

BOT Human Resources Meeting



WORCESTER
STATE
UNIVERSITY

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NOTICE

A MEETING OF THE HUMAN RESOURCES COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES IS SCHEDULED FOR TUESDAY, APRIL 10, 2018, AT 2:00 P.M. IN THE MULTI PURPOSE ROOM OF SHEEHAN HALL.

1. CALL TO ORDER
2. VOTES
3. APPROVAL OF MINUTES – March 20, 2018
4. REORGANIZATION OF THE DIVISION OF STUDENT AFFAIRS
5. OTHER BUSINESS
6. ADJOURNMENT

Judith A. St. Amand
April 3, 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

Human Resources Committee

VOTES

Upon a motion made and seconded, it was

VOTED: to approve the minutes of March 20, 2018 as presented.

Upon a motion made and seconded, it was

VOTED: to recommend to the full Board the approval of the reorganization of
the Division of Student Affairs as presented.

Upon a motion made and seconded, it was

VOTED: to adjourn the meeting at

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
HUMAN RESOURCES COMMITTEE**

March 20, 2018

PRESENT: 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
Ms. Judith St. Amand, Assistant Secretary

The provisions of General Laws, Chapter 30A having been complied with, and a quorum present, a meeting of the Human Resources Committee was held on Tuesday, March 20, 2018 in the President's Conference Room, located on the 2nd floor of the Helen G. Shaughnessy Administration Building. Trustee Hammond thanked everyone for attending and called the meeting to order at 4:35 p.m.

The first item on the agenda was the Reorganization and Restructuring of the Division of Student Affairs. A copy of the Executive Summary and the salary and title changes being recommended were provided for review. President Maloney was invited to share the highlights of the Executive Summary prepared by Consultant Barbara Fienman. He in turn invited Julie Kazarian, Dean of Students and Chief Student Affairs Officer, to review the PowerPoint presentation of the reorganization of the Division of Student Affairs. Dean Kazarian worked with the consultant to identify priorities for the division following the retirement of the Associate Dean in OSILD and the retirement of a second Associate Dean.

- Slide 1 Current Division Structure (10 direct report to Dean of Students)
- Slide 2 Office of Student Involvement and Leadership Development (OSILD)
- Slide 3 New OSILD - Receptionist position renamed Office Manager
 Associate Director eliminated and 2 Assistant Directors created– 1 is
 promotion of Coordinator to Assistant Director and the other new Assistant
 Director position was filled 3/12/18
 Student Program Advisors replace Student Program Assistants and
 will handle Info Desk and Print Center, Living Room Staff and Student
 Building Managers
- Slide 4 Proposed New Division of Student Affairs Chart
 New position – VP of Student Affairs with the following direct reports:
 Administrative Assistant
 Food Service
 Binienda Civic Engagement
 Career Services
 Athletics
 University Police

Assistant Vice President for Engagement with following reports:

Assistant Dean Residence Life
Bookstore
OSILD
Student Support & Conduct
Spiritual Life

Associate Dean Health & Wellness (former Assistant Dean of Students and Director of Counseling) with following reports:

Counseling
Health Services
Health Promotions
Veterans
Assistant Dean Accessibility Services

Slide 5 Health and Wellness Cluster (see above reports)

Slide 6 Engagement Cluster (see above reports)

The reorganization is anticipated to be cost neutral, except for the position of Vice President. Full explanation of all costs and savings is described in attachment 3B.

- Concerns were expressed by some trustees relative to the time factor in receiving the proposed reorganization and the appointment of a vice president
- Felt this was a very big step for the trustees to establish a new vice president's position
- Difficult to discuss when parties are present and also providing the update on the proposed reorganization
- President Maloney assured the group that it was his recommendation to put forward the promotion of Julie Kazarian as Vice President of Student Affairs and Dean of Students – felt her presentation would provide the trustees an opportunity to interact with her directly
- Question was raised as to what happened to the previous vice president's position – would like to have a historical perspective
- Trustees also looking for any revenue from Wellness Center, events, and housing numbers
- Not ready to vote on this matter - need more time – would like to hold in committee

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

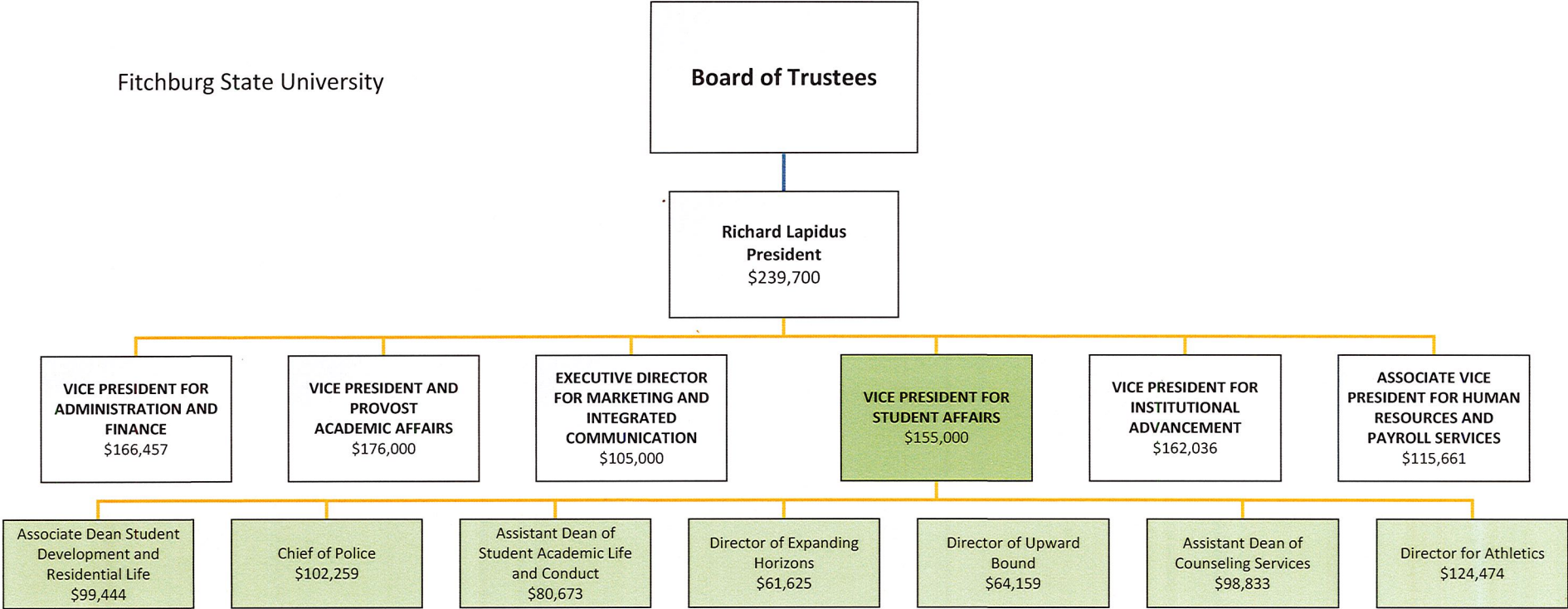
VOTED: to recommend to the full Board to table action on the reorganization of the Division of Student Affairs and request management to provide additional information prior to the April Board meeting.

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

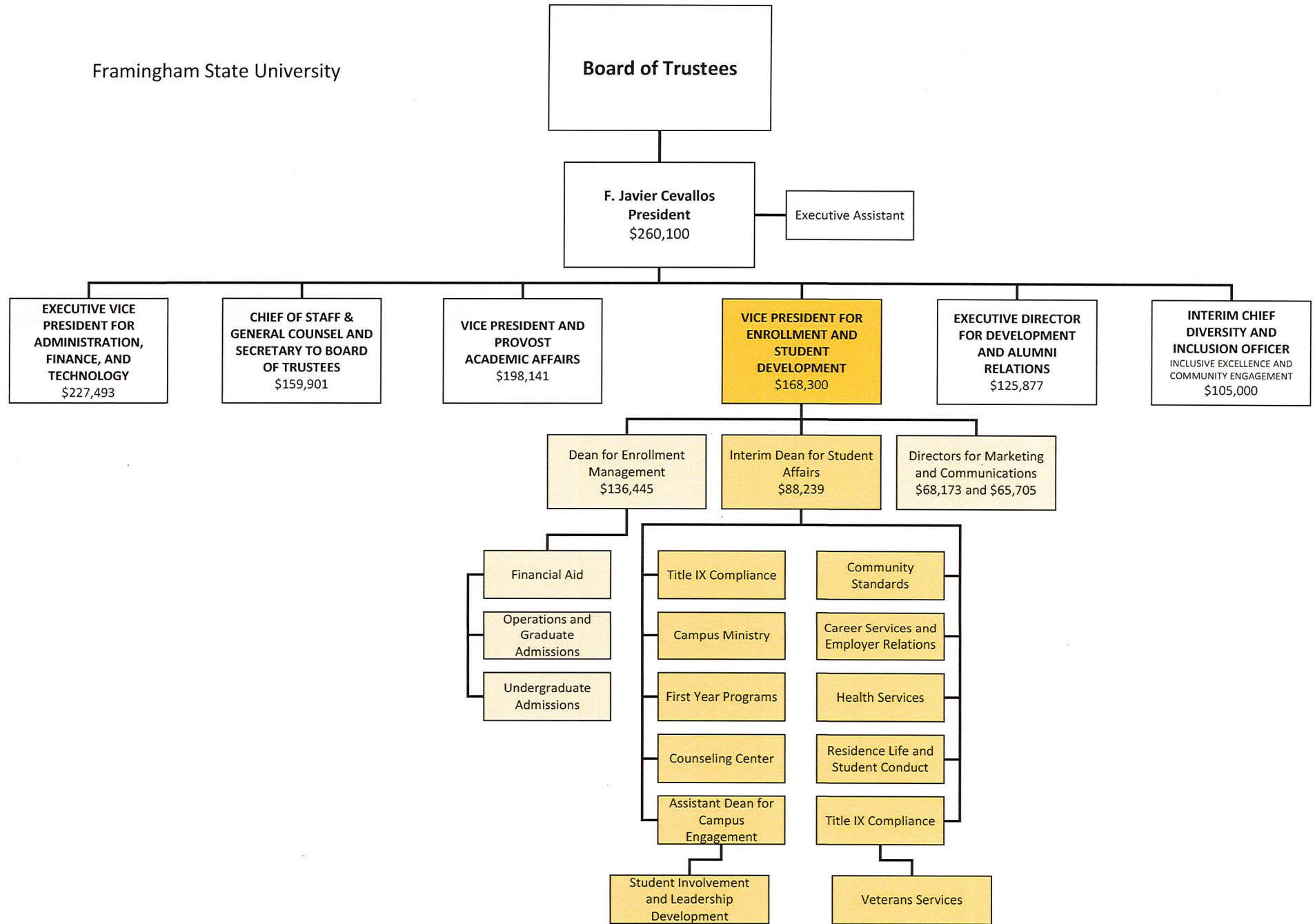
VOTED: to adjourn the meeting at 5:37 p.m.

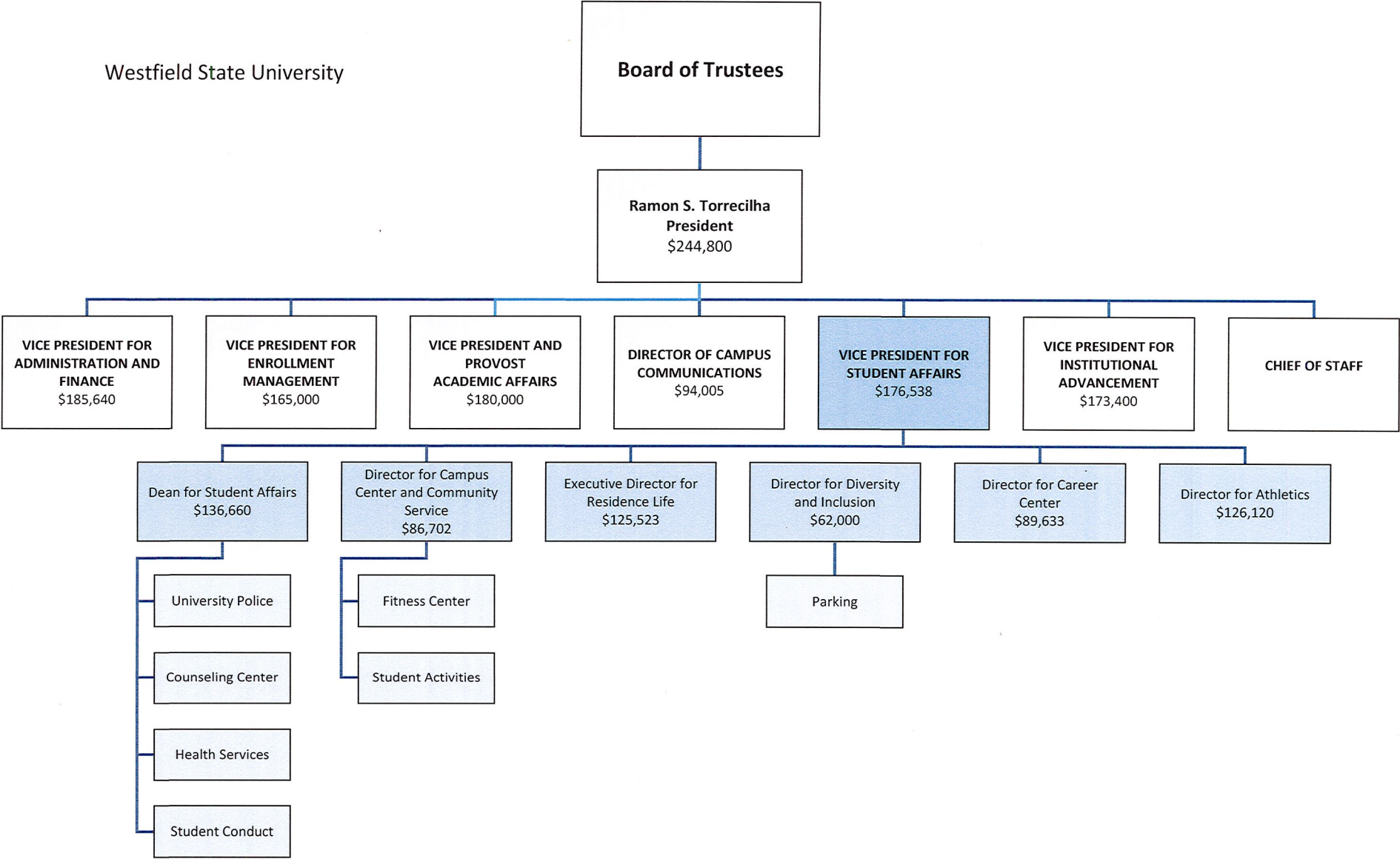
Respectfully submitted,

Judith A. St. Amand
Assistant Secretary



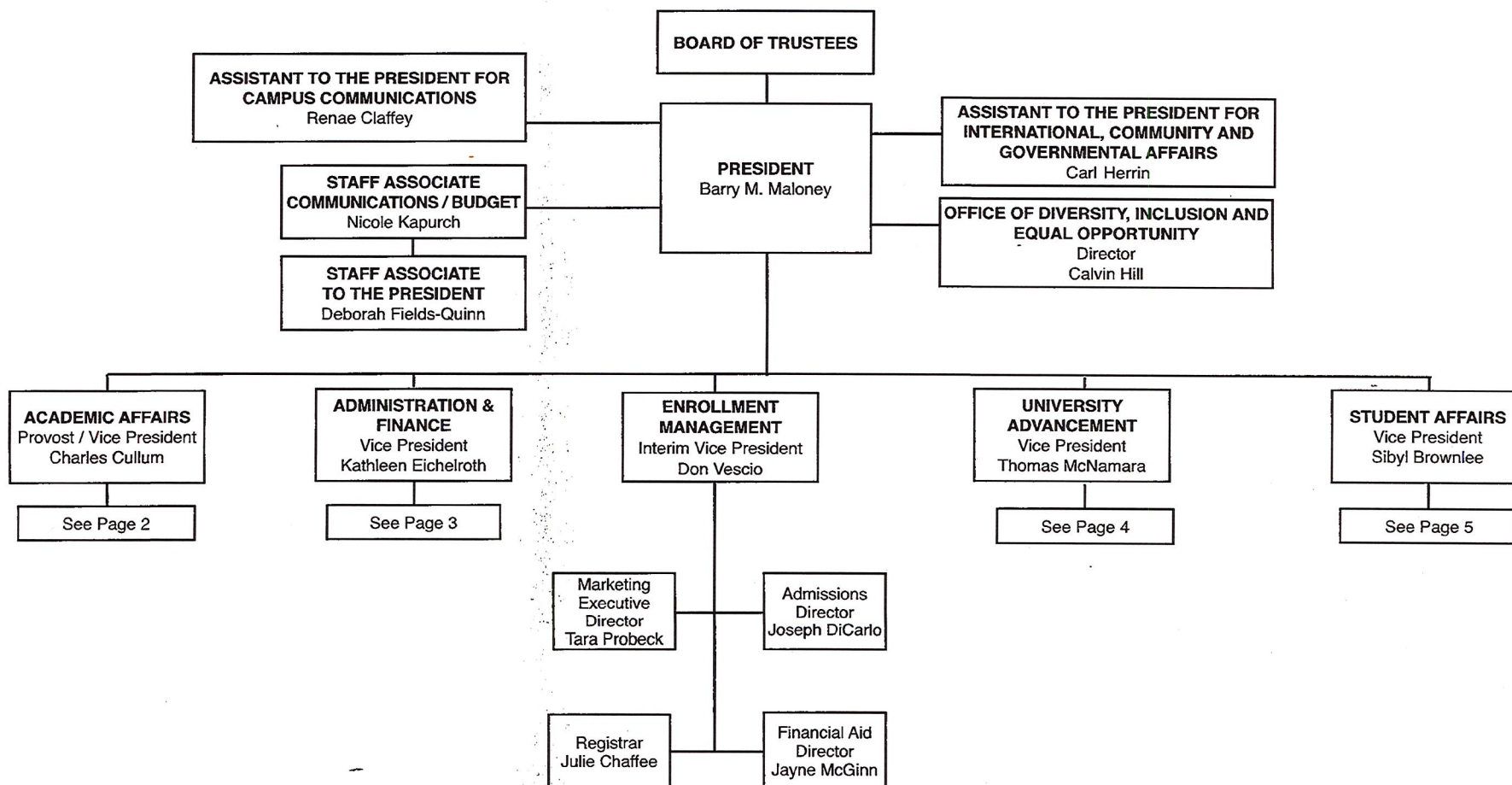
Framingham State University



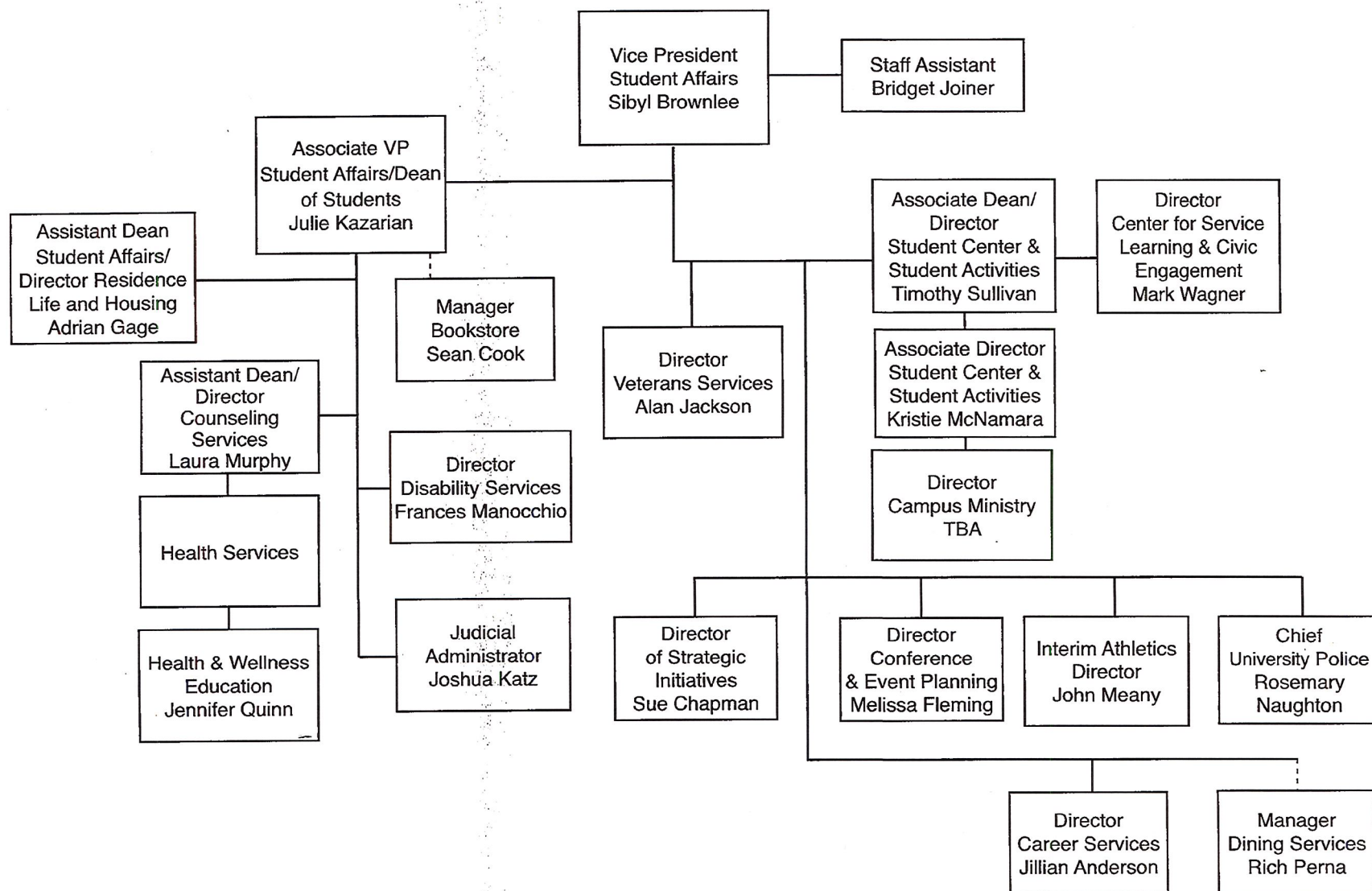


WORCESTER STATE UNIVERSITY

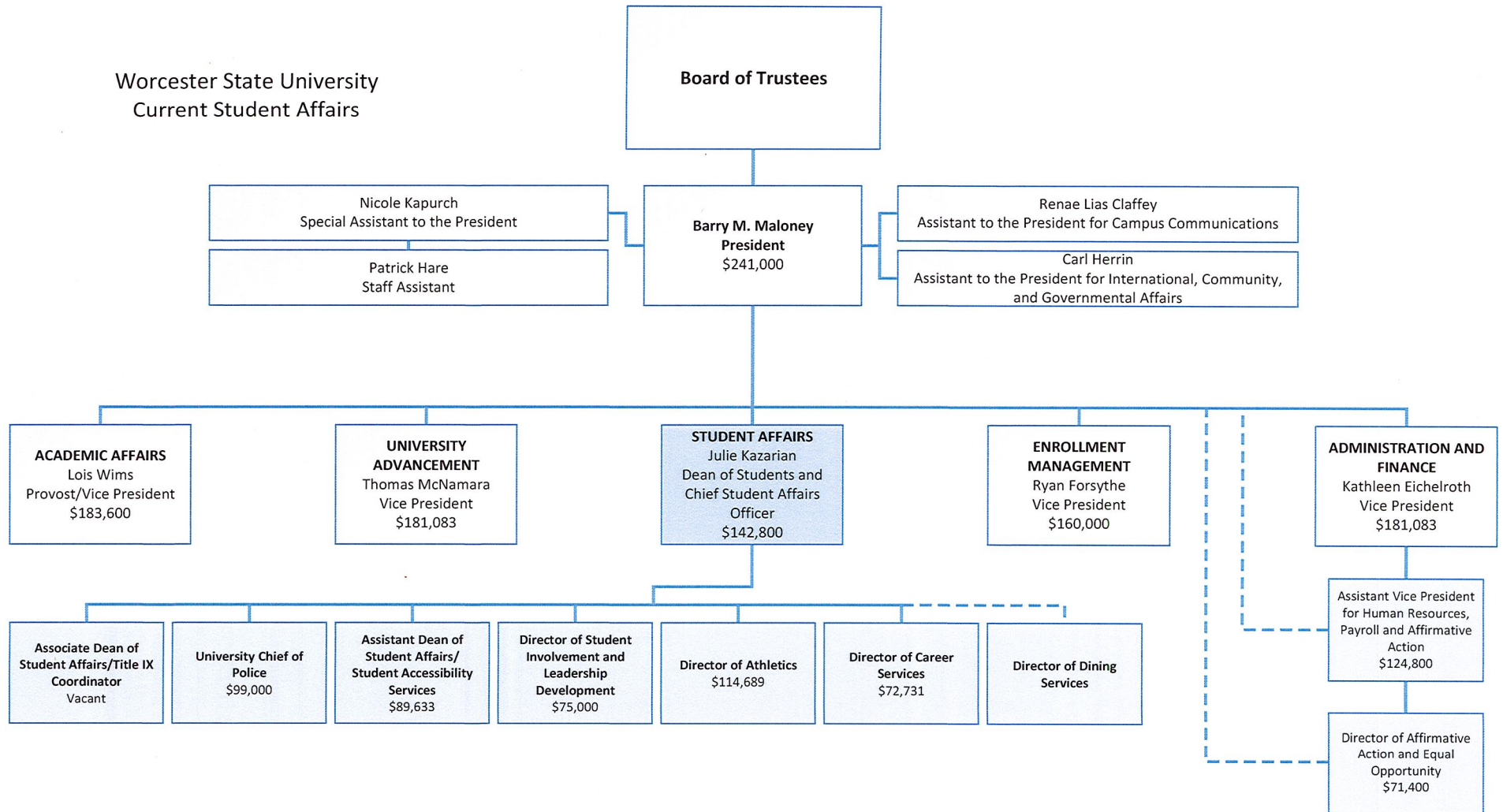
TABLE OF ORGANIZATION



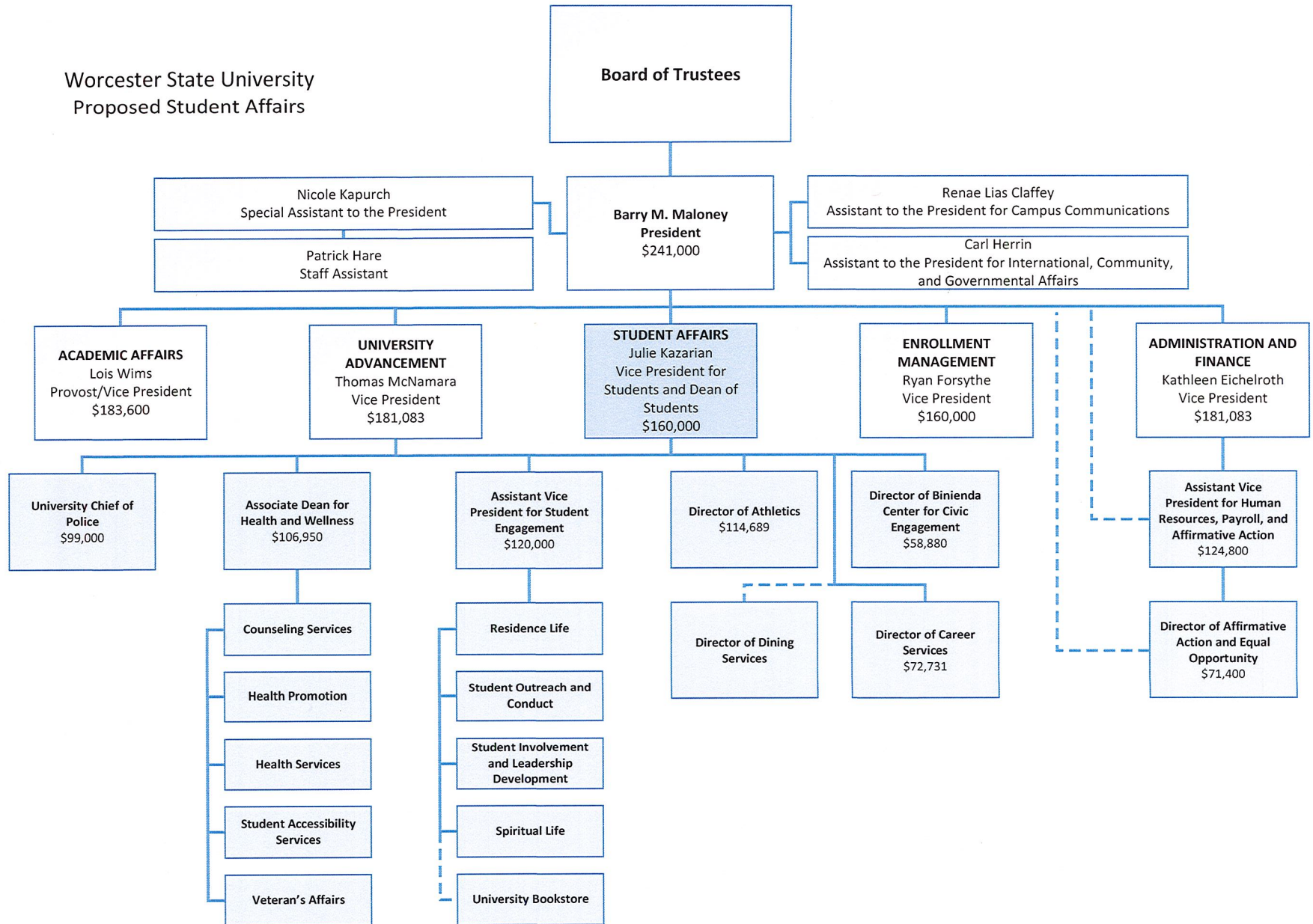
Division of Student Affairs



Worcester State University
Current Student Affairs



Worcester State University
Proposed Student Affairs



BOT Finance Meeting



NOTICE

A MEETING OF THE FINANCE AND FACILITIES COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES IS SCHEDULED FOR TUESDAY, APRIL 10, 2018, AT 3:00 P.M. IN THE SEVEN HILLS CONFERENCE ROOM OF WASYLEAN HALL.

1. CALL TO ORDER
2. VOTES
3. APPROVAL OF MINUTES – March 26, 2018
4. FY 2019 BUDGET
 - 4A) FY 2019 Budget Discussions Memo
 - 4B) Operating Revenues – GPTF and Capital Adaptation & Renewal Projects
 - 4C) Re-Balance Accounts Due to 2% Decline Scenario and Baseline Operating Revenue -- GPTG
5. OTHER BUSINESS
6. ADJOURNMENT

Judith A. St. Amand
April 3, 2018

FINANCE & FACILITIES COMMITTEE

Trustee Stephen Madaus, Chair
Trustee Aleta Fazzone
Trustee Dina Nichols
Trustee Shirley Steele
Trustee Marina Taylor
Trustee Craig Blais, Ex-Officio Voting Member
President Barry Maloney, Ex-Officio Non-Voting Member

Finance & Facilities Votes

Upon a motion made and seconded, it was

VOTED: **to approve the minutes of March 26, 2018 as submitted.**

Upon a motion made and seconded, it was

VOTED: **to recommend approval to the full Board a \$520 annual fee increase to fund the collective bargaining and fringe benefits and a \$109 annual fee increase to fund deferred maintenance gap and expired grant funds.**

Upon a motion made and seconded, it was

VOTED: **to adjourn the meeting at**

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
FINANCE & FACILITIES COMMITTEE**

March 26, 2018

PRESENT: Trustee Stephen Madaus, Chair
Trustee Aleta Fazzone
Trustee Maryanne Hammond, Non-voting member
Trustee Dina Nichols
Trustee Shirley Steele, via conference call
Trustee Amber Suarez, Non-voting member
Trustee Marina Taylor
President Barry Maloney, Ex-Officio Non-Voting Member
Ms. Judith St. Amand, Assistant Secretary

The provisions of General Laws, Chapter 30A having been complied with, and a quorum present, a meeting of the Finance & Facilities Committee was held on Monday, March 26, 2018 at 4:00 p.m. in the President's Conference Room, located on the 2nd floor of the Helen G. Shaughnessy Administration Building. Trustee Madaus called the meeting to order at 4:02 p.m.

Trustee Steele requested Chairman Blais' approval to participate in the meeting via remote access. Permission was granted based on physical disability preventing her to commute to the campus. Therefore, Trustee Madaus announced that all votes will be taken by recorded roll call.

FEDERAL AUDIT REPORT

- VP Kathy Eichelroth joined Jeff Swanberg from Bollus Lynch for an overview of the Federal Audit Report being presented for approval
- General Audit Report of the University and Foundation was presented and approved in the fall
- Because WSU receives in excess of \$750,000 in federal funding, it is considered to be a Type A program and a separate audit report must be conducted
- Pages 1-36 same as prior report
- Audit was conducted for the purpose of forming an opinion on the financial statements as a whole
- *Other Information* – the schedule of expenditures of federal awards is required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, Uniform Administrative Requirements
- During audit did not identify any deficiencies in internal control
- Responsibility of auditing firm to express an opinion on compliance for each of WSU's major federal programs
- In their opinion, WSU complies with the compliance requirements for year ended June 30, 2017

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

VOTED: **by recorded roll call to recommend to the full Board the approval of the Federal Audit Report/Financial Statements for FY'17 as presented.**

<u>In Favor</u>	<u>Opposed</u>
Trustee Fazzone	0
Trustee Nichols	
Trustee Taylor	
Trustee Steele	
Trustee Madaus	

FY'10 UNIVERSITY BUDGET

- Memo from VP Eichelroth detailing the process for division budget preparation was shared
- There was participation from division leadership and budget managers across the university
- Vital that the foundation of the university financial resources be solid
- Past years have experienced overspending and it is imperative that existing resources be realigned
- Majority of funds expended on payroll and fringe benefits
- With the removal of fixed costs, the budget (\$81,172,718) approximately 16%, or \$12,936,667 remains as discretionary spending
- A 3% - 5% reduction in spending in discretionary lines would result in \$380K - \$650K of resources to ensure FY 2019 budget is balanced
- Charge to each Division is to identify reductions in range of 3% - 5% of overall divisional budget
- Not sure the 1% increase for State University's in FY 2019 will make it to final budget
- Budget timeline was shared with the group as well
- VP Eichelroth went through the slides for her PowerPoint presentation focusing on the following:
 - FY 2018 Operating Budget – State Funds/Student Fees
 - Operating Budget – Drill Down, Campus Funds Only
 - Operating Budget - Campus Funds – Demands on Resources
 - Resources Alignment
 - Increases to Payroll and Benefit Costs FY 2019
 - Capital Adaptation and Renewal Grant Obligations
 - Operations Budget Gap
 - Major Points
 - Mandatory Fees at MA Public Colleges and Universities
 - Reserve Stabilization Plan
 - DRAFT Capital Adaption & Renewal Projects
- After reviewing all material the proposal for this FY 2019 Budget calls for a \$520 fee increase per Undergraduate FTE
- Studying the Capital Adaptation and Renewal and Grant Obligations, currently budgeted at 3.3M – 5% is requirement of DHE – study shows \$10M annually to meet need

- Conversations held relative to May Street building and other projects and also asked for scenario should enrollment drop by certain percentage
- Proposal is for a \$520 annual student fee increase to fund collective bargaining and fringe benefits
- A \$109 annual fee increase to fund deferred maintenance gap and expired grant funds
- Proposed fees to be reduced by state funds received for Collective Bargaining and/or Performance Incentive Funds
- Currently evaluation cost reductions and other resources to address operational budget gaps
- Focus on strict budget controls to ensure operating surplus returned to reserve for future capital project
- Final recommendation will be brought to April 10th Finance meeting

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

VOTED: **by recorded roll call to adjourn the meeting at 5:35 p.m.**

In Favor

Trustee Fazzone

Trustee Nichols

Trustee Taylor

Trustee Steele

Trustee Madaus

Opposed

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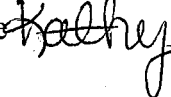
Respectfully submitted,

Judith A. St. Amand
Assistant Secretary

Memorandum

DATE: March 30, 2018

TO: Barry M. Maloney, President

FROM: Kathleen Eichelroth, Vice President for Administration and Finance 

RE: **FY 2019 BUDGET DISCUSSIONS**

This memo and the attached spreadsheets have been prepared to supplement the slides that were discussed during the March 26, 2018, Finance and Facilities sub-committee meeting.

In summary, the main points discussed on the 26th remain as the recommended course of action with regard to the FY 2019 budget.

- \$520 annual fee increase to fund collective bargaining and fringe benefits
- \$109 annual fee increase to fund deferred maintenance gap and expired grant funds
- Proposed fee increases above *to be reduced by state funds received* for Collective Bargaining and/or Performance Incentive Funds
- Identify cost reductions and other resources to address other operational budget gaps
- Focus on strict budget controls to ensure operating surplus returned to reserve for future capital projects

There is also an effort to recoup FY 2017 collective bargaining costs in a prospective fashion by having them added to our FY 2019 base appropriation. In FY 2017 the University increased student fees by \$230 a year to funding the collective bargaining increase. In the event the final State budget for FY 2019 includes this funding in our base any approved increase to the General Fee in FY 2019 could be reduced by an annual amount up to \$230.

During the meeting we also discussed the FY 2019 budget assumption that enrollment will remain flat. Current data regarding the applicant pool for the fall of 2018 is trending consistent with prior years leading us to believe level projections for revenue are a realistic expectation.

As requested by members of the Finance and Facilities sub-committee, a package has been prepared that summarizes the impact of a 2% decline in undergraduate day students and the strategies that would be deployed to address shortfalls in campus based trust funds.

The timing of the request for fee approval is consistent with prior years as it enables the University to publish its rates for the coming fall semester thereby allowing the Financial Aid Office to extend financial aid offers to prospective students.

The comprehensive budget for FY 2019 is still a work in progress as we look to contain costs in an effort to re-allocate resources to fund operational budget pressures. The completed FY 2019 budget package will be presented to the Board at the Trustee meeting on June 5, 2018.

Worcester State University
Operating Revenue
General Purpose Trust Fund - Only

	FY 18	2% reduction in	
	%	FY2018 Budget	UG day students
<u>Undergraduate Day</u>			<u>FY2017 Budget</u>
Tuition/ Out of State Undergraduate		1,261,000	1,200,000
Tuition/ In state Undergraduate		1,700,000	(80,510)
Waivers/Undergraduate		(211,560)	(260,000)
Tuition - net		2,749,440	(80,510)
Undergraduate Day Division		31,479,382	(642,752)
Undergraduate Day Division/waivers		(686,083)	(630,575)
Fees - net		30,793,299	(642,752)
Tuition and Fees - net	74%	33,542,739	(723,262)
<u>Graduate</u>			
Tuition/ Graduate		1,498,000	1,410,000
Waivers/Graduate		(180,000)	(200,000)
Tuition - net		1,318,000	1,210,000
Graduate School - Fees		1,458,107	1,161,487
Tuition and Fees - net	6%	2,776,107	2,371,487
<u>Evening/Summer Undergraduate</u>			
Tuition/ In state Undergraduate		2,908,000	3,400,000
Undergraduate Eve/Summer Programs		2,681,399	3,249,894
Undergraduate Eve/Summer/Waivers		(110,000)	(181,302)
Fees - net		2,571,399	3,068,592
Tuition and Fees - net	12%	5,479,399	6,468,592
Net Tuition and Fees	92%	41,798,245	(723,262)
<u>Other Income</u>	8%	3,452,730.0	3,021,000.0
<i>Total General Trust Fund Source</i>	100%	45,250,975	(723,262)

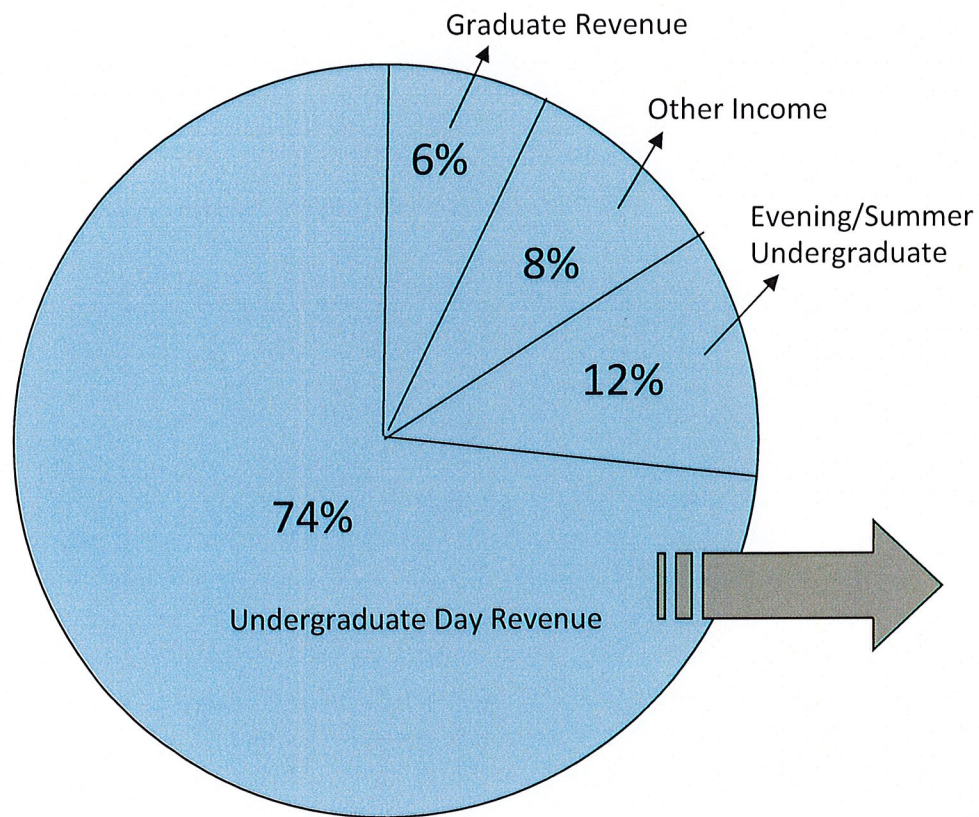
Worcester State University Capital Adaptation & Renewal Projects

FY' 19 - FY '23

DRAFT

PROJECTS: (000's)	FY '19	FY '20	FY '21	FY '22	FY '23
Facilities Assessment	24	24	24	24	24
S&T Lighting Upgrades - State Funds					
S&T RTU Replacement	1600	1950			
Coughlin Field Turf replacement/infrastructure upgrades Phase I	550	1300			
Grounds - Student Center Roadway	360				
May Street/S&T A&E, programming, SD, DD	750	750			
Building Management System upgrades	120				
Parking Garage Site Study	110				
Boiler shutdown switches - code requirement	70				
LRC Library circulation flooring	100				
Wasylean Parking Lot	200	300			
LRC Data Center AC replacement			400		
ADA Compliance Studies		100			
S&T Fume Hood Replacement			700		
Sullivan Auditorium refurbishment & ADA Compliance			2500		
S&T Roof replacement		60		1800	
Student Center - Replace Elevators				1200	
LRC 1st floor - upgrade wiring and ceiling replacement				1000	1250
Student Center Envelope Refurbishment Phase I & II					500
Student Center Envelope Refurbishment Phase III					1000
Sullivan Academic Center 1st floor - VCT replacement/painting					900
Campus ADA Upgrades				50	50
Modular emergency power	32				
S&T student bathroom refurbishment			100		
Grounds - Campus Edge Improvements	0	0	600	600	600
TOTAL Project Cost	4000	4559	4324	4674	4324
Key Code:					
Projects to be deferred if FY19 fee increase is not approved	692				
Project to be Deferred If enrollment declines 2%	750				

Baseline Operating Revenue—General purpose Trust Fund



Effect of a 2% reduction in Undergraduate Day Students



A loss of approximately 83 students



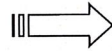
\$723,262 reduction in General Fund Trust



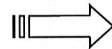
Other Trust Funds will be impacted

- Student Activity Trust (\$ 5,976)
- Student Health Service Trust (\$ 9,130)
- Capital Improvement Trust (\$ 52,788)
- If the loss was 100% Residential Students
⇒ Residence Hall Trust (\$ 653,293)

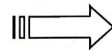
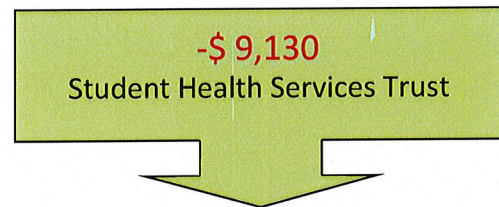
Re-Balance Accounts Due to Scenario of 2% Decline in Undergraduate Day Students



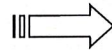
1. Defer projects on the Capital Adaptation and Renewal list
2. Examine operating cost categories and make strategic reductions so that funds can be stored to project list.



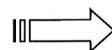
1. Reduce expenditures in the Student Activities budget
2. Increase fund raising initiatives in an effort to restore reductions in the budget



1. Reduce expenditures in the Student Health Services Trust Fund
2. Examine opportunities for long term cost reductions/offsets and work towards new model for FY 2020



1. Decline impairs ability to increase unrestricted reserves in an effort to leverage future capital projects
2. Extend project timelines to match delay in growth of unrestricted reserves



1. Reduce discretionary spending that does not directly impact student programming to achieve partial savings
2. Appropriate reserves to fill operating deficit
3. Actively seek supplemental/complimentary populations to fill beds

BOT Academic Meeting



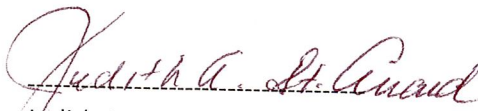
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UNIVERSITY

President's Office
Phone: 508-929-8020
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NOTICE

A MEETING OF THE ACADEMIC AFFAIRS/STUDENT DEVELOPMENT COMMITTEE OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES IS SCHEDULED FOR TUESDAY, APRIL 10, 2018, AT 3:00 P.M. IN THE MULTI PURPOSE ROOM OF SHEEHAN HALL.

1. CALL TO ORDER
2. VOTES
3. MEMOS REGARDING TENURE/PROMOTION
 - 3A) President Maloney to Trustees
 - 3B) Provost Wims to President Maloney
4. APPROVAL OF AWARDING OF TENURE AND FACULTY PROMOTIONS
 - 4A) PowerPoint Information
5. OTHER BUSINESS
6. ADJOURNMENT


Judith A. St. Amand
April 3, 2018

ACADEMIC AFFAIRS/STUDENT DEVELOPMENT COMMITTEE

Trustee Shirley Steele, Chair
Trustee Lisa Colombo
Trustee Karen LaFond
Trustee Stephen Madaus
Trustee Suarez
Trustee David Tuttle
Trustee Craig Blais, Ex-Officio Voting Member
President Barry Maloney, Ex-Officio Non-Voting Member

VOTES

Upon a motion made and seconded, it was

VOTED: to recommend to the full Board the approval of the awarding of tenure for the following faculty, effective 09/01/18:

Jeremy Andreatta	Chemistry
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies
Mary Clay	Business Administration/Economics
Thomas Conroy	Urban Studies
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology

Upon a motion made and seconded, it was

VOTED: to recommend to the full Board the following faculty promotions, effective 09/01/18:

PROMOTION TO FULL PROFESSOR

Allison Dunn	Earth, Environment & Physics
Maria Fung	Mathematics
Charlotte Haller	History/Political Science
Stephen Morreale	Criminal Justice
Emanuel Emeka Nneji	Communication
Stacey Parker	Visual & Performing Arts
Donald Vescio	English

PROMOTION TO ASSOCIATE PROFESSOR

Jeremy Andreatta	Chemistry
Julian Berrian	Communication
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies
Mary Clay	Business Administration/Economics
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology

Upon a motion a made and seconded, it was

VOTED: **to adjourn the meeting at**

TO: Members, WSU Board of Trustees

FROM: Barry M. Maloney

RE: Tenure/Promotion Recommendations

DATE: April 3, 2018

Following the recommendation of Dr. Lois Wims, Provost and Vice President for Academic Affairs, I am pleased to submit for your consideration and approval the following faculty members to be promoted and/or awarded tenure, effective September 1, 2018:

(9) AWARDING OF TENURE

Jeremy Andreatta	Chemistry
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies
Mary Clay	Business Administration/Economics
Thomas Conroy	Urban Studies
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology

One faculty member was not recommended by the Provost for tenure, and I concur with her recommendation.

(7) PROMOTION TO FULL PROFESSOR

Allison Dunn	Earth, Environment & Physics
Maria Fung	Mathematics
Charlotte Haller	History/Political Science
Stephen Morreale	Criminal Justice
Emanuel Emeka Nneji	Communication
Stacey Parker	Visual & Performing Arts
Donald Vescio	English

(9) PROMOTION TO ASSOCIATE PROFESSOR

Jeremy Andreatta	Chemistry
Julian Berrian	Communication
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies

PROMOTION TO ASSOCIATE PROFESSOR (cont.)

Mary Clay	Business Administration/Economics
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology

In making the recommendations, each applicant was given due and serious consideration as required under the provisions of the collective bargaining agreement.

cc: L. Wims
D. Bullens
S. Luster



WORCESTER
STATE
UNIVERSITY

Provost and Vice President for Academic Affairs

Phone: 508-929-8038

Fax: 508-929-8187

March 19, 2018

To: President Barry Maloney

From: Lois A. Wims, Provost

RE: Recommendations for Tenure

• The following tenure track faculty are recommended for tenure:

Mariana Calle

Madeline Campbell

Jeremy Andreatta

Pamela Hollander

Erika Briesacher

Mary Clay

Thomas Conroy

Colleen Sullivan

Eileen Perez

APPROVED
MAR 20 2018
BARRY M. MALONEY
PRESIDENT

Cc: Stacey Luster

Don Bullens



MEMORANDUM

TO: President Barry Maloney
FROM: Lois A. Wims, Provost
DATE: March 30, 2018
SUBJECT: Recommendations for Promotion - AMENDED

The following tenure-track faculty are recommended for promotion to Full Professor:

Allison Dunn
Maria Fung
Charlotte Haller
Stephen Morreale
Emanuel Emeka Nneji
Stacey Parker
Donald Vescio

The following tenure-track faculty are recommended for promotion to Associate Professor:

Jeremy Andreatta
Julian Berrian
Erika Briesacher
Mariana Calle
Madeline Campbell
Mary Clay
Pamela Hollander
Eileen Perez
Colleen Sullivan

Cc : Stacey Luster
Donald Bullens

APPROVED
MAR 30 2018
BARRY M. MALONEY
PRESIDENT



WORCESTER
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Tenure & Promotion Process

2017-2018

Tenure Process at WSU

- Each tenure-track faculty member is evaluated every year.
- Process is governed by the MSCA Contract and includes:
 - Classroom Observation
 - Peer Evaluation
 - Chair Evaluation
 - Dean Evaluation and Recommendation
 - Provost Recommendation
 - President Recommendation and Approval
- At each of the first 5 years, a recommendation is made regarding reappointment to the next year.

Tenure Process at WSU

- During the sixth year, candidates must come up for tenure.
- Each tenure candidate produces an extensive portfolio of accomplishments in:
 - Teaching Excellence
 - Scholarship / Creative Activity
 - Professional Service
 - Alternative Assignments
 - Classroom Observation
 - Peer Evaluation (Department)
 - Chair Evaluation
 - University-wide Tenure Committee Vote
 - Includes an Interview
 - Dean Evaluation and Recommendation
 - Provost Recommendation
 - President Recommendation
 - Board of Trustees Decision

Tenure Process at WSU

- In cases where individuals came to WSU with experience elsewhere or tenure elsewhere, the candidate may apply for an early tenure decision.
- Tenure is a commitment for continuous employment by the institution.
- A negative tenure decision requires a terminal contract to the faculty member for the seventh year.

Faculty Members for Tenure

Faculty Member	Degree	Degree Field
Jeremy Andreatta	Ph.D.	Chemistry
Erika Briesacher	Ph.D.	History
Mariana Calle	Ph.D.	Nutrition Sciences
Madeline Campbell	Ph.D.	Anthropology
Mary Clay	D.B.A.	Accounting
Thomas Conroy	Ph.D.	History
Pamela Hollander	Ed.D.	Language, Literacy and Culture
Eileen Perez	Ed.D.	Instructional Tech
Colleen Sullivan	Ph.D.	Psychology

Faculty Member for Tenure: Jeremy Andreatta

- Department of Chemistry
- Highest Degree: Ph.D. Inorganic & Organometallic Chemistry, Texas A&M
- Book Chapter in book: *Catalysis for Sustainability: Goals, Challenges, and Impacts*
- Reviewer for several professional journals
- Co Advisor to Chemistry Club and Pride Alliance
- Presentations at local and state conferences

Faculty Member for Tenure: Erika Briesacher

- Department of History and Political Science
- Highest Degree: Ph.D. History
Kent State University
- Sixteen conference presentations
- Chapters in edited books, book reviews and book project in manuscript
- Graduate coordinator and Liberal Studies director service
- Coordinator of Center for the Study of Human Rights

Faculty Member for Tenure: Mariana Calle

- Department of Health Sciences
- Highest Degree: Ph.D. Nutritional Sciences
U Conn
- Five peer reviewed articles
- Guest editor and Outstanding Reviewer status
- Registered dietitian
- Multiple university wide committees

Faculty Member for Tenure: Madeline Campbell

- Department of Urban Studies
- Highest Degree: Ph.D. Sociocultural Anthropology
UC Davis
- Book: *Interpreters of Occupation: Gender and the Politics of Belonging in an Iraqi Refugee Network*
- Two book chapters, five peer reviewed articles
- Nine conference presentations, invited lectures on international and interdisciplinary work

Faculty Member for Tenure: Mary Clay

- Department of Business Administration and Economics
- Highest Degree: D.B.A. Accounting
Argosy University
- Certified Public Accountant/80 CPE credits per year
- Applied scholarship in International Financial Reporting Standards
- Presentations on the pedagogy of accounting
- Student undergraduate research support with Commonwealth Honors Program

Faculty Member for Tenure: Thomas Conroy

- Department of Urban Studies
- Highest Degree: Ph.D. History
U Mass
- CityLab Interdisciplinary Collaboration
- Research in Overcoming Urban Exclusion, 74 conference presentations, 20 articles, 35 public projects and community based research opportunities
- Department Chair Urban Studies
- Frequent Board Member of Worcester area organizations

Faculty Member for Tenure: Pamela Hollander

- Department of Education
- Highest Degree: Ed.D. Language, Literacy and Culture Program, U Mass
- Six peer reviewed publications
- Ten workshops/lectures
- Twenty-plus conference presentations
- Graduate program coordinator and faculty advisor to Kappa Delta Phi Honor Society

Faculty Member for Tenure: Eileen Perez

- Department of Mathematics
- Highest Degree: Ed.D. in Instructional Technology and Distance Education, Nova Southeastern
- Developmental Math Program Director and Math Center Director
- 13 conference presentations
- Math content expert for multiple mathematics grants
- Extraordinary Dedication and Helping Hands Awards

Faculty Member for Tenure: Colleen Sullivan

- Department of Psychology
- Highest Degree: Ph.D. Applied Developmental Psychology
U Maryland Baltimore County
- 3 peer reviewed articles/chapters
- 12 Conference Presentations and manuscript reviewer
- First year experience advisor, CTL panelist,
- Connection with secondary school student community
- Shepherded undergraduate student research

Promotion Process at WSU

- All hires who have the terminal degree in their field are appointed at the Assistant Professor rank.
- After a contractual time period, Assistant Professors may apply for promotion
 - April 1st of prior year notification
 - Candidates may request consideration for promotion early.
- Associate Professors, after a contractual time period, may apply for promotion to Professor.

Promotion Process at WSU

- The promotion process requires:
 - Classroom Observation
 - Peer Evaluation (Department)
 - Chair Evaluation
 - University-wide Promotion Committee Vote
 - Dean Evaluation and Recommendation
 - Provost Recommendation
 - President Recommendation
 - Board of Trustees Decision

Promotion Process at WSU

- Each promotion* increases the base salary by academic rank by whichever is the greater amount equal to 5% of the current salary or to the corresponding rate below:

Academic Rank	Base Salary Increase	Faculty Candidates		Annual Cost to WSU	
Associate Professor:	\$4,203	x	9	=	\$37,827
Full Professor:	\$4,689	x	7	=	\$32,823
Annual Total:				=	\$70,650

* These rates are effective as of September 1, 2016.

Faculty Members Recommended for Promotion to Full Professor

Faculty Member	Degree	Degree Field
Allison Dunn	Ph.D.	Earth & Planetary Sciences
Maria Fung	Ph.D.	Mathematics
Charlotte Haller	Ph.D.	History
Stephen Morreale	D.P.A.	Public Administration
Emanuel Emeka Nneji	Ph.D.	Mass Communication
Stacey Parker	M.F.A.	Studio /Sculpture
Donald Vescio	Ph.D.	English

Faculty Member for Promotion to Full Professor: Allison Dunn

- Department of Earth Environment and Physics (DEEP)
- Highest Degree: Ph.D. Earth and Planetary Sciences
Harvard University
- Five peer reviewed articles, four abstracts and poster presentations
- Grants: NASA and Science Education Research Center
- Five conference invited talks
- Reviewer for scientific organizations

Faculty Member for Promotion to Full Professor: Maria Fung

- Department of Mathematics
- Highest Degree: Ph.D. Mathematics
Cornell University
- George I Alden Award for Excellence in Teaching
- Two peer reviewed articles
- Seven national conference presentations
- Co Editor of a Mathematics Teaching Journal
- Grants from Women in Mathematics and Mathematical Association of America

Faculty Member for Promotion to Full Professor: Charlotte Haller

- Department of History and Political Science
- Highest Degree: Ph.D. History
University of Wisconsin Madison
- Three book reviews, book manuscript under review
- Presentations at national and regional conferences
- Leadership of the First Year Experience program
- American Antiquarian Society representative
- Honors curriculum development

Faculty Member for Promotion to Full Professor: Stephen Morreale

- Department of Criminal Justice
- Highest Degree: D.P.A.
Nova Southeastern University
- Fulbright Specialist Program for US Department of State
- Department Chair Criminal Justice
- Two peer reviewed articles, book chapter
- 18 peer reviewed conference presentations
- ACJS national and regional leadership

Faculty Member for Promotion to Full Professor: Emanuel Emeka Nneji

- Department of Communication
- Highest Degree: Ph.D. Mass Communication
University of South Carolina
- Author of textbook *Communication: Empowerment in the Information Age*
- Ethnic Studies Program Area Chair
- Curriculum Committee service as Chair, AUC and NEASC Self Study Committee
- Mentors students in undergraduate research and Commonwealth Undergraduate Research Conference section chair

Faculty Member for Promotion to Full Professor: Stacey Parker

- Department of Visual and Performing Arts (VPA)
- Highest Degree: M.F.A. Fine Art Studio/Sculpture, Rochester Institute of Technology
- Multiple regional exhibitions each year of her art
- George I Alden Excellence in Teaching Award
- Service as Interim Department Chair
- CitySpeak Set Design and Sculpture Project
- Studio Coordinator for Worcester Craft Center

Faculty Member for Promotion to Full Professor: Donald Vescio

- Department of English
- Highest Degree: Ph.D. in English Language and Literacy
University of Rochester
- Regional and National Conference Presentations
- Reviewer for multiple institutions
- Pioneered courses using technology
- Multiple university committees and leadership
- Produces President's Update for the Board of Trustees since 2014
- Writing coordination

Faculty Members Recommended for Promotion to Associate Professor

Faculty Member	Degree	Degree Field
Jeremy Andreatta	Ph.D.	Chemistry
Julian Berrian	M.F.A.	Film & Media Studies
Erika Briesacher	Ph.D.	History
Mariana Calle	Ph.D.	Nutrition
Madeline Campbell	Ph.D.	Anthropology
Mary Clay	D.B.A.	Accounting
Pamela Hollander	Ed.D.	Lang/Literacy
Eileen Perez	Ed.D.	Instructional Tech.
Colleen Sullivan	Ph.D.	Psychology

Faculty Member for Promotion to Associate Professor: Jeremy Andreatta

- Department of Chemistry
- Highest Degree: Ph.D. Inorganic & Organometallic Chemistry, Texas A&M
- Book Chapter in book: *Catalysis for Sustainability: Goals, Challenges, and Impacts*
- Reviewer for several professional journals
- Co Advisor to Chemistry Club and Pride Alliance
- Presentations at local and state conferences

Faculty Member for Promotion to Associate Professor: Julian Berrian

- Department of Communication
- Highest Degree: M.F.A. Film and Media Studies
Temple University
- 9 Conference presentations
- Multiple video and media productions, documentaries
- Multicultural Affairs Collaboration and Service
- Director of Community Media Center

Faculty Member for Promotion to Associate Professor: Erika Briesacher

- Department of History and Political Science
- Highest Degree: Ph.D. History
Kent State University
- Sixteen conference presentations
- Chapters in edited books, book reviews and book project in manuscript
- Graduate coordinator and Liberal Studies director service
- Coordinator of Center for the Study of Human Rights

Faculty Member for Promotion to Associate Professor: Mariana Calle

- Department of Health Sciences
- Highest Degree: Ph.D. Nutritional Sciences
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- Five peer reviewed articles
- Guest editor and Outstanding Reviewer status
- Registered dietitian
- Multiple university wide committees

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- Department of Urban Studies
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UC Davis
- Book: *Interpreters of Occupation: Gender and the Politics of Belonging in an Iraqi Refugee Network*
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- Highest Degree: D.B.A. Accounting
Argosy University
- Certified Public Accountant/80 CPE credits per year
- Applied scholarship in International Financial Reporting Standards
- Presentations on the pedagogy of accounting
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- Six peer reviewed publications
- Ten workshops/lectures
- Twenty-plus conference presentations
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- Developmental Math Program Director and Math Center Director
- 13 conference presentations
- Math content expert for multiple mathematics grants
- Extraordinary Dedication and Helping Hands Awards

Faculty Member for Promotion to Associate Professor: Colleen Sullivan

- Department of Psychology
- Highest Degree: Ph.D. Applied Developmental Psychology
U Maryland Baltimore County
- 3 peer reviewed articles/chapters
- 12 Conference Presentations and manuscript reviewer
- First year experience advisor, CTL panelist,
- Connection with secondary school student community
- Shepherded undergraduate student research

Questions?



Board of Trustees Meeting



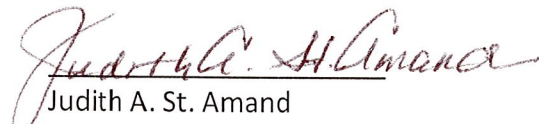
WORCESTER STATE UNIVERSITY

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

NOTICE

A MEETING OF THE WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES WILL BE HELD ON TUESDAY, APRIL 10, 2018, AT 4:00 P.M. IN THE MULTI-PURPOSE ROOM OF SHEEHAN HALL.

1. CALL TO ORDER
2. VOTES
3. INTRODUCTION OF WOMEN'S VOLLEYBALL TEAM
4. APPROVAL OF MINUTES - March 16, 2018
March 20, 2018
5. CHAIR OF THE BOARD UPDATE
 - A. Appointment of Nominating Committee
6. PRESIDENT'S REPORT
7. ACADEMIC AFFAIRS/STUDENT DEVELOPMENT COMMITTEE REPORT
8. FINANCE/FACILITIES COMMITTEE REPORT
9. HUMAN RESOURCES COMMITTEE REPORT
10. OTHER BUSINESS
11. ADJOURNMENT


Judith A. St. Amand
April 3, 2018

VOTES

Upon a motion made and seconded, it was

VOTED: to approve the minutes of March 16, 2018 as submitted.

Upon a motion made and seconded, it was

VOTED: to approve the minutes of March 20, 2018 as submitted.

Upon a motion made and seconded, it was

VOTED: to accept the report of the Academic Affairs and Student Development Committee and approve the following faculty for the awarding of tenure, effective 09/01/18:

Jeremy Andreatta	Chemistry
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies
Mary Clay	Business Administration/Economics
Thomas Conroy	Urban Studies
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology

Upon a motion made and seconded, it was

VOTED: to accept the report of the Academic Affairs and Student Development Committee and approve the following faculty promotions, effective 9/1/18:

PROMOTION TO FULL PROFESSOR

Allison Dunn	Earth, Environment & Physics
Maria Fung	Mathematics
Charlotte Haller	History/Political Science
Stephen Morreale	Criminal Justice
Emanuel Emeka Nneji	Communication

VOTES

PROMOTION TO FULL PROFESSOR (cont.)

Stacey Parker	Visual & Performing Arts
Donald Vescio	English

PROMOTION TO ASSOCIATE PROFESSOR

Jeremy Andreatta	Chemistry
Julian Berrian	Communication
Erika Briesacher	History/Political Science
Mariana Calle	Health Sciences
Madeline Campbell	Urban Studies
Mary Clay	Business Administration/Economics
Pamela Hollander	Education
Eileen Perez	Mathematics
Colleen Sullivan	Psychology

Upon a motion made and seconded, it was

VOTED: to accept the report of the Finance & Facilities Committee and approve for the FY 2019 Budget a \$520 annual fee increase to fund the collective bargaining and fringe benefits and a \$109 annual fee increase to fund deferred maintenance gap and expired grant funds.

Upon a motion made and seconded, it was

VOTED: to accept the report of the Human Resources Committee and approve the reorganization and restructuring of the Division of Student Affairs as presented.

Upon a motion made and seconded, it was

VOTED: to adjourn the meeting at

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

March 16, 2018

PRESENT: Trustee Craig Blais, Chair
Trustee Maryanne Hammond, Vice Chair
Trustee Stephen Madaus, Vice Chair
Trustee Lisa Colombo
Trustee Aleta Fazzone
Trustee Dina Nichols
Trustee Amber Suarez
Trustee Marina Taylor
Trustee David Tuttle
President Barry Maloney, Secretary
Ms. Judith St. Amand, Assistant Secretary

ABSENT: Trustee Karen LaFond
Trustee Shirley Steele

Also in attendance: Lois Wims, Kathy Eichelroth, Ryan Forsythe, Tom McNamara, Julie Kazarian, Carl Herrin, Stacey Luster, Renae Lias-Claffey, Nikki Kapurch, Judy St. Amand, and Linda Campanella (SOS Consulting)

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 at the Southbridge Hotel & Conference Center, 14 Mechanic Street, Southbridge, Massachusetts. Chairman Blais called the meeting to order at 1:00 p.m.

President Maloney and Chairman Blais worked with Linda Campanella, consultant with SOS Consulting Group from Connecticut, and senior staff to structure a meeting that encouraged trustee discussion around issues facing higher education as well as those facing Worcester State in particular. A brief bio introducing Linda was included in the Board packet as well as several short readings and a PowerPoint presentation. The goal was to have the trustees and leadership team come away from the meeting with a better understanding of the higher education landscape and where/how WSU fits in it. Several members of the leadership team provided information to their various areas as discussion took place as part of the PowerPoint presentation.

Attached to these minutes is a list of discussion questions that were interspersed throughout the meeting and presentation, notes prepared by Linda Campanella, and a document from AGB (Association of Governing Boards) – *AGB BOARD OF DIRECTORS' STATEMENT ON INNOVATION IN HIGHER EDUCATION*.

The topics of discussion were very well received and trustees felt time spent proved to be most valuable to them. Would like to see this type of meeting be continued in the future.

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

VOTED: **to adjourn the meeting at 4:35 p.m.**

Respectfully submitted,



Judith A. St. Amand
Assistant Secretary

1. Are trustees comfortable with and sufficiently equipped to confidently assert WSU's commitment to providing a **liberal arts foundation as preparation** for success and fulfillment in both life and careers? How might the administration help you feel more comfortable/better equipped?

Suggestions included:

- Need to help folks (parents and prospective students) understand and appreciate the value of the liberal arts foundation upfront.
 - Advising – and helping students connect liberal arts curriculum with life after WSU – is critically important.
 - Internships are critically important as a workforce-readiness complement to the liberal arts foundation – for reasons that include giving students confidence about their preparation and post-university next steps/prospects.
2. What is absolutely critical to **WSU's ability to maintain its competitive position** in today's (and tomorrow's) higher ed marketplace?
 - Marketing
 - Social media presence
 - Connecting not just with prospective students but also their parents
 - Rankings/academic reputation
 - Reassurance that WSU is strong and not going anywhere (i.e., "out of business")
 - Dual-enrollment pathways—and raising public awareness of this option
 - The attractiveness of the "product we're selling" – form and format
 - Maintaining affordability/access
 - Drawing attention to the beautiful campus and significant new additions to it
 - Effective inclusion strategies and a sustained commitment to diversity
 - Robust co-curriculum
 - Improving retention/six-year graduation rate
 3. How do the **enrollment challenges and concerns** we've teed up translate into resource priorities? What role can/should trustees play in addressing the identified challenges?

Discussion focused largely on process for evaluating whether programs may have excess capacity (i.e., are under-enrolled) or unmet demand (i.e., more applicants than can be accommodated, as is the case with the nursing program). Trustees were interested in understanding specifically what the barriers to expansion of the nursing program are and generally what the process for evaluating and determining whether or not to add or remove (or creatively merge) programs based upon student interest levels.
 4. What do we anticipate will be most dramatically different about WSU's **academic programs and/or delivery methods five years from now**?
 - More use of technology in the classroom and more online engagement with students across the board
 - Potentially some graduate degree programs delivered wholly online
 - More programs that meet the needs of non-traditional, adult learners

5. How will WSU weather potential enrollment dips? What are the **keys to long-term sustainability**?

Suggestions included:

- Clear differentiation
- Real-world learning opportunities
- Solid financials
- A growing endowment
- Clear voice at the state capitol
- Creative partnerships outside higher ed sector
- Collaborations with community colleges

6. Is the current model **of how WSU's board conducts business and interacts with administration leadership** working well? How might/should the model change to help the board engage in good governance while also feeling sufficiently connected with WSU's mission?

Suggestions included:

- Shorten the trustee learning curve (i.e., evaluate and enhance the onboarding process)
- Engage trustees in strategy deliberations
- Facilitate opportunities for trustees to interact on campus and be more involved in campus life
- Plug trustees into WSU's Facebook feed – as an easy way to feel more a part of the campus community
- Hold student leader-trustee dinners – to “put faces on the issues” and inject “the voice of the customer” into trustee deliberations

7. How can/should/will the governing board collaborate with the president and his leadership team to **foster a culture of innovation** at Worcester State?

- Trustees are eager to engage this topic at a future meeting (potentially with facilitation from Lisa)
- Attached is suggested reading from the consultant (as referenced during the meeting).

Notes prepared by Linda S. Campanella
SOS Consulting Group LLC
sos.consulting@comcast.net

AGB BOARD OF DIRECTORS'
STATEMENT ON

INNOVATION

IN HIGHER EDUCATION



The Board of Directors of the Association of Governing Boards of Universities and Colleges (AGB) periodically releases formal statements offering guidance for institution and system governing boards and other institutional leaders. This *Statement on Innovation in Higher Education*—approved by the Board of Directors on August 3, 2017—is focused on a topic that is increasingly important to a sector facing significant challenges and disruption in its business model and the delivery of academic programs.

Innovation often involves risk. This AGB Board Statement offers guidelines to those who hold the fiduciary authority to consider an institution's risk tolerance in facing the future, and sets forth six principles to guide governing boards and institution leadership in fostering a culture of innovation—one that supports bold responses and creative solutions, and welcomes stakeholder engagement.

As with all AGB Board Statements, this publication is not limited to any one sector of higher education or type of institution, and it is not intended to be prescriptive. Rather, it presents principles for boards and institutional leaders to consider and to adapt to their own unique institutional circumstances.

In addition to the statement, the association has developed a dedicated web page, agb.org/innovation, that features case studies and practical resources to promote a culture of innovation. As AGB's engagement on this important topic continues, this site will be expanded, with input from our members.

AGB and its Board of Directors are grateful to the many people who have added their insights to the development of this statement. The association convened a special task force, chaired by AGB board member Angel Mendez (Lafayette College), to lead the effort that resulted in this statement. We are grateful to its members (listed below) whose leadership has added great value and insight to our work.

We also acknowledge Julianne Basinger for her contribution to the drafting of this statement, and AGB Senior Fellow Artis Hampshire-Cowan for her work with the task force. AGB Executive Vice President and Chief Operating Officer Susan Whealler Johnston and Policy and Program Associate Lynn Sommerville were instrumental in the development of a final draft of the statement. We extend our appreciation to the many AGB members who provided additional comments to strengthen the statement and reinforce the importance of this issue.

David W. Miles
Chair, AGB Board of Directors
Board Member, Drake University

Richard D. Legon
President, AGB
Board Member, Spelman College

AGB TASK FORCE ON INNOVATION IN HIGHER EDUCATION

Angel Mendez (Chair)
AGB Director
Board Member, Lafayette College

Diane Yu
AGB Director
Board Member, Oberlin College

Beverly Seay (Vice Chair)
AGB Director
Board Member, University of Central Florida

Ángel Cabrera
President, George Mason University

Leo Lambert
AGB Director
President, Elon University

Paul LeBlanc
Chair, AGB Council of Presidents
President, Southern New Hampshire University

David Turner
AGB Director (former)
Board Member (former), Delaware State University

John O'Brien
President and CEO, EDUCAUSE



Introduction

Throughout its history, American higher education has been shaped by innovation. The variety of institutional types—research universities, liberal arts colleges, community colleges, religiously affiliated institutions, historically black colleges, women’s colleges—clearly demonstrates the innovation with which the country historically has approached post-secondary education. The growth of online classes, the initial dramatic impact of MOOCs, and the emergence of competency-based certificate programs are among the more recent innovations in providing higher education to a changed and expanding student population. Collectively, these and other examples demonstrate how higher education has both led and responded to external demands and internal realities.

However, external demands and internal disruptions have intensified in recent years, and innovation is needed now more than ever. Innovation is no longer optional but required for institutions trying to advance their mission, to ensure their future viability and success, or to achieve their aspirational goals. Private colleges and universities face enrollment challenges and increasing tuition discounting while public institutions face declining state support and increasing tuition dependence. The public is concerned that college costs too much and not enough students graduate with marketable degrees. Business leaders are demanding more and better college-educated workers who can step into the jobs of the 21st century, and institutions struggle to communicate the quality they add to a student’s knowledge, skills, and attitudes.

In fact, the very nature of who attends college has changed radically, with roughly 40 percent of college and university students older than 22, and nearly 50 percent coming from racial and ethnic minorities. Many are the first in their families to attend college. Barely half of all students who start a bachelor's program graduate with a degree within six years, and only 40 percent of community college students complete a program within that same six-year time frame. Students' paths toward degrees also are increasingly nonlinear, according to the National Student Clearinghouse, with more than a third transferring at least once during their college years; still others will drop out and then return in later years. Given these nontraditional students and nontraditional pathways, institutions must innovate to provide a transformed experience to a changing student population.

Volatility and uncertainty characterize higher education's working environment. Beyond higher education, technology has fundamentally changed how we work, entertain ourselves, gather information, solve problems, and connect to others. The technology revolution has only begun, with artificial intelligence and virtual and augmented reality beginning to sketch out a future that is very different from our lives today. Higher education is not insulated from this transformation. Clearly, innovation must be a critical part of the equation for colleges and universities seeking to meet their students' needs and expectations, and to address the challenges of the 21st century.



WHY BOARDS SHOULD CARE ABOUT INNOVATION

As fiduciaries, boards are accountable for the current as well as the future health of their institutions. While the “fierce urgency of now” can feel all-consuming—for instance, if enrollment numbers come in below budget or the governor requires a mid-year budget cut—governing boards of colleges and universities or public systems need to ensure that their institutions develop ideas and make decisions that position them for the long-term future, not just address today’s needs. An institutional focus on innovation can be the answer to both needs.

Innovation in higher education typically focuses on areas such as educational delivery methods, academic initiatives, internal processes for business or service, business model needs, new markets or existing markets served in new ways, and establishment of partnerships with corporations and other institutions. Innovative institutions are attentive to changing consumer demands (from students, their parents, employers, and others), and they use data to help drive decisions and set directions. Technology, instead of being treated simply as a utility, is an enabler and driver of innovation. Innovative institutions are not racing to keep up with technology trends, but proactively aligning technology innovations to institutional priorities.

Examples of innovation in higher education that secure the present as well as the future are plentiful. Consider the following:

- Institutions are serving a small on-campus population with traditional educational programs and faculty, but are also enrolling tens of thousands of students through online programs.
- Colleges and universities are creating public-private partnerships to advance scientific research while also supporting internships and other educational experiences for students.
- Public university systems are centralizing purchasing, facilities, and energy management across their campuses to reduce cost and price.
- Competency-based education programs, a flexible model where progress is achieved by measuring learning rather than time, are allowing institutions to attract and serve older students who are already in the workforce.
- Co-located colleges and universities have joined forces through collaboration to maximize resources and expertise.

- Big data is being used to enhance student learning and improve time to graduation.
- Institutions are creating flexible faculty reward systems to enable greater effectiveness at the department level.
- Institutions are adopting customer service models from business to streamline student experiences in registration, advising, and tutoring.
- Cohort models are being used to deepen learning, develop interpersonal skills, and drive up completion rates.
- Some colleges are significantly cutting tuition (“resetting” it), balancing decreased revenue by decreasing fixed costs and increasing enrollment.
- Excess capacity (space as well as staffing) is being leveraged to launch new educational programs serving the needs of new markets on weekends, at night, and online.
- Institutions are using process mapping to better understand the student experience and are making changes to better serve students from recruitment to graduation—and continuing into alumni relations.
- Curricular development that includes advisory councils from business and industry is ensuring that graduates have the knowledge and skills necessary for success in the workplace.
- Colleges and universities are partnering to share successful innovations and guide their implementation on each other’s campuses.
- Faculty and administrators are coming together to design new approaches to experiential learning strategies that more comprehensively address educational quality, student retention, and workforce preparation.
- Even intercollegiate athletics are innovating, with some institutions reimagining the student-athlete experience from the pre-collegiate years through the years following graduation, while others are tapping into the interests of a new market of students by creating leagues for esports.



As these innovations demonstrate, colleges and universities are exploring new ways to deliver their missions, ensure a stronger market position, and establish a more robust business model. At the heart of this innovation is the ability to attract, retain, serve, and educate students—that is, to fully realize the institution’s mission. As fiduciaries, governing boards are accountable for the mission of their institutions. In addition, they should set aspirational and transformative goals for the colleges and universities they serve.

Whether defined as innovation or institutional change, governing boards should engage in the process by asking important questions and encouraging a culture that both acknowledges current circumstances and drives toward new initiatives that are tied to mission. Governing boards play an instrumental role in recognizing and supporting visionary and innovative ideas, protecting them from becoming mediocre ones, and sharpening these good ideas through discussion and engagement. By recognizing the added value of these responsibilities, governing board members can appropriately engage with institutional leaders and encourage an institutional culture that allows innovation to flourish.

A CULTURE OF INNOVATION

In his 1985 book, *Organizational Culture and Leadership*, MIT professor Edgar Schein insisted that “culture determines and limits strategy.” Or, as business management consultant Peter Drucker stated, “Culture eats strategy for breakfast.” Though articulated differently, the point is clear: For an institution to be innovative, it must have a thriving culture of innovation. The culture of an organization is determined by the values, beliefs, habits, and principles of its members. A culture of innovation at a college or university begins with an understanding that the status quo is not sufficient for continued success or viability. While the institution’s mission may still have value, the new environment for higher education requires fresh approaches for delivering that mission.

In this new setting, a culture of innovation prizes and rewards creative thinking. It empowers constituents—staff, faculty, administration, students, and community members—to think creatively about solutions and to implement them. It also embraces risk and failure as integral aspects of innovation. It even rewards failures following good attempts—“shots on goal”—to motivate the continued effort to develop new ideas. Many institutional innovations begin at the grassroots level as compelling ideas that gain traction and are then scaled to create sustainable innovation throughout the institution. In a culture of innovation, governing boards and presidents recognize the power of these grassroots ideas and seek to support the good work on innovation that is occurring in all areas of the campus community. They also look externally for connections in the local community or region to leverage these innovations.

A culture of innovation requires boards and chief executives to work and think together about opportunities and risks. The governing board, as the ultimate fiduciary in any institution or system, must demonstrate leadership by conveying trust in its institution’s leaders despite the inherent risks associated with innovation. The board should show a willingness to be nimble, add value to both strategy and supportive policies, offer recognition, and ensure appropriate investments—both large and small—in support of change.

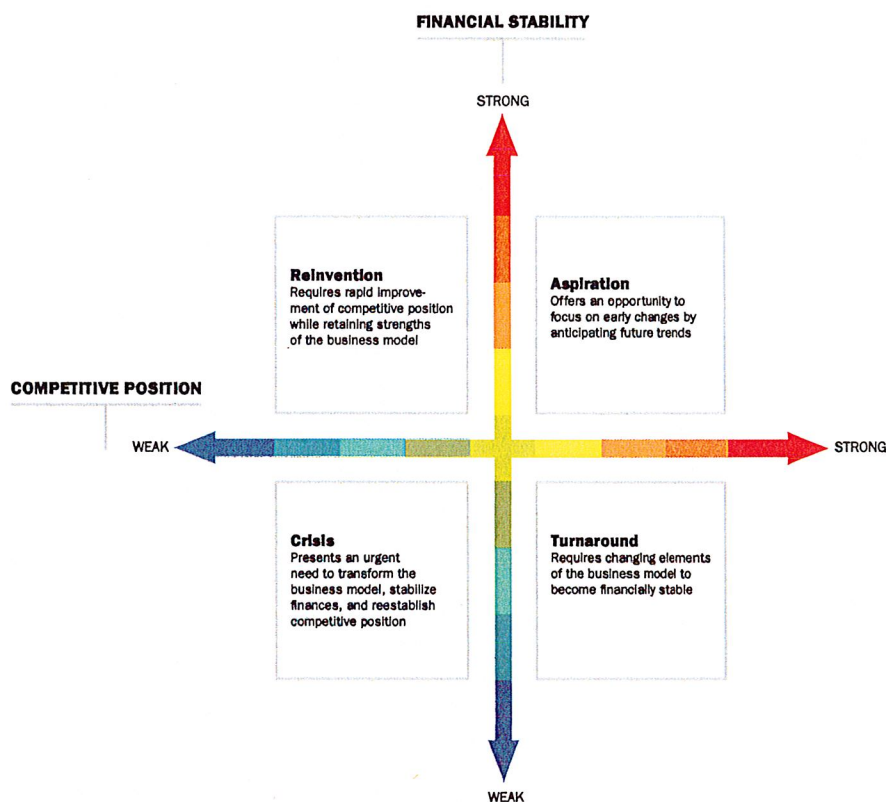
COMMITTING TO INNOVATION

Innovation requires an institution-wide commitment. Fundamental to that commitment is a shared understanding of why innovation is necessary. Whether a crisis exists, long-term sustainability is in question, or an institution aspires to a higher level of performance, institutions need a clear-eyed assessment of their business model in relation to their mission in order to establish the predicate for a commitment to innovation (see the Innovation Matrix, Figure 1). College and university governing boards and institutional leaders can

FIGURE 1: INNOVATION MATRIX

The nature of innovation and change depends on the *competitive position* and *financial stability* of the institution in relation to its *mission* and *business model*. Institutional leaders can use this graph to do the following:

- Assess the institution's current situation by plotting its location within the quadrants, considering the institution's financial stability and competitive position.
- Forecast where their institution can and should be plotted and consider strategies to move in that direction.





use this assessment as the first step in recognizing why innovation is necessary, with a pragmatic analysis of current conditions and institutional objectives leading to a commitment to action and engagement. Frank discussions on the financial stability and competitive position of the institution equip presidents and board members to set appropriate goals for innovation. Such an assessment can also identify whether the board's culture is one of complacency or dysfunctional politeness, which often prevents a candid assessment of the institution's realities or the willingness to assume risks associated with innovation.

Many examples exist of colleges and universities that recognized the need for innovation and took the risks associated with change. Whether institutions embrace modest change or larger-scale transformation, all innovation comes with risk, both upside and downside. Boards and presidents, working together, should assess the potential value that innovation provides, as well as the possible jeopardy, often financial, that could result from new initiatives. This internal assessment of both the possible risk and the institution's tolerance for risk is part and parcel of a culture of innovation and a commitment to innovation. Several other key considerations facilitate a culture of innovation and guide an institution's willingness to consider and commit to meaningful change:

- Innovation is a process, not an event; it requires stakeholders who recognize the need for change to be engaged in that process.
- Technological developments have led to new ways of teaching, learning, tracking and improving student success, and enhancing the student experience in other ways. But technology alone, without a comprehensive cultural mind shift, has proven insufficient for achieving true innovation. Several institutions in recent years have created online programs that failed and were short-lived due to factors that included flawed business models or insufficient attention to shared governance.
- Ideas for innovation should be welcome from anywhere within an institution—administrators, faculty and staff members, students, and board members—as well as from the surrounding community, nonprofits, government entities, and the business sector. These ideas can be crowdsourced and good ideas publicly recognized.
- Innovation requires patience, experimentation, risk tolerance, pilots, revisions, and respect and acceptance of failures.

- Real innovation will stimulate opposition, and sometimes existing practices need to be altered or discontinued to make room for new ideas. Institutions must combat opposition by making a conscious effort—in policies, practices, and institutional metrics—to ensure that innovation is given a chance to succeed.
- Rather than imitating innovation strategies deployed at other institutions, colleges and universities should develop strategies that leverage what is unique in their organizations and the surrounding community, build on their strengths, and address their particular needs and aspirations.

Innovation requires patience, experimentation, risk tolerance, pilots, revisions, and respect and acceptance of failures.

There is no single formula for innovation because each institution has its own history, mission, culture, and comfort with change. A starting point for some may be to improve the quality of existing programs. Others may focus on cutting and managing costs while maintaining quality. Still others may take a more comprehensive approach and reinvent the institution in dramatic ways. Business consultant and author Jim Collins advises “firing bullets before cannonballs,” that is, testing, adjusting, and validating new ideas before committing to larger, bolder action. Whatever path an institution takes, understanding the need for innovation and committing to the process should lead the way.

The Board of Directors of the Association of Governing Boards of Universities and Colleges (AGB) recognizes the forces confronting colleges and universities, as well as the pressures chief executives face in addressing these challenges. Governing boards must recognize their significant responsibility to foster, engage, and support a culture that welcomes innovation. This AGB Board Statement is meant to stimulate conversation among college and university leaders, governing bodies, and other stakeholders, with a goal of facilitating a culture of innovation on campuses at a time of unprecedented and dynamic change. The roadmap to innovation is specific to individual institutions. However, effective strategies for creating a culture of innovation have some common criteria.



The following principles are meant to guide governing boards who strive to encourage innovation at their institutions.

PRINCIPLES



Innovation in higher education requires a focus on current and long-term priorities and aspirations.

By understanding both the higher-education landscape and the specific challenges confronting their institutions, boards and presidents can effectively look forward to define where their institutions are and must be in the future. Regular repetition of this keeps the institution's focus sharp. Presidents play the lead role in determining their institution's current condition and in shaping aspirations. Boards should demonstrate commitment by encouraging and supporting presidential leadership of an inclusive process that leads to a candid assessment and a plan to move forward. Planning around innovation should be intentional, not reactive, and motivational, not desperate.

Boards and presidents also must consider the barriers to innovation within their institutions. Some stakeholders may resist change and avoid risk. In academe, where competition is fierce, faculty and staff members may worry that new endeavors will mean fewer resources for them and their department and may seek to protect their turf. Governing boards should ensure that institutional leadership demonstrates clarity in defining what innovation means to the institution and what role innovation plays in fulfilling institutional mission. If the president and board have established the context for innovation well, they will better prepare the community for accepting new measures.

Governing boards and presidents should enable multiple and sometimes simultaneous ways for their colleges and universities to seek creative improvement and invention, and they should consider the scale of innovation they are seeking as they think through their strategic approaches. Boards and presidents should also set clear metrics for measuring the success of innovative strategies, with the understanding that metrics for new efforts may need to be very different from existing institutional metrics. If boards and presidents decide their institution should venture into new entrepreneurial endeavors unrelated to their mission, the decision should be based on thorough and objective analysis of potential consequences.



Innovation depends on an active commitment to building and sustaining a culture of institutional collaboration.

As they pursue a culture of innovation, boards and presidents should cultivate a high degree of trust, transparency, and communication with the administration, faculty, staff, and students. Effective and authentic shared governance is essential for achieving sustainable innovation. Half-hearted or inadequate attention to shared governance can create tensions within an institution just at the time when presidents and boards want to move quickly with innovation. Presidents and governing boards should not be afraid to innovate on shared governance itself, finding a way to encourage progress and minimize delay. Creating collective buy-in and involving faculty and staff early in the process of innovation can lead to stronger results.

As they pursue a culture of innovation, boards and presidents should cultivate a high degree of trust, transparency, and communication with the administration, faculty, staff, and students.

College campuses usually offer few rewards for taking risks. Presidents and board members should encourage a culture of positive restlessness that embraces change and supports experimentation. This culture should be built from the ground up through efforts by faculty, staff, and students. Institutions can offer small grants to incentivize experimentation, and they can also offer time and space to encourage innovation. They can be accepting of failure along the way. Boards and presidents should seek to create communications processes to tap into the ideas of students and staff members, who have first-hand experience with their institution's effectiveness as well as insight into ways to make the institution more relevant in a changing world.



3

In fostering a culture of innovation, the governing board should be clear in its support for presidential leadership.

As part of a commitment to innovation, boards must clearly delegate the leadership for innovation to the president. Much of the support for presidential leadership should be facilitated by the board chair, who should engage regularly with the president and demonstrate encouragement for board support of innovation and risk-taking. The chair is crucial in setting a context that enables a president's leadership of innovation to occur, by framing conversations that help provide consequential board input for a president's entrepreneurial strategies. Special or ad hoc committees can help engage board members and demonstrate the board's commitment to innovation. In addition, board leadership should be available to meet with other institutional stakeholders about the innovation agenda and demonstrate that campus-wide input is welcome. Exploring and shaping innovative strategies that relate to overall institutional priorities are consistent with the fiduciary principles that define how a governing body adds value in today's higher-education environment.

When an institution seeks new leadership, boards should aim to hire and support presidents who bring an entrepreneurial spirit to their work. Those leaders should have a clear-eyed view of the challenges confronting their institution in the competitive marketplace of higher education. They should be skilled communicators who can articulate a practical and compelling vision that positions the institution for the future, and they should have the emotional intelligence to navigate making strategic changes as they consider all of their institution's constituents as well as their shared-governance environment. They must respect academic values and shared governance, but they must also have the courage to make unpopular decisions when shared governance fails to yield consensus.

Boards must develop and communicate clear strategic objectives and institutional metrics for innovation as well as presidential performance, and they should refer to those when experiments fail or constituents protest changes. Metrics on innovation allow progress to be measured and viewed constructively, even if an end goal is not achieved. Presidents, in turn, should seek to brief and prepare the board about potential storms that can arise from institutional changes, and their communication with the board should be prompt and transparent when conflicts surface in opposition to planned changes. Institutional innovation should be aligned with a college or university's larger mission or aspirations so the president has a clear way to communicate about and defend the appropriateness of the changes, and so the board, speaking through the chairman, can support the president in that communication.



Innovation requires a governing board's readiness for change, a willingness to accept and monitor risk, and a structure that ensures proper oversight and participation in innovation.

Boards themselves must be prepared for the work associated with institutional innovation. In addition to understanding the need for innovation, boards should ensure that they have members who are willing and able to support necessary change while remaining in their strategic lane, focusing on policy and strategy, and supporting strong presidential leadership. Working with institutional leadership, boards must recognize that almost any level of commitment to innovation requires a clear awareness of the board's risk tolerance. Not every idea will work, and innovation requires a commitment to testing, experimentation, and revision. Boards must have a willingness to assist in advocating for a culture of innovation, which in itself may be sufficiently disruptive to carry inherent risk. Board members, particularly those who are alumni, often have strong attachments to the traditions and existing culture and may resist efforts to transform the institution; innovation mandates that boards focus on the future over the past.

Innovation is no longer optional but required for institutions trying to advance their mission, to ensure their future viability and success, or to achieve their aspirational goals.

Board-building that takes into account the kind of members who can help leadership through an innovation agenda, with a commitment to stay the course, is a critical piece of creating a culture of innovation. A strong governance committee working with the chief executive can help ensure that the board's members are comfortable with innovation. Effective recruitment of board members for private institutions and effective advocacy for board appointments at public institutions can build boards able to contribute meaningfully to discussions and decisions about innovation. And, through onboarding and training, new board members can learn their role in encouraging, supporting, and sharpening institutional innovation.

Periodic board assessment can help gauge how members feel about and function in a change environment, and regular board education can keep members focused on trends and outcomes that steer innovation. Governing boards should be certain that their meeting agendas and committee structure are supportive of institutional leadership in building and implementing change.



5

Innovation requires a sufficient commitment of resources.

Boards should demonstrate a willingness to allocate resources to support strategic innovation. The level of investment capability will vary among institutions, but the risk of not investing or attracting sufficient resources to support institutional innovation may hold consequences that are of even greater risk. Boards should seek from leadership a precise mapping of institutional resources devoted to innovation as a demonstration of a commitment to innovation. Where resources to invest in an innovation agenda are limited, boards should support leadership efforts to reallocate current funds or draw from unallocated resources. In addition, they should support targeted fundraising for an innovation agenda, and, if necessary, make carefully reasoned decisions to use endowment funds to support innovation. In the financially constrained environment in which many institutions operate, a financial commitment to innovation is about trade-offs. Boards need to be prepared to make investments in areas that will matter most, and use data to guide these choices.

6

Successful innovation demands the governing board's attention to the strategic role of technology.

Innovation requires adequate resources, but that is not always enough. Because technology is a foundational part of virtually every innovative strategy, it is crucial that technology is recognized and treated as a strategic asset, not a mere utility to be paid for, turned on, and forgotten about. Boards should ensure that campus technology professionals are thoroughly involved in those projects that depend on technology for their success, including the planning stage. The president needs to be certain that the institution's commitment to technology is well funded and staffed; however, presidents must also consider the strategic placement of technology within the organization. It will prove difficult, for example, for technology to serve as a strategic asset for innovation if the CIO is not at the table when key decisions are made at the cabinet level.

Conclusion

Many colleges and universities face significant challenges that require bold responses. At some colleges and universities, boards and presidents have recognized these challenges as opportunities to find creative solutions not only to the current crisis but also to the more entrenched issues facing higher education in the long term. This kind of comprehensive innovation offers the promise of strengthening individual institutions and the higher education sector as a whole, while providing greater educational outcomes for students. The challenges and opportunities associated with innovation require a new partnership between board and institutional leadership, one that draws on the experiences and knowledge of each, builds a genuine partnership, and creates a new level of collaborative leadership. Change isn't easy, especially in often tradition-bound organizations such as the nation's colleges and universities. But the dynamically changing times demand a culture of innovation.



DISCUSSION QUESTIONS FOR BOARDS

- How has the board formally delegated the leadership for innovation to the president and signaled its commitment to support innovation to the campus community?
- Have the board and president discussed the need for patience, the potential for failure, and the risk involved when undertaking innovation?
- How clear is the board's understanding of the institution's business model and its challenges?
- Has the board, in concert with institutional leadership, considered the financial implications associated with change? What kind of financial resources are required for innovation, and where should they come from?
- Is the board properly constituted for and engaged in discussions on innovation?
How is the board building a culture conducive to innovation?
- How are faculty meaningfully included in conversations about change?
- Where are innovative ideas emerging on campus? How are these innovative ideas recognized at this institution, and how is innovation rewarded?
- Is technology sufficiently robust to support innovation at this institution?

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES**

March 20, 2018

PRESENT: Trustee Craig Blais, Chair
Trustee Maryanne Hammond, Vice Chair
Trustee Lisa Colombo, participated via conference call
Trustee Aleta Fazzone
Trustee Karen LaFond
Trustee Dina Nichols
Trustee Shirley Steele, participated via conference call
Trustee Marina Taylor
President Barry Maloney, Secretary
Ms. Judith St. Amand, Assistant Secretary

ABSENT: Trustee Stephen Madaus, Vice Chair
Trustee Amber Suarez
Trustee David Tuttle

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.

Chairman Blais reported the he had received a request from Trustee Colombo and Trustee Steele to participate by remote access via conference call. According to the Remote Access Policy, the Chair must approve all such requests and did so based upon personal illness for both trustees. Also, according to policy, all votes must be taken by recorded roll call. Chairman Blais called the meeting to order at 4:35 p.m.

MINUTES – January 9, 2018

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

VOTED: **by recorded roll call, to approve the minutes of January 9, 2018
as submitted.**

In Favor

**Trustee Hammond
Trustee Fazzone
Trustee LaFond
Trustee Nichols
Trustee Blais
Trustee Colombo
Trustee Steele
Trustee Taylor**

Opposed

0

CHAIR OF THE BOARD UPDATE

- Trustee Blais expressed his pleasure with the meeting last Friday at the Southbridge Hotel and Conference Center. Materials were very well prepared and presented and the moderator, Linda Campanella, did an excellent job in engaging trustees and leadership in meaningful conversation. Trustees agreed and would like to see a future meeting planned.
- Chairman Blais reported that in accordance with the guidelines for *FY 2018 Presidential Evaluations from Commissioner Santiago*, he charged the Human Resources Committee with conducting the annual evaluation of President Maloney. Report to be recommended to full Board at the regularly scheduled June meeting and then forwarded to the Commissioner by the June 30, 2018 deadline.
- Chairman Blais share that the members of the WSU Women's Volleyball team who won the MASCAC Championship were to be recognized last week, but due to snowstorm and this week's spring break, we hope to do so at the April meeting.

PRESIDENT'S REPORT

- Negotiations are presently undergoing for all collective bargaining contracts (MSCA, Day & Evening, APA and AFSCME). No funding approved past year one – will continue to include funding in budget moving forward
- Pleased to report two new 3+3 law programs with WSU and UMass ----- and WSU and Western New England are planned. Program will allow students great financial advantage – signing of agreements will take place on April 4th for any trustee interested
- April 7th is "Accepted Day" for students and once again anticipating a good crowd – deposits will once again be accepted on that day – All trustees are welcome to stop by
- Admissions snapshot is reported in the *President's Report* and happy to be able to continue to state that numbers are continuing to do well with the exception of transfers which is no surprise – Numbers not final until May 1
- The Arts & Sciences project is well underway and working towards goal of having a report in the fall
- The *Students' Grassroots Campaign* was shared with the Board to show the engagement of the students ready to face the very difficult conversations needed to create a safe place for students to openly discuss race at WSU – Student forum held, President's Presentation was held and also a leadership presentation was scheduled
- Proposal for Clinical Doctoral Degree in OT was shared with the Board, Recent change in ACOTE (Accreditation Council for Occupational Therapy Education) mandates that the entry-level degree for occupational therapists must transition from a master's-level to a clinical doctoral-level by July 2027. This mandate puts the OT program at WSU, one of only two state universities with OT programs in a very bad situation. The inability to award this degree would cause program to close leaving only private institutions as the only option for an OT education. Discussion for an articulation agreement between Salem State and Worcester State will continue to build the OT Clinical Doctorate

programs. Process is time consuming and possible decisions not in the near future – possibly at least another year.

- WSU contacted NERCHE (New England Resource Center for Higher Education) to assist in creating a campus environment that attracts, retains, educates, and graduates a diverse student body prepared to meet civic and workforce demands. Cultural Climate Committee with faculty, staff and students was formed. Ongoing project.
- President Maloney shared the draft, *The Campus Climate Committee's Executive Summary*, focusing on the President's Five-Point Plan of Action – work is ongoing.

PERSONNEL – DELEGATION OF AUTHORITY

- Copy of MA General Laws, Chapter 15A (Public Education), Section 22 (Board of Trustees of Community Colleges or State Universities; Powers and Duties) shared with the Board
- President Maloney advised the Board that the university counsel prepared recommended vote and thought this authority had been granted previously like other sister institutions
- With no record of such granting of authority, a motion was made by Trustee Nichols, seconded by Trustee Taylor, and it was unanimously

VOTED: **by recorded roll call 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.**

In Favor

**Trustee Hammond
Trustee Fazzone
Trustee LaFond
Trustee Nichols
Trustee Blais
Trustee Colombo
Trustee Steele
Trustee Taylor**

Opposed

0

HUMAN RESOURCES COMMITTEE REPORT

- Committee met today at 4:30 p.m. to review proposed Reorganization and Restructuring of the Division of Student Affairs.
- Committee tabled action on proposed reorganization until additional information is made available to the HR Committee – goal is to present recommendation to the full Board at the April 10th meeting.

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

VOTED: **by recorded roll call, to adjourn the meeting at 7:35 p.m.**

In Favor

Trustee Hammond

Trustee Fazzone

Trustee LaFond

Trustee Nichols

Trustee Blais

Trustee Colombo

Trustee Steele

Trustee Taylor

Opposed

0

Respectfully submitted,

Judith A. St. Amand
Assistant Secretary

President's Update

April 2018

President's Message



April's Trustees' meeting is a time when the accomplishments of our faculty are recognized in a way that the academy recognizes: first, by granting tenure to those who have taken several years to produce outstanding scholarship and research, compile a record of service, and

demonstrate a commitment to teaching; and second, by promoting those who have previously received tenure and seek to rise in their rank from Assistant to Associate Professor, or from Associate to full Professor. With portfolios evaluated by their peers and deans, and then reviewed by the Provost, those whom they recommend are brought before the board. So, this is an appropriate time to celebrate the academic excellence of our institution.

Our faculty provide the foundation for academic excellence, and our significant investment in them over the past five years has been critical to our success. We maintain a low student-to-faculty ratio, keeping our class sizes small. To do so, we have hired close to 100 new faculty members and created 17 new faculty positions over the past few years. These are points to keep in mind whenever anyone asks you, "Why should my son/daughter/nephew/niece/grandchild go to Worcester State?"

Also, be sure to mention:

- For 14 years running, Worcester State has been ranked by *Princeton Review* as a "Best in the Northeast" school – the only Massachusetts State University with this distinction. This ranking is based on surveys of students who rank their academic experience.
- *Money* magazine has recognized Worcester State as one of the country's best colleges for educational quality, affordability, and alumni success.



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PRESIDENT'S OFFICE

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- Our students engage in hands-on learning opportunities, such as undergraduate research projects that bring home lessons in a way that traditional lecturing cannot. For example, each year, about 150 students present their long-term research, scholarly or creative activity before hundreds who attend the WSU's Celebration of Scholarship and Creativity. (This year the day for showcasing these activities is Wednesday, April 18.)
- Our Honors Program is thriving. One of their activities is to ensure that a large cohort of our students participate in the Undergraduate Research Symposia at the University of Massachusetts.

Adding any of your own personal experiences or anecdotes, of course, would be even more persuasive, but I wanted everyone to have some baseline "discussion points" as you talk with family, friends, and neighbors about WSU.



Each issue of the **President's Update** will highlight the University's efforts to advance its Strategic Plan. April's focus is on:

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

Action Item: Leverage Technology to Support Academic Governance

The university has fully implemented its governance and catalog management software, ensuring greater accuracy of information and establishing consistent processes for academic governance to consider course and program changes from a broader, more institutional perspective. **(Enrollment Management; Academic Affairs)**

Action Item: Strategically Invest Funds to Realize New Markets

The university has substantially invested in target marketing initiatives (such as for the Center for Business and Industry) and recruitment efforts (such as for graduate program promotion and web-based landing pages to collect prospective student information). This investment has yielded new recruitment materials, multiple print advertisements, and a significant number of web-base and social media advertisements. **(Enrollment Management; Academic Affairs)**

Action Item: Promote Academic Excellence through Comprehensive and Collaborative Planning

Academic departments are encouraged to review their program offerings, solicit student feedback in the design and delivery of curricula, promote student scholarship, and (when appropriate) seek program accreditation. For example, the Chemistry Department continues its leadership in green chemistry, has collaborated with the Biology and Biotechnology programs to better serve students and avoid duplication of efforts, and has sought American Chemical Society accreditation.

In the graduate school, Worcester State has developed a competency-based Apprenticeship Program Leading to Massachusetts License as a School Principal or Supervisor/Director, providing additional professional opportunities for education professionals. **(Academic Affairs)**



Item: Identify External Funding Opportunities to Support Innovative Academic Programming

The Worcester State Foundation recently was awarded a Learning & Leadership grant from the NEA Foundation supporting Dr. Miriam Plavin-Masterman, Assistant Professor in the Business Administration and Economics Department. Renewal grant funding was received from Reach Out for Schools supporting the Open Educational Resources Initiative led by Matt Bejune, Executive Director of the Library. The Schwartz Charitable Foundation awarded grant funding to Dr. Linda Larrivee supporting a new pilot program, Preparing for Collaborative Working in Mental Health: An Interprofessional Education Project for Pre-Med and Nursing Students. **(University Advancement; Academic Affairs)**

Item: Increase Connections of Students with Alumni

Planning is underway for the four-day Backpack to Briefcase: Professional Advice for Life after WSU Series (co-sponsored with Enactus and the Sciences Alumni Connections for Students) featuring alumni from the Departments of Biology, Biotechnology, and Chemistry, as well as for the Party on the Binienda Green, a combination young alumni reunion and event for the Class of 2018. **(University Advancement; Student Affairs)**



Item: Extend Education Outside of the Traditional Academic Curriculum

To enhance programs that support and advances a model of transformative change, Athletics (along with Counseling and the Office of Health Promotion) has developed a Life Skill Series for all student athletes. This model allows team leaders to choose from a menu of topics that range from academic advising, career planning, to mental health. **(Student Affairs; Academic Affairs)**

Item: Assess Student Need to Strengthen Academic and Co-Curricular Programming

To strengthen the process of collecting data to identify student needs, measure student satisfaction, plan for future programming, and assess student learning outside the classroom, an investment in software was made for Counseling, Career Services, and Student Accessibility Services. **(Student Affairs; Academic Affairs; Enrollment Management)**



Charts, Graphs, Tables

Scholarly Activity (March Forward)

Metric 1: Scholarly Activity (March Report 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: 0* Running Total: 11**	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: 0* Running Total: 1**	Period: Running Total:
Faculty Presentations (invited academic)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 2* Running Total: 2**	Period: 2* Running Total: 4**	Period: Running Total:
Faculty Presentations (academic or creative conferences/meetings)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 10* Running Total: 10**	Period: 6* Running Total: 16**	Period: Running Total:
Faculty Presentations (other)	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 2* Running Total: 2**	Period: 0* Running Total: 2**	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: 0* Running Total: 1**	Period: Running Total:
Faculty Academic or Creative Prizes Won	Total Number	Period: Running Total:	Period: Running Total:	Period: Running Total:	Period: 1* Running Total: 1**	Period: 2* Running Total: 3**	Period: Running Total:

[Click here to view full report.](#)

Experiential and Integrative Learning

Metric #2 Experiential and Integrative Learning

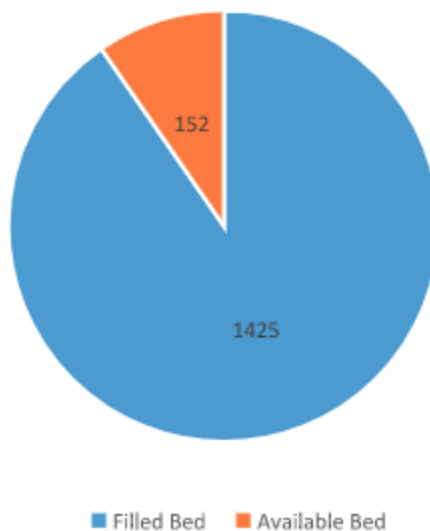
	Metric	October	November	January	March	April	June
Experiential and Integrative Learning Opportunities	Total # of Opportunities*	Period: 3,843 Running Total: 3,843	Period: 127*** Running Total: 3,970	Period: 58*** Running Total: 4,028	Period: 4,435 Running Total: 8,443		
Use of Experiential and Integrative Learning Opportunities	Total # of Opportunities Used by Students**	Period: 3,289 Running Total: 3,289	Period: 127*** Running Total: 3,416	Period: 58*** Running Total: 3,474	Period: 3,672 Running Total: 7,126		
Experiential and Integrative Learning Use Rate	Percentage of Opportunities Used by Students	Period: 85.6 % Running Total: 85.6 %	Period: 100 % Running Total: 86.0 %	Period: 100 % Running Total: 86.2 %	Period: 82.8 % Running Total: 84.4 %		

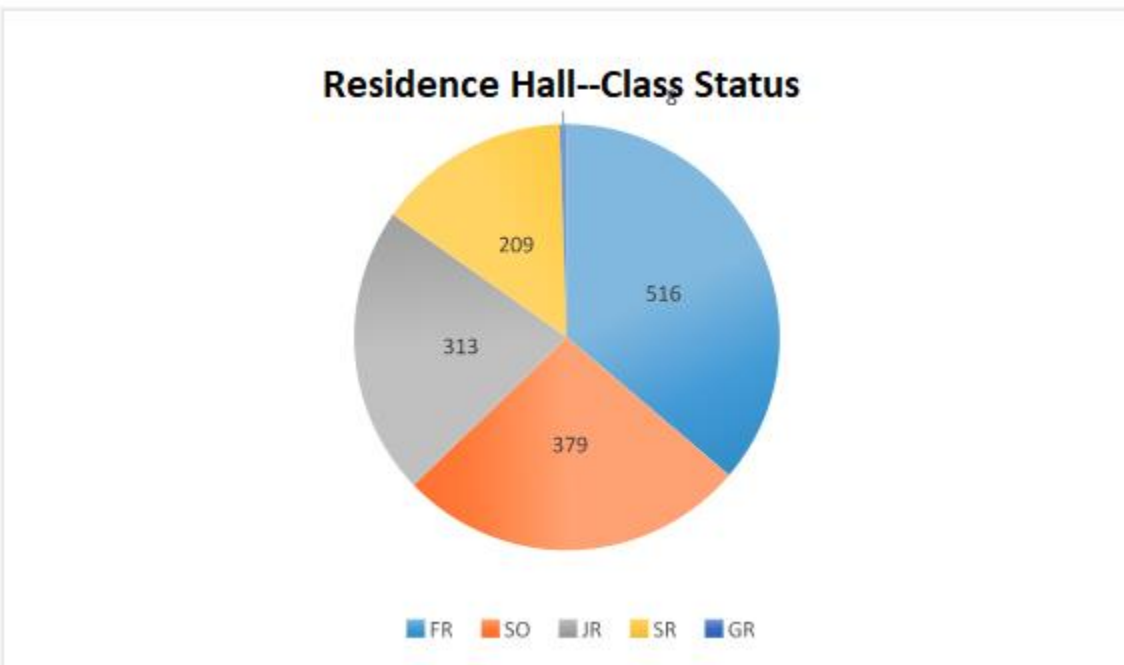
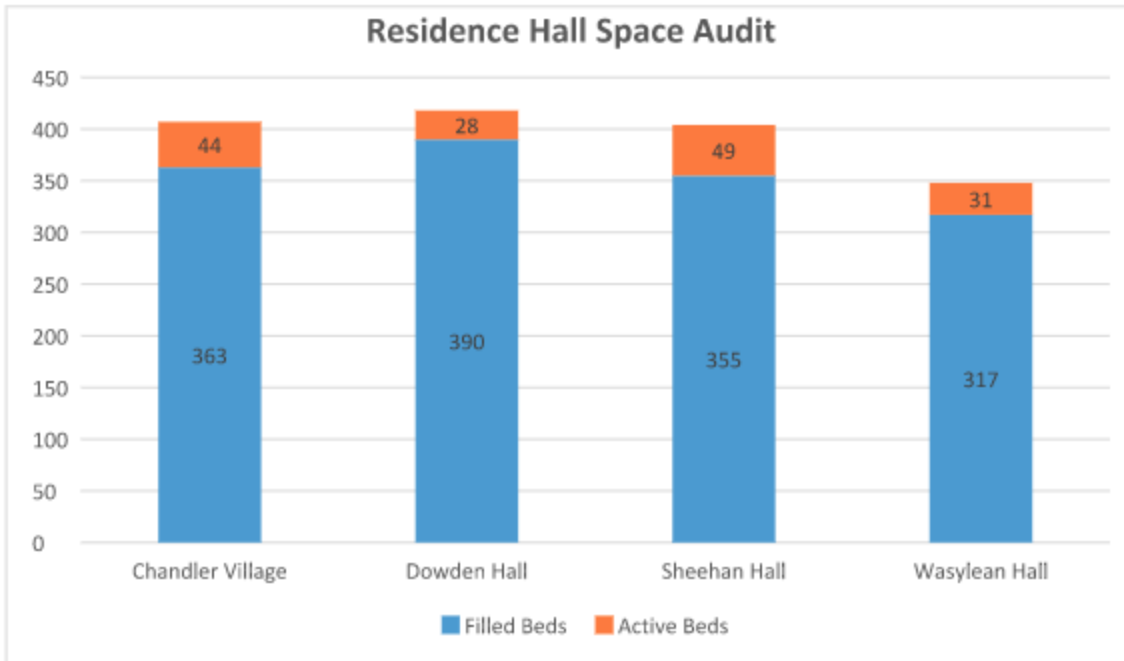
**This is the total seats available in courses that include integrative/experiential learning, interdisciplinary program courses, service-learning courses, clinical supervisions, practica, internships, and fieldwork, as well as course total available space on field trips.

**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.

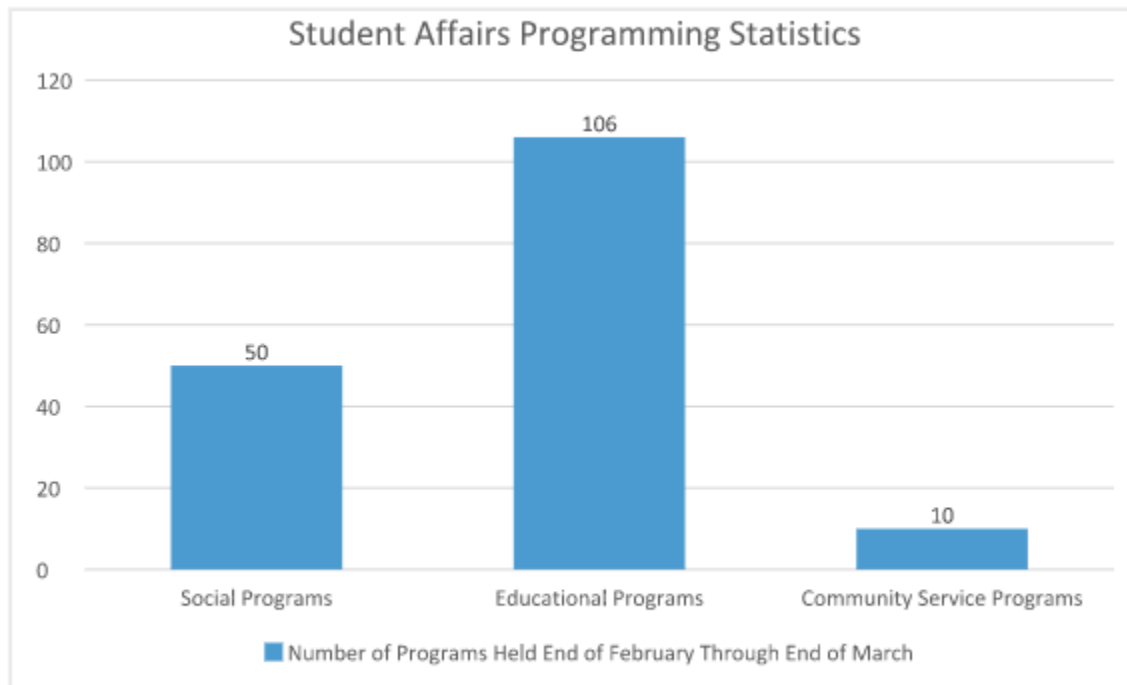
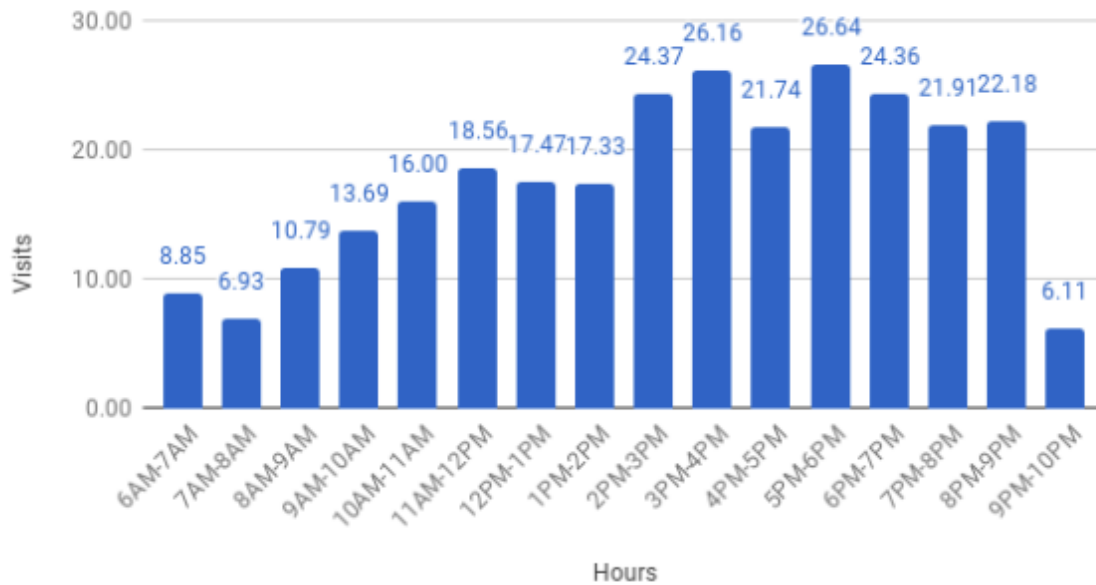
***Because this metric is for the most part course-based, the numbers' main increases will be in October and January.

Current Residence Hall Occupancy





Average Fitness Center Usage - March 2018



Data collected from: Office of Health Promotion, OSILD, Residence Life and Housing

March Highlights

Alumni Engagement

- Naples, Florida Regional Event: 102
- Worcester Regional Alumni Event: 85
- Happy Birthday Email Open Rate: 27%
- February Alumni Enewsletter Open Rate: 17%
- Alumni Membership Card Requests: 209 (total since FY18 start)

Major Gifts

The Mass Mutual Foundation awarded the WSF \$30,000 to the LEI's "Families Active in the Mission of Education (FAME)" project. The goal of FAME is to improve achievement gaps for Latino youth and their families from the city of Springfield. Is it a collaboration between the LEI, Springfield Public Schools (SPS) and Springfield Technical Community College (STCC).

Advancement Updates

The application period for the Worcester State Foundation scholarship program is open till April 15. More than 500 students have already completed their applications. More than \$300,000 is distributed in scholarship funds annually.

Annual Giving Update

- Final 2018 Day of Giving - I Love WSU Day results:
- Raised \$83,042.18 from 582 donors including \$13,023 for the new Student Internship Fund
 - Received donations from 253 alumni, 105 Students, 81 employees



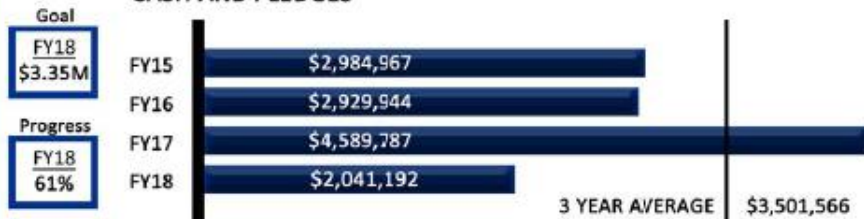
**WORCESTER
STATE
FOUNDATION**

UNIVERSITY ADVANCEMENT

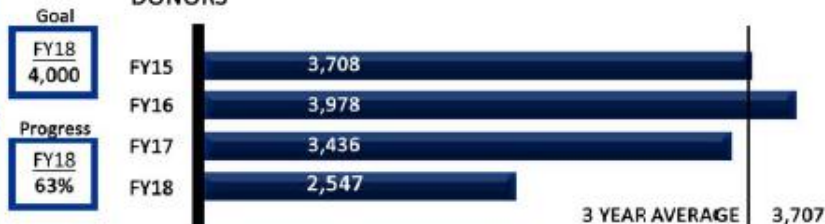
Dashboard

July 1, 2017 - March 28, 2018

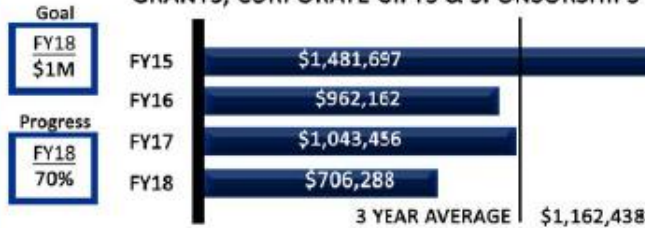
CASH AND PLEDGES



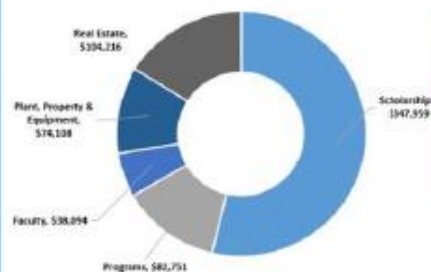
DONORS



GRANTS, CORPORATE GIFTS & SPONSORSHIPS



FOUNDATION FUNDING OF UNIVERSITY PRIORITIES



ALUMNI DONORS



Board Giving	Cash and Pledges	FY18 Cash	Participation
Trustees	\$24,248	\$ 7,248	80%
Foundation Board	\$96,319	\$33,194	95%
Alumni Association	\$33,187	\$16,137	100%
Cabinet	\$37,296	\$37,296	85.7%

Conference & Events Profit and Loss Statement

FY18

Conference & Event Services PROFIT AND LOSS STATEMENT

NET INCOME

\$123,450

Revenue	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	YTD
Facility Fees	45,384.00	14,269.00	4,750.00	3,975.00	9,785.00	1,450.00	12,915.00	15,132.50	15,432.00	-	-	-	123,092.50
Wellness Center Facility Fees	1,775.00	2,500.00	1,950.00	3,500.00	10,625.00	15,000.00	13,350.00	15,550.00	15,303.00	-	-	-	79,553.00
Facilities Personnel Fees	3,070.00	1,145.00	1,655.00	1,595.00	6,270.00	-	3,340.00	4,640.00	4,040.00	-	-	-	25,755.00
University Police Personnel Fees	1,650.00	1,000.00	1,450.00	1,475.00	6,450.00	-	3,650.00	6,930.00	6,650.00	-	-	-	29,255.00
Athletic Personnel Fees	660.00	326.00	560.00	220.00	3,080.00	680.00	1,410.00	1,180.00	1,260.00	-	-	-	9,376.00
CESO Personnel Fees	1,308.00	492.00	120.00	15.00	1,130.00	200.00	2,252.50	2,490.00	1,890.00	-	-	-	9,897.50
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	36,917.50	45,922.50	44,575.00	-	-	-	397,139.00
Expenses	JUL	AUG	SEP	OCT	NOV	DEC	JAN	FEB	MAR	APR	MAY	JUN	YTD
Facilities Personnel	1,254.92	194.04	1,077.64	1,672.56	3,507.24	-	2,228.29	4,251.29	1,473.69	-	-	-	15,659.67
University Police	1,226.56	1,069.98	1,605.00	1,887.54	6,700.89	-	3,565.43	7,141.32	2,244.05	-	-	-	25,440.77
Local Travel	-	-	-	-	-	-	-	-	-	-	-	-	-
Athletic Personnel	660.00	326.00	560.00	220.00	3,080.00	680.00	1,410.00	1,180.00	1,260.00	-	-	-	9,376.00
CESO Personnel	2,060.50	398.50	178.50	-	2,100.00	-	1,478.88	2,537.75	1,624.13	-	-	-	10,378.26
Office Supplies/Admin Exp	-	198.34	-	1,609.37	\$17.84	-	-	-	-	-	-	-	2,325.55
Printing	-	-	-	-	-	-	-	-	-	-	-	-	-
Postage	-	-	-	-	-	-	-	-	-	-	-	-	-
Advertising	-	-	-	-	-	-	-	-	900.00	-	-	-	900.00
Permits/Inspection Fees	-	-	-	-	-	-	-	-	-	-	-	-	-
Food/Beverage (Non-Charwells)	-	-	-	-	-	-	-	-	-	-	-	-	-
Linens	-	-	-	-	-	-	-	-	82.50	-	-	-	82.50
Facilities Maint. & Repairs (NFS)	664.00	300.00	475.00	200.00	200.00	-	-	600.00	-	-	-	-	2,439.00
Support Services (Contracted)	-	290.00	-	-	-	-	-	-	-	-	-	-	290.00
Laundry Services	-	-	-	-	-	-	-	-	-	-	-	-	-
Police Details (External)	-	-	-	-	-	-	-	-	-	-	-	-	-
Food Service (Charwells)	-	-	-	-	-	-	-	-	-	-	-	-	-
Facility Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
Office Equipment	-	-	-	-	-	-	-	-	-	-	-	-	-
AV Equipment	-	186.31	-	-	-	-	128.22	-	-	-	-	-	314.53
Rentals (Equipment)	283.00	-	300.00	-	1,216.85	-	803.50	1,739.16	463.32	-	-	-	4,805.83
Rentals (AV)	534.00	-	-	-	-	-	-	-	-	-	-	-	534.00
Residential Life	98,580.00	21,630.00	-	-	-	-	-	-	-	-	-	-	120,210.00
Wellness Center Rental	1,775.00	2,500.00	1,950.00	3,500.00	10,625.00	15,000.00	13,350.00	15,550.00	15,303.00	-	-	-	79,553.00
Telecommunication	-	263.76	-	49.75	-	-	-	-	1,066.32	-	-	-	1,379.83
Total Expenses	107,037.98	27,356.93	6,146.14	9,139.22	27,947.82	15,680.00	22,964.32	32,999.52	24,417.01	-	-	-	273,688.94
Net Income	45,389.02	14,005.07	4,338.86	1,640.78	9,392.18	1,650.00	13,953.18	12,922.98	20,157.99	-	-	-	123,450.06
Profit Margin	30%	34%	41%	15%	25%	10%	38%	28%	45%	#VALUE!	#VALUE!	#VALUE!	31%

[Click here to view full report.](#)