments for integration and reflection.</p> <p>Academic Assessment Council: Currently in progress</p>	

CNS					
Astronomy	Website https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Student work (writing from Year Writing, presentations from finals, poster sessions, and senior research); survey of seniors/graduating students	Curriculum committee reviews evidence and shares with faculty at meetings	Identified opportunity to review/change curriculum; in progress of revising assessment process	EEP: 2019-20 AQAD: 2018
Biology	Department meetings; website https://www.bio.umass.edu/biology/undergraduate/learning-goals	Centrally located data; analysis of HIP participation, faculty meetings.	Teaching Committee reviews course SLOs for alignment with broader SLOs; faculty share evidence at retreats/meetings	Curriculum revision (e.g., adding courses, change to requirements); Pedagogical changes to increase research opportunities & preparatory courses; Equity-based revision to UG RA and TA hiring process; Changes to instructional methods to increase accessibility and flexibility.	EEP: 2022-23 AQAD: 2017
Biochemistry and Molecular Biology	Website https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Centrally located data measuring student satisfaction and experience (senior survey); student progress to degree; department-generated surveys; ASBMB accreditation review findings	Academic Affairs committee analyzes SLO attainment measures & share concerns at faculty meetings; advising staff meetings to discuss individual students	Revisions to Undergraduate Research Experience program (labs); new accreditation by ASBMB; hired additional laboratory staff, advisors, and faculty	EEP: 2022-23 AQAD: 2017 Initial accreditation: 2019

Chemistry	<p>Advising; individual course syllabi (junior year writing; capstone); departmental communications; website</p> <p>https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic</p>	<p>Direct assessment of student work using blended questions from department and American Chemical Society exams; department survey/focus group; faculty meetings</p>	<p>Curriculum Review Committee analyzes student performance on exams and shares recommendations with full faculty</p>	<p>Revised SLO assessment process</p>	<p>EOP: 2022-23 AQAD: 2017 Accreditation: 2019</p>
Environmental Conservation	<p>Website; advising; in course syllabi; department meetings and documents</p> <p>BTC: https://bct.eco.umass.edu/academics/undergraduate-major-bs-building-construction-technology/student-learning-outcomes/</p> <p>ENVSCI: https://eco.umass.edu/academic/s/undergraduate-programs/environmental-science/</p> <p>NRC: https://eco.umass.edu/academic/s/undergraduate-programs/natural-resources-conservation/</p>	<p>Centrally generated data (SRTI; Senior Survey); informal conversations with students, alums, and employers; faculty discussions; external certification/benchmarking (in progress)</p>	<p>Discussion at faculty retreats</p>	<p>Revised pathways and major requirements; introduced several new courses; implemented new career fairs; revisions to SLO alignment in progress; changes to the advising process (peer advisor, newsletter)</p>	<p>EOP: 2022-23 AQAD: 2019 Natural Resources Conservation (Forest Ecology & Conservation Concentration) Accreditation: 2019</p>

Food Sciences	Website; student handbook https://www.umass.edu/food-science/undergraduate-program	Centrally generated data (SRTI; Senior Survey); Department-generated alum data; faculty discussions; other (external advisory board input); Faculty assessment of student work (individual assessment done by course instructors)	Individual faculty reports; discussion at faculty meetings; alumni advisory board provides input	Mapped curriculum; revisions in progress to SLO assessment process	EEP: 2022-23 AQAD: 2019
Earth, Geographic, and Climate Sciences	Website; in course materials like syllabi; through advising events; during faculty workshops https://www.geo.umass.edu/programs/undergraduate/geology	Student survey to determine how well students feel they are attaining SLOs & gauge student awareness of SLOs	Individual faculty work with their own data; centralized review of syllabi led by department in progress	Improved advising; conducting ongoing syllabus review and design workshops to facilitate adoption of SLOs; continued revision of assessment practices	EEP: 2019 AQAD: 2019
Math & Statistics	Website https://www.umass.edu/mathematics-statistics/undergraduate/departmental-graduation-requirements	Centrally generated data	Discussion at faculty meetings, and this process is currently being revised.	Curriculum revision (concentrations); connecting curriculum to career; new course chair to provide consistency across sections	EEP: 2022-23 AQAD: 2022
Microbiology	Website; referenced by individual faculty in course discussions; https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Instructor-developed assessments administered at course level	Discussion at faculty meetings	Completed curriculum mapping activity, in the process of developing a pre-post assessment of student skills and learning attainment	EEP: 2019 AQAD: 2022-23 (in progress)

Physics	<p>Department meetings; student handbook; course syllabi; website</p> <p>https://www.umass.edu/physics/undergraduate</p>	Centrally generated data on student satisfaction (Senior Survey); departmental survey of student experience (Forward FOCUS); discussions with students at advising meetings; surveys of faculty	Curriculum Committee reviews data and shares recommendations with relevant individuals	Curriculum changes (new courses); General curriculum revision to align SLOs in progress; improvements to career preparation including alum networking and more hands-on experiences; reshaping orientation program; equity initiatives	EEP: 2022-23 AQAD: 2017
Psychological & Brain Sciences	<p>Website; in course materials including syllabi; as part of advising and other events; assessment of student knowledge of department SLOs/requirements</p> <p>https://www.umass.edu/psychological-brain-sciences/undergraduate/learning-objectives</p>	Online assessment of student knowledge of dept. SLOs/requirements	Data reviewed by individuals (chair/committee); data shared in brief updates as part of faculty retreats	Revisiting statistics and methods course scaffolding, as well as the Integrative Experience course sequence	EEP: 2019 AQAD: 2022-23 (in progress)
Stockbridge School of Agriculture	<p>Website; student handbook; advising sessions; course syllabi; department meetings; department memos & retreats; focus group for curriculum revision</p> <p>https://www.umass.edu/stockbridge/student-learning-objectives-stockbridge-bs-programs</p>	Centrally generated data measuring student satisfaction and experience (Senior Survey; Forward FOCUS); assessment of student performance (letter graded internships/practica); student focus group (Peer Advisor feedback)	Undergraduate Program Committee reviews evidence and makes recommendations	Streamlining pathways to improve course offerings and opportunities; launched peer advising program	EEP: 2022-23 AQAD: 2019

Veterinary and Animal Sciences	Website; individual course syllabi https://www.umass.edu/veterinary-animal-sciences/undergraduate/undergraduate-student-handbook	Direct assessment of student work in newly implemented courses; Centrally generated data measuring student satisfaction and experience	Committee, chair, and advisors collaborate; information from collaboration distributed at regular faculty meetings	Planning new concentration and courses; changes to advising to share major expectations/SLOs during advising sessions and new transfer student advisor; distributed new syllabus template to include SLOs	EEP: 2019 AQAD: 2018
HFA					
Afro-American Studies	Department meetings, and internal folder.	Centrally generated data (SRTI, measure of course satisfaction); student work (capstone project); department survey/focus groups; faculty discussions	Program director compiles data, department faculty discuss and interpret data at departmental meetings and retreats	Newly revised SLOs; in process of creating letters of specialization to align curriculum to student interests	EEP: 2022-23 AQAD: 2020
Architecture	Course syllabi; workshops for faculty; website: https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Department-based measurements (reviewing student work for NAAB accreditation)	Standing committees and special task forces evaluate and share issues/results with full faculty for departmental discussions	Implemented new syllabus template to share SLOs with students; introduced workshops for faculty to integrate SLOs into syllabi; introduced new course for career preparation	EEP: 2019 AQAD/ Accreditation: 2016
Art	Websites; advising; course syllabi; department communications (emails, newsletters, reports); Curriculum Committee https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Departmental surveys of students; departmental surveys of faculty/staff; direct assessment of student work (thesis exhibition, papers, oral exams)	Information shared with individual instructors; chair, personnel committee, and curriculum committee discussion; discussion at faculty retreats	Curriculum revision: added pathways and/or tracks; introduced career readiness course	EEP: 2022-23 AQAD: 2015

Classics	Faculty meetings; advising; website https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Direct assessment of student work (reflective essays, research papers, presentations, group projects, and exams)	Entire departmental discussion of direct assessment	Added new course; hired additional faculty; increased HIP opportunities	EEP: 2022-23 AQAD: 2017
English	Website; department meetings; course syllabi for major introductory course https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Centrally located data measuring student satisfaction and experience (SRTI, UAIR data); faculty discussions; student work	Undergraduate studies coordinator & department chair review Senior Survey, IE Survey, and SRTI; circulated memoranda/reports; discussion at department meetings/retreats; committee meetings	New concentrations; review of intro course to align SLOs across sections; change in advising requirements	EEP: 2022-23 AQAD: 2018
History	Website; departmental communications; department meetings/retreats & memos; student advising sessions; course syllabi for required courses; co-curricular events (e.g., open house, resource fair, workshops) https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Centrally generated data measuring student satisfaction and experience (SRTI, UAIR data); direct assessment of student work (writing, speaking, honors thesis); departmental surveys of students; faculty meetings	Departmental discussion at faculty meetings and retreats	Added pathways and/or tracks; added new course & revised curriculum; new faculty and staff hires; improved high impact/experiential opportunities; created DEI officer & Undergraduate Advisory Council	EEP: 2022-23 AQAD: 2017
History of Art and Architecture	Website; undergraduate handbook; advising; career goals practicum course; events https://www.umass.edu/arhistory/learning-objectives-0 https://www.umass.edu/arhistory/experiential-goals	Direct assessment of student work (written work and oral presentations)	Department discussion of student work in capstone course	Created a rubric to evaluate SLO attainment in key courses; regularly evaluate syllabi	EEP: 2019 AQAD: 2015

Judaic & Near Eastern Studies	Website; course syllabi https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	Direct assessment of student work (final examinations, final papers, capstone projects); centrally located data measuring student satisfaction and experience (STRI, senior survey); student self-reflection (integrative experience reflections); advisory meetings	--	General curriculum revision; individual courses revised to reinforce SLOs; improved career preparation; improved high impact/experiential opportunities	EEP: 2018 AQAD: 2016
Linguistics	Website; individual course syllabi https://blogs.umass.edu/linguist/student-learning-objectives/	Centrally located data measuring student satisfaction and experience (STRI, OIR data); peer faculty observation; focus groups with students	Meetings/discussion between individual faculty, personnel committee, and department chair; peer faculty observation; full departmental discussion	Requested new hire in sociolinguistics to offer courses addressing DEI; expanded internship discussion in advising to improve career prep; shifted peer faculty observation to triad model for feedback	EEP: 2019 AQAD: 2022
Languages, Literatures, and Cultures (including Slavic, East European and Eurasian Studies)	Group advising; faculty mentoring; website https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	Centrally located data measuring student satisfaction and experience (Senior Survey); direct assessment of student work (papers, project-based work, LMS data)	Annual discussion of outcome measures at full faculty meeting	Curriculum revision; cohort-building student events	EEP: 2022-23 AQAD: 2022-2023 (in progress)
Music & Dance	Dance: Freshman seminar; handbook; advising; website. Music: Website; advising; freshman seminar; one-to-one instruction https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	Direct assessment of student work (Dance: Juries of dance technique; creative research and collaboration; critical research skills. Music: Capstone work, tests/quizzes, music education portfolios, jury sheets, recitals, research papers, writing assignments, class participation, teacher observation notes)	Faculty observe classes and individual students; collective faculty review and discussion; informal discussions among faculty; committee discussions	General curriculum revision; improved high impact/experiential opportunities; revision of assessment practices	EEP: 2018 AQAD: 2022-23 (in progress) Music Accreditation: 2019

Philosophy	Individual course expectations; integrative experience course https://www.umass.edu/philosophy/why-philosophy	Direct assessment of student work (senior papers in integrative experience course); assessment of student performance in individual courses	Committee evaluates senior papers and then shares information with the department as a whole	Reviewing curriculum for SLO alignment	EEP: 2019 AQAD: 2017
Theater	Website; student handbook; advising; individual course syllabi http://www.umass.edu/theater/undergraduate-theater	Direct assessment of student work (performance showcases, mentor observation of projects); student self-reflection (junior year survey, senior exit interviews, alumni network)	Discussions in faculty meetings/retreats; active individual faculty involvement with student projects	Community building/enhancing student experience; general curriculum revision; added pathways and/or tracks; improved high impact/experiential opportunities; revision of assessment practices; improved career preparation; curriculum revised to meet institutional needs	EEP: 2018 AQAD: 2020
Women, Gender, Sexuality Studies	Website; department communications; faculty meetings/retreats; faculty reports/memos; student advising sessions; course syllabi https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	Indirect assessment of student learning (student reflection on End of Program report, senior survey results, informal course surveys); course syllabi review	End of program reports reviewed by undergraduate advisor, department chair, and head of undergraduate studies; departmental meeting to discuss End of Program and Syllabi Review results	Revised curriculum requirements; in progress of mapping new curriculum	EEP: 2022-23 AQAD: 2020

Nursing					
Nursing	<p>Website; student handbook; department meetings; department reports; Curriculum Committee; course syllabi</p> <p>https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic</p>	<p>External certification (National Certifying Licensure Examination for Nursing); Direct assessment of student work (completion of clinical and didactic courses, ATI periodic testing for NCLEX-RN licensure test); Centrally generated data (SRTI); Departmental surveys of students (end of course Forward Focus reports); Faculty discussions</p>	<p>Systematic Evaluation Plan (SEP) committee collects, reviews, and interprets how well the department meets learning objectives; subsequent data is shared with the curriculum and standards committees as appropriate and potential changes are brought forward to full faculty for review and approval</p>	<p>General curriculum revision underway</p>	<p>EEP: 2022-23 AQAD/ Accreditation: 2020</p>
UWW					
UWW /Interdisciplinary Studies	<p>Advising (same advisors all 4 years); syllabi; individual course assignments and structure; handbooks (Prior Learning Handbook and Student Handbook available on the Student Resources page: https://www.umass.edu/uww/resources/interdisciplinary-studies/degree-resources)</p>	<p>Assessment of student performance (Prior Learning Assessment rubrics, periodic review of external programs graduation and retention rates); direct assessment of student work (portfolios); centrally located data measuring student satisfaction and experience (SRTI, senior survey); student self-reflection (journals, written reflections); other department-driven practices (Internal Academic Review Team, evaluations of degree plans)</p>	<p>Discussion at faculty meetings; group of faculty work together to assess student work; committees have internal discussions; minutes and resources shared with all faculty via common drive</p>	<p>General curriculum revision; curriculum revised to map SLOs; community building/enhancing student experience</p>	<p>EEP: 2018 AQAD: 2022-23 (in progress)</p>
Bachelors Degree with Individual Concentration (BDIC)					<p>AQAD: 2022-23 (in progress)</p>

SPHHS					
Speech, Language, and Hearing Sciences	Website; advising; learning objectives for specific courses shared in syllabi https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	Direct assessment of student work (exams, homework, assignments)	Information will be collected by the Undergraduate Program Director and shared with the faculty and with the Undergraduate Advisor annually; shared at group lunches to discuss	Revised SLOs; changes to the curriculum and advising	EEP: 2019 AQAD: 2022 Accreditation: 2019
Kinesiology	Website; physical poster in building; advising https://www.umass.edu/public-health-sciences/academics/bs-kinesiology	Direct assessment of student work (writing); centrally located data measuring student satisfaction and experience (SRTI, senior survey)	Annual faculty retreat	Revised SLOs; Revise curriculum; revision to Integrative Experience	EEP: 2019 AQAD: 2022-23 (in progress) Accreditation: 2021
Public Health Sciences	Website; individual course syllabi https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	Direct assessment of student work (literature review, presentations of capstone projects, exams)	Undergraduate Advisory Committee discussions and recommendations to the larger department	Curriculum revised to map SLOs; individual courses revised to reinforce SLOs; added pathways and/or tracks; community building/enhancing student experience; curriculum revised to meet institutional needs	EEP: 2018 AQAD/ Accreditation: 2021

Nutrition	Individual course syllabi; website https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Student self-reflection (seniors and graduates surveyed re: professional training and graduate school preparation)	Report distributed to all faculty; annually share information with faculty, staff, and advisory committee; faculty work together to revise curriculum	Curriculum changes (new courses and IE review)	EEP: 2022-23 AQAD/ Accreditation: 2022
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SBS					
Anthropology	Website https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Faculty discussions; direct assessment of student work (course papers, projects, and other classroom activities)	Faculty meetings	--	EEP: 2022-23 AQAD: 2019
Communication	Website; advising; newsletter; course syllabi; department reports https://www.umass.edu/oapa/sites/default/files/pdf/cep/sbs-communication-cep-summary-2018.pdf	Student self-reflection (department survey; discussions with advisors); centrally located data measuring student satisfaction and experience (SRTI); direct assessment of student work (film and video contest, juried show of student work; research presentations, capstone theses); faculty discussions	Department chair reviews SRTIs and reports to faculty; advising staff regularly ask undergraduate students about their experiences and, through the chief undergraduate advisor, pass findings on to faculty	General curriculum revision; DEI curriculum revision; introduced career course; new hires in process	EEP: 2022-23 AQAD: 2022
Economics	Website; first year seminar https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Interviews with faculty about impressions of SLO attainment; analysis of syllabi	Undergraduate committee discussion; faculty meetings	Curriculum and advising changes	EEP: 2019 AQAD: 2018

Journalism	Course syllabi; website; first year seminar course; in department meetings/retreats https://www.umass.edu/journalism/student-learning-objectives	Centrally generated data (SRTI), student self-reflection (graduating senior survey); faculty meetings	Faculty meetings	Added pathways and/or track; online internship advising handbook	EEP: 2022-23 AQAD: 2021
Landscape Architecture & Regional Planning	Website; handbook; course syllabi; advising; physical bulletin board https://www.umass.edu/larp/undergraduate/landscape-architecture	Student self-reflection (student and alumni surveys); direct assessment of individual student work (projects, presentations, capstone paper/project, studio presentation)	Faculty review together; monthly faculty meetings; end of term faculty retreats	Planning curriculum revisions based on SLO attainment results	EEP: 2019 AQAD: 2017 Landscape Architecture Accreditation: 2023 Regional Planning Accreditation: 2019
Political Science	Website; advising; first year seminar https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Student self-reflection (senior surveys); centrally located data measuring student satisfaction and experience (SRTI)	Monthly undergraduate studies committee meetings	Requested new faculty hires to improve student-to-faculty ratio	EEP: 2019 AQAD: 2022-23 (in progress)
Public Policy					Graduate Programs: AQAD: 2019 Accreditation: 2023 Undergraduate programs: New as of 2022, has yet to go through EEP or AQAD.

Resource Economics	Website; course syllabi; student handbook https://www.umass.edu/resec/academics/undergraduate-program/learning-objectives	Alum and graduating senior survey (determine self-reported acquisition of SLOs, areas of need/expansion for SLO revision process, and post-graduate trajectory)	Faculty submit materials directly to Undergraduate Studies Committee; USC results are shared with faculty regularly	Implemented transfer student support program; increased faculty collaboration in multi-section courses; revised SLOs	EEP: 2019 AQAD: 2022
Social Thought & Political Economy	Advising; SLO guide; website; syllabi https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	Centrally located data measuring student satisfaction and experience (SRTI); semesterly evaluation of student work from Core I and Core II	Weekly meetings of staff and directors/ coordinators; monthly joint staff/faculty meetings	Reduced faculty rotation through Advanced Focus Seminars and Junior Year Writing; modified course to better match SLOs	EEP: 2019 AQAD: 2016
Sociology	Website; departmental communications; departmental meetings; advising; course syllabi https://www.umass.edu/sociology/undergraduate	Centrally generated data (Senior Survey); direct assessment of student work (review of best paper nominees)	Undergraduate program committee reviews evidence and presents results annually during faculty meeting	General curriculum revisions; revised requirements; revisions to student experience (major club); revisions to career preparation including alum networking	EEP: 2022-23 AQAD: 2022
ISOM					
Accounting	Website; advising; new major nights https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	External benchmarking (CPA examination performance, AACSB accreditation exams); direct assessment of student work (internal measures within courses)	Committee reviews and shares information with all faculty	Changed curriculum to focus on technological tools relevant to coursework and field standards. New career preparation initiatives.	EEP: 2019 AQAD/ Accreditation: 2020

Finance	New major nights; website https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	External benchmarking (AACSB accreditation exams); student self-reflection survey (perception of SLO attainment)	Committee reviews information and makes recommendations to faculty as needed	Revised SLO assessment process	EEP: 2019 AQAD/ Accreditation: 2020
Hospitality and Tourism Management	Individual introductory courses; website; new majors night; physical bulletin board postings https://www.isenberg.umass.edu/programs/depts/html/mission-plo	Centrally located data measuring student satisfaction and experience (SRTI, senior survey); external benchmarking (ACPHA accreditation exams); focus group with seniors (effectiveness of guest speakers meeting SLOs); survey of faculty impressions of SLO attainment; assessment of student performance (certifications); direct assessment of student work (exams, projects, presentations); feedback from recruiters	Committee discusses SLO attainment and student experience measures, makes recommendations, and presents these at regular faculty meetings	New hires; revised SLO assessment process; revised forms and requirements for work study/practicum experience to improve advising and internship/career preparation	EEP: 2019 AQAD/ Accreditation: 2018
Management	Website; new major nights; emails to faculty https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	Centrally located data measuring student satisfaction and experience (senior survey); external benchmarking (AACSB accreditation exams); feedback from recruiters; informal feedback from alums;	Department meetings; curriculum committee	Researching new concentrations demand and market need	EEP: 2019 AQAD/ Accreditation: 2020

Marketing	New major nights; website; department discussions with faculty https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	--	Department discussion	Revising SLOs	EEP: 2019 AQAD/ Accreditation: 2020
Operations & Information Management	Website; new major nights; department communications and meetings; https://www.isenberg.umass.edu/programs/undergraduate/on-campus/majors/oim	Direct assessment of student work (exams)	Committee discusses SLO attainment and student experience measures, makes recommendations, and presents these at regular faculty meetings	Implemented in-course SLO assessment process; revised key activities in SLO assessment courses based on results; new executive advisory group	EEP: 2019 AQAD/ Accreditation: 2020
Sport Management	Individual course instruction; individual course syllabi; new major nights; website https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-eeep/academic	External Certification/ Benchmarking (AASCD accreditation); centrally located data measuring student satisfaction and experience (NSSE survey); direct assessment of student work (SLO-specific exams)	Faculty meeting discussions	Piloting revised SLO assessment process	EEP: 2019 AQAD/ Accreditation: 2020
ENG					
Biomedical Engineering	Website https://www.umass.edu/engineering/about/abet-accreditation/abet-accreditation-biomedical-engineering	--	--	--	Students admitted beginning fall 2018. Initial Accreditation: 2022

Chemical Engineering	Website; department meetings; Senior Critiques https://www.umass.edu/engineering/about/abet-accreditation/abet-accreditation-chemical-engineering	Student self-reflection (alumni surveys, student surveys); direct assessment of student learning (exams, group projects, oral presentation, written exercises)	Faulty meeting discussions; faculty retreat	Course revision; curriculum revision to embed professional education components	EEP: 2022-23 AQAD/ Accreditation: 2020
Civil & Environmental Engineering	Website; handbook; departmental meetings; course syllabi https://www.umass.edu/engineering/about/abet-accreditation/abet-accreditation-civil-engineering	Assessment of student performance (course performance indices); student self-reflection (surveys of seniors, alumni, employers); external certification	Curriculum Committee review collected evidence and share with full faculty along with memo of recommendations; curriculum committee and faculty initiate changes	General curriculum revisions	EEP: 2022-23 AQAD/ Accreditation: 2020
Electrical & Computer Engineering	Website; departmental meetings & memos https://www.umass.edu/engineering/about/abet-accreditation/abet-accreditation-electrical-engineering https://www.umass.edu/engineering/about/abet-accreditation/abet-accreditation-computer-engineering	Direct assessment of student work (project demonstrations, writing assignments, poster presentations, project reports); student self-reflection (senior exit interview, alumni surveys, town hall meetings)	Committee on undergraduate program Processes and analyzes data and shares results with instructional development committee, who brings actions to full meeting of faculty for discussion and approval	Major curriculum revision	EEP: 2022-23 AQAD/ Accreditation: 2020

Mechanical and Industrial Engineering	Website; department meetings and reports; course syllabi https://www.umass.edu/engineering/about/abet-accreditation/abet-accreditation-mechanical-engineering https://www.umass.edu/engineering/about/abet-accreditation/abet-accreditation-industrial-engineering	Direct assessment of student learning (exams, group projects, oral presentation, written exercises)	Faculty collect SLO attainment data, share with Curriculum Committee and other faculty members for discussion at departmental meetings	General curriculum revision	EEP: 2022-23 AQAD/ Accreditation: 2020
EDUC					
Teacher Education and Curriculum Studies	--	Direct assessment of student work (licensure assessment, professional portfolio, instructional planning, practicum evaluation, student learning)	Individual faculty evaluate student work	General curriculum revision; improved career preparation; other	EEP: 2018 AQAD: 2022 Accreditation*:2015 *New state accreditation process is pending
Student Development	Individual course content and syllabi	Direct assessment of student work (course assignments, assessments, observations, Massachusetts Test for Educator Licensure, Candidate Assessment of Performance, student teaching experience, professional portfolio)	Faculty review the data reports provided by the data management team annually	--	EEP: 2018 AQAD: 2022-23 (in progress) Accreditation*:2015 *New state accreditation process is pending
CICS					

Computer Science	Website; advising; course syllabi; department communications https://www.umass.edu/oapa/program-assessment/academic-department-assessment/educational-effectiveness-plan-cep/academic	Student self-reflection (Senior Survey); centrally located data measuring student satisfaction and experience (SRTI); course syllabi (whether SLOs are addressed)	Committee meets with directors and deans, as well as program directors to discuss results	General teaching training (faculty and student staff); general curriculum revision; equity-focused expansions to student HIP opportunities	EEP: 2022-23 AQAD: 2019
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E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

^Program Name	(1) Professional, specialized, State, or programmatic accreditations currently held by the institution (by agency or program name).	(2) Date of most recent accreditation action by each listed agency.	(3) List key issues for continuing accreditation identified in accreditation action letter or report.	(4) Key performance indicators as required by agency or selected by program (licensure, board, or bar pass rates; employment rates, etc.). *	(6) Date and nature of next scheduled review.
Architecture (M.Arch)	National Architectural Accrediting Board (NAAB)	2016	<p>Codes and Regulations: Evidence found in student work in ARCH 601 G4 Studio (Graduate Design IV) and ARCH 700 Integration Studio indicated that an understanding of this Student Performance Criterion is being introduced. However, the team did not find consistent evidence that an “ability” with regard to this SPC is being addressed in these courses.</p> <p>Building Service Systems: The team found evidence of student achievement at the prescribed level in work prepared for ARCH 620 Building Physics II and ECO 597 Advanced Building Energy in mechanical and electrical systems; however, plumbing, communication, vertical transportation, and fire protection systems were not covered.</p>	http://www.naab.org/accreditation	2024
Art Education (M.A.)	Massachusetts Department of Elementary & Secondary Education (DESE) Council for the Accreditation of Educator Preparation (CAEP)	2025	DESE is launching new standards around anti-racist teaching and inclusion so the review was delayed.	https://www.doe.mass.edu/edprep/review/default.html	Launch of Review Spring 2025; Visit Fall 2025
Biochemistry and Molecular Biology (B.S.)	American Society for Biochemistry and Molecular Biology (ASBMB)	2019		https://www.asbmb.org/education/accreditation/characteristics	2029

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Language programs (M.A.T.)	Massachusetts Department of Elementary & Secondary Education (DESE) Council for the Accreditation of Educator Preparation (CAEP)	2025	<p>DESE is launching new standards around anti-racist teaching and inclusion so the review was delayed.</p> <p>From CAEP</p> <ol style="list-style-type: none"> 1. Increasing the size and diversity of our applicant pools for each language, as well as the number of completers. 2. Increasing the socioeconomic and racial diversity of our school placements and mentor teachers 3. Building interest in language learning, both at the secondary and university levels 4. Streamlining the program assessments 	https://www.doe.mass.edu/edprep/review/default.html	Launch of Review Spring 2025; Visit Fall 2025
Latin and Classical Humanities (M.A.T.)	Massachusetts Department of Elementary & Secondary Education (DESE) Council for the Accreditation of Educator Preparation (CAEP)	2025	<p>DESE is launching new standards around anti-racist teaching and inclusion so the review was delayed.</p> <p>From CAEP:</p> <ol style="list-style-type: none"> 1. Maintaining relationships with regional Latin programs for Practicum opportunities 2. Building enrollment for course instruction 3. Ensuring continued opportunities for secondary education Latin instruction in underrepresented communities 	https://www.doe.mass.edu/edprep/review/default.html	Launch of Review Spring 2025; Visit Fall 2025
Music (B.A., B.Mus., M.M., Ph.D.)	National Association of Schools of Music (NASM)	2019	Percussion/Space issues - A short-term and long-term solution to the percussion practice space issue is still in progress. For the short-term, many options have been explored and the soon-to-be-vacated Visitor's Center seems to be the most viable on this writing. For the long-term, Music and Dance is currently advocating for a Percussion Studio addition to the Bromery Center (Music building) along with a renovation	https://nasm.arts-accredit.org/accreditation/standardsguidelines/	2031

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT

OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

			<p>of 36A, B, C for percussion storage. Currently, there is a building update for Tillis Concert Hall being discussed on campus, and we are attempting to combine our need for a percussion space with Tillis Hall's loading dock renovation.</p> <p>Faculty Loads/appropriate faculty and staff - We have made significant progress in this area due to HFA Dean and Provost support. We were granted funding to hire a Full-Time Lecturer of Viola beginning Fall 2023. This is not a tenure-track position equal to the other string faculty positions (Violin, Cello, Bass), but it is commitment to a salary for a full-time faculty member that can recruit and build the studio. Additionally, the result of our recent Tenure-Track Professor of Theory search resulted in the hiring of two new Theory faculty members. The addition of an additional faculty Lecturer allows our Theory faculty to all teach 2+2 loads and bring them in line with academic faculty in other HFA departments. To solve the remaining overloads in our current curriculum, we would need another new full-time Lecturer for the Music History Area with experience and training in both Musicology and Ethnomusicology, additional support for some large ensemble conductors, and additional Music Education faculty to accommodate the impending changes in the state's Music Education observation hours required for certification. To address this, Music and Dance is pursuing a dramatic re-design of our undergraduate curricula with the goal of finding a more streamlined, equitable, and flexible approach to course offerings.</p>		
Music Education licensure (post bac)	Massachusetts Department of Elementary & Secondary Education	2025	DESE is launching new standards around anti-racist teaching and inclusion so the review was delayed.	https://www.doe.mass.edu/edprep/review/default.html	Launch of Review Spring 2025;

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

	(DESE) Council for the Accreditation of Educator Preparation (CAEP)				Visit Fall 2025
Chemistry (B.A., B.S., M.S., Ph.D.)	American Chemical Society (ACS)	2019	None.	http://www.acs.org/content/acs/en/about/governance/committees/training/acsapproved.html	2023-2024
Clinical Psychology (Ph. D.)	American Psychological Association (APA)	2021	Report asks program to clarify how all students achieve broad and general coverage of the biological aspects of behavior; how PSYCH 751, on its own, can expose students to broad and general coverage of affective aspects of behavior; how the program ensures broad coverage of cognitive aspects of behavior; how the program evaluates students' proficiency in preparing and disseminating research findings; and, how the program measures students' skills and knowledge of cultural and diversity issues in research.	http://www.apa.org/ed/accreditation/index.aspx	2029
Forest Ecology and Conservation concentration in Natural Resources Conservation (B.S.)	Society of American Foresters (SAF)	2019	Better linking of student performance with student outcomes and the program mission. Increase program visibility through more on and off campus activities.	http://www.eforester.org/Main/Accreditation/Criteria_and_Documents/Main/Accreditation/Criteria_and_Documents.aspx?hkey=b337bccf-b946-4038-8667-108442c69e22	2027
Landscape Architecture (B.S.)	American Society of Landscape Architects (ASLA) / Landscape Architectural Accreditation Board (LAAB)	2023	None	https://www.asla.org/accreditationlaab.aspx	2029

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Landscape Architecture (M.L.A.)	American Society of Landscape Architects (ASLA) / Landscape Architectural Accreditation Board (LAAB)	2023	None	https://www.asla.org/accreditationlaab.aspx	2029
Regional Planning (M.R.P.)	Planning Accreditation Board (PAB)	2019	None	https://www.planning.org/certification/	2024-2025
Education Licensure preparation programs (B.A., M.Ed., Ed.S.)	Massachusetts Department of Elementary & Secondary Education (DESE)	2025	DESE is launching new standards around anti-racist teaching and inclusion so the review was delayed.	https://www.doe.mass.edu/edprep/review/default.html	Launch of Review Spring 2025; Visit Fall 2025
School Psychology (Ed.S.)	National Association of School Psychologists (NASP)	2020		https://www.nasponline.org/standards-and-certification	2027
School Psychology (Ph.D.)	American Psychological Association (APA) / National Association of School Psychologists (NASP)	2022		http://www.apa.org/ed/accreditation/index.aspx https://www.nasponline.org/standards-and-certification	2029
Biomedical Engineering (BME)	Accreditation Board for Engineering & Technology (ABET)	2022 (Initial Accreditation)	Full accreditation expected in Summer 2023. Schedule for next accreditation visit moved up to align all ABET reviews.	http://www.abet.org/accreditation/accreditation-criteria/	2025-2026
Chemical Engineering (B.S.)	Accreditation Board for Engineering & Technology (ABET)	2019-20	None	http://www.abet.org/accreditation/accreditation-criteria/	2025-2026
Civil Engineering (B.S.)	Accreditation Board for Engineering & Technology (ABET)	2019-20	None	http://www.abet.org/accreditation/accreditation-criteria/	2025-2026

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Computer Systems Engineering (B.S.)	Accreditation Board for Engineering & Technology (ABET)	2019-20	None	http://www.abet.org/accreditation/accreditation-criteria/	2025-2026
Electrical Engineering (B.S.)	Accreditation Board for Engineering & Technology (ABET)	2019-20	None	http://www.abet.org/accreditation/accreditation-criteria/	2025-2026
Industrial Engineering (B.S.)	Accreditation Board for Engineering & Technology (ABET)	2019-20	None	http://www.abet.org/accreditation/accreditation-criteria/	2025-2026
Mechanical Engineering (B.S.)	Accreditation Board for Engineering & Technology (ABET)	2019-20	None	http://www.abet.org/accreditation/accreditation-criteria/	2025-2026
Accounting (B.B.A.)	American Assembly of Collegiate Schools of Business (AACSB)	2020	None	https://www.aacsb.edu/accreditation/standards.asp20255-2026	2025-2026
Accounting (M.S.A.)	American Assembly of Collegiate Schools of Business (AACSB)	2020	MSA program has fewer Scholarly Academic faculty coverage than the school's other degree program. If the ratios continue, the department should provide evidence that such deployment delivers high quality outcomes, consistent with the school's mission.	https://www.aacsb.edu/accreditation/standards.asp	2025-2026
Audiology (Au.D.)	American Speech-Language-Hearing Association (ASLHA)	2019	None	https://caa.asha.org/reporting/	Oct 2027
Finance (B.B.A.)	American Assembly of Collegiate Schools of Business (AACSB)	2020	None	https://www.aacsb.edu/accreditation/standards.asp	2025-2026
Hospitality and Tourism Management (B.S.)	Accreditation Commission for Programs in Hospitality Administration (ACPHA)	2018	None	http://www.acpha-cahm.org/accreditation/	2025

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Management (B.B.A., M.B.A., Ph.D.)	American Assembly of Collegiate Schools of Business (AACSB)	2020	None	https://www.aacsb.edu/accreditation/standards.asp	2025-2026
Marketing (B.B.A.)	American Assembly of Collegiate Schools of Business (AACSB)	2020	None	https://www.aacsb.edu/accreditation/standards.asp	2025-2026
Operations and Information Management (B.B.A.)	American Assembly of Collegiate Schools of Business (AACSB)	2020	None	https://www.aacsb.edu/accreditation/standards.asp	2025-2026
Sport Management (B.S., M.S.)	American Assembly of Collegiate Schools of Business (AACSB)	2020	None	https://www.aacsb.edu/accreditation/standards.asp	2025-2026
Clinical Nurse Leader (M.S.)	Commission on Collegiate Nursing Education (CCNE)	2020	None	http://www.aacnnursing.org/CCNE	2030
Nursing (B.S.)	Commission on Collegiate Nursing Education (CCNE)	2020	None	http://www.aacnnursing.org/CCNE	2030
Nursing Education (M.S.)	Commission on Collegiate Nursing Education (CCNE)	2020	None	http://www.aacnnursing.org/CCNE	2030
Nursing Practice (D.N.P.)	Commission on Collegiate Nursing Education (CCNE)	2015	None	http://www.aacnnursing.org/CCNE	2025
School of Public Health and Health Sciences as a whole	Council on Education for Public Health (CEPH)	2021	<ol style="list-style-type: none"> 1. Develop and implement curricular requirements for the PhD in environmental health sciences. (Criterion D17) 2. Implement curricular requirements for the graduate-level kinesiology program that ensure instruction and 	https://ceph.org/criteria-procedures/	Interim reports due June 2023 and 2024; accredited through 2029

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

			assessment of the 12 foundational public health learning objectives. (Criterion D18) 3. Collect and analyze data from employers about graduates' preparation for the workforce (Criterion F1)		
Nutrition Dietetic Internship (Post-Bacc program)	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2022	Board requested an interim report to monitor continued compliance with affiliation agreements for all current rotation sites to demonstrate that the agreements are available, current and signed. (Standard 6.1) Note: Please note that this program will be combined with their MS degree as required by ACEND.	https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2022-standards-and-templates	Interim due March 2023 June 2030
Nutrition Dietetic Track (B.S.)	Accreditation Council for Education in Nutrition and Dietetics (ACEND)	2022	The review team requested a 2022 Accreditation Standards Knowledge Assessment Table showing the courses in which KRDNs are assessed and the specific assessment method. The program must provide this table completed for the interim report. (Standard 4.1); and the program must provide a policy that discusses a leave of absence from the program. (Standard 8.2q)	https://www.eatrightpro.org/acend/accreditation-standards-fees-and-policies/2022-standards-and-templates	Interim report due March 2023 June 2030
Public Health – concentrations in Biostatistics, Community Health Education, Environmental Health Education, Epidemiology and	Council on Education for Public Health (CEPH)	2021	See above	https://ceph.org/criteria-procedures/	Interim reports due June 2023 and 2024 accredited through 2029

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Health Policy & Management (M.P.H., M.S., Ph.D.)					
Public Health – concentration in Nutrition (M.P.H., Ph.D.)	Council on Education for Public Health (CEPH)	2021	See above	https://ceph.org/criteria-procedures/	Interim reports due June 2023 and 2024 accredited through 2029
Public Health Practice (M.P.H.)	Council on Education for Public Health (CEPH)	2021	See above	https://ceph.org/criteria-procedures/	Interim reports due June 2023 and 2024 accredited through 2029
Public Health Sciences (B.S.)	Council on Education for Public Health (CEPH)	2021	See above	https://ceph.org/criteria-procedures/	Interim reports due June 2023 and 2024 accredited through 2029
School of Public Policy, Master of Public Affairs (M.P.A.)	Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	2023	Self-study for initial accreditation will be submitted in August 2023.	https://www.naspaa.org/accreditation/standards-and-guidance/official-standards-policy	2024
School of Public Policy, Master of Public Policy & Administration (M.P.P.A.)	Network of Schools of Public Policy, Affairs, and Administration (NASPAA)	2023	Self-study for initial accreditation will be submitted in August 2023.	https://www.naspaa.org/accreditation/standards-and-guidance/official-standards-policy	2024

E-SERIES FORMS: MAKING ASSESSMENT MORE EXPLICIT
OPTION E1: PART B. INVENTORY OF SPECIALIZED AND PROGRAM ACCREDITATION

Speech-Language Pathology (M.A.)	American Speech-Language-Hearing Association (ASLHA) / Council on Education for Public Health (CEPH)	2019	None	https://caa.asha.org/reporting/ https://ceph.org/constituents/schools/faqs/2016criteriafaq/self-study/	Oct 2027