

# WORCESTER STATE UNIVERSITY

## BOARD OF TRUSTEES MEETING

Tuesday, November 12, 2019

Student Center

Student Affairs Conference Room, SC326

5:00 - 7:00 PM

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**Meeting Called By:** Craig Blais (Chair)

**Minutes:** Nikki Kapurch

**Board Members:** Craig Blais (Chair); Lisa Colombo; Aleta Fazzone; Maryanne Hammond (Vice-Chair); Karen Lafond; Stephen Madaus (Vice-Chair); William Mosley; Dina Nichols; Manuel Reyes-Ponce; Marina Taylor; David Tuttle

**WSU Staff:** Barry Maloney; Nikki Kapurch; Carl Herrin; Patrick Hare; Sarah Strout; Lois Wims

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| AGENDA   |                                  |  |
|--|----------------------------------|--|
| ITEM   | RESPONSIBLE                      | ACTION   |
| 1. <i>Administrative Business</i><br>A. Call to Order<br>B. Minutes: October 15, 2019*   | Craig Blais, Chair               | B. <b>Vote Required</b>  |
| 2. <i>Presentations</i><br>A. Strategic Plan Overview powerpoint*<br>B. Strategic Planning Steering Committee members*<br>C. Strategic Plan Timeline*<br>D. Sabbatical Presentation                                  | Sarah Strout<br><br>Tom Conroy   | A. Informational<br>B. Informational<br>C. Informational<br>D. Informational |
| 3. <i>Academic &amp; Student Development Committee Report</i>  | David Tuttle                     | 3. Informational and<br><b>3 Votes Required</b>                              |
| 5. <i>Administrative Updates</i><br>A. Report of the Chairman<br>i. Next meeting: Tuesday, January 7, 2020<br>B. Report of the President<br>i. President's Update*<br>ii. CESO FY19 P/L Report*<br>C. Other Business | Craig Blais<br><br>Barry Maloney | A. Informational<br><br>B. Informational                                     |
| 6. <i>Adjournment</i>  | Craig Blais                      | 6. <b>Vote Required</b>  |

\*Attachments

**WORCESTER STATE UNIVERSITY  
BOARD OF TRUSTEES MEETING  
MEETING MINUTES - OCTOBER 15, 2019**

CHAIR: \_\_\_\_\_ Mr. Craig Blais (Chair)  
2019

DATE: \_\_\_\_\_ October 15,

LOCATION: Sheehan Multipurpose Room

MINUTES BY: Nikki Kapurch

TIME: 6:30 PM

MEMBERS PRESENT: Lisa Colombo; Aleta Fazzone; Maryanne Hammond (Vice-Chair); Karen Lafond; Stephen Madaus (Vice-Chair); William Mosley; Dina Nichols; Manuel Reyes-Ponce; Marina Taylor; David Tuttle

MEMBERS ABSENT: Craig Blais (Chair)

WSU STAFF: Barry Maloney; Nikki Kapurch; Patrick Hare; Carl Herrin; Kathy Eichelroth; Ryan Forsythe; TomMcNamara; Lois Wims

The provision of General Laws, Chapter 30A having been complied with, and a quorum present, a meeting of the Board of Trustees was held on Tuesday, October 15, 2019, in Room SRH109 of Sheehan Hall. Trustee Madaus announced that in the absence of Chairman Blais, he was requested to serve as Chair. Trustee Madaus called the meeting to order at 6:34 pm

Trustee Madaus introduced and welcomed the newly elected trustee - William Mosley.

APPROVAL OF THE MINUTES - September 10, 2019

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

**VOTED: \_\_\_\_\_ To approve the minutes of the September 10, 2019 Board of Trustees meeting as presented.**

PRESENTATION - FUNDRAISING

- Vice President McNamara presented information shared at the Annual Meeting of the Foundation Board that was held on September 25th and reference the outgoing board members and the incoming members.
- He mentioned that the mission of the Foundation is to promote the growth and progress of the University beyond what is possible with state funding.
- A few highlights in FY 2019:
  - \$4.47 million gifts received
  - 4,032 Donors
  - \$1.6 million transferred from the Foundation for University priorities including \$625,000 in

direct student support.

- \$32.5 million total endowment
- 3.4 percent investment return
- 20 percent increase in the number of scholarships awarded in the past two years and received over \$400,000 in cash and pledges from newly formed scholarships.
- The Foundation was also awarded the CASE 2019 Educational Fundraising Award.

#### COMMITTEE REPORT

Trustee Stephen Madaus, Chair of the Finance and Facilities Committee reported that the group convened today at 4:30 p.m. to receive the FY 2019 Draft Audit Report, an FY 2020 Rate Setting for Online Graduate Programs and FY 2019 Budget Amendment #4 Update.

Trustee Madaus reported that the Audit Report was thoroughly vetted by the Committee and that Jeff Swamburg and Jim Johnston from Bollus Lynch, LLP reported that it was a clean audit with no findings.

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

**VOTED: To accept the recommendation of the Finance and Facilities Committee and approve the DRAFT FY 2019 Independent Auditors Report and Financial Statements and Management's Discussion and Analysis with Supplemental Information, Statistical Information and Other Reports for the Years Ended June 30, 2019, and 2018.**

Trustee Madaus reported that Vice President Eichelroth presented a rate for the Accelerated Online Master in Education Programs of \$365 per credit hour. The administration is requesting the rate for the Master in Education comprehensive online graduate programs be set at a flat rate of \$365 per credit hour. A three-credit course will cost \$1,095. The Master in Education degree could be earned in less than a year and a half at an approximate cost of \$15,000.

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

**VOTED: To accept the recommendation of the Finance and Facilities Committee and approve the rate for the Accelerated Online Master in Education Programs of \$365 per credit hour. The specific programs include Master of Education in Moderate Disabilities, Master of Education in Early Childhood Education and Master in Education in Elementary Education.**

Trustee Madaus reported that the administration was recommending to the Board a budget amendment that reflects the retroactive payment of MSCA collective bargaining costs from July 1, 2017, through June 30, 2019.

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

**VOTED: To accept the recommendation of the Finance and Facilities Committee and**

**approve the FY 2019 Budget Amendment #4 that reflects the retro-active payment of MSCA collective bargaining costs from July 1, 2017, through June 30, 2019.**

ADMINISTRATIVE UPDATES:

Report of the Chairman

- Trustee Madaus appointed Trustee Karen LaFond to Chair of the Academic and Student Development Committee
- Next BOT meeting: Tuesday, November 12, 2019

Report of the President

- President's Report in the packet.
- DHE Statewide Trustee Conference convening, Thursday, October 31, 2019 at 9:30 am, Doubletree Hotel, Westborough, MA
- Open House this Saturday, October 19, 2019
- Advancement team is doing a great job cultivating young alumni
- Trustee Tuttle has been appointed to serve on the Strategic Planning Steering Committee for the 2019/2020 academic year.

RASE Plan/ Strategic Plan Update

- President Maloney called upon Provost Wims and Vice President Forsythe to provide a RASE Plan/Strategic Plan Update.
- In September/October 2018 representatives from the Art and Science Group presented their data and recommendations for Worcester State's Positioning Study.
- Members of the Positioning Study working group had reviewed these materials during December 2018.
- During February 2019, the Art and Science Group presented their findings in five open sessions for faculty, staff, and students, and one more focused session for academic chairs, which were used in determining the initiative's next steps.
- Art and Science Group recommendations were:
  - Develop a curriculum in which all students pursue a major and minor, "Major Plus"
  - Increase residential capacity. Create a greater critical mass of student activity and engagement on campus. Create a robust campus.
  - Market WSU as a place that produces students who are leaders.
- Over the summer, five cross-divisional workgroups were commissioned to focus on five major areas related to the positioning study recommendations. Those five groups focused on:
  - Majors/Minors



- Liberal Arts and Sciences Curriculum (LASC)
  - First-Year Experience (FYE)
  - Student Life /College Experience/Residence Life
  - Advising
- RASE Plan, the Roadmap for Advancing Student Excellence, and its included implementation recommendations were developed by Summer 2019 Working Groups and was provided to President Maloney. The plan represents an important piece of the university's future.
- The next steps are to identify individuals to lead each project. To accomplish the recommendations set forth in the RASE Plan, it will take a campus-wide effort and as such will be undertaken in coordination with the University's governance practices and procedures.
- THE RASE plan will be a component of the Strategic Plan. The plan will help guide us and measure the Strategic Plan.
- Will be bringing the final draft of the New Strategic Plan to the June Board of Trustees meeting for review and approval of the plan.
- Does the DHE have guidelines for the Strategic Plan?
  - Yes, we will be developing the strategic plan in the context of the Department of Higher Education's priorities for public higher education in the Commonwealth.
- Does the State provide any resources?
  - No resources for the planning process. We can position ourselves for opportunities when grants arise.
- When will "Major Plus" be implemented?
  - New students coming in the Fall of 2020.

OTHER BUSINESS

Vice President Forsythe provided an Enrollment Update indicating enrollment was stable.

With there being no further business, the WSU Board of Trustees meeting was adjourned

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

**VOTED:\_\_\_\_\_to adjourn the meeting at 7:44 pm**

WSU Board of Trustees  
October 15, 2019



WORCESTER  
STATE  
UNIVERSITY

# **Strategic Planning Process Overview for the Board of Trustees**

November 12, 2019

# Some Guiding Principles

The planning process should be **consultative** and as **inclusive** as possible so as to yield a roadmap for WSU's future that is broadly supported by key constituencies, all of whom should feel they have had input during the plan's development and thus feel vested in the outcome.

Other important guiding principles:

- Leadership, ownership at the top (president, senior admin., board)
- Engagement throughout the University—all levels, all constituencies
- Tough questions, no predetermined outcomes
- Transparency (communication)
- Consensus decision making
- Respect – for shared governance, for differing viewpoints, for process, for confidentiality

# Diagnostics + Visioning → Goals



# Notional Planning Timeline

## September-November

Board meeting in November

- Situation analysis
- Visioning—outreach to key constituent groups
- Critical issue and needs identification

## December-January-February

Board meeting in January

- Goal setting
- Strategy development
- Vision testing

## March-April-May

Board meeting in March

- Action planning (in multi-constituent task forces)
- Resource planning (for short- and longer-term)
- Strategic plan document prep/drafting and vetting
- Priority setting (with focus on year one)

## May-June-July

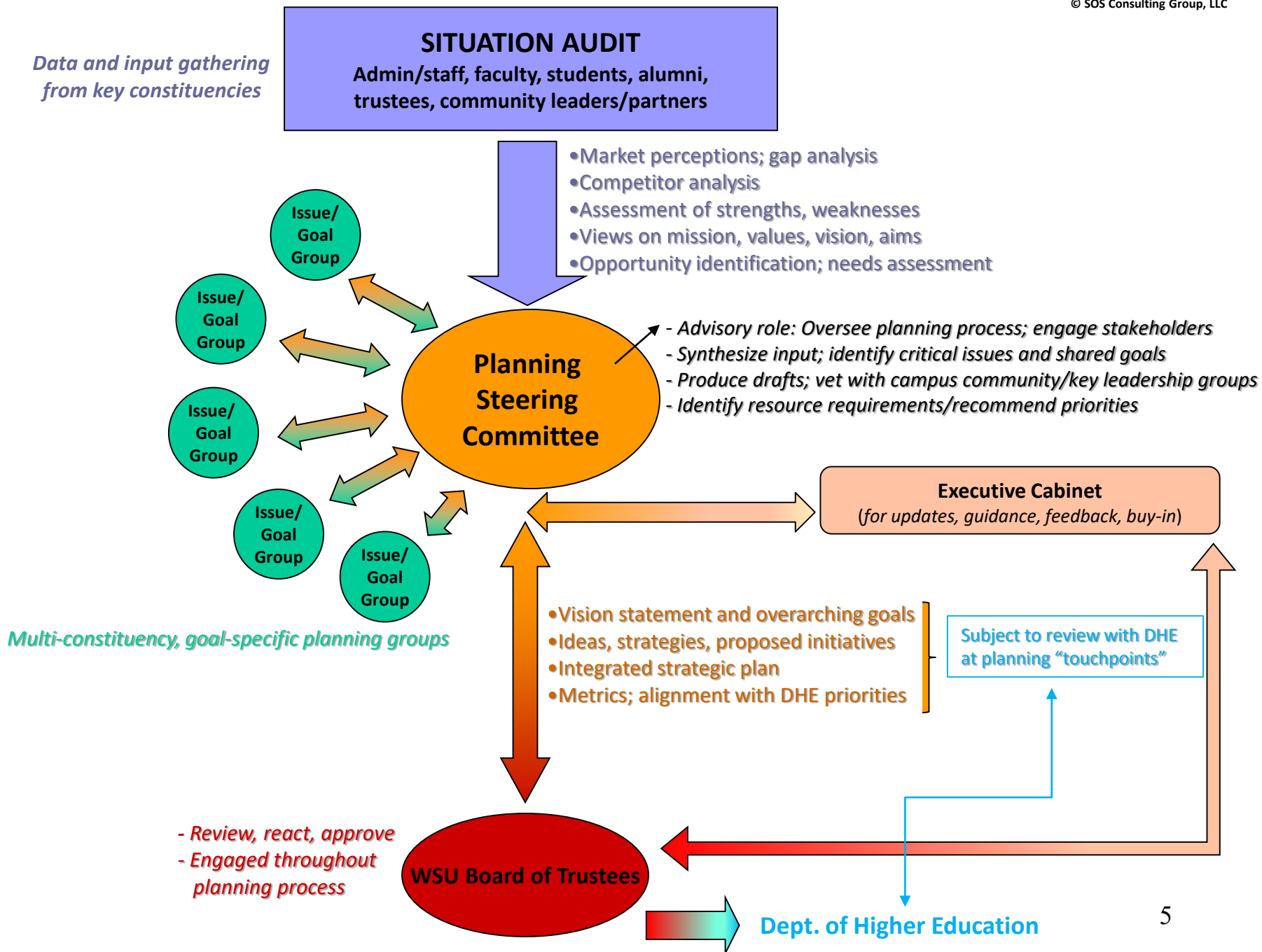
Board meeting in June

- Board review and endorsement of plan
- Finalizing strategic plan document and metrics
- Major donor engagement/cultivation (plan preview)

## August-September

Board meeting in September

- Year-one implementation planning
- Board official approval of strategic plan
- Board of Higher Education approval



# Strategic Planning Steering Committee (SPSC)

- Two co-chairs: 1 faculty, 1 staff
- 8 faculty members
- 7 administrators/staff members
- 1 trustee
- 1 Foundation/alumni rep
- 1 Student



# Communication/Transparency

- Kick off announcement at Academic Kick-Off September 3
- Invitation from President to volunteer for SPSC
- Community forums
- External-facing website housed under President's Office
- Internal portal site for community
  - Meeting minutes
  - Drafts

# Opportunities for Involvement

- Faculty, staff, student, alumni and trustee surveys
- Breakfast with the President for external community leaders
- Student forums
- Consultations with key groups on drafts (faculty, staff, students, administration, trustees)
- Brown bag discussions
- All-campus meeting
- Feedback solicitation on drafts from campus community

# DHE Strategic Planning Guidelines

- **Be true to mission**
  - Each campus should select a planning process that works best for its unique mission, culture, community, and region.
- **Focus on goals**
  - Each campus should determine how to best align their strategic plans with system-wide goals, and to organize their work and resources to achieve strategic objectives.
  - When relevant, metrics from the performance measurement reporting system should be incorporated in the measurement plans for tracking progress toward goal completion.
- **Address statewide strategy**
  - Each campus should provide evidence of how it will address the equity agenda for public higher education in Massachusetts with attention to short- and long-term student success.



## **Strategic Planning Steering Committee**

**Julie Frechette, Professor and Chair of Communication, Co-Chair**  
**Edgar Moros, Director of the Intensive English Language Institute, Co-Chair**  
**Sarah Strout, Assistant Vice President for Assessment and Planning, Ex-Officio**

**Thomas Conroy, Associate Professor and Chair of Urban Studies**  
**Mary Dillon, Clerk IV, Occupational Studies**  
**Thomas Kelley, Director of Retention**  
**Margaret Kerr, Professor of Chemistry**  
**Linda Larrivee, Dean of Education, Health and Natural Sciences**  
**Stacey Luster, Assistant Vice President for HR/PS/AAEO**  
**Maribel Mateo, SGA President**  
**John Meany, Deputy Director of Athletics**  
**Michael Mills, WSU Foundation**  
**Stephen Morreale, Professor and Chair of Criminal Justice**  
**Rodney Oudan, Professor of Business Administration and Economics**  
**Katey Palumbo, Director of International Programs**  
**Russ Pottle, Dean of Humanities and Social Sciences**  
**Emily Soltano, Professor of Psychology**  
**Tanya Trudell, Instructor of Occupational Therapy**  
**David Tuttle, Board of Trustees**  
**Jaime Vallejos, Assistant Professor of Health Science**  
**Adam Zahler, Professor and Chair of Visual & Performing Arts**

## Planning Timeline and Opportunities for Input and Involvement

Below is a **tentative** schedule of opportunities for members of the Worcester State community to engage in the planning process. Others likely will be added as the process evolves. Please check the *Announcements and Updates* link for the most up-to-date/current information about specific opportunities to provide input and otherwise be involved.

- |   |                         |
|---|-------------------------|
| • Academic Kick-Off Day with opportunity to submit thoughts about strategic issues or challenges WSU “must” address in this round of strategic planning   | September 3             |
| • Invitation from President Maloney to all faculty and staff to share input via anonymous online survey   | September 25            |
| • <b>Community forums</b> on current strategic plan and current environment   | October 28 and 30       |
| • <b>Survey</b> key groups re: critical issues, opportunities, and goals  | October/November        |
| • Touchpoint I meeting with <b>DHE</b>  | early November          |
| • Outreach to <b>external stakeholders</b> (elected officials, other key city/ community leaders and partners)  | November                |
| • <b>Student forum</b> on student success and satisfaction  | November                |
| • <b>President’s Open Meetings</b>  | November                |
| • SPSC mini-retreat re: situation analysis, emerging vision and goals   | December 11             |
| • <b>Briefing/consultations</b> with key leadership groups <ul style="list-style-type: none"> <li>○ <i>Deans and department chairs/grad coordinators</i></li> <li>○ <i>Executive Cabinet</i></li> </ul> | before winter break     |
| • <b>Consultations with constituent groups</b> (e.g., faculty, AUC) to get feedback on “Framework for Planning” document (vision statement, goals to underpin strategic plan)                           | late January/early Feb. |
| • <b>All-campus planning meeting</b> – facilitated brainstorming around key institutional goals and critical issues (to generate ideas/fodder for planning task forces); all constituencies invited     | mid February            |
| • <b>Consultations/discussions with key campus groups</b> , convened by task forces focused on strategic plan goals   | mid- through late Feb.  |
| • <b>Multi-constituent task forces</b> at work creating goal-focused mini strategic plan drafts (proposed strategies, actions)  | February/March          |

- **Brown-bag lunch consultations/discussions** with key campus Groups, probably convened by goal task forces mid/late March
- **First draft of comprehensive strategic plan document** (mission, values, vision, goals, strategies and actions in support of each goal) by mid April
- Draft plan disseminated to the campus community and trustees late April
- **Possible all-campus meeting** to seek feedback on strategies and input on priorities early May
- SPSC develops its final recommendations regarding strategies and actions in support of goals as well as implementation priorities for Year One (FY21) by mid May
  - Steering Committee meeting with the President and **Executive Cabinet** to present recommendations
  - Steering Committee presents/discusses recommendations at **all-faculty meeting**
- Draft plan mailed to the Board with cover memo from Pres. Maloney late May
- Board meeting June 2
- Touchpoint II meeting with **DHE** mid/late May
- Final draft integrated plan prepared with accompanying financial analysis that indicates FY21 budgetary impact and provides preliminary multi-year outlook (operating and capital budgets) over summer
- Board approval of final strategic plan September
- Touchpoint III meeting with **DHE** September or October

**WORCESTER STATE UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Academic and Student Development Meeting**  
**Tuesday, November 5, 2019**  
**Administration Building**  
**Presidents Conference Room, 255**  
**7:30 - 8:30 AM**

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**Meeting Called By:** Karen LaFond (Chair)

**Minutes:** Nikki Kapurch

**Board Members:** Karen LaFond (Chair); Lisa Colombo; Stephen Madaus; Manuel Reyes-Ponce; David Tuttle

**WSU Staff:** Barry Maloney; Nikki Kapurch; Carl Herrin; Patrick Hare, Lois Wims

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| AGENDA  |                               |   |
|---|-------------------------------|---|
| ITEM  | RESPONSIBLE                   | ACTION  |
| 1. <i>Administrative Business</i><br>A. Call to Order   | Karen LaFond                  |   |
| 2. <i>Academic and Student Development Committee Report</i><br><br>A. Sabbaticals<br>a. [Amended] President memo to BOT*<br>b. [Amended] Provost memo to President*<br>c. Sabbatical Summary and Proposal Summaries powerpoint*<br>d. Approval of AY 2020-2021 Sabbatical Leave Proposals<br><br>B. Proposal for New Clinical Doctoral Degree Department of Occupational Therapy* | Karen LaFond<br><br>Lois Wims | Recommendation to the Full Board ( <b>3 Votes Required</b> )<br><br>a. Informational<br>b. Informational<br>c. Informational<br><br><b>d. Vote Required</b><br><br><b>B. 2 Votes Required</b> |
| 3. <i>Administrative Updates</i><br>A. Other Business   | Karen LaFond                  | A. Informational  |
| 4. <i>Adjournment</i>   | Karen LaFond                  | 4. <b>Vote Required</b>   |

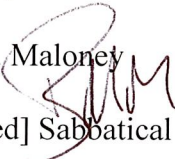
\*Attachments



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

TO: Members, WSU Board of Trustees

FROM: Barry M. Maloney 

RE: [Amended] Sabbatical Leaves 2020 - 2021

DATE: November 4, 2019

I am pleased to concur with the recommendation of Provost Wims and I am forwarding to you nineteen proposals for sabbatical leave. This year there were a total of twenty proposals submitted and six are recommended for the fall of 2020 and thirteen for the spring of 2021. One proposal was not recommended to me by Provost Wims.

The department chairs have affirmed that the individual study for each candidate will contribute to the respective department's course offerings. Also, I concur with Dr. Wims that each area of study will add significantly to their professional development as a scholar and teacher, and will benefit Worcester State University and its students.

Enclosed is a copy of Dr. Wims' recommendation and a brief summary of the proposed sabbatical projects.

Enclosure

cc: Lois Wims  
Kathleen Eichelroth  
Don Bullens  
Stacey Luster  
Susan Moore





# WORCESTER STATE UNIVERSITY

Office of Academic Affairs  
Phone: 508-929-8038 and 8938  
Fax: 508-929-8187

November 4, 2019

TO: President Barry Maloney  
FROM: Lois A. Winn, Provost  
RE: [AMENDED] Sabbatical Leave Recommendations

**APPROVED**  
NOV 05 2019  
BARRY M. MALONEY  
PRESIDENT

The following faculty are recommended for sabbatical leave:

|                           |                           |             |
|---------------------------|---------------------------|-------------|
| Antonio Guijarro-Donadas  | World Languages           | Fall 2020   |
| Aparna Mahadev            | Computer Science          | Fall 2020   |
| Jeff Nichols              | Chemistry                 | Fall 2020   |
| Josna Rege                | English                   | Fall 2020   |
| Sebastian Velez           | Biology                   | Fall 2020   |
| Catherine Wilcox Titus    | Visual & Performing Arts  | Fall 2020   |
| Aimee Delaney             | Criminal Justice          | Spring 2021 |
| Sue Foo                   | Education                 | Spring 2021 |
| Charles Fox               | Psychology                | Spring 2021 |
| Julie Frechette           | Communication             | Spring 2021 |
| Martin Fromm              | History/Political Science | Spring 2021 |
| Joanne Gallagher-Worthley | Occupational Therapy      | Spring 2021 |
| John Hood                 | Visual & Performing Arts  | Spring 2021 |
| Susan Mitroka             | Chemistry                 | Spring 2021 |
| Steven Oliver             | Chemistry                 | Spring 2021 |
| Dennis Quinn              | English                   | Spring 2021 |
| Amaryllis Sinniosoglou    | Visual & Performing Arts  | Spring 2021 |
| Seth Surgan               | Psychology                | Spring 2021 |
| Francisco Vivoni          | Sociology                 | Spring 2021 |



# SABBATICAL LEAVES

2020-2021

# SABBATICAL PROCESS AT WSU

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- Sabbatical leave provides an opportunity for a period of study and research for full-time faculty after every six full years of faculty service to WSU.
- Sabbaticals serve as an important component of faculty professional development, ensuring that faculty members stay current in their fields and advance their scholarship, enhancing their contribution to the students and the university.
- Eligibility for sabbatical leave is explained in the collective bargaining agreement (Article XV, A-F.)
- Sabbatical proposals are submitted by eligible faculty members to their department chairs each October 1st. Those who are department chairs submit directly to the Provost.
- Chairs forward their recommendation to the Provost. The Provost then reviews the proposals and recommends approval or denial to the President, who submits those recommended to the Board of Trustees for approval at the November Board meeting.
- If approved, faculty may also choose to defer to a later semester by notifying the President in writing of their intention to defer.

# REVIEW OF SABBATICAL APPLICATIONS

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- 20 proposals were received
- 19 are recommended by President Barry Maloney to the Board for approval
- 6 are for the Fall Semester 2020
- 13 are for the Spring Semester 2021

# REVIEW OF SABBATICAL APPLICATIONS

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- Faculty on sabbatical leave for one semester receive their full salary during the period of the leave.
- Those on full year sabbatical leave, receive one-half salary for the full year. There are no such proposals this year
- The cost to the institution for awarding sabbatical leave is for hiring part time, adjunct faculty to teach some of the courses that the faculty member on leave would have taught. Typically, not every course that would have been taught is offered during the sabbatical semester because some elective type courses can be postponed and taught during a later semester. Chairs are asked to certify that the department can sustain the courses needed in the absence of the faculty member.
- Recipients of a sabbatical commit in writing to return to the institution for an academic year following the sabbatical and will be responsible to reimburse the university should they not return for the required timeframe.
- Recipients also must report on the sabbatical activities upon their return.

# ESTIMATED COST FOR 2020-2021

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- Approximately course sections will need to be covered by adjuncts for the sabbaticals.
- Sections are offered based on student demand, not on faculty availability, and the number of courses offered each spring are lower than fall semesters with approximately a 2 to 5% drop in the need for adjunct coverage in the spring. Given that more than half of the proposed sabbaticals are for the spring semester, the cost may be less than estimated.
- Average cost of \$6,000 per section, this equals approximately \$422,000.
- Funds to cover this expense will be included in the adjunct line of the 2021 budget.

# Fall 2020 Proposals

|                          |                   |
|--------------------------|-------------------|
| Antonio Guijarro Donados | World Languages   |
| Aparna Mahadev           | Computer Sciences |
| Jeffry Nichols           | Chemistry         |
| Josna Rege               | English           |
| Sebastian Velez          | Biology           |
| Catherine Wilcox-Titus   | Visual Arts       |

# Antonio Guijarro-Donados

- Study of material cultural and social practices in 17<sup>th</sup> Century Spain
- Applying for NEH grants
- Book proposal and completed book by summer 2021



# Aparna Mahadev

- Research in big data, four research questions
- Seminars and journal articles in machine learning and data modeling
- Shaping of regional/national conference presentations and potential peer reviewed journal
- Working bibliography submitted

# Jeffry Nichols

- Collaboration with University of Massachusetts college and lab
- Study the assembly and regulatory mechanisms of two related transcriptional co-regulators CtBP1 and CtBP2.
- Regulators play a role in cancer treatment and protocols
- Papers and conference presentations

# Josna Rege

- Contemporary South Asian women's writing about political violence
- Interview of prominent Delhi-based writer
- Submission to South Asian Review
- Conference paper for the South Asian Literary Association

# Sebastian Velez

- Harvard Museum of Zoology and Santo Domingo Museum on Natural History (DR) to study and build undergraduate research projects
- Training in DNA Next Generation Sequencing
- Ophiliones arachnid research

# Catherine Wilcox Titus

- Exploring photographic manipulation with paint and plug ins
- Workshops in Florence MA and Ashuelot, NH for various photographic processes
- Produce exhibit worthy White House Series and infrared processes
- Revise website
- Submit to juried shows

# Spring 2021

- Aimee Delaney Criminal Justice
- Sue Foo Education
- Charles Fox Psychology
- Julie Frechette Communication
- Martin Fromm History
- Joanne Gallagher Worthley Occupational Therapy
- John Hood Visual and Performing Art
- Susan Mitroka-Batsford Chemistry
- Steven Oliver Biology
- Dennis Quinn English
- Amaryllis Siniosoglou Visual and Performing Art
- Seth Sorgan Psychology
- Francisco Vivoni Sociology

# Aimee Delaney

- Youth substance use/abuse/misuse in the community
- Juvenile Diversion Program restoration
- Design and implementation of data collection tools for the Raymond Coalition for Youth
- Dissemination of results to ACJS and ASC

# Sue Foo

- Collaborative model exploration with Taiwanese universities
- Exploring resilience and attitudes of indigenous groups affected by natural disasters
- Studying attitudes and culture differences impact educational and health care policy



# Charles Fox

- Jung philosophy and psychology in a cross disciplinary manner
- Pursuing public intellectual publications as well as journal submission
- Active imagination techniques in literature review and manuscript preparation for the Journal of Analytic Psychology or Behavioral Sciences

# Julie Frechette

- Reflections and Reverberations of #MeToo on Pop Culture and Politics: How the Movement is Shaking Society's Power Structures
- Archival exploration from the Schlesinger Library in Cambridge, MA and the National Organization for Women
- Manuscript preparation and submission

# Martin Fromm

- “Nationalism, Modernization, and Environmental Conservation: A view from China’s Northeast Borderland.”
- Grant applications in process
- Visiting archives and libraries in China
- Research libraries in New England
- Article drafts for publication in peer reviewed journals
- Outline potential book chapters

# John Hood

- Theater set design enhancement with computer aided design and drafting
- Study and become facile with Vectorworks software
- Mechanical drafting tools to aid complete and accurate floor plans and sections of the Fuller Theater
- Draft of Three Dimensional set pieces

# Susan Mitroka-Batsford

- Design and synthesize new and efficient nitroxyl donors
- Utilize more complex systems to see the effects on given proteins
- Increase the scope of drug targets for nitroxyl
- Research Lab collaboration with either UMass Medical School or WPI

# Steven Oliver

- Behavioral Ecology research on Hawaiian domino damselfish
- Fieldwork at Johnston Atoll
- Fieldwork at the New England Aquarium
- Biological Journal submissions
- Pursue undergraduate and graduate research opportunities at Woods Hole and the New England Aquarium
- Seeking grant support

# Dennis Quinn

- Translation of a Classical Latin Poem by Dares Phrygius about the first hand account of the Trojan Conflict
- Completion of “Family Dynamic in Shakespeare” article and book chapter
- Novel completion of The Saurian Invasion (fifth in a series)

# Amaryllis Siniosoglou

- Artist in Residence sought in Europe
- Cultural immersion
- Technological techniques for the teaching of art
- Produce works of art



# Seth Sorgan

- Developing a line of research on travel portraiture as an arena for identity construction
- Theoretical model of the psychological processes involved
- Submission to targeted conferences and journals in tourism and psychology

# Francisco Vivoni

- “From industrial powerhouse to post-industrial theme park: Public space and the promise of participatory placemaking in Worcester, Ma.”
- Contemporary space dynamics within Worcester
- Skateboarding as a social practice and sue of space
- Literature review, participant-observation, and informal discussions
- Submission to conferences and peer reviewed journals

# Joanne Gallagher-Worthley

- Visual Thinking Strategies, an arts based pedagogical model
- Working with the Worcester Arts Museum
- Incorporating the model into allied health programs within the School of Education, Health, and Natural Sciences



**WORCESTER**  
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# **Post-Professional Occupational Therapy Doctorate (PPOTD)**

Proposal for New Clinical Doctoral Degree  
Department of Occupational Therapy

Board of Trustee Meeting  
November 12, 2019



# Post-Professional Occupational Therapy Doctorate (PPOTD)

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- Offered to registered occupational therapists (OTRs) who have obtained master-level degrees as they entered the profession or in addition to their baccalaureate degree.
- Targeted toward OTRs for new skills and knowledge needed to be advanced practitioners.
- 33-credit program would be online to accommodate working professionals.

# Terminal Degrees vs. an Practice-Oriented (Clinical) Doctorate

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- Terminal degrees, recognized as research doctorates (such as PhD or EdD), require advanced studies beyond the master's level and include original scholarly research (dissertation).
- Practice-oriented (Clinical) doctorates are not terminal degrees in many fields and include a minimum of 30 credits beyond the baccalaureate level. Clinical doctorates include doctor of medicine (MD), the doctor of veterinary medicine (DVM), doctor of jurisprudence (JD), doctor of optometry (OD), doctor of physical therapy (DPT) to name a few.

# Rationale for the PPOTD Program

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- Dual entry-level degree levels into the OT profession
  - OTRs may earn an entry-level master's or a clinical doctoral degree before they sit for the same certification examination
  - Accreditation standards differ slightly between the two levels
  - Clinical doctoral students complete a 14-week Capstone Experience after their clinical fieldworks.

# Rationale for the PPOTD Program (cont.)

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- Most of WSU's competition has transitioned, or is in the process of transitioning, to entry-level clinical doctoral programs
  - Boston University and MGH Institute of Health Professions have both been accredited for their entry-level programs
  - Other OTR programs are in process of changing:
    - Tufts, University of New Hampshire
    - Quinnipiac University
    - Bay Path University
    - Western New England University
    - Salem State University
    - Springfield College



# Rationale for the PPOTD Program (cont.)

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- As other programs move to the entry-level for clinical doctorates (OTDs), there is a need for a post-professional program to address the educational needs of practicing OTRs at a reasonable cost to remain competitive in the practice arena.

# Other PPOTD Programs

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- Other institutions in Massachusetts have PPOTD Programs but the tuition is high for working professionals (see next table).

# Other PPOTD Programs in Massachusetts

| Name and Location  | Type   | Number of Credits                               | Cost (tuition only)                       |
|--|--|---|---|
| <b>American International College</b><br>Springfield, MA | Online with 3 visits required during certain semesters | 30 credits                                      | \$1070/credit<br>Total - \$32,100         |
| <b>Bay Path University</b><br>Longmeadow, MA             | Online, 4-8 terms                                      | 36 credits                                      | \$995/credit<br>Total (MS) –<br>\$35, 820 |
| <b>Boston University</b><br>Boston MA                    | Online, visit once at start and at end                 | 33-37 credits (if no foundation courses needed) | \$900/credit<br>Total - \$29,700          |
| <b>Tufts University</b><br>Boston, MA                    | Online   | 30 credit hours                                 | \$52,724                                  |

# Support for the 2015-2020 Strategic Plan

| Strategic Goal  | PPOTD support...  |
|---|---|
| 1. Enhance the undergraduate academic program and expand graduate programs in a community of learning that promotes academic excellence and innovation.                             | <ul style="list-style-type: none"><li>• Growth in graduate offerings and enrollments.</li><li>• Develop and offer a distinct program.</li></ul>   |
| 2. Leverage WSU's distinctive strengths, both to enhance the University's reputation and to prepare students to lead, serve, and make a difference in the world.                    | <ul style="list-style-type: none"><li>• Capitalize WSU's online capabilities.</li><li>• Articulate relationship between academics and workforce alignment.</li><li>• Encourage development of leadership potential.</li></ul> |
| 3. Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success.                                    | <ul style="list-style-type: none"><li>• Program design provides professionals the opportunity to enter into research and management positions.</li></ul>  |
| 5. Promote financial strength and organizational sustainability while continuing to secure and invest the resources required to maintain WSU's reputation for excellence and value. | <ul style="list-style-type: none"><li>• Program design aligns curriculum, with electives from other graduate programs, so that there is a minimal need for new resources.</li><li>• Growing new stream of revenue.</li></ul>  |

# Summary of PPOTD Requirements

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- 33 semester credits, post master's degree
  - Nine course (27 credits) are unique to this program.
  - Two Courses (6 credits) are graduate-level electives that are shared with other WSU graduate programs and meet the professional goals of the student.
- This program requires students to complete an individual Knowledge Translation Project
  - Allows for synthesis and evaluation of new knowledge and skills.
- Students will be required to complete a Scholarly Dissemination course to promote their work and the profession.

# WSU's PPOTD

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## Program Outcomes

The PPOTD Program will:

- Deepen the students' knowledge and commitment to the profession
- Provide a learning environment that fosters personal and professional growth in the students' roles as learners and practitioners
- Integrate opportunities that allow the students to attain and refine skills needed for lifelong learning and professional growth

# WSU's PPOTD

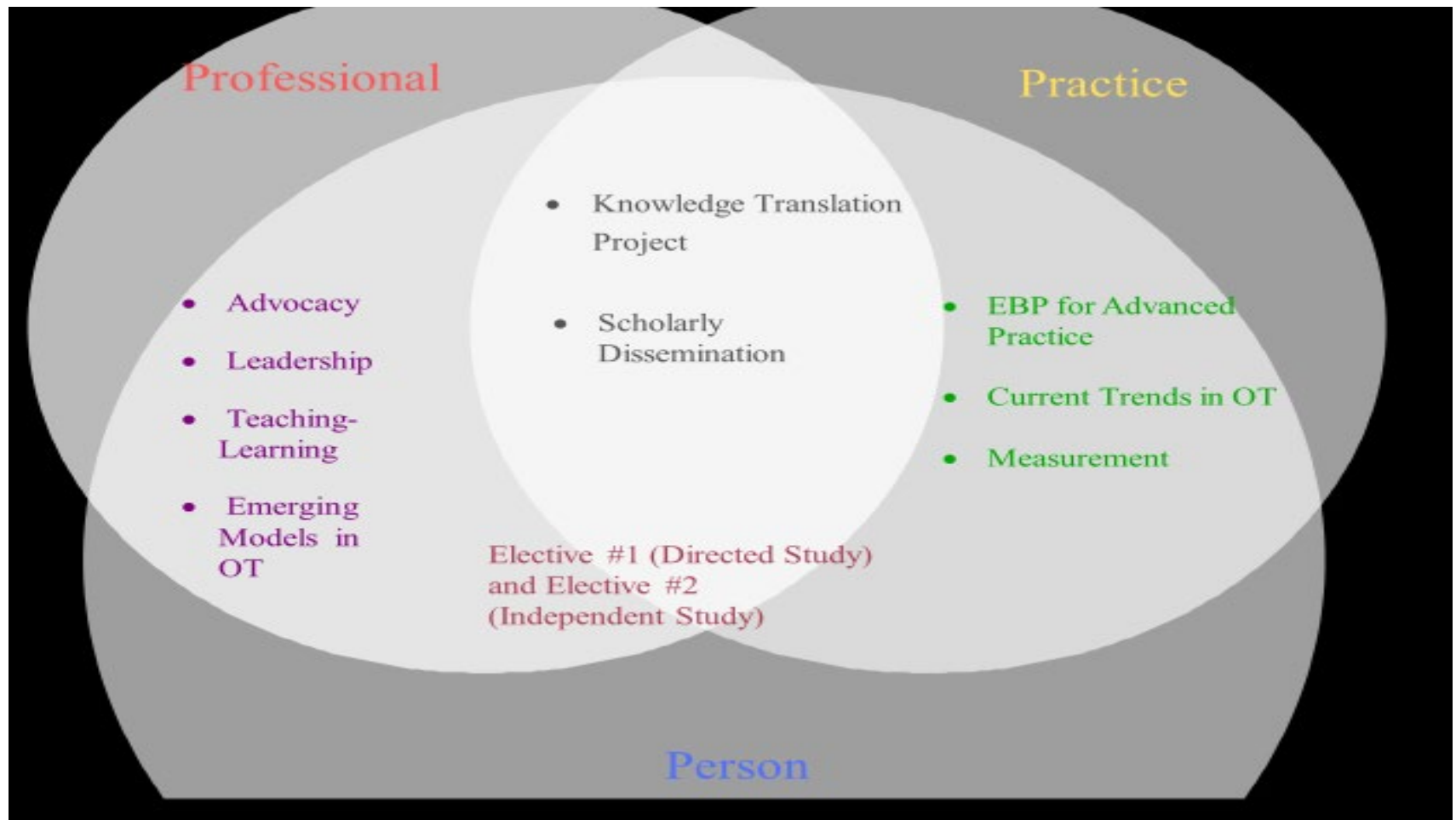
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## Student Learning Outcomes

Upon completion of this program, graduates will be able to:

- Analyze how change could impact occupational therapy practice, the profession, and one's professional development plan for lifelong learning
- Demonstrate an awareness of ethics and cultural humility in professional decision-making and collaboration
- Demonstrate ability to critically appraise evidence and apply to professional decision-making
- Develop skills to become leaders in advocacy, practice or public policy at the community, state and/or national level
- Design and implement a project that will improve practice and/or demonstrate leadership in occupational therapy
- Develop and design presentation(s)/publication(s) for scholarly dissemination

# Schematic of WSU's PPOTD





# PPOTD Curriculum

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## Year 1

- Leadership in Occupational Therapy
- Advanced Evidence-Based Practice
- Advocacy in Occupational Therapy
- Measurement (research component)
- Current Trends in Occupational Therapy
- Emerging Models in Occupational Therapy

## Year 2

- Teaching-Learning
- Elective #1
- Elective #2
- Knowledge Translation Project (research component)
- Scholarly Dissemination

# Possible Electives (from other WSU programs)

| Prefix        | Title   |
|---------------|---|
| <b>BA 914</b> | Organizational Behavior   |
| <b>CD 925</b> | Motor Speech Disorders  |
| <b>CD 929</b> | Dysphagia   |
| <b>ED 910</b> | The Child, Family, Community, and Diversity in Education          |
| <b>ED 921</b> | Developmental Patterns of Children with Special Needs             |
| <b>ED 963</b> | The Understanding and Teaching of Culture                         |
| <b>HC 900</b> | Health Care Systems   |
| <b>HC 907</b> | Operations and Quality Management in the Health Care Organization |
| <b>HC 976</b> | Seminar: Current Issues in Health Care (topics vary)              |
| <b>NM 908</b> | Legal, Regulatory and Ethical Issues in Health Care               |

# Possible Electives (from other WSU programs)

| Prefix | Title   |
|--------|---|
| NM 911 | Global Health Issues and Human Rights                               |
| NM 940 | Leadership Skills and Group Dynamics                                |
| NM 942 | Organizational Theory   |
| NM 944 | Politics and Public Policy  |
| NM 946 | Seminar in Program Analysis and Evaluation                          |
| NM 949 | Strategic Leadership and Planning                                   |
| NM 950 | Unions and the Public Sector  |
| NM 951 | Grant Writing   |
| NM 955 | Board Relationships and Volunteer Management                        |
| NM 960 | Seminar in Critical Issues for Health Care Management (topics vary) |
| NM 961 | Health Care Law   |
| NM 962 | Management of Gerontological Programs                               |
| NM 970 | Issues in Clinical Case Management                                  |
| NM 971 | Issues in Residential and Long Term Care                            |

# Admission Requirements

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- At least two years of clinical OT experience as an OTR evidenced through a resume
- Minimum 3.25 GPA from an accredited (ACOTE and regionally) entry-level Master's Program for Occupational Therapy evidenced by an official transcript (or a baccalaureate degree in OT and a Master's degree in another field)
- Two letter of recommendation
- Submit a professional plan with goals and a connection to how this program will help attain those goals

# Additional Resources Needed

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- An OT faculty member dedicated to this program
  - Net new position, some courses taught by current OT faculty
- Marketing on a national level to attract applicants to the Program
  - Significant investment from WSU
- No additional resources needed for:
  - Library
  - Space
  - Equipment

# Tuition For PPOTD

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- Currently, MOT courses are \$322/credit
  - 33 credits in 11 courses
  - Total Program \$10,626
- PPOTD courses would be \$599/credit (model/suggestion would require Board action if level approved)
  - 33 credits in 11 courses
  - Total Program \$19,767

# Tuition Comparison to Other PPOTD Programs in Massachusetts

| Name and Location                                 | Cost (tuition only)                    |
|---|--|
| American International College<br>Springfield, MA | \$1070/credit<br>Total - \$32,100      |
| Bay Path University<br>Longmeadow, MA             | \$995/credit<br>Total (MS) – \$35, 820 |
| Boston University<br>Boston MA                    | \$900/credit<br>Total - \$29,700       |
| Tufts University<br>Boston, MA                    | \$52,724                               |

## PPODT 4-YEAR REVENUE PROJECTIONS

Assuming one program start per year (Fall) with full-time being 1 courses every 7 weeks (6 terms)

| Year 1   | # of students<br>(total of 15) | Revenue at Proposed Rate<br>of \$599 per credit |
|--|--------------------------------|---|
| New Full-time Tuition & Fees (18 cr)<br>Cohort 1                 | 15                             | \$161,730                                       |
|  | <b>TOTAL Year One</b>          | <b>\$161,730</b>                                |
| Year 2   | # of students<br>(total of 30) | Revenue at Proposed Rate<br>of \$599 per credit |
| New Full-time Tuition & Fees (18 cr)<br>Cohort 2                 | 15                             | \$161,730                                       |
| Continuing Full-time Tuition & Fees (15 cr)<br>Cohort 1 Finishes | 15                             | \$134,775                                       |
|  | <b>TOTAL Year Two</b>          | <b>\$296,505</b>                                |
| Year 3   | # of students<br>(total of 30) | Revenue at Proposed Rate<br>of \$599 per credit |
| New Full-time Tuition & Fees (18 cr)<br>Cohort 3                 | 15                             | \$161,730                                       |
| Continuing Full-time Tuition & Fees (15 cr)<br>Cohort 2 Finishes | 15                             | \$134,775                                       |
|  | <b>TOTAL Year Three</b>        | <b>\$296,505</b>                                |
| Year 4   | # of students<br>(total of 30) | Revenue at Proposed Rate<br>of \$599 per credit |
| New Full-time Tuition & Fees (18 cr)<br>Cohort 4                 | 15                             | \$161,730                                       |
| Continuing Full-time Tuition & Fees (18 cr)<br>Cohort 3 Finishes | 15                             | \$134,775                                       |
|  | <b>TOTAL Year Four</b>         | <b>\$296,505</b>                                |



# PPOTD 4-YEAR EXPENSE PROJECTIONS and PROFIT ESTIMATES

| <b>Year 1</b><br><b>6 courses offered/ 1 section each (6 classes)</b><br><b>Total of 15</b>            | <b>Cost</b> | <b>Budget Information</b> |
|--|-------------|---------------------------|
| Faculty Costs @ Assistant Professor Current Rate (6 classes)   | \$28,548    |                           |
| Graduate Coordinator Cost  | \$2,500     |                           |
| New Program Set Up (College Net, etc)  | \$1,000     |                           |
| Initial Marketing Costs  | \$100,000   |                           |
| Ongoing Marketing/ Recruiting  | \$25,000    |                           |
| <b>TOTAL Cost for Year One</b>   |             | <b>\$157,048</b>          |
| <b>TOTAL Revenue for Year One</b>  |             | <b>\$161,730</b>          |
| <b>TOTAL Profit for Year One</b>   |             | <b>\$4,682</b>            |
|  |             |                           |
| <b>Year 2</b><br><b>11 courses offered/ 1 section each (11 classes)</b><br><b>Total of 30 students</b> | <b>Cost</b> | <b>Budget Information</b> |
| Full-time Faculty Member (6 classes)   | \$73,425    | \$55k plus 33.5% fringe   |
| Adjunct Faculty Costs @ Assistant Professor Current Rate (5 classes)                                   | \$23,790    |                           |
| Graduate Coordinator Cost  | \$3,500     |                           |
| Ongoing Marketing/ Recruiting  | \$25,000    |                           |
| <b>TOTAL Cost for Year Two</b>   |             | <b>\$125,715</b>          |
| <b>TOTAL Revenue for Year Two</b>  |             | <b>\$296,505</b>          |
| <b>TOTAL Profit for Year Two</b>   |             | <b>\$170,790</b>          |

# PPOTD 4-YEAR EXPENSE PROJECTIONS and PROFIT ESTIMATES

| <b>Year 3</b><br><b>11 courses offered/ 1 section each (11 classes)</b><br><b>Total of 30 students</b> | <b>Cost</b> | <b>Budget Information</b> |
|--|-------------|---------------------------|
| Full-time Faculty Member (6 classes)   | \$73,425    | \$55k plus 33.5% fringe   |
| Adjunct Faculty Costs @ Assistant Professor<br>Current Rate (5 classes)                                | \$23,790    |                           |
| Graduate Coordinator Cost  | \$3,500     |                           |
| Ongoing Marketing/ Recruiting  | \$25,000    |                           |
| <b>TOTAL Cost for Year Three</b>   |             | <b>\$125,715</b>          |
| <b>TOTAL Revenue for Year Three</b>  |             | <b>\$296,505</b>          |
| <b>TOTAL Profit for Year Three</b>   |             | <b>\$170,790</b>          |
| <b>Year 4</b><br><b>11 courses offered/ 1 section each (11 classes)</b><br><b>Total of 30 students</b> | <b>Cost</b> | <b>Budget Information</b> |
| Full-time Faculty Member (6 classes)   | \$73,425    | \$55k plus 33.5% fringe   |
| Adjunct Faculty Costs @ Assistant Professor<br>Current Rate (5 classes)                                | \$23,790    |                           |
| Graduate Coordinator Cost  | \$3,500     |                           |
| Ongoing Marketing/ Recruiting  | \$25,000    |                           |
| <b>TOTAL Cost for Year Four</b>  |             | <b>\$125,715</b>          |
| <b>TOTAL Revenue for Year Four</b>   |             | <b>\$296,505</b>          |
| <b>TOTAL Profit for Year Four</b>  |             | <b>\$170,790</b>          |

# Projected Dates

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- Submit to BHE in January 2020
- Begin marketing in Fall 2020 and Spring 2021
- First cohort to start Fall 2021

# Interest in WSU's PPOTD

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- A survey was conducted among local OTRs in early 2017.
- The aim of the survey was to gather information regarding potential interest in the proposed program.

**The following is a summary of the results:**

# Survey Results

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- Approximately 44% of the 107 OTRs (n=47) surveyed indicated interest in pursuing a post-professional degree.
- Most respondents would prefer an online program (n=23) or hybrid (n = 22). Only 3 respondents indicated that they would prefer an in-person program.

# Program Development and Collaboration

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This program was developed by Dr. Joanne Gallagher Worthley, Professor of Occupational Therapy.

Assistance was provided from two Deans, Dr. Linda Larrivee and Dr. Roberta Kyle, and Ms. Sara Grady of DGCE.

The proposal had the unanimous support of the Department of Occupational Therapy and went to the Graduate Education Council, where it was enthusiastically approved.

**Part I** ADMINISTRATION OF THE GOVERNMENT

**Title XII** EDUCATION

**Chapter 73** STATE COLLEGES AND COMMUNITY COLLEGES

**Section 1** MANAGEMENT; ADMINISTRATION

Section 1. The state universities, as established by section 5 of chapter 15A shall provide educational programs, research, extension, and continuing education services in the liberal, fine and applied arts and sciences and other related disciplines through the master's degree level. They may offer doctoral programs in cooperation with the University of Massachusetts under authority granted by the board of higher education, concurred in by the boards of trustees of the University of Massachusetts and of said state universities. They shall provide a major emphasis on the preparation of teachers and other professional educational personnel. The board of trustees of the state universities may grant the degree of Bachelor of Education or of Bachelor of Science in Education to any person completing a four-year course in a state university, and the degree of Master of Education to graduates of colleges or universities who have satisfactorily completed a graduate course of instruction in any such university. The trustees may grant the degree of Bachelor of Fine Arts to any student at the Massachusetts College of Art and Design upon the successful completion of certain four-year prescribed courses in the field



of fine arts, and may grant the honorary degree of Doctor of Fine Arts at said college of art. The trustees may grant the degree of Bachelor of Nautical Science to any person satisfactorily completing the prescribed course of instruction at the Massachusetts Maritime Academy. The trustees may also grant such other appropriate baccalaureate degrees at such state universities as it may determine and prescribe. The trustees may also award academic degrees at all appropriate levels, as approved by the board of higher education. They may also award such honorary degrees as they deem appropriate.

Notwithstanding the provisions of this section, in exercising the authority to grant degrees, the board shall be subject to the determinations of the board of higher education delineating functions and programs for public institutions of higher education and segments of such institutions.

Notwithstanding any other provision of law to the contrary, except as herein provided, the trustees may adopt, amend or repeal such rules and regulations for the government of any such university, for the management, control and administration of its affairs, for its faculty, students and employees, and for the regulation of their own body, as they may deem necessary, and may impose reasonable penalties for the violation of such rules and regulations. The trustees shall publish such rules and regulations and shall file copies thereof with the governor, the executive office for administration and finance, and the joint committee on ways and means.

The trustees may, except as to the authority to adopt rules and regulations and as to duties imposed or powers granted under sections one A, one B, one C and one D, delegate their authority or any portion thereof to the



director of the division of state universities or to officers of state universities whenever in their judgment such delegation may be necessary or desirable.

The board of trustees of the state universities shall provide and maintain the Massachusetts Maritime Academy as a nautical college for the instruction of students in the science and practice of navigation, seamanship and marine engineering, accommodations therefor on board a proper vessel at its present location and at such land facilities, including the present facilities, as the said trustees shall designate, books, stationery, apparatus and supplies needed in the work thereof, and shall appoint and may remove necessary instructors and other employees, determine their compensation, fix the terms upon which students shall be received and instructed therein and discharged therefrom, make all regulations necessary for its management and provide from time to time for cruises. Said trustees shall establish an annual service fee for each midshipman, other than out-of-state students, in an amount not less than one hundred and fifty dollars annually for each such midshipman.

The trustees may receive from the federal government, and use for the accommodation of the Maritime Academy, vessels detailed by the secretary of the navy.

In addition to the advances authorized by section twenty-three of chapter twenty-nine, the state treasurer shall, upon requests by the trustees to the comptroller, make an advance for cruises of not exceeding ten thousand dollars for six months to the commanding officer of the vessel detailed therefor who shall give bond in the sum of ten thousand dollars, with

sureties approved by the governor and council, for its proper disbursement. Said advance shall be accounted for by properly approved vouchers within thirty days after the termination of said cruise.

## Acts (2010)

### Chapter 189

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#### AN ACT RELATIVE TO STATE UNIVERSITIES.

*Be it enacted by the Senate and House of Representatives in General Court assembled, and by the authority of the same as follows:*

**SECTION 1.** Section 18B of chapter 6 of the General Laws, as appearing in the 2008 Official Edition, is hereby amended by striking out, in lines 4 and 35, the second time it appears, the word “colleges” and inserting in place thereof, in each instance, the following word:- universities.

**SECTION 2.** Section 133 of said chapter 6, as so appearing, is hereby amended by striking out, in line 21, the words “state college, state university,” and inserting in place thereof the following words:- state university.

**SECTION 3.** Section 133A of said chapter 6, as so appearing, is hereby amended by striking out, in line 4, the words “state college, state university,” and inserting in place thereof the following words:- state university.

**SECTION 4.** Section 133C of said chapter 6, as so appearing, is hereby amended by striking out, in lines 4 and 5, the words “state college, state university,” and inserting in place thereof the following words:- state university.



**SECTION 5.** Section 35EE of chapter 10 of the General Laws, as so appearing, is hereby amended by striking out, in line 22, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 6.** Section 18A of chapter 15 of the General Laws, as so appearing, is hereby amended by striking out, in line 8, the first time it appears, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 7.** Section 1 of chapter 15A of the General Laws, as so appearing, is hereby amended by striking out, in line 32, the words “university, the state college” and inserting in place thereof the following words:- the University of Massachusetts, the state university.

**SECTION 8.** Section 4 of said chapter 15A, as so appearing, is hereby amended by striking out, in line 20, the words “state university” and inserting in place thereof the following words:- University of Massachusetts.

**SECTION 9.** Said section 4 of said chapter 15A, as so appearing, is hereby further amended by striking out, in lines 21 and 22, the words “college chosen by vote of the chairs of the boards of trustees of each of the state colleges” and inserting in place thereof the following words:- university chosen by vote of the chairs of the boards of trustees of each of the state universities.

**SECTION 10.** Subsection (a) of said section 4 of said chapter 15A, as so appearing, is hereby further amended by striking out the last sentence.

**SECTION 11.** Section 4A of said chapter 15A, as so appearing, is hereby amended by striking out, in lines 27 and 28, the words “state university or college, 1 of whom shall be a president of a state college or his designee” and inserting in place thereof the following words:- campus of the University of Massachusetts or a designee, 1 of whom shall be a president of a state university or a designee.

**SECTION 12.** Section 5 of said chapter 15A, as so appearing, is hereby amended by striking out the first paragraph and inserting in place thereof the following paragraph:-

There shall be, for the purposes of this chapter, a system of public institutions of higher education, hereinafter called the system, which shall consist of the following segments: (i) the university of Massachusetts segment, which shall consist of the University of Massachusetts at Amherst, Boston, Dartmouth, Lowell and Worcester; (ii) the state university segment, which shall consist of Bridgewater State University, Fitchburg State University, Framingham State University, the Massachusetts College of Art and Design, the Massachusetts Maritime Academy, the Massachusetts College of Liberal Arts, Salem State University, Westfield State University and Worcester State University; and (iii) the community college segment, which shall consist of Berkshire Community College, Bristol Community College, Bunker Hill Community College, Cape Cod Community College, Greenfield Community College, Holyoke Community College, Massachusetts Bay Community College, Massasoit Community College, Middlesex Community College, Mount Wachusett Community College, Northern Essex Community



College, North Shore Community College, Quinsigamond Community College, Roxbury Community College and Springfield Technical Community College.

**SECTION 13.** Section 7 of said chapter 15A, as so appearing, is hereby amended by striking out, in lines 2 to 4, inclusive, the words “by (i) the university segment, (ii) the state college segment, and (iii) the community college segment” and inserting in place thereof the following words:- in section 5.

**SECTION 14.** The second paragraph of said section 7 of said chapter 15A, as so appearing, is hereby amended by striking out the second sentence and inserting in place thereof the following sentence:- The board of trustees of each state university and community college shall develop and submit to the secretary and the council a mission statement for each such institution.

**SECTION 15.** Said section 7 of said chapter 15A, as so appearing, is hereby further amended by inserting after the word “state”, in line 23, the following word:- university.

**SECTION 16.** Section 7A of said chapter 15A, as so appearing, is hereby amended by inserting after the word “state”, in lines 12 and 13, each time it appears, the following word:- universities.

**SECTION 17.** Said section 7A of said chapter 15A, as so appearing, is hereby further amended by striking out, in line 27, the words “, not later than September 1, 2003, separate task forces for the state” and inserting in place thereof the following words:- separate task forces for the state university.

**SECTION 18.** Section 9 of said chapter 15A, as so appearing, is hereby amended by striking out, in lines 55, 70, 94 and 136, the word “colleges”, and inserting in place thereof, in each instance, the following word:- universities.

**SECTION 19.** Said section 9 of said chapter 15A, as so appearing, is hereby further amended by striking out, in line 105, the word “college”, the first time it appears, and inserting in place thereof the following word:- university.

**SECTION 20.** Said section 9 of said chapter 15A, as so appearing, is hereby further amended by striking out, in lines 169 and 170, the words “university, state college or community college” and inserting in place thereof the following words:- institution of higher education.

**SECTION 21.** Section 14 of said chapter 15A, as so appearing, is hereby amended by striking out, in line 1, the words “state university” and inserting in place thereof the following words:- University of Massachusetts.

**SECTION 22.** Section 15 of said chapter 15A, as so appearing, is hereby amended by striking out, in line 24, the words “university, state colleges” and inserting in place thereof the following words:- University of Massachusetts, state universities.

**SECTION 23.** Said section 15 of said chapter 15A, as so appearing, is hereby further amended by striking out, in line 26, the word “college” and inserting in place thereof the following word:- university.

**SECTION 24.** Section 15B of said chapter 15A, as so appearing, is hereby amended by inserting after the word “state”, in line 23, the following word:- university.



**SECTION 25.** Section 15E of said chapter 15A, as so appearing, is hereby amended by striking out, in lines 2 and 3, the words “state university and public colleges” and inserting in place thereof the following words:- public institutions of higher education.

**SECTION 26.** Said section 15E of said chapter 15A, as so appearing, is hereby further amended by striking out, in line 19, the word “college’s” and inserting in place thereof the following word:- university’s.

**SECTION 27.** Said section 15E of said chapter 15A, as so appearing, is hereby further amended by striking out, in line 36, the word “college” and inserting in place thereof the following word:- university.

**SECTION 28.** Section 19 of said chapter 15A, as so appearing, is hereby amended by striking out, in lines 40 and 41, and in lines 65 and 86, the words “college or university” and inserting in place thereof, in each instance, the following words:- institution of higher education.

**SECTION 29.** Said section 19 of said chapter 15A, as so appearing, is hereby further amended by striking out, in line 45, the word “college” and inserting in place thereof the following word:- university.

**SECTION 30.** Section 19D of said chapter 15A, as so appearing, is hereby amended by striking out, in line 6, in lines 13 and 14 and in line 16, the words “college or university” and inserting in place thereof, in each instance, the following words:- institution of higher education.

**SECTION 31.** Section 22 of said chapter 15A, as so appearing, is hereby amended by striking out, in lines 2 and 84, the word “college” and inserting in place thereof, in each instance, the following word:-



university.

**SECTION 32.** Section 37 of said chapter 15A, as so appearing, is hereby amended by striking out, in line 13, the words “college or university” and inserting in place thereof the following words:- institution of higher education.

**SECTION 33.** Section 2MMM of chapter 29 of the General Laws, as so appearing, is hereby amended by inserting after the word “state”, in line 30, the following word:- universities.

**SECTION 34.** Section 6 of chapter 69 of the General Laws, as so appearing, is hereby amended by striking out, in line 3, the word “college” and inserting in place thereof the following word:- university.

**SECTION 35.** Section 8 of said chapter 69, as so appearing, is hereby amended by striking out, in line 5, the word “college” and inserting in place thereof the following word:- university.

**SECTION 36.** Section 1 of chapter 73 of the General Laws, as so appearing, is hereby amended by striking out, in line 1, the word “colleges” and inserting in place thereof the following words:- universities, as established by section 5 of chapter 15A.

**SECTION 37.** Said section 1 of said chapter 73, as so appearing, is hereby further amended by striking out, in lines 6 and 7, the words “said university” and inserting in place thereof the following words:- the University of Massachusetts.

**SECTION 38.** Said section 1 of said chapter 73, as so appearing, is hereby further amended by striking out, in lines 7, 9, 11, 22, 44, 44 and 45 and 47, the word “colleges” and inserting in place thereof, in

each instance, the following word:- universities.

**SECTION 39.** Said section 1 of said chapter 73, as so appearing, is hereby further amended by striking out the word “college”, in lines 13 and 14 and in line 33, and inserting in place thereof the following word:- university.

**SECTION 40.** Said section 1 of said chapter 73, as so appearing, is hereby further amended by striking out the words “, said Massachusetts College of Art and Design and said Massachusetts Maritime Academy”, in lines 22 and 23.

**SECTION 41.** Section 1A of said chapter 73, as so appearing, is hereby amended by striking out the words “colleges and the Massachusetts College of Art and Design”, in lines 2 and 3, and inserting in place thereof the following word:- universities.

**SECTION 42.** Said section 1A of said chapter 73, as so appearing, is hereby further amended by striking out the word “colleges”, in line 8, and inserting in place thereof the following word:- universities.

**SECTION 43.** Section 1B of said chapter 73, as so appearing, is hereby amended by striking out the words “colleges, the Massachusetts College of Art and Design and the Massachusetts Maritime Academy”, in lines 2 to 4, inclusive, and inserting in place thereof the following word:- universities.

**SECTION 44.** Said section 1B of said chapter 73, as so appearing, is hereby further amended by striking out the word “college”, in lines 5 and 6, in each instance, and inserting in place thereof the following words:- state university.

**SECTION 45.** Section 1D of said chapter 73 is hereby repealed.



**SECTION 46.** Section 1E of said chapter 73, as appearing in the 2008 Official Edition, is hereby amended by striking out, in line 5, the word “college” and inserting in place thereof the following word:-  
university.

**SECTION 47.** Said section 1E of said chapter 73, as so appearing, is hereby further amended by striking out, in line 6, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 48.** Section 2A of said chapter 73, as so appearing, is hereby amended by striking out, in line 1, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 49.** Section 3 of said chapter 73, as so appearing, is hereby amended by striking out, in lines 6, 7, 9 and 12, the word “colleges” and inserting in place thereof, in each instance, the following word:- universities.

**SECTION 50.** Section 4 of said chapter 73, as so appearing, is hereby amended by striking out, in line 1, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 51.** Section 4A of said chapter 73, as so appearing, is hereby amended by striking out, in lines 1, 5, 11, 12 and 19, the word “college” and inserting in place thereof, in each instance, the following word:- university.

**SECTION 52.** Said section 4A of said chapter 73, as so appearing, is hereby further amended by striking out, in lines 2 and 6, the word “colleges” and inserting in place thereof, in each instance, the following word:- universities.

**SECTION 53.** Section 4B of said chapter 73, as so appearing, is hereby amended by striking out, in lines 1 to 3, inclusive, the words “college, the Massachusetts College of Art and Design or the Massachusetts Maritime Academy” and inserting in place thereof the following word:- university.

**SECTION 54.** Section 6 of said chapter 73, as so appearing, is hereby amended by striking out, in line 2, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 55.** Section 8 of said chapter 73, as so appearing, is hereby amended by striking out, in lines 2 and 3, the words “colleges, and the Massachusetts College of Art and Design” and inserting in place thereof the following word:- universities.

**SECTION 56.** Section 10 of said chapter 73, as so appearing, is hereby amended by inserting after the word “state”, in line 1, the following word:- universities.

**SECTION 57.** Said section 10 of said chapter 73, as so appearing, is hereby further amended by striking out, in line 5, the word “college” and inserting in place thereof the following words:- university or community college.

**SECTION 58.** Said section 10 of said chapter 73, as so appearing, is hereby further amended by striking out the last sentence.

**SECTION 59.** Section 12 of said chapter 73, as so appearing, is hereby amended by striking out, in lines 3 and 4 and in lines 4 and 5, the word “college” and inserting in place thereof, in each instance, the following word:- university.



**SECTION 60.** Section 13 of said chapter 73, as so appearing, is hereby amended by striking out, in line 7, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 61.** Section 14 of said chapter 73, as so appearing, is hereby amended by striking out, in line 4, the word “college” and inserting in place thereof the following word:- university.

**SECTION 62.** Said section 14 of said chapter 73, as so appearing, is hereby further amended by striking out, in lines 7, in lines 12 and 13 and in lines 23 and 25, the word “colleges” and inserting in place thereof, in each instance, the following word:- universities.

**SECTION 63.** Section 15 of said chapter 73, as so appearing, is hereby amended by striking out, in line 2, lines 8 and 9, lines 12 and 13 and in lines 14 and 15, the word “college” and inserting in place thereof, in each instance, the following word:- university.

**SECTION 64.** Said section 15 of said chapter 73, as so appearing, is hereby further amended by striking out, in line 16, the word “college’s” and inserting in place thereof the following word:- university’s.

**SECTION 65.** Section 16 of said chapter 73, as so appearing, is hereby amended by striking out, in lines 3, 14, 36, 49, 61, 62, 73 and 81, the word “colleges” and inserting in place thereof, in each instance, the following word:- universities.

**SECTION 66.** Said section 16 of said chapter 73, as so appearing, is hereby further amended by striking out, in lines 17, 47, 53, 56 and 79, the word “college” and inserting in place thereof, in each instance, the following word:- university.

**SECTION 67.** Section 17 of said chapter 73, as so appearing, is hereby amended by striking out, in lines 2 and 5, the word “college” and inserting in place thereof, in each instance, the following word:- university.

**SECTION 68.** Section 18 of said chapter 73, as so appearing, is hereby amended by striking out, in lines 3, 5, 6 and 12, the word “college” and inserting in place thereof, in each instance, the following word:- university.

**SECTION 69.** Said section 18 of said chapter 73, as so appearing, is hereby further amended by striking out, in line 11, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 70.** Said chapter 73 is hereby amended by striking out section 19, as so appearing, and inserting in place thereof the following section:-

Section 19. The institutions of higher learning under the jurisdiction of the board of trustees of state universities shall be those institutions in the state university segment established by section 5 of chapter 15A.

**SECTION 71.** Section 20 of said chapter 73, as so appearing, is hereby amended by striking out, in lines 1, 4, 7, 10, 13, 15 and 18, the word “college”, and inserting in place thereof, in each instance, the following word:- university.

**SECTION 72.** Said section 20 of said chapter 73, as so appearing, is hereby further amended by striking out, in line 11, the following word “collegiate”.

**SECTION 73.** Section 1 of chapter 75 of the General Laws, as so appearing, is hereby amended by striking out, in line 1, the words “The state university shall be the” and inserting in place thereof the



following words:- There shall be a.

**SECTION 74.** The definition of “police chief” in section 1 of chapter 90C of the General Laws, as amended by section 60 of chapter 451 of the acts of 2008, is hereby amended by inserting after the words “commonwealth’s state” the following word:- universities.

**SECTION 74A.** The definition of “police officer” in said section 1 of said chapter 90C, as appearing in the 2008 Official Edition, is hereby amended by inserting after the words “commonwealth’s state” the following word:- universities.

**SECTION 75.** Section 2 of said chapter 90C, as so appearing, is hereby amended by inserting after the word “state”, in lines 11 and 46, the following word:- universities.

**SECTION 76.** Said section 2 of said chapter 90C, as so appearing, is hereby further amended by inserting after the word “state”, in lines 13, 30, 32, 35, 38 and 41, the following word:- university.

**SECTION 77.** Section 2A of said chapter 90C, as so appearing, is hereby amended by inserting after the word “state”, in lines 2 and 4, the following word:- universities.

**SECTION 78.** Section 1 of chapter 703 of the acts of 1963, as most recently amended by sections 4 and 5 of chapter 258 of the acts of 2008, is hereby amended by striking out paragraph (h) and inserting in place thereof the following paragraph:-

(h) “State college”, any of the public institutions of higher education in the state university segment established by section 5 of chapter 15A of the General Laws.

**SECTION 79.** Chapter 811 of the acts of 1967 is hereby amended by striking out, in line 1, the word “colleges” and inserting in place thereof the following word:- universities.

**SECTION 79A.** Said chapter 811 is hereby further amended by inserting after the word “such”, in line 6, the second time it appears, the words:- state university or community.

**SECTION 80.** With the exception of section 78, nothing in this act shall be construed to affect the Massachusetts State College Building Authority, established pursuant to chapter 703 of the acts of 1963 or the obligations, agreements, authorities or responsibilities thereof.

**SECTION 81.** Subsection (a) of section 9 of chapter 419 of the acts of 2008 is hereby amended by striking out the words “Bridgewater State College” and inserting in place thereof the following words:- Bridgewater State University.

**SECTION 82.** Nothing in this act shall be deemed to alter any bargaining unit that exists at Bridgewater State University, formerly known as Bridgewater State College; Fitchburg State University, formerly known as Fitchburg State College; Framingham State University, formerly known as Framingham State College; the Massachusetts College of Art and Design; the Massachusetts Maritime Academy; the Massachusetts College of Liberal Arts; Salem State University, formerly known as Salem State College; Westfield State University, formerly known as Westfield State College; or Worcester State University, formerly known as Worcester State College, on the effective date of this act. No action taken pursuant to this act shall be



deemed to be justification for altering any bargaining unit that exists at said institutions on the date immediately preceding the effective date of this act.

**SECTION 83.** Any reference to the state colleges generally or to any 1 or more of them individually in any general or special law, or in any rule, regulation, order, by-law, deed, indenture or other document or instrument shall be considered to be a reference to the state universities set forth in clause (ii) of the first paragraph of section 5 of chapter 15A of the General Laws, inserted by section 12 of this act, or to the corresponding state university, whether 1 or more, individually.

*Approved July 28, 2010*

# President's Update

November 2019



## President's Message

I am encouraged by the continued relevance of our 2015-2020 Strategic Plan. The excellent work that was done five years ago by the Strategic Planning Steering Committee resulted in a consensus vision, as well as meaningful and concrete goals. The campus's progress toward attaining these goals has made a difference for Worcester State and our students.

Take, for example, Goal #3 of the current Strategic Plan, "Attract and enroll a diverse pool of highly motivated students and attach institution-wide priority to promoting their retention and success." We are celebrating the headway we've made in enrolling more ALANA students, whose representation has increased from 24.1 (2015) to 31.7 percent (2018) of our undergraduate student body. Other progress is documented in this Update. Yet achievement gaps persist.

Latinx students are a growing sub-population of the declining 18-22-year-old demographic, and we must continue to attract more of them to our doors. At the same time, the Massachusetts Department of Higher Education (DHE) is implementing a singly focused "Equity Agenda," wherein all 29 public campuses will focus on closing achievement gaps for underserved students. I have been appointed by the DHE Commissioner to the statewide Equity Agenda Advisory Board. Worcester State will continue to narrow student achievement gaps, as part of that statewide initiative.

Ultimately, though, we will continue this important work not just because it's good for business or because it's a state requirement; we'll do it because it's the right thing to do. For 145 years, our public mission has ensured that Worcester State provides educational opportunity and upward social mobility for Worcester County families. It is something we are proud of, something we aim to continue, and something we want to expand to those beyond Central Massachusetts.



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### **PRESIDENT'S OFFICE**

Worcester State University  
486 Chandler Street  
Worcester, MA 01602  
508-929-8000  
[www.worcester.edu](http://www.worcester.edu)

**Highlights of Progress Since 2015 on Strategic Plan Goal #3:  
Attract and enroll a diverse pool of highly motivated students and attach  
institution-wide priority to promoting their retention and success**

## Multiple Divisions

Worcester State is beginning to implement the Roadmap for Advancing Student Excellence (RASE) plan, which was developed by campus working groups based on the findings from the 2018 positioning study. The plan calls for retooling academic and student experience programs in a manner that addresses regional and national demographic declines of traditional-college-age students, positioning the university to “attract and enroll a diverse pool of highly motivated students.” In November 2018, the Positioning Study Steering Committee met with representatives from the Art and Science Group (A&S, the company engaged to undertake the positioning study) to review timelines and initial findings. During the Spring 2019 semester, representatives of A&S presented their findings in five open sessions for faculty, staff, and students, and held one more focused session for academic chairs.

Following those sessions, a School of Humanities and Social Sciences' town hall-style meeting and three other faculty forums were held, soliciting feedback. The faculty, staff, and trustees' feedback on the positioning study's findings was reviewed to develop the next steps for assessment and implementation of its recommendations. Academic Affairs held a day-long retreat on the positioning study's findings; over the summer of 2019, teams of faculty and staff examined the recommendations for relevance to Worcester State University and developed the RASE plan, which identifies action items across five categories and provides the foundation for specific proposals to be developed, and for some, initiated, this academic year. The summer teams presented the RASE plan at five break-out sessions (corresponding to the five categories) at the University's Academic Year Kickoff meeting in September 2019. Implementation steps and key routes for achieving the plan's objectives have been developed. Find out more about the RASE Plan at <https://www.worcester.edu/FP-Recommendation-Plan>.

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To foster a more inclusive campus environment, the Gender Inclusivity Committee made significant changes to university policies, practices, and processes to better serve students of all genders. This gave rise to the university's first LGBTQ+ Advisory Group that will continue to work on behalf of all students, regardless of gender or sexuality, to assure all that they are welcome at Worcester State. Such initiatives that increase campus inclusivity will contribute to recruiting and retaining more students, especially those who are gender diverse.



## Academic Affairs

In order to strengthen academic advising across the University, which impacts student retention, the position of Assistant Dean of Academic Services was created. This position oversees the Academic Success Center (ASC).

- The ASC advises and registers all new students (first year and transfer) for their first semester at Worcester State and supplements faculty advising between semesters and during the summer. The ASC serves on average 1,450 students each fall.
- The ASC has developed a comprehensive advising and registration process for all incoming first-year students which includes a Placement Day to take placement tests, a meeting with an ASC advisor to create their schedules, and follow-up meetings if placement tests need to be retaken. Students are communicated with via multiple modes based on a detailed website, personalized emails, electronic handouts, and YouTube videos.
- In addition to assisting students with schedule creation, the ASC offers advising workshops for first-year students. The number of students attending has increased from 645 in 2015 to 771 in 2018.

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After their first semester at Worcester State, all undergraduate students are assigned academic advisors.

- To improve advising in academic departments, new resource materials and workshops have been created, including a web page for faculty advisors that outlines best practices for advising different populations of students.
- Academic Affairs has created the Advising Innovation Grant program, which funds faculty members and teams for developing new approaches that address advising challenges at the departmental and/or university-wide levels. Grant recipients have presented to faculty across campus on their innovations, through workshops hosted by the Center for Teaching and Learning and other venues.
- The Center for Teaching and Learning regularly runs workshops for faculty on advising issues, as well as sessions that focus on advising specific populations.

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To ensure availability of courses to allow students to stay on track toward degree completion, the following steps have been implemented:

- Each semester, the Dean of Education, Health and Natural Sciences and the Dean of Humanities and Social Sciences complete a comprehensive review of department course offerings, with the goal of enabling students to complete programs of study in a timely fashion;
- The rollout of a new course-scheduling platform allows easy communication between academic departments and the Deans to ensure a broad distribution of course-scheduling options and efficient classroom occupancy rates; and
- The university also works with academic department chairs to ensure availability of graduate and evening courses.



In order to support student recruitment and aid retention, the Division of Graduate and Continuing education has expanded evening services and improve customer service, as well as:

- Created a Non-Matriculated/Adult Student Advisor;
- Created an Adult Student Electronic Newsletter;
- Established Adult Student Coffee hours for non-traditional students to meet with faculty;
- Created the DGCE Pop-Up Food Pantry to serve students with food insecurities;
- Expanded evening hours until 6 p.m. three days each week for the Academic Mall (DGCE, Financial Aid, Bursar, Registrar), with additional extended days during add/drop periods; and
- Created a web page and brochure to explain the difference between matriculated and non-matriculated students.



## Administration & Finance

Attracting and enrolling diverse and motivated students requires an inclusive and supportive campus community. Worcester State's physical space better reflects its inclusivity by displaying "Hate Has No Home Here" signs throughout the campus; highlighting diverse images of students, staff, and faculty on banners across the campus; and showcasing in the main dining hall and Ghosh Science and Technology Building flags of the 206 countries which are represented in the Worcester State community.

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A campus environment that promotes a welcoming climate and sense of belonging, along with opportunities for cross-cultural engagement, can attract prospective students from diverse backgrounds. Worcester State regularly hosts "Courageous Conversations," which address issues relating to race, color, religion, national origin, immigration status, age, disability, sex/gender, sexual orientation, gender identity, gender expression, marital/parental status. Conversation starters have included Cornel West, Beverly Tatum, Robin Diangelo, Genny Beemyn, and the Anti-Defamation League.

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Worcester State has a strong commitment to the diversity of its faculty and staff, believing that such diversity reflects the potential greatness of our students and demonstrates vital support of equal opportunity. President Maloney introduced "Five Points of Action Toward a More Inclusive Campus Climate" in 2016, using the presidency to highlight how determined we were to become more inclusive. In 2018, approximately 16% of full- and part-time staff had identified as ALANA, up from 13% five years ago. 21% of the university's full-time faculty identified as ALANA, up from 18% at the start of the Strategic Plan in 2015. The university will continue to make strides in reflecting the diversity of its students and the local community through careful planning and mindful hiring processes.





## Enrollment Management

Worcester State strives to have the top degree completion rate among the Massachusetts state universities. In 2018, the University achieved its highest official graduation rate (57%) ever for the first-time, full-time student cohort. The 2019 rate, which will be finalized in November 2019, is expected to be higher. The official graduation rate improved 5.9 percentage points in the four completion years since the first year of the strategic plan, 2015. Retention and graduation improvements can be attributed to several initiatives, including the use of timely intervention and persistence data, as well as the development of an Academic Success Coach program.

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As the University's primary and secondary recruitment markets have become more racially and ethnically diverse, and as we have become a more welcoming campus, we have been able to attract and enroll increasingly diverse classes of highly motivated students. The percent of undergraduate degree-seeking students who self-identified as an ALANA/minority race and/or ethnicity has nearly doubled over the past eight years:

- 2011: 16.4%
- 2012: 16.8%
- 2013: 20.2%
- 2014: 24.2%
- 2015: 24.1%
- 2016: 26.4%
- 2017: 28.6%
- 2018: 31.7%

### Student Affairs

Students in distress are students at risk of dropping out of college. Student Affairs has implemented many strategies since 2015 to help students in need, including:

- The Counseling Center has implemented a walk-in triage process. This process was designed to meet an increased demand for services, while affording immediate treatment for significantly at-risk students. The change also enables up to eight same-day support sessions to enhance students' short-term coping skills and develop plans for future appointments. As a result, September 2019 numbers for students seen in the Counseling Center has increased by 33% over September of 2018. New student intakes also are up 23% over this time last year.
- Increasingly, students require additional support in order to succeed and stay in school. Such support can range from assistance with one-time emergency expenses to food insecurity. Recent data indicate that approximately 75% of Worcester Public School students receive free- or reduced-price school meals, and the U.S. Census reports that the City of Worcester's poverty rate is higher than the national average. The largest demographic living in poverty in Worcester is females aged 25-34, followed by females 18-24, then males 18-24. Approximately 88% of all Worcester State entering freshmen receive some form of financial aid; approximately 36% of all Worcester State entering freshmen receive Pell grants, which is an important marker of financial need.
- To better assist those who are at the greater extremes of financial need, Worcester State has developed the [Student Emergency Fund](#), which provides students with limited emergency financial support for unexpected, unforeseen, and unavoidable emergency circumstances that jeopardize their ability to successfully continue in school. Additionally, [Thea's Food Pantry](#) provides food and other essentials to students, staff, and faculty in need. Run out of the Student Center, the pantry provides a confidential service for those in need.
- According to a recent survey, over 90% Worcester State graduates remain in Massachusetts for employment. Considering this data, Career Services realigned its programmatic offerings with student interest and employment trends for the region to better attract high-achieving and diverse students. Career Services, along with various academic departments, designed a series of formal career programming targeted to facilitate opportunities between students and regional employers.



## University Advancement

Worcester State's Adopt-a-Scholar scholarship program was developed to support the goal of attracting and enrolling a diverse pool of highly motivated students. Originally developed in 2015, the program was designed to provide a four-year commitment of \$1,000 per year for incoming first-year students who were not eligible for other institutional scholarships and showed promise of success. Donors who could commit to a \$4,000 pledge were solicited. In 2015, 12 donors funded the scholarship's first cohort. Of this initial cohort, 9 graduated in May 2019.

Based on this initial success, Craig Bovaird (former chair, Worcester State Foundation), Michael Mills (former chair, Alumni Association's Advisory Board) and Craig Blais (chair, Board of Trustees) established the Tri-Board Adopt-a-Scholar Scholarship Initiative, which was launched in September 2017 with the goal of funding up to 30 new Adopt-a-Scholar Scholarships by the end of the academic year. The result was 100% board participation in support of the initiative, which successfully raised \$125,000 in cash and pledges from the three boards. Thirty students were selected for the first cohort, 28 of which enrolled for Fall 2018. At the end of their first academic year, the results for these students were:

- 85% persistence rate (1st year to 2nd year);
- 25% made the Dean's list (GPA of 3.5 or better); and
- The average GPA of the entire group is 3.07.

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Worcester State also has committed \$30,000 per year for five years to fund the Transfer Scholarship Program, which provides fifteen \$1,000 scholarships for incoming transfer students, which would be available to them for two years. In the first two years of this initiative,

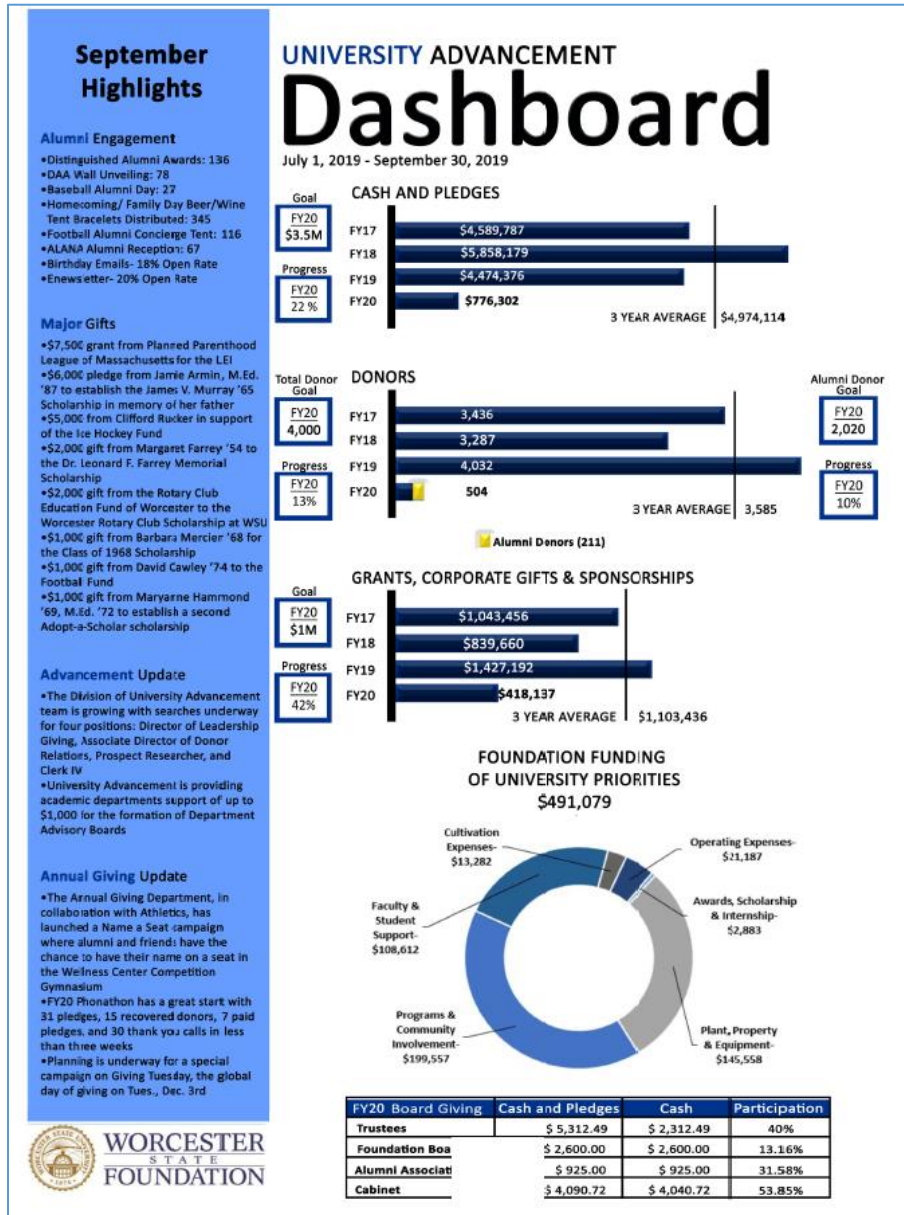
- 15 \$1,000 transfer scholarships were awarded for Fall 2018, which resulted in a 53% yield rate;
- 20 \$1,000 transfer scholarships were awarded for Fall 2018, which resulted in a 54% yield rate.





## University Advancement Dashboard

[View September's Dashboard](#)



## Retention and Graduation Rates

| Entering Class | Initial Cohort | % Retained         |                    |                    | % Graduating       |                    |                   |                   |                   |
|----------------|----------------|--------------------|--------------------|--------------------|--------------------|--------------------|-------------------|-------------------|-------------------|
|                |                | After 1st Year     | After 2nd Year     | After 3rd Year     | Within 4 Years     | Within 5 Years     | Within 6 Years    | Within 7 Years    | Within 8 Years    |
| 2010           | 809            | 79.8 <sup>1</sup>  | 67.3 <sup>2</sup>  | 63.2               | 36.1               | 50.9 <sup>3</sup>  | 55.8              | 57.7              | 58.9 <sup>4</sup> |
| 2011           | 790            | 78.1               | 67.0               | 61.9               | 35.7               | 50.9               | 55.4              | 57.0 <sup>5</sup> |                   |
| 2012           | 781            | 80.3 <sup>6</sup>  | 68.6               | 61.3               | 38.8               | 52.1               | 56.8 <sup>7</sup> |                   |                   |
| 2013           | 775            | 81.9 <sup>8</sup>  | 70.0               | 64.9               | 41.1 <sup>9</sup>  | 54.0 <sup>10</sup> |                   |                   |                   |
| 2014           | 785            | 77.4 <sup>11</sup> | 67.6 <sup>12</sup> | 64.9 <sup>13</sup> | 41.1 <sup>14</sup> |                    |                   |                   |                   |
| 2015           | 808            | 77.9 <sup>15</sup> | 69.0               | 66.2 <sup>16</sup> |                    |                    |                   |                   |                   |
| 2016           | 782            | 80.0 <sup>17</sup> | 67.0 <sup>18</sup> |                    |                    |                    |                   |                   |                   |
| 2017           | 906            | 78.9 <sup>19</sup> |                    |                    |                    |                    |                   |                   |                   |

Note: Calculations based on adjusted cohorts, excluding deceased students & military reasons: <sup>1</sup>805, <sup>2</sup>804, <sup>3</sup>803, <sup>4</sup>800, <sup>5</sup>789, <sup>6</sup>780, <sup>7</sup>777, <sup>8</sup>773, <sup>9</sup>772, <sup>10</sup>769, <sup>11</sup>783, <sup>12</sup>781, <sup>13</sup>780, <sup>14</sup>778, <sup>15</sup>804, <sup>16</sup>801, <sup>17</sup>781, <sup>18</sup>778, <sup>19</sup>900

Source: WSU Live Colleague Enterprise Data System and IPEDS Graduation Rates Surveys.

Institutional  
Research

FY19

## Conference &amp; Event Services

PROFIT AND LOSS STATEMENT

NET INCOME

\$132,437

| Revenue                           | FY18 reconciling items |                |                |              |               |               |                |               |               |               |               |               | YE reconciling items | YTD               |
|-----------------------------------|------------------------|----------------|----------------|--------------|---------------|---------------|----------------|---------------|---------------|---------------|---------------|---------------|----------------------|-------------------|
|                                   |                        | JUL            | AUG            | SEP          | OCT           | NOV           | DEC            | JAN           | FEB           | MAR           | APR           | MAY           | JUN                  |                   |
| Facility Fees                     | A (58,303)             | 50,070         | 16,225         | 5,713        | 4,825         | 3,821         | 6,000          | 10,400        | 10,900        | 21,239        | 15,421        | 12,225        | 38,546               | 73,592 A          |
| Wellness Center Facility Fees     |                        | 2,450          | 7,890          | 650          | 4,250         | 9,800         | 17,165         | 16,015        | 18,008        | 21,685        | 11,170        | 3,450         | 6,200                | 118,733           |
| Facilities Personnel Fees         |                        | 7,920          | 5,840          | 1,200        | 1,609         | 3,055         | 3,840          | 3,440         | 6,400         | 10,950        | 4,640         | 2,560         | 9,860                | 61,314            |
| University Police Personnel Fees  |                        | 2,000          | 400            | 1,400        | 1,350         | 2,500         | 5,700          | 1,400         | 7,350         | 15,986        | 1,200         | 2,600         | 6,945                | 48,831            |
| Athletic Personnel Fees           |                        | 887            | 820            | 270          | 400           | 1,530         | 1,510          | 2,060         | 1,920         | 3,110         | 420           | 40            | 570                  | 13,537            |
| CESO Personnel Fees               |                        | 838            | 585            | 200          | -             | 198           | 2,432          | 1,740         | 2,105         | 1,983         | 440           | 1,470         | 2,790                | 14,781            |
| Residential Life Fees             |                        | 115,110        | 82,580         | -            | -             | -             | -              | -             | -             | -             | -             | -             | 58,150               | 217,743           |
| <b>Gross Profit</b>               | <b>(58,303)</b>        | <b>179,275</b> | <b>114,340</b> | <b>9,433</b> | <b>12,434</b> | <b>20,904</b> | <b>36,647</b>  | <b>35,055</b> | <b>46,683</b> | <b>74,953</b> | <b>33,291</b> | <b>22,345</b> | <b>123,061</b>       | <b>35,495 C</b>   |
| <b>685,612</b>                    |                        |                |                |              |               |               |                |               |               |               |               |               |                      |                   |
| Expenses                          | FY18 reconciling items |                |                |              |               |               |                |               |               |               |               |               | YE reconciling items | YTD               |
|                                   |                        | JUL            | AUG            | SEP          | OCT           | NOV           | DEC            | JAN           | FEB           | MAR           | APR           | MAY           | JUN                  |                   |
| Facilities Personnel              |                        | 7,534.52       | 2,400.32       | 646.80       | 1,291.69      | 1,503.56      | 3,278.50       | 3,336.65      | 5,438.66      | 8,683.71      | 2,881.19      | 1,880.06      | 8,048.39             | 46,924.05         |
| University Police                 |                        | 2,130.95       | 441.84         | 1,318.28     | 1,301.59      | 2,148.18      | 5,321.40       | 1,430.82      | 9,468.69      | 15,374.14     | 1,681.22      | 2,596.38      | 6,351.65             | 49,565.14         |
| Local Travel                      |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Athletic Personnel                |                        | 842.00         | 820.00         | 270.00       | 400.00        | 1,530.00      | 1,510.00       | 2,060.00      | 1,920.00      | 3,110.00      | 420.00        | 40.00         | 570.00               | 13,492.00         |
| CESO Personnel                    |                        | 838.00         | 585.00         | 200.00       | -             | 198.00        | 2,432.00       | 1,740.00      | 2,105.00      | 1,983.00      | 440.00        | 1,470.00      | 2,790.00             | 14,781.00         |
| Office Supplies/Admin Exp         |                        | 55.05          | 659.01         | -            | -             | -             | 6,773.63       | 89.20         | -             | 155.75        | 203.82        | 761.30        | 470.92               | 9,168.68          |
| Printing                          |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Postage                           |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Advertising                       |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Permits/Inspection Fees           |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Food/Beverage (Non-Chartwells)    |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Linens                            |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Facilities Maint. & Repairs (NFS) |                        | -              | 476.11         | 1,862.50     | -             | -             | -              | -             | -             | 400.00        | 75.00         | -             | -                    | 2,813.61          |
| Support Services (Contracted)     |                        | -              | 315.00         | -            | -             | -             | -              | -             | -             | 707.96        | -             | -             | 737.00               | 1,759.96          |
| Laundry Services                  |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Police Details (External)         |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Food Service (Chartwells)         |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Facility Equipment                |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Office Equipment                  |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| AV Equipment                      |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Rentals (Equipment)               |                        | 1,646.00       | 710.00         | 227.25       | -             | 485.00        | 1,185.00       | 1,099.25      | -             | 2,100.80      | 1,124.76      | 278.00        | 4,971.15             | 13,827.21         |
| Rentals (AV)                      |                        | -              | -              | -            | -             | -             | -              | -             | -             | -             | -             | -             | -                    | -                 |
| Residential Life                  | B 63,640.00            | 115,110.00     | 82,580.00      | -            | -             | -             | -              | -             | -             | -             | -             | -             | 58,150.00            | 281,383.00        |
| Wellness Center Rental            |                        | 2,450.00       | 7,890.00       | 650.00       | 4,250.00      | 9,800.00      | 17,165.00      | 16,015.00     | 18,007.50     | 21,685.00     | 11,170.00     | 3,450.00      | 6,200.00             | 118,732.50        |
| Telecommunication                 |                        | -              | -              | -            | 165.00        | -             | 374.87         | 188.47        | -             | -             | -             | -             | -                    | 728.34            |
| <b>Total Expenses</b>             | <b>63,640</b>          | <b>130,607</b> | <b>96,877</b>  | <b>5,175</b> | <b>7,408</b>  | <b>15,665</b> | <b>38,040</b>  | <b>25,959</b> | <b>36,940</b> | <b>54,200</b> | <b>17,996</b> | <b>10,476</b> | <b>88,289</b>        | <b>(38,097) C</b> |
| <b>Net Income</b>                 | <b>(121,943)</b>       | <b>48,668</b>  | <b>17,463</b>  | <b>4,258</b> | <b>5,026</b>  | <b>5,239</b>  | <b>(1,393)</b> | <b>9,096</b>  | <b>9,743</b>  | <b>20,753</b> | <b>15,295</b> | <b>11,869</b> | <b>34,772</b>        | <b>73,592</b>     |
| <b>Profit Margin</b>              |                        | 27%            | 15%            | 45%          | 40%           | 25%           | -4%            | 26%           | 21%           | 28%           | 46%           | 53%           | 28%                  | 19%               |

## Notes:

A = At June 30, 2018 and June 30, 2019 we continue to carry a reconciling item in the WSU general ledger. Deposits on hand have not been reconciled and reclassified out of revenue and recorded as deposits on hand to be earned in the next year. Will adjust going forward beginning June 30, 2020

B = At June 30, 2018 there was a balance of conferencing revenue due to the Residence Life Trust Fund. The transfer was made in FY2019 as a result gross Residence Life Fees are less than gross Residence Life remittances as of June 30, 2019. They transaction will re-align in FY 2020.

C = FY 2019 Residence Life activity that did not pass through CESO accounts has been removed from gross revenue and expenditure reporting.