

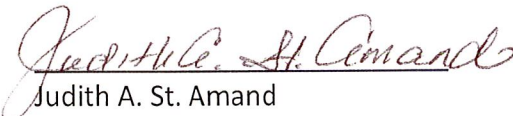
Human Resources Subcommittee March 20, 2018



NOTICE

A MEETING OF THE HUMAN RESOURCES COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES IS SCHEDULED FOR TUESDAY, **MARCH 20, 2018**, AT **4:30 P.M.** IN THE PRESIDENT'S CONFERENCE ROOM LOCATED ON THE 2ND FLOOR OF THE HELEN G. SHAUGHNESSY ADMINISTRATION BUILDING.

1. CALL TO ORDER
2. VOTES
3. REORGANIZATION OF DIVISION OF STUDENT AFFAIRS
 - A. Executive Summary – Restructuring Proposal
 - B. Salary Recommendations – Reorganization Proposal
4. APPOINTMENT OF VICE PRESIDENT AND DEAN OF STUDENT AFFAIRS
5. OTHER BUSINESS
6. ADJOURNMENT


Judith A. St. Amand
March 5, 2018

HUMAN RESOURCES COMMITTEE

Trustee Maryanne Hammond, Chair
Trustee Karen LaFond
Trustee Dina Nichols
Trustee Marina Taylor
Trustee Craig Blais, Ex-Officio Voting Member
President Barry Maloney, Ex-Officio Non-Voting Member

**WSU BOARD OF TRUSTEES
HUMAN RESOURCES COMMITTEE
March 13, 2018**

Upon a motion made and seconded, it was

VOTED: **to recommend to the full Board the acceptance of the Restructuring Proposal for the Division of Student Affairs as presented and approval of the following title changes:**

- **Associate Dean of Student Affairs to Assistant Vice President for Student Engagement, and**
 - **Dean of Student Affairs & Chief Student Affairs Officer to Vice President & Dean of Student Affairs**
-

Upon a motion made and seconded, it was

VOTED: **to recommend to the full Board, the approval of**

the promotion of Julie Kazarian to Vice President & Dean of Student Affairs upon the terms described in her letter of appointment dated March 2, 2018.

Upon a motion made and seconded, it was

VOTED: **to adjourn the meeting at**

**Worcester State University
Division of Student Affairs Review
Executive Summary**

**Prepared by:
Barbara Fienman**

Executive Summary

Beginning in Summer, 2017, Barbara Fienman, Consultant, was engaged by Worcester State University to assist the Dean of Students Julie Kazarian with several initiatives: Identify the priorities for the Office of Student Involvement and Leadership (OSILD) after the retirement of the associate dean in OSILD, create a new position and organizational structure for the division after a second associate dean resigned and assist the Office of Career Services staff with setting priorities for the coming year(s). The division is run by committed, experienced and competent professionals. There is an upbeat morale and an interest in doing what is best for students. The dean of students is an efficient manager and is well respected by her direct reports and the team. The consultant met weekly with the dean of students, and met individually with each of the division directors.

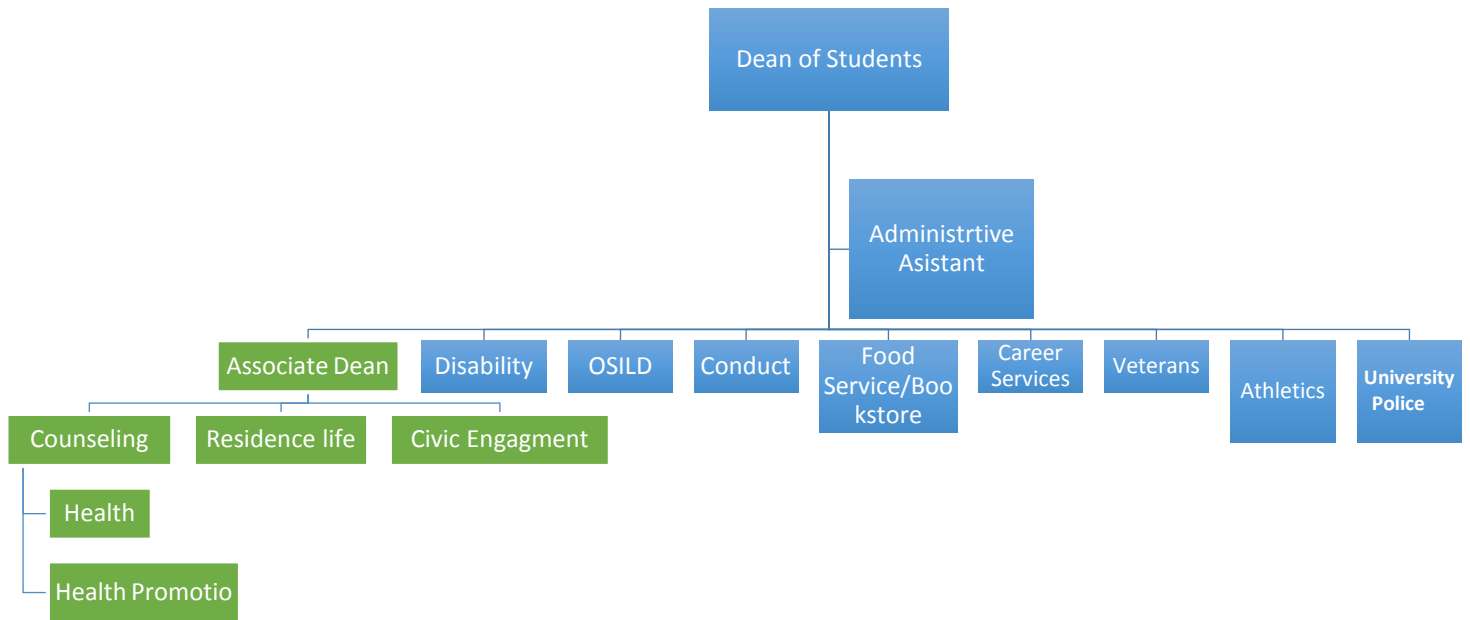
Highlighted recommendations include:

1. Promote the Dean of Students to Vice President of Student Affairs and Dean of Students in recognition of her achievements these last four years.
2. Hire an assistant vice president of engagement as part of her leadership team
3. Move as many OSILD forms and processes online as possible
4. Provide students with access to information 24/7, requiring appropriate social media applications, websites and current technologies to be developed and updated regularly
5. Redefine leadership development and the core competencies that all students should possess when they graduate from WSU.
6. Increase the collection of the first destination data from graduates. Identify and proactively seek out assistance from faculty and other campus stakeholders to collect the information and increase the response rate.
7. Provide and increase one time volunteer opportunities for students
8. Direct the director of residence life and housing develop a plan to increase the numbers of resident students and/or revenue.
9. Collect and input internship/externship/practicum data from students and faculty into Lancer Link, the central database managed by Career Services
10. Become a data driven division
11. Begin to assess needs of graduate students as the population grows and respond accordingly.
12. Create more cross departmental initiatives

Division of Student Affairs Reorganization

The dean of students, who serves as the senior student affairs officer at the university had ten (10) direct reports (see chart A below) while a talented manager, there was no time to bring stakeholders together to create a vision and new initiatives.

A. Division of Student Affairs Organizational Chart: FALL 2017



Recommended Model Create 2 clusters: Engagement Cluster and Wellness Cluster

Vice President /Dean Direct Reports:

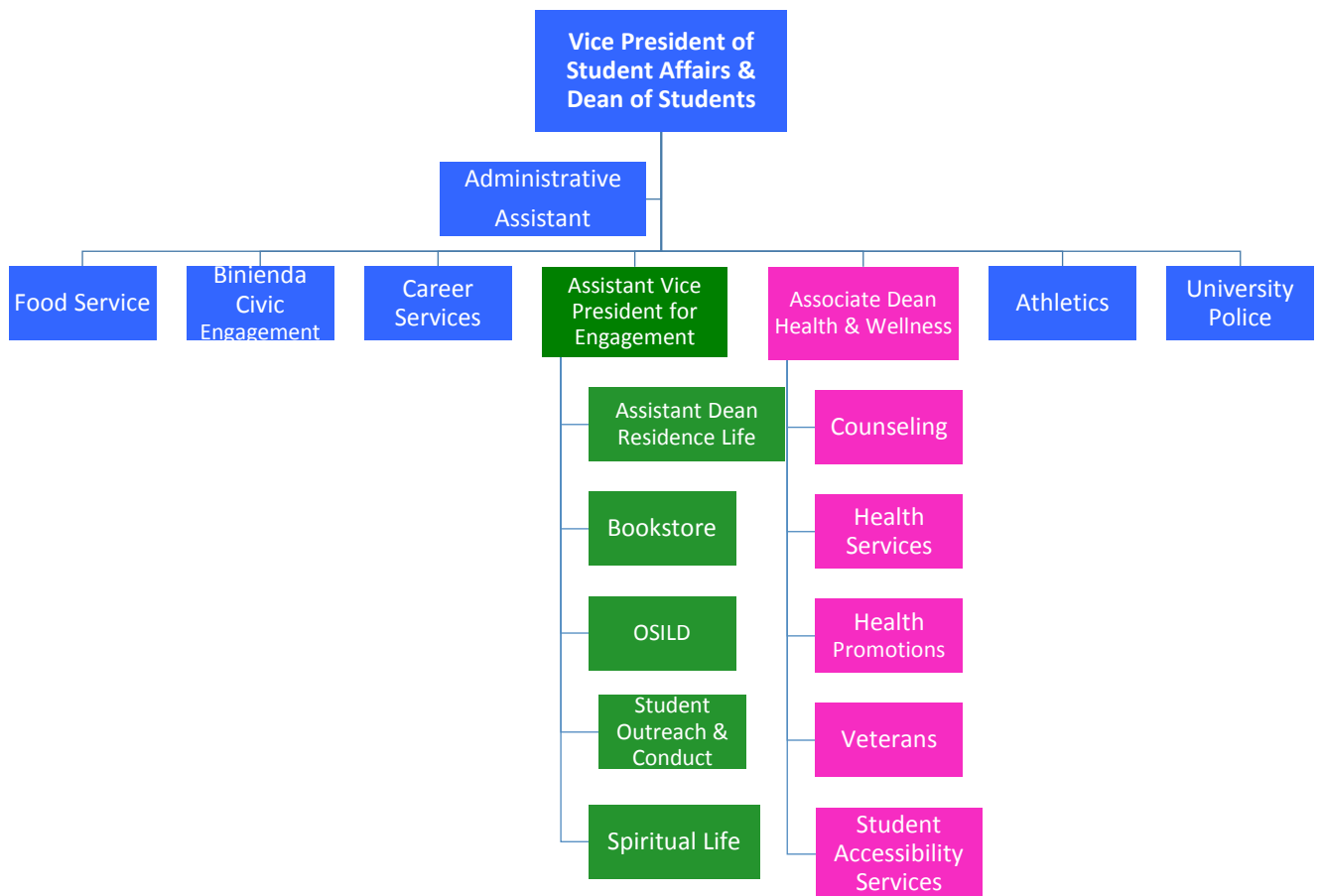
The numbers of direct reports to the VP/DSA are reduced and the Binienda Center for Civic Engagement becomes a direct report.

Engagement Cluster

The engagement cluster is designed to encourage collaboration among departments, create new ways for students to engage at the university and provide opportunities for students to gain leadership and the soft skills needed to succeed in the world. Residence life, OSILD, Conduct and Student Support will be part of this cluster. Hire an Assistant Vice President of Engagement to supervise the cluster.

Wellness Cluster

Shift the reporting lines of the office of student accessibility, and the military and veterans' services departments to the supervision of the assistant dean of counseling and health services. Promote the assistant dean to an associate dean.



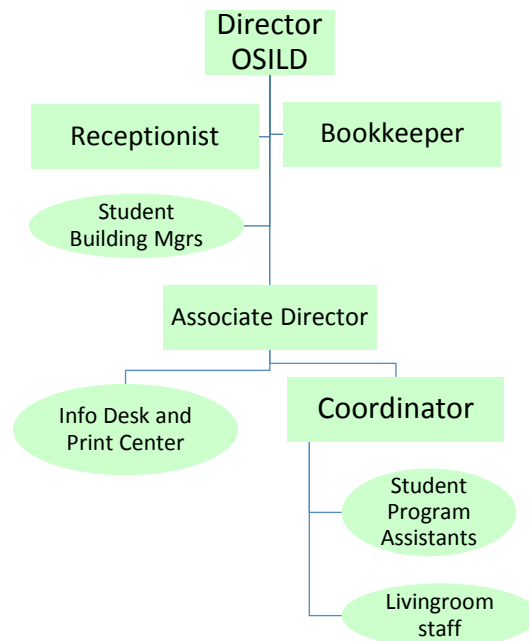
Office of Student Involvement and Leadership Development (OSILD)

OSILD operates a solid comprehensive traditional student activities program. Students now want access to information 24/7, they want to be able to click on an app and register for an event, receive information through Instagram and texts, add leadership titles to their resumes, and graduate with a job in hand.

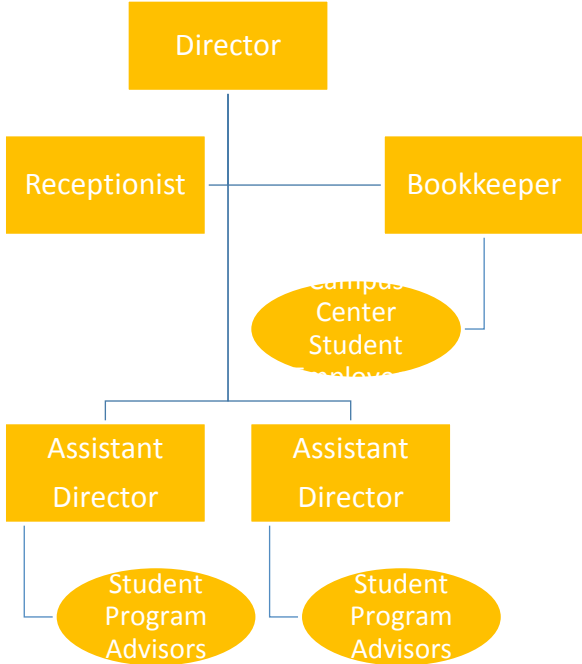
Recommendations OSILD

- Hire a new assistant director.
- Schedule a one or two day planning retreat to plan how to respond to the changing needs of students to want information 24/7.
- Investigate new platforms for student organization management for FY19 purchase
- Revamp the current student employee model. Hire and train students to be event assistants to replace the Program Coordinator model. Cross-train all student center employees and add event management duties to their positions.
- Creating a central business center/hub for students and student organizations.
- Conduct in depth assessment of the demographics and participation by club and organization leadership.
- Develop academic credit bearing internships for students in OSILD
- Create a committee to enhance the aesthetics of the campus center and redesign the space where the OSILD offices are located

Current OSILD organization chart. This includes the 90+ student employees depicted in the ovals.



New Model For OSILD



Residence Life

The department of residence life and housing is well staffed and has been led by a competent team of two professionals for many years.

The department has not been at 100% bed capacity in the fall for the past two years in part because the newest residence hall was built with a capacity that over time would financially breakeven but not for many years.

Recommendations

- Residence life must create a recruitment and retention plan for housing that the director is accountable for implementing.
- The director should be expected to identify ways to raise revenues if there are vacancies (ex: charge additional fees for seniors in double rooms).

Career Services

The office of career services is poised to begin implementing new programs and initiatives that will enhance services provided to students

Recommendations

- The space where the career services offices are located need reorganization, better signage and gatekeeper support from the student affairs office so that students and employers are greeted upon arrival.
- Increase operational funds from current 15K to 40K which is average for career centers of similar size.
- First Destination Data: Employ a variety of methods of collecting this information (social media trolling, asking faculty, surveys before graduation). Articulate the importance of collecting this information to students, faculty and families and promote the outcomes survey in new student orientation, internship courses and in capstone classes. Collect and promote graduate school data
- Communicate regularly and directly with WSU alumni about specific needs for programs, speakers and volunteers.
- Offer to accompany the alumni/advancement team on the road to offer mini-networking sessions, resume refreshers etc.

Division Recommendations

- Redefine what leadership development is. Identify the core competencies that the division values and how these competencies can be delivered to all WSU students (student employees in work-study jobs, athletes, orientation leaders, student leaders, interns, tutors etc.).
- Identify and articulate the division's vision and message this to the community.
- With 52% of the incoming first year class identified as first generation, on-going support, education, and help with navigating college is essential. A media campaign, social norming project and/or initiative that keeps this information in front of faculty and staff and messaging to students might be of value.
- Create collaborations and partnerships in and outside of the division.

Appendix: New Job Descriptions

OFFICIAL TITLE:
Student Affairs

Vice President of Student Affairs and Dean of

SUPERVISION RECEIVED: President

SUPERVISION EXERCISED: Subordinate Student Affairs Division Personnel

General Statement of Duties: The position requires leadership initiatives and execution of programs, policies and procedures that will enhance the personal and intellectual development of students. The Vice President of Student Affairs and Dean of Student Affairs will collaborate with the academic personnel of the University to ensure students' personal, cultural, citizenship and leadership development as integral parts of their intellectual development. The Vice President shall be responsible for providing a quality residential life, affordable housing and food service for resident students and a quality campus life and health service programs for all students; organize programs that will promote an educational, social and cultural atmosphere in the residence halls and on campus. The Vice President will focus equal attention on the development and co-curricular activities for the community students. Through the Director of Athletics, the Vice President shall develop and organize varsity intercollegiate, extra and intramural athletics, sports and wellness programs. The Vice President shall also be responsible for the student governance activities of the campus.

Responsibilities:

(E) = Essential

1. (E) Responsible for the planning, direction and supervision of the following units: housing, food and health services; college bookstore; athletics, sports and wellness programs; student activities, student government; commuting student programs; multicultural affairs; career services and disability services.
2. (E) Responsible for the preparation of the division's budget.
3. (E) Represents the University at community and professional meetings.
4. (E) Provides professional leadership in recruitment, promotion, and general evaluation of staff members in the areas of the student development division.
5. (E) Plans policies and procedures in all areas of the student development division.
6. (E) Responsible for the administration and maintenance of a comprehensive cultural and social environment designed to enhance the total development of students.
7. (E) Reviews policies and procedures related to student government, other student organizations, and student media.
8. (E) Administers student discipline (with requisite standards governing conduct), including the management of students living in University housing.

9. (E) Collaborates with the division of Academic Affairs in promoting the retention and student success programs.
10. (E) Implements policies, procedures and regulations established by the Board of Trustees, which are related to student development.
11. (E) Responsible for planning, coordinating and supervising all professional and staff development programs related to student development division.
12. (E) Demonstrates civility and professional, customer-service oriented behavior, worthy of emulation by other staff and students.
13. (E) Responsible for contributing to the WSU Strategic Plan.
14. (E) Responsible for contributing to Equal Opportunity/Affirmative Action objectives.
15. Performs other duties as assigned.

Required Qualifications:

1. Master's degree in a related field Five (5) years of experience in student services, including at least three (3) years in an administrative position at the rank of Associate Dean of Student Affairs or above.
2. Experience in a residential and commuting campus environment.
3. Experience with budget and human resources management.
4. Successful record of working with students.
5. A record of effective leadership in student service activities.
6. Demonstrated ability to work effectively and cooperatively with administrators, faculty and staff.
7. Familiarity with grants and funding opportunities.
8. Demonstrated aptitude for serving as a senior officer of an urban state university.
9. Evidence of ability to communicate effectively with the various constituencies of an urban state university.

Preferred Qualifications:

1. Doctorate in related field

OFFICIAL TITLE: Assistant Vice President of Student Engagement

SUPERVISION RECEIVED: Vice President of Student Affairs and Director of Student Affairs

SUPERVISION EXERCISED: Subordinate professional, classified and student personnel within Residence Life, Community Standards/Student Support, Student Involvement and Leadership Development, Bookstore, and Spiritual Life.

General Statement of Duties: Reporting to the Vice President of Student Affairs, the AVP of Student Engagement supports the mission of the division and provides leadership, direction, and forward thinking to enhance the position of the division in cutting edge initiatives and programs. **Core Responsibilities:** Supervision and development of a team (including professional development); assessment of programs and outcomes, marketing and promotion of division resulting in enhanced student engagement. The AVP will envision, develop, implement, and assess a comprehensive portfolio of co-curricular offerings including, residential education, student leadership, community standards and spiritual life. Actively partners with academic affairs to create linkages throughout the entire student affairs division. Actively support, promote, and participate in student wellness and diversity and inclusion initiatives as they relate to increasing the retention of students.

Responsibilities:
(E) = Essential

16. (E) Supervise Engagement Cluster departments including Residence life, Community Standards/Student Support, Office of Student involvement and Leadership Development (OSILD), Bookstore, and Spiritual Life.
17. (E) Serve as the Title IX Coordinator for students and as an appeal officer for policy violations; responsible for organizing training for Title IX investigators and university faculty, staff, and students per federal regulations.
18. (E) Oversee the receipt, investigation and resolution of complaints of sexual violence, sexual and gender-based harassment, domestic and dating violence, stalking and retaliation by students and others protected under federal and state regulations and/or the university's EEO plan. Where appropriate, may conduct complaint investigations. Maintain current knowledge of laws, policies, procedures, and best practices as they relate to Title IX issues.
19. (E) Serve on Behavioral Intervention Team (BIT).
20. (E) Chairs one or more of the division's committees/task forces (e.g. staff development, assessment, new program development etc.)
21. (E) Lead the development and delivery of a comprehensive leadership programming strategy that targets individual students, as well as current and aspiring student leaders.
22. (E) Build a team that works seamlessly to develop programs.
23. (E) Serve in administrator on-call duty rotation.
24. (E) Coordinate staff development initiatives for the division.

25. (E) Set a vision to market and promote the division through social media, website, and print materials.
26. (E) Facilitate on-going assessment activities and data collection of the division.
27. (E) Promote and support diversity and inclusion initiatives as they relate to the student experience.
28. (E) Provide leadership and oversight of orientation for new students and families and continuing orientation through the fall semester.
29. (E) Initiate and develop new programs that promote student success out of the classroom through competency based transcripts, first gen programming etc.
30. (E) Facilitate a student leadership model initiative across campus with Athletics, OSILD, Res Life, and Student Employment that provides core competencies.
31. (E) Create intentional partnerships across campus.
32. (E) Oversee an analysis of centralized student leadership hiring (RA's, OL's, Peer Mentors,) and training.
33. (E) Partner with academic departments to create and enhance specific programming for first year and sophomore students.
34. (E) Demonstrates civility and professional, customer-service oriented behavior, worthy of emulation by other staff and students.
35. (E) Responsible for contributing to the WSU Strategic Plan.
36. (E) Responsible for contributing to Equal Opportunity/Affirmative Action objectives.
37. Performs other duties as assigned.

Required Qualifications:

1. Master's Degree
2. 8-10 years of related experience
3. Supervision experience
4. Title IX/Investigator skills
5. Knowledge of student development theory, legal issues, and program development.
6. Must have excellent leadership, diplomacy, and team management skills with the ability to engage others through a participative process, while serving as key decision maker.
7. Must have a demonstrated commitment to working with a diverse and inclusive student body, faculty, staff, and other constituents.
8. Must have strong project and program management and evaluation skills.
9. Ability to establish and maintain collaborative relationships with faculty, administration, staff, parents and alumni.
10. Work independently to solve problems; looks for opportunities to take on responsibility; takes thoughtful risks; and effectively act on new and ongoing initiatives, objectives, and solutions to gain sought-after results.
11. Anticipates and effectively handles change; demonstrates willingness to try new skills and challenging tasks; and is flexible in changing conditions.

Preferred Qualifications:

1. Doctorate
2. Direct experience in Student leadership, residence life, orientation, and/or conduct preferred

OFFICIAL TITLE: Associate Dean for Health and Wellness

SUPERVISION RECEIVED: Vice President of Student Affairs and Dean of Student Affairs

SUPERVISION EXERCISED: Subordinate counseling services, health services, health promotion, student accessibility services and veteran's affairs personnel.

General Statement of Duties: The Associate Dean for Health and Wellness is responsible for ensuring that all students have access to health and wellness services in a supportive environment. The incumbent will oversee all areas of health and wellness, including Counseling Services, Health Services, Health Promotions, Veteran's Services, and Student Accessibility Services. In this role, the Associate Dean will manage a case load of students within Counseling Services. On a larger scale, they will plan and implement policies and procedures to keep the division current with federal, state, and local laws, best practices, and effective trends.

Responsibilities:
(E) = Essential

38. (E) Plans and implements policies, procedures, and activities within the Student Affairs Division, specifically as they relate to the Health and Wellness departments.
39. (E) Provides personal counseling services to students as requested and/or during emotional crisis.
40. (E) Provides consultation services to members of the university and community agencies.
41. (E) Supervises the staff of the Counseling Center, Health Services, Health Promotions, Student Accessibility Services, and Veteran's Affairs departments.
42. (E) Coordinates and assists in the mental health related training for RA's, classified, and paraprofessional staff (including interns) assigned to the area, as well as various student leader groups.
43. (E) Participates in the coordination of mental health and wellness educational programs on campus.
44. (E) Establishes effective liaison with one and off campus agencies and academic departments to or from which students may be referred.
45. (E) Assists with the planning and implementation of student orientation.
46. (E) Participates on committees and in research and professional development activities.
47. (E) Represents the university at community and professional meetings.
48. (E) Facilitates support groups, workshops as needed, and assists in the training of the RA's, peer educator and orientation of staff members.
49. (E) Prepares and administers the Counseling Center and Health and Wellness budgets.
50. (E) Demonstrates civility and professional, customer-service oriented behavior, worthy of emulation by other staff and students.
51. (E) Responsible for contributing to the WSU Strategic Plan.
52. (E) Responsible for contributing to Equal Opportunity/Affirmative Action objectives.
53. Performs other duties as assigned.

Required Qualifications:

1. Master's degree in counseling or related field from an accredited institution.
2. Three (3) years of professional counseling experience in an academic, clinical, or social service setting.
3. Knowledge of higher education principles, practices, and procedures.
4. Personality and general attitude compatible with those who they are to be associated.
5. Ability to express self in oral and written communication.
6. Ability to supervise personnel of various backgrounds

Preferred Qualifications:

1. Doctorate in related field

OFFICIAL TITLE: Staff Associate/Manager of Student Support and Conduct

SUPERVISION RECEIVED: Assistant Vice President of Student Engagement

SUPERVISION EXERCISED: Indirect supervision of hearing officers, graduate assistant(s), and student employees

General Statement of Duties: Reporting to the AVP of Student Affairs, the Manager of Student Support and Conduct is responsible for serving as an advocate, troubleshooter and ombudsperson for all students at the university. The Manager of Student Support and Conduct, coordinates student conduct at the university (supporting, managing and training hearing officers on process and Maxient), facilitates the BIT team, annual update of the student handbook, code of conduct, and website.

Responsibilities:

(E) = Essential

54. (E) Meet daily with students referred to the office and self-referred.
55. (E) Coordinate with offices on campus (bookstore, financial aid, registrar, accessibility services, residence life, retention office, multicultural programs to connect students with appropriate assistance.
56. (E) Advise students on a broad array of issues, including, but not limited to, concerns relating to professor/student conflicts, how to get involved on campus, finding a job on campus, assists with resolving outstanding balances.
57. (E) Advise students on course of action, how to handle a situation and whether to pursue a complaint. Provide creative systemic solutions to concerns.
58. (E) Assists the Office of the Vice President to distribute Emergency Funds and MSCBA Housing Grant Monies.
59. (E) Analyze trends or recurring issues and, if possible, make recommendations for changes in policies and procedures
60. (E) Collect data on numbers and types of visits
61. (E) Accurately document student meetings and interventions in order to allow for continuity of care
62. (E) Responsible for updating departmental manuals, guides, forms, and website content and compiling assessment of survey results and training evaluations.
63. (E) Facilitate the weekly BIT intervention team meetings. Track information in Maxient, provide support and assist with marketing to faculty and staff on the use of the program and serves as a direct contact to reporters.
64. (E) Responsible for coordination of charges, sanctions and gathering of Review Boards in conjunction with the Deputy Title IX Coordinator for all student-to-student Title IX cases.

- 65. (E) Administers the campus conduct process including informal hearings, dispositions, sanctions and disciplines; forwarding the conduct cases to the conduct board and the AVP following the conduct process guidelines.
- 66. (E) Monitors, coordinates assignments of cases, and handles all facets of the conduct process involving each case, including, but not limited to: incident reports, paperwork, responses, etc.
- 67. (E) Develops and updates the Worcester State University “Code of Conduct and the Conduct System” section of the Student Handbook.
- 68. (E) Updates and oversees the publishing of campus policies which pertain to student conduct.
- 69. (E) Trains and oversees all hearing officers, Conduct and Appeal Board members.

- 70. (E) Develops and facilitates educational programs for residents, staff and WSU community regarding the conduct system and campus policies.
- 71. (E) Trains Resident Assistant staff in matters related to student conduct.
- 72. (E) Oversees conduct software data collection program and trains appropriate staff in its use.
- 73. (E) Serves on various university committees.
- 74. (E) Demonstrates civility and professional, customer-service oriented behavior, worthy of emulation by other staff and students.
- 75. (E) Responsible for contributing to the WSU Strategic Plan.
- 76. (E) Responsible for contributing to Equal Opportunity/Affirmative Action objectives.
- 77. Performs other duties as assigned.

Required Qualifications:

- 10. Master’s degree preferred in Student Development or related field.
- 11. Demonstrated experience in student conduct and/or experience within a conduct system.
- 12. Demonstrated experience in staff training theory and practice.
- 13. Demonstrated experience in mediation/conflict resolution (preferred).
- 14. Demonstrated awareness/sensitivity in promoting celebration/understanding of diversity.

REORGANIZATION OF DIVISION OF STUDENT AFFAIRS

The reorganization of the Student Affairs Division is anticipated to be cost neutral, notwithstanding the restoration of a Vice President titled to lead the Division. Increases in salary for the promotion of the *Assistant Dean of Students and Director of Counseling Services to Associate Dean of Health and Wellness* and the filling of the vacant *Associate Dean of Student Affairs as an Assistant Vice President for Student Engagement* will consume the excess funds that were obtained from the reorganization of the Office of Student Involvement and Leadership Development. (Please refer to diagram A and B)

Diagram A – STUDENT AFFAIRS

STUDENT AFFAIRS CURRENT	Present Salary	STUDENT AFFAIRS PROPOSED	Proposed Salary	Salary Adjustment
Assistant Dean	\$ 98,423.00 to	Associate Dean	\$ 106,959.00	\$ 8,536.00
Associate Dean (vacant)	\$ 117,009.00 to	*Assistant Vice President (vacant)	\$ 120,000.00	\$ 2,991.00
Total:	\$ 215,432.00		\$ 226,959.00	\$ (11,527.00)
			Difference Savings from OSILD	\$ 11,527.00

*Looking at salary comparisons of assistant vice presidents on campus, as well as positions of dean, associate dean, assistant dean and directors, the \$120,000 salary is a competitive and fair wage for this position.

Diagram B – (OSILD) STUDENT INVOLVEMENT AND LEADERSHIP DEVELOPMENT

STUDENT INVOLVEMENT AND LEADERSHIP DEVELOPMENT	Present Salary	STUDENT INVOLVEMENT AND LEADERSHIP DEVELOPMENT PROPOSED	Proposed Salary	Salary Adjustment
Assistant Dean (vacant – retirement)	\$ 96,895.00	*Position Eliminated		
Assistant Director	\$ 64,554.00 to	Director	\$ 75,000.00	\$ 10,446.00
Assistant Director (vacant)		Assistant Director (vacant)	\$ 62,000.00	
Staff Assistant	\$ 49,078.00 to	Assistant Director	\$ 62,000.00	\$ 12,922.00
Clerk IV	\$ 40,700.00	Clerk IV – No Change	\$ 40,700.00	-
Clerk IV	\$ 39,225.00	Clerk IV – No Change	\$ 39,225.00	-
Total:	\$290,452.00	Total:	\$278,925.00	\$ 11,527.00

*Savings from position eliminated - \$96,895.00 - \$10,446.00 - \$12,922.00 - \$62,000.00 = \$ 11,527.00

Diagram C - VICE PRESIDENTS' COMPENSATION COMPARISON

Provost/Vice President	Academic Affairs	\$ 183,600.00		
Vice President	Administration & Finance	\$ 181,082.96		
Vice President	Enrollment Management	\$ 160,000.00		
Vice President	University Advancement	\$ 181,092.96		
*Dean	Student Affairs	\$ 142,800.00	to	Vice President * \$ 160,000.00 (\$17,200.00) salary adjustment

*Not included in savings from reorganization- will require budget allocation by President

Diagram D – DEAN'S COMPENSATION COMPARISON

Dean	School of Education, Health and Natural Sciences	\$ 143,850.00		
Dean	School of Humanities and Social Sciences	\$ 138,000.00		
Dean	Student Affairs	\$ 142,800.00	see above **promotion to VP	

**This promotion is an essential element of this reorganization. Dean Kazarian maintains equal responsibility to the other four vice presidents. Her compensation is significantly lower than her counterparts and should be adjusted accordingly – Diagram C. Salary was appropriately in line with other dean on campus – Diagram D.



WORCESTER
S T A T E
UNIVERSITY

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

March 14, 2018

Ms. Julie Kazarian
1100 Mammoth Rd.
Dracut, MA 01826

Dear Ms. Kazarian,

I am pleased to offer you promotion to the position of Vice President for Student Affairs and Dean of Students, effective March 25, 2018. As such your salary will be increased in two installments, with the first installment taking effect with the promotion and the second installment taking effect on July 1, 2018. Therefore, your annual salary will be increased to \$151,400.00 on March 25, 2018 and increased to \$160,000.00 on July 1, 2018. 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 March 20, 2018.

As with your current position, 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 President 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.

Thank you for your continued hard work and dedication to Worcester State University. Please indicate your acceptance of this offer by signing below and delivering a copy to Human Resources within 3 business days.

Sincerely,

Barry M. Maloney
President

I accept the offer of promotion to Vice President for Student Affairs and Dean of Students and agree to the terms as stated above.

Ms. Julie Kazarian

Date

Cc: Susan L. Moore, Director of Human Resources
Cc: Personnel File

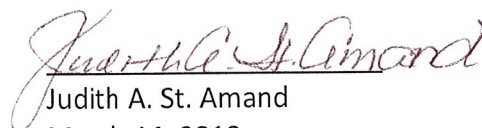
Full Board Meeting March 20, 2018



NOTICE

A MEETING OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL BE HELD ON TUESDAY, **MARCH 20, 2018**, AT 6:30 P.M. IN THE PRESIDENT'S CONFERENCE ROOM, 2ND FLOOR OF THE HELEN G. SHAUGHESSEY ADMINISTRATION BUILDING.

1. CALL TO ORDER
2. VOTES
3. APPROVAL OF MINUTES - January 9, 2018
4. CHAIR OF THE BOARD UPDATE
 - A. Charge to HR Committee – Presidential Evaluation
Memo from Commissioner – 2/15/2018
5. PRESIDENT'S REPORT
 - A. *Students' Grassroots Campaign*
 - B. Proposal for Clinical Doctoral Degree in Occupational Therapy
 - C. NERCHE (New England Resource Center for Higher Education)
 - D. Campus Climate Committee's Executive Summary
6. PERSONNEL – DELEGATION OF AUTHORIZATION
 - A. MA General Laws, Chapter 15A, Section 22
7. HUMAN RESOURCES COMMITTEE REPORT
8. OTHER BUSINESS
9. ADJOURNMENT


Judith A. St. Amand
March 14, 2018

Upon a motion made and seconded, it was

VOTED: to approve the minutes of January 9, 2018 as submitted.

Upon a motion made and seconded, it was

VOTED: to state, restate, confirm and ratify the delegations of the Board's powers pursuant to G.L. C. 15A, §22, to the president of the university to make personnel determinations, including, but not limited to, the authority to provide notice and to non-renew and terminate non-tenured faculty of the university.

Upon a motion made and seconded, it was

VOTED: to accept the report of the Finance & Facilities Committee and approve the Federal Audit Report/Financial Statements for FY'17 as presented.

Upon a motion made and seconded, it was

VOTED: to accept the report of the Human Resources Committee and approve the following title changes:

- **Associate Dean of Student Affairs to Assistant Vice President for Student Engagement, and**
 - **Dean of Student Affairs & Chief Student Affairs Officer to Vice President & Dean of Student Affairs**
-

Upon a motion made and seconded, it was

VOTED: to accept the recommendation of the HR Committee, and approve the promotion of Julie Kazarian to Vice President and Dean of Student Affairs based upon the terms described in her letter of appointment dated March 2, 2018.

Upon a motion made and seconded, it was

VOTED: to adjourn the meeting at

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

January 9, 2018

PRESENT: Trustee Maryanne Hammond, Acting Chair
Trustee Lisa Colombo (joined meeting in session)
Trustee Aleta Fazzone
Trustee Karen LaFond
Trustee Dina Nichols
Trustee Amber Suarez
Trustee Marina Taylor
Trustee David Tuttle
President Barry Maloney, Secretary
Ms. Judith St. Amand, Assistant Secretary

ABSENT: Trustee Craig Blais
Trustee Stephen Madaus
Trustee Shirley Steele

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 in the President's Conference room located on the 2nd floor of the Helen G. Shaughnessy Administration Building. Trustee Hammond reported that Chairman Blais requested that in his absence she chair the meeting. Trustee Hammond called the meeting to order at 5:00 p.m.

APPROVAL OF MINUTES

Finance & Facilities

Upon a motion by Trustee Fazzone and seconded by Trustee LaFond, it was

VOTED: to approve the minutes of the November 14, 2017 Finance & Facilities Committee meeting as presented.

Academic Affairs & Student Development

Upon a motion by Trustee LaFond and seconded by Trustee Fazzone, it was

VOTED: to approve the minutes of the November 14, 2017 Academic Affairs & Student Development Committee as presented.

Board Meeting

Upon a motion by Trustee Fazzone and seconded by Trustee Nichols, it was

VOTED: to approve the minutes of the November 14, 2017 Board meeting as presented.

CHAIR OF BOARD UPDATE

- Chairman Blais requested that the Board be informed of Trustee Steele's fall at her home resulting in a broken hip – she is presently in rehab and her contact information will be sent to the trustees
- Trustee Hammond shared Chairman Blais' appointment of Trustee Colombo to the Academic Affairs & Student Development Committee and the Planning & Development Committee

PRESIDENT'S REPORT

- Relative data metrics shared in printed document and will return to divisional narratives in the spring
- In response to the inquiry of several trustees, the following source should be used to obtain information about campus news: <https://news.worcester.edu/> and a direct link to find upcoming campus events open to the public: <http://www.worcester.edu/Event-Calendar/>
- Alumni website includes links to some additional stories and events: <http://alumni.worcester.edu/s/140/start.aspx>.
- Trustee Hammond encouraged members to visit these sites and to attend events of interest to them
- A U-Tube message showcasing the women's basketball team and their "Math Madness" event was viewed – game was between WSU and Western New England College and was designed to offer the students an opportunity to work on math skills – each student was given a packet with questions on scores, court dimensions, player statistics and other math equations – students were from May Street School, Chandler Magnet School and Forest Grove Middle School and were joined by their teachers and principals
- President and Chairman Blais are working on rescheduling a date for the BOT Retreat that was cancelled and also agenda items – information will be shared with the Board once a date is confirmed
- Application was filed today for a clinical doctorate in Occupational Therapy that is now required for the profession
- This is the first application filed by WSU under University status – Board will be kept updated
- Presently, the undergraduate and masters programs are successful on campus – but without this clinical doctorate undergraduate program will be significantly impacted since the master's program will be eliminated
- This clinical doctorate is not equivalent to a Ph.D. or an Ed.D.
- Recent article relative to the need for the construction of new Student Center was reviewed and it was stressed to the Board that such a capital project would not take place in the very near future
- Request is for a study to look at all adaptation projects that would be needed to bring the building to code - serious consideration would need to be given to renovation vs. demolition
- Main focus is still on the renovations to the May Street Building and will continue to be top priority

INFORMATIONAL ITEMS

Report to Alumni Board

Trustee Hammond reported that she provides to the Alumni Board a summary of the activities of the trustees – she serves at the Trustee Liaison to the Alumni Board – copy of document provided in packet for trustees information

Admissions Snapshot

President Maloney reviewed the information contained in the President's Report as well as the figures contained in the meeting packet

Goal is to meet or slightly increase number projected for spring semester

Final figures should be available next month and a report will be provided to the trustees for the March meeting

Higher Education Capital Project Funding FY19 – Definitions & Guidelines

Explanation provided under President's Report – reported from T&G followed up with story regarding the Student Center and May Street Building. Story was a result of seeing this agenda item

Trustee Colombo joined the meeting ----

APPROVAL OF SABBATICAL LEAVE – Dr. Randall Tracy

- Dr. Tracy's original request for a sabbatical leave for Fall Semester 2018 was approved by the Academic Affairs & Student Development Committee on November 14, 2017
- During the period following the meeting and the convening of the full Board meeting a question was raised relative to the six-year eligibility requirement between leaves and the administration recommended action by the Board be tabled on this proposal at the November 14th meeting
- Since that time, the eligibility requirement was clarified and Dr. Tracy contacted the department chair to seek approval to change the request for a sabbatical leave from Fall Semester 2018 to the Spring Semester 2019
- Provost Wims, with the approval of the department chair, recommended to the President the approval of a Sabbatical Leave for the Spring Semester 2019 at full salary for Dr. Randall Tracy, Department of Biology

Upon a motion by Trustee Nichols and seconded by Trustee Fazzone, it was

VOTED: to approve a sabbatical leave for the Spring Semester 2019 at full pay for Dr. Randall Tracy of the Biology Department.

HONORARY DEGREES

- Trustees were provided a copy of materials pertaining to item #7 on the agenda
- President reported that the Darnell Williams was previously recommended for inclusion in the List of Speaker & Awards nominees
- President wanted the trustees to be aware that the recommendation for Robert O'Brien '58, has not been vetted through the normal process and is being brought forward due to extenuating

circumstances – President Maloney strongly supports this recommendation and assures the Board that Mr. O’Brien meets all criteria for this award

- He is and has been a major supporter of Worcester State naming the following as a few:
 - Established many scholarships, more than any other family
 - Provided a major gift for the naming of the Education Department in memory and honor of his late wife, Barbara Hickey O’Brien ’57
 - Five years ago, started The Next Big Idea Contest which celebrates entrepreneurship and creative thinking at WSU, challenging the students to take their business ideas from wishful thinking to actual plans. Winners receive their share of \$5,000 in prizes to support development of their plans
- Based on his incredible accomplishments as a business leader, philanthropist and advocate for WSU and its students, Vice President Thomas McNamara respectfully requested President Maloney and the Board to consider the request to award Robert O’Brien an honorary degree.
- Due to a question of his personal wellbeing, it is possible that the degree, if approved, may be awarded at Academic Achievement Awards Ceremony in April or at the undergraduate Commencement in May (his reunion will be that weekend)

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

VOTED: to approve the awarding of the following honorary degrees:

Darnell Williams, Doctor of Humane Letters, *Honoris Causa*, at Undergraduate Commencement on May 19, 2018, and

Robert K. O’Brien, Doctor of Humane Letters, *Honoris Causa*, at either the Academic Achievement Awards Ceremony in April 2018 or at the Undergraduate Commencement on May 19, 2018


OTHER BUSINESS

- Patrick Hare will be contacting all trustees tomorrow to change their expiring passwords for their iPads
- Will also try to confirm convenient date for the Retreat

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

VOTED: to adjourn the meeting at 5:40 p.m.

Respectfully submitted,


Judith A. St. Amand
Assistant Secretary

WORCESTER

STAFF. St. Amand, Judith <jstamand@worchester.edu> UNIVERSITY

Fwd: FY2018 Presidential Evaluations— Timeline and Statewide Priorities

Judith St. Amand <Judy.StAmand@worchester.edu>

Tue, Feb 20, 2018 at 10:59 AM

To: "Judith St. Amand" <jstamand@worchester.edu>

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

From: Barry Maloney <bmaloney@worchester.edu>

Date: Thu, Feb 15, 2018 at 9:28 PM

Subject: Fwd: FY2018 Presidential Evaluations— Timeline and Statewide Priorities

To: "Judy St. Amand" <jstamand@worchester.edu>, Nikki Kapurch <nkapurch@worchester.edu>, Craig Blais <cblais1@worchester.edu>

Sent from my iPhone

Begin forwarded message:

From: Commissioner Santiago Commissioner@dhe.mass.edu>

Date: February 15, 2018 at PM EST

To: DHE-DL - State College BOT Chairs <statecollegechairs@dhe.mass.edu>, DHE-DL - Community College BOT Chairs <ccbotchairs@dhe.mass.edu>

Cc: DHE-DL - Community College Presidents <CCPresidents@dhe.mass.edu>, "DHE-DL - State College Presidents" <SCPResident@dhe.mass.edu>

Subject: FY2018 Presidential Evaluations— Timeline and Statewide Priorities

MEMORANDUM

TO: Community College and State University Board Chairs

FROM: Carlos E. Santiago, Commissioner

cc: Community College and State University Presidents

DATE: February 15, 2018

SUBJECT: FY2018 Presidential Evaluations— Timeline and Statewide Priorities

The purpose of this memorandum is to outline the process and timeline for conducting presidential evaluations this year, and to provide you with a summary of BHE statewide and system priorities for academic year 2017-2018.

Data Dashboards: Consistent with the BHE Presidential Evaluation guidelines, we will be providing you with "Data Dashboards" for the purpose of informing your strategic planning and evaluation process. These dashboards will include campus- and segment-level data summarizing institutional performance with respect to the various statewide metrics. As you may recall, last year we shifted away from the hardcopy format of DHE Data Dashboards and made dashboards available to you in an online, interactive format. We also abbreviated and streamlined the data included in the dashboards to include a more user-friendly and flexible format. I have heard that the new format was received well, so we will continue to use and expand upon that model. We anticipate that these online dashboards will be live and available to view in late March.

As you may know, the Department and campuses are in the midst of a yearlong review of the Performance Measurement System, with new performance metrics, benchmarks and peers set to debut this Fall in an online, interactive report similar to these dashboards. We look forward to rolling out this new initiative, which is expected to help inform next year's presidential evaluation process.

Presidential Evaluations Timeline: In prior years, the deadline for boards to complete and submit their presidential evaluations was mid-October. However, last year we advanced the deadline for the completion and submission of presidential evaluations from October to June, but did allow for some exceptions on a case-by-case basis after taking into account local board meeting schedules and other competing priorities. I found last year's timetable and exception process to be effective, and am not aware of any significant problems. Accordingly, 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 and Government Relations Matt Noyes (MNoyes@dhe.mass.edu or 617-994-6934).

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 discussions with presidents proved, from my perspective, to be very helpful in understanding each 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 statewide priority objectives).

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 some 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.

2017—2018 BHE Statewide Priority Objectives: Under the BHE's Presidential Guidelines, one of my responsibilities as Commissioner is to inform presidents and trustees of the system-level (i.e., statewide) objectives of the BHE for academic year 2017-2018. As in prior years, the three main system-level objectives that I specifically ask each local Board of Trustees to consider in their written evaluations of presidents this year include the "Big Three" priorities: 1) making college more accessible and affordable for all Massachusetts residents; 2) closing gaps in student opportunity and achievement; and 3) improving college completion rates. I am interested in seeing in your written submissions examples of specific programs and initiatives that promote these three system-level priorities, as well as an assessment of your respective presidents' participation and leadership in this regard.

To help put this in context, we have prepared the attached document that summarizes the BHE's "SystemLevel Strategic Framework." At the top of the document you will see a summary of the "Big Three" Statewide Priority Objectives. In addition, the bottom left hand corner of the document lists the strategies that BHE will use to help advance these system-level objectives and hold itself accountable for achieving them. Finally, the bottom right hand corner of the document includes a non-exhaustive list of key focus areas in this regard, as well as examples of campus engagement in particular initiatives that help advance the shared objectives. The contents of the attached document should be familiar to you and your presidents as they are consistent with the general priorities and initiatives that we have been discussing for several years now.

In addition to addressing your respective presidents' work and progress in the area of advancing the "Big Three" Statewide Priority Objectives, through the presidential evaluation process I would like to hear more about what your respective institutions are doing to advance the following two specific initiatives:

- 1) **Campus safety and violence prevention (CSVP):** As you know, in June 2016 the BHE issued a comprehensive report entitled [Securing our Future: Best Practice Recommendations for Campus Safety and Violence Prevention](#). While the report places special emphasis on active shooter incidents and campus sexual assault, the recommendations in the report are equally applicable to other safety risks or considerations our campuses face, including troubling campus hate and bias incidents which are being reported with increased frequency on our campuses. We rolled out the report during our statewide CSVP conference last September 2016, and in doing so we asked institutions to focus on three priorities within this initiative: 1) strategic planning (e.g., ensuring that security concerns are considered at every level of governance and embedded in campus culture); 2) conducting campus climate surveys;

and 3) expanding training and awareness programs. Through the presidential evaluation process, please share whether and how your institution has implemented the BHE's best practice CSVP recommendations, including any particular programs or initiatives you wish to highlight.

2) Increasing diversity in leadership positions: During its Fall retreat the BHE asked me to consider the extent of diversity among our campus leadership and to review BHE and DHE policies and practices with the goal of ensuring that we are doing all that we can in the area of diversity and inclusion. To that end, I would like to hear from each of you regarding efforts to diversify your senior leadership team. Commentary on overall progress to diversify your faculty and staff would also be helpful in this context.

Thank you for your attention to these matters and for all your good work on behalf of Massachusetts public higher education.

Judith St. Amand
Special Assistant to the Board of
Trustees Worcester State University
jstamand@worchester.edu 508-929-8089
508-929-8191 Fax

2 attachments



Massachusetts Department of Higher Education
One Ashburton Place, Room 1000
Boston, MA 02108
www.mass.gov/dhe

617-725-6100
617-725-6101
www.mass.gov/dhe

image003.jpg 19K

2018-02 BHE Goals for FY18 FINAL.PDF

174K



Massachusetts Department of Higher Education FY18 System-Level Strategic Framework Advancing academic excellence and increasing opportunity for all students

The Big Three: Statewide Priority Objectives

- O Make college more accessible and affordable for all Massachusetts residents. More than 70% of jobs in the Commonwealth now require post-secondary training or degrees. Massachusetts residents who lack these credentials risk being left on the sidelines of the state's high-skilled economy, unable to compete for jobs that pay family-sustaining wages.
- O Close gaps in student opportunity and achievement. Massachusetts public colleges and universities enroll more than 70% of the state's Latinx and African American undergraduates. Yet six years after beginning their studies, fewer than one third of these students earn diplomas. While some public campuses have succeeded in closing one or more persistent gaps, much more work will be needed to bring best practices and proven interventions to scale across the entire system.
- O Improve college completion rates. With declining enrollments and the expected retirement of 660,000 Massachusetts workers in the next decade, the state's public colleges and universities must redouble efforts to increase the number of graduates who enter the workforce with degrees and certificates of value.

We will achieve

these objectives by:

Fostering a more integrated system of public higher education capable of responding to local and statewide needs of students, communities and employers in a coordinated way.

Elevating performance of public higher education with respect to key outcomes.

Developing better integration of public higher education with both the P—12 and workforce sectors.

Enhancing appreciation of higher education as a central asset and competitive advantage of the Commonwealth.

Incubating innovation that transcends traditional approaches to ensure higher quality, better access, more affordability and alignment to the needs of learners throughout life.

Examples of Big Three Campus Engagement

Early College

Early College High School proposals and dual enrollment opportunities designed through K—12/higher ed partnerships

100 Males to College and similar programs targeting opportunity & achievement gaps

College Affordability

Expanded access to and student awareness of system-wide affordability programs such as MassTransfer/ComCom

Multiple placement measures and co-requisite models that transcend traditional remediation

Online Learning & Assessment

Innovative opportunities for students to earn credits through competency-based education and prior learning assessment

Expanded online learning offerings providing non-traditional students better college access, more flexibility

Accountability & Strategic Planning

Strategic planning with BHE to strengthen responsiveness to local and statewide needs for more college graduates

Participation in development of accurate and relevant success metrics through Performance Measurement Review

President's Update

March 2018

President's Message



Nothing can be built without a sound financial foundation, and one of our most important responsibilities is the prudent fiscal stewardship of student and taxpayer dollars. I am thankful to have an Administration and Finance team that takes this principle seriously, and we are fortunate that

Worcester State University is governed by trustees who approach their roles through this lens.

In times of diminished state support (as has been the case for the past several years), a budget is easily eroded by inflationary and other cost increases. This year, the direct reports group and I engaged in a department-level review of every line item over the course of two days, and department representatives highlighted the important work that we do. Our hope was to scrub the entire budget, seeking to find potential areas of inefficiency that we could redirect to other priorities. This process illustrated how efficiently and cost-effectively we approach our work, and we did not find many dollars that were not put to good use.

That said, we are committed to thinking creatively about finding cost savings and efficiencies and, following this year's positioning study, about re-allocating resources to where we will gain a competitive advantage in the years to come. I look forward to embarking on that process in concert with the faculty and staff, as well as with our governing boards.



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PRESIDENT'S OFFICE
Worcester State University
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Worcester, MA 01602
508-929-8000
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Each issue of the **President's Update** will highlight the University's efforts to advance its Strategic Plan. March's focus is on:

Overarching Goal #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.

Action Item: Realize Greater Cost Savings and Efficiencies Through Detailed Review and Planning Processes

The Facilities Department is working with Information Technologies, along with the Capital Planning Subcommittee and the IT Subcommittee, on a classroom technology and furnishing master plan. This project will address the long-term financing and maintenance of the university's classroom technology infrastructures. **(Administration and Finance; Academic Affairs)**

Additionally, brainstorming sessions have begun with the Foundation Real Estate Committee on how to proceed with the development of the May Street property, with the initial goal of creating new academic and multipurpose spaces. **(Administration and Finance; Academic Affairs)**

Finally, the university has begun the Fiscal Year 2019 budget process with a detailed department-by-department review with campus leadership and budget managers. The purpose of this review was to provide a broader understanding of how resources are distributed across the university, opening discussion about operations and financial challenges. **(Academic Affairs; Administration and Finance; Enrollment Management, University Advancement; Student Affairs)**



Action Item: Leverage Technologies and Information Sources to Enhance Recruitment and Customer Service

Leveraging the 2016 initial implementation of customer relations management software (CRM), Worcester State has seen an improvement in the quality and quantity of relational messages that have been sent to prospective students. This has resulted in an increased number of prospective students and a greater number of communications with prospective students. These higher quality communications are a contributing factor in the increased number of Fall 2018 applications (4,527), compared to Fall 2017 (4,255) at this time last year. **(Enrollment Management)**

Career Services has upgraded to a new database for internships and career opportunities. To date, over 150 employers have been assisted in recruiting Worcester State students. **(Academic Affairs, Student Affairs, University Advancement)**

The university is working with Student Government Association (SGA) leaders and staff from the Office of Student Leadership & Development on creating best practices for donation tracking and recording for the upcoming SGA Auction. Card readers will be provided to help process credit donations as easily as possible. **(University Advancement; Student Affairs)**

Action Item: Increase Endowment Growth and Investment Performance

The National Association of College and University Business Officers (NACUBO) Endowment Market Survey was submitted for Fiscal Year 2017. This survey enables Worcester State to compare its endowment growth and investment performance with over 800 institutions located across the nation. Survey results include the following:

- The Worcester State Foundation (WSF) had the third highest growth in market value (as a percentage) among all reporting public and private Massachusetts institutions.
- Among the five Massachusetts state universities reporting, WSF had the highest growth in market value (as a percentage), beating the second highest by 1.5%.
- WSF had the second highest Massachusetts state school endowment reported, second only to UMASS Foundation.
- WSF had the highest growth in market value (as a percentage) of all Central Massachusetts institutions, including WPI, Holy Cross, and Clark University. WSF was ahead of the average of Central Massachusetts institutions by 7.3%. **(University Advancement)**

Action Item: Align Programs and Allocate Resources in Response to Demand and Strategic Priorities

As the Wellness Center approaches its second-year anniversary, information on revenue from outside rentals, fitness offerings, and other sources (memberships, etc.) establishes a baseline for a multi-year plan to target net dollars. These dollars will allow the university to be more strategic with its base operations budget for the facilities. **(Student Affairs and Administration and Finance)**.

The university has been working on securing funding to continue its dual/concurrent/early enrollment efforts. Successful efforts include a \$40,000 Commonwealth Dual Enrollment Program (CDEP) grant from the Massachusetts Department of Higher Education (DHE) and a \$100,000 "100 Males to College" (100 MTC) grant from the Department of Higher Education. Additionally, Worcester State recently has applied for Early College designation from the DHE and the Department of Elementary and Secondary Education (DESE); this is a joint application with Quinsigamond Community College and the Worcester Public Schools. **(Administration and Finance; Enrollment Management; Academic Affairs; the Latino Education Institute; the Office of Multicultural Affairs)**

The university has successfully implemented its first Open Education Resource Initiative that enables faculty to use high quality, no cost educational materials in their course designs. This initiative supports approximately ten faculty per semester in integrating already existing OER materials into their courses and creating new course materials, which become part of national OER resource databases. Student response has been exceptionally positive; for the Fall 2017 and Spring 2018 semester, the university's OER efforts have saved students tens of thousands of dollars in textbook costs. **(Academic Affairs; Library)**



Action Item: Campus-Wide Research Strategy is Underway

The university has begun a planning process to develop a cohesive campus-wide strategy to support faculty and student research. This plan includes the creation of a research landing webpage, with ancillary pages for faculty and students that include funding opportunities from the university and outside sources, along with relevant policies. The plan also contains strategies for expanding external research funding through use of Worcester State funds as seed or matching funds.

University representatives have attended conferences and professional association meetings to gain additional information about federal grant opportunities and to meet with agency representatives to discuss potential research funding for Worcester State.

Internally, University Advancement has made \$10,000 in new funding available for faculty research projects, and Academic Affairs has revamped the Faculty Scholarship and Creative Activity Grant Program to distribute funding more broadly among faculty, provide targeted support to pre-tenured faculty members, and encourage the use of these funds as seed money to attract external funding. Academic Affairs reallocated more than \$20,000 to the Provost's Travel Fund to meet increased requests for funding research/creative activities being pursued at Worcester State. **(Academic Affairs; Administration and Finance; University Advancement)**



Charts, Graphs, Tables

Scholarly Activity (March Forward)

	Metric	October	November	January	March	April	June
Faculty Publications (books, book chapters, peer-reviewed or literary/artistic journal articles)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 11* Running Total: 11**	Period: Running Total:	Period: Running Total:
Faculty Publications (other, including book reviews)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total: 1**	Period: Running Total:	Period: Running Total:
Faculty Presentations (invited academic)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 2* Running Total: 2**	Period: Running Total:	Period: Running Total:
Faculty Presentations (academic or creative conferences/meetings)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 8* Running Total: 8**	Period: Running Total:	Period: Running Total:
Faculty Presentations (other)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 2* Running Total: 2**	Period: Running Total:	Period: Running Total:
Faculty Exhibitions or Performances (includes directing, choreographing, etc.)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total: 1**	Period: Running Total:	Period: Running Total:
Faculty Academic or	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total:	Period: Running Total:	Period: Running Total:

President's Update

Creative Prizes Won					Running Total: 1*		
Faculty Media and Other Interviews	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total: 1*	Period: Running Total:	Period: Running Total:
Graduate Student Publications, Exhibitions, and Performances (all)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 0* Running Total: 0**	Period: Running Total:	Period: Running Total:
Graduate Student Presentations (all)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 0* Running Total: 0**	Period: Running Total:	Period: Running Total:
Graduate Student Academic or Creative Prizes Won	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 0* Running Total: 0**	Period: Running Total:	Period: Running Total:
Undergraduate Student Publications, Exhibitions, and Performances (all)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 5* Running Total: 5*	Period: Running Total:	Period: Running Total:
Undergraduate Student Presentations (all)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 0* Running Total: 0*	Period: Running Total:	Period: Running Total:
Undergraduate Student Academic or Creative Prizes Won	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 4* Running Total: 4*	Period: Running Total:	Period: Running Total:

Faculty/Student Scholarly Activity (total)	Total Number	Period: 44 Running Total: 44	Period: 45 Running Total: 89	Period: 41 Running Total: 130	Period: 36* Running Total: 36**	Period: Running Total:	Period: Running Total:
External Funds Invested in Scholarly Activity (public)	Total \$ Amount	Period: \$171,181* Running Total: \$171,181	Measured quarterly only	Period: \$139,028* Running Total: \$310,209	Period: \$0* Running Total: \$310,209	Period: Running Total:	Period: Running Total:
External Funds Invested in Scholarly Activity (private)	Total \$ Amount	Period: \$0* Running Total: \$0	Measured quarterly only	Period: \$0* Running Total: \$0	Period: \$5,480* Running Total: \$5,480	Period: Running Total:	Period: Running Total:
External Funds Invested in Scholarly Activity (total)	Total \$ Amount	Period: \$235,181 Running Total: \$235,181	Measured quarterly only	Period: \$141,028 Running Total: \$376,209	Period: \$5,480 Running Total: \$381,689	Period: Running Total:	Period: Running Total:

*Reporting mechanism still being developed.

**Running totals begun for March BOT report.

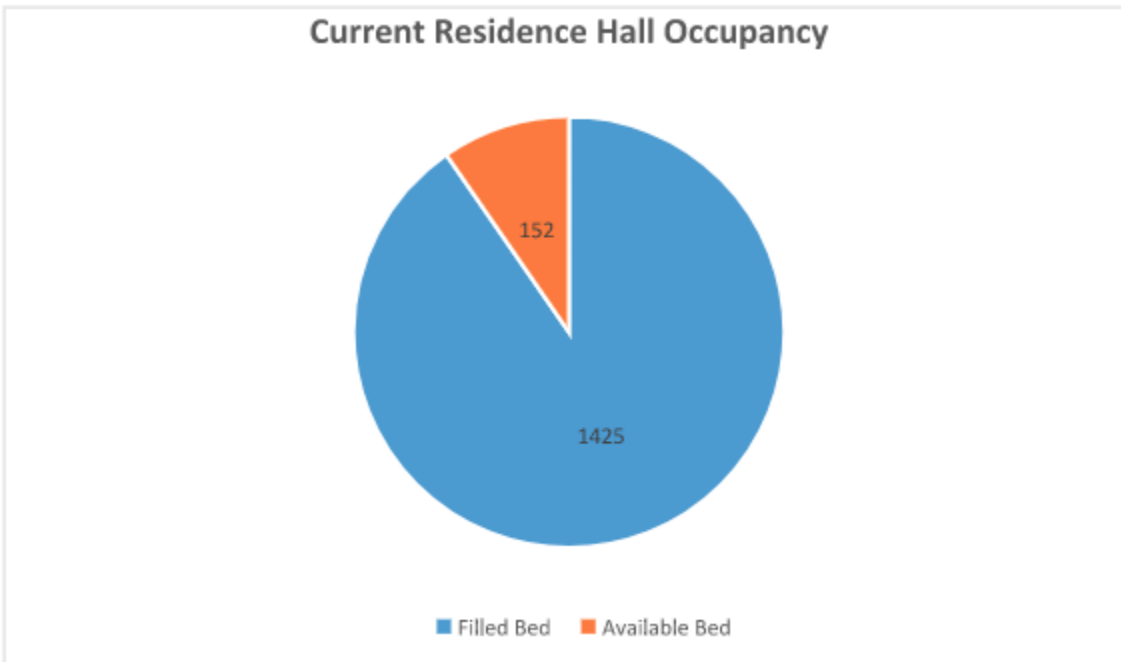
Experiential and Integrative Learning

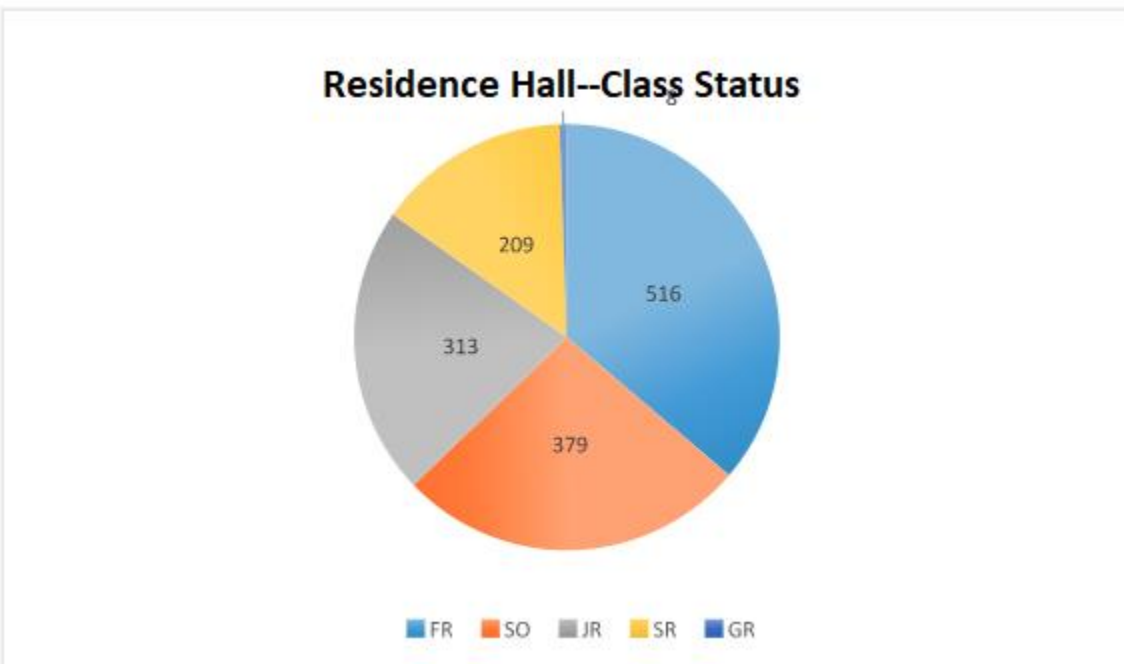
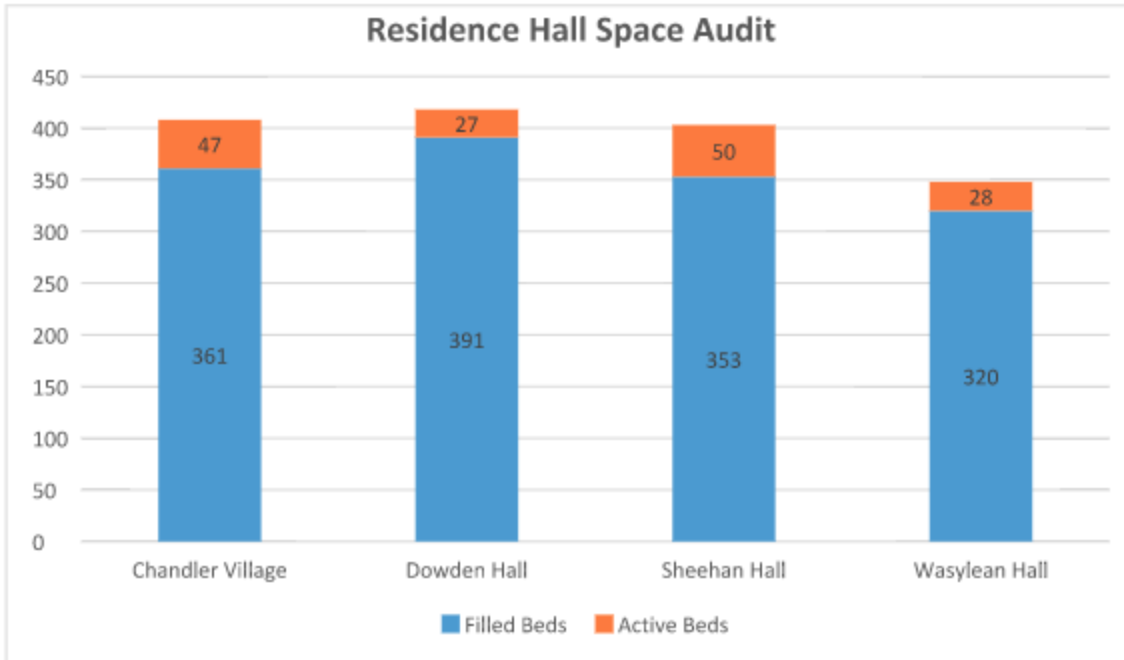
	Metric	October	November	January	March	April	June
Experiential and Integrative Learning Opportunities	Total # of Opportunities*	Period: 3,823 Running Total: 3,823	Period: 127*** Running Total: 3,950	Period: 58*** Running Total: 4,008	Period: 4,406 Running Total: 8,414		
Use of Experiential and Integrative Learning Opportunities	Total # of Opportunities Used by Students**	Period: 3,269 Running Total: 3,269	Period: 127*** Running Total: 3,396	Period: 58*** Running Total: 3,454	Period: 3,643 Running Total: 7,097		
Experiential and Integrative Learning Use Rate	Percentage of Opportunities Used by Students	Period: 85.5 % Running Total: 85.5 %	Period: 100 % Running Total: 86.0 %	Period: 100 % Running Total: 86.2 %	Period: 82.7 % Running Total: 84.3 %		

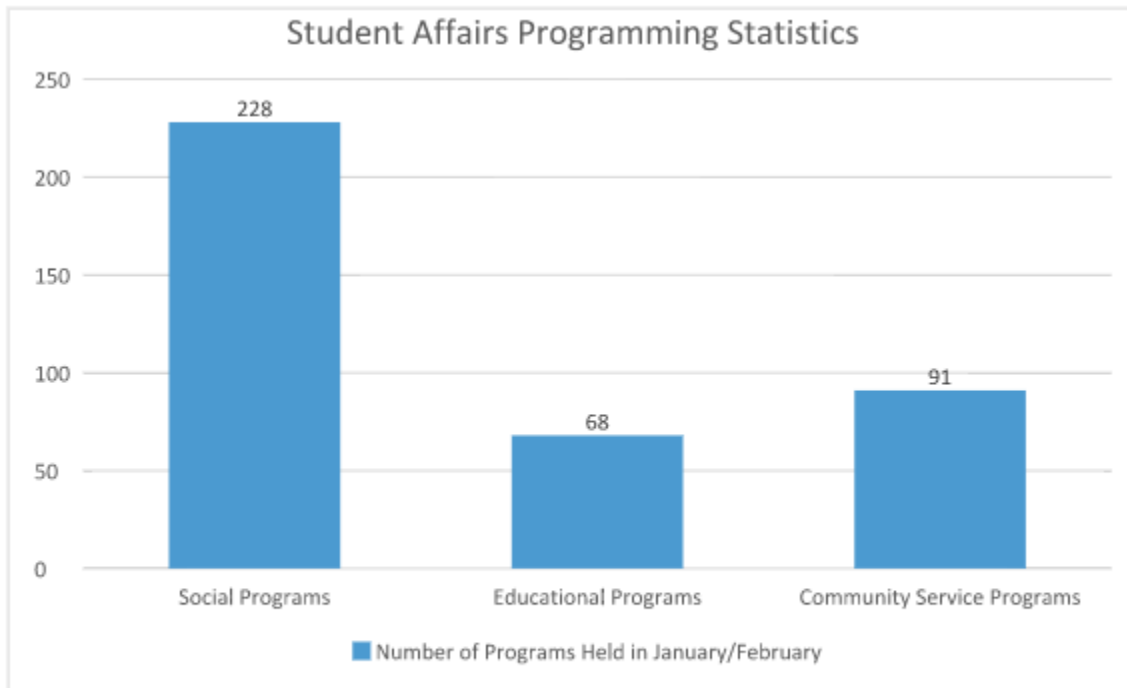
**This is the total seats available in courses that include integrative/experiential learning, interdisciplinary program courses, service-learning courses, clinical supervisions, practica, internships, and fieldwork, as well as course total available space on field trips.

***This is the total number used of seats in courses that include integrative/experiential learning, interdisciplinary program courses, service-learning courses, clinical supervisions, practica, internships, and fieldwork, as well as total number of students going on field trips.

***Because this metric is for the most part course-based, the numbers' main increases will be in October and January.

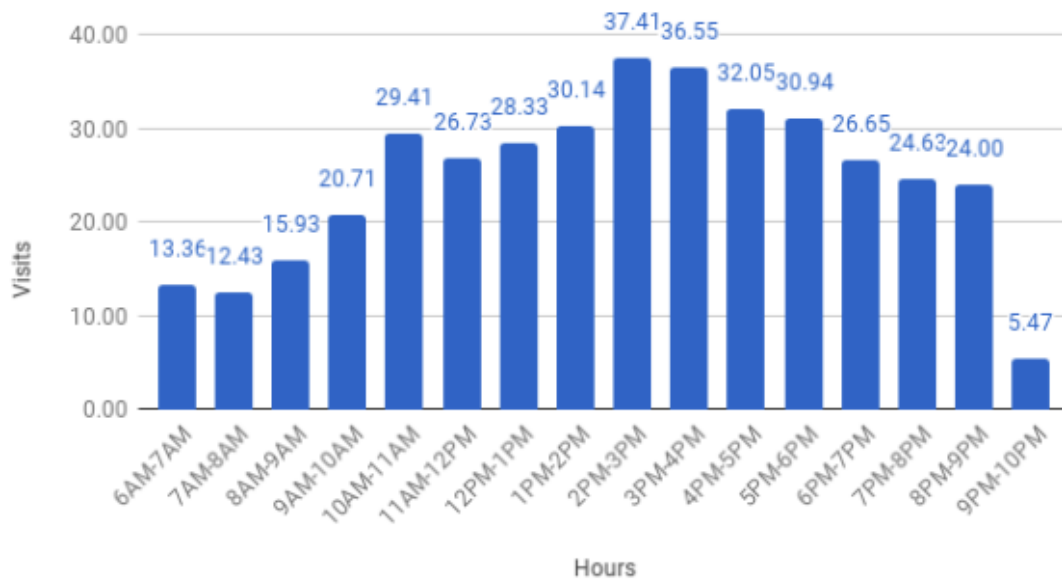






Data collected from: Athletics, Binienda Center, Counseling Center, Office of Health Promotion, OSILD, Residence Life and Housing

Average Fitness Center Usage- February 2018



January Highlights

Alumni Engagement

- Young Alumni President's Circle Event: 38
- Happy Birthday email Open Rate: 27%
- January Alumni e-newsletter Open Rate: 19%
- Alumni Membership Card Requests: 22 (total since FY18 start 203)

Advancement Updates

•The pilot of the Worcester State Foundation's Faculty Research, Scholarship, and Creative Activity grant program was launched in January, a collaborative effort between Advancement and Academic Affairs.

Working with Deans Larrabee and Pottle, and AVP Theriault, OUA has developed an Academic Affairs reviewed grant program for faculty project. We received 9 applications, 8 of which were recommended for funding, for a total of \$7,237.43 in awards for faculty for Spring 2018.

•Stephen Benjamin '86, has continued his generous support of the Lancer Varsity Football program with a donation of \$20,000 for recruiting, coaching, alumni engagement, and coaching priorities.

Annual Giving Update

•WVU's annual Day of Giving has been rescheduled and rebranded as I Love WSU Day on Wednesday, Feb. 14, 2018. This is our fourth year of this type of fundraising campaign, which includes elements of student engagement and education about philanthropy, as well as a highly orchestrated social media campaign. Working in collaboration with the WSU marketing team, and faculty, staff, alumni, and friends, the goal is to garner 400 gifts for I Love WSU Day in our largest annual participation challenge. If our goal is reached, we will receive more than \$25,000 in challenge gifts from a group of extremely generous alumni. Make a gift, challenge your friends, and follow along at www.worcester.edu/IloveWSU



UNIVERSITY ADVANCEMENT Dashboard

July 1, 2017 - January 31, 2018

CASH AND PLEDGES



DONORS

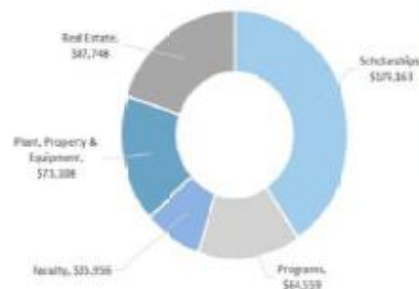


GRANTS, CORPORATE GIFTS & SPONSORSHIPS



FOUNDATION FUNDING OF UNIVERSITY PRIORITIES

\$440,535



ALUMNI DONORS



Board Giving	Cash and Pledges	FY18 Cash	Participation
Trustees	\$21,000	\$4,000	80%
Foundation Board	\$97,131	\$29,706	95%
Alumni Association	\$33,522	\$16,472	100%
Cabinet	\$38,254	\$34,504	62.06%

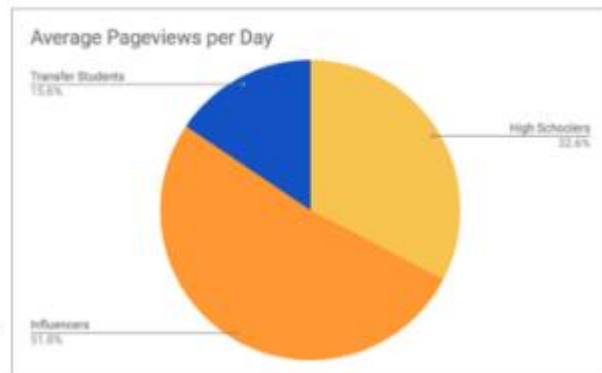
Marketing Campaign: Cumulative Metrics September 12 - February 27, 2018

Landing Page	Audience	Campaign Age (Days)	Pageviews	Unique Pageviews	Pageviews per Day
"Think Again"	High Schoolers	166	12365	10,331	74
"The Proof"	Influencers	166	19628	15,948	118
"Ready To Finish"	Transfer Students	166	5900	4,511	36
TOTAL		166	37,893	30,790	228

Media Description	Audience	Campaign Start	Campaign End	Monthly Frequency/Impressions
Digital Advertising	ALL	9/12/2017	5/30/2018	2,368,000
Digital Advertising	ALL	9/13/2017	5/31/2018	1,071,428
In-App Advertising	High Schoolers	10/1/2017	12/31/2017	1,000,000
In-App Advertising	High Schoolers	3/1/2017	4/30/2018	
Radio	Transfer, Influencers	9/12/2017	10/31/2017	497
Billboards	ALL	10/02/2017	12/24/2017	3,200,000
TOTAL				4,439,925

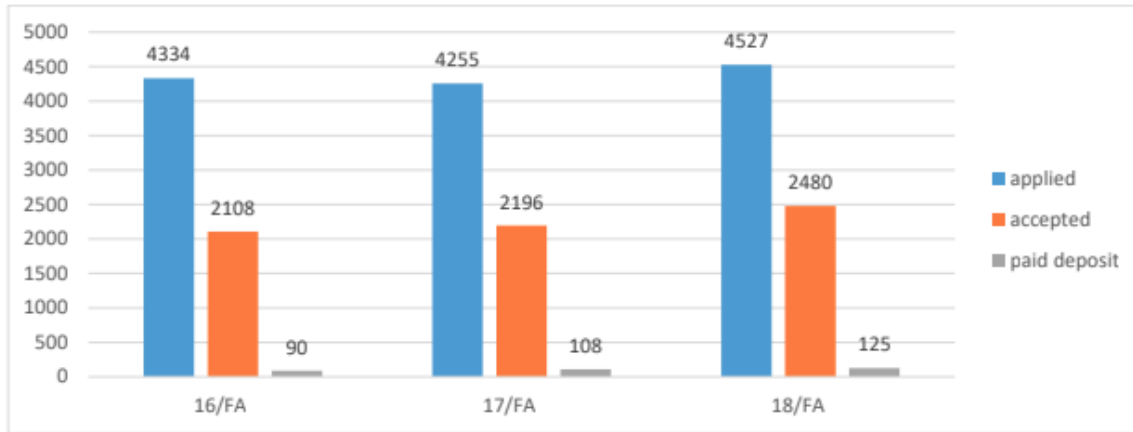
Observations:

- Significant increase in campaign-related traffic since January 1
- Introduction of "re-marketing" displays advertisements to those who have visited the site on previous occasions
- Rise in "inquiries" from campaign landing pages
- Noticeable upswing in share of traffic to Transfer and High Schooler landing pages; but Influencer landing page still the large majority
- PPC has replaced Mobile as the leading source of campaign traffic volume

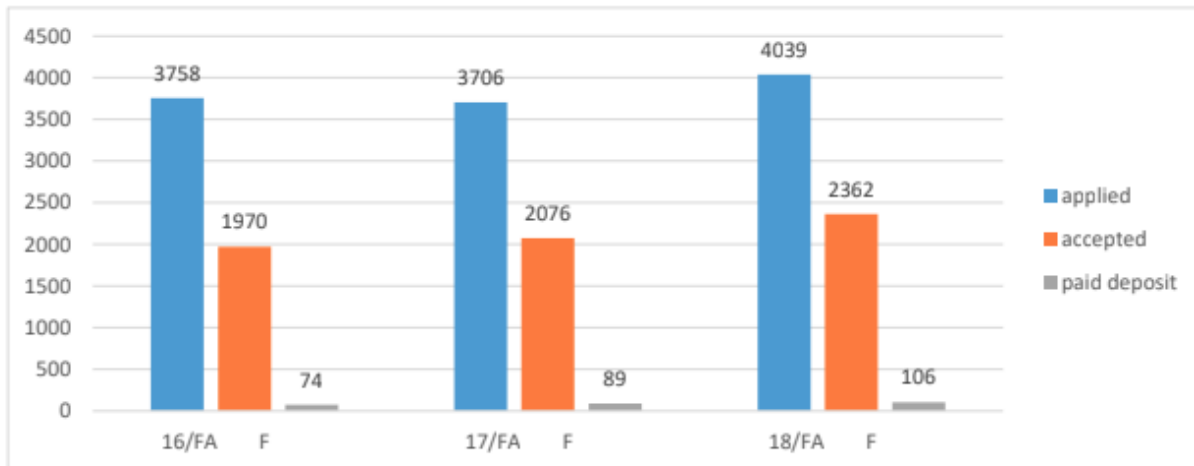


UNDERGRADUATE ADMISSIONS APPLICANT DATA SNAPSHOT
As of February 27, 2018

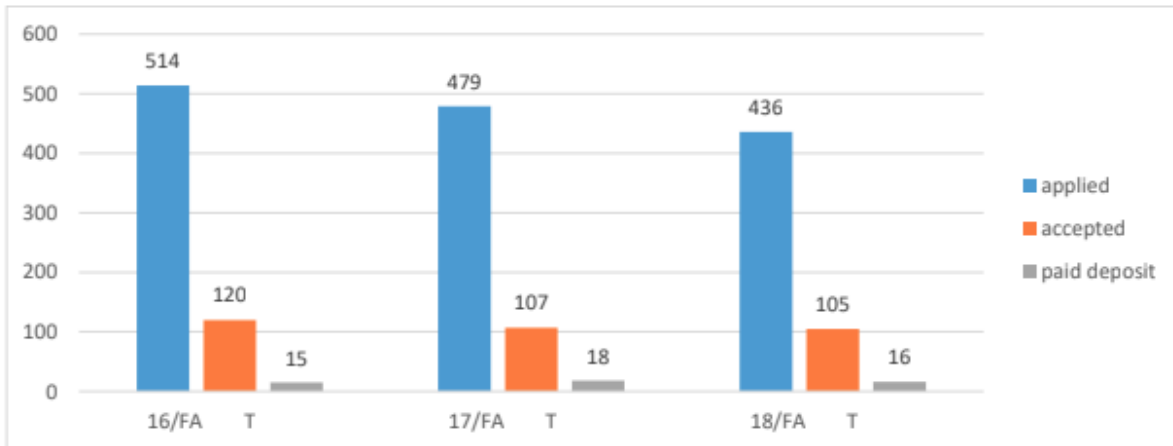
Total (enrollment goal (MS) = 1300):



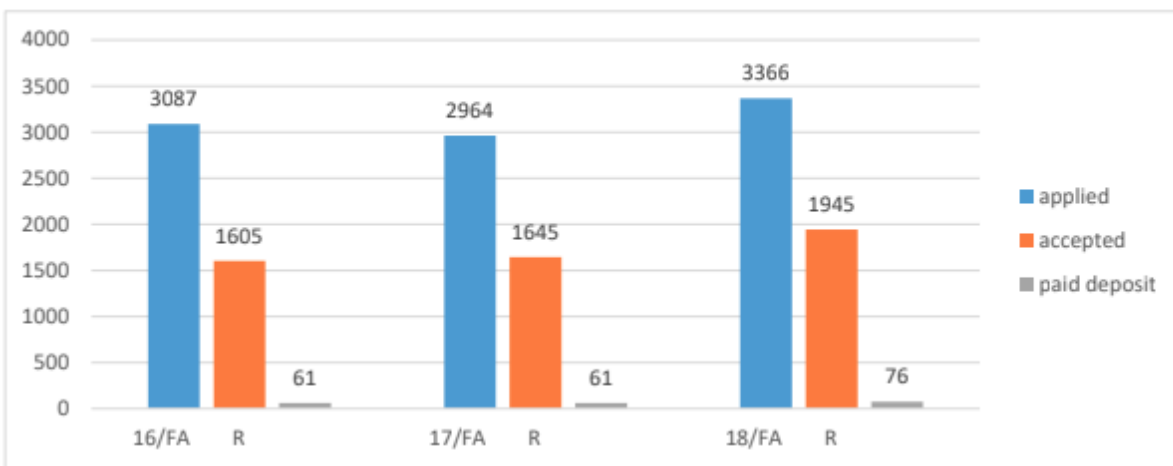
First-Year (enrollment goal (MS) = 800):



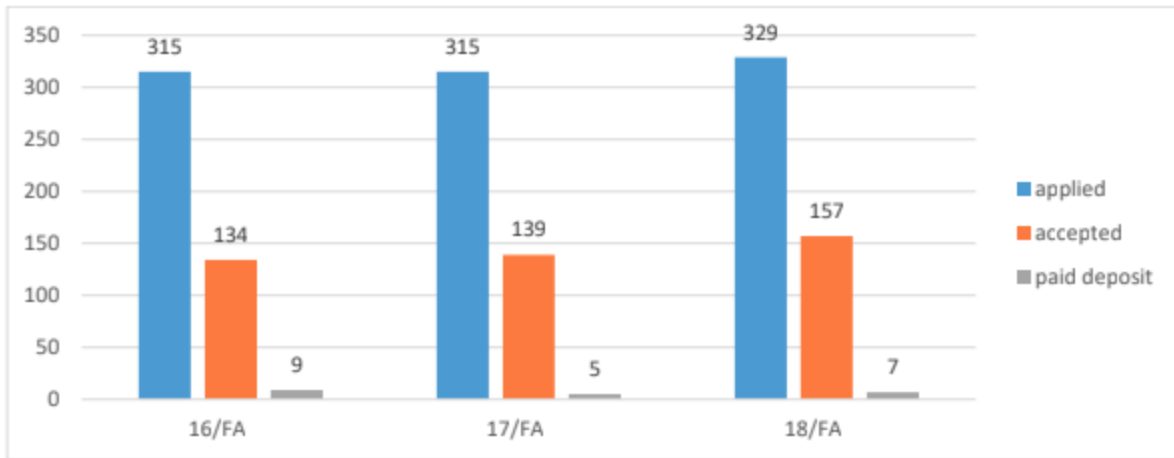
Transfers (enrollment goal (MS) = 500):



On Campus Resident (enrollment goal (MS) = 650):



Out of State (enrollment goals (MS) = 100):



[Download Real Estate Committee Minutes](#)

WORCESTER STATE UNIVERSITY

Proposal:
Classroom Technology Visioning, Assessment, and
Masterplan

[Download Technology Masterplan Proposal](#)

Memorandum

DATE: February 9, 2018
TO: Budget Managers
FROM: Kathleen Eichelroth, Vice President for Administration and Finance
RE: FISCAL YEAR 2019 BUDGET PREPARATION

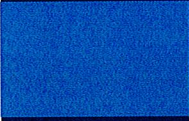
[Download Budget Memorandum](#)

	C	D	E	F	G
U.S. and Canadian Institutions Listed by Fiscal Year (FY) 2017 Endowment Market Value and Change in Endowment Market Value ² from FY2016 to FY2017					
Institution Name	City	State	FY2017 Endowment (in \$1,000s)	FY2016 Endow (in \$1,0	
7 Harvard University	Boston	MA	36,021,516	34,541	
4 Yale University	New Haven	CT	27,176,100	25,408	
0 The University of Texas System	Austin	TX	26,535,095	24,203	
4 Stanford University	Stanford	CA	24,784,943	22,398	
1 Princeton University	Princeton	NJ	23,812,241	22,152	
3 Massachusetts Institute of Technology	Cambridge	MA	14,967,983	13,433	

[Download NACUBO Endowment Market Survey](#)

FY18 Conference & Event Services		NET INCOME											
PROFIT AND LOSS STATEMENT		\$114,886											
Revenue	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	YTD
Facility Fees	45,384.00	14,259.00	4,750.00	3,975.00	9,755.00	1,450.00	-	-	-	-	-	-	79,613.00
Wellness Center Facility Fees	1,775.00	2,500.00	1,950.00	3,500.00	10,625.00	15,000.00	-	-	-	-	-	-	35,350.00
Facilities Personnel Fees	3,070.00	1,145.00	1,655.00	1,595.00	6,270.00	-	-	-	-	-	-	-	13,735.00
University Police Personnel Fees	1,650.00	1,000.00	1,450.00	1,475.00	6,450.00	-	-	-	-	-	-	-	12,025.00
Athletic Personnel Fees	660.00	326.00	560.00	220.00	3,080.00	680.00	-	-	-	-	-	-	5,526.00
CEO Personnel Fees	3,208.00	492.00	120.00	15.00	1,130.00	200.00	-	-	-	-	-	-	3,265.00
Residential Life Fees	98,580.00	21,630.00	-	-	-	-	-	-	-	-	-	-	120,210.00
Gross Profit	152,427.00	41,362.00	10,485.00	10,780.00	37,340.00	17,330.00	-	-	-	-	-	-	249,724.00
Expenses	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	YTD
Facilities Personnel	1,254.92	194.04	1,077.44	1,672.56	3,307.24	-	-	-	-	-	-	-	7,706.40
University Police	3,206.56	1,069.98	1,605.00	1,897.54	6,700.89	-	-	-	-	-	-	-	12,489.97
Local Travel	-	-	-	-	-	-	-	-	-	-	-	-	-
Athletic Personnel	396.00	195.60	336.00	132.00	938.00	408.00	-	-	-	-	-	-	2,405.60
CEO Personnel	2,060.50	398.50	178.50	-	2,100.00	-	-	-	-	-	-	-	4,737.50
Office Supplies/Admin Exp	-	198.34	-	1,609.37	577.84	-	-	-	-	-	-	-	2,325.55
Printing	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-
Advertising	-	-	-	-	-	-	-	-	-	-	-	-	-
Permits/Inspection Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
Food/Beverage (Non-Charterwells)	-	-	-	-	-	-	-	-	-	-	-	-	-
Liters	-	-	-	-	-	-	-	-	-	-	-	-	-
Facilities Maint. & Repairs (NFS)	664.00	486.31	475.00	200.00	200.00	-	-	-	-	-	-	-	2,025.31
Support Services (Contracted)	-	290.00	-	-	-	-	-	-	-	-	-	-	290.00
Laundry Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Police Details (External)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Charterwells)	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
AV Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Rentals (Equipment)	283.00	-	300.00	-	1,216.85	-	-	-	-	-	-	-	1,799.85
Rentals (AV)	534.00	-	-	-	-	-	-	-	-	-	-	-	534.00
Residential Life	98,580.00	21,630.00	-	-	-	-	-	-	-	-	-	-	120,210.00
Telecommunication	-	263.76	-	49.75	-	-	-	-	-	-	-	-	313.51
Total Expenses	104,998.98	24,726.53	3,972.14	5,551.22	15,180.82	408.00	-	-	-	-	-	-	154,837.69
Net Income	47,428.02	16,635.47	6,512.86	5,228.78	22,159.18	16,922.00	-	-	-	-	-	-	114,886.31
Profit Margin	31%	40%	62%	49%	59%	98%	-	-	-	-	-	-	43%

[Download Conference & Events Services P&L Statement](#)



Students' Grassroots Campaign

(Copyrights to Kristie McNamara)

STUDENT FORUM



Our Purpose:

To create a safe space for Worcester State students to discuss the defacement of the poster and have an open discussion regarding race at Worcester State University.

Timeline

- ▶ Student forum – Feb .8th
- ▶ Presidents Presentation- Feb.9th
- ▶ Leadership Presentation – Feb 14th

Who was involved?

- ▶ Student Senate
- ▶ Active Minds
- ▶ Res Life (RAs)
- ▶ President's Ambassadors
- ▶ Third World Alliance
- ▶ Pride Alliance
- ▶ SEC

Structure

- ▶ Part One: Ice breaker

Prompt: Why is it hard to talk about race?

Example: "it's hard to talk about race, it's hard to admit that you don't know anything, it's frustrating because white people don't acknowledge that race doesn't affect them as much."

Structure Cont.

- ▶ Part Two: What were your initial thoughts on the sign?

Example:” it felt like a broad slap, nigger, negro, nigga, it has different connotations. It was a word to segregate and with power. He gave an example, of when he made a bad turn, and a lady yelled out nigger. The word nigger, he wants to erase the word because it shuts him down. It’s a word that makes people feel less. He shrunk. It’s a word with a historical aspect and the emotional aspect of the word. We can’t change the circulation of the word, but you can’t erase the idea, which sucks, but it’s a widespread idea. But conversations like this is good because of the educational purpose. “

Structure Cont.

- ▶ Part Three: Broader Conversation on race: campus climate

A. Prompt: Do we feel that this campus is inclusive and diverse?

Example: " she visited the POD, and saw the diversity, but when she came again, she asked where did it go. Worcester State is a fraud, Worcester State isn't diverse. "

B. Suggestion on a systematic solution.

Example: "We need more students to sit on committee for things to change. "

Structure Cont.

- ▶ Part 4: Celebration of our diversity
Networking and building of friendships

How do students feel about RACE at Worcester State University

- ▶ Unsafe
- ▶ Ex: Banner Defacement
- ▶ Disrespected
- ▶ Ex: Mistreatment from faculty
- ▶ Not represented
- ▶ Ex: No familiar faces in the hallways
- ▶ Racial groupings
- ▶ Ex: Irish sit with the Irish, Blacks sit with the blacks

How do students feel about RACE at Worcester State University Cont.

- ▶ Not enough safe spaces
- ▶ Ex: No Place to talk
- ▶ No diversity in sports
- ▶ Ex: Girls Lacrosse
- ▶ False diversity
- ▶ Ex: "WSU catfished her because of the Website. There was a lot of diversity on the website, but she asked where did they go."
- ▶ People of color feel like they have to make the first move to be included
- ▶ Lack of diversity programming

What kind of ideas did students have ?

- ▶ Include diversity in syllabus in first year programing (ex: sex signal)
- ▶ Mandatory diversity inclusion seminar
- ▶ More student led forums
- ▶ FYS mentorship program(diverse pairings)
- ▶ Club participation
- ▶ Diversity programing

What kind of ideas did students have ? Cont.

- ▶ Culture change (Traditions)
- ▶ More faculty mentorship for ALANA students within the major
- ▶ More campus wide cultural presentations/ performances. (ex. Homecoming)
- ▶ Student voice/participation (ex. Student on each committee)
- ▶ Department ; Major ; Reception for each major for networking

Support

- ▶ Thank you to President Maloney

Worcester State University

Occupational Therapy Department

Proposal for Clinical Doctoral Degree in Occupational Therapy at Worcester State University

January 2018

Introduction and Rationale

This proposal presents critical background information to the Department of Higher Education (DHE) as it petitions for approval that would allow the state universities the ability to confer the clinical doctoral degrees, specifically in Occupational Therapy (Occupational Therapy Doctorate or OTD). The Occupational Therapy Department at Worcester State University has been in existence for 29 years. Worcester State University has maintained accreditation, offered a highly challenging and rigorous curriculum, and has demonstrated consistently high outcomes for graduates in the areas of certification and employment. This proposal should not be viewed as a request for a new academic program, rather a modification to an existing program at a different degree level.

The impetus of this petition relates to a recent a change in occupational education. In August 2017, the Accreditation Council for Occupational Therapy Education (ACOTE) mandated that the entry-level degree for occupational therapists must transition from a master's-level to a clinical doctoral-level (OTD) by July 2027 (<https://www.aota.org/Education-Careers/Accreditation/acote-doctoral-mandate-2027.aspx>). The reasons ACOTE has mandated this transition include changes occurring to the OT scope of practice, a need to increase the credibility of OT practitioners, and to further develop student competency in evidence-based practice.

It is imperative to note that clinical doctorates are not terminal degrees or research degrees. Terminal degrees, recognized as research doctorates (such as PhD or EdD), require advanced studies beyond the master's level and include original scholarly research (dissertation). A research doctorate is an advanced professional doctorate in the OT profession and not required for entry-level practice. After receiving an entry-level OTD, OT practitioners can gain additional knowledge and skills affiliated with their chosen practice area(s) and to move forward (per personal choice) with their education to a PhD program. Unlike clinical doctorates, PhDs and provide advanced research skills for entering academia or for conducting original quantitative and qualitative research.

Once the new ACOTE mandate takes effect in 2027, only programs accredited at the clinical doctoral level will be able to maintain or receive accreditation. In addition, only students who graduate with a clinical doctorate after 2026 will be eligible for certification and licensure to work as OTs. This ACOTE mandate puts the Occupational Therapy program at Worcester State University, one of the only two public state universities in Massachusetts with OT programs, in an untenable situation because it cannot confer clinical doctoral degrees. The inability to

confer this degree would cause this program to close and leave the private institutions as the only option for OT education. In other words, if Worcester State University's OT Program cannot transition to an entry-level clinical doctoral program, central Massachusetts will have no options for affordable and accessible OT education as indicated in the chart below.

<u>Institution Housing Clinical Doctoral Program</u>	<u>Current Level of Accreditation</u>	<u>Cost of Doctoral Program*</u>	<u>Source</u>
Massachusetts General Hospital Institute of Health Professionals	Accredited	\$122,000	https://www.mghihp.edu/academics-academic-programs-occupational-therapy/doctor-occupational-therapy-tuition-fees
Boston University	Candidacy	\$138,435	http://www.bu.edu/sargent/academics/programs/occupational-therapy/otdprograms/entryotd/tuition/
Western New England University	Candidacy	\$101,193	http://www1.wne.edu/pharmacy-and-health-sciences/cost-and-aid/otd.cfm
Tufts	Applicant	No information found	No information found

*Note: These are post-baccalaureate programs. Therefore, all students have completed undergraduate program at additional costs.

Alignment with Institution Mission Priorities

The WSU OT Program is, and has been aligned, with the WSU's mission.

The Worcester State University mission is to champion “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 advancement of the degree to an entry-level clinical doctorate aligns with the vital aspects of intellectual growth and professional accomplishment.

Alignment with Systems Priorities

1. Address regional/local/state workforce shortages

According to the Bureau of Labor Statistics (2017), the profession of occupational therapy is expected to grow by 21% (or ~27,700) over ten years (2016-2026), much faster than average for all occupations. Recently, U.S. News & World Report (2017) ranked occupational therapy as #23 on a listing of 100 Best Jobs for 2017 and as #18 on a list of Best Health Care Jobs for 2017. Furthermore, Glassdoor ranked occupational therapy as #12 in their listing of the 50 Best Jobs in America 2017. Although the outlook for the profession is positive, it remains one of the hardest -to-fill occupations in the United States (American Staffing Association, 2016). This information demonstrates a need for our program to transition in order to help fulfill this need.

2. Articulation agreement arranged for this program

Discussions for an articulation agreement between Salem State University (SSU) and Worcester State University (WSU) were conducted over the past year and will continue to be developed, as they are the only public programs in occupational therapy offered by the Massachusetts State University System. Although the WSU and SSU OT Programs vary in size and attract different types of students, these institutions will cooperate in different aspects of their programs to build the Occupational Therapy Clinical Doctorate programs. Several possible connections between the two programs might include the following: 1) Collaboration on program development, 2) Thesis reading, 3) Faculty research, 4) Student research, 5) Collaborative field and community placements, 6) Shared online specialty courses, and 7) Development of community programming and partnerships.

3. Broaden participation and completion at the institution by underrepresented and underserved groups

Worcester State University has increased enrollment of both underrepresented and underserved groups in central Massachusetts over the last few years. Approximately 52% of the current enrollment at WSU are first generation students. Students who may present with any type of disadvantage (socioeconomic, etc.) will be better served by the reduced costs of a public institution in an effort to contain immense debt upon graduation (see chart above).

Summary

Massachusetts is considered one of the most advanced, cutting-edge medical arenas in the world. The Commonwealth of Massachusetts should be forward thinking in its ability to educate allied health professionals who are prepared and able to meet the growing health needs of the state. The Massachusetts State University system should strive to offer affordable, flexible, and accessible clinical doctoral programs to diverse learners, one that allows the workforce to grow and prosper. Worcester State University with its historically strong OT Program, which provides numerous occupational therapists to the workforce each year, is well-positioned to service the needs of the Commonwealth and its healthcare system. To do so, Worcester State University must be allowed to transition its OT Master's Program to a clinical doctorate per the mandate of the accrediting agency.

References

- American Council for Occupational Therapy Education. (2017). ACOTE's Statement on the Entry-Level Degree for the OT and OTA. Retrieved from <http://www.aota.org/Education-Careers/Accreditation/acote-entry-level-degrees.aspx>.
- American Staffing Association. (2016). ASA Skills Gap Index: Top 10 Hard-to-Fill Jobs. Retrieved from <https://americanstaffing.net/posts/2016/02/11/asa-skills-gap-index-top-10-hard-to-fill-jobs/>
- Bureau of Labor Statistics, U.S. Department of Labor, *Occupational Outlook Handbook*, Occupational Therapists, on the Internet at <https://www.bls.gov/ooh/healthcare/occupational-therapists.htm> (visited November 26, 2017).
- Glassdoor. (2017). 50 Best Jobs in America. Retrieved from https://www.glassdoor.com/List/Best-Jobs-in-America-LST_KQ0,20.htm
- U. S. News & World Report. (2017). Best Job Ranking. <https://money.usnews.com/careers/best-jobs/occupational-therapist>



Worcester State University
Year 1 2016-17 Final Assessment

To: **Barry M. Maloney**, Worcester State University President
Stacey DeBoise Luster, Assistant Vice President for Human Resources, Payroll, and Affirmative Action and Equal Opportunity
Isaac Tesfay, Director of the Office of Diversity, Inclusion, Affirmative Action, and Equal Opportunity

From: Alane Shanks, Ed.D. and Jenene Cook, MBA, Doctoral Candidate
NERCHE/Renga Consulting Services, Inc.

Date: October 2, 2017

Project Overview

Worcester State University approached the New England Resource Center for Higher Education (NERCHE) in early 2016 to help the campus create a campus-wide environment that attracts, retains, educates, and graduates a diverse student body prepared to meet the civic and workforce demands in Massachusetts and the nation. The first stage in this process included campus visits by John Saltmarsh, Alane Shanks and Jenene Cook, the NERCHE consultants, to clarify the campus' priorities, goals, and commitments, review NERCHE's role, determine the campus readiness for this work, and agree with the campus leadership on next steps. At the end of this stage, NERCHE submitted a Campus Readiness report detailing an initial assessment.

We (Alane and Jenene) met with President Barry Maloney and then the President's Cabinet on October 19, 2016 to review the Campus Initial Assessment report. Following these meetings, Isaac Tesfay, the WSU Director of the Office of Diversity, Inclusion, Affirmative Action and Equal Opportunity as well as our key contact for this project, was given the go ahead to commence the next stage of the process: the campus self-assessment. President Maloney shared the Campus Initial Assessment report with the entire campus community and an invitation to participate in WSU Project Inclusion. The Cultural Climate Committee (CCC), after negotiations with the Union over faculty representation, was successfully formed, with representation from faculty, staff and students and chaired by Isaac Tesfay.

To help kick-off WSU's Project Inclusion, we met with the CCC at their initial meeting to walk the members through the Rubric; Tesfay provided the campus data, previously shared with NERCHE, with CCC to augment their work on the institutional assessment. We also conducted two student focus groups in November, to better understand the campus climate and in order to provide additional data and guidance for use by the CCC sub-committees.

At the initial CCC meeting, the following three of the six dimensions were selected for year 1:
Dimension III – Curriculum; Dimension V- Student Support; and Dimension VI –

Administrative Leadership. Sub-committees were formed for each of the three dimensions. Each team reviewed existing data and came up with methods to learn more about their particular dimension. The methodology included focus groups, interviews, in depth analysis of all syllabi, and institutional data. Their recommendations and lessons learned are included in **Appendix A: Campus Climate Committee Report Highlights**. We worked with the CCC chair, sub-committee chairs and members of the CCC to make the most of the rubric and ask difficult questions, easier for an outsider to pose.

Campus-wide meetings were held on March 1, 2017 and April 18, 2017 to ensure the work of the CCC was transparent, to gather campus-wide input, and to keep the community informed about the work being carried out. Each of the sub-committees reported on the progress of their work to the WSU community. In between the two sessions, we provided feedback to the CCC members on their presentations. The second all campus meeting resulted in more input and heartfelt statements from students as well as the additional data that had been collected. Although attendance at these meetings was not large, those who were there were very engaged. President Maloney, Provost/Vice President Lois Wims, Assistant Vice President for Human Resources, Payroll, and Affirmative Action and Equal Opportunity Stacey Luster, and other members of the senior leadership, faculty and students were represented.

We met frequently with Tesfay to provide support, help move efforts forward and share lessons learned from Project Inclusion efforts at other campuses. We also met with the President and with Assistant VP Luster on several occasions to keep them informed and to learn of any issues with regard to WSU's Project Inclusion process.

In the Initial Assessment report, we suggested WSU work with Sam Museus, the creator of the Campus Environment Cultural Engagement (CECE) survey. Funds were made available and allocated to purchase the right to conduct the survey. The CCC, but particularly Isaac Tesfay, worked hard to generate a high response rate from this survey. The University had a successful participation rate with 27% of the Spring 2017 undergraduate class (n = 1,238 students); in addition to 61% of survey participants (n = 754) completed the voluntary demographic data at the conclusion of the survey. A thorough data analysis and report "*A More Inclusive Campus Climate*," was conducted and written by Isaac Tesfay and faculty member Alex Briesacher. The report was vetted at an All Campus meeting on September 5, 2017. It was reported to us that the quantitative data provided by the Briesacher/Tesfay report brought about a productive discussion in both the large and the break-out meeting on the 5th. The careful analysis will help WSU moving forward toward the Diversity, Equity and Inclusion work plan and to provide another method for measuring the effects on the campus climate.

We have been asked to assist in the next stage of developing a logic model and work plan by leading training on developing logic models and work plans in the coming academic year. The participants suggested by Stacey Luster and Isaac Tesfay are the CCC and senior leadership at WSU. The CCC sub-committee reports, the CECE data analysis, and this report, will serve as helpful sources for the development of a logic model and associated work plans. We also

anticipate that subcommittees will continue to work together on the work plans for the three dimensions that were reviewed in 2016-17 and that new sub-committees will be formed for the remaining three dimensions (I – Philosophy and Mission; II – Faculty Support; and IV – Staff Support). Because of a Work-to-Rule faculty union action, the CCC convening and therefore this logic model and work plan effort may be delayed.

The following sections include our observations, some of the big picture challenges related to WSU's Project Inclusion and recommendations to address them. For convenience, the observations and recommendations from the CCC are consolidated and are also part of this report in Appendix A.

Observations

Leadership Overall

We found that the campus leadership was engaged and demonstrated a genuine commitment to measuring and assessing the campus climate. Evidence of this commitment included the following:

- President Maloney's willingness to meet with us, sharing information, and asking for and adapting best practices into his leadership with regard to Diversity, Equity and Inclusion, by not only hiring an Assistant VP with Affirmative Action in her title, establishing an Office and hiring a Diversity, Inclusion, Affirmative Action, and Equal Opportunity, but also empowering them with financial and his own personal support, to take on this climate assessment.
- President's Cabinet members were open to the suggestions made in the Initial Assessment. They allowed and supported their staff devoting time to work on this project.
- The work that President Maloney, Assistant Vice President Luster, Provost Wims and senior faculty in resolving the administration/faculty dispute on campus rather than through arbitration appeared to us to be a brilliant show of putting the students first from both the administrators and the faculty leadership. After the resolution, the improved campus climate/communication allowed for much faster and steadier progress in the CCC. Hopefully the faculty union Work-to-Rule will be resolved as successfully so that faculty can re-join the CCC soon into the 2017-18 academic year.
- The CECE survey was successful because: administration found the funds; faculty leaders allocated class time for focus groups to take place for students to complete the CECE survey; student affairs professionals spread the word; and students took the time to fill out the surveys so that data is a representative sample and will provide great guidance and a benchmark as the work plan is developed and implemented.
- Staff from Residents' Life had the initiative to use snow days as opportunities to conduct focus groups and encourage completion of the CECE Survey.

- Isaac's role on faculty search committees to be the Diversity Advocate is helping to add depth to the pool and recognition of the need for a more diverse faculty.
- The implementation of an ethnic studies concentration is an important component of a larger institutional commitment to diversity, inclusion, and equity. The support now gained for this effort is something to build upon.
- The leaders of each sub-committee made sure that all deadlines were met and that all voices were represented.

Strategic Direction

We celebrate the strategic direction that has been set by WSU leadership and enthusiasm by which many faculty, staff and students have support for campus actions already taken regarding diversity, equity, and inclusion. These include the following:

- President Maloney's Five Points of Action, "to cultivate a vibrant and collaborative campus, and to enroll and retain diverse and motivated students."
- President Maloney, during his mid-year update, asked that strategic planning reports be shaped around the Five Points of Action.
- Campus-wide meetings with presentations by the CCC on 3/1/17 and 4/18/17, and the time, attention, and honest exchanges among the CCC, the president, provost, deans, staff, faculty, and students in attendance as well as the follow-up afterwards on questions generated by passing out 3x5 cards for participants to complete and answers received from Isaac or his designate.
- CCC members reported feeling empowered by the work they are doing on campus; some said they had never felt like what they said was being listened to in past efforts.
- CCC went from asking "What's Barry going to do?" to what can **we do** to improve the campus climate.
- On President Maloney's fifth anniversary, faculty and staff commented on the improved lines of communication and the more student-centered approach to all campus initiatives.
- Many more speakers of color and other inclusive campus-wide events.
- WSU's early-retirement 2016-17 incentive package has yielded 40 open positions. This offers an opportunity for intentionally diversifying the faculty; as new faculty lines are added, careful planning, implementation, and monitoring of the effort will be required to achieve the desired outcome of an increase in diverse full-time faculty. During our 6/14/16 visit we learned that of the 26 new full-time faculty hires, 30% were from underrepresented backgrounds, and of the 13 new professional staff, 23% were from underrepresented populations. There has been less success in 2016-17 with the faculty recruitment of a diverse faculty and some new policies and procedures may need to be examined once the Faculty Dimension is assessed.

Big Picture Challenges

Here are some big picture challenges, some articulated in the sub-committee reports, that we

suggest get attention in the coming year, perhaps through the work planning efforts and/or additional sub-committee work:

- How do we keep the CCC moving forward with its work while the Work-to-Rule faculty union effort is in effect?
- How does WSU expand the ways to intentionally hire staff and faculty that reflect the identity groups of students?
- Gender inclusivity – how do we expand from a binary system to more identity options?
- Might WSU's Student Information System help communication be more inclusive?
- How does WSU get more faculty and administrative leaders at student events?
- How best to engage the commuter student?
- What are ways to have more faculty and department based conversations about diversity and inclusion?
- How can we prepare students to feel empowered to change the world by studying at WSU?
- How might we ensure that everyone receives training in how to comfortably participate in safe and effective cross-racial conversation?
- How might we continue having difficult conversations until we get better at them?
- Very few students of color live in the dorms, and the few there do not feel a sense of belonging or inclusion. What systemic changes are needed to change these dynamics?

Recommendations

There is an expressed desire within the CCC and broader WSU community to have a campus climate that provides a sense of belonging and successful educational outcomes for all WSU students. Below are the overarching recommendations based on Year 1 of WSU's Project Inclusion.

- As the number of students of color and first-generation college goes continue to expand, more and more members of the WSU community are aware that although some efforts are taking place, more specific work needs to be done. Looking at all aspects of student recruitment and retention will be necessary, including, for instance, making sure that a diverse group of students are selected to serve as Campus Tour/Information Guides for perspective students. This and other recommendations based on the data collected, will need further development in the Student Support sub-committee work plan.
- Consider offering training on recognizing implicit bias and how to have "courageous conversations about race, gender, sexual preference, and disabilities" for all faculty, staff, and students.

- Engaging the department chairs is crucial in making real changes to the curriculum regarding diversity and inclusion and should be accompanied by faculty development efforts that share best practices in this regard from other higher education institutions.
- Having a respected senior administrator (Provost and/or CFO) or a respected faculty member co-chair the CCC moving forward with Isaac will be one way to demonstrate how seriously the senior leadership is taking this initiative.
- Examine the policies and procedures in faculty search committees so that there are rooted opportunities for faculty of color to be interviewed. Continue nationwide outreach through conferences and career fair booths to increase the diversity pool for each search. Look at best practices in other institutions where successful recruitment, retention and promotion of a diverse faculty is taking place.
- Have those CCC and sub-committee members from last year who remain bring new members up to speed.
- We are eager to work with the Dimension Sub-committee teams to teach the members how the logic model effort will lead to a reconciliation into a coherent whole of the multiple sources of information that have been and will continue to be gathered.
- Even if the Work-to Rule continues to be in effect into the fall, having us (Alane and Jenene) start working with staff and students on the Logic Model and Work Plan for the 3 dimensions that were the focus of the 2016-17 effort will keep the momentum and provide ways to move forward.
- Form new subcommittees, for the other three dimensions (Mission and Philosophy, Faculty Support, and Staff Support), so that they are ready for a work plan by this time next year.
- Challenging though it is to bring new people up to speed on the rubric and the diversity assessment process, changing the membership of the CCC with returning members helping to teach new ones, will allow a common language and process to be established so that the change process can become part of the regular way that people approach their work. We
-
- stand ready to facilitate this effort if funds allow.
 - Ensure consistency by continued enthusiastic support by the President and the senior leadership as well as Stacey and Isaac as the champions, providing President Maloney with regularly scheduled updates.
 - Continue to have two All Campus meetings a year focused on the CCC reporting out and receiving input from the whole community.
 - In future, it is recommended that the campus-wide meetings be captured on video and encourage the community to take the time to review it and send feedback to the CCC.

Conclusion

We congratulate President Maloney, his senior staff, and the CCC for messaging the importance of diversity to the entire institution through his Five Point Plan, the sharing of our Initial Assessment, for hosting two campus-wide meetings to address this, and for the Welcome Back to

campus meeting in which an update on the CECE and some Project Inclusion efforts were shared with the entire WSU community. When we wrote the Initial Assessment, concerns were raised that opportunities for advancing diversity, inclusion, and equity were being undermined because of a lack of clear communication and transparency which created misalignments between desired goals and campus realities.

We were impressed with how well the CCC and the sub-committee teams came together and began to work as smooth-running teams. The first school-wide meeting in March was galvanizing for the teams and then having a second opportunity in April allowed them to go deeper into their analysis and to think/work together to hone their analysis and clearly support their recommendations. One participant of color shared that although many diversity initiatives had taken place while at WSU, this was the first time the feeling of engagement from the entire community was apparent and the participant appreciated the effort of all those involved.

These are key observations made during our campus visits and extrapolated from the reports of the subcommittees. However, they are not meant to be exhaustive or to diminish our acknowledgement of the importance of other successes and challenges that we observed. Every institution faces similar challenges. It is admirable that Worcester State University is expending substantial time and financial resources on exploring ways to encourage expanded diversity, equity, and inclusion efforts in all aspects of campus life. To help bring these recommendations to fruition, we very much look forward to signing a 2017-18 contract with WSU to continue supporting the work of the CCC as well as logic model and work plan training for the CCC and senior leadership.

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Appendix A: Campus Climate Committee Report Highlights

This is a summary of the recommendations from the three WSC Campus Climate Sub-Committees: Dimension III – Curriculum Support Sub-Committee, Dimension V - Student Support Sub-Committee, and Dimension VI - Administrative Leadership & Institutional Support Sub-Committee.

Recommendations from Dimension III - Curriculum Support Sub-Committee

Based on data reviewed and gathered we recommend the following:

1. Develop and organize a focus group for faculty members

- a. Since all of the assessment of the student's experience within this dimension falls within their experience, it is *critical* to receive information on the other party involved in the learning experience: faculty members. Focus Group questions should include:
 - i. Is there a disconnect between student's learning goals and that of their faculty members?
 - ii. How often would faculty members say they discuss these issues openly?
 - iii. Have faculty members had difficulty with these issues?

These are all unanswered questions that the committee believes must be addressed before systemic change can occur within all of the academic departments.

2. Continue developing and assessing PLOs which stress equity, diversity, and inclusion

- a. Many of WSU's academic departments fail to adequately address knowledge and awareness of equity, diversity, and inclusion within their learning outcomes. The committee would recommend a detailed audit of all program learning outcomes and individual learning outcomes of courses. Given the nature of our assessment, we are confident that these issues are being taught in almost every department. The continued study needs to determine:
 - i. In what classes are they being taught?
 - ii. Who is teaching them?
 - iii. What kinds of topics are students expected to explore?

3. Continue developing experimental learning opportunities and diversity teaching styles

- a. Gone are the days of lecture-only classrooms and faculty members need to adjust and reframe their teaching styles in order to maximize the potential for student growth, development, and education. As higher education professionals, we need to be cognizant of the fact that students of color, transfer students, and international students learn and engage in educational opportunities differently than other majority-based students. However, regardless of the individual

student’s social identities and personal background, research shows that today’s student wants to be able to “learn something useful and practical”. WSU must continue to expand its offerings to experiential learning opportunities for students (whether through an entire credit-based experience or through everyday learning).

4. Expand DAC offerings with an emphasis on in-classroom learning opportunities.

- a. Students made something clear : these kinds of conversation should not be occurring in a 100 & digital environment. According to many students, the learning moments seemed forced and disingenuous. Even if this is the most digitally-savvy generation of students, they want to have the ability to have face-to-face interaction with their peers.

Summary from Dimension III - Curriculum Support Sub-Committee

In general, two major findings were determined after at least two committee members filled out the rubric above for each of academic departments:

Findings from Evaluation of Program Learning Outcomes (PLOs)

1. Worcester State is doing moderately well in ensuring that specific language of PLOs is designed to reflect diversity, equity, and inclusion
 - a. 11 out of the 23 departments evaluated reached either the *Developing* or *Transforming* phase in terms of containing explicit language supporting diversity, equity, and inclusion in their department’s learning objectives
2. Worcester State needs improvement on the specific number of PLOs which *explicitly* address the presence of diversity, equity, and inclusion within the classroom
 - a. 12 out of 23 of the department's evaluated only reached the *Emerging* stage due to their lack of explicit language and number of PLOs being addressed.

Findings from Student Focus Group and Coding for Thematic Concepts

During all of the focus groups and after coding all of the responses, it became clear to the committee members that there are four different areas which were addressed throughout the focus groups.

1. Environment
2. Learning Style
3. Curriculum
4. Faculty and Staff Support

In reflecting on these concepts, it became clear to the committee that these four themes are *interconnected*. The success/failure of any one of these components can have a positive or negative effect on the student’s experience within the classroom and college community.

The first campus-wide meeting in March was galvanizing for the teams and then having a second opportunity in April allowed them to go deeper into their analysis and to think/work together to

hone their analysis and clearly support their recommendations based on their data and analysis.

- **Diverse Faculty and Staff:** Look for expanded ways to intentionally hire staff and faculty that reflect the identity groups of students.
- **Gender inclusivity:** How can WSU expand from a binary system to be more inclusive regarding gender identity?

Recommendations from Dimension V - Student Support Sub-Committee

Based on data reviewed and gathered we recommend implementing the following:

- Encourage faculty to incorporate diversity into their class curriculum more frequently.
- Incorporate incentives (i.e. extra credit) more prominently in the syllabus for diversity programming that is outside of the normal class time.
- Explore the option and encourage faculty to offer additional classes focused on diversity topics.
- Encourage the Center for Teaching and Learning could partner with the Office of Diversity, Inclusion and Equal Opportunity to provide workshops for faculty on topics of diversity for classroom instruction, syllabus and course development and sensitivity training.
- Encourage divisional trainings on diversity.
- Continue to offer diversity programs that complement the classroom experience (i.e. TWA Events, Diversity Lecture Series, department specific programming).
- Continue to promote study abroad/away opportunities with emphasis on short-term programs as they are often times a more affordable or timely option for students.
- Continue with diversity training for student leaders including athletes, orientation leaders, resident assistants, executive club officers, etc.
- Evaluate the current space for the Office of Multicultural Affairs and explore areas on campus to expand their space.
- Incorporate student representatives into any committees or programming that revolves around diversity. They can aid administrators in catering specifically to target student audiences across campus.
- Student representation on the Campus Climate Committee was really important. The students provided each group with feedback about the focus group questions and engaged in meaningful conversations about their own thoughts on diversity on our campus. Make sure there are always student members of the CCC.
- Collaboration between administrators and faculty across campus provided a nice cross section of our campus community for a representative group on the Campus Climate Committee.

Lessons Learned from Dimension V - Student Support Sub-Committee

- Recruiting students to participate in the focus groups was a challenge. For many students, they did not feel comfortable sharing their thoughts on the topic of diversity. For others, they have felt bombarded by surveys and focus groups over the semester and they were reluctant to partake in another one. Also, students asked numerous times what would come from these focus groups. So many times, they have participated in assessment opportunities and no results have come from them. They did not want to waste their time.
- Some students in the focus groups did not provide the kind of information we were looking for and misunderstood the meaning of diversity, despite full definitions of “diversity”, “inclusion”, and “equity” read to them at the start of the focus group.

- Our group in particular struggled with group membership. Faculty participation was an issue in our group and as time went on we had a member resign and another member leave the university. The remaining group members total two people: one administrator and one student.
- The entire process to evaluate our campus climate could have started earlier in the academic year. The process was a bit rushed and we probably could have had more focus groups if we had an extended time frame.

Summary from Dimension V - Student Support Sub-Committee

To conclude our work with the Student Support Dimension, here is the evaluation of each component:

- **Student Knowledge and Awareness** – Due to lack of terminology, awareness of differences, and general inability to comfortably discuss topics of diversity, the student body seems to fall into the **Emerging Stage**. The only possible exception to this would be in regard to ALANA students on our campus. Within this demographic, it is possible they are in the Developing Stage.
- **Student Success** – Due to lack of readiness to enter the “real world” and working with different individuals, we are in the **Emerging Stage**.
- **Student Opportunities for Engagement** – Although there are many opportunities for out of classroom engagement, there still seems to be limited opportunities within the classroom for diversity discussion. We are considered to be in the **Emerging Stage** in this component.
- **Student Leadership** – There are some opportunities for student leaders to receive diversity training or to take part in diversity programming through Third World Alliance, Pride Alliance, Active Minds, Social Justice Coalition and Amnesty International. We are considered to be in the **Developing Stage** for this component.
- **Student Incentives and Rewards** – Due to lack of incentives and rewards in the majority of classrooms as well as in the co-curricular setting, we are considered to be in the **Emerging Stage** in this component.

Worcester State University still has a long road ahead in order for us to reach the Developing or Transforming Stages in all categories. **Based on feedback received in focus groups and in our larger Campus Climate Committee, there seems to be a great and dedicated interest in improving our campus climate over the next several years.** This year, the student organizations along with the Office of Multicultural Affairs and the Office of Student Involvement held over 100 on campus events that featured topics of diversity. There have been numerous trainings for students, staff, faculty and administrators this year which puts on the right path to expanding the understanding of diversity on our campus as well as fostering a safe space for dialogue by all members of the WSU community surroundings topics of diversity, equity and inclusion.

Recommendation sfrom Dimension VI - Administrative Leadership & Institutional Support Sub-Committee

Based on the qualitative and quantitative data gathered in surveys and focus groups, our assessment is WSU is in the emerging stage of most of the 12 components. We recommend implementing the following to embed the value of diversity into the fabric of the University:

- Build upon the positive attitudes students have toward WSU.
- Add substance and depth to action steps associated with the President’s 5 Point Plan and articulate about how students, faculty and staff are a part of the plan.
- Be clear, frequent, and direct in communicating WSU’s commitment to diversity and communicate this value in multiple ways and through varied venues.
- Seek opportunities to collaborate across the university on activities, events and difficult conversations, whether student-focused or campus community focused.
- Post all diversity and inclusion events on bathroom stalls in the Student Center and other locations on campus.
- Consider an academic year calendar of events with advance notification and encouragement for faculty and student groups/organizations to attend.
- Provide incentives for people supporting each other’s efforts and events. This can be as simple as a public thank you.
- Pay attention to perceptions of the visible and invisible diversity on campus. Be mindful of offices that are focused on diversity.
- Attend events that support diverse perspectives; stay for the duration of the event, making diversity affirming comments when possible. Show that this is a personal commitment for administrators, as the efforts are currently perceived as superficial. Be unwavering in your commitment by making it a priority, ask direct reports to attend diversity related events.
- Continue conducting student focus groups to maintain an informal assessment of progress or lack thereof on the topics of diversity, equity and inclusion. This communicates to students that they are valued.
- Show our commitment in the physical environment; for example, display artwork from various traditions and heritages.
- Have certain pages of our website available in more than one language.
- Use world music when possible.
- Put safe space stickers all over campus.
- Be more accessible in our physical space.
- Offer the option of sign language for the hearing impaired
- Pay attention to perceptions of the visible and invisible diversity on campus.
- Be mindful of offices that are focused on diversity.
- Making SAT optional will bring in more students of color since SAT is not an indicator of the likeliness to succeed, but test bias is significantly significant.
- WSU would benefit from a more diverse alumni team.

The Campus Climate Committee's Executive Summary

Submitted to: President Maloney

Friday, February 09, 2018

By: Alex Briesacher, Ph.D. & Isaac Tesfay, ABD, MBA

Introduction

During the fall 2015 semester, WSU President Maloney convened campus community members to discuss how the institution could build upon its existing programs and services to ensure that the university is championing academic excellence in a diverse, student-centered environment that fosters scholarship, creativity, and global awareness. Shortly thereafter, at the beginning of the spring 2016 semester, the President announced his Five-Point Plan of Action toward a more inclusive campus climate and stated that he would like to pursue a data-driven approach to evaluating WSU's campus climate. To that end, WSU partnered with NERCHE (New England Resource Center for Higher Education) at UMASS Boston and the National Institute for Transformation and Equity (NITE) at Indiana University.

Over the past two years, the university has pursued a multifaceted approach toward an institutional cultural climate assessment, which included multiple campus interviews and presentations from NERCHE and the Campus Climate Committee (CCC), nearly two hundred undergraduate student focus group interviews, a quantitative survey with nearly a 25% response rate from spring 2017 full-time undergraduate students, and a full semester review of collected data and responses. Using NERCHE's self-assessment rubric for the institutionalization of diversity, equity, and inclusion in higher education, the CCC decided to focus on 3 out of 6 dimensions, Administrative Leadership, Curriculum, and Student Support. These dimensions served as the platform for assessing and evaluating campus climate. This executive summary is intended to review existing campus climate efforts, outline committee recommendations, and engage the campus community in enacting a plan toward a more inclusive campus climate.

In order to pursue sustainable and meaningful changes, WSU's campus climate efforts are rooted in theory to ensure a pragmatic approach toward a more inclusive campus climate.

According to Bess & Dee (2008):

Without theory, organizational leaders are forced to treat each problem that they encounter as unique – as if it were encountered for the first time. While leaders may have some experience with a particular problem, their solutions are usually not informed by the accumulated wisdom of others who have already encountered and solved similar problems, perhaps with much greater efficiency and effectiveness (xxxix).

The alignment of diversity, engaged citizenship, social justice, and intellectual growth resulted in the application of Multicultural Organizational Development Theory (MCOB). Consistent with the University's core values and strategic plan, MCOB serves as the theoretical foundation for the call to action by the University president.

In the pursuit of diversity, equity, and inclusion, MCOB inherently assumes that conflict is both necessary and inevitable, allowing organizations to better understand their structures, cultures, and the process of becoming a multicultural organization (Wilcox & McCray, 2005). The journey toward the multicultural ideal is deeply rooted within an organization's internal assessment, and ownership over the data and systemic monitoring of the process, will guide organizations toward becoming fully multicultural (Jackson, 2005). Additionally, the data-driven process provides guidance in overcoming challenges and conflict as well as identifying areas of needed improvement, which may include opportunities for trainings and professional development.

Data Review

Institutional Committees

The CCC has identified the need to formalize three campus-wide committees that remain committed to the institutionalization of diversity, equity, and inclusion. The first committee is intended to fulfill the expectations of the State University Equal Opportunity and Affirmative Action Plan through the formalization of the Advisory Committee for the Office of Diversity, Inclusion, Affirmative Action, and Equal Opportunity. The purpose of this committee is to make recommendations on the implementation of the university's EO/AA plan, to evaluate compliance with the plan, and to provide an annual report of the committee's activities to the President.

The second recommended committee is a Bias Incident Team that focuses solely on addressing the immediate needs of students when dealing with bias incidents and/or hate crimes. This committee would be comprised of Student Affairs members, faculty, the EO Officer, and a student representative, and be charged with determining appropriate incident protocols, publication/advertisement of policies, and establishing its own policies as it relates to functions and tasks of the committee. The final committee would be the institutionalization of the CCC with an annual charge of evaluating campus climate, assessing and evaluating progress on climate efforts, and submitting recommendations to the President in accordance with its charge.

Training

Multicultural and diversity trainings are not a new phenomenon in higher education. Following the civil rights movements and the passage of the GI Bill, post-secondary institutions experienced a surge of women and ALANA student enrollment (Pope, Mueller, & Reynolds, 2009). These demographic changes greatly influenced the need for post-secondary institutions to

be better prepared for and respond to the growing diversity initiatives required to be successful in a diverse and increasingly interconnected world (Smith & Parker, 2005). Most strategies to understand and manage workplace diversity issues involved individual or small-group trainings that emphasized (a) the development of individual awareness, (b) working effectively in diverse environments, (c) affirmative action and equal opportunity laws, (d) how to manage difficult situations, (e) accommodations, and (f) the acceptance of diversity as an espoused goal (Day & Glick, 2000). Additional examples include the development of cultural centers, multicultural Greek Life organizations, and interdisciplinary programs like Women's Studies, Ethnic Studies, and Global Studies (Pope, Mueller, & Reynolds, 2009). Consistent with MCOD theory, this committee has echoed the call that "diversity is no longer about understanding and appreciating differences, breaking down stereotypes, or providing access to a wider range of students, it is also about confronting systems that privilege some groups and challenging the defensive reactions to the dismantling of these systems (Pope, Mueller, & Reynolds, 2009).

The CCC has proposed four different types of trainings aimed at the institutionalization of diversity, equity, and inclusion. The first standard of training is the implementation of mandatory trainings for employees focused on non-discrimination. Although Human Resources and the Office of Diversity, Inclusion, AA/EO are facilitating these trainings during new employee orientations and upon request, the committee finds great value in expanding current training of institutional and state policies geared toward compliance and civility.

The second component of mandatory diversity training for employees involves the creation of a stage-based diversity training series that incorporates the many levels of experience in dealing with diversity. The series and content of these diversity trainings can be facilitated by faculty and staff teams that deliver 100-level, 200-level, 300-level, and 400-level content-based

sessions to compliment the variety of skills and experiences. These new standards of diversity trainings are designed to re-engage veteran faculty and staff in this work, to increase multicultural awareness, and advance toward the multicultural ideal as outlined within the MCOD framework.

As previously discussed, faculty and staff bring wide ranging levels of experience relating to diversity, equity, and inclusion. In recognizing the value of diversity, inclusion, and the open exchange of ideas, the committee is proposing that the university enhance its support toward dedicated awareness month activities that celebrate the histories and contributions of women, people of color, persons with disabilities, and LGBTQIA+. Additionally, as we become an increasingly first-generation institution, the university should develop, promote, and celebrate first-generation identities and accomplishments. This is important because the celebration of cultural heritage months provides space for the campus community to learn about cultural histories, examine contemporary and historical forms of oppression, expose others to diverse ways of knowing and engaging, and reduce biases, prejudices, and stereotypes (Pope, Mueller, & Reynolds, 2009; Pope, Reynolds, & Mueller, 2014).

The fourth type of diversity training should embed academic-based experiential learning and community engagement techniques within the university. A diverse institution is insufficient in achieving an inclusive campus environment without continuous active engagement across groups (Pike & Kuh, 2006). In addition to co-curricular efforts, curricular and experiential learning opportunities increase students' awareness of social issues relevant to diversity, equity, and inclusion; and provide meaningful opportunities for intergroup dialogues and participation in campus cultural events (Gurin, Nagda, & Lopez, 2004).

Space

A significant body of literature has found that when campus community members can find and engage within spaces that recognize, validate, and appreciate their identities, students experience significant increases in retention, success, and overall satisfaction (Evans, Forney, & Guido-DiBrito, 1998; Pascarella & Terenzini, 2005). This phenomenon is applicable to both students and professionals. As such, the committee is proposing several ideas toward designing campus space that reflects the community of which it serves. The first component is a multicultural common space that promotes innovation, difficult dialogues, safe and brave space, as well as fostering a welcoming visible identity. "Because it stands out physically in daily institutional life, campus space makes mission, and thus structure and culture, even more tangible (Fugazzoto, 2009, p. 290)." The committee envisions this space as a central location that fosters inclusion and innovative engagement with all members of the campus community.

The second component involves a visual representation campaign through which banners/flags, art work, pictures, and/or statues could adorn the campus landscape with reference to local, regional, or national leaders in social justice movements. Banners could be placed on street lights with pictures representing the diverse tapestry our campus populations. Lastly, the committee found it timely that the university pursue the creation of campus traditions as we explore the WSU brand and identity. One proposed idea is to use international flags along convocation/commencement procession to exemplify the universities commitment in preparing students for intellectual growth and global citizenship.

Research

A growing body of literature has found that ALANA college students feel as though their histories, cultures, ideas, and languages are devalued and excluded from mainstream curricula (Bernal, 2002), and ALANA students at WSU do not feel differently. A common thread across our focus groups and surveys found that students of varying identities have identified a lack of inclusion and reflection with the course curriculum. While at least one Diversity Across the Curriculum (DAC) course is required of all students, the perception of a lack of representation is problematic for students. In order to better understand and address these concerns, the CCC is recommending that a committee conduct a content analysis of all courses, beginning with DAC courses, in order to identify what is labeled as diversity, where diversity is taught, and what is identified as diversity.

This content analysis should be considered step one of a larger research agenda in identifying diversity within the curriculum, leading to further exploration within other LASC categories such as Thought, Language, Culture (TLC), Global Perspectives (GP), and others. The CCC also recognizes the endless opportunities to explore how the First Year Seminar program can be used to institutionalize diversity, equity, and inclusion, and serve as a platform to introduce students to an inclusive classroom, pedagogical strategies, and course content. Furthermore, there are numerous opportunities to review transfer student requirements and their alignment with these institutionalizing efforts.

While a review of our LASC curriculum would allow us to identify content and pedagogical approaches to incorporating diversity in the classroom, a type of student movement study could allow us to identify where within the University students may be experiencing barriers toward academic success. Such a study would allow for identifying which courses within

the University students are receiving significantly lower grades, courses and/or majors that certain populations are attempting to avoid, and courses and/or majors that certain populations are actively seeking out.

Finally, the committee recognizes that the past two years has pursued a student-centered approach to assessing campus climate, and in order to develop a deeper assessment, we must expand on our current campus climate study to include students, faculty, and staff. Expanding the survey to include the totality of cultural experiences on the University campus would allow us to more accurately identify not only the diversity of experiences throughout the campus community, but could direct these efforts to a more targeted process in assessing the difference between espoused goals and actual outcomes.

Personnel

Consistent, systemic, and pervasive messaging about the importance and value of diversity is essential for multidimensional organizations to achieve large scale strategic diversity plans (Sippola & Smale, 2007). To that end, the CCC consistently found that the University could significantly improve coordination and communication surrounding topics of diversity and inclusion on campus. Consistent barriers toward effective coordination and communication of diversity and inclusion included: students' unfamiliarity with university resources in responding to issues on campus, faculty as unfamiliar or unaware of inclusive efforts across campus, i.e. the residence halls and student organizations, and other university departments may be disconnected and/or disassociated with campus-wide efforts. In order to promote greater synergy across divisions and departments, the CCC is recommending three positions that address barriers to diversity and inclusion throughout the University and better aligning strategic and programmatic efforts with external community members.

First, an academic Dean of Diversity and Inclusion (DDI) is recommended with the goal of centralizing the discussion of student diversity and inclusion within Academic Affairs, while visibly representing the university's commitment to working on these issues. The DDI would focus on infusing the curriculum with issues and topics representative of the student population, and reflective of the larger conversation taking place nationally and globally. Through the humanization of the University's commitment to struggle with these issues, the Dean would allow for a more integrated approach to Programmatic Learning Outcomes (PLOs) within the University while simultaneously providing a specific site for students to raise their issues and productively navigate acute differences of understanding.

Second, the CCC has recommended the addition of a Chief Diversity Officer (CDO) to oversee and propose policies for diversity across the University. Separate from the DDI, the CDO would include an additional focus on Faculty, Staff, and Administrative issues of diversity. The CDO would be charged with providing strategic guidance around multicultural efforts and the implementation of inclusive pedagogies (Leon, 2014). This position would also make a concerted effort toward promoting diversity and multiculturalism through scholarship, teaching, curricular and co-curricular programming, and diversity workshops (Astin, 1995; Bonilla-Silva, 2014), and serve as the spokesperson across the University for all issues pertaining to diversity and inclusion. The CDO is distinct from the Equal Opportunity (EO) Officer in that the EO Officer focuses more narrowly on all issues of discrimination, including discriminatory harassment, retaliation, discrimination complaints, and university hiring processes.

Lastly, the final suggested personnel addition falls within Enrollment Management and the Marketing Department. The CCC is proposing that someone within this department primarily focus on designing, disseminating, and communicating the university's diversity-

related efforts. According to Mayhew, Grunwald, and Dey (2006), it is imperative that organizations positively shape perceptions of diversity and inclusion so as to promote an environment committed toward achieving a more inclusive campus climate. Marketing materials should capitalize on the university's student and personnel assets and engage with prospective students and the greater Worcester community as an institution committed to equipping students with the knowledge and skills necessary for intellectual growth and global citizenship. The focus of this position would be to visibly and publicly highlight the diverse nature of the university to the community at large.

Assessments

At the most fundamental level, reworking department and college level mission statements to incorporate equality, diversity, and inclusion begins a performative step of recognizing both the importance of these concepts as core values to Worcester State University and the role and necessity of diversity throughout the institution. With the recognition of diversity within each field, department specific program learning outcomes can begin to be developed to recognize the role of diversity and inclusion within each department in order for students to find reflection of themselves regardless of the major they select. The CCC is proposing that department chairs and Deans work with their respective areas to ensure department and divisional mission statements accurately reflect the university's mission, core values, strategic plan, and the president's 5 Point Plan of Action.

Recognition

These recommendations should not be viewed as criticisms of the amazing work that already exists at Worcester State. The Diversity Lecture Series, and numerous awareness week

and month activities have existed for numerous years working to bring our students together.

This year's addition of the Provost's lecture series, as well as Safe Space training in April,

should serve as an example of the continued commitment of the University to building an

inclusive environment on campus. These examples still leave out the tireless contributions of our

faculty, both in the classroom and through departmental series, brown bags, teach-ins, and the

contributions of student organizations.

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2017 – 2018 Campus Climate Committee Members

Adam Saltsman: Assistant Professor of Urban Studies/Executive Director of the Urban Action Institute

Alex Briesacher: Assistant Professor of Sociology

Anthony Adade: Associate Vice President/Chief Information Officer, Information Technology

Charity Duncan: Clerk IV in the Education Department

Elizabeth DeCosta: Student

Emanuel Nneji: Associate Professor of Communication

Fran Manocchio: Assistant Dean /Director of Student Accessibility Services within the Student Affairs Division

Jeremy Andreatta: Assistant Professor of Chemistry

Joanne Jaber Gauvin: Staff Assistant/to the Executive Director of the Urban Action Institute

Kristie McNamara: Director of Student Involvement and Leadership Development

Lauren Brown: Student

Lois Wims: Provost/Vice President for Academic Affairs

Manasseh Konadu: Student

Mary Jo Marion: Assistant Vice President and Executive Director of the Latino Education Institute

Nathan Herrera: Staff Assistant in the Marketing Office

Susan Mitroka: Assistant Professor of Chemistry

Isaac Tesfay: Director of Affirmative Action and Equal Opportunity Diversity, Inclusion, and Equal Opportunity

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Anthony Adade: Associate Vice President/Chief Information Officer, Information Technology

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Kristie McNamara: Director of Student Involvement and Leadership Development

Lauren Brown: Student

Mary Jo Marion: Assistant Vice President and Executive Director of the Latino Education Institute

Aldo Guevara-Garcia: Associate Professor of History and Political Science and Chair of the Sociology Department

Timothy Valton: Staff Assistant/Residence Director in the Residence Life and Housing Office

Isaac Tesfay: Director of Affirmative Action and Equal Opportunity Diversity, Inclusion, and Equal Opportunity

Amy Ebbeson: Next Step Coordinator with in the Division of Graduate and Continuing Education

Eileen Perez: Assistant Professor of Mathematics

Corey Laite: Alumni

Angela Quitadamo: Director of Retention in the Enrollment Management Division

Alexzandra Navarro: Alumni

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Part I ADMINISTRATION OF THE GOVERNMENT

Title II EXECUTIVE AND ADMINISTRATIVE OFFICERS OF THE
COMMONWEALTH

Chapter 15A PUBLIC EDUCATION

Section 22 BOARD OF TRUSTEES OF COMMUNITY COLLEGES OR STATE
UNIVERSITIES; POWERS AND DUTIES

[First paragraph effective until April 13, 2017. For text effective April 13, 2017, see below.]

Section 22. Each board of trustees of a community college or state university shall be responsible for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority. Without limitation upon the generality of the foregoing, each such board shall: (a) cause to be prepared and submit to the secretary and the council estimates of maintenance and capital outlay budgets for the institution under its authority; provided further, that the local board of trustees of a community college shall annually submit a report detailing estimates of maintenance, capital outlay budgets and proposed property acquisitions for the institution under its authority to the house and senate committees on ways and means, the secretary of administration and finance and the commissioner of capital asset management and maintenance on or before

December 31; (b) establish all fees at said institution subject to guidelines established by the council. Said fees shall include fines and penalties collected pursuant to the enforcement of traffic and parking rules and regulations. Said rules and regulations shall be enforced by persons in the employ of the institution who throughout the property of the institution shall have the powers of police officers, except as to the service of civil process. Said fees established under the provisions of this section shall be retained by the board of trustees in a revolving fund or funds, and shall be expended as the board of the institution may direct; provided that the foregoing shall not authorize any action in contravention of the requirements of Section 1 of Article LXIII of the Amendments to the Constitution. Said fund or funds shall be subject to annual audit by the state auditor; (c) appoint, transfer, dismiss, promote and award tenure to all personnel of said institution; (d) manage and keep in repair all property, real and personal, owned or occupied by said institution; (e) seek, accept and administer for faculty research, programmatic and institutional purposes grants, gifts and trusts from private foundations, corporations, federal agencies, alumnae and other sources, which shall be administered under the provisions of section two C of chapter twenty-nine and may be disbursed at the direction of the board of trustees pursuant to its authority; (f) implement and evaluate affirmative action policies and programs; (g) establish, implement and evaluate student services and policies; (h) recommend to the council admission standards and instructional programs for said institution, including all major and degree programs provided, however, that said admission standards shall comply with the provisions of section thirty; (i) have authority to transfer funds within and among subsidiary accounts allocated to said institution by the council; (j) establish and operate programs, including summer and

evening programs, in accordance with the degree authority conferred under the provisions of this chapter; (k) award degrees in fields approved by the council; either independently or in conjunction with other institutions, in accordance with actions of the boards of trustees of said other institutions and the council; (l) submit a 5-year master plan to the secretary and the council, which plan shall be subject to the secretary's approval, in consultation with the council, and shall be updated annually according to a schedule determined by the secretary and the board in consultation with the board of trustees; (m) submit financial data and other data as required by the secretary and the board of higher education for the careful and responsible discharge of their purposes, functions, and duties. The data shall be reported annually to the secretary and the board of higher education according to a schedule determined by the secretary and the board of higher education in consultation with the board of trustees. The board of trustees shall also submit an annual institutional spending plan to the secretary and the council for review, comment, and transmittal to the secretary of administration and finance, the house and senate committees on ways and means and the joint committee on higher education. Spending plans shall be reported using a standardized format developed by the secretary, in consultation with the board of higher education and the institutional boards of trustees, in a manner to allow comparison of similar costs between the various institutions of the commonwealth. Said plan shall include an account of spending from all revenue sources including but not limited to, trust funds; (n) develop a mission statement for the institution consistent with identified missions of the system of public higher education as a whole, as well as the identified mission of the category of institution within which the institution operates. Said mission statement shall be forwarded to the secretary and

the council for approval. The board of trustees shall, after its approval, make said mission statement available to the public; (o) submit an institutional self-assessment report to the secretary and the council, which the board of trustees shall make public and available at the institution. Said assessment report shall be used to foster improvement at the institution by the board of trustees and shall include information relative to the institution's progress in fulfilling its approved mission. Said report shall be submitted annually to the secretary and the board of higher education according to a schedule determined by the secretary and said board in consultation with the board of trustees. Said assessment report shall include an analysis of the collaboration between the community college and vocational technical schools and the training and job development programs implemented by the community college and vocational technical schools. (p) The board of trustees of an institution with the potential to expand its mission, profile, and orientation to a more regional or national focus may submit to the secretary and the board of higher education, for approval, a 5-year plan embracing an entrepreneurial model which leverages that potential in order to achieve higher levels of excellence pursuant to section 7.

[First paragraph as amended by 2016, 463, Sec. 8 effective April 13, 2017. For text effective until April 13, 2017, see above.]

Each board of trustees of a community college or state university shall be responsible for establishing those policies necessary for the administrative management of personnel, staff services and the general business of the institution under its authority. Without limitation upon the generality of the foregoing, each such board shall: (a) cause to be prepared and submit to the secretary and the council estimates of maintenance and capital outlay budgets for the institution under its

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The board of trustees of each institution may delegate to the president of such institution any of the powers and responsibilities herein enumerated.

The commonwealth shall indemnify a trustee of a community college or state university against loss by reason of the liability to pay damages to a party for any claim arising out of any official judgment, decision, or conduct of said trustee; provided, however, that said trustee has acted in good faith and without malice; and provided, further, that the defense or settlement of such claim shall have been made by the attorney general or his designee. If a final judgment or decree is entered in favor of a party other than said trustee, the clerk of the court where such judgment or decree is entered shall, within twenty-one days after the final disposition of the claim, provide said trustee with a certified copy of such judgment or entry of decree, showing the amount due from said trustee, who shall transmit the same to the comptroller who shall forthwith notify the governor; and the governor shall draw his warrant for such amount on the state treasurer, who shall pay the same from appropriations made for the purpose by the general court.