

HR Subcommittee



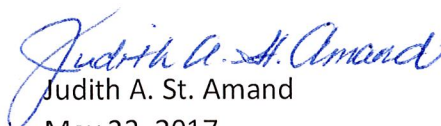
WORCESTER STATE UNIVERSITY

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NOTICE

A MEETING OF THE HUMAN RESOURCES COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL BE HELD ON THURSDAY, JUNE 1, 2017, AT 4:30 P.M. IN THE PRESIDENT'S CONFERENCE ROOM LOCATED ON THE SECOND FLOOR OF THE HELEN G. SHAUGHNESSY ADMINISTRATION BUILDING.

1. CALL TO ORDER
2. ANNUAL EVALUATION – PRESIDENT MALONEY
3. OTHER BUSINESS
4. ADJOURNMENT


Judith A. St. Amand
May 22, 2017

HR COMMITTEE MEMBERS

Trustee Maryanne Hammond, Chair
Trustee Karen LaFond
Trustee Corey Laite
Trustee Dina Nichols
Trustee Marina Taylor
Trustee George Albro, Ex-Officio Voting Member

All trustees are invited to attend in a non-voting capacity

MEMORANDUM

TO: Members, HR Committee

FROM; Maryanne Hammond, Chair

RE: President's Annual Evaluation

DATE: May 22, 2017

The HR Committee was charged with conducting the annual evaluation of President Maloney as called for in his appointment contract and also in accordance with the guidelines distributed by Commissioner Santiago. The evaluation is to be completed and reported to the full Board at their June 6th meeting. Once approved by the BOT, an *Executive Summary* will be prepared and forwarded to the Commissioner with appropriate materials by the June 30th deadline.

Therefore, the HR Committee is scheduled to meet on Thursday, June 1, 2017 at 4:30 p.m. in the President's Conference room. The following documents are being provided for use in conducting the evaluation:

President/s Goals/2014-2016

Self-Evaluation

Strategic Plan Divisional Metrics

2017 Vision Project Dashboard – Not available from BHE at this time – hope to have by the end of the month – see correspondence from Commissioner

The evaluation will follow criteria required by the BHE as well as criteria requested by the Board of Trustees:

Graduate Rate and Retention
Academic Management and Leadership
Assessment
Infrastructure
Fiscal Management and Budgeting
Communication

Administrative Management and Leadership
Decision Making and Problem Solving
Fundraising
Internal Relations w/Campus Climate
External Relations w/Campus Climate

As we have done in the past, we will be using an assessment form to rate and provide comments on each area listed. A numeric rating (**whole number only**) is to be used as follows:

5 = A 4 = B 3 = C 2 = D 1 = F

Thank you for taking the time to review all materials and to come prepared to our meeting on June 1st with your assessment forms completed and ready for discussion.

Presidential Goals for Barry M. Maloney – 2014 - 2016

I write to present my goals for approval for the period beginning November 18, 2014 and ending June 30, 2016. The goals are in alignment with both the recently approved Worcester State University Strategic Plan and the Department of Higher Education's Vision Report. Moreover, the central areas of focus have been developed as part of feedback gathered at an administrative retreat held June 2014.

In addition to providing metrics to support each of the five new strategic goals, there are overarching objectives that must also be addressed and kept in sync with the newly created plan. These objectives include increasing **revenues**, improving **customer service**, continuing to improve **retention** and graduation rates towards established goals, enhancing and expanding current programs and pilot new ones to advance the model of **transformative change** in students and continuing to improve campus lines of **communication and overall climate**.

Academic Program and Excellence

1. Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation

METRICS:

- Key Staffing needs
 - Successfully hire a new Provost for the institution and continue to define/resolve structure of academic affairs division
 - Successfully hire new staff into Human Resources and Equal Opportunity/Affirmative Action
- Student Learning
 - Increase 6---year graduation rate, moving toward Vision benchmark of 56% by 2016
 - Increase pass rates on licensure exams (Nursing, OT, Speech, MTEL& CPA)
 - Improve acceptance rate to graduate programs
 - Create a structure to encourage/facilitate team---taught courses, cross---listed courses, and interdisciplinary work.
 - Change class scheduling to better accommodate working and commuting students; Embrace expanded---hour/more---flexible teaching schedule
 - Revisit review the 2011 changes to the LASC
 - Improve two-year developmental math success rate
 - Establish criteria to evaluate new academic program proposals
- Workforce alignment
 - Degrees conferred overall
 - Degrees conferred STEM
 - Degrees conferred health care
 - Establish better articulation agreements with community colleges
- Civic engagement
 - Increase participation in community service and/or civic engagement activities and integrate such activates into the campus academic culture
 - Expand student research
 - Launch two online graduate programs by September 2015
 - Improve internal communication; convene cross---divisional committee to address communications issues

2. Leverage WSU's distinctive strengths , both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world

METRICS:

- Pilot ways to promote student leadership, preparing them to make a difference in the world
- Strengthen existing advisory boards and develop new ones
- Encourage and facilitate a greater alumni presence on campus; introduce/strengthen/expand alumni mentorship programs
- Increase study away and study abroad participation and develop a staffing plan
- Increase internship opportunities

Enrollment, Retention, and Student Success

3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success

METRICS:

- College participation
 - Annual undergraduate enrollment
 - Annual graduate enrollment
- College completion (Show improvement in key statistical categories)
 - Two-year developmental math success rate
 - Degrees conferred
 - Fall-fall retention of first-time freshmen
 - Persistence rates
 - 6-year graduation rate first-time freshmen
 - 6-year graduation rate transfers in and out
- Achievement gap
 - College participation and population rates
 - 6-year graduation rates of African-American and Latino vs White students, Male vs Female, Pell-eligible vs non-Pell eligible
 - Pilot (perhaps in the CJ department) a program to augment advising in our largest/most popular (in terms of enrollment) majors
 - Develop 2nd---year programming to help with retention goals
- Student learning
 - Pass rates on licensure exams (Nursing, OT, Speech, MTEL& CPA)
 - Acceptance to graduate programs
- Innovative curriculum
 - Develop campus---wide definition of (and standards for) academic internships
 - Start to explore integrating civic engagement/civic learning into LASC
 - Institutionalize opportunities for dialogue about high impact teaching and learning practices

4. Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued

METRICS:

- College participation
 - Establish living---learning communities in the residence halls
 - Work with students to inject energy into student life (organically student---led); offer more activities for students to do on the weekends/after hours
- Achievement gap
 - College participation and population rates
 - 6-year graduation rates of African-American and Latino vs White students, Male vs Female, Pell-eligible vs non-Pell eligible
- Communication
 - Promote our success stories (e.g., website, PR pitches to media, etc.) in order to reach and inspire external audiences
 - Develop mechanisms to coordinate community outreach and create an integrated, University--wide community outreach plan (for expanded visibility, connections, student opportunities, etc.)
 - Enhance communication between DGCE and academic departments
- Cultural awareness and respect
 - Implement a solution---oriented customer service mindset and commitment; include a statement in every job description.
 - Change the culture so that people enjoy working here more and feel more valued
 - Implement new state-wide Title 9 policy and help facilitate mandatory reporter trainings

Resources, Revenues, and Organizational Sustainability

5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value

METRICS:

- Revenue enhancement
 - Prepare and support a capital campaign designed to raise revenue for Wellness Center and Temple Emanuel projects
 - Continue to develop a more open and inclusive budget process
 - Develop a plan for space utilization and engage and implement, with DCAMM, a new ten year academic Master Plan
 - Expand interaction with community constituents, including: City of Worcester, Chamber of Commerce, Worcester Consortium, alumni and prospective new students and faculty
 - Rectify tuition discrepancy (day vs. continuing education)
 - Increase out---of---state enrollment and put support systems in place to enable this growth
 - Grow DGCE revenue by 3% annually
 - Review existing administrative policies to align them with the goal of increasing revenue
 - Assess adequacy of the technology infrastructure
 - Assess enterprise risk exposures across the institution

Barry M. Maloney

Self-Evaluation

Evaluation period July 2016 – July 2017

I write for the purpose of submitting my 2016 – 2017 Self-Evaluation. The information below is presented in the agreed upon format, is directly tied to my 2016- 2017 Presidential Goals and represents a summary of my performance since my last review June, 2016. Additionally, to help the Board in its review, I have attached the Strategic Planning grids, SPARC report pertaining to every division and the DHE's data dashboard for Worcester State. This is included to provide greater detail for my many accomplishments over the past academic year.

1. Retention (Numeric rating 5)

Since my arrival it has been clear that improving retention is the most important issue for Worcester State University. The University's six-year graduation achieved the prescribed segmental goal of 56% set by the Department of Higher Education. This year's average demonstrates a slight increase from last year and WSU's three-year average shows a nine-point improvement since I arrived in 2011.

Highlights:

- Fall 2016 to Fall 2017 comparison, as of May 1st:
 - Total Fall 2017 deposits are up 191 (an increase of 22%) and currently are at 1,049 (the goal is 1,300)
 - Freshmen Fall 2017 deposits are up 176 (an increase of 26.5%) and currently are at 839 (the goal is 800)
 - Transfer Fall 2017 deposits are up 15 (an increase of 8.5%) and currently are at 190 (the goal is 500)
 - Housing Fall 2017 deposits are up 12 (an increase of 2.2%) and currently are at 552 (the goal is 625, with a reach goal of 650).
- One of only **6 of 29 public institutions** in the state to see retention growth - Commissioner Santiago.
- Continued the University's "Succeed in Four" campaign designed to improve retention outcomes through increased advising, course scheduling and other co-curricular support to assist students towards graduation
- Continued to improve the Starfish tracking system to retain more students. Starfish now provides real-time notifications of changes of majors, students who are dropped for non-payment and reinstated, and more. The number of departments using Starfish increased from 32 in 2015 to 38 in 2016. The number of faculty office hours scheduled using Starfish increased from 11,989 in Fall 2015 to 15,327 in 2016
- Established a **100 Males to College** program designed to bring underrepresented male students, predominately African Americans and Latinos, to college
- Established the Transfer Center for the collection, storage, updating, and coordinating of campus articulation agreements and to recruit and process new transfer students
- Improved recruitment materials, website, and catalog presentation of LASC (Liberal Arts and Sciences Curriculum) using catalogue management software. Implementation of the catalogue management software begun in fall 2016 and will conclude in July of 2017. When done, more informative and aesthetically pleasing webpages will better promote the Liberal Arts and Sciences Curriculum

- Continued our efforts to expand student participation in the **Worcester Art and Culture Project**. Increase numbers of students engaged in cultural and art initiatives throughout Worcester; increase number of faculty leveraging Worcester museums and historic societies in their teaching
- Worked with Worcester Public Schools to improve diversity of prospective teachers and to strengthen our Education program. As part of the November 2016 Admission Open House, Admissions partnered with the Education Department and Office of Multicultural Affairs to offer a **Call to Teaching** session, which is designed to encourage under-represented students to consider the profession of teaching. One of Admission's information sessions was offered entirely in Spanish

Challenges:

- While the campus celebrated achieving the 56% graduation rate milestone; we must be dedicated towards our new goal, a 62% six-year graduation rate by 2020. The biggest challenge has always been, and will continue to be, getting the entire campus engaged and focused on this mission
- Gap persists in residence students. Roughly 10% below projected occupancy
- Continue to see improvement in recruitment, retention and graduation rate efforts of underrepresented groups

2. Academic Management and Leadership (Numeric rating 4)

Academic Affairs was under the leadership of Dr. Lois Wims during the past year. Now in her second year, I spent the bulk of my time working with the Provost and her leadership team to further implement a new Dean structure, increase academic advising to students, and assess the resource needs for each academic department. In January, the Provost hired Dr. Russ Pottle, Dean of the School of Humanities and Social Sciences, which will lead to significant gains in that school.

Civic Engagement continues to be a major thread across the University. Whether service learning, internships, community-based research or volunteerism, these projects bring great value to the community and to the learning experience of our students. This number is considerably higher than last year. Much of the increase is due to Jumpstart and wider participation among newer faculty such as Dr. Sebastian Velez's trip to the Dominican Republic.

The following breakdown illustrates our progress:

WSU's Community Engagement: 2016-2017

2016-17: Civic Learning: *This year, in keeping with the DHE's assessment of Civic Learning and Engagement, WSU has begun to track courses as CL, civic learning. According to the Office of Institutional Assessment and Research, 507 course sections were coded as CL, with 9,387 seats filled for a total of 28,422 credit hours that meet the outcome of fostering a civic ethos across all components of the campus and educational culture, and making civic literacy a core expectation for all students.*

In March 2012, the Board of Higher Education added an educational outcome to the Vision Project focusing on civic education and engagement, reflecting more accurately the vision of an educated citizenry. Tracking the hours of engagement and the number and range of community partners is a key feature of assessment of civic learning and engagement and service learning. For the academic year 2016-17, we continue to track five areas.

Internships: According to the Office of Career Services, WSU featured 175 Internship Projects involving 251 credit hours contributing approximately 21,000 hours of engagement. Internship projects are registered in 14 of our 21 departments.

Volunteerism: The Binienda Center for Civic Engagement continues to develop opportunities in volunteerism and community engagement. For this year, BCCE reports 32 Projects involving 491 students and 16,246 hours of civic engagement. Volunteerism continues to grow because of Jumpstart, Enactus, and Woo Serve, a student organization devoted to community engagement, which has earned Major organization status for the 2017-18 year.

Service Learning: As we continue to develop methods for coding and institutionalizing Service Learning and Civic Engagement, Urban Studies, Sociology, Occupational Therapy, and Business continue to run courses in which service is a central feature. This academic year, WSU reports 38 SL projects involving 720 Students contributing 19,538 hours.

Nursing Clinical Placements: 57 involving 338 students contributing 59,348 hours.

Health and Education Practicums: 206 Projects involving 699 students contributing 38,521 hours.

In addition to the new category of Civic Learning, WSU reports 508 engagement opportunities involving 2423 students (43% of the student body) and approximately 154, 643 student hours in the community in a variety of educational activities.

Highlights:

- Hiring of a **Dean of the School Humanities and Social Sciences**
- First new graduate programs in 8 years were developed and shepherded through governing bodies, awaiting DHE approval
- Undergraduate program offerings enhanced via new ethnic studies concentration which kicked off in fall of 2016
- In September, along with two students, Trustee Maryanne Hammond, Dean of the School of Health, Education and Natural Sciences Linda Larrivee, Biology Department Chair Steven Oliver, Carl Herrin, and I traveled to Ireland and Northern Ireland to forge new ties and build upon some established ones. We met with the President of University College Cork and are looking to a new affiliation agreement soon. After our visit, our existing partnership with Letterkenny Institute of Technology (LYIT) soon will offer students new STEM options through their science department. While some of us were in Letterkenny, others were in Derry and three other Northern Ireland communities, forging a new partnership with Ulster University. That prospective exchange agreement likely will focus on STEM fields (including health-related subjects) and an Irish Ethnic Studies summer program.
- Established the **Jumpstart AmeriCorps Program** on campus, creating a bridge between Academic Affairs (curricular) and Student Affairs (co-curricular)
- Implemented a partnership with the Idea Lab Business Incubator to help WSU students with small business development plans.
- Increased the amount of community service from 149,000 to 161,000 hours of services
- First Introduction to Ethnic Studies offered. 32 students enrolled in first section offered, and many more continue to declare an interest in the new concentration

Challenges:

- Realize enrollment benefits from newly formed international relations – goal of 200 new international students enrolled at WSU by 2022
- Completion of work on two key business plans: online learning (launch fall of 2016) and an international student recruitment plan via our new relationship with American International Recruitment Council (AIRC)
- Managing the 15% cap on adjuncts in academic departments
- Searches for Assistant Vice President for Academic Affairs and Assistant Vice President for Assessment and Planning.
- Completion of work by two key task force groups; Policy Development for Online Learning and Internships.
- Manage accreditation costs and continue review processes for all academic departments.
- Increased enrollment and overall scope of the Latino Education Institute (LEI) and its programs.
- Funding the International Education program and motivating students to participate.

3. Assessment (Numeric rating 3)

The largest, and most significant, accreditation work that continued this year was the work done on the New England Association of Schools and Colleges (NEASC) required five-year report. The report highlights the work completed on the areas cited during our recent Self Study process. For Worcester State University, the areas included were Strategic Planning and Assessment.

We continued the assessment work of our Strategic plan with the assistance of committee called the Strategic Planning Assessment and Review Committee (SPARC) to help me review divisional goals. The group, made of up faculty, staff and students, meets with divisional and department heads throughout the year to assess progress towards divisional action steps and university goals. Their final report is included with this packet.

Highlights:

- Developed a process for assessment of newly formed strategic plan and tied the assessment to overall University and Vision Project goals.
- Successful completion of Visual and Performing Arts accreditation review.

Challenges:

- Departmental Assessment costs and implementations
- Complete NEASC Five-Year report – focus is on Assessment and Planning work set in motion since the comprehensive self-study was completed in 2012
- Hire the Assistant VP for Assessment and Planning – refill due to retirement
- Continued assessment of customer service across all departments
- Full assessment of campus Police Department due to transition in departmental leadership
- Conduct a risk management assessment and campus planning exercise

4. Infrastructure (Numeric rating 4)

In September, the Wellness Center finally opened and has become an academic and social hub for the entire campus. Starting with the demolition of the old gym building, the campus has been abuzz with construction-related activities. I am happy to report that all the major projects I have been involved in over the last five years have been completed and that costs were kept within our means.

Property acquisition continues to be a priority as we purchased the Temple Emanuel property. The synagogue, located on May Street and contiguous to the rest of the campus, potentially provides a strategic real estate opportunity for Worcester State University. We made great progress on this project this year. First, the Foundation secured a funding source – a loan through Commerce Bank. Finally, we developed a use agreement with the WSU Foundation so that both parties have a clear understanding of how the property, and all related costs, will be managed. We are developing usage plans with a funding strategy to follow in FY18.

Highlights:

- Hired a landscaper to improve grounds
- With the help of Ricks Associates, WSU developed a campus space plan for the campus' academic space needs – focused on the May Street Building

Challenges:

- Need for specialized science space for Nursing, Speech, Chemistry, Biology, and Occupational Therapy programs
- Deferred maintenance planning and advocate for a deferred maintenance bond bill to help pay for work
- Create a comprehensive Sustainability Plan.

5. Fiscal Management and Budgeting (Numeric rating 4)

The University continues to be a financially healthy organization. With strong reserves, solid enrollment and a good place in the market, Worcester State continues to be a viable institution. We continue to revamp our budget processes to provide greater transparency for the campus community. As academic needs continue to grow, the relationship with the Worcester Center for the Crafts continues to develop and the implementation of a new business plan for DGCE are both priorities in the year to come. During this past year, due to a slight dip in Spring enrollment, we had to make a midyear budget correction. Each division offered \$100,000 from areas such as, travel, equipment, catering and part time employees, to close the \$500,000 shortfall.

Highlights:

- Maintained the University's "A" bond rating with Standard & Poor's
- Implemented an Early Retirement Incentive Plan resulting in \$1.4 million saved and re-purposed for university needs
- Implemented new fee structure for Division of Graduate and Continuing Education, resulting in higher revenues

Challenges:

- Execute the BOT-approved plan to replenish University reserves
- Continue to monitor enrollment, especially in the residence halls, to ensure that we are not faced with another midyear budget shortfall
- Develop a plan to increase revenues realized by Conference Services
- Develop a cost benefit grid to assess the true cost of all academic programs
- Working with campus leaders and BOT to develop a spending plan for unmet campus needs.
- Need to develop a revenue generation plan that incorporates: enrollment, creation of new delivery methods such as online learning, DGCE and fundraising
- Stabilizing the enrollment and closing the student gap in the residence halls
- Establishing cost cutting measures in non-academic areas. Areas such as: travel, equipment purchases, food and memberships will all be looked at in the upcoming year
- Implementation and realization of new revenue ideas. (See attached draft of items that will continue to be examined)
- Develop a new business plan for the Worcester Center for the Crafts
- Develop a financing plan for the renovations of the May Street building

6. Communication (Numeric rating 3)

It was clear, starting in my first year and continuing well into year five, that open communications from the President would continue to be a huge expectation from the campus community. The climate on campus continues to demand such transparency. While improvements have been made – new professional approach from Human Resources Office is an example – the campus feels that there are still too many top-down directives causing morale to improve only slightly. Therefore, I have continued to focus on student's success as the most important goal in everything we do as an institution. Immediately, I began to open up lines of communication, establishing new governance committees, meeting with as many academic departments as possible, meeting with students in all residence halls, gathering information from alumni, donors and foundation members, creating a neighborhood association for our immediate neighbors, holding two all-campus "town hall" style meetings each year and sending out several written communications to all key constituent groups. I am pleased by the positive feedback I have received from these efforts, but acknowledge there is still much work to be done.

Highlights:

- Use of the President's home for several – five - University gatherings and related business activities
- Twelve meetings with divisions, departments, chairs, Administrative Council, students in res halls
- Year three of a neighborhood committee to discuss neighborhood issues and civic engagement opportunities
- Meetings with federal, state and local officials

Challenges

- Working with community officials and neighbors to improve parking in and around the campus and reduce the impact on the neighbors
- Greater uses of campus governance
- Building trust among all key constituent groups – especially students from underrepresented groups

7. Administrative Management and Leadership (Numeric rating 4)

The past year was one marked by significant changes in personnel. Fueled by our early retirement incentive and the filling of other key vacancies, the University went through a series of changes this past year. My time was consumed by making sure that these processes brought in a high quality member to our campus and that they had a smooth transition into Worcester State. With the exception of two Assistant Vice President positions within Academic Affairs, we were successful in these searches.

Highlights:

- Successfully hired 73 new employees as part of position replacement from the WSU Early Retirement Incentive program
- Facilitated several professional development trainings for campus leadership. List includes annual campus retreats for Cabinet and Vice Presidents groups, and the first, during my tenure, Board of Trustee retreat
- Year four of new comprehensive marketing campaign for the University – now managed by newly hired Director of Marketing
- Dr. Russ Pottle joined us in late January as Dean of the School of Humanities and Social Sciences.
- Assisted with the management of over 20 faculty searches and an additional 20 administrative and staff searches
- Hired an Assistant Director of Career Services in direct response to requests and advocacy by the Student Government Association (SGA)

Challenges:

- Hire a new Director of Conference Services and develop a new plan of operation focused on the maximization of revenues
- Continue to orientate Board of Trustees – especially, newly appointed members
- Continue to develop a team that is supportive of each other and the mission of the institution.

8. Decision Making and Problem Solving (Numeric rating 4)

CEO's make hundreds of decisions per week. The key for any President is that we must instill a sense of trust, collegiality, accountability and resolve to get others to make decision that always have the University and our student's best interests in mind. Decision making gets magnified during times of crisis. It is in this area that I think that I handled myself very well. The challenge moving forward is considering ways to continue to empower my colleagues so that good decisions can be made at the appropriate levels.

Highlights:

- Development of a new space usage plan for the campus – May Street Building
- Dealing with campus emergencies and appropriate implementation and training of the new Title IX sexual assault reporting requirements

Challenges:

- All three unions begin collective bargaining process and dealing with the byproducts of those discussions
- Trying to build collaborative team across all divisions
- Challenge getting talented VPs to work together.

9. Fundraising (Numeric rating 5)

This year marked the final year of our Change Lives Campaign. A \$15 million dollar campaign, designed to expand resources in four main areas: faculty development, scholarship, funds for the newly constructed Wellness Center and unrestricted funds like the ones used to acquire the May Street Building. As one of only two Massachusetts State Universities listed, according to the Princeton Review, as one of the 75 Best Public Value institutions it is easy to see one of the reasons is our impressive alumni giving rate of 10%. Our alumni continue to believe in Worcester State University.

Highlights:

- Continued the \$15 million dollar capital campaign, "Change Lives"
- Met with hundreds of alumni and attended events on campus, in the greater Worcester area, throughout the Commonwealth, around the country and abroad
- Received a **\$1,000,000 gift on behalf of Dr. Imoigele Aisiku WSU class of 1991 STEM Center**
- The gift establishes a fund for research experiences for students and faculty in STEM fields
- Traveled to Los Angeles, Florida, Washington, D.C., and New York for alumni chapter events
- Largest turnout at Florida alumni events in Florida with almost 200 individual contacts made
- Increase undergraduate retention and graduation success through donor-funded scholarships. Data show those who have received donor-funded scholarships have about a 25 percent greater six-year graduation rate than those who do not receive such support.
- In 2016-2017 we grew our scholarships by 25. Moreover, in the past 5 years, we have grown our number of scholarship awards by 50% - from 129 to 260
- Secured funding for \$50,000 per year outlay for the University's Honors Program
- Secured \$31,000 contribution from GB and Lexi Singh '85 to refurbish the Nursing Department's simulation lab with updated equipment and technology. The lab will be renamed the **GB and Alexandra Singh '85 Nursing Simulation Lab**
- Engaged Worcester State hockey alumni to financially support the University's investment in the downtown hockey rink, giving the Lancers their first-ever home ice with a dedicated locker room. Goal for alumni investment is \$50,000
- Developed an **Alumni Connections** series to gather together alumni and students for an evening of networking designed to reengage alumni, allow alumni and students to build business connections, and provide alumni with the opportunity to share their knowledge with students. Alumni Connections events planned for FY 17 include a focus on Criminal Justice (held in Fall 2016), Student Leaders (held on March 13), and Sciences (held on April 20)
- Awarded a grant of \$65,859 by the Nellie Mae Education Foundation to implement a new initiative, **Amplifying Student Voice and Leadership**. This project engages students from seven area public schools and the WSU Latino Education Institute to serve as youth leaders who will assist in promoting student-centered learning (SCL) in their schools, along with greater college and career readiness

Challenges:

- Raising money for student scholarship to offset student costs
- Develop new pockets of alumni support – both out of state and with young alumni
- Tap into markets such as banking and corporate gift giving
- Raise money for new initiatives such as faculty research, acquisition of Temple Emanuel, international education and scholarship

10. Internal Relationships/Campus Climate (Numeric rating 4)

Similar to the past five years, I have approached the internal relationships portion of my job by, simply, talking with as many of my colleagues as possible. However, this year I focused on developing a plans that will assist the University in its efforts towards making us a more diverse, civil, and welcoming environment.

Highlights:

- Held divisional and departmental meetings with all key groups – faculty, staff and students.
- Continued support of employee recognition efforts
- Implement a talent management plan to ensure that all employees receive training and support in university operations, regulatory requirements, and career development. Examples of progress: anti-discrimination and cultural competency trainings provided to campus leadership, University Police and other units; on-boarding process for new employees revamped
- Establish new employee orientation and mentoring programs to provide support within one week of hire. Examples of progress: employees hired during 2015-2016 received new orientation in late August
- Develop and advertise university-wide approach to holistic student wellness. Examples of progress: new student orientation developed; systems and personnel in place for Wellness Center to offer intramurals, fitness and holistic health classes such as yoga
- As part of the ongoing commitment to creating and maintaining a diverse and inclusive environment for our community members, as articulated in my Five Point Plan last spring, WSU has engaged the New England Resource Center for Higher Education (NERCHE) to facilitate a campus-wide assessment of WSU's infrastructure as it relates to the cultural climate, equity, and inclusion. Isaac Tesfey, Director of Diversity, Inclusion, Affirmative Action, and Equal Opportunity and a Campus Climate Committee (CCC) of Faculty, Staff and Students are guiding this critical initiative. The University also will assess its efforts towards diversity and inclusivity through the Culturally Engaging Campus Environments (CECE) survey of all undergraduate students, beginning in February 2017

Challenges:

- Implementation of the NERCHE recommendations and institutionalize into the campus culture
- Develop an internal communications plan with the newly hired AVP for HR
- Continue to make strides in the area of cross-divisional collaboration – best example was Enrollment Management Committee
- Foster a climate of civility among all members of campus community
- Too many grievances filed by our unionized colleagues

11. External Relationships/Leadership in the Community (Numeric rating 4)

During my sixth year on the job, I continue to make developing external relationships a significant portion of my job. Over nights and weekends, during breakfasts, lunches or dinners, I attended countless community events meeting leaders, listening to stakeholders and trumpeting Worcester State's stories. Similar to last year, the largest consumer of my external time was my role as Chair of the Higher Education Consortium of Central Massachusetts (HECCMA) Council of Presidents. The role has me working on behalf of the ten colleges and universities within greater Worcester.

Highlights:

- For the thirteenth year in a row, we have been recognized by The Princeton Review as a "Best in the Northeast" college, based on student surveys – an accolade that was noted in the Telegram & Gazette's ["College Town."](#) We are the only one of the nine state universities to make the list. Worcester magazine voted WSU as the Best College in Worcester
- Chair, Higher Education of Consortium of Central Massachusetts (HECCMA)
- Held regular meetings with civic and community leaders regarding keys issues as PILOT, parking, improving Worcester as a college town, cost savings and internship development
- Continued the presence of the WSU Latino Education Institute (LEI) in Springfield. The partnership includes the Springfield Public Schools and Springfield Technical Community College (STCC). We have raised, privately, \$223,577 towards this effort
- Continue to serve on the NCAA's Division III President's Advisory Board
- Developed a partnership with the Massachusetts College of Pharmacy and Health Sciences, MCPHS to recruit abroad to build its entering classes. Students who are academically admissible but who need language skills will be conditionally admitted to MCPHS, with the requirement that they will enroll in Worcester State's Intensive English Language Institute for academic English language training
- Developed a partnership with the newly developed Worcester Sports Complex for use by the WSU Athletic program
- Refreshed the MOU with the City of Worcester for use of the Rockwood and Lyons field complex
- Worked with City of Worcester on a plan to redevelop Chandler Street area for better pedestrian and traffic flow in the area of WSU
- Board Member serving on the following boards: Greater Worcester Foundation, Worcester Regional Research Bureau, WBDC, Worcester Chamber of Commerce, Wilbraham and Monson Academy and Spectrum Health Systems
- Saw full implementation of the WSU Center for Business & Industry. The new initiative works with the community to contract with local industry to provide training. We hired a full-time director who has been instrumental in realizing new business and increased revenue for DGCE. Greater than \$250,000 revenue growth in CBI training initiatives was realized in the first full year

Challenges:

- Continue to grow WSU CBI's scope and revenue collections
- Get WSU leadership team more involved in local community boards to help increase visibility
- Raise visibility of WSU outside of the Central MA market
- Develop and maintain Latino Education Institute presence in other markets in MA (Springfield, Lawrence or Boston)
- Balance community needs against limited resources of WSU



2016-2017 Strategic Plan Update Report

Assessment of Institutional Effectiveness

Prepared by

Strategic Plan Review Committee

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Appendices can be found digitally at <https://tinyurl.com/2016-16-SPRC-Appendices>

Appendix A – Divisional Executive Summaries

Appendix B – Divisional Strategic Planning Goal Grids

Appendix C – Coffee Break Proposal

Appendix D – Recommendations for 2017-18 SPRC Assessment

Introduction

Necessity of Assessment

During the 2014-2015 academic year, a steering committee of students, faculty, staff, alumni, and trustees were brought together to develop a new strategic plan. The mission and core values were reviewed, a new vision emerged from the campus dialogues, and the plan was unveiled to the community at the fall opening day ceremony—*The Strategic Plan 2015-2020: Scholarship, Partnership, and Leadership for a Changing World*. It was approved by the Board of Trustees at their October 2015 meeting. The role of the Strategic Plan Review Committee is to provide an annual assessment of the University and its progress towards the goals and values outlined in the strategic plan.

Summary of Process

The 2016-17 Strategic Plan Review Committee consisted of twelve members of the campus community who were appointed by the President's Office. These members were representative of all five divisions, faculty, undergraduate students, and graduate students. Because the University did not have an Assistant Vice President of Assessment and Planning, the Chair was chosen by universal vote of the committee.

Out of these twelve members, nine were active in the assessment process with no participation from the two appointed faculty members. The undergraduate representative was not able to complete the assessment process because of other obligations but did participate in the first half of the process.

The committee assigned two contact persons per division, avoiding any conflict of interest by assigning committee members to divisions other than their own. These contact persons communicated with the division heads about the SPRC assessment and answered questions about what documentation was needed by the committee. The committee provided a sample goal grid and a suggested executive summary outline to all division heads.

Each division submitted a goal grid and executive summary that outlined their response to the strategic plan with a specific focus on Campus Climate and Academic Excellence. Each division had a discussion meeting with the committee where the committee was able to ask for clarifications on the summary or grid, and where divisions were able to ask the committee any questions about the assessment and Strategic Plan.

In order to foster communication between divisions, the committee asked each division to provide a "Divisional Identity" consisting of a division-specific mission statement no longer than three sentences, and a division-specific summary no longer than five sentences about the role of the division in campus operations.

Since the strategic plan is a comprehensive document applicable to the entire University, the first half of this report is an assessment of the University as a whole, and the second half is division-specific. This evaluation is based on the executive summaries and action plans provided by the divisions. This assessment reviews the efforts made in the current academic year, with a reflection on the division's response to last year's suggestions. The report was written collaboratively by the Strategic Plan Review Committee. Because of time restraints caused by a late start due to insufficient membership, the divisions were not able to review this report before submission.

Definition of Evaluation Results

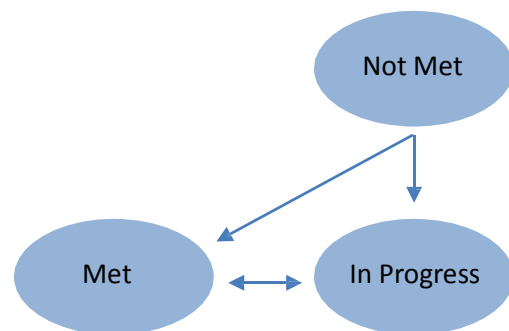
The committee uses the phrases “Met”, “In Progress”, and “Not Met” for the results of each evaluation area. SPRC evaluations are limited to the past year only, and we encourage all divisions to take advantage of this assessment time frame to take on larger and farther reaching goals as they learn from their initiatives from previous years.

No division should consider themselves finished in terms of integrating the University goals and strategic plan even if all evaluation results are “Met”. Because growth is cyclical, movement from “Met” to “In Progress” should be expected as divisions move from basic initiatives to more complicated and long- term initiatives that bring the division closer in line with the Strategic Plan.

“Met” means that the division has presented meaningful data showing the outcome of initiatives for this criteria. We challenge divisions who have “Met” in most or all areas to use their solid foundation to create further reaching goals and initiatives for the next assessment period, and to collaborate with other divisions to share best practices.

“In Progress” means that the division presented clearly defined goals and a solid action plan with initiatives that are still ongoing. We encourage divisions with “In Progress” results to continue their efforts and create a timeline for completion to keep themselves accountable. These divisions should also focus on meaningful longitudinal data collection so that they can evaluate the success of ongoing initiatives and create a solid assessment foundation for future goal setting.

“Not Met” means that the division has taken no action in this area this year. We encourage divisions with these results to set well defined goals and implement them over the next year. These divisions should network with other divisions to learn best practices so they can build a solid foundation for future initiatives. We see this as an excellent opportunity to integrate cross-divisional collaboration into a division’s foundation for planning and assessment.



Institutional Effectiveness and Justification of Focus

Institutional effectiveness is “... the degree to which institutions can harness their resources to achieve their objectives [and] depends upon the ... institution’s willingness to set priorities and solve its problems” (American Council on Education, 2016).

The President’s Office hosted a Campus Climate Input meeting on March 1, 2017 to present a campus-wide update on the University’s effort toward a more inclusive campus climate. From this, it was decided that the campus would collectively continue its focus on Campus Climate and Academic Excellence from the previous year.

Even though the priorities were named late in the year, each division was able to include them in their updates to the Strategic Plan Review Committee. The divisional reviews provide documentation for the University’s progress on the strategic plan and our effectiveness as an institution.

The Areas of Campus Climate and Academic Excellence are included in the University’s mission:

Worcester State University champions academic excellence in a diverse, student-centered environment that fosters scholarship, creativity, and global awareness. A Worcester State education equips students with knowledge and skills necessary for lives of professional accomplishment, engaged citizenship, and intellectual growth.

The Areas of Campus Climate and Academic Excellence are part of the institutional core values:

Academic Excellence: We are committed to providing opportunities to excel in a close-knit learning environment characterized by distinguished faculty, excellent teaching, and creative linkages between classroom learning and real-world experiences.

Engaged Citizenship: We are committed to promoting community service, social justice, the democratic process, environmental sustainability, and global awareness to prepare students to be active and informed citizens.

Open Exchange of Ideas: We are committed to inviting and considering the most expansive range of perspectives in teaching and learning, in scholarly and creative work, and in the governance of a complex, diverse institution.

Diversity and Inclusiveness: We are committed to being an inclusive community in which our diversity enhances learning for all and in which people from all cultures and backgrounds have the opportunity to participate fully and succeed.

Civility and Integrity: We are committed to respecting the dignity of all members of our community and to demonstrating this commitment in our interactions, decisions, and structures.

They are also represented by goals 1 and 4 of the strategic plan:

1. **Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation**
2. Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world
3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success
4. **Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued**
5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value

Institutional Assessment and Evaluation

This section is a commentary and discussion of progress on each institutional goal. Since the strategic plan is a comprehensive document with the institutional goals inclusive and representative of the entire university, results have been combined here from all divisions. Individual overviews of each division are in the Division Review section.

Area of Focus - Campus Climate

Status: The focus on Campus Climate is in progress.

The committee recognizes that there are two distinct components to Campus Climate: students and employees. While the University has made great strides in this area, the committee finds there is more work to be done, especially on campus morale and communications.

All divisions made strong progress on Campus Climate in regards to students. The divisions demonstrated a universal awareness of the existing and upcoming needs of our student body. They have all responded to the University's urgent need to recruit and retain qualified and motivated students. Cross-divisional collaborative efforts to support a positive campus climate for students include expanding the topics discussed on campus to be inclusive of mental health and addiction, student recruitment and retention efforts, and efforts to create a procedurally literate student body. We recommend that these efforts be continued and expanded in the next year.

In order to continue recruiting and retaining students who graduate within 4-6 years, the University needs to respond to the staffing needs of student support offices. This is especially urgent for student services related to mental health and student accessibility who are already strained by the rapidly increasing demand for these services. We recommend that the University immediately assess the current and projected staffing needs of these offices and provide additional personnel support.

The offices of Human Resources and Diversity, Inclusion, Affirmative Action, & Equal Opportunity have made forward progress on diversity and inclusiveness in the hiring process, but diverse representation in campus initiatives and projects is still lacking. In addition, the physical accessibility of the campus needs improvement. We encourage the University to continue its existing efforts on diversity and inclusiveness and expand them over the next year to ensure campus wide representation and accessibility for all underrepresented groups on University committees, projects, and initiatives.

The University is still struggling as a whole on the core values of Civility and Integrity and Open Exchange of Ideas. While Customer Service training has shown a positive impact on employee interactions with students, there is a universal recognition of a lack of civility and emotional management among employees. This is compounded by a lack of recognition and a possessiveness of ideas that contributes to a negative and anxious environment for employees on campus.

The committee recommends immediate efforts to improve communication and morale. The University should be working towards a standard of interpersonal communication that is solution-oriented, proactive, collaborative, and data literate. This can be accomplished through including organizational behavior in the existing customer service training and immediately implementing recognition systems that regularly demonstrate appreciation for jobs well done. We also recommend that the University

normalize the use of the Employee Assistance Program for personal support, and for training on a departmental level.

The committee recommends that Campus Climate be a continued University-wide focus in the next year.

Area of Focus – Academic Excellence

Status: The goal of promoting academic excellence is met.

All divisions have made strong forward progress on Academic Excellence with efforts that reflect an understanding and responsiveness to the needs of our students, the necessity and urgency of recruitment and retention, and the increasingly competitive market of higher education.

Collaborative efforts supporting Academic Excellence include the new Aisiku STEM center, recruitment materials that reflect the employment concerns of potential students, increased support for student research in all areas, and the increased availability of tutoring for all subjects, especially math.

The committee recommends that the University focus on sustaining and expanding its progress in Academic Excellence by retention of employees, and both personnel and financial support for efforts supporting Academic Excellence. This can be done by focusing on collaboration, communication, recognition, and morale.

Given the University's commendable and sustained progress in the area of Academic Excellence, the committee recommends a new secondary area of focus in the next year.

University Recommendations

The Strategic Plan Review Committee (SPRC) has a comprehensive understanding of the work done each year on the strategic plan. Based on our “30,000 foot view”, we recommend the following:

Campus Morale

1. Improvement of employee morale across campus
 - a. Increase utilization and education about the EAP (Employee Assistance Program)
 - i. Clarification and communication on resources for individuals and families to normalize and encourage the use of this resource
 - ii. Communication and utilization of the EAP as a resource departmental and cross-departmental training and support, especially in regards to team building, interpersonal skills building, and stress management
2. Institutionally supported training on Organizational Behavior
 - a. The committee has found that while all divisions have been actively working on customer service training, campus morale is still very low and interferes with effective communication and processes on campus.
 - b. The committee finds that the University would benefit from all employees receiving training on conflict management, de-escalation, and resolution; stress management; and interpersonal communication.
 - c. We recommend the university enhance the existing customer service training to include Organizational Behavior with the goal of improving communication, empathy, and civility among faculty and staff.
3. Establishment of a university culture of kindness, positivity, and recognition
 - a. The committee recommends that the President's Office recognize employees on campus by delivering certificates of appreciation in hand on a monthly basis. This initiative should be inclusive of all campus employees, including part time, contract, and ancillary employees.
 - b. This recognition should be widely advertised throughout campus, and should be in addition to the annual Employee Recognition in order to normalize a collaborative work environment.

Communication and Collaboration

1. Incorporation of Strategic Plan into Daily Operations
 - a. All divisions should focus on incorporating the strategic plan into their daily operations and discussing this regularly at direct report meetings to encourage collaborative accountability to the strategic plan
 - b. We recommend that the strategic plan become a regular part of the President’s direct reports meetings, department meetings, and staff meetings throughout campus.
 - c. All employees should have the strategic plan readily accessible. The university could encourage this by making a functional and aesthetically pleasing reference that can be posted in individual and community work spaces.
 - d. To normalize assessment as a positive process and encourage campus-wide accountability to the Strategic Plan, we recommend that the President's Office lead by example and be assessed in the 2017-18 SPRC Report.
2. Routine communication of accomplishments

- a. The president's office should host a monthly "Coffee Chat" to provide a casual forum for communication with division heads and the campus community. Employees throughout campus should be encouraged to attend. *See appendix for formal proposal.*
- b. We recommend that the university make every effort to communicate the successes of all divisions, especially when those successes involve collaboration with other departments or divisions.
- c. The university should provide institutional support to all offices involved in these efforts, including but not limited to Marketing, Campus Communications, Publication and Printing Services, and Human Resources

Information Based Decisions

- 1. Education and training on data literacy for all personnel
 - a. The university should provide data literacy training to all personnel to create a common language to communicate needs, successes, and ideas across campus.
 - b. Data literacy helps depersonalize office transactions which will support civility and normalize positive, solutions-focused interactions between all employees.
- 2. Development of Standard Operating Procedures
 - a. Each department should establish and document work flows for daily and recurring major tasks and create a calendar with major deadlines and other procedurally important dates.
 - b. The university should create cross-divisional working groups to establish and document work flows for collaborative projects and tasks, provide clarity on process and responsibility, and encourage effective communication and planning.

Support of Changing Student Demographics

- 1. Hire more support personnel
 - a. The committee found that student support services are overwhelmed by the existing and rapidly changing student population and require immediate additional institutional support to continue effectively serving our students, encouraging increased retention and graduation rates. *Please see divisional reports for further details.*
- 2. Create a more procedurally literate campus community
 - a. The committee recommends campus-wide education on university procedures that include all students, staff, and faculty.
 - b. The committee recommends the establishment of a peer-mentoring program in which experienced students can give academic and procedural guidance to new students.
 - c. This would encourage networking between classes, and establish a spirit of camaraderie with all new students, including transfers and non-traditional students.

Academic Affairs

Evaluation	Results
Focus area: Campus Climate	In Progress
Focus area: Academic Excellence	Met
<u>Divisional Objectives</u> Included Cross-Divisional Collaboration	Met
<u>Analysis of Effectiveness</u> a. Appropriate Analysis Conducted for Each Objective b. Evidence of Critical Evaluation of Division's Effectiveness Relative to the Objectives c. Clear Analysis-Driven Recommendations for Future Implementation	Met Met Met
<u>Supporting Documentation</u> Sufficient Information/Evidence to Understand Analysis	Met
<u>Divisional Identity</u> Provided a mission statement and division summary	Met
<u>2015-16 SPRC Recommendations</u> The division responded to the suggestions in the 2015-16 report to the Committee's satisfaction	Met

Divisional Identity

I. Mission Statement

Academic Affairs through its curricula addresses the intellectual and career needs of the increasingly diverse citizenry of central Massachusetts. We affirm the principles of liberal learning as the foundation for all advanced programs of study and are committed to offering high quality, affordable, undergraduate and graduate academic programs and to promoting the lifelong intellectual growth, global awareness, and career opportunities of students.

II. Summary

The Division of Academic Affairs is responsible for all of the undergraduate, graduate, and continuing education delivered at WSU. We support the academic enterprise throughout the campus with academic support services, instructional technology, instructional and learning resources, study abroad, institutional research, assessment and strategic planning. We promote and support faculty professional development and advancement, research and partnerships with external partners and engage with the community through the Latino Education Institute, the Multicultural Affairs Office, and multiple centers and interdisciplinary programs.

Accomplishments

1. Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation
 - Aisiku STEM Center

- The School of Education, Health and Natural Sciences established the Aisiku STEM Center to provide academic support and undergraduate research opportunities to students.
 - Through collaboration with Administration and Finance and University Advancement, the center has been able to provide academic support to students in the STEM disciplines
 - Thanks to an alumni donation coordinated by University Advancement, the center was able to launch the Aisiku Interdisciplinary STEM Research Team Initiative to enhance undergraduate research in STEM through the development of interdisciplinary research teams at the University.
 - The center will be sustained through collaborations with both Administration and Finance and University Advancement to ensure the procurement of grant funds to continue the center.
 - The division has enhanced existing initiatives such as the Celebration of Scholarship and Creativity, the Study Abroad Program, and the Math Center.
 - The division has prioritized investigation into online programs with the hopes of increasing online, hybrid and digitally-enhanced offerings by 2020.
 - The division collaborated with Advancement and Alumni Affairs to secure funds that would assist faculty with course redesign around open educational resources in order to save students money on textbook costs.
 - 100% pass rate results for Nursing, OT and SLP graduate program in the national exams.
 - They are looking into the possibility of offering clinical doctorate programs.
2. Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world
 - Academic Affairs has hired and on-boarded faculty and staff to provide an administrative structure that supports academic excellence while collaborating with Administration and Finance to ensure diverse representation new hires.
 - With the help of Administration and Finance, the division was able to support an additional 30 faculty with the opportunity to present their research at national and international conferences. This is a 40% increase over last year.
 3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success
 - Academic Affairs participated in cultural diversity training activities throughout the year.
 - The Center for Human Rights sponsored immigration roundtables and advisory sessions.
 4. Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued
 - Faculty members produced Democracy Cafes to inform the campus of candidate positions throughout the presidential campaign.
 - Department chairs attended a day long "Handling Difficult Conversations" workshop.
 - Faculty and staff participated in the NERCHE campus climate research process and events throughout the year.
 5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value

- The division coordinated with Administration and Finance to hire Rickes Associates FOR a space planning evaluation of the May Street Building.
- Implementation of Elevate software (online non-credit course registration tool), which resulted from a collaborative effort between DGCE, ITS, Marketing, Student Accounts and Finance.
- Collaborated with Enrollment Management on CourseLeaf software implementation for the management of the online catalog
- The Ethnic Studies Concentration launched with an initial budget of \$27,000 from Strategic Funding
- The Communications major was provided with a new Mac/Apple computer lab \$65,000 in Strategic Funding.
- Almost \$100,000 in Strategic Funds was utilized to improve lab equipment in the natural sciences (Biology Department, Chemistry Department, and Department of Earth, Environment and Physics).

Recommendations

Campus Climate

To address the overarching goal of improving the campus climate, Academic Affairs should work to improve the communication and cooperativeness of the departments it is comprised of and implement an employee recognition program. We recommend that organizational behavior be included in the existing customer service and diversity training to create a baseline expectation of solution-oriented, civil communication.

Collaborative Opportunities

The committee also recommends an expansion of collaborative efforts with other divisions. Academic Affairs should continue collaboration with ITS, DGCE, and Marketing on the implementation of the Elevate online course registration system. We also suggest collaboration with Enrollment Management and Student Affairs on efforts to improve the retention and timely degree-completion of all students, including transfer and non-traditional students. These efforts could include the CAEL initiative, student success coaching, faculty advising, restructuring of the first year seminar, and other efforts to create and support a procedurally literate student body.

Data and Documentation

The division should begin documenting all efforts to improve civility, collaboration, and communication within its own division and in relation to other divisions on campus. These data collection efforts should be reflective of the need for longitudinal data, utilizing both quantitative data such as attendance or email analytics and qualitative data such as documenting events and communications.

Administration and Finance

Evaluation	Results
Focus area: Campus Climate	In Progress
Focus area: Academic Excellence	Met
<u>Divisional Objectives</u> Included Cross-Divisional Collaboration	Met
<u>Analysis of Effectiveness</u> a. Appropriate Analysis Conducted for Each Objective b. Evidence of Critical Evaluation of Division's Effectiveness Relative to the Objectives c. Clear Analysis-Driven Recommendations for Future Implementation	Met Met Met
<u>Supporting Documentation</u> Sufficient Information/Evidence to Understand Analysis	Met
<u>Divisional Identity</u> Provided a mission statement and division summary	Met
<u>2015-16 SPRC Recommendations</u> The division responded to the suggestions in the 2015-16 report to the Committee's satisfaction	Met

Divisional Identity

I. Mission Statement

The Administration and Finance Division fosters and advances the mission of Worcester State University by employing sound business practices, efficient, and cost-effective operating processes, proven technologies, ethical business relationships, and a service-oriented workforce.

II. Summary

We are active stewards of the commonwealth's resources, implementing reasonable and effective management controls to ensure compliance with applicable federal, state, municipal and college instituted laws, policies, and directives. We also are responsible for communicating the basis for these controls and applying them in a fair and equitable manner.

Accomplishments

- Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation
 - Administration and Finance is collaborating with Academic Affairs to sustain the Aisiku STEM center through the ongoing identification and procurement of grant funding.
 - Provision of emergency funding to repair classroom equipment as needed
- Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world

- The division has continued surveying the campus community on how service departments are perceived. Results show improvement over the last year.
3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success
 - The wellness center was completed and opened for operations this year. This project required collaboration from all divisions and has enhanced the University by offering wellness opportunities for the entire campus community.
 - Sheehan Hall and the Wellness Center have both received LEED certification.
 4. Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued
 - The division organized the return of the annual Employee Fun Day to recognize the contributions of all employees on campus was reinstated this year.
 - Travel requests and reimbursements can now be tracked through ImageNow as they move through the approval process.
 - Human Resources, Payroll and Diversity have gone online with electronic on-boarding.
 - Cultural Competency and anti-discrimination training is now provided to search committee members, new hires, and supervisors on anti-discrimination and cultural competency
 - The division has facilitated training and workshops to employees on performance management, civility, stress reduction, caregiver support.
 - Coordinated with NERCHE on board to develop an institutionalized approach to improving campus climate.
 5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value
 - Administration and Finance has worked in collaboration with all divisions to proactively fund and support the campus to sustain the existing infrastructure.
 - The division coordinated with Academic Affairs to hire Rickes Associates for a space planning evaluation of the May Street Building.
 - Collaboration with ITS to establish a replacement cycle for electronic equipment through a multi-year leasing program.
 - Proactive facilities maintenance that prevents expensive repair expenditures.

Recommendations

Campus Climate

To address the overarching goal of improving the campus climate, the committee recommends that Administration and Finance work to normalize and encourage the utilization of the Employee Assistance Program (EAP) on a personal and departmental level. In order to facilitate Administration and Finance's role as a support division, their employees need ongoing support and training in conflict resolution and de-escalation to make sure they are empowered to deal with both routine and challenging interactions.

Collaborative Opportunities

We recommend that the division collaborate with University Advancement to establish and document a procedure for the utilization of foundation funds, and share them with the university. Other collaborative opportunities exist with Enrollment Management in the areas of market research, and the

reorganization of the Financial Aid and Student Accounts offices. These opportunities would support the call to create a procedurally literate student body and improve customer service.

Procedural Literacy

In order to encourage a more procedurally literate workforce, we recommend that Administration and Finance receive the institutional support necessary to provide training throughout campus on purchasing procedures and other monetary transactions. The institution could support these efforts by including organizational behavior in existing training to encourage employees to utilize these training materials.

Enrollment Management

Evaluation	Results
Focus area: Campus Climate	In Progress
Focus area: Academic Excellence	Met
<u>Divisional Objectives</u> Included Cross-Divisional Collaboration	Met
<u>Analysis of Effectiveness</u> a. Appropriate Analysis Conducted for Each Objective b. Evidence of Critical Evaluation of Division's Effectiveness Relative to the Objectives c. Clear Analysis-Driven Recommendations for Future Implementation	Met Met Met
<u>Supporting Documentation</u> Sufficient Information/Evidence to Understand Analysis	Met
<u>Divisional Identity</u> Provided a mission statement and division summary	Met
<u>2015-16 SPRC Recommendations</u> The division responded to the suggestions in the 2015-16 report to the Committee's satisfaction	Met

Divisional Identity

I. Mission Statement

The Worcester State University Division of Enrollment Management is dedicated to leading the WSU community to address issues of enrollment, retention, and graduation of all students.

II. Summary

The Division of Enrollment Management is responsible for the development, coordination, implementation, and outcomes of a comprehensive enrollment plan for the university. It employs knowledge of current marketing, recruitment, registration, financing, and retention management practices and strategies. It works with university partners, especially through the cross-divisional work of the Enrollment Management Committee, in the implementation of those practices. We ensure that appropriate enrollment practices and programming support the university's strategic plan and enrollment management plan. The Vice President for Enrollment Management provides overall leadership and coordinates the efforts of all enrollment management team members in the Offices of the Registrar, Admissions, Financial Aid, Marketing, and Retention.

Accomplishments

- Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation
 - The Admitted Student Questionnaire has been implemented as a tool for analyzing and assessing applicant and recruiting information.
 - Implemented new course registration wait list procedure.

- Invited 90 students to participate in the Success Coach Pilot program. 30 first-year students were offered success coaches.
 - Increased promotion of summer classes and HECCMA cross-registration opportunities.
 - Starfish retention software usage has increased from 32 to 38 departments, while also seeing an increase in office hours scheduled through the software from the previous year.
 - A sub-committee of the Enrollment Management Committee created the Advising Toolkit.
 - Continue ongoing work to improve the Degree Audit to accurately reflect LASC and to facilitate advising.
2. Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world
 - Created new marketing materials for LEI.
 - Cross-divisional collaboration participation in Enrollment Management Committee and Transfer Advisory Board.
 - Marketing added updatable online profiles for faculty which include success stories and credentials.
 - Oversaw the purchase and implementation of governance and academic catalog management software (CourseLeaf), a collaborative effort with Academic Affairs and Administration and Finance.
 3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success
 - Proposed and received approval for implementing an SAT optional program for Fall 2018.
 - Hosted bilingual admission information sessions at open houses.
 - Helped plan and participated in the ALANA Preview Day for diverse prospective students, particularly those interested in the field of education.
 - Highlighted academic programs via new and improved video representations.
 - Produced the Postgraduate Outcomes report which highlighted the successes of the 2015 WSU graduates.
 4. Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued
 - Participated in the NERCHE assessment of campus climate on diversity and inclusion.
 - Presented at the AAC&U Diversity, Learning and Student Success Conference.
 - Annual customer service training has been implemented in all EM offices.
 5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value
 - Continued work on updating workforce options on the website related to each program.
 - Admissions has implemented decision-making customer service management (CRM) software.
 - Moved the University website to a hosted solution (AWS) in order to provide consistency and disaster recovery options.

Recommendations

Campus Climate

With recognition of Enrollment Management's response to the strategic plan, we recommend the division design and implement methods to monitor the outcomes of their efforts, such as gathering

analytics on new marketing initiatives. The division should also begin to archive their progress towards the strategic plan by moving completed or closed goals into a separate grid. We also suggest that Enrollment Management implement an employee recognition program to maintain morale amongst its employees.

Collaborative Opportunities

The division has incorporated the strategic plan into its daily operation, including performance reviews, and a decision making process that include all employees of the division, utilizing the strategic plan as its backbone. As a result, each department and individual in Enrollment Management has goals which tie to the University strategic plan. We recommend that Enrollment Management proactively share best practices at direct reports meetings.

Recruitment and Retention

The Student Success Coaching program has been successful, however coaches report that support and follow-up could improve. We recommend that in addition to the expansion of this program, each coach receive training materials and a follow up survey. Enrollment Management should begin collecting longitudinal data on the success of this program to make information based decisions on its continued implementation and expansion.

SPRC recognizes the urgent need to recruit first time freshman students, however the changing demographics of our incoming students will include more transfer and non-traditional students. The committee recommends that Enrollment Management find tools to gather useful data on transfer and non-traditional students that could inform efforts to recruit and retain these students.

Student Affairs

Evaluation	Results
Focus area: Campus Climate	In Progress
Focus area: Academic Excellence	Met
<u>Divisional Objectives</u> Included Cross-Divisional Collaboration	Met
<u>Analysis of Effectiveness</u> a. Appropriate Analysis Conducted for Each Objective b. Evidence of Critical Evaluation of Division's Effectiveness Relative to the Objectives c. Clear Analysis-Driven Recommendations for Future Implementation	Met Met Met
<u>Supporting Documentation</u> Sufficient Information/Evidence to Understand Analysis	Met
<u>Divisional Identity</u> Provided a mission statement and division summary	Met
<u>2015-16 SPRC Recommendations</u> The division responded to the suggestions in the 2015-16 report to the Committee's satisfaction	Met

Divisional Identity

I. Mission Statement

The mission of Student Affairs is to promote and enrich students' education through a seamless learning environment that enhances the classroom learning experiences. This is fostered by interacting with students in their everyday lives through teaching, mentoring, advising, and counseling.

II. Summary

Student Affairs is responsible for the organization and facilitation services that support the enrichment and well-being of all students. It is comprised of 16 departments that work to create a positive and inclusive learning environment, and to support health and well-being of all students on campus.

Accomplishments

- Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation
 - PAL (Peer Advocacy Leadership) mentors provided guidance during priority registration to students registered with SAS.
 - Division members attended to conferences and seminars including the NCAA Inclusion Seminar, NCORE, National Active Minds Conference, NERCHE, and Five Points of Action.
- Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world

- The Binienda Center encouraged voter registration participation among students of all political affiliations. These efforts raised voter registrations from 73% to 95%.
 - A Mock Interview session held in March had 32 registered and 13 employers. University Alumni assisted with conducting interviews.
 - Efforts to increase veteran participation in FAFSA saw an increase in the funding received to meet the financial needs of this group of students.
 - Jumpstart Corps membership increased in 2016-17, and they delivered literacy workshops in poverty level preschool classrooms in Worcester.
3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success
 - Student Affairs has paid close attention to the rapidly changing student demographics, and has worked collaboratively with the university as a whole to assess and meet the needs of our students to support the goal of recruiting and retaining qualified students in a competitive market.
 - Started teaching RAD to female students in Fall 201
 - Hosted the Diversity Luncheon Series, which included a panel discussion with students with invisible disabilities. The division also held events during Accessibility Awareness Week.
 - By demand of the student population, the division increased assistance to students with accessibility needs through the Student Accessibility Office.
 4. Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued
 - The division has brought speakers to campus to address issues of diversity and mental health
 - Collaborative efforts with the university community to address food insecurity on campus.
 - The division is dedicated to 24/7 support of all students, and provides wellness checks to both resident and commuter students when appropriate.
 - The Counseling Center developed TeamUp for Healthy Minds, which provides training on new approaches to behavioral intervention teams and campus-wide suicide prevention programs.
 5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value
 - The division is generating revenue through programs run through the Wellness Center.
 - Improved facility accessibility, including walkability, improvements in the garage, and development of an Accessibility Map.

Recommendations

Campus Climate

The committee has evaluated Campus Climate as "in progress" because of the immediate need for institutional support to sustain the division's contributions to Campus Climate. Student Affairs is in immediate need of institutional support to ensure the adequate staffing of student support services, especially those related to student accessibility. The division provides internal assessments of demands for services which should be used to inform institutional support.

Collaborative Opportunities

The committee sees an opportunity to collaborate with Administration and Finance on the procurement of funds to support the strained student support offices. We also recommend a collaboration with

University Advancement to identify alumni who may be interested in designated gifts to support Student Accessibility Services.

Procedural Literacy

To support the call for a procedurally literate student body, the committee recommends the implementation of a peer mentoring program wherein experienced students provide guidance on procedures and morale to new students, both freshman and transfers. This program should also include commuter and non-traditional students to facilitate universal student engagement.

University Advancement

Evaluation	Results
Focus area: Campus Climate	In Progress
Focus area: Academic Excellence	Met
<u>Divisional Objectives</u> Included Cross-Divisional Collaboration	Met
<u>Analysis of Effectiveness</u> a. Appropriate Analysis Conducted for Each Objective b. Evidence of Critical Evaluation of Division's Effectiveness Relative to the Objectives c. Clear Analysis-Driven Recommendations for Future Implementation	Met Met Met
<u>Supporting Documentation</u> Sufficient Information/Evidence to Understand Analysis	Met
<u>Divisional Identity</u> Provided a mission statement and division summary	Met
<u>2015-16 SPRC Recommendations</u> The division responded to the suggestions in the 2015-16 report to the Committee's satisfaction	Met

Divisional Identity

I. Mission Statement

Provide opportunities for students by building a culture of philanthropy, pride and trust, through meaningful engagement and communication. We accomplish this with integrity, professionalism and passion.

II. Summary

The role of the Advancement Office at Worcester State University is to promote and support WSU's mission of providing an accessible, high-quality education to our students. Our primary responsibility is to deliver a reliable stream of private funding to help fulfill this mission. We use the donations and grants we receive to create endowed student scholarships, underwrite student and faculty research and presentations at professional conferences, purchase state-of-the-art laboratory equipment, enhance curriculum development, and more.

We create a culture of philanthropy, pride, and trust by building meaningful relationships with current students, alumni, foundations, corporations, and parents of students. We do this by presenting events, activities, publications, including the Worcester State Magazine and the Report of Giving which reflect the highest standards of integrity, professionalism, and passion for Worcester State

Accomplishments

1. Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation

- University Advancement collaborated with Academic Affairs to procure a designated gift to launch the Aisiku Interdisciplinary STEM Research Team Initiative to enhance undergraduate research in STEM through the development of interdisciplinary research teams at the University.
 - The division has also been involved with obtaining grants for STEM Center Academic support programs.
 - The division introduced four new ‘adopt a scholar’ scholarships in FY17.
 - Alumni Association Advisory Board hosts a birthday breakfast with the President every other month, which has been well-received by alumni.
2. Leverage WSU’s distinctive strengths, both to enhance the University’s reputation and to prepare students to lead, serve, and make a difference in the world
 - Backpack to Briefcase event with over 200 participants
 - This year, the division launched the Alumni Connection Series to connect WSU Alumni with current students, allowing students to network with professionals in their intended field
 3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success
 - Latino Education Institute (LEI)
 - The Fuller Foundation supports up to ten \$1,000 scholarships for Latino/Latina WSU students or students who have received programming through the LEI.
 - The division has raised more than \$500,000 for the LEI (FY16 and FY17 to date).
 - The division with Marcela (Multi-Cultural Affairs) to coordinate assistance from Upward Bound graduates to work with current students
 4. Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued
 - University Advancement has been operating without essential personnel, and has worked collaboratively among themselves to complete all essential tasks.
 - The division has regular employee recognition to maintain morale.
 5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU’s reputation for excellence and value
 - Provision of funds to the University
 - approximately \$300,000 in scholarships annually.
 - \$20,000 in student research grants annually.
 - \$30,000 for study abroad annually.
 - \$20,000 for the Center for Teaching and Learning faculty-student research annually.
 - \$50,000 for the Honors Program annually
 - Day of Giving generated over \$50,000 from 500 donors with more than 200 students involved in the events of the day. The division is consulting with sister universities to share best practices on annual fundraising events.

Recommendations

Campus Climate

In order to further progress on Campus Climate, University Advancement should improve communication about plans, initiatives, and processes with other divisions on campus. We recommend

that the division collaborate with Administration and Finance to establish and document procedures for the utilization of Foundation funds, and share these procedures with the university.

Cross-Divisional Collaboration

We recommend the division collaborate with faculty on the identification of and fundraising for academic initiatives not covered by department budgets, and clarification and communication on the processes involved in utilizing these funds.

Data Gathering

The committee finds a need for the expansion of longitudinal data and reporting on the division's efforts, with a focus on scholarship recipient demographics and qualitative engagement data on alumni networking events.

Fwd: Presidential Evaluations

Barry Maloney <bmaloney@worcester.edu>

Fri, May 19, 2017 at 1:34 PM

To: "Judy St. Amand" <jstamand@worcester.edu>, Ryan Forsythe <rforseythe@worcester.edu>, kenneth.smith@worcester.edu, Lois Wims <lwims@worcester.edu>

FYI ... re: data dashboard from DHE

Sent from my iPhone

Begin forwarded message:

From: Commissioner Santiago <Commissioner@bhe.mass.edu>

Date: May 19, 2017 at 1:19:04 PM EDT

To: DHE-DL - State College Presidents <SCPResident@bhe.mass.edu>, "DHE-DL - Community College Presidents" <CCPresidents@bhe.mass.edu>, "DHE-DL - State College BOT Chairs" <statecollegechairs@bhe.mass.edu>, "DHE-DL - Community College BOT Chairs" <ccbotchairs@bhe.mass.edu>

Subject: Presidential Evaluations



Massachusetts Department of Higher Education

One Ashburton Place, Room 1401
Boston, MA 02108-1696

TEL (617) 994-6950
FAX (617) 727-0955
WEB www.mass.edu

Carlos E. Santiago, *Commissioner*
Chris Gabrieli, *Chairman*
Massachusetts Board of Higher Education

MEMORANDUM

TO: Community College and State University Board Chairs
Community College and State University Presidents

FROM: Carlos E. Santiago, Commissioner

DATE: May 19, 2017

SUBJECT: Materials for FY2017 Presidential Evaluations

I am writing to provide you with an update regarding the annual, institution-level dashboards that DHE provides to inform your presidential evaluation processes. The DHE staff is currently preparing the updated data and analyses for the dashboards, which will be provided in two stages:

- 1) Next week, presidents and institutional research directors will receive a detailed **Microsoft Excel workbook** with all of the supporting data that underlie the analyses that will be presented.
- 2) By the end of May, you will receive access to an **interactive web tool** that will enable you to quickly derive analyses regarding institutional performance outcomes.

The web tool mentioned above will serve as this year's campus dashboards. As I mentioned to you in my March 10 email, this year's dashboards will have a more focused set of metrics that include college participation, student success, degree production and the closing of achievement gaps among diverse student populations.

While the set of metrics will be smaller this year, the interactivity of the tool will make it easier to provide detailed trend and other underlying data to help deepen your analyses. Also, at the request of many presidents and trustees, the dashboards will allow you to see the performance outcomes for each of the other institutions within your segment. Please keep in mind that this web tool is intended for your internal use only.

We see the development of this interactive tool as an early step in our intensive effort to enhance the quality and utility of the data that we provide to support evaluations and strategic planning. As we continue with our current performance measurement review process, we plan to build upon this tool to develop a new, comprehensive and interactive model for visualizing and understanding the key performance data for Massachusetts public higher education. I look forward to working with you on this.

If you have any questions about this process, please contact me or Jonathan Keller, Senior Associate Commissioner for Research and Planning, at jkeller@bhe.mass.edu or 617-994-6941.

Your campus data dashboards will be sent out by the end of the month. The commissioner asks that you review your campus data to confirm it is accurate and send any comments to Jonathan Keller. *Please note, there is a significant change in the presentation of the dashboard this year. According to the Commissioner, after the dashboards were sent to your campus BOT last year, some members asked to understand where their campus was on key metrics, in comparison to other campuses in the system. This year, the dashboards will show your campus data and how it compares to other state university campuses on some of the metrics used in the dashboard.

FW: FY2017 Presidential Evaluations- Timeline and Statewide Priorities

Maloney, Barry <Barry.Maloney@worchester.edu>

To: "Judith St. Amand" <jstamand@worchester.edu>, George Albro <galbro@worchester.edu>

Fri, Mar 10, 2017 at 5:13 PM

From: Commissioner Santiago [mailto:Commissioner@bhe.mass.edu]

Sent: Friday, March 10, 2017 11:30 AM

To: DHE-DL - Community College BOT Chairs; DHE-DL - State College BOT Chairs

Cc: DHE-DL - Community College Presidents; DHE-DL - State College Presidents

Subject: FY2017 Presidential Evaluations— Timeline and Statewide Priorities



Massachusetts Department of Higher Education

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Carlos E. Santiago, *Commissioner*
Chris Gabrieli, *Chairman*
Massachusetts Board of Higher Education

MEMORANDUM

TO: Community College and State University Board Chairs

FROM: Carlos E. Santiago, Commissioner

CC: Community College and State University Presidents

DATE: March 10, 2017

SUBJECT: FY2017 Presidential Evaluations— Timeline and Statewide Priorities

The purpose of this memorandum is to outline the process and timeline for conducting presidential evaluations this year. This memo also provides a summary of BHE statewide and system priorities for academic year 2016-2017 for consideration by local boards of trustees in the annual evaluation of their presidents.

Data Dashboard: For the past three years, we have provided annual, institution-level Vision Project dashboards to inform your strategic planning and annual presidential evaluation processes. In light of the work currently underway with the campuses to review and renew the

Performance Measurement System, this year we will be providing the boards with an abbreviated dashboard focusing on college participation, college success, degree production, and the closing of achievement gaps. Additionally, we will be shifting away from the hardcopy format and will be making the dashboards available to you in an online, interactive format. While they will be limited to smaller number of core metrics, we believe the online format will provide new ways of looking at the data that will be more effective overall. We anticipate that these online dashboards will be live and available to view by mid-May.

Presidential Evaluations Timeline: In prior years, the deadline for boards to complete and submit their presidential evaluations was mid-October. However, as I had indicated last year, I would like to advance the deadline for the completion and submission of presidential evaluations from October to June. I have found the past practice to be problematic as it is completed well after the completion of the academic year upon which the presidents are evaluated. To this end, I ask that you and your boards complete this year's evaluations by June 30, 2017.

If this is not realistic given your board meeting schedule, or if you have any other questions or concerns about this timeline, please work with Director of Trustee Relations Michael Mizzoni (mmizzoni@bhe.mass.edu or 617-620-7929).

Presidential Evaluations Process: I believe that the process of presidential evaluations used last year was useful. Having an opportunity to review the campus documentation and dashboards as part of a one-on-one in-person discussion with the president proved, from my perspective, very helpful in understanding the institution's performance and presidential leadership over the previous year. Therefore, I would like to continue the process this year.

In addition, in order to help streamline the submission process and to provide consistency among trustee submissions, I am requesting that boards of trustees continue to submit a one- to two-page executive summary of the board's evaluation of the president. The board's summary should include the following:

- a summary of the process your board used to conduct the review;
- performance data used to support your board's conclusions and recommendations;
- your board's recommendation with regard to a proposed compensation adjustment; and
- a summary which addresses the two areas of presidential responsibility (e.g., one section for institutional goals and objectives and a separate section on system-level goals and activities).

Supporting materials and documents should be sent only to the extent that they relate to particular points addressed in the executive summary. I found presidential self-evaluations to be useful documents as well.

New and Retiring Presidents: This year, as with prior years, we have many new, retiring, and interim presidents. Since the BHE guidelines were issued, it has been the practice of the DHE not to expect presidential evaluations from institutions where: 1) a president has been in office for less than one full year or 2) a president has left office during the past year. While a presidential evaluation is not *required* in these two circumstances, it is a sound practice to periodically conduct institutional assessments regardless of the status of the president. If your board has already conducted an evaluation for a new or retired president or, alternatively, if you have instead conducted an institutional evaluation or assessment (for example, in preparation for a presidential search or transition), I would appreciate receiving copies of the same. Regarding interim or acting presidents, presidential evaluations are only required in those rare circumstances where the interim or acting president has served for one year or more.

2016–2017 BHE Priorities: Under the BHE's Presidential Guidelines, one of my responsibilities as Commissioner is to inform presidents and trustees of the priorities of the BHE for the year ahead. At this link you will find a document that summarizes BHE Goals and Initiatives for academic year 2016-2017: <http://www.mass.edu/foradmin/trustees/documents/2016-10BHEGoalsforFY17.pdf>. These goals and initiatives were shared with the presidents and trustees at the October Trustee Conference. The priorities that I specifically ask the Board to consider in their evaluation of presidents this year includes: 1. College participation (enrollment trends and goals), 2. Student success (retention rates, remediation rates, graduation rates), 3. Closing gaps (Differences in enrollment and success rates with respect to different racial and ethnic groups). Programs and initiatives that promote these three priorities will be part of the discussion.

Thank you for your attention to these matters.

PRESIDENT'S PERFORMANCE ASSESSMENT FORM 2016– 2017

PLEASE COMMENT ON EACH CATEGORY LISTED BELOW AND GIVE A NUMERIC RATING OF 1-5 WITH
5=A 4=B 3=C 2=D 1=F

1. GRADUATION RATE/RETENTION: _____

COMMENTS:

2. ACADEMIC MANAGEMENT AND LEADERSHIP: _____

COMMENTS:

3. ASSESSMENT: _____

COMMENTS:

4. INFRASTRUCTURE: _____

COMMENTS:

5. FISCAL MANAGEMENT AND BUDGETING: _____

COMMENTS:

6. COMMUNICATION: _____

COMMENTS:

7. ADMINISTRATIVE MANAGEMENT AND LEADERSHIP: _____

COMMENTS:

8. DECISION MAKING AND PROBLEM SOLVING: _____

COMMENTS:

9. FUNDRAISING: _____

COMMENTS:

10. INTERNAL RELATIONSHIPS/CAMPUS CLIMATE: _____

COMMENTS:

11. EXTERNAL RELATIONSHIPS/LEADERSHIP IN THE COMMUNITY: _____

COMMENTS:

PRESIDENT'S PERFORMANCE ASSESSMENT FORM SUMMARY
2016-2017

	HAMMOND	LaFOND	LAITE	NICHOLS	TAYLOR	ALBRO	TOTAL	AVERAGE
Graduation Rate and Retention								
Academic Management and Leadership								
Assessment								
Infrastructure								
Fiscal Management and Budgeting								
Communication								
Administrative Management and Leadership								
Decision Making and Problem Solving								
Fundraising								
Internal Relations w/Campus Climate								
External Relations w/Campus Climate								

Total: average

Nominating Subcommittee



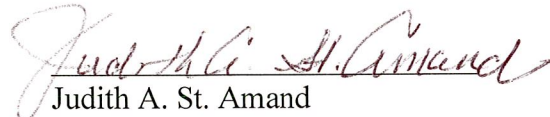
WORCESTER
S T A T E
UNIVERSITY

President's Office
Phone: 508-929-8020
Fax: 508-929-8191
Email: bmaloney@worchester.edu

N O T I C E

THE NOMINATING COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL MEET AT 3:45 P.M. ON TUESDAY, JUNE 6, 2017 IN ROOM C326 LOCATED IN THE STUDENT CENTER.

1. CALL TO ORDER – Notice/Agenda*
2. VOTES*
3. SLATE OF OFFICERS FOR 2017/2018*
4. ADJOURN


Judith A. St. Amand
May 30, 2017

NOMINATING COMMITTEE

Trustee Maryanne Hammond, Chair

Trustee Aleta Fazzone

Trustee Stephen Madaus

All trustees are welcome as non-voting members

*Attachments

Nominating Committee Votes

Upon a motion made and seconded, it was

VOTED: to recommend approval of the following slate of officers for 2017-2018:

Chair	_____	
(2) Vice Chairs	_____	_____
Secretary	_____	
Assistant Secretary	_____	
(2) Foundation Board	_____	_____
Executive Committee	_____	Alternate _____
MA State College Presidents/Trustees Assoc.	_____	(Chair)
	_____	(Vice Chair) Alternate
	_____	(Vice Chair) Alternate

Upon a motion made and seconded, it was

VOTED: to adjourn the meeting at

**WSU BOARD OF TRUSTEES
2017 NOMINATING COMMITTEE**

Chairman Albro appointed Trustee Maryanne Hammond to Chair the Nominating Committee with Trustees Aleta Fazzone and Stephen Madaus . They were charged with bringing forth a slate of officers for the following positions for election at the June 6, 2017 meeting.

At the June 6, 2017 meeting of the Nominating Committee, a motion was made and seconded, and it was

VOTED: **to recommend approval to the full Board the following slate of officers:**

	<u>2017-2018</u>	2016-2017
Chair	_____	George Albro
(2) Vice Chairs	_____ _____	Craig Blais Maryanne Hammond
Secretary	_____	President Maloney
Assistant Secretary	_____	Judith St. Amand
(2) Foundation Board	_____ _____	Maryanne Hammond Stephen Madaus
Executive Committee <i>Alternate</i>	_____ _____	Shirley Steele Aleta Fazzone
MA State Colleges Presidents/ Trustees Association	Chair Vice Chairs as Alternates	George Albro Craig Blais/Maryanne Hammond

Finance and Facilities Subcommittee



NOTICE – Amended 5/31/17

THE FINANCE & FACILITIES COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL MEET AT 4:00 P.M. ON TUESDAY, JUNE 6, 2017 IN ROOM C326 LOCATED IN THE STUDENT CENTER.

1. CALL TO ORDER – Notice/Agenda*
2. VOTES*
3. REDUCTION IN MANDATORY FEE*
4. FY 2018 UNIVERSITY BUDGET*
5. ENROLLMENT MANAGEMENT STRATEGY * – Informational Only
6. ADJOURNMENT


Judith A. St. Amand
May 31, 2017

FINANCE & FACILITIES COMMITTEE

Trustee Craig Blais, Chair
Trustee Aleta Fazzone
Trustees Stephen Madaus
Trustee Shirley Steele
Trustee Marina Taylor
Trustee David Tuttle
Trustee George Albro, Ex-Officio Voting Member
President Barry Maloney, Ex-Officio Non-Voting Member

All trustees are welcome as non-voting members

*Attachments

CORRECTED – 5/31/17

WSU Board of Trustees

June 6, 2017

FINANCE & FACILITIES VOTES

Upon a motion made and seconded, it was

VOTED: ~~to approve the minutes of April 11, 2017 as submitted.~~

Upon a motion made and seconded, it was

VOTED: to recommend the approval of a fee reduction in the amount of \$100.00 to the annual mandatory student fee rate previously approved on April 11, 2017 (this rate would be set for annual billing purposes provided that the state budget, containing the requisite funding is approved and in place by July 20, 2017.

VOTED: to recommend approval the FY 2018 Comprehensive University Budget as presented and reflects the votes taken at the April 11, 2017 meeting.

Upon a motion made and seconded, it was

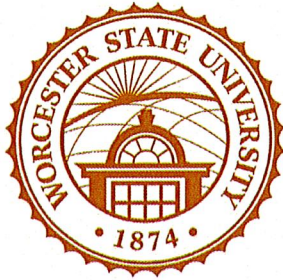
VOTED: to adjourn the meeting at

FY 2018 state budget analysis

- Board approved 4% increase in mandatory fees (\$8,232 in FY 17)

Mandatory fees	\$8,652
\$ change from prior year	\$330
<i>Capital improvement fee increase</i>	\$120
Remainder of increase	\$210
<i>Financial aid increase</i>	\$60
<i>Net fee for strategic priorities</i>	\$150
<i>Net new revenue for strategic priorities</i>	\$601,800

- The State senate has included funding to State University Base budgets in FY18 the amount of collective bargaining the campuses funded out of pocket in FY17
- For WSU the FY 17 collective bargaining was funded by a \$230 mandatory fee increase for undergraduate students
- We want the FY 18 budget to come out of Conference Committee and be signed by the Governor with "full funding of FY 2017 collective bargaining obligations" and the amount added to the base budget of each University.
- We would reduce the annual mandatory student fee rate of \$8,652, previously approved by the Board, by \$100. The revised rate for mandatory annual student fees would be \$8,552. This is the rate that would be set for annual billing purposes provided that the state budget, containing the requisite funding, was approved and in place by July 10, 2017.
- The remaining balance of the FY 2017 fee increase related to collective bargaining of \$130 would remain in place. The funds would be re-allocated in the budget to fund a portion of the strategic priorities that was developed during the FY 2018 budget process and already presented to the board.
- The budget presented to the Board on June 6th will confirm and reflect the votes taken in the previous board meeting.
- On June 6th we will ask for a vote allowing the fee to be reduced by \$100 if collective bargaining funds come through so that students bills for fall of 2017 will reflect the reduction
- At the September Board meeting a budget amendment will be presented that reflects additional funding from the Commonwealth and the recommendation of strategic plan priorities that would be funded.
- The revised figure for mandatory fees, should additional funds be provided to the campus, would be \$8,552 a year.
- Funds would still be allocated to the Capital Improvement Fee and Financial Aid as originally intended.



WORCESTER
S T A T E
UNIVERSITY

FY 2018

**Comprehensive
University Budget**

Worcester State University
FY 2018 Budget Package

I Fiscal Year 2018 Budget Overview

II Fiscal Year 2018 Budget

- 1 Summary FY2018 Budget - Sources and Uses of Funds
- 2 FY 2018 Summary of Sources of Funds
- 3 Pie Chart: Summary of Sources
- 4 Summary FY2018 Trust Fund Budgets
- 5 Bar Chart - Use of Funds - All Sources and Trust Funds
- 6 Operating Revenue Budget

III Individual Fund Budgets compared with FY2018 Budget

- 7 General Operating Budget (111 & 400 Combined)
- 8 General Operating Budget - Expenditures by Division and Pie Chart
- 9 State Maintenance Appropriation (111)
- 10 General Trust Fund (400)
- 11 Capital Improvement Trust Fund (405)
- 12 Parking Garage Operating Fund (408)
- 13 Federal Grants/Program Overhead Fund (433)
- 14 Parking Fines Scholarship Fund (439)
- 15 Health Services Trust Fund (442)
- 16 Residence Halls Trust Fund (445)
- 17 Student Activities Trust Fund (446)
- 18 Residence Hall Technology and Equipment Trust Fund (448)

IV Appendix

- A Budget Package - initial budget presentation dated March 31, 2017
- B Rate Setting budget memo dated April 10, 2017
- C Capital Adaptation and Renwal spending plan
- D FY 2018 Tuition and Fee Schedule

Memorandum

DATE: MAY 25, 2017

TO: Barry M. Maloney, President

FROM: Kathleen Eichelroth, Vice President for Administration and Finance



RE: PRESENTATION OF COMPREHENSIVE FY 2018 BUDGET

Enclosed is the comprehensive budget for FY 2018. The \$107,368,026 budget includes state appropriations and state funded fringe benefits, in addition to nine trust funds. An annual payroll budget of \$41,072,375 supports 582 full time employee positions. The campus is further supported by an \$8,942,006 budget to fund part-time non-benefitted faculty and staff who support core functions of the University. The University budget supports activities in seven functional areas; President, Administration and Finance, University Advancement, Academic Affairs, Student Affairs, Enrollment Management, and Institutional Expense. The functional areas are comprised of 111 active budget units, each overseen by a designated budget manager.

Trust Fund revenue generated locally represents 59% of the total budget. Student financial aid from state and federal sources represents 7% of the budget, state operating appropriation is 25% of the budget, and state funded fringe benefits make up the remaining 9%.

The FY 2018 budget process began in January with a notice to budget managers that we would plan to level fund budgets in FY 2018 and that requests for new initiatives would be prioritized within divisions similar to the prior year. Budget managers were encouraged to re-visit requests that were made in FY 2017 that did not receive funding and evaluate whether they were still priorities for the coming year or replaced by newly identified initiatives.

As discussed in the April 11, 2017 Finance and Facilities meeting, and described in detail in the committee meeting materials that are included in this budget package in Appendix A, the budget process included an evaluation of funding requests that moved from the department level up through the division and then on to the President's Direct Reports group for prioritization in alignment with the Strategic Plan.

The comprehensive budget reflects the actions taken by the Board of Trustees in April. Mandatory student fees have been increased by 4% over the previous year. The increase in fees has been distributed to the Capital Improvement Trust fund at an annual rate of increase of \$120 per full time student. In addition, campus funded student financial aid has been increased at an annual rate of increase of \$60 per full time student. The remaining portion of the annual increase has been used to restore funding of FY 2017 mid-year budget cuts ensuring that departmental budgets in FY 2018 are sustained at FY 2017 levels. Modest funds remain to address a handful of FY 2018 prioritized commitments that were identified in the FY 2018 budget process. The full list of FY 2018 prioritized commitments is included in Appendix A. The total annual mandatory fee increase for FY 2018 of \$330 was approved by the Board at the April meeting. A memo addressing rate setting options that were discussed at the April board meeting is in Appendix B.

The budget as currently presented provides for incremental growth in the Capital Improvement Trust Fund which is in alignment with the University's plans to renovate the May Street property, currently owned by Worcester State Foundation, over the next five years. The budget also provides for additional resources for student financial aid awards. Furthermore, progress will continue towards achieving the campus strategic plan through funding of several prioritized initiatives including several studies (classroom furniture and technology; comprehensive positioning and institutional strategy), several new employee lines (Computer Science faculty; Assistant Director of Student Accessibility Services), and recruitment initiatives encouraging prospective students to visit campus.

As we present this comprehensive budget we still await the conclusion of the Commonwealth's budget process. State University incentive funds have been proposed throughout the process and variations of funding of the FY 2017 collective bargaining costs have also been put on the table. We continue to be hopeful that the cost of collective bargaining increases that went in to effect in the past (FY 2016 and FY2017), and are currently paid from campus resources, will eventually be funded in our base appropriation in a prospective manner.

Should the University receive additional funding from the Commonwealth at the conclusion of the FY 2018 budget process, an amendment to the attached budget will be presented to the board for approval at the September board meeting. In addition, any decision by the Board of Trustees to offset student fees as a result of an increase in state appropriations should be articulated and approved during deliberations over the attached comprehensive budget. Such action will provide the administration the flexibility to reduce student charges prior to the fall semester billing which is expected to occur the week of July 10, 2017. Any consideration of a reduction in rates would be contingent upon full funding of previous collective bargaining payouts (reflected as an increase in the FY 2018 base appropriation) prior to the fall billing date.

The proposed FY 2018 budget as presented in this package results in the cost of attendance for an in-state commuter student to be set at \$9,532 per year, the cost for an in-state resident student starts at \$21,198 per year, and the cost for an out-of-state resident student starts at \$27,278 per year.

Worcester State University
Summary of Sources and Uses of Funds
FY 2018 - All Sources and Trust Funds

Sources of Funds:

State Appropriation	\$ 26,632,372
State Supported Fringe Benefits	\$ 9,289,371
Other State Revenues	1,019,320
Federal Student Aid	6,964,204
Institutional Sources	63,462,759
Total Sources	<u><u>\$ 107,368,026</u></u>

Uses of Funds:

AA	Regular Employees	\$ 41,072,375
BB	Employee Related Expenses	803,003
CC	Temporary Part-Time Employees	8,942,006
DD	Staff Benefit Expenses	13,690,221
EE	Administrative Expenses	2,815,731
FF	Facility Operation Supplies	2,092,214
GG	Energy/Space Rental	11,929,036
HH	Professional Services	1,558,833
JJ	Operational Services	792,564
KK	Equipment Purchase	139,748
LL	Equipment Lease, Maintenance, Repair	1,443,029
NN	Infrastructure & Building Improvements	5,292,486
RR	Educational Assistance	11,152,322
SS	Debt Service	1,095,863
UU	Information Technology	2,104,768
	Transfer Out	2,443,827
	Transfer to Reserves	-
	Total Uses	<u><u>\$ 107,368,026</u></u>

Worcester State University
Summary of Sources
FY 2018 - All Sources and Trust Funds

State Sources

Annual State Maintenance Appropriation		\$	26,632,372
State Supported Fringe Benefits	9,289,371		
Student Aid Program (Cash Grant & PT Student)	1,019,320		
Total Other State Sources			10,308,691
Total State Sources			36,941,063

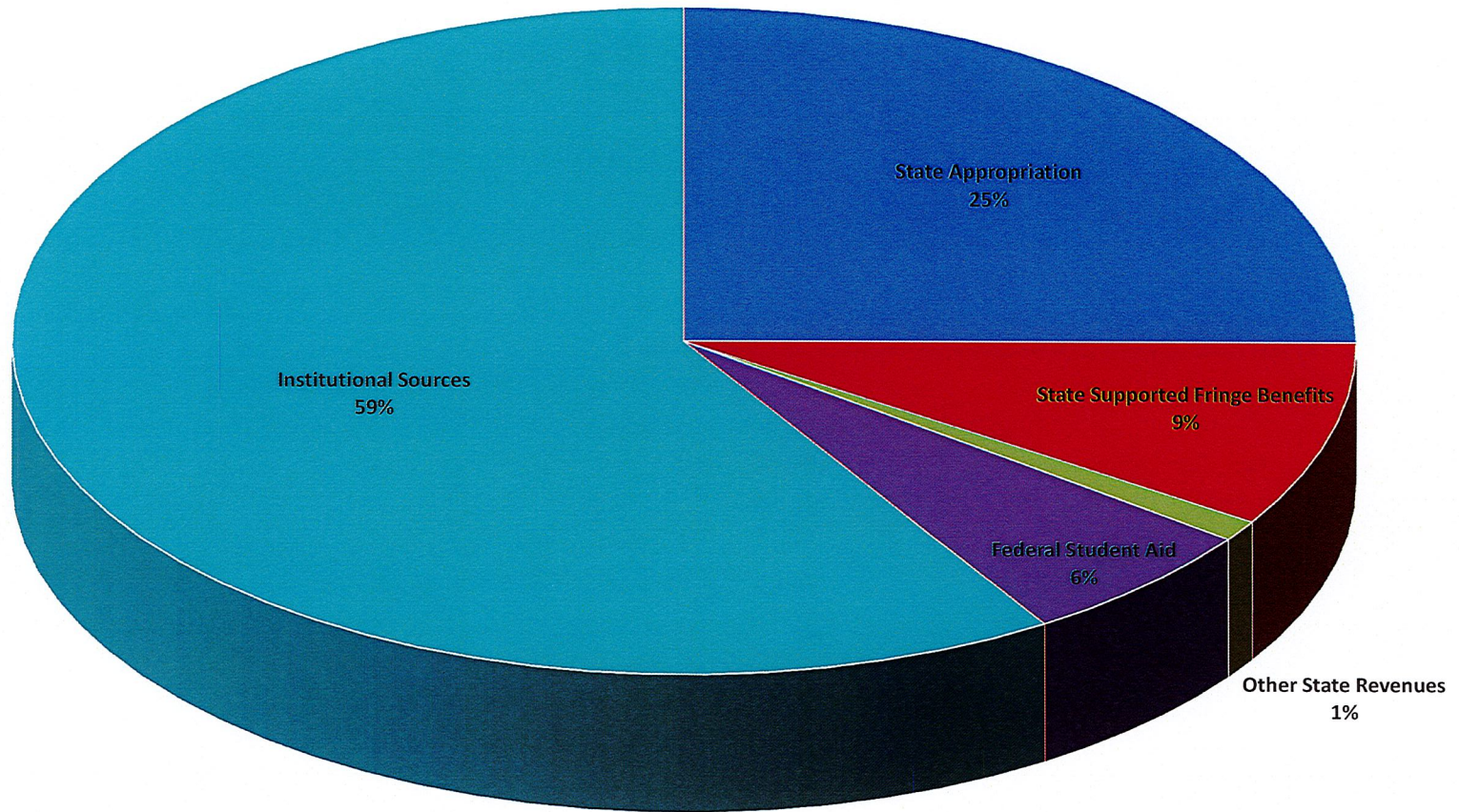
Federal Sources

SEOG Program	225,112		
College Work Study Program	116,533		
Pell Grants	6,500,000		
Local match (Transfer from General Trust Fund Reserve)	122,559		
Total Federal Sources			6,964,204

Institutional Sources

Revenue			
General Fund	45,250,975		
Parking Fines Scholarship Fund	91,834		
Health Services Fund	446,966		
Residence Halls Fund	12,657,698		
Student Activities Fund	284,545		
Residence Hall Technology and Equip. Fund	346,940		
Capital Improvement Fund	3,232,677		
Transfers In			
*Transfer In from Federal funds	9,010		
*Transfer from Federal Grant Fund Reserve	37,691		
*Transfer from Parking Fines Scholarship Fund Reserve	11,540		
*Transfer from Health Services Fund Reserve	112,428		
*Transfer from Student Activities Trust Fund Reserve	120,455		
*Transfer from Residence Hall Technology and Equip. Fund	-		
*Transfer from Capital Improvement Trust Fund	860,000		
Total Institutional Sources			63,462,759
Total Sources		\$	107,368,026

Worcester State University
Summary of Budget Sources
FY2018 Budget

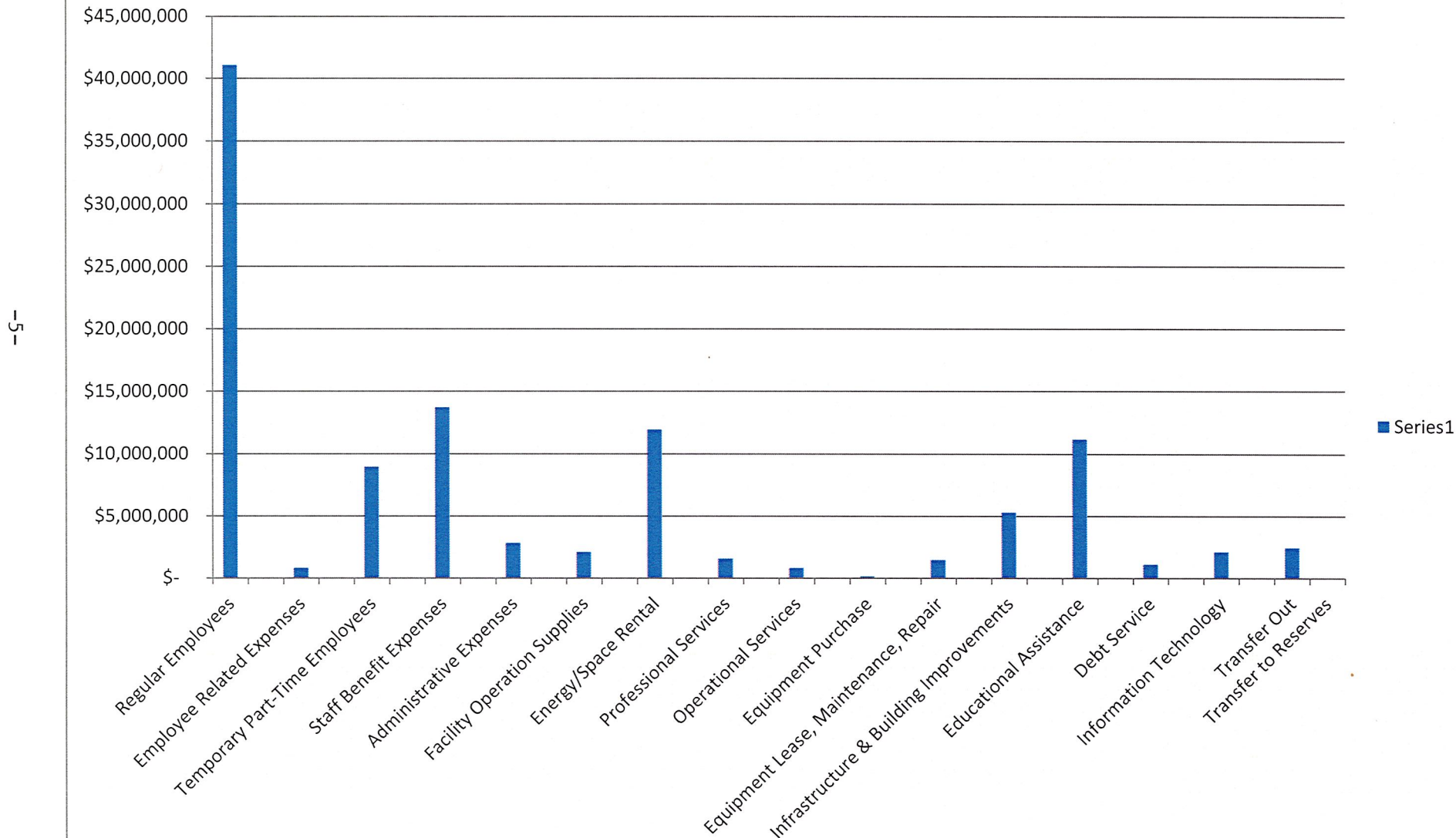


Worcester State University

Trust Fund Summary FY 2018 Requested Budget

	Budget FY 2018		
	Sources	Uses	
General Fund (400)	\$45,250,975	\$ 45,250,975	71%
Federal Overhead (433)	46,701	46,701	0%
Parking Fines Scholarship (439)	103,374	103,374	0%
Health Services (442)	559,394	559,394	1%
Residence Hall (445)	12,657,698	12,657,698	20%
Student Activities (446)	405,000	405,000	1%
Residence Hall Technology and Equip. Fund (448)	346,940	346,940	1%
Capital Improvement Fund (405)	3,232,677	3,232,677	5%
Parking Garage Operating Fund (408)	860,000	860,000	1%
Total Trust Fund Budget	<u>\$63,462,759</u>	<u>\$ 63,462,759</u>	

Worcester State University All Sources & Trust Funds FY2018 Budget



Worcester State University
Operating Revenue

	Requested FY2018 Budget	Final FY2017 Budget
<i>State Sources</i>		
State Maintenance	35,921,743	35,202,479
Total State Sources	<u>35,921,743</u>	<u>35,202,479</u>
<i>Institutional Sources</i>		
<i>General Trust Fund</i>		
Tuition/ In state Undergraduate	4,608,000	5,100,000
Tuition/ Graduate	1,498,000	1,410,000
Tuition/ Out of State Undergraduate	1,261,000	1,200,000
Total Tuition	<u>7,367,000</u>	<u>7,710,000</u>
Waivers/Undergraduate	(211,560)	(260,000)
Waivers/Graduate	(180,000)	(200,000)
Total Tuition Waivers	<u>(391,560)</u>	<u>(460,000)</u>
Net Tuition	<u>6,975,440</u>	<u>7,250,000</u>
Undergraduate Day Division	31,479,382	31,261,010
Undergraduate Eve/Summer Programs	2,681,399	3,249,894
Graduate School	1,458,107	1,161,487
Total Fees	<u>35,618,888</u>	<u>35,672,391</u>
Undergraduate Day Division/waivers	(686,083)	(630,575)
Undergraduate Eve/Summer Programs/Waivers	(110,000)	(181,302)
Total Fees Waivers	<u>(796,083)</u>	<u>(811,877)</u>
Net Fees	<u>34,822,805</u>	<u>34,860,514</u>
Application Fees (net of visit waiver allowance)	136,000	188,664
Special fees	365,660	371,733
Commencement Fees	2,500	3,030
Transcript Fees	50,000	55,800
Orientation Fees	134,000	134,340
Testing Fees	18,000	18,000
Libr. fines/ copier inc.	1,500	2,500
Commissions	355,000	325,000
Non-Credit Courses incl Restricted	668,700	450,000
Center for Effective Instruction	372,570	275,000
Intensive English Institute	605,400	688,933
Center for Business & Industry	243,400	75,000
Facilities rentals	285,000	250,000
Miscellaneous	215,000	183,000
Other income	<u>3,452,730</u>	<u>3,021,000</u>
Total General Trust Fund Source	<u>45,250,975</u>	<u>45,131,514</u>
General Operating Budget Income	<u><u>\$ 81,172,718</u></u>	<u><u>\$ 80,333,993</u></u>

The first part of the paper discusses the importance of understanding the local context in which a project is implemented. This involves a thorough analysis of the social, cultural, and economic factors that may influence the success or failure of the intervention. The second part of the paper describes the methodology used in the study, which includes a combination of qualitative and quantitative approaches. The third part of the paper presents the findings of the study, which show that the intervention had a positive impact on the target population. The final part of the paper discusses the implications of the findings for future research and practice.

The study was conducted in a rural area of a developing country, where the majority of the population is engaged in agriculture. The intervention was designed to improve the livelihoods of the target population by providing them with access to credit and technical assistance. The results of the study show that the intervention was successful in achieving its objectives, and that the target population was able to improve their living standards as a result of the intervention.

The findings of the study have important implications for the design and implementation of similar interventions in other rural areas. First, it is important to understand the local context in which the intervention is being implemented. This involves a thorough analysis of the social, cultural, and economic factors that may influence the success or failure of the intervention. Second, it is important to use a combination of qualitative and quantitative approaches to collect data. This will allow researchers to gain a more comprehensive understanding of the impact of the intervention. Finally, it is important to monitor the progress of the intervention and to make adjustments as needed. This will ensure that the intervention is able to achieve its objectives and that the target population is able to improve their living standards.

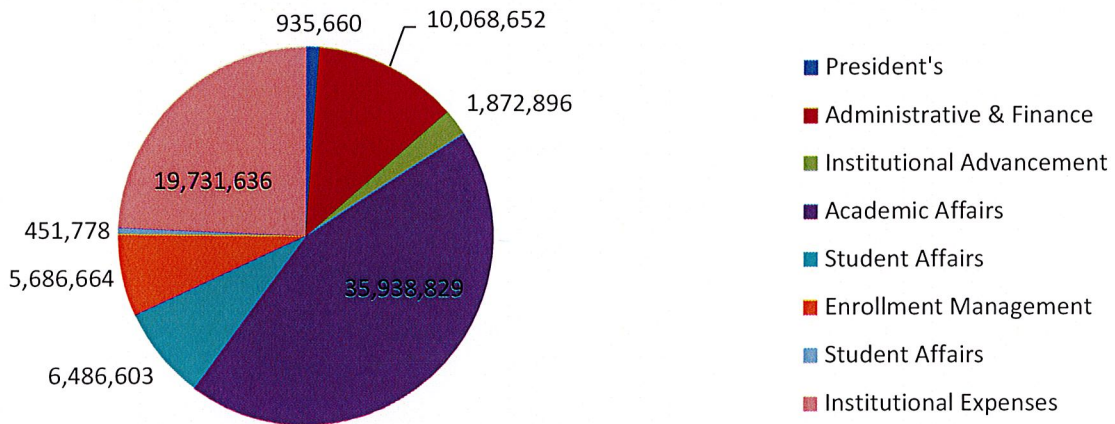
Worcester State University
General Operating Budget (111 & 400)
FY 2018 Budget

	FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>		
Revenues	\$ 71,883,347	\$ 71,500,412
State Funded Fringe Benefits	\$ 9,289,371	\$ 8,833,581
Total Sources	<u>\$ 81,172,718</u>	<u>\$ 80,333,993</u>
<u>Uses of Funds:</u>		
AA Regular Employees	\$ 39,603,454	\$ 38,795,454
BB Employee Related Expenses	763,103	821,466
CC Temporary Part-Time Employees	8,653,906	7,913,654
DD Staff Benefit Expenses	13,156,915	13,456,915
EE Administrative Expenses	2,586,107	2,880,056
FF Facility Operation Supplies	1,615,714	1,615,714
GG Energy/Space Rental	2,389,498	2,368,498
HH Professional Services	1,089,533	1,328,383
JJ Operational Services	772,564	772,564
KK Equipment Purchase	94,748	197,001
LL Equipment Lease, Maintenance, Repair	1,262,104	1,262,104
NN Infrastructure & Building Improvements	4,348,744	4,348,744
RR Educational Assistance	2,517,439	2,271,719
SS Debt Service	307,013	307,013
UU Technology Expenses	2,011,876	1,994,708
Total Uses	<u>\$ 81,172,718</u>	<u>\$ 80,333,993</u>
Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

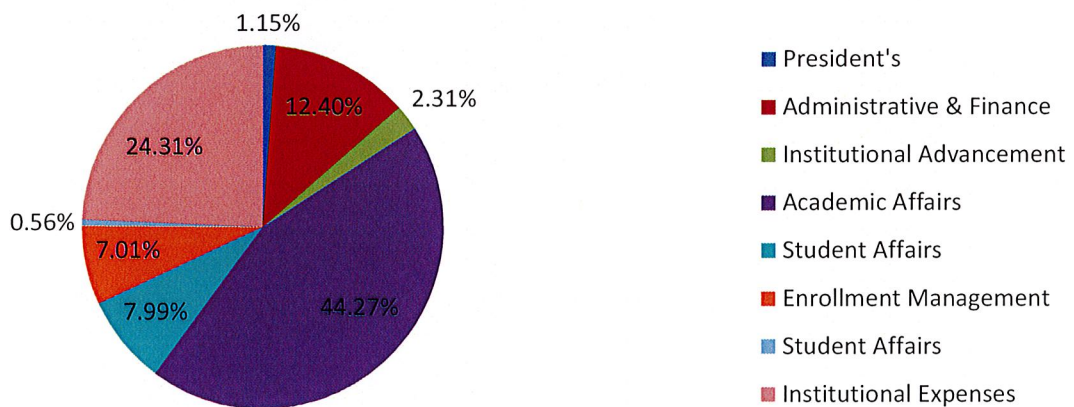
**Worcester State University
400/111 Expenditures by Division
FY 2018 Budget**

Class	Division	Budget FY 18 Subtotals	Budget FY 18 Exp %
2	President's	935,660	1.15%
3	Administrative & Finance	10,068,652	12.40%
4	Institutional Advancement	1,872,896	2.31%
6	Academic Affairs	35,938,829	44.27%
7	Student Affairs	6,486,603	7.99%
8	Enrollment Management	5,686,664	7.01%
9	Student Affairs	451,778	0.56%
3	Institutional Expenses	19,731,636	24.31%
		<u>81,172,718</u>	<u>100.00%</u>

**Budget FY18
Subtotals by Division**



**Budget FY18
Expense % by Division**



Worcester State University
State Maintenance Appropriation (111)
FY2018 Budget

		FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>			
	State Appropriation	\$26,632,372	\$ 26,368,898
	State Funded Fringe Benefits	9,289,371	8,833,581
	Total Sources	<u>\$35,921,743</u>	<u>\$ 35,202,479</u>
<u>Uses of Funds:</u>			
AA	Regular Employees	\$26,632,372	\$ 26,368,898
BB	Employee Related Expenses	-	-
CC	Temporary Part-Time Employees	-	-
DD	Staff Benefit Expenses	9,289,371	8,833,581
EE	Administrative Expenses	-	-
FF	Facility Operation Supplies	-	-
GG	Energy/Space Rental	-	-
HH	Professional Services	-	-
JJ	Operational Services	-	-
KK	Equipment Purchase	-	-
NN	Infrastructure & Building Improvements	-	-
	Total Uses	<u>\$35,921,743</u>	<u>\$ 35,202,479</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University

General Trust Fund (400)

FY2018 Budget

		FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>			
Revenues		\$ 45,250,975	\$ 45,131,514
Total Sources		<u>\$ 45,250,975</u>	<u>\$ 45,131,514</u>
<u>Uses of Funds:</u>			
AA	Regular Employees	\$ 12,971,082	\$ 12,426,556
BB	Employee Related Expenses	763,103	821,466
CC	Temporary Part-Time Employees	8,653,906	7,913,654
DD	Staff Benefit Expenses	3,867,544	4,623,334
EE	Administrative Expenses	2,586,107	2,880,056
FF	Facility Operation Supplies	1,615,714	1,615,714
GG	Energy/Space Rental	2,389,498	2,368,498
HH	Professional Services	1,089,533	1,328,383
JJ	Operational Services	772,564	772,564
KK	Equipment Purchase	94,748	197,001
LL	Equipment Lease, Maintenance, Repair	1,262,104	1,262,104
NN	Infrastructure & Building Improvements	4,348,744	4,348,744
RR	Educational Assistance	2,517,439	2,271,719
SS	Debt Service	307,013	307,013
UU	Technology Expenses	2,011,876	1,994,708
	Total Uses	<u>\$ 45,250,975</u>	<u>\$ 45,131,514</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Capital Improvement Trust Fund (405)
FY2018 Budget

	FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>		
Capital Improvement Fee	\$ 3,171,662	\$ 2,725,172
Transfer In - General Fund	-	-
Parking Revenue	61,015	62,682
Total Sources	<u>\$ 3,232,677</u>	<u>\$ 2,787,854</u>
<u>Uses of Funds:</u>		
SS - Debt Service	\$ 788,850	\$ 787,800
Transfer Out - Parking Garage Oper. Fund	860,000	800,000
Transfer Out - To Reserves	1,583,827	1,200,054
Total Uses	<u>\$ 3,232,677</u>	<u>\$ 2,787,854</u>
Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Parking Garage Operating Fund (408)
FY2018 Requested Budget

		FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>			
	Transfer In - Capital Improvement T. F.	\$ 860,000	\$ 800,000
	Total Sources	<u>\$ 860,000</u>	<u>\$ 800,000</u>
<u>Uses of Funds:</u>			
FF	Facility operating supplies	\$ -	\$ -
GG	Energy and space rental	646,000	670,000
HH	Professional services	4,000	12,000
JJ	Operational services	-	-
LL	Equipment lease, maint and repair	-	-
NN	Construction/Maintenance/Improvements	\$ 210,000	\$ 118,000
	Total Uses	<u>\$ 860,000</u>	<u>\$ 800,000</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Federal Grants/Program Overhead (433)
FY2018 Budget

	FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>		
Revenue	\$ -	\$ -
Transfer In - From Federal Aid Grants	9,010	9,010
Transfer In - From Reserves	37,691	37,691
Total Sources	<u>\$ 46,701</u>	<u>\$ 46,701</u>
<u>Uses of Funds:</u>		
AA Regular Employees	36,152	36,152
CC Temporary Part-Time Employees	-	-
DD Staff Benefit Expenses	10,549	10,549
EE Administrative Expenses	-	-
HH Professional Services	-	-
JJ Operational Services	-	-
KK Equipment Purchase	-	-
Total Uses	<u>\$ 46,701</u>	<u>\$ 46,701</u>
Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Parking Fines Scholarship Fund (439)
FY2018 Budget

	FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>		
Fines and Other Income	\$ 91,834	\$ 78,000
Transfer In - Reserves	11,540	13,000
Total Sources	<u>\$ 103,374</u>	<u>\$ 91,000</u>
<u>Uses of Funds:</u>		
EE Administrative Supplies	43,374	31,000
RR Educational Assistance	60,000	60,000
Total Uses	<u>\$ 103,374</u>	<u>\$ 91,000</u>
Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Health Services Trust Fund (442)
FY2018 Budget

		FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>			
	Fees and Other Income	\$ 446,966	\$ 445,000
	Transfer In - reserves	\$ 112,428	\$ 100,218
	Total Sources	<u>\$ 559,394</u>	<u>\$ 545,218</u>
<u>Uses of Funds:</u>			
AA	Regular Employees	\$ 114,570	\$ 105,500
BB	Employee Related Expenses	4,400	4,400
CC	Temporary Part-Time Employees	11,100	10,000
DD	Staff Benefit Expenses	40,099	35,343
EE	Administrative Expenses	3,250	3,750
FF	Facility Operation Supplies	19,000	19,250
HH	Professional Services	362,300	362,300
LL	Equipment Lease, Maintenance, Repair	525	525
RR	Client Medical Services	700	700
UU	Technology Expenses	3,450	3,450
	Total Uses	<u>\$ 559,394</u>	<u>\$ 545,218</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University

Resident Hall Trust Fund (445)

FY2018 Budget

		FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>			
	Fees and Other Income	\$ 12,657,698	\$ 12,451,780
	Total Sources	<u>\$ 12,657,698</u>	<u>\$ 12,451,780</u>
<u>Uses of Funds:</u>			
AA	Regular Employees	\$ 1,318,199	\$ 1,303,775
BB	Employee Related Expenses	35,000	40,000
CC	Temporary Part-Time Employees	265,000	125,000
DD	Staff Benefit Expenses	482,558	354,165
EE	Administrative Expenses	123,000	120,000
FF	Facility Operation Supplies	262,500	227,500
GG	Energy/Space Rental	8,594,040	8,493,275
HH	Professional Services	26,000	11,000
JJ	Operational Services	15,000	170,000
KK	Equipment Purchase	30,000	50,000
LL	Equipment Lease, Maintenance, Repair	140,000	162,000
NN	Infrastructure & Building Improvements	733,742	780,000
RR	Educational Assistance	590,659	581,065
UU	Technology Related Expenses	42,000	34,000
	Total Uses	<u>\$ 12,657,698</u>	<u>\$ 12,451,780</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University
Student Activities Trust Fund (446)
FY2018 Budget

		FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>			
	Fees	\$ 284,545	\$ 285,000
	Transfer In - Reserves	\$ 120,455	\$ 104,100
	Total Sources	<u>\$ 405,000</u>	<u>\$ 389,100</u>
<u>Uses of Funds:</u>			
BB	Employee Related Expenses	\$ 500	\$ 500
CC	Temporary Part-Time Employees	12,000	6,500
DD	Staff Benefit Expenses	100	100
EE	Administrative Expenses	60,000	60,000
FF	Facility Operation Supplies	195,000	185,000
GG	Energy/Space Rental	-	-
HH	Professional Services	77,000	87,000
JJ	Operational Services	5,000	5,000
KK	Equipment Purchase	15,000	15,000
LL	Equipment Lease, Maintenance, Repair	40,400	30,000
RR	Educational Assistance	-	-
	Total Uses	<u>\$ 405,000</u>	<u>\$ 389,100</u>
	Net Sources / (Uses)	<u>\$ -</u>	<u>\$ -</u>

Worcester State University

Residence Hall Technology and Equipment Trust Fund (448)

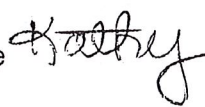
FY2018 Budget

		FY2018 Requested Budget	FY2017 Final Budget
<u>Sources of Funds:</u>			
Fees and Other Income		\$ 346,940	\$ 320,000
Transfer In - Reserves			39,365
Total Sources		<u>\$ 346,940</u>	<u>\$ 359,365</u>
<u>Uses of Funds:</u>			
AA Regular Employees		\$ -	\$ -
DD Staff Benefits Expense		-	-
EE Administrative Expenses		-	-
GG Energy/Space Rental		299,498	299,365
LL Equipment Lease, Maintenance, Repair		-	-
UU Technology Expenses		47,442	60,000
Total Uses		<u>\$ 346,940</u>	<u>\$ 359,365</u>
Net Sources / (Uses)		<u>\$ -</u>	<u>\$ -</u>

Memorandum

DATE: March 31, 2017

TO: Barry M. Maloney, President

FROM: Kathleen Eichelroth, Vice President for Administration and Finance 

RE: **FY 2018 BUDGET & RATES FOR 2017/2018 ACADEMIC YEAR**

The budget process began in January with a notice to budget managers that we would plan to level fund budgets in FY 2018 and that requests for new initiatives would be prioritized within divisions similar to last year. Budget managers were encouraged to re-visit requests that were made in FY 2017 that did not receive funding and evaluate whether they were still priorities for the coming year or replaced by newly identified initiatives.

Campus Priorities

Prioritized lists of requests were prepared by each division. The requests were discussed in the President's Direct report meeting and further ranked and prioritized at the campus level. The requests were evaluated with regard to need as a foundational level request to support core university operations in addition to being specifically linked to the overarching goals and strategies of the strategic plan. A Cabinet level discussion of the results of the campus level prioritization took place in March. The top prioritized requests are included in this package as **Attachment A**.

Collective Bargaining

FY 2017 was the last year of funding of the current collective bargaining agreements. All agreements are currently being negotiated and it is not known at this time what the final outcome will be. As in prior years, the campuses anticipate that, at a minimum, the first year of negotiated raises will be funded by the Commonwealth through a supplemental bill increasing appropriations to cover the collective bargaining costs. The FY 2018 budget will carry a placeholder for salary adjustments with an offset increase to the appropriations line. We will not be seeking an increase in student fees to fund year one of contract costs.

State Budget Outlook

The Governor's House 1 budget for FY 2018 was released in January. Specific items that relate to the State Universities include a 1% recommended increase over the FY 2017 final budget and level funds across most other Higher Education accounts controlled by the Department of Higher Education.

If passed, the 1% increase would be distributed by the State University funding formula, and not necessarily in a pro-rata fashion as it was in FY 2017. There is no mention of funding previous collective bargaining amounts that campuses had funded with student fee increases in FY 2016 and FY 2017. In addition, the Governor did not recommend funding of The State University Internship Incentive Program which has been funded in the past. The budget proposal does include continued

funding of the DHE administered Performance Incentive Fund. These funds are made available to the campuses through a competitive grant process.

There are also two outside sections attached to the spending bill; one to create a task force to study tuition retention for the state universities and community colleges, and the other to cap sick leave accruals for all non-unit state employees. An "outside section" is a non-budget related item, attached at the end of spending bills, seeking to change a general law change.

In the event that a reserve for unfunded FY 2016 and/or FY 2017 collective bargaining costs is approved and funded prior to semester related bills being issued, we would consider a pro-rata reduction to mandatory student fees (in effect at the time) equivalent to the increase in state appropriations.

Reserve Stabilization Plan

As discussed during FY 2017 budget conversations, we need to begin to build back the unrestricted reserve balance of the university. We continue to experience increased demands on resources to maintain the existing campus infrastructure, in addition to addressing ongoing needs to provide classrooms and technology that supports the curriculum being offered and the expectations of our students. There are also several large scale infrastructure projects on the horizon, such as the May Street Building renovation and a possible future parking complex that will require significant financial investment.

Growing the unrestricted reserve balance will provide a stronger financial foundation to the operations of the university and increased leverage to fund capital projects in the future. The plan to increase unrestricted reserves through FY 2021 will be accomplished through strict budget control ensuring positive operating results on an annual basis, in addition to the proposed increase to the Capital Improvement Fee of \$5 per credit hour beginning in FY 2018. The reserve stabilization forecast through June 30, 2021 is included in this package as **Attachment B**.

Graduate and Continuing Education

Graduate and Continuing Education programs include not only traditional graduate students but also encompasses graduate offerings contracted for with organizations in the community, undergraduate evening and summer courses, and offerings through the Center for Effective Instruction, Intensive English Language Institute (IELI), the Center for Business and Industry and other various offerings. We have spent some time reviewing enrollment trends and the market for these offerings and we believe enrollment is fairly stable in most of these programs. During the initial years of the Succeed in Four initiative undergraduate enrollment experienced a drop off as students were becoming more aware of the benefit of enrolling in fifteen credit hours in the day school instead of evening. Enrollment has seemed to stabilize and current rates will remain in place for the coming year.

There has been some growth in Graduate offerings to various groups in the community while traditional graduate enrollment has remained stable. A comparison of our current Graduate rates to our peers in the community and across the state indicates we are an outlier. We are proposing an increase in tuition in FY 2018 that will raise the cost of a three credit course from \$894 to \$966, which is on par with a few competitors but well below most. The additional resources that we anticipate from this rate increase is not expected to increase the overall budget for Graduate and Continuing Education as we are cautiously planning for a slight down turn in enrollment in the IELI program as the result of uncertainty surrounding United States immigration policies.

Other Rate Adjustments

The Massachusetts State College Building Authority has already approved an increase in room rates for the resident halls for FY 2018. The annual increase to rooms, regardless of building, is \$161.

Chartwell Dining Services, our food service vendor, has restructured the student board plans for the coming academic year. Five comprehensive meals plans will be offered in the fall in comparison to the previous four plans. The cost of the meal plans range from \$3,750 to \$3,990 a year. All plans include a component of dining dollars and guest meals. Selection of the base plan results in an increased cost of \$100 a year over the previous year base plan.

There are no adjustments to course or programs related fees at this time. In the coming year we will be evaluating how best to address the rising cost of clinical placement for a number of our programs. There is an increasing trend for facilities that partner with us to assess a fee for accepting our students at their facility. While we evaluate how best to handle this cost going forward (from \$500 - \$1,500 per student, per session) we will ensure that program budgets are able to support this cost should we be assessed in the interim.

General Fee Increase

The General Fee is our most significant mandatory fee assessed to all undergraduate day students. The revenue generated from this fee is used solely to support university operations. The trend of annual fee assessments since FY 2008 is included in the package as **Attachment C**. The trend also provides a comparison of mandatory fees in place at the other eight state universities. Worcester State University's mandatory fees are the lowest of the six comprehensive institutions in FY 2017.

Since FY 2014 we have been maintaining baseline operations, with no change in funding from fee increases, to address rising costs of goods and services or changing needs of the institution due to student demand, evolving technology, regional demographic shifts, bringing new facilities on line and numerous other competing demands. We have been fortunate to receive sizeable performance measurement allotments from the Commonwealth in FY 2015 and FY 2016 to address institutional needs. We have tackled many of these identified issues and have moved closer to achieving strategic goals thanks to the increase in state resources and our ability to achieve cost savings through a campus based retirement incentive program and an annual budget reconciliation process that provides for the re-distribution of resources to increases in fixed operating costs. Student fee increases were necessitated in FY 2015 through FY 2017 solely to fund the obligations of collective bargaining agreements.

For FY 2018 we have taken the approach of maintaining the baseline operating budgets across the institution and proposing an increase in revenue to allow for the funding of institutional priorities in support of achieving the current strategic plan. Included in this package is **Attachment D** "FY 2018 Review of Resources from Rate Setting Options". This worksheet identifies our current mandatory fee, various proposed options (A – E) to increase fees, and the resources generated from a fee increase at the various options. Notes 1 -3 on the worksheet identify underlying assumptions that cut across all fee options. The assumptions reflect that 1) a portion of a mandatory fee increase will be carved out as the increase in the Capital Improvement Fee (previously discussed in the memo); 2) a portion of a mandatory fee increase will be carved out (\$60 annually) to increase campus based financial aid resources; and 3) the remaining resources generated from a mandatory fee increase would be available to fund campus priorities including those identified in Attachment A. Option D, reflecting a 5% increase in mandatory fees, is the option we are asking approval of for FY 2018.

Option D provides resources to restore the base operating budgets to the original FY 2017 level. FY 2017 budget amendment #2 reduced lines across all divisions at mid-year as a result of lower than anticipated undergraduate enrollment. Most items reduced where one time opportunities, as a result the \$500,000 in reductions is not sustainable in FY 2018.

Option D also provides resources to fund strategic initiatives after restoring budgets to FY 2017 baseline. Approximately \$462,000 would be available to fund the initiatives that would have the most significant long-term impact on the university's operations and its ability to achieve its strategic goals.

Included in the package for your review is a comparison of the impact the rate increase options will have on a commuter and resident student. (**Attachment E**). Also included (**Attachment F**) is the proposed rate sheet for the 2017/2018 Academic Year as it would be published in the course catalog if Option D, with regard to an increase in mandatory fees, was approved by the Board.

Summary

While there is still a great deal of work to be done to finalize the budget that will be presented in June, it is important to discuss and establish the rates for the coming year during the April meeting. Formal rate setting at this point in time provides incoming students with official tuition and fee information for the coming year and allows the Financial Aid Office to prepare financial aid awards based on actual costs of attendance for the coming year.

The rates recommended in the package would establish the cost of tuition and mandatory fees for a commuter student at \$9,622 for the 2017/2018 Academic Year, and the mandatory costs for an in-state resident student at \$21,288 for the 2017/2018 Academic Year.

Top Prioritized Initiatives - FY 2018

Division	Dept #	Department Name	Description	Foundation Level	Strategic Plan	Amount	Description supporting request
Enrollment Management	819	Enrollment	Reporting & Data Mgmt System	X	1-j, 3-a, 3-c, 5-a	85,000	Requested in FY17 and not funded. Data-mapping of existing Colleague data, the incorporation of National Student Clearinghouse data, the development and deployment of a Data Warehouse, the establishment of a set of Web Intelligence reports related to admission, enrollment, student success, etc., the establishment of bursting technology to share data automatically, the development of data dashboards, and the training of appropriate EM, IT, IR, and other staff.
Administration and Finance	341	Publications & Printing	Graphic Designer services	X	3-c	25,000	The design workload has increased dramatically over the last year, and has increased an additional 30% over the last several months with the re-positioning of the Marketing Director position (less design responsibilities). Our 2 PTNonBen designers + Assistant Director are no longer sufficient to cover the workload. If we were to go outside for design work, the hourly rate starts at \$75+
Enrollment Management	817	Admissions	Comprehensive Positioning and Institutional Strategy Study		3-a, 3-c, 3-d	450,000	A comprehensive positioning and institutional strategy study to understand the appeal and strength of the WSU experience, how the university may position itself to future prospective student markets, identification of WSU's ability to generate revenue from undergraduate students, and inform academic, marketing, admission, and pricing strategies.
Academic Affairs	630/350	IT and Facilities	Technology and furnishing refresh plan lead by consulting firm	X	1-k; 5-d; 5-f	80,000	study to replace and update technology and furnishing in classrooms and other meetings spaces. Plan to be developed with faculty input to ensure we are addressing current, and projecting for future, pedagogical needs

Top Prioritized Initiatives - FY 2018

Division	Dept #	Department Name	Description	Foundation Level	Strategic Plan	Amount	Description supporting request
Academic Affairs	644	Computer Science	Faculty Line	X	1-d; 3-a	87,040	\$64K salary plus fringe (Unfunded 2017) increase in majors, and transfers, completion of program review (2016) addition of big data and mandatory concentrations for majors, fulltime faculty with alternative assignment, prioritized in 2017 as well.
Enrollment Management	817	Admissions	App Fee Waivers for Visits		2-a	33,000	If approved, the university will begin to provide each prospective student visiting Worcester State University for official recruitment event, such as a campus tour, fall open house, group tour, special admission event, or varsity athletic visit with an application fee waiver. This initiative aims to increase visitors to campus (the #1 factor in yielding new student enrollment), increase the number of applications for admission, and remain competitive with other institutions who already provide this offer to prospective students and families.
Student Affairs	721	Student Accessibility Services	Assistant Director	X	3-l, 4-a	74,800	\$55K salary plus fringe. An Assistant Director position will allow the DSO to serve more students, more efficiently and effectively. An Assistant Director will be charged with conducting intakes and establishing accommodations in partnership with the Director. Additionally, the Assistant Director will conduct open office hours to meet with students. This will allow the Director to lead more planning efforts for SAS, expand our educational programs on campus, develop a SAS-student specific orientation, facilitate a mentoring program, and explore grant opportunities.

Top Prioritized Initiatives - FY 2018

Division	Dept #	Department Name	Description	Foundation Level	Strategic Plan	Amount	Description supporting request
Advancement	400	Advancement	Young Alumni/Student Engagement Events and Online Mentoring	X	2-e, 2-g, 4-a, 4-e, 4-h, 4-k	35,000	In response to the Strategic Plan, Alumni has developed a series of programs engaging alumni and students in a variety of ways, both on and off campus, for engagement with the campus community, cultivation, career mentoring, and networking for job placement and more. Utilizing our alumni as volunteers and engaging our students now will allow us to increase our alumni donor base. More than 75% of our newly developed Young Alumni President's Circle members served as a volunteer or had a relationship with the Alumni Office in some way before making the financial commitment to join the Circle. More than 90% of the Young Alumni President's Circle members are first-time alumni donors: their first donation to their alma mater was their gift to join the Young Alumni President's Circle.
						<u>869,840</u>	

Reserve Stabilization Plan

Attachment B

	Total Unrestricted Reserves	Capital Improvement Trust Fund					General Fund Unrestricted	Capital Impr. Fund Unrestricted	O/S Debt	
		Parking Fee	Capital Improvement Fee	Dedicated revenue Combined	Expenditures/ Transfers	Annual Net				
6/30/2015 (gross excluding pension liab of \$18M)	32,494,088	-	-	-	-		17,978,416	14,515,672	25,432,886	1.28
BUDGET										
FY 2017 results of operations	736,221	60,000	2,555,000	2,615,000	(1,078,779)					
Debt service					(800,000)					
Transfer to Pkg Gar TF					-					
					-					
									princ pyt	(635,667)
June 30, 2017	33,230,309	60,000	2,555,000	2,615,000	(1,878,779)	736,221 year 1	17,978,416	15,251,893	24,797,219	1.34
FY 2018 results of operations	2,072,751	60,000	2,555,000	2,615,000	(1,083,079)					
Debt service					(850,000)					
Transfer to Pkg Gar TF					-					
CIP fee increase			590,830	590,830	-				princ pyt	(660,667)
					-					
June 30, 2018	35,303,060	60,000	2,555,000	3,205,830	(1,933,079)	1,272,751 year 2	18,778,416	16,524,644	24,136,553	1.46
FY 2019 results of operations	2,075,626	60,000	2,555,000	2,615,000	(1,080,204)					
Debt service					(850,000)					
Transfer to Pkg Gar TF					-					
CIP fee increase			590,830	590,830	-				princ pyt	(680,667)
					-					
June 30, 2019	37,378,686	60,000	2,555,000	3,205,830	(1,930,204)	1,275,626 year 3	19,578,416	17,800,270	23,455,886	1.59
FY 2020 results of operations	2,078,076	60,000	2,555,000	2,615,000	(1,077,754)					
Debt service					(850,000)					
Transfer to Pkg Gar TF					-					
CIP fee increase			590,830	590,830	-				princ pyt	(705,667)
					-					
June 30, 2020	39,456,762	60,000	2,555,000	3,205,830	(1,927,754)	1,278,076 year 4	20,378,416	19,078,346	22,750,219	1.73
FY 2021 results of operations	2,077,676	60,000	2,555,000	2,615,000	(1,078,154)					
Debt service					(850,000)					
Transfer to Pkg Gar TF					-					
CIP fee increase			590,830	590,830	-				princ pyt	(730,667)
					-					
June 30, 2021	41,534,438	60,000	2,555,000	3,205,830	(1,928,154)	1,277,676 year 4	21,178,416	20,356,022	22,019,553	1.89
Change in unrestricted reserves	9,040,350									
Reserve contribution due to increase in CIP fee			2,363,320							
Projected Unrestricted Reserves June 30, 2021								41,534,438		

Mandatory Fees at Massachusetts Public Colleges and Universities
(Based on Fall Resident Undergraduate State-Supported Rates)

Comprehensive Institution	FY- 2008	FY- 2009	FY- 2010	FY- 2011	FY- 2012	FY- 2013	FY- 2014	FY- 2015	FY- 2016	FY- 2017	1 Yr % Chg	Diff from WSU
Bridgewater State University	\$5,124	\$5,328	\$5,694	\$6,144	\$6,644	\$7,144	\$7,144	\$7,444	\$8,018	\$8,718	9%	\$486
Fitchburg State University	\$5,022	\$5,430	\$5,930	\$6,830	\$7,330	\$7,740	\$8,016	\$8,290	\$8,964	\$9,164	2%	\$932
Framingham State University	\$4,828	\$5,172	\$5,570	\$6,096	\$6,610	\$7,114	\$7,114	\$7,354	\$7,734	\$8,374	8%	\$142
Salem State University	\$5,360	\$5,610	\$5,940	\$6,320	\$6,820	\$7,200	\$7,220	\$7,736	\$8,336	\$8,826	6%	\$594
Westfield State University	\$5,240	\$5,482	\$6,048	\$6,462	\$6,918	\$7,328	\$7,328	\$7,712	\$7,846	\$8,306	6%	\$74
Worcester State University	\$4,896	\$5,200	\$5,636	\$6,186	\$6,684	\$7,188	\$7,188	\$7,588	\$7,888	\$8,232	4%	0
WSU fee increase over prior year		\$304	\$436	\$550	\$498	\$504	\$0	\$400	\$300	\$344		

Specialty Institution												
Massachusetts College of Art & Design	\$6,420	\$6,870	\$7,370	\$7,970	\$8,670	\$9,370	\$9,370	\$10,194	\$10,694	\$11,170	4%	\$2,938
Massachusetts College of Liberal Arts	\$5,138	\$5,396	\$5,846	\$6,546	\$7,046	\$7,496	\$7,496	\$7,946	\$8,446	\$8,846	5%	\$614
Massachusetts Maritime Academy	\$4,548	\$4,644	\$4,880	\$5,268	\$5,444	\$5,740	\$5,724	\$5,778	\$6,076	\$6,374	5%	(\$1,858)

Undergraduate Students and State Appropriations

Fee Scenarios	AY 2017 current	1%	A 2%	B 3%	C 4%	D 5%	E 6%	notes
Mandatory fees	\$ 8,232	\$ 8,314	\$ 8,412	\$ 8,482	\$ 8,562	\$ 8,652	\$ 8,732	
\$ change		\$ 82	\$ 180	\$ 250	\$ 330	\$ 420	\$ 500	
capital improvement fee		120	120	120	120	120	120	1)
remainder		\$ (38)	\$ 60	\$ 130	\$ 210	\$ 300	\$ 380	
financial aid		60	60	60	60	60	60	2)
net fee for strategic priorities		\$ (98)	\$ -	\$ 70	\$ 150	\$ 240	\$ 320	
net new revenue (4012)		\$ -	\$ -	\$ 280,840	\$ 601,800	\$ 962,880	\$ 1,283,840	3)

State operating appropriation	\$ 26,632,372	\$ 26,898,696	\$ 27,165,019	\$ 27,431,343	\$ 27,697,667	\$ 27,963,991	\$ 28,230,314
\$ change		\$ 266,324	\$ 532,647	\$ 798,971	\$ 1,065,295	\$ 1,331,619	\$ 1,597,942

Notes:

1) The \$120 annual increase in the capital improvement fee will provide approximately \$481K of new resources in the Capital Improvement Trust Fund. The Reserve Stabilization Plan shows that through 2021 this fee increase will generate \$2.3M of additional resources to the trust fund contributing to \$9M growth through the end of FY 2021. The increased resources will provide the fiscal stability necessary to support new debt for the renovation of the May Street Building and other infrastructure improvements.

2) A portion of the annual increase of the General Fee (\$60 per year) will be earmarked to provide additional funds for campus funded student financial aid. This increase is intended to provide new resources, however it may serve to offset a potential elimination of SEOG funds due to potential reductions in the federal budget. (\$241K)

3) Available net new revenue would be used to fund University priorities that were identified during the FY 2018 budget process. Each division conducted a prioritization exercise to produce a ranked list of the areas top 10 requests for new funds that would have the greatest positive impact on the Division and the University. The President and his direct reports then evaluated the top five initiatives from each division and created a rank priority order of initiatives that would best serve the University should funds become available. Those items have been identified for the board on a separate handout. Several require additional vetting prior to receiving funding, should the final approved budget provides resources to do so.

Commuter Student

Attachment E

	AY 2017	Proposed Rates - A	Option A		Proposed Rates - B	Option B		Proposed Rates - C	Option C	
			\$ change	%		\$ change	%		\$ change	%
Tuition	\$ 970	\$ 970.00	-	-	\$ 970.00	-	-	\$ 970.00	-	-
Fees:										
General Fee	\$ 7,534	\$7,594.00	60	1%	\$ 7,664.00	130	2%	\$ 7,744.00	210	3%
Student Activity Fee	\$ 72	\$ 72.00	-	-	\$ 72.00	-	-	\$ 72.00	-	-
Student Health Svc Fee	\$ 110	\$ 110.00	-	-	\$ 110.00	-	-	\$ 110.00	-	-
Capital Improvement Fee	\$ 516	\$ 636.00	120	23%	\$ 636.00	120	23%	\$ 636.00	120	23%
Total Fees	\$ 8,232	\$8,412.00	180	2%	\$ 8,482.00	250	3%	\$ 8,562.00	330	4%
Total Tuition and Mandatory Fees	\$ 9,202	\$ 9,382	\$ 180	2%	\$ 9,452	\$ 250	3%	\$ 9,532	\$ 330	4%

Resident Student

Tuition and Mandatory Fees	\$ 9,202	\$ 9,382	\$ 180	2%	\$ 9,452	\$ 250	3%	\$ 9,532	\$ 330	4%
Resident Hall	\$ 7,485	\$ 7,646	161	2%	\$ 7,646	161	2%	\$ 7,646	161	2%
Board plan	\$ 3,640	\$ 3,750	110	3%	\$ 3,750	110	3%	\$ 3,750	110	3%
Residence Activity Fee	\$ 50	\$ 50	-	-	\$ 50	-	-	\$ 50	-	-
Res. Tech. & Equipment Fee	\$ 220	\$ 220	-	-	\$ 220	-	-	\$ 220	-	-
	\$ 11,395	\$ 11,666	271	2%	\$ 11,666	271	2%	\$ 11,666	271	2%
		\$ -			\$ -			\$ -		
Manadatory Costs - Resident Student	\$ 20,597	\$ 21,048	\$ 451	2%	\$ 21,118	\$ 521	3%	\$ 21,198	\$ 601	3%

Commuter Student

	AY 2017	Proposed Rates - D	Option D		Proposed Rates - E	Option E	
			\$ change	%		\$ change	%
Tuition	\$ 970	\$ 970.00	-	-	\$ 970.00	-	-
Fees:							
General Fee	\$ 7,534	\$7,834.00	300	4%	\$ 7,914.00	380	5%
Student Activity Fee	\$ 72	\$ 72.00	-	-	\$ 72.00	-	0%
Student Health Svc Fee	\$ 110	\$ 110.00	-	-	\$ 110.00	-	0%
Capital Improvement Fee	\$ 516	\$ 636.00	120	23%	\$ 636.00	120	23%
Total Fees	\$ 8,232	\$8,652.00	420	5%	\$ 8,732.00	500	6%
Total Tuition and Mandatory Fees	\$ 9,202	\$ 9,622	\$ 420	5%	\$ 9,702	\$ 500	5.4%

Resident Student

Tuition and Mandatory Fees	\$ 9,202	\$ 9,622	\$ 420	5%	\$ 9,702	\$ 500	5.4%
Resident Hall	\$ 7,485	\$ 7,646	161	2%	\$ 7,646	161	2%
Board plan	\$ 3,640	\$ 3,750	110	3%	\$ 3,750	110	3%
Residence Activity Fee	\$ 50	\$ 50	-	-	\$ 50	-	-
Res. Tech. & Equipment Fee	\$ 220	\$ 220	-	-	\$ 220	-	-
	\$ 11,395	\$ 11,666	271	2%	\$ 11,666	271	2%
		\$ -			\$ -		
Manadatory Costs - Resident Student	\$ 20,597	\$ 21,288	\$ 691	3%	\$ 21,368	\$ 771	3.7%

Worcester State University
Tuition and Fees - Fall 2017/2018

		Annual	Increase from FY 2017
<u>Undergraduate Day Division</u>			
Cost for Full-Time In-State Student		9,622.00	-
Tuition:			
MA Resident		970.00	-
Non-Resident		7,050.00	-
NE Regional		1,455.00	-
Fees:			
* General Fee	4%	7,834.00	300.00
Student Activity Fee		72.00	-
Student Health Svc Fee		110.00	-
* Capital Improvement Fee	23%	636.00	120.00
Total Fees	5%	8,652.00	420.00
*Health Insurance	4%	2,600.00	89.00
Orientation Fee (New Students)		75.00	-
Commuter Meal Plan - freshman, sophomore and junior		300.00	-
<u>Residence Halls</u>			
Residence Hall rates			
* Chandler Village I	2%	7,946.00	161.00
* Dowden Hall	2%	7,646.00	161.00
* Wasylean Hall	2%	8,346.00	161.00
* Sheehan Hall	2%	8,166.00	161.00
Single room (Additional charge)		400.00	-
Residence Activity Fee		50.00	-
Technology and equipment fee		220.00	-
Resident Parking Fee-satellite lot		100.00	-
* Board	3%	3,750.00	110.00
Damage Deposit (1st Semester)		100.00	-
<u>Division of Graduate and Continuing Education</u>		Credit Hour	Increase
Tuition:			
Undergraduate		130.00	-
* Graduate	13%	169.00	19.00
Fees:			
Administrative Fee			
Undergraduate		125.00	
Graduate		126.50	
* Capital Improvement Fee	23%	26.50	5.00
<u>Other University fees:</u>			
Student Teaching	per course	75.00	-
Lab Instruction	per course	90.00	-
Art Model Fee	per course	25.00	-
Field Work Supervision	per cr hr	15.00	-
Internship	per cr hr	15.00	-
Applied music fee	per course	260.00	-
Application fee	per item	50.00	-
Transcript fee	per item	5.00	-

* Change from prior year

The first part of the paper discusses the importance of the research and the objectives of the study. It then presents a literature review of the existing research on the topic. The methodology section describes the research design and the data collection process. The results section presents the findings of the study, and the conclusion section summarizes the main findings and provides recommendations for future research.

The study was conducted in a laboratory setting, and the data were collected using a series of experiments. The results of the experiments were analyzed using statistical methods, and the findings were compared with the results of previous studies. The study found that the research objectives were achieved, and the results were consistent with the findings of previous research.

The study has several limitations, and there are some areas that need to be explored in future research. The study was conducted in a laboratory setting, and the results may not be generalizable to real-world situations. The study also had a limited sample size, and the results may be affected by the characteristics of the sample.

In conclusion, the study provides valuable insights into the research topic, and the findings are consistent with the findings of previous research. The study also identifies some limitations and areas for future research, which will help to improve the understanding of the research topic.

Memorandum

DATE: April 10, 2017

TO: Barry M. Maloney, President

FROM: Kathleen Eichelroth, Vice President for Administration and Finance

RE: **RATE SETTING OPTIONS: 3% - 5% INCREASE IN MANDATORY FEES**

Below is additional analysis of the rate options discussed at the Finance and Facilities Committee meeting in April 6th.

The 3% increase in mandatory fees provides for the increase in the Capital Improvement Fee and additional funding of student financial aid. In addition, it provides approximately \$280,840 that would be used to offset the \$500,000 reduction to the FY2017 budget that was put in place in February and recently approved as Amendment #2 to the FY 2017 budget. The FY 2018 base budget will see a reduction in funding of \$219,160 compared to the prior year. There are no new resources available to fund the list of top prioritized initiatives for FY 2018.

The 4% increase in mandatory fees also provides for the Capital Improvement Fee increase along with the additional funding of student financial aid. This scenario also provides approximately \$601,800 of new revenue to the operating budget. \$500,000 of the available resources would be used to reinstate funding of budget lines across the institution that were reduced in Amendment #2 of the FY 2017 budget. After funding the line item cuts, \$101,800 would remain to fund some of the top prioritized initiatives for FY 2018.

The 5% increase in mandatory fees includes the Capital Improvement Fee and an increase in student financial aid. This scenario also provides approximately \$962,880 of new revenue to the operating budget. \$500,000 of the available resources would be used to reinstate funding of budget lines across the institution that were reduced in Amendment #2 of the FY 2017 budget. After funding the line item cuts, \$462,880 would remain to fund some of the top prioritized initiatives for FY 2018. This level of funding would provide resources to fund the "Comprehensive Positioning and Institutional Strategy Study" on the list of top prioritized initiatives for FY 2018, or a collection of other items listed such as the creation of a "Reporting and Data Management System", the creation of a classroom technology and furnishing refresh plan, the waiver of application fees for prospective students that visit campus, and additional staffing in the Student Accessibility Office, to name a few.

All of the top initiatives were chosen for their ability to significantly contribute to achieving the goals of the strategic plan. The items put forward for FY 2018 are considered priorities due to their ability to positively impact enrollment, stabilize revenue and influence future decisions regarding enrollment and retention. In the coming year we will be considering student demographics and internal and external data to direct a course of action in an attempt to influence prospective students to attend WSU and to ensure the combined offerings of our institution, (academically, socially, culturally and financially), will attract students in an effort to grow our enrollment, or at a minimum, prevent contraction.

1998, 1999, 2000, 2001, 2002, 2003, 2004, 2005, 2006, 2007, 2008, 2009, 2010, 2011, 2012, 2013, 2014, 2015, 2016, 2017, 2018, 2019, 2020, 2021, 2022, 2023, 2024, 2025, 2026, 2027, 2028, 2029, 2030, 2031, 2032, 2033, 2034, 2035, 2036, 2037, 2038, 2039, 2040, 2041, 2042, 2043, 2044, 2045, 2046, 2047, 2048, 2049, 2050, 2051, 2052, 2053, 2054, 2055, 2056, 2057, 2058, 2059, 2060, 2061, 2062, 2063, 2064, 2065, 2066, 2067, 2068, 2069, 2070, 2071, 2072, 2073, 2074, 2075, 2076, 2077, 2078, 2079, 2080, 2081, 2082, 2083, 2084, 2085, 2086, 2087, 2088, 2089, 2090, 2091, 2092, 2093, 2094, 2095, 2096, 2097, 2098, 2099, 2100, 2101, 2102, 2103, 2104, 2105, 2106, 2107, 2108, 2109, 2110, 2111, 2112, 2113, 2114, 2115, 2116, 2117, 2118, 2119, 2120, 2121, 2122, 2123, 2124, 2125, 2126, 2127, 2128, 2129, 2130, 2131, 2132, 2133, 2134, 2135, 2136, 2137, 2138, 2139, 2140, 2141, 2142, 2143, 2144, 2145, 2146, 2147, 2148, 2149, 2150, 2151, 2152, 2153, 2154, 2155, 2156, 2157, 2158, 2159, 2160, 2161, 2162, 2163, 2164, 2165, 2166, 2167, 2168, 2169, 2170, 2171, 2172, 2173, 2174, 2175, 2176, 2177, 2178, 2179, 2180, 2181, 2182, 2183, 2184, 2185, 2186, 2187, 2188, 2189, 2190, 2191, 2192, 2193, 2194, 2195, 2196, 2197, 2198, 2199, 2200, 2201, 2202, 2203, 2204, 2205, 2206, 2207, 2208, 2209, 2210, 2211, 2212, 2213, 2214, 2215, 2216, 2217, 2218, 2219, 2220, 2221, 2222, 2223, 2224, 2225, 2226, 2227, 2228, 2229, 2230, 2231, 2232, 2233, 2234, 2235, 2236, 2237, 2238, 2239, 2240, 2241, 2242, 2243, 2244, 2245, 2246, 2247, 2248, 2249, 2250, 2251, 2252, 2253, 2254, 2255, 2256, 2257, 2258, 2259, 2260, 2261, 2262, 2263, 2264, 2265, 2266, 2267, 2268, 2269, 2270, 2271, 2272, 2273, 2274, 2275, 2276, 2277, 2278, 2279, 2280, 2281, 2282, 2283, 2284, 2285, 2286, 2287, 2288, 2289, 2290, 2291, 2292, 2293, 2294, 2295, 2296, 2297, 2298, 2299, 2300, 2301, 2302, 2303, 2304, 2305, 2306, 2307, 2308, 2309, 2310, 2311, 2312, 2313, 2314, 2315, 2316, 2317, 2318, 2319, 2320, 2321, 2322, 2323, 2324, 2325, 2326, 2327, 2328, 2329, 2330, 2331, 2332, 2333, 2334, 2335, 2336, 2337, 2338, 2339, 2340, 2341, 2342, 2343, 2344, 2345, 2346, 2347, 2348, 2349, 2350, 2351, 2352, 2353, 2354, 2355, 2356, 2357, 2358, 2359, 2360, 2361, 2362, 2363, 2364, 2365, 2366, 2367, 2368, 2369, 2370, 2371, 2372, 2373, 2374, 2375, 2376, 2377, 2378, 2379, 2380, 2381, 2382, 2383, 2384, 2385, 2386, 2387, 2388, 2389, 2390, 2391, 2392, 2393, 2394, 2395, 2396, 2397, 2398, 2399, 2400, 2401, 2402, 2403, 2404, 2405, 2406, 2407, 2408, 2409, 2410, 2411, 2412, 2413, 2414, 2415, 2416, 2417, 2418, 2419, 2420, 2421, 2422, 2423, 2424, 2425, 2426, 2427, 2428, 2429, 2430, 2431, 2432, 2433, 2434, 2435, 2436, 2437, 2438, 2439, 2440, 2441, 2442, 2443, 2444, 2445, 2446, 2447, 2448, 2449, 2450, 2451, 2452, 2453, 2454, 2455, 2456, 2457, 2458, 2459, 2460, 2461, 2462, 2463, 2464, 2465, 2466, 2467, 2468, 2469, 2470, 2471, 2472, 2473, 2474, 2475, 2476, 2477, 2478, 2479, 2480, 2481, 2482, 2483, 2484, 2485, 2486, 2487, 2488, 2489, 2490, 2491, 2492, 2493, 2494, 2495, 2496, 2497, 2498, 2499, 2500, 2501, 2502, 2503, 2504, 2505, 2506, 2507, 2508, 2509, 2510, 2511, 2512, 2513, 2514, 2515, 2516, 2517, 2518, 2519, 2520, 2521, 2522, 2523, 2524, 2525, 2526, 2527, 2528, 2529, 2530, 2531, 2532, 2533, 2534, 2535, 2536, 2537, 2538, 2539, 2540, 2541, 2542, 2543, 2544, 2545, 2546, 2547, 2548, 2549, 2550, 2551, 2552, 2553, 2554, 2555, 2556, 2557, 2558, 2559, 2560, 2561, 2562, 2563, 2564, 2565, 2566, 2567, 2568, 2569, 2570, 2571, 2572, 2573, 2574, 2575, 2576, 2577, 2578, 2579, 2580, 2581, 2582, 2583, 2584, 2585, 2586, 2587, 2588, 2589, 2590, 2591, 2592, 2593, 2594, 2595, 2596, 2597, 2598, 2599, 2600, 2601, 2602, 2603, 2604, 2605, 2606, 2607, 2608, 2609, 2610, 2611, 2612, 2613, 2614, 2615, 2616, 2617, 2618, 2619, 2620, 2621, 2622, 2623, 2624, 2625, 2626, 2627, 2628, 2629, 2630, 2631, 2632, 2633, 2634, 2635, 2636, 2637, 2638, 2639, 2640, 2641, 2642, 2643, 2644, 2645, 2646, 2647, 2648, 2649, 2650, 2651, 2652, 2653, 2654, 2655, 2656, 2657, 2658, 2659, 2660, 2661, 2662, 2663, 2664, 2665, 2666, 2667, 2668, 2669, 2670, 2671, 2672, 2673, 2674, 2675, 2676, 2677, 2678, 2679, 26

Worcester State University
Capital Adaptation and Renewal
FY 2018

Appendix C

Operational assessment	24,000
Planning studies	\$ 325,000
Student Center Roof	460,000
Modular Building lease and re-programming	763,000
Science and Technology Building RTU replacement	1,725,000
	<hr/>
	\$ 3,297,000
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Worcester State University
Tuition and Fees - Fall 2017/2018

	Annual	Per Semester	Per Cr Hour
Undergraduate Day Division *			
Cost for Full-Time In-State Student	9,532.00	4,766.00	397.17
Tuition:			
MA Resident	970.00	485.00	40.42
Non-Resident	7,050.00	3,525.00	293.75
NE Regional	1,455.00	727.50	60.63
Fees:			
General Fee	7,744.00	3,872.00	322.67
Student Activity Fee	72.00	36.00	3.00
Student Health Svc Fee	110.00	55.00	4.58
Capital Improvement Fee	636.00	318.00	26.50
Total Fees	8,562.00	4,281.00	356.75

Residence Halls

Residence Hall Rates		
Chandler Village I	7,946.00	3,973.00
Dowden Hall	7,646.00	3,823.00
Wasylean Hall	8,346.00	4,173.00
Sheehan Hall	8,166.00	4,083.00
Single (Additional charge)	400.00	200.00
Residence Activity Fee	50.00	25.00
Technology and equipment fee	220.00	110.00
Resident Parking Fee - satellite lot	100.00	50.00
Board	3,750.00	1,875.00
Damage Deposit (1st Semester)		100.00

Other

Health Insurance	2,755.00	na
Orientation Fee (New Students)	75.00	na
Commuter Meal Plan	300.00	150.00

Division of Graduate and Continuing Education

Tuition:		
UnderGraduate **		130.00
Graduate		169.00
Fees:		
Administrative Fee		
UnderGraduate		125.00
Graduate		126.50
Capital Improvement Fee		26.50

Other University fees:

Student Teaching	75.00	per course
Lab Instruction	90.00	per course
Art Model Fee	25.00	per course
Applied Music Fee	260.00	per course
Application Fee	50.00	per item
Transcript Fee	5.00	per item
Field Work Supervision		15.00
Internship		15.00

* Undergraduate Day division courses are offered M-F, 8 am - 4 pm

** Undergraduate courses in the Division of Continuing Education begin at 4 pm M - F, Sat/Sun, and on-line

Enrollment Management Strategy

Proposal for a Nonresident Scholarship Plan: Out-of-State Recruitment & Enrollment Incentive

Proposal: That Worcester State University establishes an undergraduate recruitment and enrollment scholarship incentive to grow its out-of-state student population among matriculating undergraduate students. This incentive would be structured as a partial waiver of mandatory fees for qualified undergraduate first-time applicants enrolled in the undergraduate day program and matriculating in full-time status (either first-year or transfer students) equal to (or less than) half of the mandatory general fee assessed for the year of initial enrollment. The awarding of the incentive to qualifying students shall be renewable and be subject to such academic and other conditions that the President may from time to time set. Out-of-state students qualifying for NEBHE and related preferred tuition and fee schedules would not qualify for this incentive. The President shall report annually to the Board of Trustees on the number of such incentives awarded, and provide such other information as s/he may deem useful to the Trustees.

Rationale: As is widely reported, the college-aged population in New England, including Massachusetts, is declining in relative and actual numbers. That decline is creating pressure on recruitment and admissions for undergraduate enrollments where competition for well-qualified in-state students is already intense. Out-of-state enrollment growth is one key strategy to address this applicant pool shortfall.

Additionally, out-of-state students -- currently numbering about four percent at Worcester State (including about one percent that are international) -- provide the additional institutional benefit of diversifying our student population and increasing net revenue. Diversity (by region as well as by other demographic criteria) aids in building the richness of our campus environment, consistent with our strategic plan. New income sources address both budgetary constraints from state appropriations as well as pressures from declining available students locally, also in-line with our strategic objectives.

Though WSU's overall out-of-state residential student full-cost estimate, around \$27,000 [for an international student, our published full-cost estimate is pegged at \$31,000], is competitive on a list-price basis, our position in the marketplace requires us to be aggressive in attracting students. Our observations and the behavior of our regional competition suggest that in addition to a reasonable list price (and quality academic and student life offerings), our recruitment efforts would benefit from a scholarship model that would speak to out-of-state students and their families.

Private U.S. higher education institutions provide a model through their aggressive use of discounting, packaged as scholarships, to address our ability to attract a new group of

undergraduate students. According to a 2013 NACUBO survey report (see <https://www.insidehighered.com/news/2013/05/07/nacubo-survey-reports-sixth-consecutive-year-discount-rate-increases>), discounting at private institutions has reached an average of 45 percent off the published tuition and fees cost nationally. Public institutions, by convention, do not discount because in effect the reduction is already in the price. By offering a new scholarship system, a buyer would recognize that they are getting an additional merit-based price reduction. In the absence of being able to offer such an incentive, a public institution can seem less interested in (or motivated to secure) the enrollment.

As an example, international students, as a subset of our pool of nonresident applicants, the discourse of a student looking at a particular U.S. institution follows this predictable sequence: "What is your annual cost?" and "Do you have scholarships for international students?" While the WSU net cost looks good by virtue of being a state institution, the current answer to the scholarship question is "No." For many prospective students, that ends the conversation. Having an incentive plan such as is proposed here is a tactic to get to the objective of securing an application and an eventual decision to enroll.

Mechanics of Scholarship Incentive: The scholarship incentive is framed through reductions in the fee controlled locally by WSU -- its mandatory general fee (currently set at \$7,534.00 per year). Out-of-state students pay a separate effective surcharge in tuition -- which Worcester State retains upon payment -- of \$7,050. Though the scholarship incentive proposed here is structured as a reduction in the general fee, it operates as a discount off of the out-of-state tuition cost.

The reduction proposed is set not to exceed half of the annual general fee (currently \$3,767), and it is designed to be set by the University in a manner to target the incentive in ways that grow enrollment. For example, the institutional practice might be to use a sliding scale where larger incentives (e.g., \$3,750) are offered to students who meet specific recruitment goals in growing a particular major or for whom Enrollment Management believes a larger sum improves the likelihood of matriculation. The proposal is put forward in a way designed to provide administrative flexibility in order to be responsive to the market place and have an opportunity to ascertain which approaches are most effective.

The initial scholarship award decision would be made within Enrollment Management at the time of the initial admission decision, consistent with the University's articulated criteria.

The proposal further is designed to create incentives for retention, completion, and academic performance. Assuming a student made regular academic progress (e.g., was on track to complete in four years for a traditional undergraduate degree), achieved good academic performance (e.g., maintained a 2.5 GPA or higher), and had no disqualifying student conduct or other issues, the scholarship would be renewed annually. We anticipate that out-of-state students will assist us in meeting institutional goals for progression and completion rates, and that we will want to work to retain them accordingly. In general, as an example, international students have a reputation for high rates of successful progression and completion.

Though the specific academic criteria for scholarship eligibility would not be formally set through this proposal, the University anticipates that it would use the following minimum criteria for consideration of an award until this system (a similar set of requirements would be used with qualified transfer students):

- 2.5 or higher recalculated secondary school grade point average (HSGPA)
- Out-of-state residency classification, either international or domestic
- Non-NEBHE-eligible
- Acceptance, enrollment, and matriculation as an undergraduate at WSU required
- Enrollment full-time in Day School classes only

Post-award annual renewals of a scholarship awarded to traditional four-year undergraduates (a similar set of requirements would be used with transfer students) would be based on the following minimum criteria, which would be described in writing to each initially awarded student:

- 2.5 or higher cumulative college grade point average (measured at the end of each spring semester)
- Maintained full-time status in each semester that the scholarship is received
- Continued classification as an out-of-state student for tuition purposes
- Maximum of eight (8) contiguous semesters of eligibility
- Undergraduate enrollment only
- Enrollment in Day School classes only

The proposal further contemplates that annually the Board of Trustees would receive information about the use of this incentive scholarship and what results the scholarship scheme produced in meeting the University's strategic goals.

BOT Meeting



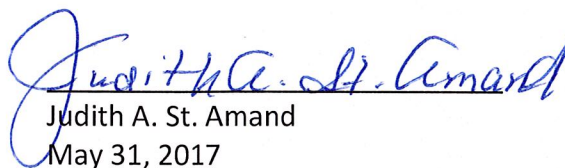
WORCESTER STATE UNIVERSITY

NOTICE – Amended 5/31/17

THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL MEET AT 6:30 P.M. ON TUESDAY, JUNE 6, 2017 IN ROOM C326, LOCATED IN THE STUDENT CENTER.

1. NOTICE & AGENDA*
2. WELCOME – Commissioner Santiago
3. VOTES*
4. APPROVAL OF MINUTES – April 11, 2017*
5. CHAIR OF THE BOARD UPDATE
 - Thank You to Outgoing Student Trustee
 - Presentation – Fossil Fuel Divestment*
6. APPROVAL OF 2017-2018 MEETING SCHEDULE*
7. PRESIDENT'S REPORT*
8. ENROLLMENT MANAGEMENT STRATEGY – Kathy Eichelroth, Ryan Forsythe, Carl Herrin*
Referred to Finance Committee
9. APPOINTMENT OF ASSOCIATE VICE PRESIDENT FOR ACADEMIC AFFAIRS*
10. APPOINTMENT OF ASSISTANT VICE PRESIDENT FOR ASSESSMENT & PLANNING*
11. NOMINATING COMMITTEE REPORT
12. FINANCE & FACILITIES COMMITTEE REPORT
13. HUMAN RESOURCES COMMITTEE REPORT
14. EXECUTIVE SESSION – Legal Issues
15. OTHER BUSINESS
16. ADJOURNMENT

*Attachment


Judith A. St. Amand
May 31, 2017

WSU Board of Trustees

June 6, 2017

VOTES

Upon a motion made and seconded, it was

VOTED: to approve the minutes of April 11, 2017 as presented.

Upon a motion made and seconded, it was

VOTED: to accept the recommendation of the Nominating Committee and approve the slate of officers for 2017-2018 as presented.

Upon a motion made and seconded, it was

VOTED: to approve the 2017-2018 meeting schedule as presented.

Upon a motion made and seconded, it was

VOTED: to approve the appointment of Dr. Henry Theriault as Associate Vice President for Academic Affairs per the terms described in his letter of appointment dated 5/23/2017.

Upon a motion made and seconded, it was

VOTED: to approve the appointment of Dr. Sarah Strout as Assistant Vice President for Assessment and Planning per the terms described in her letter of appointment dated 5/23/2017.

Upon a motion made and seconded, it was

VOTED: to accept the recommendation of the Finance & Facilities Committee and approve a mandatory \$210.00 increase to the General Fee for undergraduate students for the FY 2018 Budget.

APPROVED 4/11/17

WSU Board of Trustees

VOTES

June 6, 2017

Upon a motion made and seconded, it was

VOTED: ~~to accept the recommendation of the Finance & Facilities Committee and approve a \$120.00 increase to the Capital Improvement Fee for undergraduate students for the FY 2018 Budget~~

APPROVED 4-11—17

Upon a motion made and seconded by, it was

VOTED: ~~to accept the recommendation of the Finance & Facilities Committee and approve a \$19.00 per credit hour increase in tuition for graduate students in the Division of Graduate and Continuing Education for the FY 2018 Budget~~

APPROVED 4-11-17

Upon a motion made and seconded, it was

VOTED: ~~to accept the recommendation of the Finance & Facilities Committee to approve a \$5.00 per credit hour increase in the Capital Improvement Fee for graduate students for the FY 2018 Budget~~

APPROVED 4-11-17

Upon a motion made and seconded, it was

VOTED: to accept the recommendation of the Finance & Facilities Committee to approve a fee reduction in the amount of \$100.00 to the annual mandatory student fee rate previously approved on April 11, 2017 (this rate would be set for annual billing purposes provided that the state budget, containing the requisite funding is approved and in place by July 20, 2017.

Upon a motion made and seconded, it was

VOTED: to approve the FY 2018 Comprehensive University Budget as presented and reflects the votes taken at the April 11, 2017 meeting.

WSU Board of Trustees

VOTES

June 6, 2017

Upon a motion made and seconded, it was

VOTED: to accept the report of the Human Resources Committee and approve the 2017 Annual Evaluation of President Maloney as presented.

Upon a motion made and seconded, it was

VOTED: by recorded roll call to enter into an Executive Session at p.m. to discuss pending legal issues and to reconvene in open session for the sole purpose of adjournment.

Upon adjournment of the Executive Session and reconvening in open session at p.m., a motion was made and seconded, and it was

VOTED: to adjourn the meeting at

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

April 11, 2017

PRESENT: Trustee George Albro, Chair
Trustee Craig Blais, Vice Chair
Trustee Maryanne Hammond, Vice Chair
Trustee Aleta Fazzone
Trustee Karen LaFond
Trustee Corey Laite
Trustee Stephen Madaus
Trustee Dina Nichols
Trustee Shirley Steele
Trustee Marina Taylor
Trustee David Tuttle
President Barry Maloney, Secretary
Ms. Judith St. Amand, Assistant Secretary

In accordance with the provisions of General Laws, Chapter 30A having been complied with, and a quorum present, a meeting of the Worcester State University Board of Trustees was held on April 11, 2017 in the Multi-Purpose Room of Sheehan Hall. Chairman Albro called the meeting to order at 6:35 p.m.

MINUTES – January 9, 2017

Upon a motion by Trustee LaFond and seconded by Trustee Blais, it was unanimously

VOTED: **to approve the minutes of January 9, 2017 as submitted.**

MINUTES – March 13, 2017, Executive Committee

Upon a motion by Trustee LaFond and seconded by Trustee Laite, it was unanimously

VOTED: **to approve the minutes of the March 13, 2017 Executive Committee as submitted.**

CHAIR OF THE BOARD UPDATE

- Chairman Albro reminded the Board that Commissioner Santiago will attend the June Board meeting
- The many alumni events both on the east and west coasts of Florida were a great success
- *Day of Giving* was a huge success and passed goal set providing a matching gift from the Rosens
- 100% participation from the Board of Trustees for donations is greatly appreciated
- This is a very busy time of year and trustee attendance at the various events is very much encouraged
- Accepted Students Day was held this past weekend and over 1300 students and families visited the campus – great day!

Nominating Committee Report

- Chairman Albro appointed Trustee Maryanne Hammond to serve as Chair and to be assisted by Trustees Madaus and Fazzone
- They were charged with presenting a slate of officers for nomination and or election at the annual meeting in June

President's Evaluation

- Pursuant to Commissioner Santiago's directive, Chairman Albro charged the Human Resources Committee with conducting the annual evaluation of President Maloney
- Deadline for submission of the evaluation is June 30, 2017
- Therefore, Chairman Albro charged the Committee with conducting the evaluation and presenting it to the full Board at their June meeting for approval

Divestment Presentation

- Chairman Albro shared correspondence he had with Ashley Seymour relative to students who are leading a campaign for WSU to Divest from fossil fuels
- She and two other active students have requested an opportunity to present their case to the Board and will do so at our June meeting

PRESIDENT'S REPORT

- Pleased to report that the Alumni Advisory Association has re-elected Maryanne Hammond to serve another five-year term as their representative on the Board of Trustees – waiting for her official letter from the Governor
- Trustee Hammond shared a report that she provided as an update on activities of the trustees as of January 17th
- *President's Report* focused on Strategic Plan Initiative #2: Differentiation and Impact in the Wider World
- President announced this year's commencement speaker will be Joe Andruzzi, former NFL offensive guard who helped launch the C.J. Buckley Brain Cancer Research Fund at Children's Hospital and with his family, established the Joe Andruzzi Foundation which provides financial assistance to cancer patients and families and helps fund pediatric brain cancer research – his recommendation was vetted through the AUC and was strongly endorsed by the student body
- University Advancement provided an update for the area showing that as of February 28th there were 1,935 donors with \$2,690,606 to date – annual campaign goal is \$3,250,000 with 4,000 donors
- VP Ryan Forsythe reviewed the SAT Test Option Pilot program that WSU is joining along with Salem State and UMass Lowell who are already participating
- Participation means that an institution does not require submission of the SAT for admissions, (unless stated for specific categories/scholarship/programs), but must remain within the 10% allowance for *Special Admissions*

- Salem and UMass Lowell will work with DHE to gather information for 2016 and 2017 admissions cycles – information will be shared with institutions and BHE before moving from pilot to policy
- Pilot will hopefully allow for additional students who may not be eligible because of SAT scores
- Still must supply all required information to be reviewed by admission staff

ACADEMIC AFFAIRS/STUDENT DEVELOPMENT COMMITTEE REPORT

- Trustee Shirley Steele, Chair of the Academic Affairs/Student Development Committee reported that the group met today and Dr. Lois Wims, Provost and Vice President for Academic Affairs, provided a detailed presentation of the tenure and promotion policy for faculty
- Dr. Wims also provided a summary of each recommendation for promotion and tenure

PROMOTION TO ASSOCIATE PROFESSOR

Upon a motion by Trustee Albro and seconded by Trustee Fazzone, it was unanimously

VOTED: to approve the following faculty for Promotion to Associate Professor,
effective September 1, 2017:

Susan Alix	Nursing
Thomas Conroy	Urban Studies
Timothy Cook	Earth, Environment & Physics
Michelle Corbin	Sociology
Melissa Duprey	Nursing
Hy Ginsberg	Mathematics
Douglas Kowalewski	Earth, Environment & Physics
Mark Love	Business Administration/Economics
Matt Orteleva	English
Joseph Quattrucci	Chemistry
Heather Treseler	English
Sebastian Velez	Biology

PROMOTION TO PROFESSOR

Upon a motion BY Trustee LaFond and seconded by Trustee Laite, it was unanimously

VOTED: to approve the following faculty for promotion to Professor,
effective September 1, 2017:

Robert Brooks	Criminal Justice
Shiko Gathuo	Urban Studies
Willian Hansen	Earth, Environment & Physics
Tej Kalia	Business Administration/Economics

PROMOTION TO PROFESSOR (cont.)

Seth Surgan
Adam Zahler

Psychology
Visual & Performing Arts

APPROVAL OF TENURE

Upon a motion by Trustee Tuttle and seconded by Trustee Hammond, it was

VOTED: to approve the awarding of tenure for the following faculty members, effective September 1, 2017:

Timothy Cook	Earth, Environment & Physics
Michelle Corbin	Sociology
Charles Cullum	English
Hy Ginsberg	Mathematics
Douglas Kowalewski	Earth, Environment & Physics
Matthew Orteleva	English
Heather Treseler	English
Joseph Quattrucci	Chemistry
Sebastian Velez	Biology

VOTING IN FAVOR

10

OPPOSED

1 – Trustee Blais

Chairman Albro requested that the Planning and Development Committee Report be taken up next prior to the Finance and Facilities Report.

PLANNING AND DEVELOPMENT COMMITTEE REPORT

- Trustee Maryanne Hammond, Chair, reported that the Committee convened today for the purpose of reviewing the *Naming Opportunity Policy*
- Document contains amendments from BHE
- A summary of named and identified available spaces by building was provided
- Discussion was held regarding right to rescind, Foundation's involvement in naming of facilities, and trustee authority and BHE authority for naming
- Document should be referred to as "*guidelines*"
- Naming Policy has a financial component and should be reviewed by the Finance & Facilities Committee

Upon a motion by Trustee Taylor and seconded by Trustee LaFond, it was unanimously

VOTED: to approve the “guidelines” wording of the *Naming Opportunity Policy* and to refer the financial component of the Policy to the Finance & Facilities Committee for review and report to the full Board at the September meeting.

FINANCE & FACILITIES COMMITTEE REPORT

- Trustee Craig Blais, Chair of the Finance and Facilities Committee, reported to the Board that they convened on Thursday, April 6th at which time VP Eichelroth reviewed the S & P Rating for the University affirmed as an “A” with a stable outlook
- Following a thorough discussion and review of the recommended FY 2017 Budget Amendment #2 – Mid Year Revenue Adjustment, it was unanimously recommended for approval
- The FY 2018 Budget & Rates for the 2017/2018 Academic Year were reviewed and studied
- The process for the development of the budget was summarized by VP Eichelroth and all attachments were looked over
- Looked at the resources from various rate setting options from 2% through 6%
- Chairman Blais requested that action on a proposed General Fee Increase, a Capital Improvement Fee Increase, a per credit hour increase in tuition for the Division of Graduate and Continuing Education be tabled until members had more time to digest all the information presented at the April 6th meeting
- Chairman Blais also requested that the Finance & Facilities Committee convene again on Tuesday, April 11th at 5:30 p.m. Members of the Committee agreed to waive the written notice requirement for the meeting. Therefore, meeting was scheduled for 5:30 p.m. in the Multi-Purpose Room of Sheehan Hall
- Prior to the April 11th meeting, Chairman Blais requested VP Eichelroth to prepare a memorandum relative to the *Rate Setting Options: 3% - 5% Increase in Mandatory Fees* that would provide additional analysis of the rate options discussed at the April 6th meeting
- Chairman Blais shared the various recommendations of the Committee for Board approval:

FY2017 Budget Amendment #2

Upon a motion by Trustee Fazzone and seconded by Trustee Madaus, it was unanimously

VOTED: to approve the FY 2017 Budget Amendment #2 – Mid-Year Revenue Adjustment as presented.

General Fee Increase for Undergraduate Students

Upon a motion by Trustee Madaus and seconded by Trustee Fazzone, it was unanimously

VOTED: to approve a mandatory \$210.00 increase in the General Fee for undergraduate students for the FY 2018 Budget.

WSU Board of Trustees

April 11, 2017

Increases to Capital Improvement Fee for Undergraduate Students

Upon a motion by Trustee Madaus and seconded by Trustee Laite it was unanimously

VOTED: to approve a \$120.00 increase to the Capital Improvement Fee for undergraduate students for the FY 2018 Budget.

Per Credit Hour Increase in Tuition for Graduate Students

Upon a motion by Trustee Tuttle and seconded by Trustee LaFond, it was unanimously

VOTED: to approve a \$19.00 per credit hour increase in tuition for graduate students in the Division of Graduate and Continuing Education for the FY 2018 Budget.

Per Credit Hour Increase in Capital Improvement Fee for Graduate Students

Upon a motion by Trustee Madaus and seconded by Trustee Hammond, it was unanimously

VOTED: to approve a \$5.00 per credit hour increase in the Capital Improvement Fee for graduate students for the FY 2018 Budget.

OTHER BUSINESS

President Maloney announced that this is the last meeting that Corey Laite, Student Trustee, will be serving as a member of the Board. His term of office will expire at Commencement and the newly elected trustee will assume office. A very warm thank you was given to Corey and a personal invitation was extended to him to attend the June Board meeting and dinner to introduce the new trustee. Again, a very heartfelt thank you was extended from all Board members.

Trustee Laite thanked everyone and proceeded to introduce the three students who are running for the office of trustee – Amber Suarez, Johnathan Brown and Timothy Blood. All were wished the very best in the ongoing elections.

Upon a motion by Trustee Madaus and seconded by Trustee Tuttle, it was unanimously

VOTED: to adjourn the meeting at 7:45 p.m.

Respectfully submitted,

Judith A. St. Amand
Assistant Secretary

From: "Seymour, Ashley" <aseymour4@worchester.edu>
Date: March 10, 2017 at 10:23:27 AM EST
To: George Albro <galbro@worchester.edu>
Subject: April 11th board of trustees: request to present

Hello Mr. Albro,

My name is Ashley Seymour and I am currently leading the student campaign, WSU Divest from fossil fuels. Myself and two other active contributors to the campaign, Phyllis Duff and Catie Bechtel spoke with President Maloney yesterday to discuss ways in which we can move forward in eventually divesting fully from fossil fuels. He directed me to you after I asked if we could have a space to present during the next board meeting in order to continue on with the conversation of divesting. We want to work together to figure out what the next steps would be to divest and how logical it would be to fully divest.

Please follow up on your earliest convenience to let me know if we can present during the next meeting. Thank you.

All the best,

Ashley Seymour

Fwd: Statements on Divestment

Office, President's <presidentsoffice@worchester.edu>
To: "Judith St. Amand" <jstamand@worchester.edu>

Mon, Mar 27, 2017 at 4:28 PM

----- Forwarded message -----

From: **Office, President's** <presidentsoffice@worchester.edu>

Date: Fri, Apr 15, 2016 at 2:10 PM

Subject: Fwd: Statements on Divestment

To: Aleta Fazzone <afazzone@worchester.edu>, Craig Blais <cblais1@worchester.edu>, Dina Nichols <dnichols1@worchester.edu>, George Albro <galbro@worchester.edu>, Karen Lafond <klafond@worchester.edu>, Kurt Correia <kcorreia@worchester.edu>, Marina Taylor <mtaylor8@worchester.edu>, Maryanne Hammond <mhammond2@worchester.edu>, Ronald Valerio <rvalerio@worchester.edu>, Shirley Steele <ssteele2@worchester.edu>, Stephen Madaus <smadaus@worchester.edu>
Cc: "Judith St. Amand" <jstamand@worchester.edu>, Nicole Kapurch <nkapurch@worchester.edu>, Patrick Hare <phare@worchester.edu>, Carl Herrin <caherrin@worchester.edu>, Renae Claffey <rliasclaffey@worchester.edu>, Barry Maloney <bmaloney@worchester.edu>, Thomas McNamara <tmcnamara@worchester.edu>, Louise Taylor <ltaylor1@worchester.edu>

Dear Trustees,

Please see the below message which was sent out to all students today, via email, regarding statements President Maloney has made about divestment from fossil-fuel based companies.

Best,
Renae

----- Forwarded message -----

From: **Office, President's** <presidentsoffice@worchester.edu>

Date: Fri, Apr 15, 2016 at 2:04 PM

Subject: Statements on Divestment

To: students@listserv.worcester.edu

To: Students

From: Renae Lias Claffey, Assistant to the President for Campus Communications

President Barry Maloney recently sent to the Telegram and Gazette a statement, pasted below (1), in response to an inquiry about divestment from fossil-fuel based companies. At a meeting of the Worcester State Foundation Board this week, the student representative, Alexzandra Navarro, asked us to send that statement to all of you, so we are.

As the Telegram story reported, campus advocates for divestment have signed on with divestfund.org. The group's web site states that it will accept donations on behalf of the colleges listed, from those who would like to be sure their donations are not invested in any fossil-fuel based companies. At the end of 2017, if that college/university has developed a satisfactory commitment to divestment, then the funds would be distributed to, in our case, the Worcester State Foundation. In addition, according to the website, "In the event that no satisfactory commitment is made at that time by a school in the fund, the money in the fund designated for that school will be equally distributed to the other schools in the fund that have committed to divestment."

I am also taking the opportunity to send a statement the President emailed to all students in August 2014 about the same issue (2).

1) April 1, 2016, Statement from President Barry M. Maloney sent to Telegram and Gazette:

I applaud those in the Worcester State community who are passionate about the divestment cause, as they exhibit the

active and engaged citizenship we aim to foster in our students. I have personally met with them a number of times since 2013, and members of the board of the Worcester State Foundation, which is responsible for oversight of our privately raised funds, have also met with them to discuss the matter of divesting from fossil-fuel based companies.

In a 2014 email to the Worcester State community, I stated: "At this time, we have decided not to divest our endowment funds – used primarily for student scholarships – from fossil-fuel based energy companies. That being said, we will continue to monitor our endowment investments with a lens that reflects our awareness of this issue."

We are continuing to monitor, and to listen. We intend to consider the voices of all students when making decisions about how to invest donor dollars, which help us meet the gap our students have in paying for their education at a time when federal and state financial aid is inadequate and unlikely to grow.

In the meantime, Worcester State University continues to work toward carbon neutrality by 2050. We were one of the first wave of colleges to sign onto the American College and University Presidents' Climate Commitment in 2007.

This campus has engaged in many activities that directly impact our carbon footprint. Recently, our commitment to sustainable practices has been recognized with several awards, and, for the past two years, we have been listed by The Princeton Review as one of the 353 most environmentally responsible colleges.

2) 2014 email from President Barry M. Maloney to the Worcester State community:

August 22, 2014

Dear Members of the Worcester State University Community,

As someone who is personally concerned about the impact of climate change on the environment, I wanted to let you know how we have responded to our students and faculty who are advocating divestment from fossil fuel companies. Let me say at the outset that I have a high regard for these members of our community who are passionate about this issue and have acted upon their convictions. To me, they model the kind of civic engagement we aim to encourage. They have indeed set out to "change the way the world works," as our institutional tag line states, and I applaud them for that.

I have met with students involved in the divestment issue and communicated with them on several occasions, and have learned from those communications. The Endowment and Trust Committee of the Worcester State University Foundation Board had also met with students last fall. Having discussed this topic with many parties, I then met with the Endowment and Trust Committee in July to discuss the issue. Given Worcester State's commitment to environmental responsibility, I asked the committee to consider the divestment request seriously. After that meeting I, along with members of the committee, made the decision to communicate our joint position.

At this time, we have decided not to divest our endowment funds – used primarily for student scholarships – from fossil-fuel based energy companies. That being said, we will continue to monitor our endowment investments with a lens that reflects our awareness of this issue. Let me explain why we came to this decision.

The Worcester State Foundation's purpose is to prudently invest funds in order to further our academic mission. The donations that have been made to our endowment fund by generous benefactors were given to advance that academic mission and to maximize the resources available for scholarships that help students succeed. It is our obligation to support as many students as possible via a healthy rate of return, and therefore we must weigh calls to divest for any reason against a potential negative impact on that rate of return. Limiting the types of companies the Foundation invests in limits the investment options available to us – and therefore limits our ability to generate the healthiest rate of return.

In addition, using our investments to take politically-based actions is risky, in that it could be interpreted as positioning a non-profit academic institution as a political actor. The tax status of our Foundation provides donors tax incentives that make giving easier for many people. That tax status could come into question should the Foundation begin to operate in a politically motivated manner. For these reasons, we have decided that it would be unwise to divest from fossil-fuel based energy companies.

At the same time, Worcester State University continues to take actions that limit our carbon footprint. As one of the first higher education institutions to sign onto President's Climate Commitment, we take these efforts seriously. Among the actions we have taken:

- Our campus has solar panels on two buildings. The 540 panels on the Learning Resource Center generate more 140,000 kilowatt hours of electricity annually.
- Three of our campus buildings are LEED certified – a third-party designation that the facility meets nationally accepted benchmarks for high-performance, green buildings. The Wellness Center is being built to LEED standards. *(This language is corrected from the original email, which misstated the number of LEED-certified buildings.)*

- Energy saving LED lighting is being installed throughout campus; the Garden for All Ages is in its third year; hydration stations are now in every building; and we have an active bike share program.
- We have a full-time staff person, Steven Bandarra, who serves as our Sustainability Coordinator.
- Our Sustainability/Food Days event will take place for the seventh year this coming October 22nd and 23rd.
- Our Ditch the Dumpster, Recycle-Mania and composting programs are successful, multi-year initiatives that serve to reduce the landfill waste we generate.

These are some of the many reasons that The Princeton Review ranks us as one of its 332 most environmentally responsible campuses nationwide – one of only five so named of the 29 public higher education institutions in the Commonwealth.

I am also pleased to report that, as part of our continued commitment to reducing our carbon footprint, we are working with the Worcester Regional Transit Authority and other Worcester colleges on a circular bus route that would move students around the city with stops at several colleges. We hope to have an announcement regarding that new bus route in the months ahead.

These many proactive steps that the University has undertaken achieve in real terms a reduction in our consumption of fossil fuels.

As always, I welcome input from the student body and others about issues of concern such as this one. Sincerely,
Barry M. Maloney, President

Renae Lias Claffey
*Assistant to the President for
Campus Communications*
rliasclaffey@worchester.edu

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
MEETING SCHEDULE
2017 – 2018**

**September 12, 2017
(Tuesday)
Tri-Board Dinner Board
Meeting at 7:00 p.m.**

**October 17, 2017
(Tuesday)**

**November 14, 2017
(Tuesday)**

**January 9, 2018
(Tuesday – half day)
Retreat/Board Meeting**

**March 13, 2018
(Tuesday)**

**April 10, 2018
(Tuesday)**

**June 5, 2018
(Tuesday)**

Dinners are held at 5:30 P.M. followed by Board meetings at 6:30 P.M.

BOT Meetings and Committee Meetings for 2017 -2018

September 12, 2017	Tri Board Dinner Board Meeting - 7:00 p.m.
October 17, 2017	Finance & Facilities Meeting Board Meeting – 6:30 p.m.
November 14, 2017	Academic Affairs/Student Development (Sabbatical Leaves) Planning & Development Board Meeting – 6:30 p.m.
January 9, 2018	Retreat/Board Meeting – half day
March 13, 2018	Finance & Facilities Board Meeting – 6:30 p.m.
April 10, 2018	Academic Affairs/Student Development (Promotion & Tenure) Finance & Facilities Board Meeting – 6:30 p.m.
June 5, 2018	Finance & Facilities (finalize Budget) HR Committee - President's Annual Evaluation Nominating Committee Board Meeting – 6:30 p.m.

If not needed, committee meetings will be cancelled. Additional committee meetings may be called if necessary.

President's Update

June 2017

President's Message



I am on a mission to promote the value of public higher education at Worcester State University, and I invite you to join me.

With a declining population of 18 to 24-year-olds in Massachusetts, all of us who are Worcester State's

ambassadors can help make the case for what we have to offer: an excellent, affordable, four-year pathway to a bachelor's degree and beyond. Public state universities such as Worcester State are the path upward for many first-generation college students and for those who need the classroom and co-curricular environment that we provide.

We offer a welcoming, inclusive experience, with 27 percent of our students hailing from diverse backgrounds. More than half of our incoming students last year were first-generation college students.

Our academic quality is second to none. Investments in faculty hiring during the past five years means that we continue to offer small class sizes; that those classes are largely led by full-time faculty who value teaching and engage thoughtfully with their students; that our graduates pass their licensure exams in numbers at or near 100 percent; and that they gain good jobs when they leave us or enter graduate school.

We offer a well-run institution, with a collaboratively developed strategic plan whose goals guide us, as we strive to carry out our mission of championing academic excellence in a diverse, student-centered environment that fosters scholarship, creativity, and global awareness. We equip students with the knowledge and skills necessary for lives of professional accomplishment, engaged citizenship, and intellectual growth. Help spread the word!



WORCESTER
STATE
UNIVERSITY

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PRESIDENT'S OFFICE

Worcester State University
486 Chandler Street
Worcester, MA 01602
508-929-8000
www.worcester.edu



Goal 1: Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation.

- **Initiative: Foster opportunities for students to develop career and job skills through networking events. (Student Affairs; University Advancement)**

Partnering with regional employers, the Worcester Chamber of Commerce, University Advancement (Alumni Relations), Career Services hosted networking events and a mock interview program for over 120 students. Over 150 employers were on campus during AY 2016 – 2017.

- **Initiative: Expand civic learning opportunities (Student Affairs; Academic Affairs)**

In keeping with the Department of Higher Education's assessment of Civic Learning and Engagement, Worcester State began to track its civic learning courses. For AY 2016 – 2017, 507 course sections were designated as civic learning, with 9,387 seats, for a total of 28,422 credit hours.

Additionally, the Binienda Center for Civic Engagement (BCCE) continues to develop opportunities for students. This year, BCCE reports 32 projects involving 491 students and 16,246 hours of civic engagement. Volunteerism continues to grow because of Jumpstart, Enactus, and Woo Serve (a student organization devoted to community engagement).

- **Initiative: Leverage information technology resources to support campus operations (Administration and Finance; Academic Affairs)**

Administration and Finance collaborated with Information Technologies and the Division of Graduate and Continuing Education to implement **Elevate**, a product that supports the registration and payment process for continuing education programs.

Worcester State will better manage campus technology replacement through strategic partnerships with third party vendor leasing arrangements, enabling desktop and laptop refresh every three years.

- **Initiative: Establish Student Success Coach program to mitigate student risk factors and encourage greater student success (Enrollment Management; Academic Affairs; Student Affairs)**
30 first-year students were assigned **Student Success Coaches**. The retention rate for students with success coaches was 2% points higher than similar students without success coaches. This initiative included volunteer faculty and staff success coaches from almost all divisions of the campus.
- **Initiative: Expand use of the Starfish early alert system to encourage communication between faculty and academically at-risk students (Enrollment Management; Academic Affairs)**
Starfish usage increased from 32 departments in Fall 2015 to 38 departments in Fall 2016. Starfish is coordinated by the Enrollment Management Division, and is primarily used by faculty and academic advisors
- **Initiative: Promote global perspectives (Academic Affairs)**
In AY 2016 – 2017, Worcester State saw a 40% increase in students studying abroad: additionally, the Ethnic Studies Program was approved and launched.
- **Initiative: Promotion of STEM-related programs (Academic Affairs)**
In AY 2016 – 2017, Worcester State launched the **Aisiku Center for STEM** Research and Education (named in honor of Dr. Imoigele Asiku, '92); additionally, programs in Forensic Science and Environmental Studies were approved and launched.
- **Initiative: Establish the Worcester State Workforce Preparation Support Program (University Advancement; Academic Affairs)**
The School of Education, Health, and Natural Sciences was awarded a \$70,527 grant from the Greater Worcester Community Foundation and the Fairlawn Foundation to establish the Workforce Preparation Support Program. Housed within the new Aisiku STEM Center, this initiative supports the annual preparation of approximately 2,000 undergraduate students for careers in nursing, public health, speech-language, occupational therapy, and Pre-Med. External funding enabled supplemental instruction, student mentoring, and faculty development.

Preview: Highlights for AY 2017-2018

- **Initiative: Expand Career Services Programming (Student Affairs)**

Worcester State's **Filling the Gap in Undergraduate Career and Life** programming has provided a platform for dialogue between regional employers and faculty to discuss employer expectations for new hires; allow faculty to highlight advantages to prospective employers of the importance of critical thinking, quantitative literacy, and a liberal arts and sciences curriculum; and provide more coherent career pathways for Worcester State students.

- **Initiative: Leverage Information Technologies to enhance course scheduling and office operations (Enrollment Management; Academic Affairs; Administration and Finance)**

The university will explore software to assist faculty chairs in developing semester-based course schedules that meet students' academic needs, address institutional needs (such as facility usage, faculty availability, etc.), and provide better real-time and longitudinal data about courses and their semester-to-semester availability.

Administration and Finance will continue its work to create an electronic form routing process for the campus. Electronic approval routing process for travel authorization forms and travel reimbursement forms have been rolled out; other forms will be examined for similar conversions.

- **Implement Worcester State Workforce Preparation Support Program (Academic Affairs; University Advancement)**

The School of Education, Health, and Natural Sciences will expand student support programs, student research activities, and the creation of new pipeline programs for high-school youth through development of several new initiatives led by the Aisiku STEM Center.



2. Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world

- **Initiative: Develop programming to support campus diversity (Academic Affairs; Student Affairs; Administration and Finance; Office of Diversity, Inclusion & Equal Opportunity)** The Office of Diversity and Inclusion has been working on improving the campus' climate and implementing the Presidents' Five Steps toward a More Inclusive Campus Climate. Cultural competency has been a focus in group meetings throughout the year, with over 30 presentations from national and international figures. The New England Resource Center for Higher Education (NERCHE) was brought to campus to develop an institutional approach to improving campus climate. A campus commitment and readiness review was completed in August 2016, and a self-assessment will be completed May 2017. Next steps include the creation of an action plan and identification of a working group for its implementation.

- **Initiative: Continued support of Living Learning Communities (LLC) (Student Affairs; Academic Affairs)**
An example of a LLC is the Community Leadership at Worcester State (CLEWS) program. In a six-year study on retention, student leadership and graduation rates of CLEWS participants had greater learning and success outcomes than the university's general undergraduate population.

- **Initiative: Provide additional career information for students (Enrollment Management; Academic Affairs)** Online career pathway pages for academic programs were rolled out, based on U.S. Department of Labor data, Worcester State graduate outcome data and profiles, and career and internship examples. A representative new career pathway page can be seen at <http://www.worcester.edu/Business-Administration-and-Economics-Career-Pathways>.

- **Initiative: Leverage information technology resources to support process efficiencies (Enrollment Management; Academic Affairs)** New governance and academic catalog management software was implemented, which link Worcester State's governance system, student information system, and academic catalog. When complete in Summer 2017, this initiative will provide students with the most accurate and up-to-date course and academic program information possible.

- **Initiative: Support efforts in experiential learning (University Advancement; Academic Affairs)**
Worcester State was awarded a \$25,000 grant from Digital Federal Credit Union (DCU) to pilot and sustain experiential learning in Worcester County. This funding will support four community-based programs: the Latino Education Institute's (LEI) Teaching Corps, Worcester State's Enactus Program, Worcester State's CHIPS in Action Program, and the WSU Speech-Language Hearing Center. According to the Office of Career Services, Worcester State featured 175 Internship Projects involving 251 credit hours contributing approximately 27,000 hours of engagement.
- **Initiative: Support academic achievement for under-represented populations (Academic Affairs; University Advancement; Enrollment Management)** Worcester State's Latino Education Institute (LEI) successfully expanded their Family Engagement programming in the city of Worcester through a \$25,000 grant from the Greater Worcester Community Foundation. The LEI assists Latino public school students in the city of Worcester by connecting school and home; increasing parent knowledge and skills to advance prospects for children and families; and creating a community of practice for family engagement organizations.

Additionally, Worcester State partnered with Quinsigamond Community College as part of the Commonwealth's **100 Males to College initiative**, which provides additional support to male high school students. Information on this program can be found at:

http://www.mass.edu/strategic/read_100males.asp .

Finally, Worcester State began hosting bilingual admission information sessions at open houses to better meet the needs of more diverse prospective students and families. These efforts received 100% positive feedback from the families that participated.

Preview Highlights for AY 2017-2018

- **Initiative: Develop a First Year Residential Experience Program (FYRE) (Student Affairs; Academic Affairs)**

Residence Life has developed a First Year Residential Experience Program (FYRE) to provide all first year residential students with a comprehensive university experience. The FYRE Program will ignite new student experiences by connecting academic and non-academic support services to foster a successful transition into life at Worcester State. The FYRE program is designed to assist students in their personal, academic, and social transition to Worcester State.

- **Initiative: Expand Worcester State's website (Enrollment Management; Academic Affairs)**

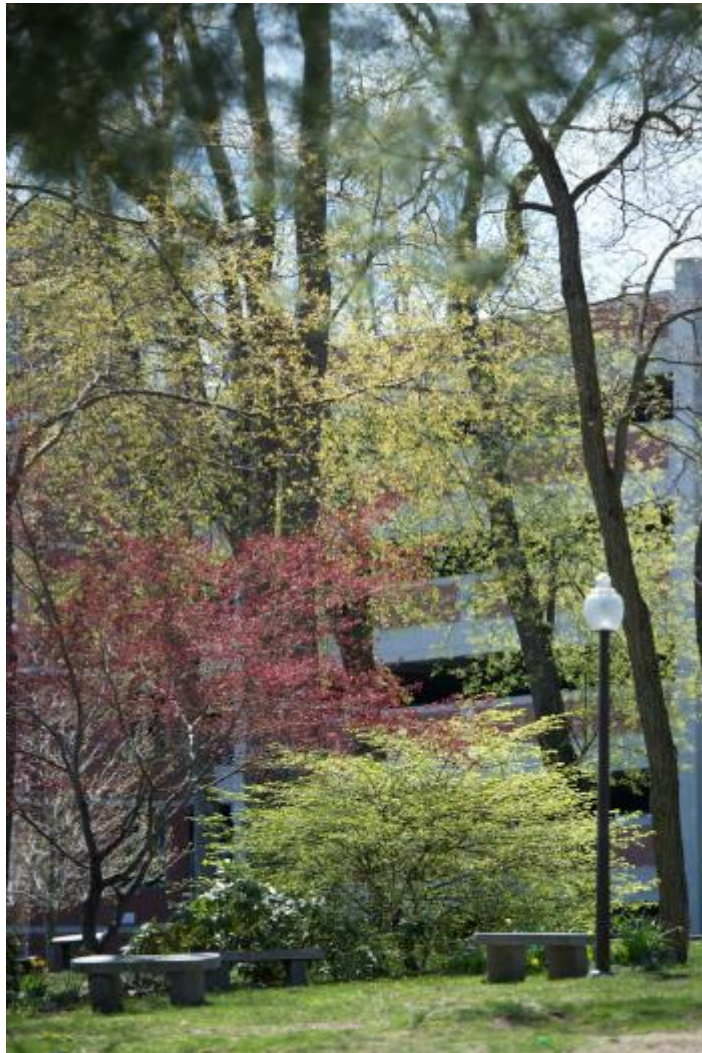
Worcester State will add updateable faculty profiles to the Worcester State website. Currently, the profiles of faculty are incomplete and minimally engaging. This project, when complete, will provide prospective students with additional information to choose Worcester State by leveraging the strengths of our faculty in student recruitment.

- **Initiative: Expand STEM PKAL and 100 Males to College Programs (Academic Affairs)**

PKAL (Project Kaleidoscope) is a program that supports STEM education among underrepresented populations. Worcester State will continue to engage with Quinsigamond Community College in the 100 Males to College program. Both of these initiatives have as one of their goals increasing underrepresented student academic success, especially in STEM-related fields.

- **Initiative: Expand Family Engagement (University Advancement)**

The LEI will lead a partnership that includes African Community Education, South East Asian Coalition, and Worcester Community Connections, which will be operated in collaboration with Worcester Public Schools. This project will promote healthy communities by enabling low-income parents to be effective participants in their children's education and effective advocates of education equity in Worcester through the implementation of a Parent Coaches Program and an accompanying Parent Leadership Program.



3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success.

- **Initiative: Support student counseling needs (Student Affairs; Academic Affairs; University Advancement)**

Protocols were developed for referring increasing numbers of students with complex mental health and academic needs. A university-wide plan was implemented to promote mental health awareness and response. Additionally, renewed funding of \$6,600 from the SHINE (Shining a Light on Mental Illness) Initiative will support the University's participation in the JEDCAMPUS 4-year self-assessment survey program to enhance campus mental health and suicide prevention programming. This is part of a nationally recognized program designed to help institutions of higher education promote emotional well-being and mental health programming, reduce substance abuse, and prevent student suicide. Counseling Services is in the process of working towards JED Foundation Certification (see <https://www.jedfoundation.org/>).

- **Initiative: Improve delivery of customer service (Administration and Finance; Enrollment Management)**

Administration and Finance assessed customer service across its division and found that while several business centers have scored consistently well, some have not been able to move beyond the "fair" category. Over the upcoming year, Administration and Finance will explore customer service training that focuses on positive contact and de-escalation techniques. Based on this process, Administration and Finance has restructured the offices of Procurement and Accounts Payable and will actively seek customer service feedback during its next survey cycle.

Enrollment Management also sponsored customer service and civility training for its employees. Through division-wide civility training and office-specific, annual customer service plans, all staff in the division received training regularly and as-needed.

Such efforts in improving customer service promotes the cultivation of a vibrant campus life and a collaborative work and learning environment in which all members of the Worcester State community feel welcomed, included, respected, empowered, and valued.

- **Initiative: Revision of admission policies (Enrollment Management; Academic Affairs)**

In alignment with regional and national trends, Worcester State has adopted a test-optional admission policy. This change will provide greater access to students (approximately 70 additional students each fall semester) from diverse backgrounds (estimated at 70% ALANA), allow the university to enroll greater numbers of students, and enable the university to meet emerging expectations of prospective students. This policy is not anticipated to impact the future academic success of entering students. Details of the pilot test-optional admission policy can be seen at <http://www.worcester.edu/test-optional/>.

- **Initiative: Analysis of post-graduation student outcomes (Enrollment Management; Academic Affairs; Student Affairs; University Advancement)**

Worcester State has produced its first **Post-Graduation Outcomes Report**. This report, based on data collected from Worcester State graduates, provides current and prospective students with information on success after graduation. This data also allows the university to meet one of its strategic recruitment goals of promoting outcomes to prospective students. This report can be viewed at <https://www.flipsnack.com/worcesterstate/report-grad-survey-outcomes.html>.



Preview Highlights for AY 2017-2018

- **Initiative: Anticipate Future Generations of Students (Student Affairs; Enrollment Management; Academic Affairs)**

As the Millennial generation moves on, the university must prepare to serve Generation Z. Programs such as Orientation will be reviewed to reflect the needs of the incoming populations.

- **Initiative: Expand Classroom Visits for Prospective Students (Enrollment Management; Academic Affairs)**

Expand classroom visitation options to prospective students during their campus visits. During the 2016-2017 academic year, Admissions made class visits an option to a small group of students in three academic programs. This resulted in 100% positive feedback from visiting families. In 2017-2018, Admissions expects to roll this option out to approximately 10 additional departments. As this option is expected by many of our prospective students, it is expected that this will increase.

- **Initiative: Strengthen awareness of cultural competencies (University Advancement; Student affairs)**

Worcester State's Counseling Center will be seeking philanthropic support to address the need for increase cultural competency activities within student mental health and intervention services on campus.

- **Initiative: Continue to improve customer service (Administration and Finance; Enrollment Management)**

Customer service will continue to be a significant focus for the upcoming year, with additional programming and development opportunities being offered, based on survey results.



4. Cultivate a vibrant campus life and a collaborative work and learning environment in which all members of the WSU community feel welcomed, included, respected, empowered, and valued.

- **Initiative: Develop holistic approaches to student wellness (Student Affairs; Academic Affairs)**

Athletics and the Health Promotions Offices used the new Wellness Center to launch recreation and personal programming. Members of the community are actively defining a new holistic approach that addresses multiple dimensions of wellness, with programs such as Love My Body Day “mindfulness” group sessions. This initiative identifies traditional activities (intramurals, fitness center, etc.) as part of its programming, but strategically its mission is more comprehensive and campus-wide.

- **Initiative: Enhance the campus’ physical infrastructure (Administration and Finance; Academic Affairs)**

In September 2017, Worcester State achieved a major long-term goal of the Master Plan and the Strategic Plan with the opening of the Wellness Center, and the 2016 – 2017 academic year saw the completion and close-out of construction and finalizing of processes necessary for the running of the wellness center. Operational processes were established, including setting staffing patterns, access and use for students and the community, setting of rates, and user verification for access to the fitness center. At this point, two of the three buildings (the Wellness Center and Sheehan Hall) identified during the most recent update of the Master Plan have been achieved, while a new parking garage is the only project in the plan that still remains. Sheehan Hall and the Wellness Center have achieved LEED certification as environmentally sustainable buildings.

Additionally, faculty and administration have engaged in a space planning study for the May Street Building, which was facilitated by the higher education consultancy firm, Rickes Associates.

Preview Highlights for AY 2017-2018

- **Initiative: Support healthy lifestyles (Student Affairs)**
Create new opportunities for members of the WSU community to participate in wellness activities.
- **Initiative: Increase leadership's engagement with professional organizations (Enrollment Management)**
The Vice President of Enrollment Management will serve his first full year as a Board of Directors member at Massachusetts Education & Career Opportunities, Inc. (MassEdCO). MassEdCO, through its mission and programs, supports students in finding and succeeding in college. The partnership between Worcester State and MassEdCO stands to benefit both organizations in 2017-2018.
- **Initiative: Promote a campus climate of civility and respect (Academic Affairs)**
Based on the New England Resource Center for Higher Education's (NERCHE) report, the university will develop a year-long series on diplomacy and democracy.
- **Initiative: Expand career counseling (University Advancement; Student Affairs; Academic Affairs)**
Career and professional-related student development opportunities utilizing Worcester State alumni will be a priority for the institution.
- **Initiative: Implement a sustainable technology infrastructure plan (Administration and Finance; Academic Affairs)**
Develop and implement a classroom furniture and instructional technology refresh plan, with the assistance of a higher education consultant.



Goal #5: Sustainability and Excellence

5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value.

- **Initiative: Establish strategic processes for budget planning, revenue realization, and infrastructure maintenance (Administration and Finance; Student Affairs)**

Worcester State will capitalize on the Wellness Center as a revenue source. Net revenue is based on space rentals and fitness center/group fitness memberships. Expected revenue for FY 2017 is approximately \$45,000. The Latino Educational Institute (LEI) and the Center for Business and Industry realized increased revenue and grant support from prior year.

On an annual basis, budget managers are asked to submit a prioritized list for funding needs for their area. All requests for new dollars must reference a strategic plan goal/strategy or must be substantiated as a "foundation level investment" that would put current operations at risk should funds not be made available. A review of actual revenue results from prior years, in addition to the current year-to-date figures, is conducted. Prior year revenue assumptions are updated and a projection is prepared that for the upcoming fiscal year. In FY 2017, the top list of prioritized requests totaled \$1.8M. Fourteen items were funded in the budget at a total cost \$555,701.

- **Initiative: Implement network and distributed technologies to realize operational continuity and increased customer satisfaction (Enrollment Management; Academic Affairs; University Advancement)**

The Marketing and Admissions Offices have successfully implemented the university's first customer relations management (CRM) software. This software provides the university improved functionality in communicating with prospective students. Such CRM systems enhance relationships between institutions and students, which is expected to increase numbers of new enrollees.

Additionally, the university moved its website host to Amazon Web Services (AWS) to ensure greater website reliability, and disaster recovery options. University Advancement continues to leverage its use of Raiser's Edge and Financial Edge to manage over 400 funds and to ensure that all gifts are secured.

Preview: Highlights for AY 2017-2018

- **Initiative: Leverage the university's Wellness Center to increase revenue and attract prospective students (Student Affairs; Enrollment Management)**
Continue to market Wellness Center to prospective clients and students. Fitness Center memberships will open for alumni and community members.
- **Initiative: Increase number of residence hall students (Enrollment Management; Student Affairs)**
For the Fall 2018 semester, a target of 650 new residential students (or other number as determined in concert with Residential Life to assure 100% resident hall occupancy). Data from the recent Eduventures study and other best practices will be used to inform efforts to meet this goal.
- **Initiative: Increase campus footprint (Administration and Finance)**
Significant steps have been taken to increase the campus footprint. The Foundation acquired the Temple several years ago while the university was leasing space to house academic programs. Since then, the university has continued to occupy the portion of the building that had been leased, while planning for the future use of the facility takes place. In FY 2017, Rickes Associates was engaged to conduct an academic space study to identify academic programming needs across campus and suggested programming for the May Street building. The next steps for building are to identify resources for an architectural study of the property.
- **Initiative: Expand use of information technology resources for business operations (University Advancement)**
The goal is to integrate three enterprise critical applications (Academic Works, Raiser's Edge, and Financial Edge) to improve processing for scholarships and awards. This will make it easier and cleaner to process these items, which is now a long, tedious process.



Enrollment Management Strategy

Proposal for a Nonresident Scholarship Plan: Out-of-State Recruitment & Enrollment Incentive

Proposal: That Worcester State University establishes an undergraduate recruitment and enrollment scholarship incentive to grow its out-of-state student population among matriculating undergraduate students. This incentive would be structured as a partial waiver of mandatory fees for qualified undergraduate first-time applicants enrolled in the undergraduate day program and matriculating in full-time status (either first-year or transfer students) equal to (or less than) half of the mandatory general fee assessed for the year of initial enrollment. The awarding of the incentive to qualifying students shall be renewable and be subject to such academic and other conditions that the President may from time to time set. Out-of-state students qualifying for NEBHE and related preferred tuition and fee schedules would not qualify for this incentive. The President shall report annually to the Board of Trustees on the number of such incentives awarded, and provide such other information as s/he may deem useful to the Trustees.

Rationale: As is widely reported, the college-aged population in New England, including Massachusetts, is declining in relative and actual numbers. That decline is creating pressure on recruitment and admissions for undergraduate enrollments where competition for well-qualified in-state students is already intense. Out-of-state enrollment growth is one key strategy to address this applicant pool shortfall.

Additionally, out-of-state students -- currently numbering about four percent at Worcester State (including about one percent that are international) -- provide the additional institutional benefit of diversifying our student population and increasing net revenue. Diversity (by region as well as by other demographic criteria) aids in building the richness of our campus environment, consistent with our strategic plan. New income sources address both budgetary constraints from state appropriations as well as pressures from declining available students locally, also in-line with our strategic objectives.

Though WSU's overall out-of-state residential student full-cost estimate, around \$27,000 [for an international student, our published full-cost estimate is pegged at \$31,000], is competitive on a list-price basis, our position in the marketplace requires us to be aggressive in attracting students. Our observations and the behavior of our regional competition suggest that in addition to a reasonable list price (and quality academic and student life offerings), our recruitment efforts would benefit from a scholarship model that would speak to out-of-state students and their families.

Private U.S. higher education institutions provide a model through their aggressive use of discounting, packaged as scholarships, to address our ability to attract a new group of

undergraduate students. According to a 2013 NACUBO survey report (see <https://www.insidehighered.com/news/2013/05/07/nacubo-survey-reports-sixth-consecutive-year-discount-rate-increases>), discounting at private institutions has reached an average of 45 percent off the published tuition and fees cost nationally. Public institutions, by convention, do not discount because in effect the reduction is already in the price. By offering a new scholarship system, a buyer would recognize that they are getting an additional merit-based price reduction. In the absence of being able to offer such an incentive, a public institution can seem less interested in (or motivated to secure) the enrollment.

As an example, international students, as a subset of our pool of nonresident applicants, the discourse of a student looking at a particular U.S. institution follows this predictable sequence: "What is your annual cost?" and "Do you have scholarships for international students?" While the WSU net cost looks good by virtue of being a state institution, the current answer to the scholarship question is "No." For many prospective students, that ends the conversation. Having an incentive plan such as is proposed here is a tactic to get to the objective of securing an application and an eventual decision to enroll.

Mechanics of Scholarship Incentive: The scholarship incentive is framed through reductions in the fee controlled locally by WSU -- its mandatory general fee (currently set at \$7,534.00 per year). Out-of-state students pay a separate effective surcharge in tuition -- which Worcester State retains upon payment -- of \$7,050. Though the scholarship incentive proposed here is structured as a reduction in the general fee, it operates as a discount off of the out-of-state tuition cost.

The reduction proposed is set not to exceed half of the annual general fee (currently \$3,767), and it is designed to be set by the University in a manner to target the incentive in ways that grow enrollment. For example, the institutional practice might be to use a sliding scale where larger incentives (e.g., \$3,750) are offered to students who meet specific recruitment goals in growing a particular major or for whom Enrollment Management believes a larger sum improves the likelihood of matriculation. The proposal is put forward in a way designed to provide administrative flexibility in order to be responsive to the market place and have an opportunity to ascertain which approaches are most effective.

The initial scholarship award decision would be made within Enrollment Management at the time of the initial admission decision, consistent with the University's articulated criteria.

The proposal further is designed to create incentives for retention, completion, and academic performance. Assuming a student made regular academic progress (e.g., was on track to complete in four years for a traditional undergraduate degree), achieved good academic performance (e.g., maintained a 2.5 GPA or higher), and had no disqualifying student conduct or other issues, the scholarship would be renewed annually. We anticipate that out-of-state students will assist us in meeting institutional goals for progression and completion rates, and that we will want to work to retain them accordingly. In general, as an example, international students have a reputation for high rates of successful progression and completion.

Though the specific academic criteria for scholarship eligibility would not be formally set through this proposal, the University anticipates that it would use the following minimum criteria for consideration of an award until this system (a similar set of requirements would be used with qualified transfer students):

- 2.5 or higher recalculated secondary school grade point average (HSGPA)
- Out-of-state residency classification, either international or domestic
- Non-NEBHE-eligible
- Acceptance, enrollment, and matriculation as an undergraduate at WSU required
- Enrollment full-time in Day School classes only

Post-award annual renewals of a scholarship awarded to traditional four-year undergraduates (a similar set of requirements would be used with transfer students) would be based on the following minimum criteria, which would be described in writing to each initially awarded student:

- 2.5 or higher cumulative college grade point average (measured at the end of each spring semester)
- Maintained full-time status in each semester that the scholarship is received
- Continued classification as an out-of-state student for tuition purposes
- Maximum of eight (8) contiguous semesters of eligibility
- Undergraduate enrollment only
- Enrollment in Day School classes only

The proposal further contemplates that annually the Board of Trustees would receive information about the use of this incentive scholarship and what results the scholarship scheme produced in meeting the University's strategic goals.



MEMORANDUM

APPROVED

MAY 23 2017

BARRY M. MALONEY
PRESIDENT

TO: Barry Maloney, President

FROM: Lois A. Wims, Provost and Vice President

DATE: May 23, 2017

RE: Recommendation for Associate Vice President of Academic Affairs
Recommendation for Assistant Vice President Planning and Assessment

National searches were conducted this academic year for two vacant positions in Academic Affairs.

I am recommending the appointment of Dr. Henry Theriault for Associate Vice President of Academic Affairs. Dr. Theriault holds the Ph.D. in Philosophy and has been a faculty member for 19 years. He is a professor of Philosophy and currently the department chair of Philosophy, a recipient of WSU's George Alden Award for Excellence in Teaching, and a distinguished scholar in areas of ethics and human rights. Dr. Theriault has held numerous leadership positions in governance committees of the university.

I am recommending the appointment of Dr. Sarah L. Strout for Assistant Vice President of Planning and Assessment. Dr. Strout holds the Ph.D. in Social Psychology from Clark University and is currently the Associate Director of Academic Assessment at Radford University and has held positions as Director of Instructional Excellence at Dominican College and Psychology Department Coordinator and faculty member.



WORCESTER STATE UNIVERSITY

President's Office
Phone: 508-929-8020
Fax: 508-929-8191
Email: bmaloney@worcester.edu

May 23, 2017

Dr. Henry Theriault
64 University Ave. Unit 1
Brookline, MA 02445

Dear Dr. Theriault,

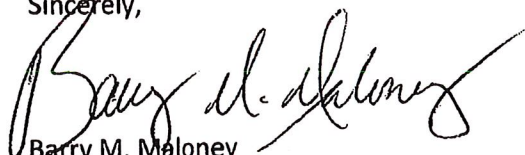
I am pleased to offer you the position of Associate Vice President for the Academic Affairs, effective July 1, 2017 at an annual salary of \$130,000.00, which equates to \$5,000.00 bi-weekly. This offer is contingent upon approval by the Board of Trustees, and I will submit my recommendation to them at the next board meeting on June 9, 2017. *gas*

This is a fully benefited, exempt, non-unit professional position, with the terms and conditions of your appointment governed by the Massachusetts Department of Higher Education, as well as all applicable state and federal laws. You will report directly to the Provost and be held to the standards of the university, Board of Trustees and the Massachusetts Department of Higher Education. You will serve in this position at the pleasure of the President and the Board of Trustees. Parameters of a return to a faculty position are governed by the MSCA Collective Bargaining Agreement.

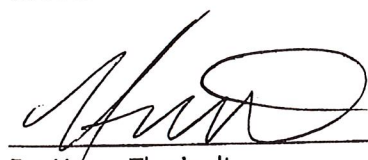
Ms. Suze Jean-Charles, Benefits Administrator, will reach out to you to discuss changes in benefits prior to your start date. She will arrange a one-on-one orientation that is amenable to your schedule. If you have any questions in the meantime, please do not hesitate to contact her at 508-929-8054 or sjeancharles@worcester.edu.

I have no doubt that you will be an asset to Academic Affairs, and look forward to having you join the department. Please indicate your acceptance of this offer by signing below and scanning a copy to Human Resources within 3 business days.

Sincerely,


Barry M. Maloney
President

I accept the offer of appointment as Associate Vice President for Academic Affairs and agree to the terms as stated above.


Dr. Henry Theriault

5/24/17
Date

Cc: Dr. Lois A. Wims, Provost
Cc: Susan L. Moore, Director of Human Resources

*Corrected 5-25-17
Board Meeting Date
J. St. Amant*

Henry C. Theriault

Professor and Chair
Department of Philosophy
Worcester State University

Sullivan Building, Room 316B
486 Chandler Street
Worcester, MA 01602

508-929-8612 (office)
508-929-8155 (fax)
htheriault@worchester.edu

EDUCATION

University of Massachusetts at Amherst: Ph.D. in Philosophy, 1999

- Dissertation: *The Nation and Nationalism*
- Graduate School/University Fellowships, 1990-91 and 1993-94: nominated by Philosophy Department for campus-wide competitions; 1 of approximately 40 and 30 recipients, respectively
- Distinguished Fellowship, 1991-92: named through Philosophy Department faculty vote; at the time, the only Philosophy graduate student ever to have received this honor

Princeton University: B.A. in English, 1988

- Senior Thesis: *Vladimir Nabokov and the Art of Narration*

PROFESSIONAL EMPLOYMENT

Worcester State University: Philosophy Department, 1998 to Present

- Assistant Professor, 1998-2004
- Associate Professor, 2004-09
- Tenured, 2005
- Professor, 2009 to Present
- Chair, 2011 to Present
- Coordinated 2010-11 program review
- Substantial involvement in redesign of departmental curriculum in mid-2000s and development of more than 10 LASC courses

Friendly House Neighborhood Center: Worcester, MA, 1995-97

- Acting Associate Executive Director, 1996-97, with various responsibilities, including strategic planning, policy analysis, hiring, program development and oversight, and representation of agency externally
- Neighborhood Organizer, 1995-96, with focus on social service delivery and coordination
- Wrote and co-wrote grant funding proposals generating approximately \$750,000
- Initiated, co-designed, and co-taught twice a "College Readiness and SAT-Preparation With Bilingual Support" course for low-income native Vietnamese-speaking high school students

- Coordinated the School-Linked Services program for the agency, which provided academic support and social services to low-income, immigrant, and other disadvantaged students and their families, to promote sustainable educational success

**United States General Accounting Office (GAO; now Government Accountability Office):
Washington, DC, 1989-90**

- Edited US federal government accounting and financial management audit reports and related documents
- Rated as exceptional or superior in all categories of evaluations for periods ending June 15, 1989 and 1990

LEADERSHIP EXPERIENCE AT WORCESTER STATE UNIVERSITY

Philosophy Department: Chair, 2011-14, 2014-17 terms; Acting Chair, Spring 2008

- Elected by Philosophy faculty vote
- Coordinated development and implementation of department's first assessment plan
- Selected main activities:
 - Spearheading development of successful proposals for two full-time tenure-track hires
 - Adjunct recruitment, hiring, oversight, and evaluation
 - Evaluative role in all departmental personnel actions
 - Course scheduling
 - Coordination of departmental curricular reforms and initiatives
 - Overseeing the two departmental minor tracks
 - Representing the department on the Council of Department Chairs and to the Dean of the School of Humanities and Social Sciences, the Division of Graduate and Continuing Education, Academic Affairs, and other divisions and offices on campus
 - Co-organizing departmental events, including invited lectures, panels, and student activities

President's Cabinet: 2014-15 Academic Year

- Served as Council of Department Chairs representative

Council of Department Chairs: Spring 2008 and 2011 to Present; Chair, 2014-15 academic year; Acting Vice-Chair, Spring 2012

- Elected to positions by vote of WSU department chairs

All University Governance Committee, 2003-04, 2004-05, 2005-06, 2006-07, 2012-13, and 2013-14 academic years; Chair 2004-05

- Elected to AUC by faculty vote
- Elected chair by committee members

New England Association of Schools and Colleges 2012 Accreditation Review Committee: 2010-12; Chair, Integrity Subcommittee

- Responsible for oversight of and majority of direct data-gathering on integrity standards at WSU
- Primary drafter of report section on integrity standards at WSU

Center for the Study of Human Rights: Coordinator, 1999 to 2007 and Steering Committee Member 2007 to Present

- Spearheaded revival of the center over in 1999, after 10-years of inactivity
- Principal organizer of a series of human rights programs for the academic and broader communities featuring a number of nationally- and internationally-respected scholars, activists, and leaders
- Collaborated with various WSU programs, departments, and offices, such as the Office of Diversity, the Honors Program, the Women's Studies Program, and others
- Programs included dozens of panels and lectures, a number of multi-panel conferences and symposia, and a play, on a range of human rights issues
- Major programs organized included "Whose Debt? Whose Responsibility?" global symposium on reparations; "Events in Honor of the 80th Birthday of Dennis Brutus" consisting of five lectures and panels featuring the world-renowned human rights activist and poet Dennis Brutus and the dedication of the WSU Dennis Brutus Collection; a multi-day visit by South African Archbishop Njongonkulu Ndungane featuring a series of four lectures and panels, and his delivery of the Academic Convocation Address; a 2004 student-organized campus forum on genocide in Sudan that featured Dennis Brutus, 1982 WSU Honorary Doctorate Recipient Joshua Rubenstein of Amnesty International, and a student panel; and events featuring distinguished alumnus Steve Keenan '63 regarding his human-rights-oriented development work in West Africa
- Helped coordinate establishment of the WSU Dennis Brutus Collection, the largest collection of Brutus' papers in the world

Art History Search Committee: 2004-05

- Chaired search committee for tenure-track art history hire for the Visual and Performing Arts Department

OTHER LEADERSHIP EXPERIENCE

Armenian Legal Center for Justice and Human Rights: Board of Directors, September 2016 to Present

***Genocide Studies International*, Co-Editor: 2013 to Present**

- Co-founder of the journal, with other co-editors, the University of Toronto Press, and the International Institute for Genocide and Human Rights Studies
- Responsible jointly for issuing calls for papers, planning general and special issues (as well as related conferences and symposia), screening submissions, arranging peer-reviews for selected submissions, acceptance decisions, editing accepted manuscripts, and related duties

- Co-lead editor for issues 8:2, 9:2, 10:2, and 11:1
- <https://www.utpjournals.com/Genocide-Studies-International.html>

Armenian Genocide Reparations Study Group: Chair, 2007 to Present

- Led study of the legal, historical, political, and ethical dimensions of the issue of reparations for the 1915 Armenian Genocide
- Lead co-author and editor of the group's 2015 150-page *Resolution with Justice: Reparations for the Armenian Genocide – The Report of the Armenian Genocide Reparations Study Group*, with Dr. Alfred de Zayas, Dr. Jermaine McCalpin, and former Ambassador Ara Papian, the first and to date only large-scale comprehensive analysis of the issue
- Full report has been translated into Armenian and Spanish; executive summary and introduction have been translated into French and Russian
- Widely recognized as a major contribution to the issue, with co-authors invited to speak around the world on the report and discussion of the report in articles in *The New York Times Online*, *Berner Zeitung* (Switzerland), and other media outlets
- Report was the focus of a full-day symposium hosted by the UCLA Law School's International Human Rights Law Association (2010) and panels at George Mason University (2010) and in Yerevan Armenia (2011)
- www.armeniangenocidereparations.info

“Responsibility 2015” global conference on genocide: Marriot Marquis Times Square, New York City, March 13-15, 2015

- One of main organizers of this major high-profile academic, artistic/literary, and policy conference
- Premier US conference on the 100th Anniversary of the Armenian Genocide

“Manufacturing Denial: The Assault on Scholarship and Truth” conference: Worcester State University and Clark University, October 24-25, 2014

- Assisted in organization of this two-day academic symposium focused on the intersections between denials of the Holocaust and other genocides and denials of credible science

“The Law, Ethics, and Politics of Making Amends: The Armenian Genocide and the Reparations Movement” symposium on the report of the Armenian Genocide Reparations Study Group: UCLA School of Law, October 23, 2010

- Hosted by the UCLA International Human Rights Law Association
- One of main organizers of this one-day symposium

***International Criminal Law Review*: Special issue on “Armenian Genocide Reparations,” 14:2 (February 2014)**

- Guest editor for this issue

***Armenian Review*: Special issue on “The New Global Reparations Movement,” 53:1-4 (Spring-Winter 2012)**

- Guest editor for this issue

- Developed plan for special issue based on 2005 international conference on reparations I co-organized at Worcester State University

Genocide Studies and Prevention: Co-Editor, 2007-12

- Responsible jointly for issuing calls for papers, planning general and special issues as well as related conferences and symposia, screening submissions, arranging peer-reviews for selected submissions, editing accepted manuscripts, and other such duties
- Lead-editor or co-lead-editor for special issues on “The Aftermath of Genocide” (3:2, Summer 2008), “Genocide in Latin America” (5:2, Summer 2010), and “The State of Genocide Studies” (6:3 and 7:1, Winter 2011 and Spring 2012)

International Association of Genocide Scholars: Advisory Council, 2007-11

- Elected to two consecutive two-year terms by IAGS membership

“Whose Debt? Whose Responsibility?” global symposium on reparations: Worcester State University, December 10, 2005

- Co-organizer with Dennis Brutus of this groundbreaking event
- Symposium featured 11 speakers across 4 panels
- Topics included reparations to African Americans, Native Americans, former “Comfort Women,” South Africans for Apartheid, and other cases
- Papers from the conference published as a special issue of the journal *Armenian Review*, “The New Global Reparations Movement,” 53:1-4 (Spring-Winter 2012)

University of Massachusetts at Amherst Graduate Council: 1993-94 academic year

- One of five graduate student members on the Graduate Council, the chief advisory body to the Vice-Chancellor for Research and Graduate Affairs

University of Massachusetts Graduate Voice: Editor, 1992-93 academic year

- Responsible for all aspects of producing the UMass monthly graduate student newspaper, including editorial decisions, soliciting and writing articles, editing articles, advertising, layout, and distribution

University of Massachusetts at Amherst Philosophy Graduate Students’ Association: President, 1991-92 academic year

- Elected by Philosophy Department graduate student vote

SERVICE AT WORCESTER STATE UNIVERSITY

American Association of Colleges and Universities Institute on Integrative Learning: Loyola University Chicago, July 12-15, 2016

- Member of five-person WSU team
- Team developed initial plan for integrative learning development at WSU

Search Committee for Interim Dean of School of Humanities and Social Sciences: 2015

Ad-hoc Committee on Research: 2014

- Member of faculty/librarian team studying faculty, graduate student, and undergraduate research on campus

Liberal Studies Major Working Group: 2013-15

- Member of faculty/librarian team that developed a new liberal studies major allowing students to design their own interdisciplinary major
- Proposal passed through campus governance and was approved by WSU President, WSU Board of Trustees, and Massachusetts Board of Higher Education

Online Learning Task Group: 2013

- Member of the joint faculty and administration committee developing a new set of definitions, requirements, and training initiatives for individual courses and programs delivered in online, blended, and web-enhanced formats
- Member of Academic Integrity and Regulation Subcommittees

Search Committee for Dean of Humanities and Social Sciences: 2010

Other Worcester State University Service: 1998 to Present

- Faculty member for Honors, Global Studies, and Women's Studies
- On three-person team designing and running September 15, 2008, "On-Line Teaching: Good Practices," a workshop for WSU department chairs
- Have delivered talks for other faculty members in the "On Teaching" and "Faculty Research Forum" lecture series and Center for Teaching and Learning Summer Institute
- Have participated on various WSU public panels, presenting on such topics as ethical reflections on criminal punishment, terrorism, the roots of violence, and the pedagogical impact of Women's Studies; recent panels include:
 - Talkback for WSU production of *Beast on the Moon*, April 18, 2015
 - Respondent to Reva Adler's Lecture, "Addressing Root Causes of Genocide at Home and Abroad: Gender, Behavior, and Public Health," March 8, 2011
 - "Mass Violence against Women," paper presented as part of the "Teach-in on Sexual Violence," March 2, 2011
 - "Genocide and Rape: Intertwined Motives and Functions," paper presented as part of the "Genocide and Women" panel, April 12, 2010
 - "Gender Violence at the Core of Genocide," paper presented as part of the "Women's Studies Conference," March 4, 2010
- Served on four search committees for other WSU academic departments (Sociology and Visual and Performing Arts)
- Judge for the WSU Mortell Essay Contest, 2000 and 2003

OTHER ACADEMIC AND COMMUNITY SERVICE

Brookline High School School Council: Brookline, MA, 2015 to Present

- Elected by parents of grade 9-12 students for two-year term
- Parent, student, community, and teacher council that advises the headmaster on the school improvement plan and other strategic issues

***International Journal of Armenian Genocide Studies*: Academic Board, 2014 to Present**

Seyfo (Assyrian Genocide) Center USA: Academic Board, 2011 to Present

Genocide Education Project: Advisory Board, 2005 to Present

Youth Sports Coaching: Brookline, MA, 2007-12

- Coached one youth baseball and multiple youth soccer teams (travel, recreation, and indoor)

Manuscript Reviewer

- *European Journal of Women's Studies*
- *Human Rights Review*
- *International Criminal Law Review*
- *Journal of Genocide Research*
- *Journal of Holocaust and Genocide Studies*
- Palgrave Macmillan Press
- Yale University Press

TEACHING AND ADVISING

Worcester State University Philosophy Department: 1998 to Present

- Have taught more than 200 three-credit undergraduate introductory, intermediate, and advanced classes
- Teaching ability and commitment to students was recognized through 2016 Alden Excellence in Teaching Award, an honor bestowed annually on two faculty members from across WSU
- Courses span six of eight Liberal Arts and Sciences Curriculum (LASC) content areas and two of three "Across the Curriculum" requirements
- Currently teaching the Philosophy Department's first LASC capstone course
- Regularly teach courses cross-listed in the Global Studies and Women's Studies concentrations
- Regularly teach honors-only or hybrid honors/standard courses
- Have created a number of special topic courses: Mass Violence and Long-term Justice; Ideology, Propaganda, and Critical Thought; Contemporary Political Philosophy; Anarchist Theory; Postmodernist Philosophy; and Philosophy Through Fiction

- Have developed various successful standing courses: Genocide and Human Rights; Mass Violence Against Women; Race, Nation, Class, Gender, and Sexuality; 19th Century European Philosophy; Film and Philosophy; Philosophy on Television; Sports and Philosophy; and Medical Ethics
- Have updated long untaught courses, including Philosophy of History and Philosophy of Art
- Have run various independent studies and directed readings on such topics as Spinoza's *Ethics*, nationalism, reparative justice, and the history of Western political philosophy
- Directed the Philosophy Department's first senior thesis (2012)
- Lead departmental advisor for the first philosophy-based Liberal Studies major (2015)
- Faculty advisor for 12 students presenting research papers at Annual Massachusetts Statewide Undergraduate Research Conferences (1999 – 1 joint paper, 2000 – 1 paper, 2003 – 2 papers, 2004 – 1 paper, 2005 – 1 joint paper, 2010 – 2 papers, 2015 – 1 paper)
- Faculty advisor for student presentations at the 2014 and 2015 WSU Celebrations of Scholarship and Creativity; advised and coordinated four-student philosophy panels at the 2011 and 2012 WSU Celebrations of Scholarship and Creativity; and advised and coordinated participation of a student researcher on an April 18, 2012, genocide studies panel at WSU featuring three scholars in the field
- In addition to regular formal advising of students without declared majors, through informal mentoring, post-graduation plan advising, and recommendations, have helped place WSU graduates in a number of academic graduate programs, law school, and medical school

Genocide and Human Rights University Program: University of Toronto, August 2, 2016

- Credit course for an international group of undergraduate and graduate students, run by the International Institute for Genocide and Human Rights Studies
- Taught course module on "Theories of Genocide"

Clark University Strassler Center for Holocaust and Genocide Studies: Fall 2000, Spring 2002, and Spring 2008

- As visiting instructor, taught an interdisciplinary undergraduate course on the Armenian Genocide each of these semesters
- Second reader for a 2002 Holocaust and Genocide Studies undergraduate honors thesis

University of Massachusetts at Amherst Philosophy Department: 1991-95

- Graduate Teaching Associate and Assistant
- Taught 5 and assisted in 3 three-credit undergraduate philosophy courses

RESEARCH FELLOWSHIP

Australian Research Council Centre of Excellence in Policing and Security: Visiting Scholar, Griffith University – Mt. Gravatt Campus, Queensland, Australia, June-July 2013

- In residence to research the positive and negative impacts of humanitarian military intervention on the security of women and girls

ACADEMIC PUBLICATIONS

Co-Editor of *Genocide: A Critical Bibliographic Review*, Vol. 11, "Controversies in the Field" (Piscataway, NJ: Transaction Publishers, forthcoming)

"Genocide Structures the Very World We Live In," in *Last Lectures on the Prevention and Intervention of Crimes against Humanity and Genocide*, edited by Samuel Totten (New York: Routledge, forthcoming)

"Against the Grain: Critical Reflections on the State and Future of Genocide Scholarship," *Revista de Estudios sobre Genocidio* ("Journal of Genocide Studies"), forthcoming

- Spanish translation of the 2016 updated revision of the article published in *Genocide Studies and Prevention* 7:1 (Spring 2012)

"The Global Reparations Movement and Meaningful Resolution of the Armenian Genocide," in *Opposing Viewpoints: Reparations* (Farmington Hills, MI: Greenhaven Publishing/Cengage-Gale, forthcoming)

- Invited publication of an article originally published in the *Armenian Weekly Magazine* (April 2010)

Chapter section essays on "Prevention and Justice" and "Schools, Colleges, and Universities," in *Teaching about Rape in War and Genocide*, edited by Carol Rittner and John Roth (New York: Palgrave Macmillan, 2016)

"Out of the Shadow of War and Genocide," in *Advancing Genocide Studies: Personal Accounts and Insights from Scholars in the Field*, edited by Samuel Totten (Piscataway, NJ: Transaction Publishers, 2015)

Editor of *Legal Avenues for Armenian Genocide Reparations*, Vol. 8 of the Khatchig Babikian Literary Fund book series (Antelias, Lebanon: Armenian Catholicosate Printing House, 2015)

- Book publication of the *International Criminal Law Review* (14:2) special issue on "Armenian Genocide Reparations" (2015)

"The Victims' Struggle," *Politique Internationale*, special issue: "A Hundred Years Ago . . . the Armenian Genocide," 147 (Spring 2015)

- Other contributors to the special issue include French President François Hollande and Armenian President Serzh Sargsyan
- Article published in both English and French (as "Le Combat des Victimes")

"Hoşgörüden eşitliğe: Türklerle Ermeniler arasındaki güç ilişkilerini bir sivil haklar modeli aracılığıyla değiştirmek" ("From Tolerance to Equality: Changing the Power Relations Between Turks and Armenians Through a Civil Rights Model"), *Kaldıraç* 164 (February 2015)

- “Repairing the Irreparable: ‘Impossible’ Harms and the Complexities of ‘Justice,’” in *Prácticas Genocidas y Violencia Estatal: en Perspectiva Transdisciplinar*, edited by José Luis Lanata (San Carlos de Bariloche, Argentina: IIDyPCa-CONICET-UNRN, 2014), http://iidypca.homestead.com/Prcticas_Genocidas_y_Violencia_Estatal_en_perspectiva_transdisciplinar..pdf
- “Hell Is for Children: The Impact of Genocide on Young Armenians,” *The Plight and Fate of Children Prior to, During, and Following Genocide*, edited by Samuel Totten, “Genocide: A Critical Bibliographic Review” book series, Vol. 10 (New Brunswick, NJ: Transaction Publishers, 2013)
- “Difficult Dialogues: Perpetrators, Victims, Power, and the Legacies of Mass Violence,” in *The Humanities and Healing*, edited by Kwang Ok Kim (Seoul, Korea: Korean National Commission for UNESCO, 2014)
- “Reparations for Genocide: Group Harm and the Limits of Liberal Individualism,” *International Criminal Law Review*, special issue: “Armenian Genocide Reparations,” 14:2 (February 2014)
- “Yüzyıl Türkiye’si İçin Ermeni Soykırımı Sorunu: Sorumluluk ve Çözüme Yönelik Tazmin” (“The Challenge of the Armenian Genocide for 21st Century Turkey: Responsibility and Reparation Toward Resolution”), in *Öncesi ve Sonrası ile 1915: Inkâr ve Yüzleşme: Inkâr ve Yüzleşme Sempozyumu 24-25 Nisan 2010*, edited by Sait Çetinoğlu and Mahmut Konuk (Ankara, Turkey: Ütopya Yayınevi, 2013)
- “Shared Burdens and Perpetrator-Victim Group Conciliation,” in *Genocide, Risk and Resilience: An Interdisciplinary Approach*, edited by Bert Ingelaere, Stephen Parmentier, Jacques Haere, and Barbara Segaert, “Rethinking Political Violence” book series (Basingstoke, Hampshire, UK: Palgrave Macmillan, 2013)
- “Denial of Ongoing Atrocities as a Rationale for Not Attempting to Prevent or Intervene,” in *Impediments to the Prevention and Intervention of Genocide*, edited by Samuel Totten, “Genocide: A Critical Bibliographic Review” book series, Vol. 9 (New Brunswick, NJ: Transaction Publishers, 2013)
- “From Dialogue to Repair: Resolving the ‘Armenian Question,’” *Armenian Review*, special issue: “The Global Reparations Movement,” 53:1-4 (Spring-Winter 2012)
- “Genocide Prevention: Studies and Recommendations” (2012), “International Indifference to East Timor: U.S., British, and Australian Support of Indonesia” (2012), “Kurdistan and Genocide: Role of Turkish Policy Regarding Kurdish Statehood” (2012), “Recognition of the Armenian Genocide: Diplomacy and Denial: Reluctance to Recognize the Armenian Genocide” (2012), “UN Definition of Genocide: Definition of Genocide Still Viable?” (2012), and “Why Did It Take the United States 30 Years to Sign the 1948 UN Convention on Genocide” (2013), all in *Modern Genocide: Understanding Causes and Consequences* (Santa Barbara, CA: ABC-CLIO, 2012-13, <http://moderngenocide.abc-clio.com/>)

- “Against the Grain: Critical Reflections on the State and Future of Genocide Scholarship,” *Genocide Studies and Prevention*, special issue: “State and Future of Genocide Studies,” 7:1 (Spring 2012)
- “The *MARO Handbook*: New Possibilities or the Same Old Militarism,” *Genocide Studies and Prevention*, special issue: “Symposium on MARO: Mass Atrocity Response Operations,” 6:1 (Spring 2011)
- “Genocidal Mutation and the Challenge of Definition,” *Metaphilosophy* 41:4 (July 2010)
- “Rousseau, Plato, and Western Philosophy’s Anti-Genocidal Strain,” in *Metacide: In the Pursuit of Excellence*, Value Inquiry Book Series, Vol. 216, edited by James R. Watson (Amsterdam, the Netherlands: Rodopi, 2010)
- “Genocide, Denial, and Domination: Armenian-Turkish Relations From Conflict Resolution to Just Transformation,” *Journal of African Conflicts and Peace Studies* 1:2 (September 2009)
- “The Albright-Cohen Report: From Realpolitik Fantasy to Realist Ethics,” *Genocide Studies and Prevention*, special issue: “Symposium on the Genocide Prevention Task Force Report,” 4:2 (Summer 2009)
- “Rethinking Dehumanization in Genocide,” in *The Armenian Genocide: Cultural and Ethical Legacies*, edited by Richard Hovannisian (New Brunswick, NJ: Transaction Publishers, 2007)
- “An Analytical Typology of Arguments Denying Genocides and Related Mass Human Rights Violations,” *Comparative Genocide Studies* 1 (2004)
- Annual journal issue published by the University of Tokyo’s Comparative Genocide Studies Program
- “Free Speech and Denial: The Case of the Armenian Genocide,” in *Looking Backward, Moving Forward: Confronting the Armenian Genocide*, edited by Richard G. Hovannisian (New Brunswick, NJ: Transaction Publishers, 2003)
- Summarized and discussed in Facing History and Ourselves’ resource book, *Crimes Against Humanity and Civilization: The Genocide of the Armenians* (Brookline, MA: Facing History and Ourselves Foundation, 2004), pp. 177-79
- “Universal Social Theory and the Denial of Genocide: Norman Itzkowitz Revisited,” *Journal of Genocide Research* 3:2 (June 2001)
- Reprinted in *Defining the Horrific: Readings on Genocide and Holocaust in the Twentieth Century*, edited by William L. Hewitt (Upper Saddle River, NJ: Pearson-Prentice Hall, 2004)

SELECTED RESEARCH-RELATED PUBLICATIONS FOR A POPULAR AUDIENCE

- “2015 and Beyond,” *Armenian Weekly Magazine*, April 2015,
<http://armenianweekly.com/author/henry-theriault/>
- “Henry Theriault on the testimony of Vahram Moorkian,” USC Shoah Foundation, “30 Voices from the Armenian Genocide” collection, April 13, 2015,
<https://sfi.usc.edu/collections/armenian>
- “Blaming the Victims 2.0,” co-authored with Sara Elise Brown, *Armenian Weekly Magazine*, April 2013
- “Post-Denial Denial,” *Armenian Weekly Magazine*, April 2012
- “‘Reparations’ as an Essential Element of Any *Just* Resolution of Genocide,” *Armenian Weekly Magazine*, April 2011
- “The Global Reparations Movement and Meaningful Resolution of the Armenian Genocide,” *Armenian Weekly Magazine*, April 2010
- “Never-Ending Rape,” *Armenian Weekly*, December 24, 2009
- “Where Do We Go From Here? Rethinking the Challenge of the Armenian Genocide and Progressive Turkish Politics,” *Armenian Weekly Magazine*, April 2009
- “From Past Genocide to Present Perpetrator-Victim Group Relations,” *Armenian Weekly Magazine*, April 2008
- “Post-Genocide Imperial Domination,” in *Controversy and Debate: Special Armenian Genocide Issue of The Armenian Weekly*, April 24, 2007

INVITED LECTURES AND PANEL PRESENTATIONS

- “The Ethical Imperative of Repair: Addressing the Impact of Genocide toward the Reconstitution of Surviving Victim Groups”
“Session on Peace”
7th World Scientific Congress
Ararat International Academic of Sciences
United Nations Headquarters
Geneva, Switzerland
September 5, 2016

“Reparations for the Armenian Genocide”

“Café Philosophe”

Charjoum le mouvement

Paris, France

September 2, 2016

“The AGRSG Final Report and Beyond: The Urgency of Repair”

“Armenian Genocide Reparations Study Group” panel

“Armenian Genocide Reparations Post-Genocide Centennial”

United Armenian Council of Los Angeles and Armenian Bar Association

Glendale, CA

April 9, 2016

“2016 and Beyond: Resolving the Outstanding Harms of the Armenian Genocide and Other Cases with Long Legacies”

“Second Annual Armenian Genocide Remembrance Event”

Master of Arts in Holocaust and Genocide Studies and Sara and Sam Schoffer Holocaust

Resource Center

Stockton University

March 29, 2016

“The Legacy of the Armenian Genocide”

“Armenian Genocide Memorial Conference”

Manhattanville College

October 31, 2015

“Reparations 360” panel

Armenian Youth Federation

London, UK

October 30, 2015

“Post-Genocide Ethics: Reparations as the Necessary Path to (Re)conciliation”

Plenary Session II

“Genocide as a Spiritual and Moral Crime against Humanity” conference

Center for Armenian Studies and Research Council of the Russian and New Nakhichevan

Eparchy of the Armenian Apostolic Church

Moscow, Russia

October 23, 2015

Keynote Address

“Centennial Commemoration of the Armenian Genocide”

North Andover, MA

September 20, 2015

“Toward an Agenda for Armenian Genocide Reparations”

“Congreso Internacional sobre Genocidio: Genocidios y Derechos Humanos, a cien años del Genocidio Armenio”

University of Buenos Aires (Argentina)

August 22, 2015

“‘Resolution with Justice’: Reparations for the Armenian Genocide Considered”

National Association for Armenian Studies and Research

Belmont, MA

May 21, 2015

“Reparations for the Armenian Genocide” panel discussion

Council of the Armenian Community in Dubai and the Northern Emirates

Sharjah, United Arab Emirates

May 15, 2015

“2016 and Beyond: The Armenian Genocide Resolved with Justice”

“The Armenian Genocide: A Centennial Forum”

University of Massachusetts at Lowell

April 28, 2015

“Reparations and the Future of the Armenian Question Beyond 2015”

“Panel 2: The Issue of Accountability and the Elimination of the Consequences of Genocide”

“Against the Crime of Genocide Global Forum”

Armenian State Committee for Coordination of the Events Dedicated to the Centennial of the Armenian Genocide, National Assembly of Armenia, and Ministry of Foreign Affairs of Armenia

Yerevan, Armenia

April 22, 2015

“The Armenian Genocide: 100 Years of Denial”

Watson Institute for International Studies

Brown University

April 6, 2015

“Genocide and the Law of Reparations” panel presentation

Faculty of Law

University of Windsor (Canada)

March 21, 2015

“2015 and Beyond: The Armenian Genocide Resolved with Justice”

“Genocide: Prevention to Justice” panel

University of Toronto (Canada), March 20, 2015

McGill University (Canada), March 18, 2015

“Transitional Justice, Reparations, and the Future of Victim Groups” panel presentation
“Responsibility 2015: Armenian Genocide Centennial Conference”
Armenian Revolutionary Federation U.S. Centennial Committee/Armenian Genocide Centennial
Committee of America, Eastern Region
Marriott Marquis Times Square
New York City
March 14, 2015

“Gender and Genocide” panel presentation
“Responsibility 2015: Armenian Genocide Centennial Conference”
Armenian Revolutionary Federation U.S. Centennial Committee/Armenian Genocide Centennial
Committee of America, Eastern Region
Marriott Marquis Times Square
New York City
March 14, 2015

“From Tolerance to Equality: Changing the Power Relations between Turks and Armenians
through a Civil Rights Model”
“Hrant Dink, 1915, and Justice Symposium”
Ankara Düşünceye Özgürlük Girişimi
Ankara, Turkey
January 17, 2015

“Teaching about Rape as a Weapon of War and Genocide” workshop
Oxford University
March 8-12, 2014

- Special invitational seminar that brought together 19 top scholars of genocide and mass rape
- Presented on “Why Teach about Rape as a Weapon of War and Genocide?”/”What Aims and Assumptions Do We Have” (March 9) and “Where Should Teaching about Rape as a Weapon of War and Genocide Take Place?”/”What Kinds of Classes/Classrooms Do We Need” (March 11) panels

“The Armenian Genocide”
The Jones Library
Amherst, MA
March 4, 2014

“Genocide and International Law” panel presentation
“Third Convention of European Armenians”
European Parliament
Brussels, Belgium
October 15, 2013

“Mass Violence, Intervention, and Gender”
Visiting Scholar Research Presentation
Centre of Excellence in Policing and Security
Griffith University-Mt. Gravatt Campus (Australia)
July 2, 2013

“Mass Violence, Intervention, and Gender”
Asia Pacific Centre for the Responsibility to Protect
School of Political Science
University of Queensland (Australia)
June 27, 2013

“Beyond Recognition: Justice for the Armenian Genocide”
St. Illuminator’s Armenian Apostolic Cathedral
New York, NY
April 26, 2013

“Cutting-Edge Issues and the Focus of 2015 Programs”
“Armenian Genocide: Challenges on the Eve of the Centenary International Conference”
Armenian State Commission on the Coordination of the Events Dedicated to the 100th
Anniversary of the Armenian Genocide
Yerevan, Armenia
March 23, 2013

“Reparations as a Solution to the Impossibilities Introduced by Past Harms”
“Genocidal Practices and State Violence through a Transdisciplinary Perspective” colloquium
Instituto de Investigaciones en Diversidad Cultural y Procesos de Cambio
San Carlos de Bariloche, Argentina
November 22, 2012

“Difficult Dialogues: Perpetrators, Victims, Power, and the Legacies of Mass Violence”
2nd World Humanities Forum
BEXCO
Busan, Republic of Korea
November 2, 2012

Keynote Address
National Armenian Genocide Commemoration
Willoughby Concourse Concert Hall
Willoughby, Australia
April 24, 2012

Australian Institute for Holocaust and Genocide Studies Armenian Genocide Commemorative
Lecture
New South Wales State Parliament House
Sydney, Australia
April 23, 2012

Keynote Address
Observance of the 97th Anniversary of the Armenian Genocide
Melbourne, Australia
April 22, 2012

“Individual vs. Group Reparations and the Nature of Genocide”
“Armenian Genocide: From Recognition to Reparation” international conference
Armenian Catholicosate
Antelias, Lebanon
February 25, 2012

“Le Génocide arménien: Une résolution juste, à travers les reparations”
La Maison de la Culture Arménienne
Paris, France
November 22, 2011
“Armenian Genocide Reparations Study Group Report” panel presentation
Buenos Aires, Argentina
July 21, 2011

“New Trends in Genocide Denial”
“Trends in Genocide Studies” *Genocide Studies and Prevention* editors’ symposium
Virginia Commonwealth University
April 28, 2011

“Reparations & the Armenian Genocide: Ethical Implications”
Annual Armenian Lecture Series Endowed Fund Presentation
Russell Sage College
April 14, 2011

“Report of the Armenian Genocide Reparations Study Group” panel presentation
Yerevan, Armenia
December 11, 2010

“From Democracy to Justice: Turks, Kurds, and Armenians in the 21st Century” panel
presentation
Ramapo College of New Jersey
November 11, 2010

“The Armenian Genocide Reparations Study Group Report”

“The Law, Ethics, and Politics of Making Amends: The Armenian Genocide and the Reparations Movement” symposium on the report of the Armenian Genocide Reparations Study Group

International Human Rights Law Association

UCLA School of Law

October 23, 2010

“Discussion With Theriault, Mouradian on Their Participation in the April 24 Genocide Conference in Ankara”

Armenian Community Center

Dearborn, MI

June 11, 2010

“Beyond the Protocols: The Armenian Genocide Reparations Study Group and the Future of Armenian-Turkish Relations” panel presentation

George Mason University, Arlington Campus

May 15, 2010

“The Challenge of the Armenian Genocide for 21st Century Turkey: Responsibility and Reparation Toward Resolution”

“Ermeni Meselesi: Ne ve Nasıl Yapmalı?” panel

“1915 Within Its Pre- and Post-historical Periods: Denial and Confrontation” symposium

Ankara, Turkey

April 25, 2010

- Reported to be the first ever non-denialist Armenian Genocide conference in Ankara
- Reported to be the first ever panel on reparations for the Armenian Genocide in Turkey

“Violence Against Women: Local Activism and Global Connections” panel presentation

“The Personal Is Political: Feminist Activism Over Time Women’s History Symposium”

Women’s Studies Research Center

Brandeis University

March 18, 2010

“The Armenia-Turkey Protocols: Challenges and Opportunities” panel presentation

Strassler Center for Holocaust and Genocide Studies

Clark University

December 4, 2009

“Armenia-Turkey Protocols Panel Discussion”

Armenian General Benevolent Union Onnig Norehad Center

Chicago, IL

November 21, 2009

“Armenia-Turkey Protocols: Reality and Myths” panel presentation
International and Comparative Law Program
George Washington University School of Law
November 19, 2009

“Restorative Justice and Alleviating the Consequences of Genocide”
“The Armenian Genocide and International Law” conference
Haigazian University (Lebanon)
September 4, 2009

“Reinstating the Rights of the Armenian People and Armenian-Turkish Relations”
“Pan-Armenian Conference for the Discussion of Armenian-Turkish Relations and the Artsakh Conflict”
Stepanakert, Republic of Mountainous Karabakh
July 10, 2009

Keynote Speaker
United States Congressional Caucus on Armenian Issues’ Armenian Genocide Observance
Cannon Caucus Room
Capitol Hill
April 22, 2009

- Other participants included Speaker of the House of Representatives Nancy Pelosi, Representative Frank Pallone (NJ), Representative Mark Kirk (IL), and Representative James P. McGovern (MA)

“Subjects & Citizens: (Un)even Relations Among Turks, Kurds, and Armenians” panel presentation
Bentley University
April 20, 2009

“The Challenge of Denial for Post-Genocide Reconciliation and Justice”
“Remembering Rwanda 1994-2009: Genocide and Its Aftermath” symposium
University of Massachusetts at Boston
April 17, 2009

“Symposium on the Genocide Prevention Task Force [Albright-Cohen] Report” presentation
Woodrow Wilson International Center for Scholars
Washington, DC
March 13, 2009

“The Armenian Genocide and Denial”
Lecture in the Brotherhood Breakfast Series
Temple Isaiah
Lexington, MA
February 8, 2009

“Armenian-Turkish Relations Past, Present, and Future” panel presentation
Brown University
November 21, 2008

“Genocide Then and Now: Historical and Legal Perspectives” panel presentation
Violence Prevention Coalition of Bedford
Bedford, MA
November 6, 2008

Keynote Address
Armenian National Committee’s Houston, TX, Armenian Genocide Commemoration
St. Thomas University
May 3, 2008

“Genocide Denial”
Students Taking Action Now: Darfur (STAND)
Massachusetts Institute of Technology
May 1, 2008

Keynote Address
Providence Armenian Genocide Commemoration
Providence, RI
April 27, 2008

- Other speakers included US Senator Jack Reed (D-RI)

Keynote Address
New York City Armenian Genocide Commemoration
New York City Hall
April 25, 2008

- Other speakers included His Eminence Archbishop Oshagan Choloyan, Prelate of the Eastern Prelacy of the Armenian Apostolic Church of America, New York City Council Member Melinda Katz, and Ambassador Armen Martirosian, Permanent Representative of the Republic of Armenia to the United Nations

“Beyond the Armenian Genocide: The Vast History of Genocide and Other Mass Violence and Our Moral Obligation to End It”
Keynote Address at the Rutgers University Armenian Genocide Commemoration
Rutgers University
April 24, 2008

“Genocide as a Constant in Human History and Challenge for the Human Future”
“Genocide Committed, Genocide Denied, Genocide Repeated” commemorative program on the Armenian Genocide, the Holocaust, and the Rwandan Genocide
Armenian Library and Museum of America
Watertown, MA
April 13, 2008

“Moral Dilemmas or Moral Choices: Bystanders and the Prevention of Genocide”
Lecture in the Students Taking Action Now: Darfur (STAND) “Days of Remembrance” event series

Newton South High School
Newton, MA
April 10, 2008

“Genocide, Denial, and Human Rights Activism”
Needham Human Rights Committee’s “Understanding the Armenian Genocide and Its Impact in 2008” panel

Needham High School
Needham, MA
March 31, 2008

“Turkish Anti-Armenian Domination Beyond Democratization: Reflections on the Assassination of Hrant Dink”

“Assessing the Life and Work of Hrant Dink (1954-2007)” public forum presentation
Fairleigh Dickinson University
February 15, 2008

“Beyond Truth and Falsity: The Deep Trajectories of Denial”

“Genocide and Denial: The Jewish and Armenian Cases” panel presentation
Boston University
December 5, 2007

“The Moral Challenge of Genocide Denial”

“Understanding Genocide and Its Impact” public forum presentation
Watertown High School
Watertown, MA
November 28, 2007

“Genocide Denial and Geopolitical Rationalizations”

“Community Public Forum on the Armenian Genocide and the Anti-Defamation League” presentation
First Armenian Church
Belmont, MA
October 2, 2007

“Free Speech and Genocide Denial: From Practical Issues to Metaphysical Challenges”

“‘Working Through’ the Armenian Genocide: An Old-New (Test) Case for Justice, Rights and Borders” workshop symposium
Interdisciplinary Discussion Group on Human Rights and the Working Group on International Criminal Law
European University Institute (Italy)
May 22, 2007

“Beyond Democratization: Perpetrator Societal Rehabilitation and Ethical Transformation in the Aftermath of Genocide”

“The Armenian Genocide: Intersections of Scholarship, Human Rights, and Politics”
symposium
Watertown, MA
April 24, 2007

“Dominance and Resistance: Re-installing Power at the Center of Armeno-Turkish Relations”

“Armeno-Turkish Relations: Pitfalls and Possibilities Following Hrant Dink’s Assassination”
panel

“Armenians and the Left” symposium
Harvard University
March 31, 2007

“The Harms of Genocide Denial”

“Escaping the Truth: The Meaning of Denial” panel

“Denying Genocide: Law, Identity and Historical Memory in the Face of Mass Atrocity”
symposium
Cardozo School of Law
Yeshiva University
December 4, 2006

“The Ethical Challenge to Bystanders of Genocide”

Remarks presented as part of a panel discussion of the off-Broadway performance of Catherine Filloux’s *Lemkin’s House*, a play focusing on the issue of genocide and the person who coined the term
Body Politic Theater
New York City
October 7, 2006

“Jews and Armenians: Historical Experiences and Prospects for Future Unity and Cooperation”
roundtable discussion presentation

Harvard University
April 30, 2006

- The discussion also featured Henry Morgenthau III

“Perpetrator-Victim Relations in the Aftermath of Genocide: Long-term Effects and Ethical Implications”

University of Illinois, Urbana-Champaign
April 24, 2006

Special Remarks

Commonwealth of Massachusetts' Official 91st Anniversary Commemoration of the Armenian Genocide

House of Representatives Chamber, Massachusetts State House

April 21, 2006

- Other speakers included US Representative Edward Markey (MA) and MA Lt. Governor Kerry Healy

“The Case for Reparations”

“Reparations” panel

“Armenians and the Left” conference

City University of New York Graduate Center

April 8, 2006

“From Dehumanization to Imperial Dominance: Rethinking Genocidal Violence”

National Association for Armenian Studies and Research

Belmont, MA

February 23, 2006

“Land-based Reparations: The Case of the Armenian Genocide and Its Comparison to Native American Land Claims”

“Whose Debt? Whose Responsibility?” global symposium on reparations

Worcester State University

December 10, 2005

“A Comparative Analysis of Genocide Denial”

“Comparative Genocide Studies” panel presentation

Mogan Center

Lowell, MA

May 19, 2005

“Closing Plenary Panel” presentation

“Remembering Our Past, Educating Our Future” symposium on genocide

Rhode Island College

March 14, 2005

“The Crimes of Slavery and Genocide Compared: African-Americans, Armenians, and the Question of Reparations”

Armenian Community Center

Dearborn, MI

November 21, 2004

“An Analytical Typology of Arguments Denying Genocides and Related Mass Human Rights Violations”

Comparative Genocide Studies Program

Tokyo University (Japan)

June 25, 2004

“The Philosophical Challenges of Victim-Perpetrator Reconciliation”

Armenian Catholicosate of Cilicia

Antelias, Lebanon

May 1, 2004

“The Armenian Genocide and the Comparative Dimensions of Denial”

Haigazian University

Beirut, Lebanon

April 30, 2004

“The Fallacies of Denial: An Analysis of Deniers’ Manipulative Illogic and the Strength of Its Appeal”

Bourj Hammoud, Lebanon

April 29, 2004

“Universal Social Theory and the Denial of Genocide”

American University of Beirut

April 28, 2004

“The Armenian Genocide and the Moral Imperative of Concern About Other Genocides”

Northern New Jersey Armenian National Committee Armenian Genocide Commemoration

Ridgefield, NJ

April 24, 2004

“The Challenge of Genocide Denial”

Boston College

April 18, 2004

“The Past Successes of and Future Challenges for Scholarship on Genocide and Other Mass Human Rights Violations”

Facing History and Ourselves’ Summer Institute

Brookline, MA

June 24, 2003

“A Comparative Study of Genocide and Its Denial”

University of Wisconsin, Madison, April 27, 2003

University of Wisconsin, Parkside, April 25, 2003

“The Armenian Genocide and the Politics of Denial” panel presentation
Harvard Law School Human Rights Program, the Harvard International Law Journal, and the
Harvard Consortium on Global Leadership
Harvard Law School
April 24, 2003

“Democracy and Genocide”
Facing History and Ourselves General Workshop
Brookline, MA
June 28, 2002

“Genocide Denial and Human Rights”
Northeastern University
April 28, 2002

“The Armenian Genocide and U.S. Foreign Policy: An Ethical Evaluation”
“The Holocaust and Armenian Genocide: Morality and National Interest in U.S. Foreign Policy”
symposium
Wayne State University
April 10, 2002

“Genocide Denial”
Facing History and Ourselves Teacher Workshop
Strassler Center for Holocaust and Genocide Studies
Clark University
March 26, 2002

“Japanese Wartime Atrocities in East Asia From 1931 to 1945 and the Comparative Dimensions
of Denial”
“Exposing the Denial of State-Sponsored Crimes Against Humanity” panel
Georgetown University
December 1, 2001

- Panel also featured Samantha Power, currently US Ambassador to the United Nations

“Genocide, Reparation, and Reconciliation: Philosophical Reflections”
Keynote Address of the Greater Worcester Armenian Genocide Commemoration
Worcester, MA
April 22, 2001

Keynote Address
Armenian National Committee of Illinois Armenian Genocide Commemorative Program
Chicago, IL
April 21, 2001

“The Armenian Genocide: Historical Lessons and Unfinished Business”
Facing History and Ourselves Staff Development Workshop
Strassler Center for Holocaust and Genocide Studies
Clark University
February 26, 2001

“The Practical Importance of Restorative Justice”
Armenian National Committee of America
Bethesda, MD
June 3, 2000

“Genocide Denial and Free Speech”
“Denial of the Armenian Genocide: Intergenerational and Long-Term Effects of Genocide”
panel
Fordham University
April 6, 2000

“After the Killing Stops: Legacies of Genocide Denial”
Queensborough Community College Holocaust Resource Center and Archives
November 7, 1999

CONFERENCE PAPERS AND PANELS

“Reparations as Radical Transformation”
“Turkey’s Denial of the Armenian Genocide and the Question of Reparations” panel
“Left Forum 2016”
John Jay College, City University of New York
May 21, 2016

“The Armenian Genocide Reparations Study Group Final Report”
International Association of Genocide Scholars 11th Biennial Conference
American University of Armenia
July 12, 2015

“Post-Capitalist Extractionism and Social Response”
“Beyond Marxism?” panel
Radical Philosophy Association Eleventh Biennial Meeting
Stony Brook University
November 7, 2014

“Sharing the Burden as a Path Toward Victim-Perpetrator Conciliation”
“Memory, Justice, and Human Rights Session III” panel
“Conflict, Memory, and Reconciliation: Bridging the Past, Present, and Future” symposium
Kigali, Rwanda
January 12, 2012

“Forced Moral Responsibility and Perpetrator-Victim Group Conciliation”

“Preventing Genocide: Root Causes and Coping Strategies” international workshop

Universitair Centrum Sint Ignatius Antwerpen

University of Antwerp (Belgium)

November 25, 2011

“Reparation and the ‘Last Stage of Genocide’”

International Association of Genocide Scholars 9th Biennial Conference

Universidad Nacional de Tres de Febrero

Buenos Aires, Argentina

July 20, 2011

“Gender and Genocide: New Perspectives for Armenian Genocide Research”

“The State of the Art of Armenian Genocide Research: Historiography, Sources, and Future Directions” symposium

Strassler Center for Holocaust and Genocide Studies

Clark University

April 10, 2010

“From Rape as a Tool of Genocide to Genocide as a Tool of Rape”

International Association of Genocide Scholars 8th Biennial Conference

George Mason University

June 8, 2009

“Toward a New Conceptual Framework for Resolution: The Necessity of Recognizing the Perpetrator-Victim Dominance Relation in the Aftermath of Genocide”

International Association of Genocide Scholars 6th Biennial Conference

Boca Raton, FL

June 7, 2005

“Rethinking Dehumanization in Genocide”

“After Nine Decades—The Enduring Legacy of the Armenian Genocide” symposium

UCLA

April 2, 2005

“The Metaphysics of Denial”

Society for the Philosophic Study of Genocide and the Holocaust panel

American Philosophical Association Central Division Meeting

Chicago, IL

April 23, 2004

“The Relevance of Genocide to Philosophy or the Relevance of Philosophy to Genocide?”
“Is Genocide a Philosophical Matter?” panel
Meeting of the Society for the Philosophic Study of Genocide and the Holocaust at the Society
for Phenomenology and Existential Philosophy Annual Conference
Boston, MA
November 6, 2003

“Justice or Peace? The Meanings, Potentials, and Pitfalls of Armenian-Turkish Dialogue”
International Association of Genocide Scholars 5th Biennial Conference
Irish Human Rights Center
National University of Ireland
June 8, 2003

“Freedom of Speech and the Intentional Denial of Genocide”
American Philosophical Association Pacific Division Meetings: colloquium paper
San Francisco, CA
March 28, 2003

“Denial, Absolute Positivism, and a Response From Ibn Khaldun”
Middle Eastern Studies Association Annual Conference
Washington, DC
November 24, 2002

“Through Deniers’ Eyes: The Other Effects of Denial”
“Genocide and Terror: Mediated Concepts?” panel
Meeting of the Society for the Philosophic Study of Genocide and the Holocaust at the Society
for Phenomenology and Existential Philosophy Annual Conference
Loyola University Chicago
October 10, 2002

“The Prevention and Punishment of Genocide: Toward a Flexible Definition of the Act,”
Version 2
Paper presented at the Fourth International Conference of the Association of Genocide Scholars
University of Minnesota
June 10, 2001

“The Prevention and Punishment of Genocide: Toward a Flexible Definition of the Act,”
Version 1
Paper presented at the 29th Conference on Value Inquiry
Oklahoma State University
April 28, 2001

“Antinationalism and Genocide”

World Conference of the Association for the Study of Nationalities
Harriman Institute
Columbia University
April 7, 2001

“A Comparative Approach to Genocide Denial”

“The Future of Holocaust Denial” panel
31st Annual Scholars’ Conference on the Holocaust and the Churches
St. Joseph’s University
March 5, 2001

“Freedom of Speech and the Intentional Denial of Genocide”

28th Conference on Value Inquiry
Lamar University
April 14, 2000

“Denial and Free Speech: The Case of the Armenian Genocide”

“The Armenian Genocide and Historical Memory: Facing the Twenty-First Century”
symposium
UCLA
April 8, 2000

“Universal Social Theory and Genocide Denial”

Third International Conference of the Association of Genocide Scholars
University of Wisconsin, Madison
June 14, 1999

“Evaluating Nations: Practical Ethics and Political Agendas”

27th Conference on Value Inquiry
Central Missouri State University
April 24, 1999

“Reconstructing the Nation: An Alternative to Grand Unification and Fragmentation”

Midsouth Philosophy Conference
University of Memphis
March 6, 1999

“Eurocentrism and Sloppy Social Science”

“Nationalism and Internationalism: Philosophical Perspectives” panel
Philosophy and International Peace Group
American Philosophical Association Eastern Division Meetings
Boston, MA
December 28, 1994

“Rethinking Antinational-ism”
Radical Philosophy Association National Conference
Drake University
November 4, 1994

SELECTED MEDIA INTERVIEWS AND APPEARANCES

Interviewed in “Völkermord könnte für Türkei teuer werden”
Jürg Steiner
Berner Zeitung
Bern, Switzerland
April 24, 2015
<http://www.bernerzeitung.ch/ausland/nahe-osten-und-afrika/Voelkermord-koennte-fuer-Tuerkei-teuer-werden/story/21222044>

Quoted in “Armenian Groups Are Increasingly Focused on Reparations for Genocide”
Rick Gladstone
The New York Times Online
April 23, 2015
http://www.nytimes.com/2015/04/24/world/europe/turkey-fear-of-reparations-possibly-in-many-billions-is-a-factor-in-armenian-genocide-denials.html?_r=0
(Alternate version published as “Activist Groups Are Increasingly Focused on Reparations for Genocide,” in *The New York Times* New York Edition, April 24, 2015, Page A8)

“Henry Theriault: Reparations Are Not Only Justified but Essential”
Interview by Yekaterina Poghosyan
Mediamax
Yerevan, Armenia
April 21, 2015
<http://www.mediamax.am/en/news/interviews/13927/>

“Dan Yorke State of Mind”
Full show on the Armenian Genocide
myRITV (WPRI)
Providence, RI
April 17, 2015

Three-part interview by Nvard Chalikyan
Panorama.am
Yerevan, Armenia
April 8, 10, and 16, 2015
<http://www.panorama.am/en/interviews/2015/04/08/theriault>,
<http://www.panorama.am/en/interviews/2015/04/10/theriault>, and
<http://www.panorama.am/en/interviews/2015/04/16/theriault/>

“Resolution with Justice: Theriault Discusses Armenian Genocide Reparations Report”

Interview by Rupen Janbazian

Armenian Weekly

December 2, 2014

Interview on current issues regarding the Armenian Genocide

“Armenian Program”

SBS Radio

Melbourne, Victoria

Australia

April 27, 2012

Interview on reparations for genocide

WBAI 99.5 FM (Pacifica Radio)

New York, NY

April 24, 2012

Interview on the Assyrian and Armenian Genocides

Seyfo Center USA

<http://www.seyfocenter.com/index.php?sid=2&aID=301>

March 7, 2011

Interview on the Armenian Genocide Reparations Study Group Report

Television 1

Yerevan, Armenia

December 11, 2010

Interview on the October 23, 2010, UCLA symposium on the Armenian Genocide Reparations

Study Group Report

Horizon TV

Los Angeles, CA, via Skype

October 21, 2010

“The Global Movement for Reparations”

Interview by Sossi Essajanian

Armenian Weekly

December 3, 2005

“Interview With Henry Theriault”

Khatchig Mouradian

AZTAG Daily Newspaper

Beirut, Lebanon

August 29, 2004

- French translation summarized on the *Le Monde* website, Denis Donikian’s blog, “Petite encyclopédie du génocide arménien,” as “Les techniques négationnistes au regard de la philosophie,” July 18, 2005

Interviewed in “Armenians to Commemorate Genocide”

Rhonda Stewart

Boston Globe

April 11, 2004

“The Public Eye”

Panel discussion on hate crimes in reference to anti-Semitic vandalism in Worcester

WICN 90.5 FM (National Public Radio)

Worcester, MA

June 21, 2002

“Democracy in Crisis”

Guest expert on genocide issues

Queens Public Television

Queens, NY

February 11, 2000

“Here and Now”

Interview segment on the Armenian Genocide, its denial, and their relevance to Kosovo

WBUR 90.9 FM (National Public Radio)

Boston, MA

April 23, 1999



MEMORANDUM

APPROVED

MAY 23 2017

BARRY M. MALONEY
PRESIDENT

TO: Barry Maloney, President

FROM: Lois A. Wims, Provost and Vice President

DATE: May 23, 2017

RE: Recommendation for Associate Vice President of Academic Affairs
Recommendation for Assistant Vice President Planning and Assessment

National searches were conducted this academic year for two vacant positions in Academic Affairs.

I am recommending the appointment of Dr. Henry Theriault for Associate Vice President of Academic Affairs. Dr. Theriault holds the Ph.D. in Philosophy and has been a faculty member for 19 years. He is a professor of Philosophy and currently the department chair of Philosophy, a recipient of WSU's George Alden Award for Excellence in Teaching, and a distinguished scholar in areas of ethics and human rights. Dr. Theriault has held numerous leadership positions in governance committees of the university.

I am recommending the appointment of Dr. Sarah L. Strout for Assistant Vice President of Planning and Assessment. Dr. Strout holds the Ph.D. in Social Psychology from Clark University and is currently the Associate Director of Academic Assessment at Radford University and has held positions as Director of Instructional Excellence at Dominican College and Psychology Department Coordinator and faculty member.



WORCESTER
S T A T E
UNIVERSITY

President's Office
Phone: 508-929-8020
Fax: 508-929-8191
Email: bmaloney@worchester.edu

May 23, 2017

Dr. Sarah Strout
23 Lee Hy Court
Christiansburg, VA 24073

Dear Dr. Strout,

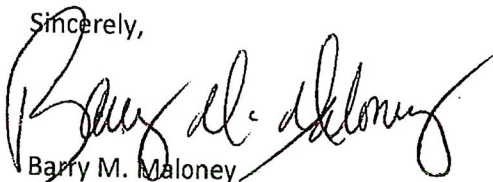
I am pleased to offer you the position of Assistant Vice President for Assessment and Planning, effective July 9, 2017 at an annual salary of \$100,000.00, which equates to \$3,846.15 bi-weekly. This offer is contingent upon approval by the Board of Trustees, and I will submit my recommendation to them at the next board meeting on June 9, 2017. *6 goes*

This is a fully benefited, exempt, non-unit professional position, with the terms and conditions of your appointment governed by the Massachusetts Department of Higher Education, as well as all applicable state and federal laws. You will report directly to the Provost and be held to the standards of the university, Board of Trustees and the Massachusetts Department of Higher Education. You will serve in this position at the pleasure of the President and the Board of Trustees.


Ms. Suze Jean-Charles, Benefits Administrator, will reach out to you to discuss benefits including health insurance, dental insurance, retirement plan options, paid time off, flexible spending, etc., prior to your start date. She will arrange a one-on-one orientation that is amenable to your schedule. If you have any questions in the meantime, please do not hesitate to contact her at 508-929-8054 or sjeancharles@worchester.edu.

I have no doubt that you will be an asset to the university, and look forward to having you join our team. Please indicate your acceptance of this offer by signing below and scanning a copy to Human Resources within 3 business days.

Sincerely,


Barry M. Maloney
President

I accept the offer of appointment as Assistant Vice President for Assessment and Planning, and agree to the terms as stated above.


Dr. Sarah Strout

5-23-17
Date

Cc: Dr. Lois A. Wims, Provost
Cc: Susan L. Moore, Director of Human Resources

*Corrected 5-25-17
Board meeting date
J. Amarel*

Sarah L. Strout, Ph. D.

EDUCATION

- 2004-2006 Ph. D., Social Psychology, Clark University, Worcester, MA
2002-2004 M.A., Social Psychology, Clark University, Worcester, MA
1998-2002 B.A., Psychology, Assumption College, Worcester, MA

ADMINISTRATIVE EXPERIENCE

- 2016-present Associate Director of Academic Assessment, Radford University
- Coordinated academic assessment for over 40 undergraduate and graduate programs, administrative assessment for all academic support units, general education assessment, and freshman year experience assessment.
 - Developed workshops and training on assessment and collaborated with individual departments on all aspects of assessment
 - Assisted in maintaining accreditation standards for the Southern Association of Colleges and Schools Commission on Colleges (SACSCOC) and preparing the 5 year Monitoring Report for 2018
 - Administered various standardized assessments including the National Survey of Student Engagement (NSSE), the Collegiate Learning Assessment (CLA+), as well as internally developed faculty and student surveys
 - Managed student course evaluation collection, analysis and reporting
 - Organized Institutional Effectiveness Day and other programs designed to improve the culture of assessment on campus
 - Supervised two part-time employees and one graduate assistant
- 2015-2016; 2010-2012 Director of the Center for Instructional Excellence, Dominican College
- Managed budget
 - Developed workshops and invited external speakers for faculty on pedagogy, assessment, and the scholarship of teaching
 - Created guidelines for best practices of online education
 - Offered opportunities for faculty to discuss teaching with other faculty and collaborate
- 2012-2015 Coordinator of the Psychology Department, Dominican College
- Managed budget
 - Coordinated course offerings and class schedules
 - Supervised four full-time faculty and 12 part-time faculty
 - Resolved faculty and student issues
 - Coordinated the assessment of the psychology program

- 2010-2016 Coordinator of Gender Studies Minor, Dominican College
- Coordinate course offerings and class schedules
 - Promote the minor to students
 - Evaluate courses for inclusion in the minor
 - Coordinate Gender Awareness Week and Sexual Assault Awareness Week
- 2008-2010 Director of the Center for Innovation and Excellence in Teaching, Southern New Hampshire University
- Managed budget
 - Developed workshops on teaching and learning
 - Arranged for external speakers
 - Evaluated submissions for teaching mini-grants, travel grants and co-teaching opportunities
 - Created a Faculty Guidebook

ACADEMIC POSITIONS

- 2015-2016 Associate Professor of Psychology (tenured), Dominican College
- 2010-2014 Assistant Professor of Psychology, Dominican College
- 2011 Summer Visiting Scholar, Department of Biological Anthropology, University of Vienna, Austria
- 2006-2010 Assistant Professor of Psychology, Southern NH University

ONLINE TEACHING EXPERIENCE

- 2010-2016 Online Course Designer and Instructor, Dominican College
- 2009-2015 Online Adjunct Instructor, Southern New Hampshire University
- 2008-2009 Online Adjunct Instructor, SUNY New Paltz
- 2007-2008 Online Adjunct Instructor, Plymouth State University
- 2006-2010 Online Course Designer and Instructor, Southern New Hampshire University

GRANTS

- 2016 Assessment Consultant (2nd Round invitation, application submitted)
Howard Hughes Medical Institute (HHMI) Grant
Retention in the Science Disciplines
Radford University
\$1,000,000
- 2016 Senior Personnel for Assessment
National Science Foundation Grant
RU-NextGen: Preparing the Next Generation of Students in Science, Technology and Mathematics
Radford University
\$603,700

2010 Primary Investigator
Cathy Kenney Mini Grant
Support to create Dominican College Teaching Excellence Center
Dominican College
\$5,000

AWARDS/HONORS

2015 Most Spirited Faculty Member Award, Dominican College
2002-2006 Frances L. Hlatt Distinguished Teaching Fellowship, Clark University

UNIVERSITY SERVICE

Radford University

2016-present Council on Student Engagement and Success
2016-present Administrative and Professional Faculty Senate
2016-present Core Curriculum Advisory Committee
2016-present Administrative and Professional Faculty Grievance Committee

Dominican College of Blauvelt

2015-2016 Chair of the Middle States Commission on Higher Education Accreditation Working Group
2015-2016 Curriculum Committee
2014-2016 Faculty Hearing Committee
2012-2016 Assessment Committee
2011-2016 Freshmen Directorate
2011-2016 Psi Chi: The International Honor Society of Psychology (Faculty Advisor)
2011- 2013 Faculty Affairs Committee
2011- 2012 Institutional Review Board
2010-2011 Critical Thinking Task Force
2010-2016 Research Mentor for Honor's Program

Southern New Hampshire University

2009-2010 General Education Revision Committee
2008-2010 Assessment Committee (NEASC Reaccreditation)
2008-2010 Faculty Senate
2007-2010 School of Liberal Arts Strategic Planning Committee
2006-2010 Psi Chi: The International Honor Society of Psychology (Faculty Advisor)

EXTERNAL SERVICE

2010-2013 Secretary, Northeastern Evolutionary Psychology Society
2006-2010 Treasurer, Northeastern Evolutionary Psychology Society
2007-2008 Conference Organizer, Northeastern Evolutionary Psychology Society
2008-2009 Committee Member, Conference on Cultural Universals and Evolutionary Specifics
2006-2007 Conference Organizer, Kids & Emerging Technologies: The Benefits and the Risks: Psychology and Education Issues in N.H

EDITORIAL ACTIVITY

2010-present Associate Editor, Human Ethology Bulletin
 2010-present Editorial Board Member, Evolutionary Behavioral Sciences
 2008-current Editorial Board Member, Journal of Integrated Social Sciences
 2008 Co-Editor, Yearbook of Idiographic Science
 2007-2010 Founder and Editor, Evolutionary Behavioral Sciences
 2006-present Editorial Board Member, Culture and Psychology
 2004-2006 Editorial Assistant, Culture and Psychology

TECHNOLOGICAL SKILLS

Learning Management Systems: Blackboard, WebCT, Moodle, Desire to Learn
 Survey/Evaluations: Qualtrics, SurveyMonkey, Scantron Class Climate
 Database/Statistical Software: SPSS, Excel, Access, Statistica
 Assessment/Compliance: Centrieva Performance Cloud (Weave), Compliance Assist
 Student Information Systems: Jenzabar, Banner
 Document Editing: Word, Adobe Acrobat Pro

MANUSCRIPTS IN PROGRESS OR UNDER REVIEW

Strout, S. L. & Baker, S. N. (in progress). The relationship between faculty knowledge and attitudes of assessment.

PEER REVIEWED PUBLICATIONS

- Kruger, D.J., Fisher, M.L., Strout, S.L., Clark, S., Lewis, S., & Wehbe, M. (2014). Pride and Prejudice or Family and Flirtation? Jane Austen's depiction of women's mating strategies. *Philosophy and Literature*, 38(1A), 114-128.
- Kruger, D.J., Fisher, M.L., Strout, S.L., Wehbe, M., Lewis, S., & Clark, S. (2013). Variation in women's mating strategies depicted in the works and words of Jane Austen. *Evolutionary Behavioral Sciences*, 7(3), 197-210.
- Kruger, D.J., Fisher, M.L., Edelstein, R.S., Chopik, W.J., Fitzgerald, C. & Strout, S.L. (2013). Was that cheating? Perceptions vary by sex, attachment anxiety, and behavior. *Evolutionary Psychology*, 11, 159-171.
- Strout, S. L., Fisher, M., Kruger, D., & Steeleworthy, L.A. (2010). Pride and prejudice or children and cheating? Jane Austen's representations of female mating strategies. *Journal of Social, Evolutionary and Cultural Psychology*, 4(4), 317-331.
- Strout, S.L. (2006). Sex in the city: The ambiguity of female mating strategies. *Estudios de Psicología*, 27(1), 41-48.
- Strout, S. L., Laird, J. D., Shafer, A., & Thompson, N. S. (2005). The effect of vividness of experience on sex differences in jealousy. *Evolutionary Psychology*, 3, 263-274.
- Strout, S. L., Sokol, R. I., Thompson, N. S. & Laird, J. D. (2004). Towards a new realist evolutionary psychology: The evolutionary psychology of perceiving one's own emotions. *Behavior and Philosophy*, 32, 493-502.

BOOKS AND CHAPTERS

- Strout, S. L. (2013). Instructor's manual to accompany Peter Gray's Psychology. New York: Worth Publishers.
- Strout, S. L. & Chang, R. I. (2010). Instructor's manual to accompany Peter Gray's Psychology. New York: Worth Publishers.
- Laird, J. D. & Strout, S. L. (2007). Emotional behavior as emotional stimuli. In J. A. Coan & J. J. B. Allen (Eds.) *The Handbook of Emotion Elicitation and Assessment*. New York: Oxford University Press.
- Strout, S. L. & Samii, L. (2009). The mating game: The extension of umwelt in the 21st century. In R. Chang (Ed.), *Relating to Environments: A New Look at Umwelt*. Charlotte, North Carolina: Information Age Publishers.

REVIEWS AND EDITORIALS

- Johnson, K. & Strout, S. L. (2013). Do parents really matter: Exploring the role of parents in children's mating behavior. *Journal of Integrated Social Sciences*, 3(1), 55-59.
- Strout, S. L. & Chang, R. I. (2011). Parent-offspring conflict in mating: How much conflict is due to genes? *Journal of Integrated Social Sciences*, 2(1), 27-31.
- Sokol, R. I. & Strout, S. L. (2005). A complete theory of human emotion: The synthesis of language, body, culture, and evolution in human feeling. [Review of Kovesces, Z. *Metaphor and emotion: Language, culture and body in human feeling*. *Culture and Psychology*, 12(1), 115-123.
- Sokol, R. I. & Strout, S. L. (2007). Editorial: Understanding human psychology: The integration of social, evolutionary, and cultural studies. *Journal of Social, Evolutionary, & Cultural Psychology*, 1 (1), 1-6.

CONFERENCE PAPER PRESENTATIONS

- Strout, S. L. & Baker, S. N. (2016). The relationship between faculty knowledge and attitudes of assessment. Paper presented at the annual meeting of the Southern Association of Colleges and Schools Commission on Colleges, Atlanta, GA.
- Fox, M., Baker, S. N., Strout, S. L. (2016). The best of both worlds: Merging in-class paper and electronic course evaluations. Paper presented at the Southern Association of Institutional Research, Charlotte, NC.
- Strout, S. L. & Baker, S. N. (2016). Faculty attitudes towards assessment. Paper presented at the Southern Association of Institutional Research, Charlotte, NC.
- Thomas, H., Baker, S. N., & Strout, S. L. (2016). Using IR data to promote student success. Paper presented at the Southern Association of Institutional Research, Charlotte, NC.
- Strout, S. L. & Baker, S. N. (2016). Closing the loop: The heart of student assessment. Presented at the 3rd Institutional Effectiveness Day. Radford University, VA.
- Strout, S. L. & Carter, G. L. (2015). Playing in the dark: The Dark Triad and competitive sports. Paper presented at the annual Northeastern Evolutionary Psychology Conference, Boston, MA.
- Fortunato, E. & Strout, S. L. (2015). Sex and sexual orientation differences in flirting behaviors. Paper presented at the annual Northeastern Evolutionary Psychology Conference, Boston, MA.

- Strout, S. L. (2012). The relationship between sex hormones and reproductive success in homosexual males. Paper presented at the annual Congress of the International Society for Human Ethology, Vienna, Austria
- Strout, S.L. (2012). Gay men have children too! Paper presented at the annual Northeastern Evolutionary Psychology Conference, Plymouth, NH.
- Kruger, D.J., Fisher, M.L., Strout, S.L., Clark, S., Lewis, S., & Wehbe, M. (2012, May). Pride and prejudice or family and flirtation? Women's mating strategies in Jane Austen's novels. Oral presentation, Midwestern Psychological Association, Chicago, IL
- Strout, S. L., Fisher, M., & Sokol-Chang, R. I. (2011, April) How do I know if he really loves me? Romantic signaling. Paper presented at the annual NorthEastern Evolutionary Psychology Conference, Binghamton, NY (Session Chair)
- Strout, S. L., Thompson, N.S. & Laird, J. D. (2010, August). Evolutionary basis of differences in emotional styles. Paper presented at the annual Congress of the International Society for Human Ethology, Madison, WI.
- Strout, S. L. (2009, October). Cultural and evolutionary influences on male mating strategies. Paper presented at the meeting of the New England Psychological Association, Worcester, MA.
- Strout, S. L. (2009, July). The cultural and evolutionary influences on homosexual male mating strategies. Paper presented at the meeting of the NorthEastern Evolutionary Psychology Society, Oswego, NY.
- Strout, S. L. & Sokol, R. I. (2006, October). Using modern media to understand psychological principles. Participant Idea Exchange at the annual meeting of the North East Conference on Teaching of Psychology, Manchester, NH.

CONFERENCE POSTER PRESENTATIONS

- Kruger, D.J., Fisher, M.L., Strout, S.L., Clark, S., Lewis, S., & Wehbe, M. (2012). Pride and Prejudice or family and flirtation? Women's mating strategies in Jane Austen's novels. Oral presentation, Midwestern Psychological Association, Chicago, IL.
- Kruger, D.J., Fisher, M.L., Strout, S.L., & Fitzgerald, C. (2010). Was that cheating? Perceptions vary by type of behavior and reproductive strategy. Poster presented at the annual meeting of the Midwest Psychology Association, Chicago, IL.
- Kruger, D.J., Fisher, M.L., Strout, S.L., & Fitzgerald, C. (2010). Was that cheating? Perceptions vary by type of behavior and reproductive strategy. Poster presented at the annual Convention of the Association for Psychological Science, Boston, MA.
- Pepin, E. & Strout, S. L. (2009). Sociosexuality and Social Development at the Transition to College. Poster presented at the meeting of the NorthEastern Evolutionary Psychology Society, Oswego, NY.
- Strout, S. L., Dutton, E., Crooker, E., Hudanish, A. & Jones, S. (2008). Am I hot or not? The effects of social comparison on self-perception of mate value. Poster presented at the meeting of the NorthEastern Evolutionary Psychology Society, Manchester, NH.
- Strout, S. L. (2007). The impact of self-perception on sociosexuality. Poster presented at the meeting of the Human Behavior and Evolution Society, Williamsburg, VA.
- Strout, S.L. (2007). Differences in attachment between personal and situational cues. Poster presented at the meeting of the Association for Psychological Science, Washington D.C.

- Strout, S. L., Dutton, E., Hudaib, A., & Whitney, M. (2007). The relationship between mating preferences and sociosexuality. Poster presented at the Inaugural meeting of the Northeast Evolutionary Psychology Society, New Paltz, NY.
- Strout, S. L., Samii, L. & Wheaton, R. (2007). Ideal versus actual mate preferences. Poster presented at the Inaugural meeting of the Northeast Evolutionary Psychology Society, New Paltz, NY.
- Strout, S.L., Tyler, N. & Laird, J.D. (2005). Hot women and cool men: The real story that underlies differences in jealousy. Poster presented at the annual meeting of the Human Behavior and Evolution Society, Austin, TX.
- Strout, S. L., Bush, S. E., & Laird, J. D. (2004). Individual differences in the experience of emotions: Self-perception theory in everyday life. Poster presented at the annual meeting of the International Society for Research on Emotion, New York, NY.
- Strout, S.L., Sokol, R. I., Laird, J. D., & Thompson, N. S. (2004). A preliminary investigation of the relationship between attachment and emotion self-perception. Poster presented at the annual meeting of the Human Behavior and Evolution Society, Berlin, Germany.
- Strout, S.L., Laird, J. D., & Thompson, N. S. (2004). Sex and mating strategy differences in jealousy. Poster presented at the annual meeting of the Human Behavior and Evolution Society, Berlin, Germany.
- Strout, S. L., Laird, J. D., Thompson, N. S., Shafer, A., & Bush, S. (2003). Sex differences in jealousy: The effect of imagination. Poster presented at the annual meeting of the Human Behavior and Evolution Society, Lincoln, NE.

INVITED PRESENTATIONS

- Strout, S. L. (2013). Two men and a baby: The reproductive success of homosexual men. Presentation for the Evolutionary Studies Consortium, SUNY New Paltz, New Paltz, NY.
- Strout, S. L. (2009). Homosexual Mating Strategies. Presentation for Capital Gay Men Support Group, Concord, NH.
- Strout, S. L. (2007). Sex in the City: The ambiguity of female mating strategies. Presentation for the New England Institute for Cognitive Science and Evolutionary Psychology.
- Strout, S. L. (2007). Evolution and Homosexuality. Presentation for Capital Gay Men Support Group, Concord, NH.

PROFESSIONAL AFFILIATIONS

Southern Association of Institutional Research
 American Association of University Professors
 American Psychological Association
 Association for Psychological Science
 Human Behavior and Evolution Society
 International Society for Human Ethology
 Northeast Conference for Teachers of Psychology
 Northeast Evolutionary Psychology Society
 Northeast Psychological Association
 Psi Chi: International Honor Society in Psychology
 Society for the Teaching of Psychology