

# WORCESTER STATE UNIVERSITY

## BOARD OF TRUSTEES MEETING

Tuesday, June 15, 2021

5:00 PM

### REMOTE PARTICIPATION

Join Zoom Meeting

<https://worcester.zoom.us/j/7540181608>

Meeting ID: 754 018 1608

**Meeting Called By:** Maryanne Hammond (Vice-Chair)

**Minutes:** Nikki Kapurch

**Board Members:** Lisa Colombo; Aleta Fazzone; Maryanne Hammond (Vice-Chair); Anna Johnson; Karen Lafond; William Mosley; Dina Nichols; Marina Taylor (Vice-Chair); David Tuttle; Lawrence Sasso

**Absent Member:** Stephen Madaus

**WSU Staff:** Barry Maloney; Carl Herrin; Kathy Eichelroth; Stacey Luster; Mike McKenna

All documents considered to be **drafts** until discussed and/or approved by the Board

AGENDA		
ITEM	RESPONSIBLE	ACTION
1. <i>Administrative Business</i> A. Call to Order B. Approval of the Minutes: 1. Full Board - April 13, 2021* 2. Academic & Student Development - April 6, 2021* 3. Nominating Committee - May 20, 2021*	Maryanne Hammond	1. <b>Vote required</b> 2. <b>Vote required</b> 3. <b>Vote required</b>
2. <i>Equity, Diversity and Inclusion Presentation - 15 minutes /Q&amp;A</i> A. Bias Incident Response Team (BIRT) presentation* B. BIRT end of AY 2020-21 final report*	Stacey Luster Maureen Stoke Dr. Tanya Mears	B. Informational
3. <i>Finance &amp; Facilities Committee Report</i> A. June 8 Finance & Facilities Committee Packet*	Marina Taylor	3. Informational and <b>(3) votes required</b>
4. <i>Human Resources Committee Report</i> A. June 15 Human Resources Committing Meeting Packet*	Maryanne Hammond	4. Informational and <b>(2) votes required</b>
5. <i>Nominating Committee Report</i> A. Nominating Committee Meeting Packet* B. Approve the 2020- 2021 Slate of Officers*	Aleta Fazzone	A. Informational B. <b>vote required</b>
6. <i>Administrative Updates</i> A. Report of the Chairman I. 2020-2021 Meeting Schedule* II. Next meeting: Special Meeting Aug 3, 2021 @ 3 pm (remotely) B. Report of the Student Trustee C. Report of the President I. President's Update* II. COVID-19 Update	Maryanne Hammond  Anna Johnson Barry Maloney	<b>Vote required</b>  I. Informational
7. <i>Adjournment</i>	Maryanne Hammonnd	7. <b>Vote required</b>

\*Attachments

**WORCESTER STATE UNIVERSITY**  
**BOARD OF TRUSTEES MEETING**  
**Meeting Minutes - April 13, 2021**

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CHAIR:	Mr. Stephen Madaus (Chair)	DATE: April 13, 2021
LOCATION:	Remote Participation	MINUTES BY: Nikki Kapurch
TIME:	5:30 PM	
MEMBERS PRESENT:	Lisa Colombo; Aleta Fazzone; Maryanne Hammond (Vice-Chair); Anna Johnson; Karen Lafond; Stephen Madaus (Chair); William Mosley Dina Nichols; Marina Taylor (Vice-Chair); David Tuttle; Lawrence Sasso.	
WSU STAFF:	Barry Maloney; Nikki Kapurch; Kathy Eichelroth; Carl Herrin; Stacey Luster; Ryan Forsythe; Julie Kazarian; Tom McNamara; Lois Wims	

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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, April 13, 2021, through a Zoom remote call. Chair Madaus called the meeting to order at 5:33 p.m. Trustee Madaus reported that all Trustees will participate by remote access and announced that all votes will be by recorded roll call.

Administrative Business:

APPROVAL OF THE MINUTES - Full Board Meeting -March 16, 2021

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

**VOTED:** to approve the March 16, 2021, minutes of the Full Board meeting as presented.

**ROLL CALL VOTE:** 10 approved. Lisa Colombo; Aleta Fazzone; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; William Mosley; Marina Taylor; David Tuttle; Lawrence Sasso.

PRESENTATION

*Renz Consulting, LLC Presentation*

- University Police Chief Jason Kapurch introduced Lorenzo M. Boyd, Ph.D., Founder & President of RENZ Consulting Group.
- RENZ Consulting, LLC specializes in strengthening police-community relations at the state and local level and within the college and university setting.
- Members of RENZ Consulting spent roughly four months assessing, evaluating, and conducting a holistic equity audit of the Worcester State University Campus Police Department (UPD). This audit process involved significant participation from the Worcester State University (WSU) community and UPD members.
- Mr. Boyd shared their findings of the equity audit of Worcester State University Police Department.

- Their assessment did not find an appearance of widespread and intentional racial bias on the part of UPD and its officers or in its policies or general operating procedures.
- It was determined that UPD can benefit from extensive training to help the department regain the trust of all members of the WSU community.

Equity, Diversity, and Inclusion Presentation

- The Chair welcomed Stacey Luster, General Counsel, and Assistant to the President for Employment and Equal Opportunity, who introduced Marcela Uribe-Jennings, Assistant Dean/Multicultural Affairs, Alternatives for Individual Development AID/UB.
- Marcela went through the PowerPoint presentation that was included in the packet and went through the history of the department and the mission.
- Stacey then introduced Laxmi Bissoondial, Assistant Director, Multicultural Affairs/AID/UB who talked in more detail about the students they serve and the programs they offer.
- Stacey introduced Mary Jo Marion, Assistant VP for Urban Affairs and Executive Director of the Latino Education Institute (LEI), who provided a program overview PowerPoint presentation that was included in the packet.

Finance and Facilities Committee Report

- Trustee Taylor, chair of the Finance and Facilities Committee, reported that the group convened today at 4 p.m. VP Eichelroth discussed budget Amendment #4 and the FY 2022 Comprehensive University Budget that was provided in the packet.
- Looking for approval from the full board.
- Trustee Taylor commended the hard work Kathy's team has done of avoiding the need to draw on the university reserves.

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

**VOTED:**                      **To accept the recommendation of the Finance and Facilities Committee and approve Amendment #4 to the FY 2021 Comprehensive University Budget as presented.**

**ROLL CALL VOTE:**        **11 approved. Lisa Colombo; Aleta Fazzone; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; William Mosley; Dina Nichols; Marina Taylor; David Tuttle; Lawrence Sasso.**

- In response to the uncertainty surrounding the path forward during the pandemic, we are presenting a provisional budget for FY 2022.
- This budget provides the framework for University operations for the fiscal year beginning July 1, 2021.
- The remaining trust fund budgets have been updated to reflect the projected decline in revenue with appropriate reductions in spending as necessary.

- The Residence Hall Trust Fund FY 2022 budget has been prepared with an assumption of 60% occupancy for the year and appropriate reductions in spending including the deferral of maintenance costs to FY 2023 when we anticipate occupancy will be more in line with pre-pandemic levels.
- The Capital Improvement Trust Fund budget for FY 2022 reflects a plan to assist Worcester State Foundation (WSF) in recovering occupancy costs for past use of the May Street building.

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

**VOTED:**                            **to accept the recommendation of the Finance and Facilities Committee and approve the FY 2022 Comprehensive University Budget as presented.**

**ROLL CALL VOTE:**            **11 approved. Lisa Colombo; Aleta Fazzone; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; William Mosley; Dina Nichols; Marina Taylor; David Tuttle; Lawrence Sasso.**

- S&P Rating Action and Agency Rating Reference chart were provided in the packet for information only.
- S&P Global Ratings affirmed its 'A' long-term rating on the Massachusetts Development Finance Agency's (MDFA) series 2012 bonds issued for Worcester State University (WSU).

*Academic and Student Development Committee Report*

- Trustee LaFond, Chair of the Committee, reported that the group convened on April 6, 2021 and said the following to summarize that meeting.
- Provost and Vice President for Academic Affairs Lois Wims provided an informative presentation regarding the process for the awarding of tenure and promotion.
- Provost Wims and the Committee went through the PowerPoint presentation that was included in the packet, which highlighted the process for both tenure and promotion and included a brief summary of each candidate's educational background and scholarly activities.
- President Maloney and Provost Wims both assured the trustees that each applicant for promotion and/or tenure was given due and serious consideration as required under the provisions of the collective bargaining agreement.
- The costs for proposed promotions will be an annual total of \$42,733 and are based on the MSCA contractual rate that was effective September 1, 2021.
- These rates are an increase in the base salary by academic rank, or whichever is the greater amount: 5% of the current salary or the rate listed and dictated by the contract.
- The administration plans for the annual cost to the best of their ability and budgets accordingly.

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

**VOTED:**                            **to accept the recommendation of the Academic and Student Development Committee and approve the awarding of tenure, effective September 1,**

**2021, for the slate of faculty as presented**

**Benjamin Jee, Psychology; Syamak Moattari, Health Sciences**

**ROLL CALL VOTE:** 11 approved. Lisa Colombo; Aleta Fazzone; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; William Mosley; Dina Nichols; Marina Taylor; David Tuttle; Lawrence Sasso.

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

**VOTED:** to accept the recommendation of the Academic and Student Development Committee and approve the awarding of tenure with promotion, effective September 1, 2021, for the slate of faculty as presented

**Timothy Antonelli, Mathematics; Kristina Curro, Communication Sciences & Disorders; Noah Daleo, Mathematics**

**ROLL CALL VOTE:** 11 approved. Lisa Colombo; Aleta Fazzone; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; William Mosley; Dina Nichols; Marina Taylor; David Tuttle; Lawrence Sasso.

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

**VOTED:** To accept the recommendation of the Academic and Student Development Committee and approve the following promotion to Associate Professor, effective September 1, 2021, for the slate of faculty as presented

**Timothy Antonelli, Mathematics; Kristina Curro, Communication Sciences & Disorders; Noah Daleo, Mathematics; Elizabeth Osborne, World Languages**

**ROLL CALL VOTE:** 11 approved. Lisa Colombo; Aleta Fazzone; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; William Mosley; Dina Nichols; Marina Taylor; David Tuttle; Lawrence Sasso.

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

**VOTED:** to accept the recommendation of the Academic and Student Development Committee and approve the following promotion to Full Professor, effective September 1, 2021, for the slate of faculty as presented

**Elizabeth Bidinger, English; Hyesun Kim, Criminal Justice; Samuel O'Connell, Visual and Performing Arts; Ana Perez Manrique, World Languages; Elizabeth Siler, Business Administration**

**ROLL CALL VOTE: 11 approved. Lisa Colombo; Aleta Fazzone; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; William Mosley; Dina Nichols; Marina Taylor; David Tuttle; Lawrence Sasso.**

#### REPORT OF THE CHAIRMAN

##### *Nominating Committee - Chair Madaus*

- Chair Madaus notified the board that the bylaws require the chair to appoint the Nominating Committee and to charge them with meeting and presenting a slate of officers at the annual meeting.
- The committee will have a recommendation and report for the June 15 meeting.
- Chair Madaus appointed Trustee Fazzone, as chair, and Trustee Taylor and Trustee Hammond to the Nominating Committee, and charged the group with bringing forth a slate of officers for election at the June 15, 2021, meeting.

*Next meeting: June 15, 2021 (via Zoom)*

#### REPORT OF THE STUDENT TRUSTEE

- Trustee Johnason had no updates.

#### PRESIDENT'S REPORT

- President's Update report was provided in the packet. Highlights the Safe Return Team and all who were involved.
- Mike McKenna, Director, Conference & Events provided a Commencement update and walked the board through his PowerPoint presentation on how the Commencement Campus Experience event will flow.
- Competition Gym will be the site if we experience bad weather.
- The Academic Ceremonies Committee invites WSU community members to send a message of congratulations to 2021 graduates (undergraduate or graduate). Messages will be displayed on two large video walls during the Campus Commencement Experience taking place between May 13-15th, 2021. To submit a message, please click the following link...<https://forms.gle/jnw5PZvZ4QKMYikZ7>
- Trustees who want to participate, please reach out to Nikki Kapurch.

#### OTHER BUSINESS:

- President Maloney provided a Vaccination Clinic update. Up to 50,000 vaccines administered so far.
- Tom McNamara gave an overview of the next three months and some of the highlights Advancement has planned. Went through the Chandler's Challenge and how to support this event.
- Ryan Forsythe provided an Enrollment update and an update on the number of Becker students who applied. 61% of the Becker applicants are Nursing students.

- A Special Meeting of the Board will take place on August 3 at 3 p.m. as relates to our COVID Budget.

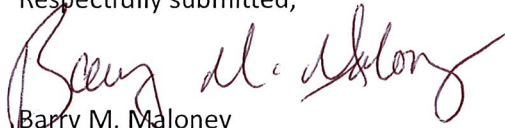
With there being no further business, the WSU Board of Trustees meeting was adjourned.

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

**VOTED:** to adjourn the meeting at 7:38 p.m.

**ROLL CALL VOTE:** 11 approved. Lisa Colombo; Aleta Fazzone; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; William Mosley; Dina Nichols; Marina Taylor; David Tuttle; Lawrence Sasso.

Respectfully submitted,

A handwritten signature in dark ink, appearing to read "Barry M. Maloney", is written over the printed name.

Barry M. Maloney  
Secretary, Board of Trustees

**WORCESTER STATE UNIVERSITY**  
**ACADEMIC AND STUDENT DEVELOPMENT MEETING**  
**Meeting Minutes**

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CHAIR: Ms. Karen LaFond (Chair) DATE: April 6, 2021

LOCATION: Remote Participation MINUTES BY: Nikki Kapurch

TIME: 3:00 PM

COMMITTEE MEMBERS PRESENT: Lisa Colombo; Karen LaFond; Anna Johnson; William Mosley; David Tuttle

COMMITTEE MEMBERS ABSENT: Stephen Madaus

BOARD MEMBERS PRESENT: Maryanne Hammond

WSU STAFF: Barry Maloney; Nikki Kapurch; Mike McKenna; Lois Wims

The provision of General Laws, Chapter 30A having been complied with and a quorum present, a meeting of the Academic and Student Development Committee was held on Tuesday, April 6, 2021, through a Zoom remote call. Chair LaFond called the meeting to order at 3:00 p.m. Trustee LaFond reported that all Trustees will participate by remote access and announced that all votes will be by recorded roll call.

Administrative Business:

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

**VOTED To approve the January 13, 2021, minutes of the Academic and Student Development meeting, as presented.**

**ROLL CALL VOTE: 5 approved. Lisa Colombo; Karen LaFond; Anna Johnson; William Mosley; David Tuttle**

*Academic & Student Development Committee Report*

- Trustee Lafond, chair of the committee, introduced Provost and Vice President of Academic Affairs Lois Wims. Provost Wims provided an informative presentation regarding the process for the awarding of tenure and promotion.
- The PowerPoint presentation that was included in the packet highlighted the process for both tenure and promotion and included a brief summary of each candidate's educational background and scholarly activities.
- Also enclosed in our packet of materials is a memo from President Maloney to the trustees and correspondence from Provost Wims to President Maloney, both presenting their recommendations for promotion and tenure.
- The process for promotion and tenure is governed by the MSCA contract.
- President Maloney and Provost Wims both assured the trustees that each applicant for promotion and/or tenure was given due and serious consideration as required under the provisions of the collective bargaining agreement

- New this year was the electronic submission of materials for the first time due to the pandemic. You also could submit hard copies.
- The costs for proposed promotions will be an annual total of \$42,733 and are based on the MSCA contractual rate that was effective September 1, 2019.
- These rates are an increase in the base salary by academic rank, or whichever is the greater amount equal to 5% of the current salary or to the corresponding rate listed and dictated by the contract.
- The administration plans for the annual cost to the best of their ability and budgets accordingly.

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

**VOTED:** to recommend to the full board the approval of the awarding of tenure, effective September 1, 2021, for the slate of faculty as presented

Benjamin Jee, Psychology; Syamak Moattari, Health Sciences

**ROLL CALL VOTE:** 5 approved. Lisa Colombo; Karen LaFond; Anna Johnson; William Mosley; David Tuttle

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

**VOTED:** to recommend to the full board the approval of the awarding of tenure with promotion, effective September 1, 2021, for the slate of faculty as presented

Timothy Antonelli, Mathematics; Kristina Curro, Communication Sciences & Disorders; Noah Daleo, Mathematics

**ROLL CALL VOTE:** 5 approved. Lisa Colombo; Karen LaFond; Anna Johnson; William Mosley; David Tuttle

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

**VOTED:** to recommend to the full board the approval of the following promotion to Associate Professor, effective September 1, 2021, for the slate of faculty as presented

Timothy Antonelli, Mathematics; Kristina Curro, Communication Sciences & Disorders; Noah Daleo, Mathematics; Elizabeth Osborne, World Languages

**ROLL CALL VOTE:** 5 approved. Lisa Colombo; Karen LaFond; Anna Johnson; William Mosley; David Tuttle

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

**VOTED:** to recommend to the full board the approval of the following promotion to full Professor, effective September 1, 2021, for the slate of faculty as presented

**Elizabeth Bidinger, English; Hyesun Kim, Criminal Justice; Samuel O'Connell, Visual and Performing Arts; Ana Perez Manrique, World Languages; Elizabeth Siler, Business Administration**

**ROLL CALL VOTE: 5 approved. Lisa Colombo; Karen LaFond; Anna Johnson; William Mosley; David Tuttle**

**DESE Formal Review Report**

- The Massachusetts Department of Elementary and Secondary Education accreditation of our Education programs issued their report on Worcester State University's programs recently.
- Vice President of Academic Affairs Lois Wims provided a brief overview of the Massachusetts Department of Elementary and Secondary Education accreditation process.
- Attached in the packet was a summary of their findings and the Education Department's response to date.
- On April 7, 2021, President Maloney, Dean Larrivee, and the Provost will meet with representatives of DESE to provide an institutional response to the report and the questions that spring from the findings.
- The DESE report follows a self-study process conducted by our Education Department faculty under the leadership of Dean Linda Larrivee, Associate Dean Raynold Lewis, and Department Chair Christina Kaniu. The Education Department and DESE review and assess the following domains in the process: The Organization, Partnerships, Continuous Improvement, The Candidate, and Field Experiences and Instruction. The process utilizes ratings of exemplary, proficient, needs improvement, or unsatisfactory.
- Worcester State University received Exemplary ratings under Partnerships, and proficient ratings in Continuous Improvement, The Candidate, and Field Experiences.
- The Organization was rated as Needs Improvement.
- The Response to Covid-19 was added to the DESE report process this year, and multiple positive comments were received. The program cited its support for students first and the experience of the Department with online learning as a strength heading into the conversion to completely remote learning last spring of 2020.
- Will provide an update at the June Full Board meeting.

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

**VOTED: To adjourn the meeting at 3:40 p.m.**

**ROLL CALL VOTE: 5 approved. Lisa Colombo; Karen LaFond; Anna Johnson; William Mosley; David Tuttle**

Respectfully submitted,



Barry M. Maloney  
Secretary, Board of Trustees

**WORCESTER STATE UNIVERSITY  
BOARD OF TRUSTEES  
NOMINATING COMMITTEE MEETING  
Meeting Minutes**

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CHAIR: Aleta Fazzone DATE: May 20, 2021

LOCATION: Remote Participation MINUTES BY: Nikki Kapurch

TIME: 3:00 PM

COMMITTEE MEMBERS PRESENT: Aleta Fazzone; Maryanne Hammond; Marina Taylor

NON-COMMITTEE MEMBERS PRESENT: Anna Johnson

WSU STAFF: Nikki Kapurch; Lois Wims

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The provision of General Laws, Chapter 30A having been complied with and a quorum present, a meeting of the Board of Trustees Nominating Committee was held on Thursday, May 20, 2021 through a Zoom remote call. Chair Fazzone called the meeting to order at 3 p.m. Trustee Fazzone reported that all Trustees will participate by remote access and announced that all votes will be by recorded roll call.

The Nominating Committee was appointed by Chair Madaus at the April 13 meeting and was charged with bringing forth a slate of officers for election at the full Board meeting in June. Chair Madaus appointed Trustee Fazzone to chair the committee, Trustee Hammond, and Trustee Taylor, to serve.

Trustee Fazzone acknowledged receipt of the following information provided for the meeting:

- 2020-2021 Elected Officers of the Board
- List of Trustees with Expiration of Terms

A discussion was had amongst the trustees and it was agreed on that the current officers will remain the same for 2021-2022.

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

**VOTED: to recommend approval to the full Board the following slate of officers for  
2021-2022:**

**2021-2022 OFFICERS**

<b>Chair</b>	<b>Trustee Stephen Madaus</b>
<b>Vice-Chair (2)</b>	<b>Trustee Maryanne Hammond Trustee Marina Taylor</b>

<b>Secretary</b>	<b>President Barry Maloney</b>
<b>Assistant Secretary</b>	<b>Nikki Kapurch</b>
<b>Foundation Board (2)</b>	<b>Trustee Maryanne Hammond</b> <b>Trustee Dina Nichols</b>
<b>Executive Committee</b> <b>Alternate</b>	<b>Trustee Aleta Fazzone</b> <b>Trustee Dina Nichols</b>
<b>MA State Colleges Presidents/Trustees Association</b> <b>(Chair)</b> <b>Alternate (Vice-Chairs as alternate)</b>	<b>Trustee Stephen Madaus</b>  <b>Trustee Maryanne Hammond</b> <b>Trustee Marina Taylor</b>

**ROLL CALL VOTE:**        **3 approved. Aleta Fazzone; Maryanne Hammond; Marina Taylor**

**OTHER BUSINESS:**

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

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

**VOTED:**                    **to adjourn the meeting at 3:12 p.m.**

**ROLL CALL VOTE:**        **3 approved. Aleta Fazzone; Maryanne Hammond; Marina Taylor**

Respectfully submitted,



Nikki Kapurch  
Assistant Secretary, Board of Trustees



WORCESTER  
STATE  
UNIVERSITY

# **Bias Incident Response Team (BIRT)**

2020-2021 Report

# Committee Members

## Co-chairs:

- Dr. Tanya Mears and Maureen Stokes

## Members:

- Johnathan Flowers, Adrian Gage, Leah Guzman, Erica Hanlon, Matthew Hare, Jaylene Hurley, Anna Johnson, Jason Kapurch, Joshua Katz, Thomas Kelley, Russell Kinell, Laura Murphy, Jennifer Quinn, Brittany Rende, Jeremiah Riordon, Karen Shalev, Marcela Uribe-Jennings

## Ex-Officio:

- Maria Isabel Gariepy and Stacey Luster

# What is BIRT?

- Bias Incident Response Team
- Reinforcing University mission of inclusivity
- Comprehensive approach:
  - Promoting cross-campus cooperation
  - Increasing WSU community familiarity
  - Documenting reported bias and hate crimes
  - Reporting incidents to appropriate offices
  - Organizing awareness programming

# Achievements (AY 2020-2021)

## BIRT Awareness Campaigns

- DEI training module
- EVERFI: bias report tool
- BIRT incident log
  - Reviewing complaints
  - Data sharing
  - Accessible and transparent reporting

# Campus Initiatives (AY 2020-2021)

## BIRT Awareness Campaign



SEE SOMETHING  
HEAR SOMETHING  
SAY SOMETHING

Don't be afraid to take a stand against  
bias statements or actions.

The Bias Incident Response Team (BIRT) is a group of administrators, faculty, staff and students  
representing a cross section of the university which provides a comprehensive response to bias  
incidents and hate crimes that affects the campus community.



[www.worcester.edu/ReportBiasIncidents](http://www.worcester.edu/ReportBiasIncidents)



**IF YOU  
SEE OR HEAR  
SOMETHING,  
DO  
SOMETHING.**

Don't be afraid to take a stand against  
bias statements or actions.

The Bias Incident Response Team (BIRT) is a group of administrators, faculty, staff and students  
representing a cross section of the university which provides a comprehensive response to  
bias incidents and hate crimes that affects the campus community.



[www.worcester.edu/ReportBiasIncidents](http://www.worcester.edu/ReportBiasIncidents)



# Student Initiatives (AY 2020-2021)

## BIRT student Initiatives

- Sharing BIRT mission across campus
  - Responsive to student transparency requests
  - Hands-on student mentorship program
- Allying with student committees
  - Chabad chapter founded at WSU, Spring 2020
    - Campus events centering Jewish experience(s)
  - Multi-cultural student organization programming
    - Third World Alliance/Office of Multicultural Affairs

# QUESTIONS

# **Worcester State University Bias Incident Response Team**

## **Academic Year 2020-2021 Final Report**

**Submitted May 21, 2021**

### **Committee Membership**

Co-Chairs: Dr. Tanya Mears and Maureen Stokes

Committee Members: Johnathan Flowers, Adrian Gage, Leah Guzman, Erica Hanlon, Matthew Hare, Jaylene Hurley, Anna Johnson, Jason Kapurch, Joshua Katz, Thomas Kelley, Russell Kinell, Laura Murphy, Jennifer Quinn, Brittany Rende, Jeremiah Riordon, Karen Shalev, Marcela Uribe-Jennings.

Ex-Officio: Maria Isabel Garipey and Stacey Luster

### **Introduction**

BIRT efforts during the 2020-2021 academic year began with a focus on programming addressing bias incidents reported to our campus community. As the academic year progressed, the focus of the work concentrated on mitigating and addressing bias incidents and its response.

BIRT members continue to sound the alarm in response to both anti-Black and anti-Asian bias incidents nation-wide. BIRT coordinated messaging and programming around national events of bias in collaboration with faculty, staff, and students.

As the Spring semester progressed, the global pandemic made the role of institutional efforts shift. However, BIRT continued to meet virtually as scheduled. BIRT continues to explore further programming opportunities for early Fall and work to be completed by Staff over the Summer 2021.

### **Achievements/ New Initiatives and Activities**

- ❖ The Bias Incident Response Team (BIRT) collaborated with other campus organizations promoting DEI, while also working to alert faculty, staff and students of the severity of anti-Asian and anti-Asian Americans violence taking place in the United States. Further, BIRT issued a statement of solidarity with faculty and offices. The BIRT response was amplified by the Office of Multicultural Affairs, and Third World Alliance, the largest multicultural student organization on campus.
- ❖ BIRT outreach and awareness around its mission. BIRT undertook a review of the ways the purpose and the responsibilities of the committee were communicated to the university community (see next bullet point).

- ❖ As reviewed and suggested by BIRT last academic year, further communication around reporting mechanisms was necessary, specifically for our student population. Over the summer and during the fall and winter (2020-2021), the Office of Diversity and Inclusion met this need by developing sessions tailored in length and scope, both live and recorded, to explain the work of the Office of Diversity & Inclusion, the different DEI committees and options for reporting bias incidents as well as discrimination complaints. Sessions were offered to incoming students, RAs, student orientation leaders, SGA, among other campus groups requesting such information.
- ❖ BIRT brochure and poster branding updates will take place over the summer. This poster, which was designed by students last year, will be fully implemented and distributed in high-traffic areas on campus by fall 2021. As a result of this project, BIRT recognized the need for further updates to the brochure to bring the design of the brochure and the information provided in line with the poster itself. The distribution of the posters to high traffic areas, including residence halls, is planned to proceed ahead of the Fall 2021 semester. The brochure will be in student-centric areas and expected completion is summer 2021 so it can be used during orientation and training of key student populations.
- ❖ BIRT receives a log of complaints, BIRT incidents, and other discrimination concerns and findings handled by the Office of Diversity & Inclusion. This report includes dates, complainant and respondent affiliation, as well as the subject of the alleged discrimination and the general finding, without detailing any identifiable or other case related information. In order to continue reinforcing institutional transparency and accountability; we are recommending that such a report be shared on the WSU website going forward. The Office of Diversity and Inclusion can be the host of this information, as they update and revamp DEI institutional information under their scope. This report can be made accessible to WSU users, with the necessary firewall/security protections in place.
- ❖ The student-founded Chabad chapter was organized in the Spring of 2020. The organization serves and supports Jewish students on campus through social, cultural, religious, and educational programming; in partnership with local Jewish leadership from Central Mass Chabad and a WSU faculty advisor. During the AY 2020-2021, members of Chabad recruited eight active student members. Events included: Shabbat dinners; to-go packages; holiday to-go packages; and holiday celebrations; which are available to those at WSU who self-identify as Jewish: faculty, students, and staff, and members of the WSU community who do not self-identify as Jewish. Chabad has also been actively involved in voicing student concerns regarding rising rates of anti-Semitism and other issues of concern to Jewish students. The next academic year will include ongoing events supported by BIRT to address the concerns of Jewish students, staff, and faculty. Event opportunities include: experts from trusted organizations describing the causes and manifestations of anti-Semitism and what the university can do to eliminate it. This includes introducing the preferred definition of the International Holocaust Remembrance Alliance's definition of anti-Semitism; Holocaust education; and diaspora education. BIRT should also be open to extra event opportunities as Jewish students respond to being back on campus.

- ❖ In the AY 2020-2021, 770 students completed the Diversity, Equity & Inclusion training module. This included incoming freshmen, Resident Assistants and students participating through course work assigned by their Faculty, both a required work and as complementary/ optional work. The Diversity, Equity & Inclusion training module incorporates topics related to identities, power, privilege, oppression, and how to create a culture of respect. Additional resources and information will be added to the EVERFI customization for the 2021-2022 academic school year, including specific information related to BIRT and how to file a bias incident report. EVERFI is an online learning platform that is assigned to targeted student populations and managed by Student Affairs personnel that are part of the BIRT.
- ❖ BIRT organized a student mentoring program for student members of the committee. It is designed to help students not only understand BIRT's role, but also help them understand their responsibilities as committee members of the team. Mentoring BIRT student representatives helped the specific students very much. Student members were encouraged to be ambassadors for BIRT. They explained BIRT's purpose to their fellow students. They also encouraged students to report events to the BIRT committee so their concerns could be effectively documented and addressed through proper institutional channels. Current students serving in BIRT have been contacted about continued support from Faculty and Staff on BIRT who have volunteered to serve in a mentor capacity. As of now, the students serving in BIRT have expressed interest for an informal type of mentoring relationship going forward, which will be explored further in summer and fall 2021.

## **Closing**

Although a good portion of the programming taking place in the Fall and Spring semesters of AY 2020-2021 was focused on/ in response to the bias incidents that took place on campus and the national climate of hostility toward marginalized populations, the outcomes and main events such as the campus-wide Asian-American Solidarity rally and sessions around how to report incidents of bias and hate on campus, can be seen as setting the stage for future opportunities for training and messaging from this group to the campus community in any Fall 2021 scenario.

BIRT recognizes and underlines the current and ongoing challenges presented to our campus community as a result of this global pandemic, which has exacerbated bias incidents against subgroups of our population. Further, BIRT recognizes the increasing national climate of hostility towards marginalized populations, specifically the Asian-American community. As such, BIRT's work is of particular importance as we delve into more concrete plans to define the Fall semester while continuing to utilize different modalities and inclusive opportunities for accessing future programming and education opportunities. As a group, we will need to develop further efforts and define the strategy regarding communication, structuring and delivery of such opportunities in the upcoming months.

**WORCESTER STATE UNIVERSITY**

**BOARD OF TRUSTEES**

**FINANCE & FACILITIES MEETING**

**Tuesday, June 8, 2021**

**8:30 AM**

**REMOTE PARTICIPATION**

Join Zoom Meeting

[https://worcester.zoom.us/j/75](https://worcester.zoom.us/j/7540181608)

[40181608](https://worcester.zoom.us/j/7540181608)

Meeting ID: 754 018 1608

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**Meeting Called By:** Marina Taylor (Chair)

**Minutes:** Nikki Kapurch

**Board Members:** Lisa Colombo; Aleta Fazzone; Dina Nichols; Marina Taylor; Lawrence Sasso

**WSU Staff:** Barry Maloney; Carl Herrin; Kathy Eichelroth; Mike McKenna

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All documents considered to be **drafts** until discussed and/or approved by the Board

**AGENDA**

ITEM	RESPONSIBLE	ACTION
1. <i>Administrative Business</i> A. Call to Order B. Minutes: Finance & Facilities - April 13, 2021*	Marina Taylor	B. <b>Vote required</b>
2. <i>Finance &amp; Facilities Committee Report</i> A. FY 2021 Budget Amendment #5 Memo* B. FY2021 Operating Budget Amendment #5* C. FY 2021 WSU SFA report* D. FY 2021 WSU OMB report* E. FY 2021 Quarter 3 Comparative Financial Reports*	Marina Taylor Kathy Eichelroth  Jim Johnston/ Bollus Lynch	A. <b>Vote required</b>  C. <b>Vote required</b> D. <b>Vote required</b> E. Informational
3. <i>Administrative Updates</i> A. Other Business	Marina Taylor	
4. <i>Adjournment</i>	Marina Taylor	4. <b>Vote required</b>

\*Attachments

**WORCESTER STATE UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Finance & Facilities Committee Meeting**  
**MINUTES -April 13, 2021**

CHAIR: \_\_\_\_\_Marina Taylor (Chair)

DATE: \_\_\_\_\_April 13, 2021

LOCATION: Remote Participation

MINUTES BY: Nikki Kapurch

TIME: 4:00 PM

COMMITTEE MEMBERS PRESENT: Lisa Colombo; Aleta Fazzone; Stephen Madaus; Dina Nichols; Marina Taylor; Lawrence Sasso

NON COMMITTEE MEMBERS PRESENT: Maryanne Hammond

WSU STAFF: Barry Maloney; Nikki Kapurch; Carl Herrin; Kathy Eichelroth; Mike McKenna

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The provision of General Laws, Chapter 30A having been complied with and a quorum present, a meeting of the Finance and Facilities Committee was held on Tuesday, April 13, 2021, through a Zoom remote call. Chair Taylor called the meeting to order at 4:02 pm. Trustee Taylor reported that all Trustees will participate by remote access and announced that all votes will be by recorded roll call.

**FINANCE & FACILITIES COMMITTEE REPORT**

*Amendment #4 to the FY 2021 Comprehensive University Budget*

Trustee Taylor opened up the meeting by mentioning during these unfortunate times we have good news to announce that we do not need to draw on our reserves and thanked Kathy's team and staff for their hard work. Trustee Taylor called upon VP Kathy Eichelroth, to walk us through the Amendment #4 to the FY 2021 budget that was included in the packet.

- The University continues to be eligible to drawdown Federal COVID relief funds. To date we have access to \$7,698,598 to offset institutional costs incurred in response to the pandemic.
- Amendment #4 provides for an increase in federal funds to underwrite the budget eliminating the need to draw on reserves, or direct current year operating funds, to the Safe Return to Campus Budget.
- After rebalancing the Safe Return to Campus Budget to reflect full funding through federal relief resources there remains a balance of HEERF II funds of \$2,043,240. Institutions may use the supplemental grant funds to defray expenses associated with coronavirus, carry out student support activities that address needs related to the coronavirus. and make additional financial grants to students.
- The Federal CRRSAA HEERF II funds have been distributed to students. Students received a direct payment in their bank accounts. Additional information about these funds can be found at <https://www.worcester.edu/crrsaa/>.
- A third round of funding to higher education has been approved by the federal government through the American Rescue Plan (ARP) HEERF III. Approximately \$13.1M of funds will be made available for the University. Half of the allotment must be administered as direct payments to students,

with an estimated \$6.5M available to the University to defray expenses associated with the coronavirus.

- A significant portion of the institutional funds will be used to cover anticipated declines in enrollment for fall 2021.
- We anticipate being able to draw down from this third round of resources through March of 2022.

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

**VOTED:**                      **To recommend to the full Board the approval of Amendment #4 to the FY 2021 Comprehensive University Budget as presented.**

**ROLL CALL VOTE:**        **6 approved. Lisa Colombo; Aleta Fazzone; Stephen Madaus; Dina Nichols; Marina Taylor; Lawrence Sasso**

*The FY 2022 Comprehensive University Budget*

- VP Kathy Eichelroth mentioned that the University continues to respond to the ever-changing circumstances brought on by the pandemic and its effects on enrollment and operations.
- In response to the uncertainty surrounding the path forward during the pandemic we are presenting a provisional budget for FY 2022.
- This budget provides the framework for University operations for the fiscal year beginning July 1, 2021.
- We continue to address our response to the pandemic to ensure we provide a safe and robust experience for our students during this unprecedented time.
- As with the most recent version of the FY 2021 operating budget, the FY 2022 provisional budget reflects anticipated declines in enrollment across all course offerings as a result of the pandemic.
- In addition ancillary revenue streams historically relied upon to support operations have been detrimentally impacted by the pandemic and there is significant uncertainty with regard to the ability to recover these revenue streams, or the period over which such recovery could be predicted.
- The FY 2022 operating revenue as presented in this budget is approximately \$6M lower than FY 2021 original budget.
- Spending reductions had been built into the final FY 2021 budget, including areas of discretionary spending related to in-person events such as food, speakers and consultants.
- All part-time employment lines were significantly scaled back due to most campus functions being remote and a desire to deploy faculty in the classroom to the fullest extent possible. As we reconcile actual spending in FY 2021 and plan for FY 2022 we have identified activities that should be funded closer to pre-pandemic levels.
- Expenditures have increased by approximately \$5M in FY2022 across various spending categories.
- VP Eichelroth noticed a typo error on page 9 under Source of Funds. Institutional funds FY21 Approved Budget should be \$39,003.90 not \$78,007.790 and the State Appropriation should be carried over from FY2022 to FY2021 of 30,071.800. VP Eichelroth will make the correction and updated copies will be shared with the board.

April 13, 2021

- The remaining trust fund budgets have been updated to reflect the projected decline in revenue with appropriate reductions in spending as necessary.
- The Residence Hall Trust Fund FY 2022 budget has been prepared with an assumption of 60% occupancy for the year and appropriate reductions in spending including the deferral of maintenance costs to FY 2023 when we anticipate occupancy will be more in line with pre-pandemic levels.
- The Capital Improvement Trust Fund budget for FY 2022 reflects a plan to assist Worcester State Foundation (WSF) in recovering occupancy costs for past use of the May Street building.
- Tuition and fees for an undergraduate Massachusetts resident is set at \$10,586 per year. Tuition and fees for an undergraduate out-of-state student is set at \$16,666 per year. The average cost of room and board is set at \$12,103 per year.

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

**VOTED:**                      **To recommend to the full Board the approval of the FY 2022 Comprehensive University Budget as presented.**

**ROLL CALL VOTE:**        **6 approved. Lisa Colombo; Aleta Fazzone; Stephen Madaus; Dina Nichols; Marina Taylor; Lawrence Sasso**

Other Business:

- S&P Rating Action and Agency Rating Reference Chart were provided in the packet for information only.
- S&P Global Ratings affirmed its 'A' long-term rating on the Massachusetts Development Finance Agency's (MDFA) series 2012 bonds issued for Worcester State University (WSU).

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

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

**VOTED:**                      **To adjourn the meeting at 5:12 p.m.**

**ROLL CALL VOTE:**        **6 approved. Lisa Colombo; Aleta Fazzone; Stephen Madaus; Dina Nichols; Marina Taylor; Lawrence Sasso**

Respectfully submitted,

  
Barry M. Maloney  
Secretary, Board of Trustees



**Memorandum**

**DATE:** May 26, 2021

**TO:** Barry M. Maloney, President

**FROM:** Kathleen Eichelroth, Vice President for Administration and Finance *Kathy*

**RE:** FY 2021 BUDGET #5

The fifth budget amendment to the FY 2021 operating budget is necessitated by the receipt of the DHE formula funding distribution to the State Universities for FY 2021. The distribution of funds comes late in the fiscal year due to the delay in the state budget process.

WSU has received \$654,598 in our state account. The receipt of these funds provides us the opportunity to move more payroll costs to the state account and reallocated campus revenue for other purposes. This amendment provides funding for the incentive payout related to the WSU employees who opted in for the State University sponsored early separation program. \$190,000 represents the payout for those individuals leaving the institution prior to July 1. WSU is well into the work required for the anticipated NECHE accreditation visit and this amendment provides resources to accomplish work through June 30, 2021. Funds are also being made available to implement the Common Application which is a widely accepted online college and university application portal in use by most institutions of higher education across the country. Funds are being directed towards other one time IT related applications that will streamline processes and efficiencies on campus. An allotment of funds is provided to address summer programming and the remainder of funds will be used to offset costs that had been deferred in the FY 2021 budget due to the pandemic.

The items funded through this amendment are one time, or if continuous, had already been incorporated in to the FY 2022 base operating budget. As a result, should these funds be added to our state appropriation base in FY 2022 the money will reflect an increase in operating resources for FY 2022.



**WORCESTER**  
S T A T E  
**UNIVERSITY**

FY 2021  
Operating Budget  
Amendment #5

**Worcester State University**  
Summary of Sources and Uses of Funds  
General Operating Budget (111 & 400)  
FY 2021 Budget - Amendment #5  
*Increase (decrease) in Sources and Uses*

**Sources of Funds:**

State Appropriation/Formula Funding	654,598
Total Sources	<u><u>\$ 654,598</u></u>

**Uses of Funds:**

AA	Regular Employees	190,000
BB	Employee Related Expenses	45,688
CC	Temporary Part-Time Employees	22,000
DD	Staff Benefit Expenses	-
EE	Administrative Expenses	100,000
FF	Facility Operation Supplies	4,540
HH	Professional Services	134,610
JJ	Operational Services	-
KK	Equipment Purchase	47,760
LL	Equipment Lease, Maintenance, Repair	
NN	Infrastructure & Building Improvements	-
UU	Information Technology	110,000
	Transfer to Reserves	
	Total Uses	<u><u>\$ 654,598</u></u>

**Worcester State University**  
Summary of Sources  
FY 2021 - All Sources and Trust Funds - Amendment #5

**State Sources**

Annual State Maintenance Appropriation		31,126,398
State Supported Fringe Benefits	11,676,794	
Student Aid Program (Cash Grant & PT Student)	1,017,277	
Total Other State Sources		12,694,071
Total State Sources		43,820,469

**Federal Sources**

Federal Grant - CARES ACT 1	2,111,416	
COVID 19 Response Grant	303,800	
Federal Grant - CARES ACT 2	3,240,142	
SEOG Program	225,853	
College Work Study Program	113,447	
Pell Grants	7,522,901	
Local match (Transfer from General Trust Fund Reserve)	113,355	
Total Federal Sources		13,630,914

**Institutional Sources**

Revenue		
General Fund	41,334,742	
Parking Fines Fund	96,896	
Health Services Fund	445,573	
Residence Halls Fund	9,515,384	
Student Activities Fund	295,913	
Residence Hall Technology and Equip. Fund	327,580	
Capital Improvement Fund	3,014,525	
Wellness Center Trust Fund	125,000	
Transfers In		
*Transfer from Health Services Fund Reserve	104,188	
*Transfer from Student Activities Trust Fund Reserve	134,087	
*Transfer from Capital Improvement Trust Fund to PGTF	547,322	
*Transfer from Reserves other trust funds	524,831	
*Transfer from Reserves	-	
Total Institutional Sources		56,466,041
Total Sources		\$ 113,917,424

**Worcester State University**

## Trust Fund Summary

## FY 2021 Budget - Amendment #5

	Budget FY 2021		
	Sources	Uses	
General Fund (400)	41,334,742	41,334,742	73.2%
Parking Fines (439)	96,896	96,896	0.2%
Health Services (442)	549,761	549,761	1.0%
Residence Hall (445)	9,515,384	9,515,384	16.9%
Student Activities (446)	430,000	430,000	0.8%
Residence Hall Technology and Equip. Fund (448)	327,580	327,580	0.6%
Capital Improvement Fund (405)	3,014,525	3,014,525	5.3%
Parking Garage Operating Fund (408)	547,322	547,322	1.0%
Wellness Center (429)	125,000	125,000	0.2%
Strategic Plan (410)	524,831	524,831	0.9%
Total Trust Fund Budget	<u><u>\$56,466,041</u></u>	<u><u>\$ 56,466,041</u></u>	

**Worcester State University**  
State Maintenance Appropriation (111)  
FY 2021 Budget - Amendment #5

	FY2021 Approved Budget including Amendment #5	FY2021 Approved Budget including Amendment #4	FY2021 Approved Budget including Amendment #3	FY2021 Approved Budget including Amendment #1	FY2021 Approved Budget
<b><u>Sources of Funds:</u></b>					
State Appropriation	31,126,398	30,471,800	30,471,800	27,038,460	\$30,042,733
State Funded Fringe Benefits	11,676,794	11,676,794	11,676,794	10,512,553	11,680,615
Total Sources	\$42,803,192	\$ 42,148,594	42,148,594	\$37,551,013	\$41,723,348
<b><u>Uses of Funds:</u></b>					
AA Regular Employees	31,126,398	30,471,800	30,471,800	27,038,460	\$30,042,733
BB Employee Related Expenses	-	-	-	-	-
CC Temporary Part-Time Employees	-	-	-	-	-
DD Staff Benefit Expenses	11,676,794	11,676,794	11,676,794	10,512,553	11,680,615
EE Administrative Expenses	-	-	-	-	-
FF Facility Operation Supplies	-	-	-	-	-
GG Energy/Space Rental	-	-	-	-	-
HH Professional Services	-	-	-	-	-
JJ Operational Services	-	-	-	-	-
KK Equipment Purchase	-	-	-	-	-
NN Infrastructure & Building Improvements	-	-	-	-	-
Total Uses	\$42,803,192	\$ 42,148,594	\$ 42,148,594	\$37,551,013	\$41,723,348
Net Sources / (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -

**Worcester State University**  
General Trust Fund (400)  
FY 2021 Budget - Amendment #5

	FY2021 Approved Budget including Amendment #5	FY2021 Approved Budget including Amendment #4	FY2021 Approved Budget including Amendment #3	FY2021 Approved Budget including Amendment #2	FY2021 Approved Budget including Amendment #1	FY2021 Approved Budget
<b>Sources of Funds:</b>						
Revenues	\$ 41,334,742	\$ 41,334,742	\$ 41,334,742	\$ 41,334,742	\$ 41,334,742	\$ 47,965,057
Transfer In - CITF	-	-	-	1,978,260	1,978,260	
Federal Grant - CARES ACT 1	2,111,416	2,111,416	2,111,416	2,111,416		
COVID-19 Response Grant	303,800	303,800	303,800			
Federal Grant- CARES ACT 2	3,240,142	3,240,142				
Transfer In Reserves			1,398,461	3,543,942		
				-		
Total Sources	\$ 46,990,100	\$ 46,990,100	\$ 45,148,419	\$ 48,968,360	\$ 43,313,002	\$ 47,965,057
<b>Uses of Funds:</b>						
AA Regular Employees	11,482,242	11,946,840	11,946,840	\$ 15,180,180	\$ 14,764,293	\$ 12,091,170
BB Employee Related Expenses	394,595	348,907	348,907	348,907	348,907	733,162
CC Temporary Part-Time Employees	7,778,461	7,756,461	5,914,780	5,798,780	5,613,780	8,612,145
DD Staff Benefit Expenses	4,926,393	4,926,393	4,926,393	6,013,994	5,937,601	4,769,539
EE Administrative Expenses	3,086,707	2,986,707	2,986,707	2,986,707	2,480,547	2,629,549
FF Facility Operation Supplies	1,501,439	1,496,899	1,496,899	1,411,899	1,335,399	1,891,406
GG Energy/Space Rental	2,370,519	2,370,519	2,370,519	2,370,519	2,370,519	2,389,498
HH Professional Services	993,632	859,022	859,022	859,022	624,022	1,001,188
JJ Operational Services	3,497,140	3,497,140	3,497,140	3,497,140	726,140	915,383
KK Equipment Purchase	283,621	235,861	235,861	235,861		71,412
LL Equipment Lease, Maintenance, Repair	1,076,540	1,076,540	1,076,540	1,076,540	1,071,540	1,253,157
NN Infrastructure & Building Improvements	3,289,847	3,289,847	3,289,847	3,289,847	3,157,869	5,207,619
RR Educational Assistance	2,490,961	2,490,961	2,490,961	2,490,961	2,490,961	2,490,961
SS Debt Service	-	-	-	-	-	307,013
UU Technology Expenses	3,818,003	3,708,003	3,708,003	3,408,003	2,391,424	2,391,424
Transfer to-Reserves	-					1,210,431
Total Uses	\$ 46,990,100	\$ 46,990,100	\$ 45,148,419	\$ 48,968,360	\$ 43,313,002	\$ 47,965,057
Net Sources / (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

**Worcester State University**  
General Operating Budget (111 & 400)  
FY 2021 Budget - Amendment #5

	FY2021 Approved Budget Amendment #5	FY2021 Approved Budget Amendment #4	FY2021 Approved Budget Amendment #3	FY2021 Approved Budget Amendment #2	FY2021 Approved Budget Amendment #1	FY2021 Approved Budget
<b>Sources of Funds:</b>						
Revenues	\$ 41,334,742	\$ 41,334,742	\$ 41,334,742	\$ 41,334,742	\$ 41,334,742	\$ 47,965,057
State Appropriations	31,126,398	30,471,800	30,471,800	27,038,460	27,038,460	30,042,733
State Funded Fringe Benefits	11,676,794	11,676,794	11,676,794	10,512,553	10,512,553	11,680,615
Transfer In- CITF	-	-	-	1,978,260	1,978,260	
Transfer In -Reserves	-	-	1,398,461	3,543,942		
COVID-19 Response Grant	303,800	303,800	303,800			
Federal Grant - CARES ACT 1	2,111,416	2,111,416	2,111,416	2,111,416		
Federal Grant- CARES ACT 2	3,240,142	3,240,142				
Total Sources	\$ 89,793,292	\$ 89,138,694	\$ 87,297,013	\$ 86,519,373	\$ 80,864,015	\$ 89,688,405
<b>Uses of Funds:</b>						
AA Regular Employees	42,608,640	42,418,640	42,418,640	\$ 42,218,640	\$ 41,802,753	\$ 42,133,903
BB Employee Related Expenses	394,595	348,907	348,907	348,907	348,907	733,162
CC Temporary Part-Time Employees	7,778,461	7,756,461	5,914,780	5,798,780	5,613,780	8,612,145
DD Staff Benefit Expenses	16,603,187	16,603,187	16,603,187	16,526,547	16,450,154	16,450,154
EE Administrative Expenses	3,086,707	2,986,707	2,986,707	2,986,707	2,480,547	2,629,549
FF Facility Operation Supplies	1,501,439	1,496,899	1,496,899	1,411,899	1,335,399	1,891,406
GG Energy/Space Rental	2,370,519	2,370,519	2,370,519	2,370,519	2,370,519	2,460,910
HH Professional Services	993,632	859,022	859,022	859,022	624,022	1,001,188
JJ Operational Services	3,497,140	3,497,140	3,497,140	3,497,140	726,140	915,383
KK Equipment Purchase	283,621	235,861	235,861	235,861	-	-
LL Equipment Lease, Maintenance, Repair	1,076,540	1,076,540	1,076,540	1,076,540	1,071,540	1,253,157
NN Infrastructure & Building Improvements	3,289,847	3,289,847	3,289,847	3,289,847	3,157,869	5,207,619
RR Educational Assistance	2,490,961	2,490,961	2,490,961	2,490,961	2,490,961	2,490,961
SS Debt Service						307,013
UU Technology Expenses	3,818,003	3,708,003	3,708,003	3,408,003	2,391,424	2,391,424
Transfer to - Capital Improvement Trust Fund						1,210,431
Transfer to-Reserves	-	-	-			
Total Uses	\$ 89,793,292	\$ 89,138,694	\$ 87,297,013	\$ 86,519,373	\$ 80,864,015	\$ 89,688,405
Net Sources / (Uses)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -

INDEPENDENT ACCOUNTANT'S REPORT ON COMPLIANCE WITH SPECIFIED REQUIREMENTS  
APPLICABLE TO THE MASSACHUSETTS OFFICE OF STUDENT FINANCIAL  
ASSISTANCE PROGRAM CLUSTER

Board of Trustees  
Worcester State University

We have examined Worcester State University's (the "University") compliance with the following requirements as specified in The Massachusetts Office of Student Financial Assistance (MOSFA) *Student Financial Assistance Attestation Guide, Fifth Edition*, during the year ended June 30, 2020:

- Institutional eligibility
- Student eligibility
- Reporting
- Disbursements
- Refunds

Management is responsible for the University's compliance with those requirements. Our responsibility is to express an opinion on the University's compliance based on our examination.

Our examination was conducted in accordance with standards established by the American Institute of Certified Public Accountants and, accordingly, included examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances. We believe that our examination provides a reasonable basis for our opinion. Our examination does not provide a legal determination on the University's compliance with specified requirements.

In our opinion, the University complied, in all material respects, with the aforementioned requirements during the year ended June 30, 2020.

This report is intended solely for the use of the Massachusetts Department of Higher Education, the Office of the State Auditor, the Office of the State Comptroller, the Board of Trustees and management of Worcester State University, and is not intended to be and should not be used by anyone other than these specified parties.

Worcester, Massachusetts  
\_\_\_\_\_, 2021

INDEPENDENT AUDITOR'S REPORT ON THE SUPPLEMENTARY SCHEDULE OF POPULATION,  
ITEMS TESTED, AND FINDINGS FOR MASSACHUSETTS STATE FINANCIAL  
AID PROGRAM CLUSTER

Board of Trustees  
Worcester State University

We have audited the financial statements of Worcester State University as of and for the year ended June 30, 2020, and have issued our report thereon, dated \_\_\_\_\_, 2021, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole.

The accompanying Schedule of Population, Items Tested, and Findings for Massachusetts State Financial Aid Program Cluster is presented for purposes of additional analysis as required by the Massachusetts Office of Student Financial Assistance Compliance Attestation Guide, and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. This information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

Worcester, Massachusetts  
\_\_\_\_\_, 2021

WORCESTER STATE UNIVERSITY

SCHEDULE OF POPULATION, ITEMS TESTED, AND FINDINGS FOR  
MASSACHUSETTS STATE FINANCIAL AID PROGRAM CLUSTER

YEAR ENDED JUNE 30, 2020

Program Title	Description of Category	Number of Students	Percent of Population	Amount of Awards	Percent of Population
MASSGrant Program	Population	1,361	100%	\$ 1,737,140	100%
	Tested	10	1%	13,700	1%
	Findings	-	0%	-	0%
Angeles M. Lindsay Scholarship	Population	3	100%	\$ 1,620	100%
	Tested	1	33%	540	33%
	Findings	-	0%	-	0%
MASSTransfer Tuition Waiver Program	Population	26	100%	\$ 25,500	100%
	Tested	2	8%	1,940	8%
	Findings	-	0%	-	0%
Massachusetts Cash Grant Program	Population	1006	100%	\$ 1,203,980	100%
	Tested	6	1%	6,116	1%
	Findings	-	0%	-	0%
Massachusetts Foster Child Grant Program	Population	17	100%	\$ 89,529	100%
	Tested	1	6%	4,112	5%
	Findings	-	0%	-	0%
Early Childhood Educators Scholarship	Population	6	100%	\$ 36,000	100%
	Tested	1	17%	6,000	17%
	Findings	-	0%	-	0%
John and Abigail Adams Scholarship	Population	559	100%	\$ 534,481	100%
	Tested	2	1%	1,940	1%
	Findings	-	0%	-	0%
GEAR UP Scholarship	Population	11	100%	\$ 7,700	100%
	Tested	1	9%	700	9%
	Findings	-	0%	-	0%
Need Based Tuition Waiver Program	Population	949	100%	\$ 815,935	100%
	Tested	5	1%	3,347	1%
	Findings	-	0%	-	0%
Senator Paul E. Tsongas Scholarship Tuition Waiver	Population	10	100%	\$ 101,610	100%
	Tested	1	10%	10,161	10%
	Findings	-	0%	-	0%
DCF Adopted Child Tuition Waiver and Fee Assistance Program	Population	20	100%	\$ 190,288	100%
	Tested	1	5%	10,162	5%
	Findings	-	0%	-	0%

WORCESTER STATE UNIVERSITY

SCHEDULE OF POPULATION, ITEMS TESTED, AND FINDINGS FOR  
MASSACHUSETTS STATE FINANCIAL AID PROGRAM CLUSTER

YEAR ENDED JUNE 30, 2020

(Continued)

Program Title	Description of Category	Number of Students	Percent of Population	Amount of Awards	Percent of Population
DCF Foster Child Tuition Waiver and Fee Assistance Program	Population	22	100%	\$ 21,133	100%
	Tested	1	5%	10,432	49%
	Findings	-	0%	-	0%
Stanley Z. Koplik Certificate of Mastery Tuition Waiver	Population	30	100%	\$ 29,100	100%
	Tested	1	3%	970	3%
	Findings	-	0%	-	0%
State University Internship Incentive	Population	45	100%	\$ 78,174	100%
	Tested	1	2%	5,000	6%
	Findings	-	0%	-	0%
Massachusetts Part-Time Grant Program	Population	65	100%	\$ 18,600	100%
	Tested	2	3%	580	3%
	Findings	-	0%	-	0%
Washington Center Program Tuition Waiver	Population	5	100%	\$ 21,290	100%
	Tested	1	20%	5,080	24%
	Findings	-	0%	-	0%
Christian A. Herter Memorial Scholarship Program	Population	1	100%	\$ 3,056	100%
	Tested	1	100%	3,056	100%
	Findings	-	0%	-	0%
Public Service Scholarship Grant Program	Population	1	100%	\$ 10,161	100%
	Tested	1	100%	10,161	100%
	Findings	-	0%	-	0%
Paraprofessional Teacher Preparation Grant	Population	13	100%	\$ 68,320	100%
	Tested	1	8%	5,400	8%
	Findings	-	0%	-	0%
National Guard Tuition & Fee Assistance	Population	39	100%	\$ 330,305	100%
	Tested	1	3%	10,161	3%
	Findings	-	0%	-	0%
Massachusetts High Demand Scholarship	Population	25	100%	\$ 135,628	100%
	Tested	1	4%	5,500	4%
	Findings	-	0%	-	0%
Categorical Tuition Waiver Program	Population	312	100%	\$ 793,466	100%
	Tested	25	8%	13,377	2%
	Findings	-	0%	-	0%

WORCESTER STATE UNIVERSITY  
SCHEDULE OF FINDINGS AND QUESTIONED COSTS  
YEAR ENDED JUNE 30, 2020

The current year examination disclosed no findings or questioned costs.

DISCUSSION DRAFT 5/17/21

WORCESTER STATE UNIVERSITY  
SUMMARY SCHEDULE OF PRIOR REVIEW FINDINGS  
YEAR ENDED JUNE 30, 2017

The prior examination disclosed no findings.

DISCUSSION DRAFT 5/17/21

**WORCESTER STATE UNIVERSITY**  
**(AN AGENCY OF THE COMMONWEALTH OF**  
**MASSACHUSETTS)**  
***FINANCIAL STATEMENTS***  
***AND MANAGEMENT'S DISCUSSION AND ANALYSIS***  
***WITH SUPPLEMENTARY INFORMATION AND***  
***OTHER REPORTS***  
***YEARS ENDED JUNE 30, 2020 AND 2019***  
***AND***  
***INDEPENDENT AUDITOR'S REPORT***

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

FINANCIAL STATEMENTS  
AND MANAGEMENT'S DISCUSSION AND ANALYSIS  
WITH SUPPLEMENTARY INFORMATION AND OTHER REPORTS

YEARS ENDED JUNE 30, 2020 AND 2019

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INDEPENDENT AUDITOR'S REPORT

To the Board of Trustees  
Worcester State University  
Worcester, Massachusetts

**Report on the Financial Statements**

We have audited the accompanying financial statements of Worcester State University (an agency of the Commonwealth of Massachusetts) (the "University") and the financial statements of Worcester State Foundation, Inc., its discretely presented component unit, as of and for the years ended June 30, 2020 and 2019 and the related notes to the financial statements, which collectively comprise the University's basic financial statements as listed in the table of contents.

**Management's Responsibility for the Financial Statements**

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

**Auditor's Responsibility**

Our responsibility is to express opinions on these financial statements based on our audits. We conducted our audits in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audits to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditor's judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

**Opinion**

In our opinion, the financial statements referred to above present fairly, in all material respects, the financial position of Worcester State University and Worcester State Foundation, Inc., its discretely presented component unit, as of June 30, 2020 and 2019, and the respective changes in its financial position, and its cash flows for the years then ended, in accordance with accounting principles generally accepted in the United States of America.

**Emphasis of Matter**

As discussed in Note 2 to the financial statements, the 2019 financial statements have been restated to correct a misstatement related to the University's adoption of GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions*. Our opinion is not modified with respect to this matter.

INDEPENDENT AUDITOR'S REPORT  
(Continued)

**Other Matters**

*Required Supplementary Information*

Accounting principles generally accepted in the United States of America require that the Management's Discussion and Analysis on pages 3 through 13 and certain information pertaining to liabilities recorded in accordance with Government Accounting Standards Board Statement Number 68, *Accounting and Financial Reporting for Pensions* and GASB Statement No. 75, *Accounting and Financial Reporting for Postemployment Benefits Other than Pensions* on pages 45 through 50 be presented to supplement the basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. We have applied certain limited procedures to the required supplementary information in accordance with auditing standards generally accepted in the United States of America, which consisted of inquiries of management about the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We do not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance.

*Other Information*

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Expenditures of Federal Awards, as required by Title 2 U.S. Code of Federal Regulations (CFR) Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards*, is presented for purposes of additional analysis and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements. The information has been subjected to the auditing procedures applied in the audits of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material respects, in relation to the financial statements as a whole.

**Other Reporting Required by Government Auditing Standards**

In accordance with *Government Auditing Standards*, we have also issued our report dated \_\_\_\_\_, 2021, on our consideration of Worcester State University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on the effectiveness of Worcester State University's internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Worcester State University's internal control over financial reporting and compliance.

Worcester, Massachusetts  
\_\_\_\_\_, 2021

MANAGEMENT'S DISCUSSION AND ANALYSIS  
(UNAUDITED)

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

MANAGEMENT'S DISCUSSION AND ANALYSIS

As management of Worcester State University, we offer readers of Worcester State University's financial statements this narrative overview and analysis of the financial activities of Worcester State University for the fiscal year ended June 30, 2020. This discussion is provided by management and should be read in conjunction with the financial statements and notes thereto.

Worcester State University was founded in 1871, and is one of nine comprehensive public colleges/universities in the Commonwealth of Massachusetts. The University affirms the principles of liberal learning as the foundation for all advanced programs of study and offers programs in the traditional liberal arts and science disciplines, while maintaining its historical focus on teacher education. The University offers 59 undergraduate majors and minors, 29 graduate programs, 82 study abroad programs, and a student-to-faculty ratio of 17:1. The University currently has 5,332 full and part-time undergraduate students and 872 full and part-time graduate and professional students.

**Financial Highlights**

- FY 2020 began with a budget that provided resources to invest in the Strategic Plan Trust Fund and Capital Improvement Trust Fund with the intent of accelerating the University's ability to achieve mid and long-term goals. Enrollment was on target and the FY 2021 budget was approved in January 2020 just prior to the onset of COVID-19 in March 2020. Operating results during the final quarter of FY 2020 were significantly impaired by the worldwide pandemic as residence halls were closed, instruction pivoted to an entirely remote setting, all on campus activities suspended and all employees telecommuting. The contraction of campus activity and remote instruction has continued beyond June 30, 2020.
- The assets and deferred outflows of resources of Worcester State University exceeded its liabilities and deferred inflows of resources at the close of the most recent fiscal year by \$58,840,408, inclusive of year end accruals related to the Commonwealth of Massachusetts Pension and Other Postemployment Benefits (OPEB) (net position) of \$55,778,445.
- The University's total net position decreased by \$2,324,611. Pension and insurance expense increased by \$2,583,689 as a result of recording University's portion of the Commonwealth's postretirement obligations. Overall the revenues earned, when combined with non-operating revenues, exceeded operating expenses excluding depreciation expense (non-cash item) and the additional pension accrual to reflect the University's portion of the Commonwealth's liability.
- The Commonwealth of Massachusetts adjusted its estimate for the OPEB accrual after the publication of our June 30, 2019 audited financial statements. As a result, the June 30, 2019 financial statements have been restated to reflect the accrual adjustment. The prior period adjustment decreases University Net Position at the beginning of the fiscal year by \$1,533,363.
- The University's Net Position as June 30, 2020 was \$58,840,408. Unrestricted Net Position from Operations as of June 30, 2020 was \$39,197,848. The healthy operational reserves is offset by the University's allocation of the Commonwealth's accumulated Net Retirement Obligations of \$17,767,478 related to Pensions and \$39,218,355 related to OPEB, resulting in Net Unrestricted Reserves of (\$17,787,985).
- Auxiliary Services, specifically Residence Life and Housing, closed the year with an operating deficit of \$1,734,627 for the year ended June 30, 2020. As the pandemic emerged in March 2020, the University evacuated campus sending resident students home and refunding resident hall charges for the remainder of the semester. The loss of revenue was partially offset by the release of investment earnings by the MSCBA to campuses to provide some financial relief.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)  
  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

**Overview of the Financial Statements**

This discussion and analysis is intended to serve as an introduction to Worcester State University's basic financial statements. Worcester State University's basic financial statements comprise two components: 1) the financial statements and 2) the notes to the financial statements. This report also contains other supplementary information in addition to the basic financial statements themselves.

The Financial Statements are designed to provide readers with a broad overview of Worcester State University's finances in a manner similar to a private sector college.

The Statement of Net Position presents information on all of the University's assets and liabilities, with the difference between the two reported as net position. Over time, increases or decreases in net position may serve as a useful indicator of whether the financial position of the University is improving or deteriorating.

The Statement of Revenues, Expenses and Changes in Net Position present information showing how the University's net position changed during the most recent fiscal year. All changes in net position are reported as soon as the underlying event giving rise to the change occurs, regardless of the timing of related cash flows. Thus, revenues and expenses are reported in this statement for some items that will only result in cash flows in future fiscal periods (e.g. the accrual for compensated absences.)

The Statement of Cash Flows is reported on the direct method. The direct method of cash flow reporting portrays net cash flows from operations as major classes of operating receipts (e.g. tuition and fees) and disbursements (e.g. cash paid to employees for services.) The Government Accounting Standards Board (GASB) Statements 34 and 35 require this method to be used.

The financial statements and related footnotes are presented separately from this Management Discussion and Analysis.

The University reports its activity as a business-type activity using the full accrual measurement focus and basis of accounting. The University is a component unit of the Commonwealth of Massachusetts. Therefore, the results of the University's operations, its net position and cash flows are also summarized in the Commonwealth's Comprehensive Annual Financial Report in its government-wide financial statements.

**Notes to the financial statements:** The notes provide additional information that is essential to a full understanding of the data provided in the financial statements and are presented separately.

**Other information:** In addition to the financial statements and accompanying notes, this report also contains certain required supplementary information concerning Worcester State University.

**Financial Analysis**

As noted earlier, net position may serve over time as a useful indication of Worcester State University's financial position. In the case of Worcester State University, assets exceeded liabilities by \$58,840,408 at the close of Fiscal Year 2020.

By far the largest portion of the Worcester State University's net position reflects its investment in capital assets (e.g. land, buildings, machinery, and equipment), less any related debt, including capital leases, used to acquire those assets that are still outstanding. Worcester State University uses these capital assets to provide services to students, faculty and administration; consequently, these assets are not available for future spending. Worcester State University's investment in its capital assets is reported net of related debt.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)  
  
MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

**Worcester State University's Net Position as of  
June 30, 2020, with comparative data as of June 30, 2019**

	2020	2019
Current and other assets	\$ 62,237,656	\$ 63,619,523
Capital assets	97,697,525	100,696,221
Total assets	159,935,181	164,315,744
Deferred outflows of resources	15,128,539	18,177,948
Non-current outstanding liabilities	80,901,382	91,606,569
Other liabilities	14,603,707	18,415,410
Total liabilities	95,505,089	110,021,979
Deferred inflows of resources	20,718,223	11,306,694
Net position		
Invested in capital assets, net of related debt	75,835,001	78,092,336
Restricted	793,392	603,323
Unrestricted	(17,787,985)	(17,530,640)
Total net position	\$ 58,840,408	\$ 61,165,019

The following schedule presents an analysis of Worcester State University's net position as of June 30, 2020 and 2019, respectively:

	2020	2019
Invested in capital assets, net	\$ 75,835,001	\$ 78,092,336
Restricted reserves, expendable for:		
Other	653,958	467,961
Capital projects	139,434	135,362
Total restricted reserves, expendable	793,392	603,323
Unrestricted net position		
Unrestricted reserves from operations	39,197,848	36,364,288
Accumulated Commonwealth of Massachusetts retirement obligations - Pension	(17,767,478)	(16,246,067)
Accumulated Commonwealth of Massachusetts retirement obligations - OPEB	(39,218,355)	(37,648,861)
Total net unrestricted reserves	(17,787,985)	(17,530,640)
Total net position	\$ 58,840,408	\$ 61,165,019

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

A portion of the Worcester State University's net position (less than 1.0 percent) as of June 30, 2020, represent funds that are subject to external restrictions on how they must be used. Unrestricted net reserves from operations of \$37,197,848 at June 30, 2020 may be used to meet the University's ongoing obligations to its stakeholders. The University's net position decreased by \$2,324,611, during the year ended June 30, 2020. At the end of the current fiscal year, Worcester State University reports a positive balance in restricted reserves, a positive balance in unrestricted reserves from operations and accumulated net negative obligations for the allocated share of the Commonwealth of Massachusetts pension and OPEB plans.

The University's primary reserve ratio, calculated as expendable net position divided by total expenses, is 33.45% and 32.38%, respectively, for the years ended June 30, 2020 and June 30, 2019. This ratio provides a snapshot of financial strength and flexibility by indicating the percent of operating expenses that could be funded by expendable reserves without relying on additional net position generated by operations.

The implementation of GASB 68 and GASB 75 requires the annual accrual of the University's allocation of the Commonwealth's Net Pension and OPEB Liability. The additional accrual of pension and insurance expense of \$3,090,904 in FY 2020 and \$5,226,500 in FY 2019 was recorded to reflect the University's allocation of the Commonwealth's accrued obligation of Pension and OPEB liabilities.

The application of GASB 68 and GASB 75 requires certain reporting and disclosures with regard to the Massachusetts State Employees' Retirement System (MSERS). The authority for establishing and amending these provisions rests with the Massachusetts Legislature, Chapter 32A of the General Laws of the Commonwealth of Massachusetts. The allocation provided to the University from the Commonwealth of Massachusetts Comptroller's Office reflects the University's proportionate share of the net pension liability related to its participation in MSERS. The University's participation in MSERS is directly related to the share of annual payroll costs funded from campus-based trust funds in contrast to payroll expended from annual operating appropriations allocated to the University from Commonwealth resources. In FY 2020, payroll funded from campus-based trust funds was \$12,561,991 and total payroll costs for FY 2020 were \$40,510,166.

The University's return on net position ratio, calculated as the change in total net position divided by total net position – beginning of the year, is (3.80)% and (2.31)%, respectively, for the years ended June 30, 2020 and June 30, 2019. This ratio measures total economic return including capital investment and positive operating results. An improving trend indicates increasing net position which provide for increased financial flexibility.

The negative ratios in FY 2020 and FY 2019 are the result of the GASB required postretirement benefit accruals to reflect the campus share of the Commonwealth's liability related to the third party management of the retirement assets. When the postretirement benefit accruals are removed, the return on net position ratios improve respectively, at 1.25% and 6.04%, for the years ended June 30, 2020 and June 30, 2019.

The net operating revenue ratio is (2.09)% and (1.28)% respectively, for the years ended June 30, 2020, and June 30, 2019. The ratio measures whether an institution is living within its available resources. Worcester State University strives to achieve an annual operating surplus as measured by this ratio as part of its long-term plan to improve its primary reserve and viability ratios and maintain a healthy annual return on net position. These ratios are also deflated as a result of the postretirement benefit accruals at year end. When removed, the ratios improve to 0.69% and 3.36%, respectively, for the years ended June 30, 2020 and June 30, 2019.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

In FY 2020 the University experienced a net operating deficit of \$2,324,611, inclusive of the net posting of year end accruals related to the Commonwealth of Massachusetts Pension and Other Postemployment Benefits (OPEB) (net position) of \$3,090,904. Operating results, exclusive of the retirement and OPEB accruals and posting of annual depreciation, met annual budget expectations despite the interruption to campus operations due to the Coronavirus pandemic outbreak in March 2020.

Net capital assets decreased by \$2,998,696 in FY 2020, while depreciation expense on capital assets was \$5,472,690, building improvements of \$1,780,783, equipment of \$81,158, and leases of \$612,053 were capitalized.

The University's viability ratio, calculated as expendable net position divided by long term debt, is 1 : 1.76 and 1 : 1.59 respectively, as of June 30, 2020 and June 30, 2019. The viability ratio measures the availability of expendable net position to cover debt as of the statement of net position date. A ratio of 1:1 or greater indicates an institution has sufficient expendable net position to satisfy its debt obligations as of the statement of net position date.

The University's results from operations for the year ended June 30, 2020 were in line with the approved budget for the year. The annual operating budget excludes accruals for depreciation expense and the allocation of Commonwealth of Massachusetts liabilities for pension and postemployment benefits other than pensions (OPEB), which significantly impact the presentation of the University's operating results. As anticipated through the budget process the University ended the year with a planned operating surplus in the Capital Improvement Trust Fund and planned transfers of operating surplus in the General Purpose Trust Fund to the Capital Improvement Trust Fund. The results are also consistent with the University's five year capital financing plan which focuses on growth of unrestricted reserves from operations through net revenue accumulation in the Capital Improvement Trust Fund and a targeted annual operating surplus in the General Purpose Trust Fund. While Net Unrestricted Reserves and Total Net Position are significantly impacted by depreciation expense and the required allocation of retirement plan accruals to the University, we are progressing toward University goals with regard to the growth of unrestricted cash within the campus based trust funds.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

Worcester State University's Statement of Revenues, Expenses and Changes in Net Position for the year ended June 30, 2020 with comparative data for the year ended June 30, 2019.

	2020	2019
Operating Revenues		
Tuition and fees, net of scholarships discounts and allowances	\$ 49,988,138	\$ 52,375,323
Operating grants and contributions	14,286,525	14,232,338
Sales and services of auxiliary enterprises and other sources	629,708	854,299
Total operating revenues	64,904,371	67,461,960
Operating Expenses		
Instruction	45,100,954	42,981,193
Academic support	6,152,467	6,456,196
Student service	11,188,502	11,881,289
Institutional support	12,592,784	11,580,453
Operations and maintenance of plant	15,220,970	20,098,656
Scholarships	4,429,390	2,089,119
Depreciation	5,472,690	5,448,274
Debt service	645,168	672,047
Auxiliary enterprises	12,773,826	12,954,983
Total operating expense	113,576,751	114,162,210
Net operating loss	(48,672,380)	(46,700,250)
Non-operating revenues		
State appropriation, including fringe benefits provided to employees by the Commonwealth, net of tuition remitted to the Commonwealth	41,086,913	39,400,435
Federal Assistance	1,934,404	-
Investment income	1,519,274	1,188,164
Total non-operating revenues	44,540,591	40,588,599
Loss before other revenues, expenses, gains or losses	(4,131,789)	(6,111,651)
Capital appropriations	1,807,178	4,667,913
Change in net position	(2,324,611)	(1,443,738)
Net position - July 1	61,165,019	62,608,757
Net position - June 30	\$ 58,840,408	\$ 61,165,019

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

In FY 2020 the University received its first year of funding with regard to the Commonwealth's five year campus infrastructure critical repair funds in the form of state capital appropriations. During FY 2020, \$1,807,178 of critical repair and deferred maintenance projects were accomplished of which \$1,780,783 were capitalized.

State appropriations are reported net of the amount of in-state day school tuition collected by the University on behalf of the Commonwealth. The in-state day tuition collected is remitted back to the Commonwealth as dictated by Massachusetts General Law. Included in State appropriations are the fringe benefit costs for University employees paid by the Commonwealth. Capital appropriations are funded by Massachusetts General Obligation Bonds which are issued to fund Commonwealth infrastructure improvements. The funds are provided to the campus in the form of a capital grant and as such the University is not responsible for repayment of the funds.

The following schedule details the Commonwealth appropriations received by the University for the years ending June 30, 2020 and June 30, 2019, respectively.

	<u>2020</u>	<u>2019</u>
State Appropriations	\$ 30,320,954	\$ 29,684,752
Appropriations to cover fringe benefits provided to employees of the Commonwealth	11,070,784	10,096,880
Tuition remitted back to the State	<u>(304,826)</u>	<u>(381,197)</u>
Net appropriations	41,086,912	39,400,435
Additional State capital appropriations	<u>1,807,178</u>	<u>4,667,913</u>
Total Appropriations	<u><u>\$ 42,894,090</u></u>	<u><u>\$ 44,068,348</u></u>

In March 2020, as the United States began to react to the global pandemic, the University evacuated its campus and pivoted to remote learning for students and telecommuting for employees. The Federal government quickly recognized the need of higher education institutions, specifically enrolled students impacted by the disruption to campus operations and the upheaval of their lives caused by the pandemic. Along with other higher education institutions across the country, the University was awarded student relief funds through the Higher Education Emergency Relief Fund under Section 18004 of the Coronavirus Aid, Relief and Economic Security (CARES) Act - Emergency Grants to Students. The University was awarded \$2,111,416 to fund direct relief payments to students. The funds were disbursed through a direct payment formula using credit hours to allocate funds, with a portion of funding set aside for emergency grants based on demonstrated need. The funds must be expended by April 2021. As of June 30, 2020, the University had awarded \$1,934,404 of the grant funds.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

**Loss from Operations**

State appropriations are a significant source of funding for the University. Under GASB 35, appropriations are considered non-operating revenue. As such, the University incurs a loss from operations. The Commonwealth's Board of Higher Education sets tuition for the day division. The University's Board of Trustees sets all fees and tuition of the Division of Graduate and Continuing Education. The University's Board of Trustees approves the annual budget with the intention of mitigating losses after consideration of Commonwealth appropriations while balancing educational and operational needs. The following schedule presents Worcester State University's incurred losses from operations for the fiscal years ended June 30, 2020 and 2019, respectively.

	2020	2019	Change
Net Tuition and Fee Revenue	\$ 49,988,138	\$ 52,375,323	\$ (2,387,185)
Other Revenue, net of Student Financial Aid	14,916,233	15,086,637	(170,404)
Operational Expenses	<u>(113,576,751)</u>	<u>(114,162,210)</u>	<u>585,459</u>
Operating loss	(48,672,380)	(46,700,250)	(1,972,130)
Direct State appropriations, fringe benefits for employees on the Commonwealth's payroll, net of remitted tuition to the Commonwealth	41,086,913	39,400,435	1,686,478
Federal assistance	1,934,404	-	1,934,404
Investment and non-operating income	1,519,274	1,188,164	331,110
Capital appropriations	<u>1,807,178</u>	<u>4,667,913</u>	<u>(2,860,735)</u>
Change in net position	<u>\$ (2,324,611)</u>	<u>\$ (1,443,738)</u>	<u>\$ (880,873)</u>

**Capital Assets and Debts of the University**

Capital Assets: Worcester State University's investment in capital assets as of June 30, 2020 amounts to \$97,697,525 net of accumulated depreciation, compared to \$100,696,221 net of accumulated depreciation as of June 30, 2019. The University's investment in capital assets includes, land (including improvements), building (including improvements,) furnishings and equipment, and books. In FY 2020 gross capital assets increased by \$2,473,994. The increase was related roadway improvements, track and field replacement and capitalized leases for information technology equipment.

Capital assets are defined by the University and the Commonwealth of Massachusetts as assets with an initial, individual cost of \$50,000 or greater. Information about the Worcester State University's capital assets can be found in the notes to the financial statements.

**Long-Term Debt**

*Compensated Absences*

The accrual for compensated absences consists of the long-term portion of sick and vacation pay relating to employees on the University's payroll and is anticipated to be funded by future state appropriations.

WORCESTER STATE UNIVERSITY  
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MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

*MHEFA Financing*

On December 4, 2002, the College entered into a financing agreement with MHEFA to receive \$14,000,000 for renovations to the Sullivan and Administration Buildings. A call provision became available on this bond issue in December 2012. As a result, the issue was refunded on December 18, 2012, with \$10,585,000 MDFA Revenue Bonds, Worcester State University Series 2012. There is no debt service reserve related to this issue. Annual principal payments range from \$255,000 to \$875,000 through November of 2032.

*Massachusetts Development Financing Agency (MDFA) Clean Renewable Energy Bond.*

On November 9, 2007, the College entered into a financing agreement with MDFA to receive \$310,000 to facilitate the financing of the installation of a 100 KW Photovoltaic Panel, mounting system and inverter on the roof of the Learning Resource Center. The bond proceeds are non-interest bearing and are to be re-paid in equal annual installments of \$20,667 over a fifteen-year period beginning December 31, 2007.

*Massachusetts State College Building Authority (MSCBA) WSU Student Life Project*

MSCBA issued revenue bonds for various projects on December 20, 2012. Included in the issue was a component to provide \$15,000,000 of debt financing to Worcester State University's Wellness Center in accordance with the Memorandum of Agreement between, the Commonwealth, MSCBA and the University. The proceeds from the bond issue, combined with funds earmarked by the University and General Obligation bond funds earmarked by the Commonwealth, provided the resources for construction of a new Wellness Center at WSU. The Wellness Center is an asset of the Commonwealth and recorded as a fixed asset on the University's financial records. The MSCBA holds Debt Service Reserve funds of \$249,214 on this component of the issue. Annual principal payments ranging from \$135,000 to \$787,950 are scheduled through May, 2042. Campus trust funds provide the revenue source for the annual debt service.

**Economic Factors that will affect the Future**

In June of 2018 the Commonwealth announced a plan to address the backlog of infrastructure repairs on Massachusetts Higher Education campuses. The Governor's Capital Investment Plan includes \$250M over a five year period (FY19-23) to address Critical Repairs. Critical Repair projects are smaller scale, building-specific, and involve renewal, repair and replacement of equipment and systems. Critical Repair projects are managed directly by the individual campuses. The five-year allocation represents a new approach that provides predictable discretionary funds, allows more autonomy in campus prioritization over five years, and addresses the highest priority needs as identified through an independent facility condition assessment. Worcester State University will be receiving \$12.4M of critical repair funds through 2023. When combined with projected local funding of 5% capital adaptation and renewal funds, the University is on track to invest \$32.4 million in campus infrastructure repairs and improvements through 2023.

During fiscal year 2020 Worcester State University expended approximately \$1.8 million on critical repair projects. Projects were generally confined to work that was in progress in July and August of 2019. The traditional spring deferred maintenance season in May and June of 2020 was significantly impacted by the public health crisis brought on by COVID-19. Projects were slowed slightly as plans were adjusted and funding and schedule was re-assessed by the State. DCAMM still remains committed to Worcester State University's five year spending plan as we enter year three, despite the pandemic.

WORCESTER STATE UNIVERSITY  
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MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

The comprehensive budget for FY 2021 was presented and approved by the Board of Trustees in January 2020. Based on anticipated declining demographics of traditional college age students in our region, the budget presented a 2% reduction in undergraduate day enrollment. In a similar fashion other revenue sources were evaluated against historical performance and anticipated trends, and reduced where appropriate. Growth in expenditure categories was experienced in the employment related accounts reflecting cost of living adjustments as provided for in collective bargaining agreements, an increase in minimum wage and an increase in the fringe benefit and payroll tax assessments by the Commonwealth of Massachusetts.

The administration continued to evaluate operating costs as the budget planning subgroup to Cabinet explored options to reduce the reliance on part-time employees and ways to increase operating efficiencies in the areas of travel, student field experiences, internships, and grants and research administration. This work continued until early March when the University, along with the rest of the country, began to react to the outbreak of COVID-19.

By the end of March 2020 the University has closed its residence halls, transitioned all classes to remote and sent staff and faculty home to telecommute in response to the pandemic. Class offerings were moved to fully remote for the remainder of the spring 2020 semester. Under this operating model there was a natural contraction in many budget categories while at the same time unused portions of room rent and meals were refunded to resident students and personal protective supplies were purchased for employees required to remain on campus and as inventory for the uncertain fall 2020 semester.

A majority of employees will continue to work from home throughout the fall 2020 semester. Class offerings are currently being adjusted to address changes in instructional modality, with the majority of offerings conducted in a blended format providing a limited student presence on campus. All travel is suspended through the fall with minor exceptions related to student recruitment and donor engagement. On campus events have been suspended until further notice. The majority of onsite support will be achieved with current full time staffing there by significantly reducing the need to hire part-time temporary staff.

In July the FY 2021 budget was amended to reflect current operations as a result of COVID-19 leading the University to plan for a 10 % reduction in state appropriations in addition to a total decline in all campus revenues by 10% as various income producing activities are suspended while others experience a decline in enrollment. This is an additional 8% decline in revenues over the 2% decline in enrollment that had already been incorporated into the previously approved FY 2021 base budget.

The projected revenue short fall in excess of \$10 million was significantly offset by reductions in spending categories in FY2021 to address our adjusted base operating model. Other offsets to the revenue shortfall are achieved by temporarily suspending investments in the University's Capital Investment Plan. Instead of transferring the planned \$1,210,431 annual investment from operations to the Capital Improvement Trust Fund (CITF) in FY 2021, those resources will be used to fund operating expenditures. In addition, surplus revenue from the assessment of the Capital Improvement Fee intended to build equity in the CITF for future large scale capital projects as provided for in the University's Capital Investment Plan, will be transferred to the General Fund to temporarily offset operations in FY2021. The remaining offset needed to fill the revenue shortfall is a \$2,049,750 reduction in the annual capital adaptation and renewal budget. The University had committed to funding this line at \$4 million annually in an effort to address backlogged and up and upcoming deferred maintenance needs. A portion of the funding is necessary to provide the required match towards the Commonwealth of Massachusetts Critical Repair Grants awarded to WSU through FY 2023 and has remained in the budget.

WORCESTER STATE UNIVERSITY  
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MANAGEMENT'S DISCUSSION AND ANALYSIS  
(Continued)

The Residence Hall Trust Fund (RHTF) budget was also adjusted to reflect the impact of COVID-19 on residential operations. Residential occupancy for the fall semester is 58%. Operating costs have been reduced but of most significance is the reduction in rental costs due to actions taken by the MSCBA. In an effort to relieve the financial pressures on the State University System, the MSCBA refunded a series of outstanding bond obligations on building infrastructure on the State University campuses. Significant savings has been achieved through this refinancing action. The restructuring has reduced FY 2021 obligations by approximately 52% with a continuation of savings in FY 2022 of approximately 27% of the original obligation. Those savings have been reflected as reductions in debt costs throughout the budget and will provide significant relief while we work towards achieving a more traditional occupancy level in the residence halls during the 2022 academic year.

In addition to reducing expenditures and the re-distribution of previously committed funds, strict budget controls have been implemented across all funding sources. Temporary measures include removing some discretionary spending from departmental lines and pooling the funds in a central account. Spending categories subject to increased oversight include Temporary Part-time Employees, Administrative Expenses, some categories of Facility Operation Supplies, and Professional and Operational Services. These controls will be in place at least through the end of the calendar year.

In response to the pandemic the University developed the "Safe Return to Campus" plan for the 2020/2021 academic year. The plan articulates the framework that will guide the operations of the University and ensure a high quality academic experience during the 2020/2021 academic year. In July 2020 the financial plan to support the "Safe Return to Campus" plan was approved by the Board of Trustees. The financial plan was developed with input from the various committees that contributed to the creation of the "Safe Return to Campus" plan. While the budget was prepared to reflect traditional expenditure categories, funding was also accumulated by functional category. The Academic Contingency budget of \$1,280,309 addresses the change in instructional modality and includes funding for support services, equipment and supplies. The Facilities Management budget of \$830,089 addresses campus operational issues under the Commonwealth of Massachusetts guidelines for safe re-opening. The Health Services budget of \$2,953,200 provides resources towards protecting the health of students, faculty and staff including a wide range of PPE, support services and testing. Other costs supported through this budget amendment include additional information technology equipment to support students and employees, support services for incoming first year students and new platforms to support outreach to the WSU community.

The cumulative budget supporting the WSU Safe Return to Campus Plan is \$5,655,359 of which \$2,111,416 is funded through the Higher Education Emergency Relief Fund under Section 18004 of the Coronavirus Aid, Relief and Economic Security (CARES) Act – Institution Funds and a draw from WSU unrestricted operating reserves of \$3,543,943. The CARES Act Education Stabilization Fund Institution Funds are a complement to the HEERF funds distributed by the Federal Government to higher education institutions across the United States in response to the effects of the pandemic on operations.

As we continue well into the fall 2020 semester the Commonwealth of Massachusetts has not approved a budget for FY 2021 that began on July 1, 2020. The University budget reflects a 10% reduction in state funding while we are hopeful for level funding for FY 2021. Revenue and expenditure information through September 30, 2020 remain on target with current budget estimates. The Safe Return to Campus planning groups continue to be active and have turned their attention to planning for the spring 2021 and fall 2021 semester.

### **Requests for Information**

This financial report is designed to provide a general overview of the Worcester State University's finances for all those with an interest in the University's finances. Questions concerning any of the information provided in this report or requests for additional financial information should be addressed to the Office of the Vice President of Administration and Finance, 486 Chandler Street, Worcester, MA 01602-2597.

DISCUSSION DRAFT 5/17/21

FINANCIAL STATEMENTS

**WORCESTER STATE UNIVERSITY**  
(An Agency of the Commonwealth of Massachusetts)

**STATEMENTS OF NET POSITION**

JUNE 30, 2020 AND 2019

	Worcester State University		Component Unit Worcester State Foundation	
	2020	2019	2020	2019
<b>ASSETS</b>				
Current assets:				
Cash and cash equivalents	\$ 23,877,110	\$ 23,315,422	\$ 1,910,469	\$ 1,891,264
Cash held by State Treasurer	6,625,482	9,138,015	-	-
Cash held by Foundation	82,004	39,004	-	-
Accounts receivable, net	1,397,295	1,891,119	19,713	10,114
Current portion of loans receivable	132,137	154,327	-	-
Current portion of contributions receivable	-	-	388,206	447,801
Inventories	314,116	50,885	91,801	88,783
Prepaid expenses and other current assets	413,821	219,902	20,646	18,023
Total current assets	32,841,965	34,808,674	2,430,835	2,455,985
Non-current assets:				
Investments	21,744,152	20,846,622	30,550,109	28,457,872
Deposits held with trustee	249,214	249,214	-	-
Loans receivable, less current portion	274,486	371,364	-	-
Contributions receivable, less current portion	-	-	875,994	999,122
Other non-current assets	7,127,839	7,343,649	153,323	348,764
Capital assets, net of accumulated depreciation	97,697,525	100,696,221	4,073,567	4,243,322
Total non-current assets	127,093,216	129,507,070	35,652,993	34,049,080
Total assets	159,935,181	164,315,744	38,083,828	36,505,065
<b>DEFERRED OUTFLOWS OF RESOURCES</b>				
Resources related to pension and OPEB obligations	15,052,524	18,096,085	-	-
Loss on refunding of long-term debt	76,015	81,863	-	-
Total deferred outflows of resources	15,128,539	18,177,948	-	-
<b>LIABILITIES</b>				
Current liabilities:				
Current portion of bonds payable	730,667	705,667	19,102	2,218,199
Current portion of capital lease obligation	412,712	275,694	-	-
Accounts payable	2,815,935	6,311,410	66,346	104,192
Accrued payroll and fringe benefits	5,290,247	5,745,610	-	-
Accrued interest and other liabilities	109,780	451,709	44,373	43,866
Funds held for others	-	-	98,946	61,696
Student deposits and unearned revenue	1,682,940	1,233,698	42,748	77,448
Current portion of split-interest agreements	-	-	25,304	37,454
Current portion of accrued workers' compensation	216,588	226,897	-	-
Current portion of accrued compensated absences	3,344,838	3,464,725	-	-
Total current liabilities	14,603,707	18,415,410	296,819	2,542,855
Non-current liabilities:				
Bonds payable, less current portion	21,225,413	21,991,774	2,670,736	491,335
Capital lease obligation, less current portion	321,693	296,515	-	-
Split-interest agreements, less current portion	-	-	-	-
Accrued workers' compensation, less current portion	761,882	718,032	-	-
Accrued compensated absences, less current portion	2,275,497	2,256,195	-	-
Accrued pension and OPEB obligations	55,778,445	65,563,443	-	-
Refundable grant - federal financial assistance program	538,452	780,610	-	-
Total liabilities	95,505,089	110,021,979	2,967,555	3,034,190
<b>DEFERRED INFLOWS OF RESOURCES</b>				
Resources related to pension and OPEB obligations	16,259,912	6,427,571	-	-
Deferred service concession arrangements	4,458,311	4,879,123	-	-
Total deferred inflows of resources	20,718,223	11,306,694	-	-
<b>NET POSITION</b>				
Invested in capital assets, net	75,835,001	78,092,336	-	-
Restricted - Non-expendable	-	-	19,080,476	17,963,764
Restricted - Expendable	793,392	603,323	10,779,163	11,363,690
Unrestricted	(17,787,985)	(17,530,640)	5,256,634	4,143,421
Total net position	\$ 58,840,408	\$ 61,165,019	\$ 35,116,273	\$ 33,470,875

See accompanying independent auditor's report and notes to financial statements.

**WORCESTER STATE UNIVERSITY**  
(An Agency of the Commonwealth of Massachusetts)

**STATEMENTS OF REVENUES, EXPENSES AND CHANGES IN NET POSITION**

**YEARS ENDED JUNE 30, 2020 AND 2019**

	Worcester State University		Component Unit Worcester State Foundation	
	2020	2019	2020	2019
<b>REVENUES</b>				
Operating Revenues:				
Student tuition and fees	\$ 48,742,481	\$ 49,364,735	\$ 308,697	\$ 445,311
Auxiliary enterprises, student housing	10,336,443	12,437,212	-	-
Less: Scholarship discounts and allowance	9,090,786	9,426,624	-	-
Net student tuition and fees	49,988,138	52,375,323	308,697	445,311
Contributions	-	-	3,043,584	2,471,477
Federal grants and contracts	8,295,669	8,341,655	-	-
State and local grants and contracts	1,695,926	1,575,071	-	-
Nongovernmental grants and contracts	3,165,387	2,846,919	-	-
Auxiliary enterprises, other	629,708	854,299	177,811	230,933
Other operating revenues	1,129,543	1,468,693	287,044	208,381
Total operating revenues	64,904,371	67,461,960	3,817,136	3,356,102
<b>EXPENSES</b>				
Operating expenses:				
Instruction	45,100,954	42,981,193	-	-
Academic support	6,152,467	6,456,196	-	-
Student services	11,188,502	11,881,289	-	-
Institutional support	12,592,784	11,580,453	1,291,396	1,318,083
Operation and maintenance of plant	15,220,970	20,098,656	104,337	79,232
Scholarship	4,429,390	2,089,119	606,382	496,695
Depreciation	5,472,690	5,448,274	167,570	198,110
Debt service	645,168	672,047	103,058	104,011
Auxiliary enterprises	12,773,826	12,954,983	-	-
Total operating expenses	113,576,751	114,162,210	2,272,743	2,196,131
Operating loss	(48,672,380)	(46,700,250)	1,544,393	1,159,971
<b>NON-OPERATING REVENUES (EXPENSES)</b>				
State appropriations	41,086,913	39,400,435	-	-
Federal assistance	1,934,404	-	-	-
Interest and investment income (loss)	1,519,274	1,188,164	649,834	997,101
Other payments to Worcester State University	-	-	(1,319,700)	(1,004,652)
Other non-operating revenues (losses)	-	-	(103,702)	-
Net non-operating revenues	44,540,591	40,588,599	(773,568)	(7,551)
Income (loss) before other revenues, expenses, gains, or losses	(4,131,789)	(6,111,651)	770,825	1,152,420
Capital appropriations	1,807,178	4,667,913	-	-
Additions to permanent endowments	-	-	874,573	482,835
Change in net position	(2,324,611)	(1,443,738)	1,645,398	1,635,255
<b>NET POSITION</b>				
Beginning of year	61,165,019	62,608,757	33,470,875	31,835,620
End of year	\$ 58,840,408	\$ 61,165,019	\$ 35,116,273	\$ 33,470,875

See accompanying independent auditor's report and notes to financial statements.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

STATEMENTS OF CASH FLOWS

YEARS ENDED JUNE 30, 2020 AND 2019

	Primary Government	
	2020	2019
Cash flows from operating activities:		
Student tuition, fees and charges	\$ 46,073,110	\$ 50,053,195
Federal grants and contracts	8,295,669	8,341,655
State and local grants and contracts	1,695,926	1,575,071
Nongovernmental grants and contracts	3,165,387	2,846,919
Auxiliary enterprise charges	629,708	854,299
Employee compensation and fringe benefit payments	(68,034,934)	(65,014,034)
Payments to suppliers	(36,182,300)	(30,549,843)
Interest paid	(981,250)	(889,467)
Loans repaid by students	119,068	159,700
Other receipts	1,104,945	512,307
Net cash used in operating activities	(44,114,671)	(32,110,198)
Cash flows from noncapital financing activities:		
State appropriations	41,086,913	39,400,435
Federal assistance	1,934,404	-
Net deposits	32,490	30,469
Net cash provided by noncapital financing activities	43,053,807	39,430,904
Cash flows from capital and related financing activities:		
Capital appropriations	1,807,178	4,667,913
Purchases of capital assets	(1,861,940)	(3,010,839)
Principal payments of bonds payable	(741,361)	(716,362)
Principal payments of capital lease obligation	(449,857)	(351,123)
Perkins loan program, net funds paid	(242,158)	2,297
Net cash provided by (used in) capital and related financing activities	(1,488,138)	591,886
Cash flows from investing activities:		
Proceeds from sales and maturities of investments	9,206,376	5,255,542
Purchases of investments	(9,015,051)	(5,527,277)
Interest and investment income	449,832	1,192,701
Net cash provided by investing activities	641,157	920,966
Net change in cash and cash equivalents	(1,907,845)	8,833,558
Cash and cash equivalents, beginning of year	32,492,441	23,658,883
Cash and cash equivalents, end of year	<u>\$ 30,584,596</u>	<u>\$ 32,492,441</u>

See accompanying independent auditor's report and notes to financial statements.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

STATEMENTS OF CASH FLOWS

YEARS ENDED JUNE 30, 2020 AND 2019

(Continued)

	Primary Government	
	2020	2019
Reconciliation of operating loss to net cash used in operating activities:		
Operating loss	\$ (48,672,380)	\$ (46,700,250)
Adjustments to reconcile operating loss to net cash used in operating activities:		
Depreciation expense	5,472,690	5,448,274
Amortization of other assets	215,810	230,810
Accretion of deferred service concession arrangements	(420,812)	(422,405)
Decrease in deferred loss on refunding of bonds payable	5,847	5,847
(Increase) decrease in operating assets and deferred outflows:		
Accounts receivable, net	493,824	(657,030)
Loans receivable	119,068	159,700
Inventories	(263,231)	(15,420)
Prepaid expenses and other assets	(213,332)	(8,230)
Resources related to pension and OPEB obligations	3,043,561	(6,997,322)
Increase (decrease) in operating liabilities and deferred inflows:		
Accounts payable	(3,495,475)	4,862,554
Accrued payroll and fringe benefits	(455,363)	755,805
Accrued interest and other liabilities	(341,929)	(223,267)
Accrued workers' compensation	33,541	(45,422)
Student deposits and unearned revenue	416,752	(109,961)
Accrued compensated absences	(100,585)	97,532
Accrued pension and OPEB obligations	(9,784,998)	11,795,946
Resources related to pension and OPEB obligations	9,832,341	(287,359)
Net cash used in operating activities	<u>\$ (44,114,671)</u>	<u>\$ (32,110,198)</u>

See accompanying independent auditor's report and notes to financial statements.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

NOTES TO FINANCIAL STATEMENTS

1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Organization

Worcester State University (the "University") is a public, state-supported University, located in Worcester, Massachusetts. The University is governed by a local Board of Trustees under the discretion of the Massachusetts Department of Higher Education. As one of nine four-year, state-supported colleges and universities, the University is empowered to award baccalaureate and masters' degrees in education and in the arts and sciences, as well as programs of continuing education.

The University is an agency of the Commonwealth of Massachusetts (the "State", the "Commonwealth"). Accordingly, the accompanying financial statements may not necessarily be indicative of the conditions that would have existed if the University had been operated as an independent institution.

Component units

Worcester State Foundation, Inc. (the "Foundation") is a legally separate, tax exempt component unit of the University. The Foundation's primary role is to prudently manage and steward privately contributed resources meant to supplement the resources that are available to the University in support of its programs. The board of the Foundation is self-perpetuating and consists of graduates and friends of the University. Although the University does not control the timing or amount of receipts from the Foundation, the majority of resources, or income thereon, that the Foundation holds and invests are restricted to the activities of the University by the donors. Because these restricted resources held by the Foundation can only be used by, or for the benefit of, the University, the Foundation is considered a component unit of the University and is discretely presented in the University's financial statements.

During the year ended June 30, 2020 and 2019, the Foundation distributed \$1,926,081 and \$1,544,510, respectively, to the University for both restricted and unrestricted purposes. Complete financial statements for the Foundation can be obtained from the Worcester State University Business Office at 486 Chandler Street, Worcester, MA 01602.

Basis of presentation

The accompanying financial statements have been prepared using the economic resources measurement focus and the accrual basis of accounting in accordance with U.S. generally accepted accounting principles (US GAAP). The Governmental Accounting Standards Board (GASB) is responsible for establishing GAAP for state and local governments through its pronouncements (Statements and Interpretations).

The University has determined that it functions as a business-type activity, as defined by GASB. The effect of interfund activity has been eliminated from these financial statements. The basic financial statements for general purpose governments consist of management's discussion and analysis, basic financial statements including the University's discretely presented component units, and required supplementary information. The University presents statements of net position, revenues, expenses, and changes in net position and cash flows on a University-wide basis.

Revenues are recorded when earned and expenses are recorded when a liability is incurred, regardless of the timing of the related cash flows. Grants and similar items are recognized as revenue as soon as all eligibility requirements have been met. The accompanying statement of activities demonstrates the degree to which the direct expenses of a given function are offset by program revenues. Direct expenses are those that are clearly identifiable within a specific function. Program revenues primarily include charges to students or others who enroll or directly benefit from services that are provided by a particular function. Items not meeting the definition of program revenues are instead reported as general revenue.

WORCESTER STATE UNIVERSITY  
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NOTES TO FINANCIAL STATEMENTS  
(Continued)

1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of presentation (continued)

The University's policies for defining operating activities in the Statement of Revenues, Expenses and Changes in Net Position are those that generally result from exchange transactions such as the payment received for services and payment made for the purchase of goods and services. Certain other transactions are reported as non-operating activities in accordance with GASB accounting standards. These non-operating activities include the University's operating and capital appropriations from the Commonwealth of Massachusetts, and net investment income.

Net position

GASB establishes accounting and financial reporting standards for public colleges and universities. These standards require that, for accounting and reporting purposes, resources be classified into four net position categories, described as follows:

Invested in capital assets, net of related debt - Includes all capital assets, net of accumulated depreciation and the principal balances of any outstanding debt used to construct, acquire or improve the assets.

Restricted net position - These resources are further differentiated between those that are nonexpendable and expendable.

Nonexpendable resources are those that are subject to externally imposed constraints that they be maintained permanently.

Expendable resources are those whose use is subject to externally imposed constraints that can be satisfied by specific actions or by the passage of time.

Unrestricted - These resources are not subject to any externally imposed constraints. Such net position may be designated for specific purposes by action of the governing Board.

Accounting estimates

The preparation of financial statements in conformity with accounting principles generally accepted in the United States of America requires management to make estimates and assumptions that affect the reported amounts of assets and liabilities and disclosure of contingent assets and liabilities at the date of the financial statements and the reported amounts of revenue and expenses. Actual results could differ from those estimates.

Subsequent events

The University has evaluated the financial statement impact of subsequent events occurring through November 17, 2020, the date that the financial statements were available to be issued.

Cash, temporary investments, and investments

The University considers its cash on hand, cash held by both the State Treasurer and Worcester State Foundation, Inc. for the benefit of the University and all debt securities with a maturity of three months or less to be cash equivalents.

WORCESTER STATE UNIVERSITY  
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NOTES TO FINANCIAL STATEMENTS  
(Continued)

1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Cash, temporary investments, and investments (continued)

The University's investments are recorded at fair value. Realized and unrealized gains and losses are included in non-operating revenues. Realized gains and losses are determined based on the specific identification of the securities sold. Investment income is recognized when earned. The method of allocated interest earned on pooled cash and investments among fund types provides that, unless otherwise restricted, all interest is recorded in the unrestricted current fund. All gains and losses arising from the sale, maturity, or other disposition of investments are accounted for in the trust fund which owns the related asset. Ordinary income derived from investments is accounted for in the trust fund owning such assets.

The Governmental Accounting Standards Board requires government entities to categorize investments to give an indication of the level of credit risk assumed by the University at year end. Category 1 includes investments that are insured or registered, or for which securities are held by the University or its agent in the name of the University. Category 2 includes uninsured and unregistered investments for which securities are held by a trust department in the name of the University. Category 3 includes uninsured and unregistered investments for which the securities are held by a trust department but not in the University's name.

Fair value measurements

The University follows the provisions of GASB Statement No. 72, *Fair Value Measurement and Application* (GASB 72). This Statement defines fair value, establishes a framework for measuring fair value in accordance with generally accepted accounting principles, and expands disclosures about fair value measurements.

The University uses fair value measurements to record fair value adjustments to certain assets and liabilities and to determine fair value disclosures. In accordance with GASB 72, the fair value of a financial instrument is the price that would be received to sell an asset or paid to transfer a liability in an orderly transaction between market participants at the measurement date. Fair value is best determined based on quoted market prices. However, in many instances, there may be no quoted market prices for the University's various financial instruments. In cases where quoted market prices are not available, fair values are based on estimates using present value or other valuation techniques. Those techniques are significantly affected by the assumptions used, including the discount rate and estimates of future cash flows. Accordingly, the fair value estimates may not be realized in an immediate settlement of the instrument.

In accordance with GASB 72, the University groups its financial assets and financial liabilities generally measured at fair value in three levels, based on the markets in which the assets and liabilities are traded and the reliability of the assumptions used to determine fair value.

Level 1: Valuation is based on quoted prices in active markets for identical assets or liabilities that the reporting entity has the ability to access at the measurement date.

Level 2: Valuation is based on observable inputs other than Level 1 prices, such as quoted prices for similar assets or liabilities; quoted prices in markets that are not active; or other inputs that are observable or can be corroborated by observable market data for substantially the full term of the assets or liabilities.

Level 3: Valuation is based on unobservable inputs that are supported by little or no market activity and that are significant to the fair value of the assets or liabilities. Level 3 assets and liabilities include financial instruments whose value is determined using pricing models, discounted cash flow methodologies, or similar techniques, as well as instruments for which the determination of fair value requires significant management judgment or estimation.

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fair value measurements (continued)

The asset's or liability's fair value measurement level within the fair value hierarchy is based on the lowest level of any input that is significant to the fair value measurement. Valuation techniques used need to maximize the use of observable inputs and minimize the use of unobservable inputs. The University's component unit utilizes a similar market approach which uses prices and other relevant information generated by market transactions involving identical or comparable assets, liabilities or a group of assets and liabilities.

Allowance for doubtful accounts

Accounts receivable are reported at the amount management expects to collect in the future on balances outstanding at year end. Management estimates allowances for losses based on the history of collections and the knowledge acquired about specific items. Adjustments to the allowance are charged to bad debt expense. Interest is not charged on accounts receivable. Uncollectible amounts are written off against the reserve when deemed uncollectible; recoveries are recorded when received. An amount is considered uncollectible when reasonable efforts to collect the account have been exhausted.

Inventories

The University's inventories consist primarily of operating supplies which are valued at the lower of cost or market. Cost is determined by the first-in, first-out (FIFO) method.

Loans receivable and payable

Loans receivable consist of the Federal Perkins Loan Program ("Perkins"). The federal government provides 90% of the funds to support this program. Loan payments received from students made under the Perkins program may be re-loaned after collection. The 90% portion of the Perkins Loan Program provided by the federal government is refundable back to the federal government upon the termination of the University's participation in the program.

The prescribed practices for the Perkins program do not provide for accrual of interest on student loans receivable or for the provision of an allowance for doubtful loans. Accordingly, interest on loans is recorded as received and loan balances are reduced subsequent to the determination of their uncollectibility and have been accepted (assigned) by the Department of Education.

Capital assets

Capital assets are controlled, but not owned by the University. The University is not able to sell or otherwise encumber these assets since they are owned by the Commonwealth. All capital assets acquired prior to June 30, 1990 are stated at cost or estimated historical cost. Capital assets acquired subsequent to June 30, 1990 are stated at cost. All additions of individual capital assets greater than or equal to \$50,000 are capitalized, in accordance with the Commonwealth's capitalization policy. Donated capital assets are recorded at the estimated fair value at the date of the donation.

Capital assets, with the exception of land, are depreciated using the straight-line method over the estimated useful life of the asset, which range from 3 to 40 years.

WORCESTER STATE UNIVERSITY  
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NOTES TO FINANCIAL STATEMENTS  
(Continued)

1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Student deposits and unearned revenue

Deposits and advance payments received for tuition and fees related to the University's Summer Session II program are deferred and are recorded as unrestricted current funds unearned revenue.

Bond premiums

Bond premiums are being amortized on a straight-line basis, which approximates the effective interest method, over the terms of the related debt agreements.

Funds held for others

Funds held for others are agency funds consisting of resources held by the University as custodian or fiscal agent of student organizations, the State Treasurer and others. Transactions are recorded to assets and liability accounts.

State appropriations

The University's unrestricted State appropriations amounted to \$41,391,739 and \$39,781,632 for the years ended June 30, 2020 and 2019, respectively. State supported tuition, in the amounts of \$304,826 and \$381,197 for the years ended June 30, 2020 and 2019, respectively, were remitted to the State and have been offset against these appropriations. State supported tuition receipts and transfers have been recorded in an agency fund during the year with a net amount due from the Commonwealth of \$78,070 and \$64,854 as of June 30, 2020 and 2019, respectively.

Pension plan

For purposes of measuring the net pension liability, deferred outflows of resources and deferred inflows of resources related to pensions, and pension expense, information about the fiduciary net position of the Massachusetts State Employee's Retirement System (MSERS) and additions to/deductions from MSERS's fiduciary net position have been determined on the same basis as they are reported by MSERS. For this purpose, benefit payments (including refunds of employee contributions) are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Other postemployment benefits plan (OPEB)

For purposes of measuring the net OPEB liability, deferred outflows of resources and deferred inflows of resources related to OPEB, and OPEB expense, information about the fiduciary net position of the Commonwealth of Massachusetts Postemployment Benefits Other Than Pensions Plan and additions to/deductions from this plan's fiduciary net position have been determined on the same basis as they are reported by the Commonwealth of Massachusetts. For this purpose, benefit payments are recognized when due and payable in accordance with the benefit terms. Investments are reported at fair value.

Compensated absences

Employees earn the right to be compensated during absences for vacation leave and sick leave. Accrued vacation leave is the amount earned by all eligible employees through June 30, 2020. Pursuant to statewide experience on sick pay buy-back agreements applicable to state employees, the University accrues sick leave to a level representing 20 percent of amounts earned by those University employees with ten or more years of State service at the end of the fiscal year. Upon retirement, these employees are entitled to receive payment for this accrued balance.

WORCESTER STATE UNIVERSITY  
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NOTES TO FINANCIAL STATEMENTS  
(Continued)

1 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fringe benefits

The University participates in the Commonwealth's fringe benefit programs, including health insurance, pension and workers' compensation benefits. Health insurance, pension and administrative costs are billed through a fringe benefit rate charged to the University. The University's workers' compensation program is administered by the Commonwealth's Division of Public Employee Retirement Administration. Workers' compensation costs are assessed separately based on the University's actual experience.

Trust funds

The University's operations are accounted for in different trust funds. All of these trust funds have been consolidated and are included in these financial statements.

Tax status

The University is an agency of the Commonwealth of Massachusetts and is therefore exempt from federal and state income taxes under Code Section 115 of the Internal Revenue Code. The Foundation is exempt from income taxes under the provisions of section 501(c)(3) of the Internal Revenue Code.

New government accounting pronouncements

GASB Statement 84, *Fiduciary Activities* is required for periods beginning after December 15, 2019. The objective of this Statement is to improve guidance regarding the identification of fiduciary activities for accounting and reporting financial purposes and how those activities should be reported. The Statement establishes criteria for identifying fiduciary activities of all state and local governments. The focus of the criteria generally is on (1) whether a government is controlling the assets of the fiduciary activity and (2) the beneficiaries with whom a fiduciary relationship exists. An activity meeting the criteria should present a Statement of Fiduciary Net Position and a Statement of Changes in Fiduciary Net Position. An exception to that requirement is provided for a business-type activity that normally expects to hold custodial assets for three months or less. The University is in the process of evaluating this Statement and expects the impact on their financial reporting to be immaterial.

GASB Statement No. 87, *Leases* is required for periods beginning after June 15, 2021. The objective of this Statement is to better meet the information needs of financial statement users by improving accounting and financial reporting for leases by governments. This Statement established as single model for lease accounting based on the foundational principle that leases are financings of the right to use an underlying asset. It requires the recognition of certain lease assets and liabilities for leases that previously were classified as operating leases. Management is in the process of reviewing this statement and potential effects on their financial reporting.

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

**2 - PRIOR PERIOD ADJUSTMENT**

In August 2020, the University was notified by the Commonwealth of Massachusetts of errors in the actuarial calculations and reports used to account for its proportionate share of the Commonwealth's unfunded other post-employment benefits as of and for the year ended June 30, 2018, which is period used for reporting in the University's 2019 financial statements. Revised calculations were issued, and the University's 2019 financial statement have been adjusted accordingly through the following prior period adjustment:

	2019 As Originally Presented	Prior Period Adjustment	2019 As Restated
Deferred outflows of resources related to pension and OPEB obligations	\$ 18,052,985	\$ 43,100	\$ 18,096,085
Accrued pension and OPEB obligations	56,685,255	8,878,188	65,563,443
Deferred inflows of resources related to pension and OPEB obligations	13,729,296	(7,301,725)	6,427,571
Total operating expenses	112,628,847	1,533,363	114,162,210

**3 - RISKS AND UNCERTAINTIES**

On January 30, 2020, the World Health Organization declared the coronavirus outbreak a "Public Health Emergency of International Concern" and on March 10, 2020, declared it to be a pandemic. Actions taken around the world to help mitigate the spread of the coronavirus include restrictions on travel, and quarantines in certain areas, and forced closures for certain types of public places and businesses, including the University. The coronavirus and actions taken to mitigate it have had and are expected to continue to have an adverse impact on the economies and financial markets of many countries, including the geographical area in which the University operates. While it is unknown how long these conditions will last and what the complete financial effect will be to the University, the University expects significant impacts to its business operations from government restrictions and mandated operating protocols surrounding re-opening from prior quarantine and isolation orders.

Additionally, it is possible that estimates made in the financial statements may be materially and adversely impacted in the near term as a result of these conditions, including the allowances for uncollectible accounts and contributions receivable.

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

4 - CASH AND CASH EQUIVALENTS

The University's cash and temporary investments are as follows as of June 30, 2020 and 2019:

	2020	2019
Carrying amount	\$ 23,877,110	\$ 23,315,422
Bank balance	\$ 26,480,424	\$ 26,673,611
Less amounts		
Covered by depository insurance	1,528,304	1,530,652
Collateralized repurchase agreements	16,412,435	18,034,634
Remaining bank balance	\$ 8,539,685	\$ 7,108,325

The differences between the carrying amounts and the bank balances are attributable to deposits-in-transit and outstanding checks. While the remaining bank balance is uninsured and uncollateralized, the University has lowered its risk of loss by maintaining these funds in high quality financial institutions. Further, as of June 30, 2020 and 2019, the University held \$893,045 and \$329,950 respectively, in money market funds maintained by its investment custodian.

As of June 30, 2020 and 2019, the University was party to a repurchase agreement with a bank. The value of this agreement was \$16,412,435 and \$18,034,634 as of June 30, 2020 and 2019, respectively.

The money market mutual funds constitute a Category 2 investment and the repurchase agreements constitute a Category 3 investment, as defined under GASB accounting standards.

5 - CASH HELD BY STATE TREASURER

The University has recorded cash held for the benefit of the University by the State Treasurer in the amounts of \$254,552 and \$3,601,527 as of June 30, 2020 and 2019, respectively. In addition, the State Treasurer held cash for certain University trust funds in the amounts of \$6,370,930 and \$5,536,488 as of June 30, 2020 and 2019, respectively. None of these cash balances are insured or collateralized.

6 - INVESTMENTS

The University maintains pooled investments in long-term U.S. Treasury and Agency Securities. The fair value of these investments as of June 30, 2020 and 2019 are as follows:

	Investment Maturities (in years)			
	Fair Value	Less Than 1	1 to 5	Greater than 5
<u>June 30, 2020</u>				
Investment type				
U.S. Treasuries	\$ 19,298,200	\$ -	\$ 12,666,268	\$ 6,631,932
U.S. Agencies	2,445,952	-	2,445,952	-
Total	\$ 21,744,152	\$ -	\$ 15,112,220	\$ 6,631,932

WORCESTER STATE UNIVERSITY  
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NOTES TO FINANCIAL STATEMENTS  
(Continued)

6 - INVESTMENTS (Continued)

	Investment Maturities (in years)			
	Fair Value	Less Than 1	1 to 5	Greater than 5
<u>June 30, 2019</u>				
Investment type				
U.S. Treasuries	\$ 15,425,842	\$ 1,383,237	\$ 8,534,363	\$ 5,508,242
U.S. Agencies	5,420,780	1,477,831	3,613,068	326,881
Total	<u>\$ 20,846,622</u>	<u>\$ 2,861,068</u>	<u>\$ 12,147,431</u>	<u>\$ 5,835,123</u>

Interest Rate Risk

The University does not have a formal investment policy that limits investment maturities as a means of managing its exposure to fair value losses arising from increasing interest rates. The weighted average life of the maturities is evaluated regularly with the weighted average life of the portfolio being limited to five years or less, whenever possible. The weighted average life of the portfolio as of June 30, 2020 was 3.6 years.

Credit Risk

The University manages its exposure to credit risk by investing solely in U.S. Treasury and U.S. Agency securities.

Concentration of Credit Risk

The University places no limit on the amount that may be invested in one issuer, maintaining its cash in bank deposit accounts which, at times, may exceed federally insured limits.

Custodial Credit Risk

For an investment, custodial credit risk is the risk that, in the event of the failure of the counterparty, the University will not be able to recover the value of its investments or collateral securities that are in the possession of an outside party. The University controls this risk by placing its securities in a trust account with a safekeeping agent other than the counterparty.

The components of investment income, including investment return on deposits held with trustee, are as follows:

	2020	2019
Interest	\$ 430,419	\$ 487,546
Realized gain (loss) on investments	15,653	(5,546)
Unrealized gain on investments	1,073,202	706,164
	<u>\$ 1,519,274</u>	<u>\$ 1,188,164</u>

WORCESTER STATE UNIVERSITY  
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NOTES TO FINANCIAL STATEMENTS  
(Continued)

6 - INVESTMENTS (Continued)

Component Unit

Investments of the component unit are stated at fair value and are composed of the following:

	2020		2019	
	Carrying Value	Fair Value	Carrying Value	Fair Value
Money market funds	\$ 1,509,027	\$ 1,509,027	\$ 309,669	\$ 309,669
Mutual funds - equity based	17,406,505	20,383,522	17,136,675	19,595,626
Mutual funds - bonds based	7,937,246	8,300,120	8,078,591	8,115,076
Limited partnership interest	250,000	357,440	250,000	437,501
	<u>\$ 27,102,778</u>	<u>\$ 30,550,109</u>	<u>\$ 25,774,935</u>	<u>\$ 28,457,872</u>

7 - FAIR VALUE MEASUREMENTS

Following is a description of the valuation methodologies used for assets measured at fair value. There have been no changes in the methodologies used as of June 30, 2020 and 2019.

*U.S. treasury securities and U.S. agency securities:* Valued at the closing price reported in the active market in which the individual securities are traded. Fair value hierarchy for each is based on the level of active trading within the respective markets for each asset or liability.

The preceding methods described may produce a fair value calculation that may not be indicative of net realizable value or reflective of future fair values. Furthermore, although the University believes its valuation methods are appropriate and consistent with other market participants, the use of different methodologies or assumptions to determine the fair value of certain financial instruments could result in a different fair value measurement at the reporting date.

The University's financial assets that are measured at fair value on a recurring basis were recorded using the fair value hierarchy as of June 30, 2020 as follows:

	Level 1	Level 2	Level 3	Total
Investments				
U.S. Treasuries	\$ 19,298,200	\$ -	\$ -	\$ 19,298,200
U.S. Agencies	2,445,952	-	-	2,445,952
Total investments, at fair value	<u>\$ 21,744,152</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 21,744,152</u>

WORCESTER STATE UNIVERSITY  
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NOTES TO FINANCIAL STATEMENTS  
(Continued)

7 - FAIR VALUE MEASUREMENTS (Continued)

The University's financial assets that are measured at fair value on a recurring basis were recorded using the fair value hierarchy as of June 30, 2019 as follows:

	Level 1	Level 2	Level 3	Total
Investments				
U.S. Treasuries	\$ 15,425,842	\$ -	\$ -	\$ 15,425,842
U.S. Agencies	5,420,780	-	-	5,420,780
Total investments, at fair value	<u>\$ 20,846,622</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ 20,846,622</u>

The University does not measure any liabilities at fair value on a recurring or non-recurring basis on the statement of net position.

8 - ACCOUNTS RECEIVABLE

Accounts receivable consist of the following as of June 30, 2020 and 2019:

	2020	2019
Students	\$ 803,147	\$ 824,428
Other	893,776	1,373,156
	1,696,923	2,197,584
Less: Allowance for uncollectible accounts	299,628	306,465
	<u>\$ 1,397,295</u>	<u>\$ 1,891,119</u>

9 - CONTRIBUTIONS RECEIVABLE – COMPONENT UNIT

Contributions receivable are unconditional promises to give that are recognized as contributions when the promise is received. Contributions receivable that are expected to be collected in less than one year are reported at net realizable value. Contributions receivable that are expected to be collected in more than one year are recorded at fair value at the date of promise. That fair value is computed using a present value technique applied to anticipated cash flows. Amortization of the resulting discount is recognized as additional contribution revenue.

Payments of contributions receivable as of June 30, 2020 are expected to be received as follows:

2021	\$ 400,206
2022	291,570
2023	176,078
2024	122,062
2025	112,144
Thereafter	182,339
	1,284,399
Less: Discount on contributions receivable	8,199
Less: Allowance for uncollectible contributions receivable	12,000
	<u>\$ 1,264,200</u>

WORCESTER STATE UNIVERSITY  
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NOTES TO FINANCIAL STATEMENTS  
(Continued)

10 - DEPOSITS HELD WITH TRUSTEE

The University's bond payable indentures require the maintenance of restricted construction and debt service reserve funds on deposit with a bank trustee. Deposits with bank trustee are held in various trust accounts and are available for future debt service of \$249,214 as of June 30, 2020 and 2019.

11 - LOANS RECEIVABLE

The University participates in the Federal Perkins Loan Program. This program is funded through a combination of Federal and institutional resources. The portion of this program that has been funded with Federal funds is ultimately refundable to the U.S. government upon the termination of the University's participation in the program. The loans receivable balance of \$406,623 and \$525,691 as of June 30, 2020 and 2019, respectively, represents student loans issued through the Perkins Loans program and consists of the following as of June 30, 2020 and 2019:

	2020	2019
Enrolled students	\$ 1,500	\$ 71,781
Repayment on schedule	156,200	144,412
In default	248,923	309,498
	<u>\$ 406,623</u>	<u>\$ 525,691</u>

12 - CAPITAL ASSETS

Capital assets activity for the year ended June 30, 2020 was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Capital assets, not being depreciated				
Land	\$ 188,650	\$ -	\$ -	\$ 188,650
Construction in process	2,940,085	29,500	2,940,085	29,500
Capital assets, being depreciated				
Land improvements	5,273,909	4,691,368	-	9,965,277
Buildings, including improvements	155,173,706	-	-	155,173,706
Furnishings and equipment	14,524,250	693,211	-	15,217,461
Total capital assets	<u>178,100,600</u>	<u>5,414,079</u>	<u>2,940,085</u>	<u>180,574,594</u>
Less accumulated depreciation for				
Land improvements	4,319,689	437,168	-	4,756,857
Buildings, including improvements	61,023,843	4,300,914	-	65,324,757
Furnishings and equipment	12,060,847	734,608	-	12,795,455
Total accumulated depreciation	<u>77,404,379</u>	<u>5,472,690</u>	<u>-</u>	<u>82,877,069</u>
Capital assets, net	<u>\$100,696,221</u>	<u>\$ (58,611)</u>	<u>\$ 2,940,085</u>	<u>\$ 97,697,525</u>

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

12 - CAPITAL ASSETS (Continued)

Capital assets activity for the year ended June 30, 2019 was as follows:

	Beginning Balance	Increases	Decreases	Ending Balance
Capital assets, not being depreciated				
Land	\$ 188,650	\$ -	\$ -	\$ 188,650
Construction in process	-	2,940,085	-	2,940,085
Capital assets, being depreciated				
Land improvements	5,273,909	-	-	5,273,909
Buildings, including improvements	155,173,706	-	-	155,173,706
Furnishings and equipment	13,686,298	837,952	-	14,524,250
Total capital assets	174,322,563	3,778,037	-	178,100,600
Less accumulated depreciation for				
Land improvements	4,141,911	177,778	-	4,319,689
Buildings, including improvements	56,553,529	4,470,314	-	61,023,843
Furnishings and equipment	11,260,665	800,182	-	12,060,847
Total accumulated depreciation	71,956,105	5,448,274	-	77,404,379
Capital assets, net	<u>\$102,366,458</u>	<u>\$ (1,670,237)</u>	<u>\$ -</u>	<u>\$100,696,221</u>

13 - MASSACHUSETTS STATE COLLEGE BUILDING AUTHORITY

The land on which the dormitory residence halls are located is leased by the Massachusetts State College Building Authority (MSCBA) from the Commonwealth of Massachusetts at a yearly cost of one dollar. The residence halls have various lease terms which extend to the year and 2022 and 2026. The leases can be extended at the end of these terms for additional ten year periods.

The University, under the terms of a management and service agreement between MSCBA and the Commonwealth, is charged a semi-annual revenue assessment which is based on the certified occupancy report, the current rent schedule, and the design capacity for each of the residence halls. This revenue assessment is used by MSCBA to pay principal and interest due on its long-term debt obligations. These obligations are guaranteed by the Commonwealth. The assessments charged for the years ended June 30, 2020 and 2019, in the amounts of \$9,051,234 and \$9,133,569, respectively, and have been recorded as auxiliary enterprise expenditures.

The Commonwealth of Massachusetts also executed a lease with MSCBA for land on which a parking garage is located. MSCBA owns the parking garage and has entered into a long-term lease agreement with the University to occupy and operate the facility.

All facilities and obligations of the MSCBA are included in the financial statements of MSCBA. The specific asset cost or liability attributable to the University cannot be reasonably determined. The leases, therefore, have been accounted for under the operating method for financial statement purposes.

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

14 - DEFERRED SERVICE CONCESSION ARRANGEMENTS

Deferred service concession arrangements as of June 30, 2020 and 2019 in the amounts of \$4,458,311 and \$4,879,123, respectively, consist of the unamortized balances of multiple food service agreements with an outside party. This outside party contributed multiple payments since 2004 totaling \$8,788,017, to upgrade the food service facilities. The contributions are being amortized over various periods ranging from 12 to 18 years. Amortization of these contributions was \$420,812 and \$422,405 for the years ended June 2020 and 2019, respectively.

15 - LONG-TERM LIABILITIES

Long-term liabilities of the university as of June 30, 2020 were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bonds payable	\$ 22,697,441	\$ -	\$ 741,361	\$ 21,956,080	\$ 730,667
Capital lease obligations	572,209	612,053	449,857	734,405	412,712
Accrued workers' compensation	944,929	33,541	-	978,470	216,588
Accrued compensated absences	5,720,920	-	100,585	5,620,335	3,446,838
Accrued pension and OPEB obligations	65,563,443	-	9,784,998	55,778,445	-
Refundable grant	780,610	-	242,158	538,452	-
	<u>\$ 96,279,552</u>	<u>\$ 645,594</u>	<u>\$ 11,318,959</u>	<u>\$ 85,606,187</u>	<u>\$ 4,806,805</u>

Long-term liabilities of the university as of June 30, 2019 (as restated) were as follows:

	Beginning Balance	Additions	Reductions	Ending Balance	Current Portion
Bonds payable	\$ 23,413,803	\$ -	\$ 716,362	\$ 22,697,441	\$ 705,667
Capital lease obligations	156,134	767,198	351,123	572,209	275,694
Accrued workers' compensation	990,351	-	45,422	944,929	226,897
Accrued compensated absences	5,623,388	97,532	-	5,720,920	3,464,725
Accrued pension and OPEB obligations	53,052,262	12,511,181	-	65,563,443	-
Refundable grant	778,313	2,297	-	780,610	-
	<u>\$ 84,014,251</u>	<u>\$ 13,378,208</u>	<u>\$ 1,112,907</u>	<u>\$ 96,279,552</u>	<u>\$ 4,672,983</u>

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

16 - BONDS PAYABLE

- (A) On November 9, 2007, the University signed a financing agreement to receive \$310,000 from a Massachusetts Development Financing Agency (MDFA) clean renewable energy bond. These funds have been received and were used for the installation of a 100 KW photovoltaic panel, mounting system and inverter on the roof of the Learning Resource Center. The bond is non-interest bearing with annual principal installments of \$20,667 due through 2022.
- (B) On December 4, 2002, the University signed a financing agreement used for the renovation of the Sullivan and Administration Buildings, which was completed in 2009. A call provision became available on this bond issue and the issue was refunded on December 18, 2012, with \$10,585,000 of Massachusetts Development Financing Agency (MDFA) Revenue Bonds. The obligation is being repaid solely by the University through revenues. Interest on the MDFA bonds is due in semi-annual installments at varying rates ranging from 2.00% to 4.00%. Annual principal installments ranging from \$255,000 to \$875,000 are due through November 2032. The refunding of the MHEFA bonds resulted in a loss, which is included in deferred outflows of resources and will be amortized over the term of the bond. Amortization of this loss for the year ended June 30, 2020, was \$5,848. The remaining loss to be amortized as June 30, 2020 is \$76,015.
- (C) On December 20, 2012, the University signed a financing agreement to receive \$15,000,000 from a Massachusetts State College Building Authority (MSCBA) revenue bond. These funds will be used for the construction of a new Wellness Center. Interest on the bonds is due in semi-annual installments at varying rates ranging from 2.00% to 5.00%. Annual principal installments ranging from \$135,000 to \$765,000 are due through May 2042.

The composition of the University's Bonds payable for the year ended June 30, 2020 is as follows:

	2020	2019
(A) Bond payable, MDFA 2007 Series	\$ 41,334	\$ 62,000
(B) Bond payable, MDFA 2012 Series	8,878,097	9,188,720
(C) Bond payable, MSCBA	13,036,649	13,446,721
	21,956,080	22,697,441
Less: Current maturities	730,667	705,667
	<u>\$ 21,225,413</u>	<u>\$ 21,991,774</u>

Debt service requirements as of June 30, 2020 are as follows:

Year Ended June 30	Principal	Interest
2021	\$ 730,667	\$ 654,488
2022	760,666	623,363
2023	770,000	593,563
2024	1,120,000	560,413
2025	1,165,000	519,563
2026 - 2030	6,340,000	2,074,182
2031 - 2035	5,495,000	1,122,150
2036 - 2040	3,400,000	538,500
2041 - 2045	1,510,000	68,250
	21,291,333	6,754,472
Unamortized premium	664,747	-
	<u>\$ 21,956,080</u>	<u>\$ 6,754,472</u>

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

17 - LEASE COMMITMENTS

The University leases property, a motor vehicle, modular building, and furniture and equipment under various lease agreements. These leases are classified as either capital or operating in the financial statements. Operating lease expenditures were \$6,904 and \$7,302 for 2020 and 2019, respectively.

Property and equipment includes the following acquired under capital lease agreements:

	2020	2019
Buildings, including improvements	\$ 789,809	\$ 789,809
Furnishings and equipment	2,307,877	1,786,568
Total capital assets	3,097,686	2,576,377
Less: Accumulated depreciation	1,820,879	1,837,953
	<u>\$ 1,276,807</u>	<u>\$ 738,424</u>

Future minimum lease payments under leases, together with the present value of future minimum lease payments as of June 30, 2020 are as follows:

Year Ending	Capital Lease	Operating Lease
2021	\$ 458,050	\$ 1,070
2022	281,110	-
2023	9,964	-
2024	4,981	-
Total minimum lease payments	754,105	<u>\$ 1,070</u>
Less: Amount representing interest	19,700	
Present value of minimum lease payments	<u>\$ 734,405</u>	

18 - NET POSITION

Unrestricted net position from operations is not subject to externally imposed stipulations; however, it may be subject to internal restrictions. For example, unrestricted net position from operations may be designated for specific purposes by action of management or the Board of Trustees or may otherwise be limited by contractual agreements with outside parties. As of June 30, 2020 and 2019, unrestricted net position from operations of \$25,628,678 and \$22,272,641, respectively, has been internally designated by the University for future capital investments. The remaining undesignated unrestricted net position from operations was \$13,569,170 and \$14,091,647 as of June 30, 2020 and 2019, respectively.

The University is the recipient of funds that are subject to various external constraints upon their use, either as to purpose or time. These funds are comprised of the following as of June 30:

	2020	2019
Restricted - expendable		
Capital projects	\$ 139,434	\$ 135,362
Scholarships and other grants	653,958	467,961
	<u>\$ 793,392</u>	<u>\$ 603,323</u>

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

18 - NET POSITION (Continued)

The component units' restricted - expendable net position consists of funds whose income is mainly used for scholarships and grants. The component units' restricted-nonexpendable net position consists of investments to be held in perpetuity and the income is restricted for the purpose of providing scholarships and other activities that benefit the University.

19 - FACULTY COMPENSATION

Contracts for full-time faculty begin on September 1, and end May 31 of any given academic year. The Commonwealth of Massachusetts and the University pay all faculty members over the twelve-month period of September 1 through August 31. Consequently, on June 30 of each year there is a balance due on each faculty contract which is to be paid from the subsequent year's appropriation. The balance due as of June 30, 2020 and 2019 of \$2,574,373 and \$2,604,019 respectively, has been included accrued payroll in the financial statements.

20 - ACCRUED WORKERS' COMPENSATION

Independent actuarial reviews of the outstanding loss reserve requirements for the Commonwealth of Massachusetts' self-insured Workers' Compensation program were conducted as of June 30, 2020 and 2019. Based upon the Commonwealth's analyses, accrued workers' compensation in the amount of \$978,470 and \$944,929 as of June 30, 2020 and 2019, respectively have been recorded in the unrestricted current fund. Workers' compensation expense charged to operations was \$386,920 and \$406,136 in 2020 and 2019, respectively. The actual workers' compensation paid by the University was \$353,379 and \$451,558 in 2020 and 2019, respectively.

21 - ACCRUED COMPENSATED ABSENCES

Included in accrued compensated absences are \$2,795,616 for accrued vacation time and \$2,824,719 for accrued sick time as of June 30, 2020 and \$2,880,435 for accrued vacation time and \$2,840,485 for accrued sick time as of June 30, 2019. Of these balances, \$454,949 and \$248,194 for June 30, 2020 and 2019, respectively, represent obligations due to employees funded through sources other than State appropriations, and \$5,165,386 and \$5,472,726 as of June 30, 2020 and 2019, respectively, represent obligations to employees funded through State appropriations. The University anticipates that the obligations due to employees funded by State appropriations will be discharged through future State appropriations.

22 - FRINGE BENEFIT CHARGES

Certain fringe benefit costs associated with University staff, compensated through State appropriations, are paid out of non-University State budget line items. The University is required to reimburse the State for such costs for employees funded from other than State appropriations, based on a percentage of payroll. For 2020, the University reimbursed the State a total of \$5,050,500 (\$2,179,291 for pensions and \$2,871,209 for health care premiums). For 2019, the University reimbursed the State a total of \$4,430,811 (\$1,691,684 for pensions and \$2,739,127 for health care premiums).

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

23 - RETIREMENT PLAN

The University reports a liability, deferred outflows and inflows of resources, and expense as a result of its statutory requirement to contribute to the Massachusetts State Employee's Retirement System (MSERS). The following information is about MERS:

Plan Description

The Massachusetts State Employees' Retirement System (MSERS) is a public employee retirement system (PERS), covering substantially all of the University's non-student full-time employees. It a cost-sharing multiple-employer defined benefit pension plan administered by the Massachusetts State Retirement Board. Under the cost-sharing plan, pension obligations for employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its pension obligations to the plan. The plan provides retirement, disability and death benefits to plan members and beneficiaries.

Benefit Provisions

MSERS provides retirement, disability, survivor and death benefits to plan members and their beneficiaries. Massachusetts General Laws (MGL) establishes uniform benefit and contribution requirements for all contributory PERS. These requirements provide for superannuation retirement allowance benefits up to a maximum of 80% of a member's highest three-year average annual rate of regular compensation. For employees hired after April 1, 2012, retirement allowances are calculated on the basis of the last five years or any five consecutive years, whichever is greater in terms of compensation. Benefit payments are based upon a member's age, length of creditable service, group creditable service and group classification. The authority for establishing and amending these provisions rests with the Massachusetts Legislature, Chapter 32A of the General Laws of the Commonwealth of Massachusetts.

Members become vested after ten years of creditable service. A superannuation retirement allowance may be received upon the completion of twenty years of credible service or upon reaching the age of 55 with ten years of service. Normal retirement for most employees occurs at age 65; for certain hazardous duty and public safety positions, normal retirement is at age 55. Most employees who joined the system after April 1, 2012 are not eligible for retirement prior to age 60.

Contributions

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

Member contributions for MSERS vary depending on the most recent date of membership:

<u>Hire Date</u>	<u>Percentage of Compensation</u>
Prior to 1975	5% of regular compensation
1975 to 1983	7% of regular compensation
1984 to June 30, 1996	8% of regular compensation
July 1, 1996 to present	9% of regular compensation
1979 to present	An additional 2% of regular compensation in excess of \$30,000

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

23 - RETIREMENT PLAN (Continued)

Contributions (continued)

The University is not required to contribute from its appropriation allocation or other University funds to MSERS for employees compensated from State appropriations. For University employees covered by MSERS but compensated from a trust fund or other source, the University is required to contribute an amount determined as a percentage of compensation in accordance with a fringe benefit rate determined by the State. The rate was 14.08% and 12.06% of annual covered payroll for the fiscal years ended June 30, 2020 and June 30, 2019, respectively. The University contributed \$1,450,748 and \$1,315,547 for the fiscal years ended June 30, 2020 and June 30, 2019, equal to 100% of the required contributions for the year.

Pension Liabilities, Pension Expense, and Deferred Outflows and Inflows of Resources

As of June 30, 2020 and 2019, the University reported a net pension liability of \$19,332,813 and \$20,564,468, respectively, for its proportionate share of the net pension liability related to its participation in MSERS. The net pension liability was measured as of June 30, 2019, the measurement date, as determined by an actuarial valuation. The University's proportion of the net pension liability was based on its share of the Commonwealth of Massachusetts' collective pension amounts allocated on the basis of actual fringe benefit charges assessed the University for the fiscal years 2019 and 2018. The Commonwealth's proportionate share was based on actual employer contributions to the MSERS for fiscal years 2019 and 2018 relative to total contributions of all participating employers for each respective fiscal year. As of June 30, 2019 and 2018, the University's proportion was 0.14% and 0.17% respectively. For the year end June 30, 2020 and 2019, the University recognized pension expense of \$2,972,160 and \$3,029,723, respectively.

As of June 30, 2020 and 2019, the University reported in the statement of net position deferred outflows and deferred inflows of resources related to pensions from the following sources:

	2020	2019
Deferred outflows of resources:		
Change in plan actuarial assumptions	\$ 1,433,032	\$ 2,084,081
Differences between expected and actual experience	642,047	652,131
Changes in proportion from Commonwealth due to internal allocation	1,645,536	2,730,789
Contributions subsequent to the measurement date	1,450,748	1,315,547
	<u>\$ 5,171,363</u>	<u>\$ 6,782,548</u>
Deferred inflows of resources:		
Differences between expected and actual experience	\$ 251,433	\$ 419,105
Differences between projected and actual earnings on plan investments	288,375	714,800
Changes in proportion from Commonwealth due to internal allocation	3,066,220	1,330,242
	<u>\$ 3,606,028</u>	<u>\$ 2,464,147</u>

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

23 - RETIREMENT PLAN (Continued)

Pension Liabilities, Pension Expense, and Deferred Outflows and Inflows of Resources (continued)

Contributions of \$1,450,748 and \$1,315,547, respectively, are reported as deferred outflows of resources related to pensions resulting from the University contributions in fiscal year 2020 and 2019 subsequent to the measurement date, which will be recognized as a reduction of the net pension liability for the year ended June 30, 2021 and 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as a reduction in pension expense as follows:

2021	\$ 179,950
2022	(56,549)
2023	159,767
2024	(191,901)
2025	23,320
	<hr/>
	\$ 114,587

Actuarial Assumptions

The total pension liability at the measurement dates was determined using the following actuarial assumptions, applied to all periods included in the measurement:

	2019	2018
Cost of living increases (on the first \$13,000 per year for 2019 and 2018)	3.00%	3.00%
Salary increases	4.00 to 9.00%	4.00 to 9.00%
Investment rate of return	7.25%	7.35%
Interest rate credit to the annuity savings fund	3.50%	3.50%

Pre-retirement mortality rates reflect the RP-2014 Blue Collar Employees Table, projected generationally with Scale MP-2016 and set forward one year for females. Post-retirement mortality rates reflect the RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward one year for females. Mortality rates for disability reflect the RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward one year.

Experience studies were performed as of February 27, 2014, encompassing the period January 1, 2006 to December 31, 2011, updated to reflect actual experience from 2012 through 2016 for post-retirement mortality.

Investment assets of MSERS are with the Pension Reserves Investment Trust (PRIT) Fund. The long-term expected rate of return on pension plan investments was determined using a building-block method in which best-estimate ranges of expected future rates of return are developed for each major asset class. These ranges are combined to produce the long-term expected rate of return by weighting the expected future rates of return by the target asset allocation percentage. Best estimates of geometric rates of return for each major asset class included in the PRIT Fund's target assets allocation as of June 30, 2019 and 2018 are summarized in the following table:

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

23 - RETIREMENT PLAN (Continued)

Actuarial Assumptions (continued)

Asset Class	Target allocation	Long-term expected real Rate of return	
		2019	2018
Global equity	39%	4.90%	5.00%
Core fixed income	15%	1.30%	0.90%
Private equity	13%	8.20%	6.60%
Real estate	10%	3.60%	3.80%
Value added fixed income	8%	4.70%	3.80%
Portfolio completion strategies	11%	3.90%	3.70%
Timber/natural resources	4%	4.10%	3.40%
Total	100%		

Discount Rate

The discount rate used to measure the total pension liability was 7.25% and 7.35% for 2019 and 2018, respectively. The projection of cash flows used to determine the discount rate assumed that plan member contributions will be made at the current contribution rates and the Commonwealth's contributions will be made at rates equal to the difference between actuarially determined contribution rates and the member rates. Based on those assumptions, the net position was projected to be available to make all projected future benefit payments of current plan members. Therefore, the long-term expected rate of return on pension plan investments was applied to all periods of projected benefit payments to determine the total pension liability.

Sensitivity Analysis

The following illustrates the sensitivity of the net pension liability to changes in the discount rate as of June 30, 2019 and 2018. In particular, the table presents the MSERS collective net pension liability assuming it was calculated using a single discount rate that is one-percentage-point lower or one percentage-point higher than the current discount rate:

	2019	2018
1% decrease to 6.25% for 2019 and 6.35% for 2018	\$ 25,732,601	\$ 27,717,465
Current discount rate 7.25% for 2019 and 7.35% for 2018	19,332,813	20,564,468
1% increase to 8.25% for 2019 and 8.35% for 2018	13,864,501	14,452,507

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

24 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS

The University reports a liability, deferred outflows and inflows of resources, and expense as a result of its statutory requirement to contribute to the Commonwealth of Massachusetts Postemployment Benefits Other than Pensions (OPEB) Plan. The following information is about the OPEB Plan:

Plan Description

The Commonwealth of Massachusetts Postemployment Benefits Other than Pensions (OPEB) Plan covers substantially all of the University's non-student full-time employees. It's a cost-sharing multiple-employer defined benefit pension plan administered by the Commonwealth of Massachusetts. Under the cost-sharing plan, certain benefits for retired employees of all employers are pooled and plan assets are available to pay the benefits through the plan, regardless of the status of the employers' payment of its obligations to the plan. The plan provides health care and life insurance to plan members and beneficiaries.

Benefit Provisions

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

Contributions

Employer and employee contribution rates are set in MGL. The Commonwealth recognizes its share of the costs on an actuarial basis. As of June 30, 2019 and 2018 and as of the valuation date (January 1, 2019), Commonwealth participants contributed 10% to 20% of premium costs, depending on the date of hire and whether the participant is active, retiree, or survivor status.

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

As of June 30, 2020 and 2019, the University reported a net OPEB liability of \$36,445,632 and \$44,998,975, respectively, for its proportionate share of the net OPEB liability related to its participation in the OPEB Plan. The net OPEB liability was measured as of June 30, 2019, the measurement date, as determined by an actuarial valuation. The University's proportion of the net OPEB liability was based on its share of the Commonwealth of Massachusetts' collective OPEB amounts allocated on the basis of actual fringe benefit charges assessed the University for the fiscal years 2019 and 2018. The Commonwealth's proportionate share was based on actual employer contributions to the OPEB Plan for fiscal years 2019 relative to total contributions of all participating employers for each respective fiscal year. As of June 30, 2019 and 2018, the University's proportion was 0.21% and 0.25% respectively. For the year end June 30, 2019 and 2018, the University recognized OPEB expense of \$2,577,708 and \$4,708,011, respectively.

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

24 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (Continued)

OPEB Liabilities, OPEB Expense, and Deferred Outflows and Inflows of Resources (continued)

As of June 30, 2019 and 2018, the University reported in the statement of net position deferred outflows and deferred inflows of resources related to postemployment benefits other than pensions from the following sources:

	2020	2019 (As restated)
Deferred outflows of resources:		
Changes in proportion from Commonwealth due to internal allocation	\$ 7,639,954	\$ 9,872,428
Changes in plan actuarial assumption	28,043	43,100
Differences between expected and actual experience	1,461,640	438,719
Contributions subsequent to the measurement date	751,524	959,290
	<u>\$ 9,881,161</u>	<u>\$ 11,313,537</u>
Deferred inflows of resources:		
Changes in proportion from Commonwealth due to internal allocation	\$ 7,109,964	\$
Change in plan actuarial assumptions	5,480,487	3,796,132
Differences between expected and actual experience	16,762	77,097
Differences between projected and actual earnings on plan investments	46,671	90,195
	<u>\$ 12,653,884</u>	<u>\$ 3,963,424</u>

Contributions of \$751,524 and \$959,290, respectively are reported as deferred outflows of resources related to OPEB resulting from the University contributions in fiscal year 2020 and 2019 subsequent to the measurement date, which will be recognized as a reduction of the net OPEB liability for the year ended June 30, 2021 and 2020. Other amounts reported as deferred outflows of resources and deferred inflows of resources related to pensions will be recognized as a reduction in OPEB expense as follows:

2021	\$ (490,165)
2022	(490,165)
2023	(466,105)
2024	(715,692)
2025	(1,362,120)
	<u>\$ (3,524,247)</u>

Actuarial Assumptions

The total OPEB liability for the June 30, 2019 measurement date was determined by an actuarial valuation as of January 1, 2019 rolled forward to June 30, 2019. The total OPEB liability for the June 30, 2018 measurement date was determined by an actuarial valuation as of January 1, 2018 rolled forward to June 30, 2018. This valuation used the following assumptions:

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

24 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (Continued)

Actuarial Assumptions (continued)

1. For 2019, the following annual healthcare cost trend rates: (1) 7.5%, decreasing by 0.5% each year to 5.5% in 2023 and 2024 and then decreasing 0.5% each year to an ultimate rate of 4.5% in 2026 for medical and (2) 4.5% for administration costs. Healthcare costs are offset by reimbursements for Employer Group Waiver Plans (EGWP), which are assumed to increase 5.0% per year until 2025, then decrease to 4.5% in 2026.
2. For 2018, the following annual healthcare cost trend rates: (1) 8.0%, decreasing by 0.5% each year to 5.5% in 2023 and then decreasing 0.25% each year to an ultimate rate of 5.0% in 2025 for medical and (2) 5.0% for administration costs. Healthcare costs are offset by reimbursements for Employer Group Waiver EGWP, which are assumed to increase 5.0%.
3. For 2019 and 2018, the mortality rate was in accordance with RP 2014 Blue Collar Mortality Table projected with scale MP-2016 from the central year, with females set forward one year.
4. Participation rates:
  - a. 100% of all retirees who currently have health care coverage will continue with the same coverage, except that retirees under age 65 with POS/PPO coverage switch to Indemnity at age 65 and those over age 65 with POS/PPO coverage switch to HMO.
  - b. All current retirees, other than those indicated on the census data as not being eligible by Medicare, have Medicare coverage upon attainment of age 65, as do their spouses. All future retirees are assumed to have Medicare coverage upon attainment of age 65.
  - c. 85% for 2019 and 80% for 2018 of current and future contingent eligible participants will elect health care benefits at age 65, or current age if later.
  - d. For 2019, Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age	
	Under 65	Age 65+
Indemnity	25%	85%
POS/PPO	60%	0%
HMO	15%	15%

- e. For 2018, Actives, upon retirement, take coverage, and are assumed to have the following coverage:

	Retirement Age	
	Under 65	Age 65+
Indemnity	40%	85%
POS/PPO	50%	0%
HMO	10%	15%

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

24 - POSTEMPLOYMENT BENEFITS OTHER THAN PENSIONS (Continued)

Sensitivity Analysis (continued)

The following presents the net OPEB liability of the University, as well as what the net OPEB liability would be if it were calculated using a healthcare cost trend rate that is one-percentage-point lower or one-percentage-point higher than the current healthcare cost trend rate:

	2019	2018 (As restated)
1% decrease for Medical and EGWP and Administrative costs	\$ 30,035,805	\$ 38,065,280
Current discount rate of 7.5% for 2019 8.0% for 2018 for Medical and 5% for EGWP and administrative costs	36,445,632	44,998,975
1% increase for Medical and EGWP and Administrative costs	44,902,713	53,764,312

25 - STATE CONTROLLED ACCOUNTS

Certain significant costs and benefits associated with the operations of the University are appropriated, expended, controlled and reported by the State through non-University line items in the State's budget. Under accounting principles generally accepted in the United States of America such transactions must be recorded in the financial statements of the University. These transactions include payments by the State for the employer's share of funding the Massachusetts State Employee's Retirement System and for the employer's share of health care premiums. The estimated amounts of funding attributable for the State retirement system contribution and the employer's share of health care premiums for 2020 were \$4,777,043 and \$6,293,741, respectively. The estimated amounts of funding attributable for the State retirement system contribution and the employer's share of health care premiums for 2019 were \$3,958,583 and \$6,409,627, respectively.

26 - MANAGEMENT ACCOUNTING AND REPORTING SYSTEM - (UNAUDITED)

Section 15C of Chapter 15A of the Massachusetts General Law requires Commonwealth colleges and universities report activity of campus based funds to the Comptroller of the Commonwealth's Statewide Accounting System, Massachusetts Management Accounting and Reporting System (MMARS) using the statutory basis of accounting. The statutory basis of accounting is a modified accrual basis of accounting and differs from the information included in these financial statements. The amounts reported on MMARS meet the guidelines of the Comptroller's Guide for Higher Education Audited Financial Statements.

The University's State appropriations are composed of the following for the years ended June 30:

	2020	2019
Direct unrestricted appropriations	\$ 30,320,955	\$ 29,684,752
Fringe benefits for benefitted employees on state payroll	11,070,784	10,096,880
Tuition remitted	(304,826)	(381,197)
Total appropriations	<u>\$ 41,086,913</u>	<u>\$ 39,400,435</u>

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NOTES TO FINANCIAL STATEMENTS  
(Continued)

26 - MANAGEMENT ACCOUNTING NAD REPORTING SYSTEM – (UNAUDITED) (Continued)

A reconciliation between the University and MMARS fund 901 activity as of June 30, 2020 is as follows:

Revenue per MMARS	\$ 77,133,397
Revenue per University	<u>77,695,553</u>
Net reporting classification and differences	<u>\$ (562,156)</u>

27 - RELATED PARTY TRANSACTIONS

The University provided, at no cost, office space and certain personnel services to the Worcester State Foundation, Inc. (the "Foundation").

Worcester State Foundation, Inc. acts as an agent for the University by periodically accepting grants on its behalf. The proceeds of the grants are recorded as an asset of the Foundation until remitted to the University.

The University and the Foundation have entered into an affiliation agreement with the Worcester Center for Crafts, Inc. to collaboratively offer venues for teaching and learning in the arts, exhibition space, safe, well-equipped studios for community-based programs as well as undergraduate visual and performing art classes. As part of the agreement, the University provides various forms of support to the Crafts Center including annual service fees for allowing the University to use the facilities. Service agreement fees were \$250,000 for the years ended June 30, 2020 and 2019. In addition, the University provided support including personnel, equipment, repairs and maintenance and other operating expenses. The value of this support is estimated to be \$350,084 and \$354,412 for the years ended June 30, 2020 and 2019 respectively.

The University provides certain operating costs for WSF Real Estate, Inc. in exchange of the use property adjacent to the University campus for various purposes. WSF Real Estate, Inc. is under the control and holds property on behalf of the Foundation. Operating costs provided by the University were \$110,026 and \$79,623 during the years ended June 30, 2020 and 2019, respectively.

28 - AUXILIARY ENTERPRISES

The University's auxiliary enterprises consist of residence life and housing and health services. The related revenues and expenses for the years ended June 30, 2020 and 2019 are as follows:

	2020		2019	
	Residence Life and Housing	Health Services	Residence Life and Housing	Health Services
Total revenue	\$ 10,526,553	\$ 439,597	\$ 12,843,230	\$ 448,282
Total expenses	<u>12,261,180</u>	<u>512,646</u>	<u>12,461,827</u>	<u>493,157</u>
Increase (decrease) in net position before transfers	<u>\$ (1,734,627)</u>	<u>\$ (73,049)</u>	<u>\$ 381,403</u>	<u>\$ (44,875)</u>

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

NOTES TO FINANCIAL STATEMENTS  
(Continued)

29 - COMMITMENTS AND CONTINGENCIES

Litigation

Pending or threatened lawsuits against governmental agencies arise in the ordinary course of operations. In the opinion of the University's administration, the ultimate resolution of any pending legal actions involving the University will not have a material adverse effect on the financial position of the University.

Grants and entitlements

The University receives financial assistance from federal and state agencies in the form of grants and entitlements. Expenditures of funds under these programs require compliance with the grant agreements and are subject to audit by the granting agency. Any disallowed expenditures resulting from such audits become a liability of the University. In the opinion of the University's administration, the outcome of any findings with respect to disallowed expenditures will not have a material adverse effect on the financial position of the University.

30 - RECLASSIFICATIONS

Certain reclassifications have been made to the 2019 financial statements, with no effect on change in net position, to conform to the 2020 presentation.

31 - SUBSEQUENT EVENTS

On July 1, 2020, the MSCBA closed on \$395,735,000 of Refunding Revenue Bonds Series 2020A (Federally Taxable) for the purpose of providing budgetary relief to the Commonwealth of Massachusetts nine state universities in fiscal years 2021 and 2022. These bonds were issued to refund and restructure approximately \$338 million of debt outstanding from multiple series of bonds. In addition to the advance refunding, the May 2021 principal payment and a portion of the May 2022 principal payment from sixteen other series of bonds were also included in the refunding escrow to provide budgetary relief. The reduction of the fiscal year 2021 debt service assessment for Worcester State University is approximately \$4,470,000. The reduction of the fiscal year 2022 debt service assessment is approximately \$2,350,000. The overall impact through 2043 was an increase in gross debt service costs of approximately \$740,000.

The first principal payment is due on May 1, 2024, and the final term bond maturity is on May 1, 2043, which matches the final maturity of Worcester State University outstanding commitments prior to the 2020A. Interest is due semiannually each May 1st and November 1st. The bonds carry interest at rates ranging from 1.044% in 2024 to 3.072% in 2043. The refunding escrow is invested in Treasuries and State and Local Government Series ("SLGS") to the various call dates or maturity dates for non-callable maturities. The 2020A refunding and other reductions in assessments as a multi-faceted plan to reduce expenses in response to the impact of COVID-19 on the nine State Universities.

DISCUSSION DRAFT 5/17/21

REQUIRED  
SUPPLEMENTARY INFORMATION

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

SCHEDULE OF THE UNIVERSITY'S PROPORTIONATE SHARE OF THE NET PENSION LIABILITY  
Massachusetts State Employees' Retirement Plan

YEAR ENDED JUNE 30, 2020  
(With Comparative Totals for 2014 through 2019)

	2020	2019	2018	2017	2016	2015	2014
University's proportion of the net pension liability	0.14%	0.17%	0.15%	0.15%	0.18%	0.14%	0.14%
University's proportion of the net pension liability	\$ 19,332,813	\$ 20,564,468	\$ 18,014,320	\$ 18,674,184	\$ 18,901,770	\$ 9,357,928	\$ 11,308,376
University's covered-employee payroll	\$ 12,561,991	\$ 12,922,066	\$ 11,336,488	\$ 11,331,835	\$ 11,013,323	\$ 10,245,240	\$ 11,163,731
University's proportionate share of the net pension liability as a percentage of its covered employee payroll	153.90%	159.14%	158.91%	164.79%	171.63%	91.34%	101.30%
Plan fiduciary net position as a percentage of the total pension liability	66.28%	67.91%	67.21%	63.48%	67.87%	76.32%	70.31%

See accompanying independent auditor's report.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

SCHEDULE OF UNIVERSITY PENSION CONTRIBUTIONS  
Massachusetts State Employees' Retirement Plan

YEAR ENDED JUNE 30, 2020  
(With Comparative Totals for 2014 through 2019)

	2020	2019	2018	2017	2016	2015	2014
Statutorily required contribution*	\$ 1,315,547	\$ 1,421,424	\$ 1,098,173	\$ 972,477	\$ 1,039,592	\$ 741,444	\$ 700,426
Contributions in relation to the statutorily required contribution*	<u>1,315,547</u>	<u>1,421,424</u>	<u>1,098,173</u>	<u>972,477</u>	<u>1,039,592</u>	<u>741,444</u>	<u>700,426</u>
Annual contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
University's covered-employee payroll	\$ 12,561,991	\$ 12,922,066	\$ 11,336,488	\$ 11,331,835	\$ 11,013,323	\$ 10,245,240	\$ 11,163,731
Contributions as a percentage of covered-employee payroll	11.02%	11.00%	9.69%	8.58%	9.44%	7.24%	6.27%

\* Annual contribution are reported one year in arrears as required by GASB 68

See accompanying independent auditor's report.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

NOTES TO SCHEDULE OF THE UNIVERSITY'S PROPORTIONATE SHARE OF THE  
NET PENSION LIABILITY AND SCHEDULE OF UNIVERSITY CONTRIBUTIONS

JUNE 30, 2014 THROUGH 2020

**1 - CHANGES IN ACTUARIAL ASSUMPTIONS**

The actuarial assumptions used as of the June 30, 2018 measurement date included a change in mortality rates for disability. As of this date, mortality rates for disability reflect the RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward one year.

The actuarial assumptions used as of the June 30, 2017 measurement date included a change cost of living increases whereby such increases are on only the first \$13,000 per year.

The Actuarial assumptions used as of the June 30, 2017 measurement date included a change in mortality rates. As of this date, pre-retirement mortality rates reflect the RP-2014 Blue Collar Employees Table, projected generationally with Scale MP-2016 and set forward one year for females. Post-retirement mortality rates reflect the RP-2014 Blue Collar Healthy Annuitant Table projected generationally with Scale MP-2016 and set forward one year for females. Mortality rates for disability were assumed to be in accordance with the RP-2000 Healthy Annuitant Table projected generationally with Scale BB and a base year of 2015 (gender distinct).

The actuarial assumptions used as of the June 30, 2016 measurement date included a change in the range of assumed salary increases from 3.5% to 9.0% in 2015 to 4.0% to 9.0%.

Chapter 176 of the Acts of 2011 created a one-time election for eligible members of the Optional Retirement Plan (ORP) to transfer to the State Employees' Retirement System (SERB) and purchase service for the period while members of the ORP. As a result, the total pension liability of SERB has increased by approximately \$400 million as of June 30, 2016.

The actuarial assumptions used as of the June 30, 2015 measurement date included a change in the investment rate of return and discount rate from 8.0% to 7.5%. The projection of cash flows used to determine the investment rate of return and discount rate assumed that plan member contributions will be made at the current contributions rates and the members rates.

In May 2015, an early retirement incentive (ERI) was created for certain members MSERS who upon election of the ERI retired effective June 30, 2015. As a result, the total pension liability of MSERS has increased by approximately \$230 million as of the June 30, 2015 measurement date.

The Actuarial assumptions used as of the June 30, 2015 measurement date included a change in mortality rates. As of this date, pre-retirement mortality rates reflect the RP-2000 Employees table projected generationally with Scale BB and a base year of 2009 (gender distinct). Post-retirement mortality rates reflect the RP-2000 Healthy Annuitant table projected generationally with Scan BB (gender distinct). Disability rates were assumed to be in accordance with the RP- 2000 Healthy Annuitant table projected generationally with Scale BB and a base year of 2015 (gender distinct).

Mortality rates included as of the June 30, 2014 included pre-retirement mortality rates reflecting the RP-2000 Employees table projected 20 years with Scale AA (gender distinct). Post-retirement mortality rates reflect the RP-2000 Healthy Annuitant table projected 15 years with Scan AA (gender distinct). Disability rates were assumed to be in accordance with the RP- 2000 table projected 5 years with Scale AA (gender distinct) set forward 3 years for males.

See accompanying independent auditor's report.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

SCHEDULE OF THE UNIVERSITY'S PROPORTIONATE SHARE OF THE NET OPEB LIABILITY  
Commonwealth of Massachusetts Postemployment Benefits Other Than Pensions (OPEB) Plan

YEAR ENDED JUNE 30, 2020  
(With Comparative Totals for 2017 through 2019)

	2020	2019 (As restated)	2018	2017
University's proportion of the net OPEB liability	0.21%	0.25%	0.21%	0.18%
University's proportion of the net OPEB liability	\$ 36,445,632	\$ 44,998,975	\$ 35,037,942	\$ 33,225,679
University's covered-employee payroll	\$ 12,561,991	\$ 12,922,066	\$ 11,336,488	\$ 11,331,835
University's proportionate share of the net OPEB liability as a percentage of its covered employee payroll	290.13%	348.23%	309.07%	293.21%
Plan fiduciary net position as a percentage of the total OPEB liability	6.96%	7.38%	5.39%	4.37%

See accompanying independent auditor's report.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

SCHEDULE OF UNIVERSITY OPEB CONTRIBUTIONS  
Commonwealth of Massachusetts Postemployment Benefits Other Than Pensions (OPEB) Plan

YEAR ENDED JUNE 30, 2020

	2020	2019 (As restated)	2018	2017
Statutorily required contribution*	\$ 959,290	\$ 1,076,188	\$ 882,031	\$ 745,202
Contributions in relation to the statutorily required contribution*	<u>959,290</u>	<u>1,076,188</u>	<u>882,031</u>	<u>745,202</u>
Annual contribution deficiency (excess)	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>	<u>\$ -</u>
University's covered-employee payroll	\$ 12,561,991	\$ 12,922,066	\$ 11,336,488	\$ 11,331,835
Contributions as a percentage of covered-employee payroll	8.04%	8.33%	7.78%	6.58%

\* Annual contribution are reported one year in arrears as required by GASB 75

See accompanying independent auditor's report.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

NOTES TO SCHEDULE OF THE UNIVERSITY'S PROPORTIONATE SHARE OF THE  
NET OPEB LIABILITY AND SCHEDULE OF UNIVERSITY OPEB CONTRIBUTIONS

JUNE 30, 2017 THROUGH 2020

1 - CHANGES IN ACTUARIAL ASSUMPTIONS

The actuarial assumptions used as of the June 30, 2018 measurement date included a change in the discount rates used to measure the OPEB liability from 3.63% to 3.95%. This rate was based on a blend of the Bond Buyer Index rates of 3.87% and 3.58% as of the measurement date of June 30, 2018 and 2017, respectively and the expected rates of return.

The actuarial assumptions used as of the June 30, 2018 measurement date included a change in the long-term expected rate of return on plan investments from 7.50% to 7.35%.

See accompanying independent auditor's report.

SUPPLEMENTAL SCHEDULE  
PURSUANT TO THE UNIFORM GUIDANCE

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

YEAR ENDED JUNE 30, 2020

Federal Grantor/Pass-Through Grantor Program or Cluster Title	Federal CFDA Number	Pass-through Entity Identifying Number	Provided to Subrecipients	Federal Expenditures
U. S. Department of Education:				
Student Financial Assistance Cluster				
Federal Supplemental Educational Opportunity Grants	84.007	N/A	\$ -	\$ 221,086
Federal Work-Study Program	84.033	N/A	-	217,487
Federal Perkins Loans	84.038	N/A	-	405,516
Federal Pell Grant Program	84.063	N/A	-	7,462,495
Federal Direct Student Loans	84.268	N/A	-	21,320,685
Teacher Education Assistance for College and Higher Education Grants	84.379	N/A	-	6,587
Total Student Financial Assistance Cluster			-	29,633,856
Education Stabilization Fund				
Higher Education Emergency Relief Fund (HEERF) Student Aid Portion	84.425E	N/A	-	1,934,404
Passed through Worcester Public Schools Higher Education - Institutional Aid	84.031A	N/A	-	9,905
Passed through Southbridge Public Schools 21st Century Community Learning Centers	84.287	N/A	-	1,488
Passed through the Massachusetts Department of Elementary and Secondary Education Career and Technical Education - Basic Grants to States	84.048	414-224232-2019-1270	-	51,782
Passed through U.S. Department of Education Institute of Education Sciences Education Research, Development and Dissemination	84.305A	S-00015000	-	60,957
Total U. S. Department of Education			-	31,692,392
U.S. Department of Health and Human Services				
Passed through Quinsigamond Community College Nursing Workforce Diversity	93.178	1D19HP30851-01-00	-	201,564
Passed through University of Massachusetts Medical Library Assistance	93.879	1UG4LM012347-01	-	14,235
Total U. S. U.S. Department of Health and Human Services			-	215,799
National Science Foundation				
Passed through Massachusetts Department of Higher Education Education and Human Resources	47.076	ISARGT70661575WOR19A	-	14,790
Office of Personnel Management				
Intergovernmental Personnel Act (IPA) Mobility Program	27.011	N/A	-	15,796
U.S. Department of the Treasury				
Passed through Worcester Community Action Council, Inc. VITA Matching Grant Program	21.009	5500	-	2,195
U.S. Department of Housing and Urban Development				
Community Development Block Grants/Entitlement Grants	14.218	N/A	-	4,140
			\$ -	\$ 31,945,112

See accompanying independent auditor's report and notes to schedule.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS

1 - BASIS OF PRESENTATION

The accompanying Schedule of Expenditures of Federal Awards (the "Schedule") includes the federal award activity of Worcester State University (the "University") under programs of the Federal government for the year ended June 30, 2020. The information in this Schedule is presented in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Because the Schedule presents only a selected portion of the operations of the University, it is not intended to and does not present the financial position, changes in net position, or cash flows of the University.

For purposes of the Schedule, federal awards include all grants, contracts and similar agreements entered into directly between the University and departments of the federal government.

2 - SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

Basis of accounting

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance, wherein certain types of expenditures are not allowable or are limited as to reimbursement. Negative amounts shown on the Schedule represent adjustments or credits made in the normal course of business to amounts reported as expenditures in prior years.

Indirect cost rate

The University has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Major program determination

The University considers programs with expenditures that exceed \$750,000 to be Type A programs. Type A programs with expenditures that, in the aggregate, encompass at least twenty percent of total federal awards are designated as major programs. Smaller programs are designated as Type B programs. Type A programs assessed as "low risk" that have been audited as a major program within the last two years with no audit findings are not designated as major programs, provided the University has Type B programs that have federal expenditures exceeding twenty percent of total expenditures. Accordingly, certain Type B programs may be identified as major programs.

3 - FEDERAL STUDENT LOAN PROGRAMS

The federal student loan programs listed subsequently are administered directly by the University, and balances and transactions relating to these programs are included in the University's basic financial statements. Loans outstanding at the beginning of the year and loans made during the year are included in the federal expenditures presented in the Schedule. The University did not make any new loans during 2020. The balance of loans outstanding at June 30, 2020 consists of:

	<u>Outstanding Balance as of June 30, 2020</u>
CFDA Number 84.038	
Perkins Loan Program	\$ 405,516

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

NOTES TO SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS  
(Continued)

3 - FEDERAL STUDENT LOAN PROGRAMS (Continued)

Federally-guaranteed loans issued to students of the University during the year ended June 30, 2020 are summarized as follows:

	Disbursements for the year ended June 30, 2020
CFDA Number 84.268	
Federal Direct Student Loans	\$ 21,320,685

The University is only responsible for the performance of certain administrative duties with respect to federally-guaranteed student loan programs and, accordingly, balances and transactions relating to these loan programs are not included in the University's general purpose financial statements. It is not practical to determine the balance of loans outstanding to students and former students of the University as of June 30, 2020.

4 - ADMINISTRATIVE COST ALLOWANCES

The Student Financial Aid Administrative Cost Allowances for the year ended June 30, 2020 are as follows:

Pell	\$ 9,410
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DISCUSSION DRAFT 5/17/21

#### OTHER REPORTS

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Trustees  
Worcester State University

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States, the financial statements of Worcester State University, an agency of the Commonwealth of Massachusetts and the financial statements of Worcester State Foundation, Inc., its discretely presented component unit (the "University"), which comprise the statement of net position as of June 30, 2020, and the related statements of revenues, expenses, and changes in net position, and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated \_\_\_\_\_, 2021.

**Internal Control over Financial Reporting**

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

**Compliance and Other Matters**

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

INDEPENDENT AUDITOR'S REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND  
ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS  
(Continued)

**Purpose of this Report**

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Worcester, Massachusetts  
\_\_\_\_\_, 2021

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM  
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees  
Worcester State University

**Report on Compliance for each Major Federal Program**

We have audited Worcester State University's, an agency of the Commonwealth of Massachusetts, and Worcester State Foundation, Inc.'s, its discretely presented component unit (the "University") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the University's major federal programs for the year ended June 30, 2020. The University's major federal programs are identified in the summary of auditor's results section of the accompanying Schedule of Findings and Questioned Costs.

**Management's Responsibility**

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

**Auditor's Responsibility**

Our responsibility is to express an opinion on compliance for each of the University's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the University's compliance.

**Opinion on Each Major Federal Program**

In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2020.

INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM  
AND ON INTERNAL CONTROL OVER COMPLIANCE REQUIRED BY THE UNIFORM GUIDANCE

(Continued)

**Report on Internal Control Over Compliance**

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

*A deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis. A *material weakness in internal control over compliance* is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Worcester, Massachusetts  
\_\_\_\_\_, 2021

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2020

I. SUMMARY OF INDEPENDENT AUDITOR'S RESULTS

*Financial Statements*

Type of auditor's report issued on whether the financial statements audited were prepared in accordance with GAAP:

Unmodified

Internal control over financial reporting:

Material weakness(es) identified?

☐ Yes ☒ No

Significant deficiency(ies) identified?

☐ Yes ☒ None Reported

Noncompliance material to financial statements noted?

☐ Yes ☒ No

*Federal Awards*

Internal control over major programs:

Material weakness(es) identified?

☐ Yes ☒ No

Significant deficiency(ies) identified?

☐ Yes ☒ None Reported

Type of auditor's report issued on compliance for major programs:

Unmodified

Any audit findings disclosed that are required to be reported in accordance with section 2 CFR 200.516(a)?

☐ Yes ☒ No

Identification of major programs:

CFDA Number(s)

Name of Federal Program or Cluster

Student Financial Assistance Cluster:

84.007

Federal Supplemental Educational Opportunity Grant

84.033

Federal Work Study Program

84.038

Federal Perkins Loans

84.063

Federal Pell Grant Program

84.268

Federal Direct Student Loans

84.379

Teacher Education Assistance for College and Higher Education Grants

Education Stabilization Fund:

84.425E

HEERF Student Aid Portion

Dollar threshold used to distinguish between type A and type B programs

\$750,000

Auditee qualified as low-risk auditee?

☒ Yes ☐ No

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

SCHEDULE OF FINDINGS AND QUESTIONED COSTS

YEAR ENDED JUNE 30, 2020  
(Continued)

II. FINANCIAL STATEMENT FINDINGS

A. Internal Control Findings

As disclosed in Section I, the audit of the basic financial statements of Worcester State University as of and for the year ended June 30, 2020, disclosed no matters involving the internal control over financial reporting and its operations that are considered to be significant deficiencies or material weaknesses.

B. Compliance Findings

As disclosed in Section I, the audit disclosed no instances of noncompliance which are material to the financial statements of Worcester State University as of and for the year ended June 30, 2019.

III. FINDINGS AND QUESTIONED COSTS FOR FEDERAL AWARDS

A. Internal Control Over Compliance

No matters were reported as of and for the year ended June 30, 2020.

B. Compliance Findings

No matters were reported as of and for the year ended June 30, 2020.

WORCESTER STATE UNIVERSITY  
(An Agency of the Commonwealth of Massachusetts)

SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS

YEAR ENDED JUNE 30, 2020

The prior year single audit disclosed no findings in the Schedule of Findings and Questioned Costs, and no uncorrected or unresolved findings exist from the prior audit's Summary of Prior Audit Findings.

DISCUSSION DRAFT 5/17/21

# **FY 2021 Quarter 3 Comparative Financial Reports**

## **All Trust Funds**

Comparative Revenue through March 31, 2021 and 2020

Comparative Expenses through March 31, 2021 and 2020

## **Operating Budget (*State Appropriations and General Purpose Trust Fund*)**

Comparative Revenue through March 31, 2021 and 2020

Comparative Expenses through March 31, 2021 and 2020

## **Resident Hall Trust Fund**

Comparative Revenue through March 31, 2021 and 2020

Comparative Expenses through March 31, 2021 and 2020

## **Safe Return to Campus Budget**

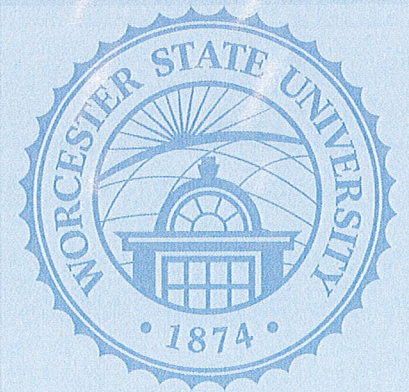
### **Summary Budget versus Actual March 31, 2021**

Academic Contingency

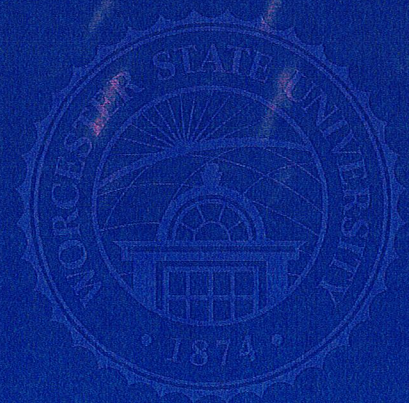
Facility Management

Health Services

Other



# All Trust Funds



Worcester State University  
All Trust Fund Report - Quarter 3  
FY21 vs FY20 Budget vs Actuals - Excluding Safe Return Budget  
Revenues 3/31/2021 & 3/31/2020

FY 2021					
Account Description	Amendment #3 Budget - BOT	Revenue Budget Excluding Transfers	Revenue Earned Actual	Percent of Budget Earned	Unearned
General Trust Fund (400)	45,148,419.00	41,474,309.16	41,062,882.70	99.01%	411,426.46
Capital Improvement Trust Fund (405)	3,014,525.00	3,014,525.00	3,126,156.89	103.70%	(111,631.89)
Parking Garage Operating Fund (408)	547,322.00	-	-	0.00%	-
Strategic Plan Trust Fund (410)	524,831.00	-	-	0.00%	-
Wellness Center Trust Fund (429)	125,000.00	125,000.00	(5,135.93)	-4.11%	130,135.93
Parking Fines Fund (439)	96,896.00	78,205.00	24,370.21	31.16%	53,834.79
Health Services Trust Fund (442)	549,761.00	445,573.00	410,258.80	92.07%	35,314.20
Resident Hall Trust Fund (445)	7,774,187.00	7,492,895.00	6,768,004.91	90.33%	724,890.09
Student Activities Trust Fund (446)	430,000.00	295,913.00	267,043.35	90.24%	28,869.65
Residence Hall Technology and Equipment Trust Fund (448)	327,580.00	327,580.00	174,460.00	53.26%	153,120.00
	<b>58,538,521.00</b>	<b>53,254,000.16</b>	<b>51,828,040.93</b>	<b>97.32%</b>	<b>1,425,959.23</b>

Approved Budget

58,538,521.00

Amount is not earned revenue but transfers to fund current activity

(547,322.00)

Amount is not earned revenue but reserve balances budgeted to fund current activity

(1,063,089.00)

Federal Grant - CARES Act

(2,111,416.00)

Amount Transferred in from Reserves

(1,398,461.00)

COVID 19 Response Grant

(303,800.00)

Amount Transferred for Online Programming

139,567.16

**53,254,000.16**

Variance

-

FY 2020					
Original Budget - BOT	Revenue Budget Excluding Transfers	Revenue Earned Actual	Percent of Budget Earned	Unearned	
47,241,093.00	47,015,398.00	43,402,517.09	92.31%	3,613,880.91	
4,559,124.00	3,342,693.00	3,168,962.40	94.80%	173,730.60	
744,174.00	-	-	0.00%	-	
562,582.00	-	-	0.00%	-	
125,000.00	125,000.00	121,215.80	96.97%	3,784.20	
96,896.00	78,205.00	77,060.00	98.54%	1,145.00	
549,761.00	445,573.00	441,700.96	99.11%	3,872.04	
12,602,892.00	12,602,892.00	9,958,952.53	79.02%	2,643,939.47	
430,000.00	295,913.00	285,932.35	96.63%	9,980.65	
327,580.00	327,580.00	326,370.00	99.63%	1,210.00	
<b>67,233,102.00</b>	<b>64,233,754.00</b>	<b>57,782,711.13</b>	<b>89.96%</b>	<b>6,451,042.87</b>	

67,233,102.00 Approved Budget

(1,210,431.00) Amount reflects a budgeted transfer from fund 400 to fund 405

(1,044,743.00) Amount not revenue. Its reserve balances funding current activity

(744,174.00) Amount reflects a budgeted transfer from fund 405 to fund 408

**64,233,754.00**

Variance

-

Worcester State University  
All Trust Fund Report - Quarter 3  
FY21 vs FY20 Budget vs Actuals -- Excluding Safe Return Budget  
Expenses 3/31/2021 & 3/31/2020

Account Description	FY2021					FY2020				
	Amendment #3 Budget - BOT	Expenditure Budget	Expenditure Actual	Percent of Budget Spent	Available	Original Budget - BOT	Expenditure Budget	Expenditure Actual	Percent of Budget Spent	Available
General Trust Fund (400)	45,148,419.00	39,632,628.16	25,589,545.50	64.57%	14,043,082.66	47,241,093.00	46,030,662.00	30,290,637.98	65.81%	15,740,024.02
Capital Improvement Trust Fund (405)	3,014,525.00	488,943.00	368,068.56	75.28%	120,874.44	4,553,124.00	679,087.00	786,900.00	115.88%	(107,813.00)
Parking Garage Operating Fund (408)	547,322.00	547,322.00	265,148.38	48.44%	282,173.62	744,174.00	744,174.00	785,088.85	105.50%	(40,914.85)
Strategic Plan Trust Fund (410)	524,831.00	524,831.00	-	0.00%	524,831.00	562,582.00	562,582.00	27,388.11	4.87%	535,193.89
Wellness Center Trust Fund (429)	125,000.00	113,000.00	15,302.84	13.54%	97,697.16	125,000.00	113,000.00	46,727.00	41.35%	66,273.00
Parking Fines Fund (439)	96,896.00	96,896.00	2,597.07	2.68%	94,298.93	96,896.00	96,896.00	45,136.58	46.58%	51,759.42
Health Services Trust Fund (442)	549,761.00	549,761.00	290,364.33	52.82%	259,396.67	549,761.00	549,761.00	329,411.71	59.92%	220,349.29
Resident Hall Trust Fund (445)	7,774,187.00	7,774,187.00	6,225,445.27	80.08%	1,548,741.73	12,602,892.00	12,602,892.00	11,239,019.15	89.18%	1,363,872.85
Student Activities Trust Fund (446)	430,000.00	430,000.00	74,560.35	17.34%	355,439.65	430,000.00	430,000.00	218,141.15	50.73%	211,858.85
Residence Hall Technology and Equipment Trust Fund (448)	327,580.00	300,438.00	268,933.50	89.51%	31,504.50	327,580.00	300,438.00	288,812.94	96.13%	11,625.06
	<b>58,538,521.00</b>	<b>50,458,006.16</b>	<b>33,099,965.80</b>	<b>65.60%</b>	<b>17,358,040.36</b>	<b>67,233,102.00</b>	<b>62,109,492.00</b>	<b>44,057,263.47</b>	<b>70.93%</b>	<b>18,052,228.53</b>

Approved Budget

58,538,521.00

Amount reflects a budgeted transfer from fund 405 to fund 408 (547,322.00)  
Amount reflects a transfer to fund balance to increase reserves in fund 445 -  
Amount reflects a transfer to fund balance to increase reserves in fund 429 (12,000.00)  
Amount reflects a transfer to fund balance to increase reserves in fund 448 (27,142.00)  
Amount reflects a budgeted transfer from fund 405 to fund 400 -  
Amount reflects a budgeted transfer from fund 400 to fund 405 (1,978,260.00)  
Amount reflects a transfer to fund balance to increase reserves in fund 400 (1,841,681.00)  
Amount Loaded into Safe Return Budget - Amd. 2 - CARES (2,111,416.00)  
Amount Loaded into Safe Return Budget - Amd. 2 - Operating Funds (1,398,461.00)  
COVID-19 Response Grant (303,800.00)  
Amount Transferred for Online Programming 139,567.16

**50,458,006.16**

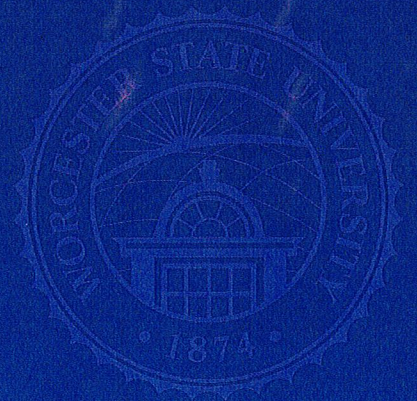
Variance

67,233,102.00 Approved Budget

(744,174.00) Amount reflects a budgeted transfer from fund 405 to fund 408  
(3,129,863.00) Amount reflects a transfer to FB to increase reserves in fund 405  
(12,000.00) Amount reflects a transfer to FB to increase reserves in fund 429  
(27,142.00) Amount reflects a transfer to FB to increase reserves in fund 448  
(1,210,431.00) Amount reflects a budgeted transfer from fund 400 to fund 405

**62,109,492.00**

# Operating Budget



Worcester State University  
FY21 vs FY20 Budget vs Actuals - Quarter 3  
Operating Budget Revenue (Source 400 & 111) -- Excluding Safe Return Budget  
3/31/2021 & 3/31/2020

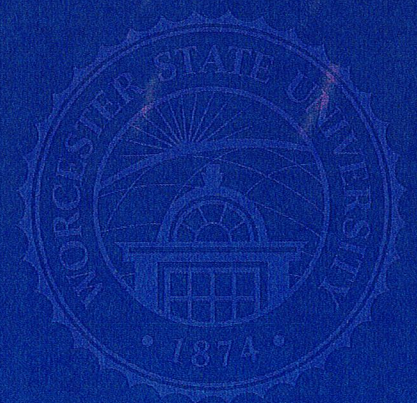
FY 2021						FY 2020					
Description	Amendment #3 Budget - BOT	Revenue Budget Excluding Transfers	Revenue Earned Actual	Percent of Budget Earned	Unearned	Amendment #2 Budget - BOT	Revenue Budget Excluding Transfers	Revenue Earned Actual	Percent of Budget Earned	Unearned	
Academic Fees	(33,995,409.00)	(33,995,409.00)	(36,773,357.40)	108.17%	2,777,948.40	(38,681,803.00)	(38,681,803.00)	(37,644,874.11)	97.32%	(1,036,928.89)	
Fee Waivers	1,052,564.00	1,052,564.00	855,065.49	81.24%	197,498.51	1,169,515.00	1,169,515.00	733,543.03	62.72%	435,971.97	
Tuition	(8,428,093.16)	(8,428,093.16)	(5,572,771.17)	66.12%	(2,855,321.99)	(8,884,645.00)	(8,884,645.00)	(5,653,352.19)	63.63%	(3,231,292.81)	
Tuition Waivers	374,593.00	374,593.00	300,175.50	80.13%	74,417.50	416,215.00	416,215.00	367,710.96	88.35%	48,504.04	
Activity Income	(215,065.00)	(215,065.00)	(1,771.91)	0.82%	(213,293.09)	(238,961.00)	(238,961.00)	(6,454.79)	2.70%	(232,506.21)	
Other Student Charges	(262,899.00)	(262,899.00)	129,776.79	-49.36%	(392,675.79)	(796,219.00)	(796,219.00)	(1,199,089.99)	150.60%	402,870.99	
State Maintenance	(42,148,594.00)	(42,148,594.00)	(25,393,166.67)	60.25%	(16,755,427.33)	(41,589,070.00)	(41,589,070.00)	(25,180,502.50)	60.55%	(16,408,567.50)	
	<u>(83,622,903.16)</u>	<u>(83,622,903.16)</u>	<u>(66,456,049.37)</u>	<u>79.47%</u>	<u>(17,166,853.79)</u>	<u>(88,604,968.00)</u>	<u>(88,604,968.00)</u>	<u>(68,583,019.59)</u>	<u>77.40%</u>	<u>(20,021,948.41)</u>	
Approved Budget		(87,297,013.00)				Approved Budget		(88,830,163.00)			
Amount Transferred in from source 405		-				Amount Loaded into Reserves		225,195.00			
Amount Transferred in from Reserves		1,398,461.00									
Amount Transferred in from Cares Act		2,111,416.00									
COVID-19 Response Grant		303,800.00									
Amount Transferred for Online Programming		(139,567.16)									
		<u>(83,622,903.16)</u>						<u>(88,604,968.00)</u>			
Variance		-				Variance		-			

Worcester State University  
FY21 vs FY20 Budget vs Actuals - Quarter 3  
Operating Budget Expenses (Source 400 & 111) -- Excluding Safe Return Budget  
3/31/2021 & 3/31/2020

FY 2021						FY 2020					
Account Description	Object	Amendment #3 Budget - BOT	Current Budget	Actual	Percent of Budget Spent	Available	Amendment #2 Budget - BOT	Current Budget	Actual	Percent of Budget Spent	Available
Regular Employees	AAA	42,418,640.00	42,002,753.00	29,273,313.27	69.69%	12,729,439.73	41,761,654.00	41,804,154.04	30,311,474.45	72.51%	11,492,679.59
Employee Related Expenses	BBB	348,907.00	369,113.50	314,257.64	85.14%	54,855.86	733,163.00	852,980.74	553,577.87	64.90%	299,402.87
Temporary Part-Time Employees	CCC	5,914,780.00	6,005,398.16	6,240,973.91	103.92%	(235,575.75)	8,403,476.00	8,499,112.20	8,329,122.09	98.00%	169,990.11
Staff Benefit Expenses	DDD	16,603,187.00	16,527,085.00	1,931,633.89	11.69%	14,595,451.11	16,123,008.00	16,057,858.37	2,685,470.19	16.72%	13,372,388.18
Administrative Expenses	EEE	2,986,707.00	2,463,230.28	1,610,940.83	65.40%	852,289.45	2,614,549.00	2,328,148.85	1,821,061.66	78.22%	507,087.19
Facility Operation Supplies	FFF	1,496,899.00	941,407.53	328,628.53	34.91%	612,779.00	1,886,106.00	1,848,203.73	881,097.78	47.67%	967,105.95
Energy/Space Rental	GGG	2,370,519.00	2,305,160.25	1,635,597.03	70.95%	669,563.22	2,389,498.00	2,219,375.00	1,639,644.85	73.88%	579,730.15
Professional Services	HHH	859,022.00	868,864.05	703,895.93	81.01%	164,966.12	951,188.00	955,354.73	671,620.79	70.30%	283,733.94
Operational Services	JJJ	3,497,140.00	864,525.14	562,297.22	65.04%	302,227.92	771,333.00	964,707.60	605,926.78	62.81%	358,780.82
Equipment Purchase	KKK	235,861.00	34,430.55	22,673.18	0.00%	11,757.37	61,412.00	85,948.69	52,942.98	61.60%	33,005.71
Equipment Lease, Maintenance, Repair	LLL	1,076,540.00	967,763.91	609,904.89	63.02%	357,859.02	1,253,157.00	1,326,498.07	998,200.98	75.25%	328,297.09
Infrastructure & Building Improvements	NNN	3,289,847.00	3,205,486.50	1,187,083.73	37.03%	2,018,402.77	5,616,969.00	5,500,619.00	2,092,754.36	38.05%	3,407,864.64
Educational Assistance	RRR	2,490,961.00	2,436,100.00	2,140,358.95	87.86%	295,741.05	2,490,961.00	2,427,160.00	2,374,285.86	97.82%	52,874.14
Debt Service	SSS	-	-	159,547.92	0.00%	(159,547.92)	307,013.00	307,013.00	163,972.92	53.41%	143,040.08
Technology Expenses	UUU	3,708,003.00	2,789,904.29	1,993,451.18	71.45%	796,453.11	2,256,245.00	2,442,597.98	1,906,111.32	78.04%	536,486.66
		87,297,013.00	81,781,222.16	48,714,558.10	59.57%	33,066,664.06	87,619,732.00	87,619,732.00	55,087,264.88	62.87%	32,532,467.12

Approved Budget	87,297,013.00	Approved Budget	88,830,163.00
Amount Loaded into Safe Return Budget - Amd. 2 from Reserves	(1,398,461.00)	Amount Loaded into source 405 Transfer Account	(1,210,431.00)
Amount Loaded into Safe Return Budget - Amd. 2 - Operating Funds	(1,841,681.00)		
Amount Loaded into Safe Return Budget - Amd. 2 from CARES	(2,111,416.00)		
COVID-19 Response Grant	(303,800.00)		
Amount Transferred for Online Programming	139,567.16		
	<u>81,781,222.16</u>		<u>87,619,732.00</u>
Variance	-	Variance	-

# Residence Hall Trust Fund





Worcester State University  
FY21 vs FY20 Budget vs Actuals - Quarter 3  
Residence Hall Trust Fund Expenses (Source 445)  
3/31/2021 & 3/31/2020

FY 2021						FY 2020					
Account Description	Object	Amendment #3 Budget - BOT	Current Budget	Actual	Percent of Budget Spent	Available	Original Budget - BOT	Current Budget	Actual	Percent of Budget Spent	Available
Regular Employees	AAA	1,202,872.00	1,202,872.00	880,432.63	73.19%	322,439.37	1,327,233.00	1,327,233.00	891,161.78	67.14%	436,071.22
Employee Related Expenses	BBB	-	-	75.57	0.00%	(75.57)	35,000.00	32,000.00	8,718.26	0.00%	23,281.74
Temporary Part-Time Employees	CCC	225,000.00	225,000.00	103,370.11	45.94%	121,629.89	257,000.00	257,000.00	176,037.86	68.50%	80,962.14
Staff Benefit Expenses	DDD	456,009.00	456,009.00	272,883.96	59.84%	183,125.04	504,216.00	504,216.00	318,504.38	63.17%	185,711.62
Administrative Expenses	EEE	119,000.00	119,000.00	76,944.33	64.66%	42,055.67	127,000.00	127,000.00	63,824.89	50.26%	63,175.11
Facility Operation Supplies	FFF	220,089.00	220,089.00	79,616.31	36.17%	140,472.69	267,500.00	267,500.00	145,902.18	54.54%	121,597.82
Energy/Space Rental	GGG	4,276,217.00	4,276,217.00	4,031,625.61	94.28%	244,591.39	8,461,395.00	8,461,395.00	8,485,693.96	100.29%	(24,298.96)
Professional Services	HHH	13,500.00	13,500.00	3,345.00	24.78%	10,155.00	31,000.00	31,000.00	11,565.00	37.31%	19,435.00
Operational Services	JJJ	6,500.00	6,500.00	-	0.00%	6,500.00	15,000.00	10,000.00	2,936.00	29.36%	7,064.00
Equipment Purchase	KKK	-	-	-	0.00%	-	25,000.00	25,000.00	-	0.00%	25,000.00
Equipment Lease, Maintenance, Repair	LLL	120,000.00	120,000.00	96,847.24	80.71%	23,152.76	118,000.00	137,000.00	120,261.45	87.78%	16,738.55
Infrastructure & Building Improvements	NNN	615,000.00	615,000.00	340,073.86	55.30%	274,926.14	770,784.00	756,784.00	468,231.38	61.87%	288,552.62
Educational Assistance	RRR	500,000.00	500,000.00	321,013.18	64.20%	178,986.82	629,764.00	629,764.00	523,636.02	83.15%	106,127.98
Debt Service	SSS	-	-	-	0.00%	-	-	-	-	0.00%	-
Technology Expenses	UUU	20,000.00	20,000.00	19,217.47	96.09%	782.53	34,000.00	37,000.00	22,545.99	60.94%	14,454.01
		7,774,187.00	7,774,187.00	6,225,445.27	80.08%	1,548,741.73	12,602,892.00	12,602,892.00	11,239,019.15	89.18%	1,363,872.85

Approved Budget 7,774,187.00

Amount reflects a transfer to fund balance to increase reserves in fund 445

7,774,187.00

Variance -

Approved Budget 12,602,892.00

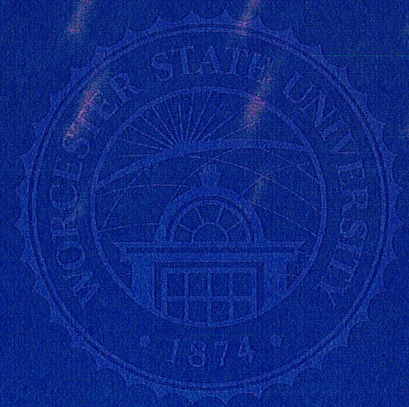
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12,602,892.00

Variance -

# Safe Return to Campus Budget

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**Safe Return to Campus Budget - Budget vs. Actual March 31, 2021**

	Original Budget	Transfers	Revised Budget	Actual 3/31/2021	Budget Remaining	% Remaining
Academic Contingency	1,280,309	2,120	1,282,429	1,033,662	248,768	19%
Facility Management	830,089	518,347	1,348,436	923,202	425,234	32%
Health Services	2,953,200	(685,993)	2,267,207	1,441,814	825,393	36%
Other	591,760	165,526	757,286	514,055	243,231	32%
<b>FY2021 Expenses</b>	<b>5,655,358</b>	<b>-</b>	<b>5,655,358</b>	<b>3,912,732</b>	<b>1,742,626</b>	<b>31%</b>

**Resources**

CARES Funds	2,111,416
GEER CARES	303,800
Unrestricted Reserves	-
HEERF II	2,582,122
FEMA	658,020
	<b>5,655,358</b>

### Academic Contingency

	Original Budget	Transfers	Revised Budget	Actual 3/31/2021	Budget Remaining	% Remaining
Classroom equipment	428,302	151,454	579,756	541,330	38,426	7%
Furniture for non-traditional instructional spaces	132,661	6,254	138,915	138,915	-	0%
Lab equipment, supplies, potential staffing	125,000	50,137	175,137	173,505	1,633	1%
Support for costs of teaching from home office	20,000	-	20,000	-	20,000	100%
Software	98,066	21,587	119,653	47,567	72,086	60%
Subscriptions and other professional development	74,000	(21,782)	52,218	28,718	23,500	45%
Part time editing services	10,000	-	10,000	5,000	5,000	50%
CSD Full time clinical supervisor +Instructional designer	173,280	(85,157)	88,123	-	88,123	100%
Course conversion stipends	219,000	(120,373)	98,627	98,627	-	0%
Other		-	-		-	0%
Transfers to other tabs	-		-			
<b>Total</b>	<b>1,280,309</b>	<b>2,120</b>	<b>1,282,429</b>	<b>1,033,662</b>	<b>248,768</b>	<b>19%</b>

**Facilities Management**

	Original Budget	Transfers	Revised Budget	Actual 3/31/2021	Budget Remaining	% Remaining
Plexiglass, PPE, cleaning supplies and signage	251,978	326,000	577,978	483,607	94,370	16%
HVAC system adjustments, sanitizing support, space modifications	236,000	436,962	672,962	403,601	269,361	40%
Upgrades to address student service mobile access	12,111	2,885	14,996	11,996	3,000	20%
Symptom Monitoring App and contact tracing	330,000	(247,500)	82,500	23,998	58,503	71%
Total	830,089	518,347	1,348,436	923,202	425,234	32%

**Health Services**

	<u>Original Budget</u>	<u>Transfers</u>	<u>Revised Budget</u>	<u>Actual 3/31/2021</u>	<u>Budget Remaining</u>	<u>% Remaining</u>
Health Services Office supplies and PPE	238,200	(180,077)	58,123	12,376	45,747	79%
Health Services Office supplemental staffing	100,000	330,759	430,759	93,520	337,239	78%
Weekly testing - Fall semester	840,000	(249,375)	590,625	590,625	-	0%
Weekly testing - Spring semester	840,000	(106,406)	733,594	658,020	75,574	10%
Additional testing as needed	755,000	(739,802)	15,198	-	15,198	100%
Test Center fit out including staffing	175,000	41,130	216,130	82,738	133,392	62%
Transportation for ill students	5,000	-	5,000	-	5,000	100%
Microwaves for isolation spaces & Chartwells costs		27,530	27,530	4,535	22,995	84%
Testing Savings		190,248	190,248		190,248	100%
<b>Total</b>	<b><u>2,953,200</u></b>	<b><u>(685,993)</u></b>	<b><u>2,267,207</u></b>	<b><u>1,441,814</u></b>	<b><u>825,393</u></b>	<b><u>36%</u></b>

**Other Costs**

	<u>Original Budget</u>	<u>Transfers</u>	<u>Revised Budget</u>	<u>Actual 3/31/2021</u>	<u>Budget Remaining</u>	<u>% Remaining</u>
Athletic Department supplies	1,160	-	1,160	-	1,160	0%
Loaner Verizon hotspots	1,500	7,399	8,899	5,549	3,350	38%
Loaner laptops & Ipads	149,000	12,151	161,151	85,724	75,427	47%
Wrap around sub group	20,000	-	20,000	9,348	10,652	53%
Advancement remote outreach platforms	20,100	(2,52)	20,097	20,097	-	0%
Supplemental support service	200,000	(12,021)	187,979	187,978	1	0%
Covid Relief Grants for Students	-	358,000	358,000	205,359	152,641	43%
Other Covid 19 supplies	100,000	(100,000)	-			
Supplmental consulting services	100,000	(100,000)	-			
<b>Total</b>	<b><u>591,760</u></b>	<b><u>165,526</u></b>	<b><u>757,286</u></b>	<b><u>514,055</u></b>	<b><u>243,231</u></b>	<b><u>32%</u></b>

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

Tuesday, June 15, 2021

3:00 PM

REMOTE PARTICIPATION

Join Zoom Meeting

[https://worcester.zoom.us/j/75](https://worcester.zoom.us/j/7540181608)

[40181608](https://worcester.zoom.us/j/7540181608)

Meeting ID: 754 018 1608

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**Meeting Called By:** Maryanne Hammond(Chair)

**Minutes:** Nikki Kapurch

**Board Members:** Maryanne Hammond(Chair); Karen LaFond; Dina Nichols; Marina Taylor

**WSU Staff:** Barry Maloney; Nikki Kapurch

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<b>AGENDA</b>		
<b>ITEM</b>	<b>RESPONSIBLE</b>	<b>ACTION</b>
1. <i>Administrative Business</i> A. Call to Order	Maryanne Hammond	
2. <i>Human Resources Committee Report</i>  A. 2020 - 2021 annual self evaluation*  B. COVID 19 Response Assessment Report, from the Strategic Planning Review Committee (SPRC)*  C. The 2020-2025 Strategic Plan, "Beyond 15: Lead, Succeed, Engage"*  D. 2020 -2021 WSU Campus Climate Committee Report*  E. 2020-2021 WSU Bias Incident Response Team (BIRT) Report*  F. 2020-2021 WSU Equal Opportunity & Affirmative Action Advisory Committee Report*  G. Standard & Poor's Global Rating – March 12, 2021*	Maryanne Hammond	A. Informational and <b>vote required</b> B. Informational  C. Informational  D. Informational E. Informational  F. Informational G. Informational
3. <i>Administrative Updates</i> A. 360 Comprehensive Evaluation of the President  B. Other Business	Maryanne Hammond	A. Informational and <b>vote required</b>
4. <i>Adjournment</i>	Maryanne Hammond	4. <b>vote required</b>

\*Attachments

**Barry M. Maloney**

**Self-Evaluation**

**Evaluation period July 2020 - June 2021**

I write for the purpose of submitting my 2020 - 2021 Self Evaluation. The information below is presented in the agreed-upon format, is directly tied to my current Presidential goals and represents a summary of my performance since my last review of June 2020. Additionally, to assist the Board with its review, I have either embedded as appendices or attached the following reports:

Appendix 1: ALANA Student Success

Appendix 2: 2020-2021 Worcester State University Civic Engagement Report

Attachments:

- COVID 19 Response Assessment Report, from the Strategic Planning Review Committee (SPRC);
- The 2020-2025 Strategic Plan, “Beyond 15: Lead, Succeed, Engage”
- 2020 -2021 WSU Campus Climate Committee Report
- 2020-2021 WSU Bias Incident Response Team (BIRT) Report
- 2020-2021 WSU Equal Opportunity & Affirmative Action Advisory Committee Report
- Standard & Poor’s Global Rating – March 12, 2021

The reports are included to provide greater detail to the highlights below as relates to the pandemic, and in the key areas of equity, community outreach and planning over the past academic year.

Given the scope of the pandemic’s impact on every WSU function this past year, it is difficult to divorce COVID-related responses completely from the activities undertaken in support of each evaluation measure, so you will undoubtedly find that there is some overlap of the measures with the final measure related specifically to COVID-19.

## **1. Retention and Student Success (Numeric rating 4)**

There can be no doubt that the greatest impact on student success this past year was the pandemic. Regarding retention and six-year graduation figures, I am pleased to report that both remained very strong this year, which bodes well for the future, as follows:

- Maintained 1-Year Overall Freshmen Retention Rate at 79.7%, which is close to the University’s highest-ever rate historically.
- Increased 1-Year African-American Freshmen Retention Rate to 82.8%.
- Increased 1-Year First-Generation Student Retention Rate to a University high of 77.5%.
- Increased 6-Year Overall Freshmen Graduation Rate to a University high of 58.6%.
- Increased 6-Year Latinx Freshmen Graduation Rate to 47.8%.
- Maintained 4-Year Overall Freshmen Graduation Rate at 46.4%, which is close to the University’s highest ever.
- Increased 4-Year African-American Freshmen Graduation Rate to a University high of 38.8%.
- Increased 4-Year Latinx Freshmen Graduation Rate to 32.3%.

Our 7% decline in overall student enrollment from Fall 2019, pre-pandemic, to Fall 2021, would have been more dramatic if not for measures we implemented as the pandemic hit to keep our current students enrolled and on a path to graduation.

Highlights of the retention measures, many of which were newly conceived of and implemented due to the pandemic:

- Completed 4,392 outreach communications to current students as part of a campaign to support students during the fall of 2020, the first full semester of the pandemic.
- Continued the Success Coaching program, to connect 797 new students with 40 on-campus, volunteer faculty or staff members to provide transitional support in their first term.
- Utilized external grant funds and internal university funds to address the outstanding balances of some of students with financial impediments to their success.
- Speedily processed \$4.2M in payments to WSU students from Federal Coronavirus funds (\$2.1M CARES and \$2.1M CRRSAA HEERF). This work continues for some supplemental payments.
- Conducted numerous texting campaigns designed to provide support to existing students with the new AdmitHub texting system, including two campaigns geared towards Fall 2020 persistence and two campaigns geared towards Spring 2021 persistence.
- Offered the university's first Lancer Learning course, a free summer course and wrap-around support designed specifically for incoming first-year students. This program resulted in 244 Fall 2020 new students completing the course and will occur again for Fall 2021 students.
- Assured alignment between University divisions to effectively communicate Fall 2020 and Spring 2021 course offerings amidst the pandemic, to improve information that students utilized to make enrollment decisions.

Challenges/Opportunities:

- While the campus celebrated achieving the 58.6% graduation rate milestone, we remained dedicated towards our new goal – a 62% six-year graduation rate by 2021. We anticipate our final data will show that the overall graduation rate has increased to approximately 60%. The biggest challenge has always been, and will continue to be, getting the entire campus engaged and focused on this objective.
- The 6-Year African-American Freshmen Graduation Rate decreased from 60% to 50% this year. This is a small cohort of students; therefore, a small change can have a dramatic effect on the rate. 50% represents the university's third highest 6-Year African-American Freshmen Graduation Rate in the university's history (all within the last 4 years).
- The 1-Year Latinx Freshmen Retention Rate decreased from 70.2% to 62.5% this year. More needs to be done to support our Latinx students, as one of the few traditional-age demographic groups that is expected to grow in future years.
- The pandemic significantly affected the university's enrollment, with an overall 7.0% decrease in Fall 2020 undergraduate students, a 12.2% decrease in Fall 2020 graduate students, and a 15.3% decrease in enrolled new Fall 2020 freshmen and transfer students. Early indications for Fall 2021 are of some enrollment rebound; however, this will be a persistence and graduation gap in our enrollment that represents an ongoing hole, which we must address over the coming years.
- **Becker College closure** was unfortunate, but provided an opportunity for Worcester State to fill an enrollment hole, especially by adding Women's Ice Hockey to our Athletics program and by providing a seamless transfer pathway for Becker College nursing students.
- With the finalizing of the strategic plan to guide the University over the next five years, we also must make sure our work is directly connected to the State's Equity Agenda and, more

importantly, that no WSU student is left behind (See Appendix 1 for ALANA student success information).

## 2. Academic Management and Leadership (Numeric rating 5)

Even in the midst of the pandemic, I am pleased we were able to move forward aggressively with the Roadmap for Advancing Student Excellence, or [RASE Plan](#) (WSU login required), which was developed based upon the findings of the WSU Positioning Study. With campus feedback from Spring 2019 fully incorporated into our implementation plan, we were poised to integrate those objectives into the strategic plan for 2020-2025 as it was being developed, so that assessment of the new strategic plan will also measure RASE progress.

This year, we finalized development of the new [strategic plan](#), titled “Beyond 150: Lead, Succeed, Engage.” Following Board of Trustees approval June 2020, the plan was approved by the Massachusetts Board of Higher Education in October. “Beyond 150” puts equity on everyone’s agenda, as equity goals are embedded within each component of the plan. This is consistent with the trustees’ approach of infusing equity goals into each committee’s work, and the approach was supported by the BHE, which has established the Equity Agenda as its sole priority.

Highlights include:

- MSCA bargaining, with our Provost as a negotiator, achieved a one-year extension and health and safety agreement – in place so that we were able to begin the semester on a cooperative footing.
- RASE Plan went ‘live’ for incoming students; LASC (Liberal Arts and Sciences Curriculum) adjustments necessitated by the plan have been approved through governance.
- Diversity Across the Curriculum was approved.
- Multiple new minors were approved through governance.
- Education’s fully online accelerated Master’s Programs produced its first graduates this spring; Nursing is preparing for a fully online program launch in Summer of 2021.
- Political Science and Theater undergraduate majors approved by the DHE for Fall 2021 implementation.
- World Languages is preparing its first fully online Spanish Master’s Degree and will outreach for the new credential to native speakers first.
- Accreditation visits occurred and reports were issued for programs in Education and Occupational Therapy.
- Rapid response by numerous departments ensured teach-out plan options to Becker College students, most notably in Nursing, but also in many other majors of interest to Becker College students supplanted by the closure of that institution in the city of Worcester.
- The Second Annual Dean’s Lecture by Dr. Margaret Kerr in Fall of 2021 was well attended by alumni in the virtual environment; she also received a financial award.
- The Occupational Therapy doctorate (OTD) proposal was appraised by external reviewers and adjusted for final form for presentation to the DHE.
- A research series for faculty was led by the Center for Teaching and Learning and Fellow in Research Dr. Doug Kowalewski, who has returned to campus after an NSF fellowship in D.C. The series covered grant searches, the application process, and post-grant procedures.
- The Interdisciplinary Department was created, to launch in Fall of 2021.

#### Challenges/Opportunities:

- Return to a mostly in-person campus in Fall 2021, flexing back to in-person learning modalities for most faculty.
- Online learning into the future: maximize opportunity of the COVID experience, to increase the flexibility of course offerings as well as maximize revenues to the University.
- Hiring of a full-time, permanent office of Grants and Sponsored Research who will lead a cohesive campus-wide strategy to support faculty and student research.

### 3. Assessment (Numeric rating 4)

This year we launched the New England Commission of Higher Education (NECHE, formerly NEASC) Self Study, a university-wide review of our institution, which initiates a thorough review process, conducted every ten years, by that accrediting body. In prior reviews, NEASC indicated a need for WSU to collect more data and measure progress more consistently. In part, that is why I ensured the 2015-2020 strategic plan was annually assessed by a Strategic Plan Review Committee (SPRC), to help me review divisional goals as well as cross-campus goals. Made up of faculty, staff and students, the group this year looked solely at the COVID-19 response, meeting with the COVID-19 Response Team leaders and divisional leaders to assess how well we, as I've often said, "built the plane while flying it." That final report is included with this packet.

New to our 2020-2025 strategic plan, "Beyond 150," are a series of performance indicators developed primarily by Dr. Sarah Strout, assistant vice president for assessment and planning. This approach was lauded by the Department of Higher Education in approving the plan, and I believe it will help to foster a "culture of assessment" at Worcester State.

We will be examining progress the campus has made on these standards since 2012.

#### Highlights include:

- Began the NECHE Self Study process for our comprehensive NECHE site visit in Fall of 2022. Nine committees with efforts supporting each of the NECHE Standards have formed and a steering committee composed of the chairs of each standard group is led by Dr. Noah Dion and Dr. Emily Soltano. The Self Study will focus on description, assessment and projection of our performance on each of NECHE's nine standards for accreditation (Read more here: <https://www.neche.org/resources/standards-for-accreditation/>). Data collection to inform this process is underway.
- Students have been surveyed about their academic experience both semesters, feedback was shared with faculty, and adjustments were made to the information students receive about each course prior to registration.
- The Safe Return process itself was assessed by the Strategic Planning Review Committee.
- Began the installation, training, and use of the University's new data warehouse to support data-driven decision making, to keep the university community better informed on matters of enrollment, among other topics, and to meet DHE expectations for data submission and transparency. The Student Success Modules will be completed this year and the Finance module is on deck.
- In addition to several surveys conducted in order to inform our COVID-19 Response efforts, noted in the COVID section of this evaluation, we conducted the following surveys:

- NECHE Accreditation Survey for Students
- NECHE Accreditation Survey for Faculty
- NECHE Accreditation Survey for Staff
- Athletics Diversity Survey
- Campus Climate Survey
- A Copley Raff, Inc. assessment of grants and sponsored projects structure led to the creation of a new structure, which was initiated this year.

Challenges/Opportunities:

- Begin structured implementation of the 2020 -2025 WSU Strategic Plan, “Beyond 150.”
- Conduct NECHE Self Study

#### **4. Infrastructure (Numeric rating 4)**

We took advantage of the de-populated condition of our campus to complete deferred maintenance projects, and, while we paused our May Street project in order to cover COVID-related budget shortfalls, we were able to invest about \$5 million in campus capital improvements. (Facilities, maintenance, and capital expenditures necessitated by COVID protocols are covered below, in the COVID section.)

Highlights include:

- Recognized by DCAMM for the University’s work on all critical repair’s projects (Spring 2021)
- Replaced Ghosh roof \$1.1M
- Completed parking lot and roadway reconstruction \$1.2M
- Completed refurbishment of 1/2 of Ghosh lab fume hoods \$1.2M
- Completed replacement of Wasylean chiller \$250K
- Completed state-funded small repair projects > \$1.0M

Challenges/Opportunities:

- Creation of a comprehensive Sustainability Plan.
- Finalizing development of funding strategies to implement May Street renovations and campus classroom technology work.

#### **5. Fiscal Management and Budgeting (Numeric rating 5)**

The University continues to be a financially healthy organization. With strong reserves, solid leadership from Vice President Kathleen Eichelroth, stable enrollment, and a good market position, Worcester State continues to be a viable, thriving institution. While there is a high level of uncertainty regarding the duration and extent of the effects of the COVID-19 outbreak, I believe that WSU has taken prudent steps to ensure the safety of its students, faculty, and staff, while also supporting financial stability.

Highlights include:

- Developed a COVID-19 - Safe Return - budget response and management strategy.

- Administered HEFFF funds - \$24 million total - as part federal COVID relief.
- We were able to reserve \$1.2 million dollars to support future capital investment.
- We balanced the University budget and had another successful, clean audit for both the University and the Foundation.
- We maintained the University's "A" bond rating with Standard & Poor's – March 2021 (attached).

Challenges/Opportunities include:

- Developing a cost/benefit grid to assess the true cost of all academic programs.
- Developing a financing plan for the renovations of the May Street building.
- Starting July 1<sup>st</sup> develop a set of strategies and process to close the \$4 million + budget gap created by COVID.

## **6. Communication (Numeric rating 4)**

It was clear that Communications and Marketing during the pandemic would be an integral part of the university's success, or failure, as we navigated the pandemic. We created a dedicated Public Health Information webpage for [worchester.edu](http://worchester.edu) where all COVID-19 information is located and communicated via this site to the campus community (students, faculty and staff) on a regular basis and especially when updates have been made. In June, 2020 the Public Health Info webpage was archived and users were redirected to the Safe Return to Campus. This site also includes the COVID-19 dashboard to post statistics related to testing of the campus community.

Highlights include:

- Safe Return to Campus Page Stats
- Created a WSU Public Health Information & Safe Return Plan webpages
  - 35,800+ page views, with the average time on page in the 3m 30s timeframe which translates to:
  - Fall 2020 30,700+ page views,
  - Spring 2021 ~5,100 (a drop of 83%)
  - Creation of branded Safe Return to Campus signage.
  - Creation of inspiration signage (lawn signs) welcoming students and staff back to campus Fall 2020.
  - Dissemination of a weekly Covid-19 briefing with the campus community. The Zoom event provided updates on the health of the campus community along with other policy or Covid-19 regulation updates. FAQs from each briefing were posted Safe Return webpage.
  - Disseminated regular updates with the campus community concerning Safe Return to Campus Fall 2020. This was held over a series of weeks and by specific by topic (budget, enrollment/retention, advancement/communications,
  - Creation of a first-year student parent's email list (with 500 names) to share updates parents concerning Safe Return to Campus Fall 2020.
  - Dissemination of a special Campus Conversation with parents to discuss Safe Return to Campus Fall 2020.
  - Creation of a special faculty listserv that auto-shares student communications.

- Creation of a virtual commencement ceremony (undergraduate and graduate) to replace the in-person ceremony typically held at the DCU Center. A drive-thru campus event was added to the virtual ceremony to create a personal commencement experience for each graduate.

- Commencement Page Statistics

### Commencement-related "Page views" on the website

Page	Page views
/livestream	6629
/commencement	1134
- /undergraduate-commencement	1760
- /graduate-commencement	528
/2021-undergraduate-commencement-ceremony	1362
/2021-graduate-commencement-ceremony	270
/2021-nursing-pinning-ceremony	340

### Activity during video launches

Video	Views	Peak Audience	Average View Duration	Watch via Embed vs on YouTube
Nurse Pinning	80	6	3m 7s	100% : 0%
Undergraduate Commencement Ceremony	553	117	17m 15s	0.2% : 99.8%
Graduate Commencement Ceremony	117	22	6m 57s	0.9% : 99.1%
Campus Commencement Experience #1	822	30	5m 6s	3.2% : 96.7%
Campus Commencement Experience #2	457	21	6m 52s	3.3% : 95%
Campus Commencement Experience #3	446	24	6m 46s	4.3% : 95.1%
Campus Commencement Experience #4	340	18	8m 49s	3.8% : 95.6%
Campus Commencement Experience #5	114	7	3m 36s	2.6% : 97.4%
Campus Commencement Experience #6	347	25	5m 51s	2.9% : 95.3%
Campus Commencement Experience #7	248	19	7m 40s	0.4% : 99.6%

## Device usage

Video	Cellphone	Computer	Tablet	TV	Game Console	TOTALS
Nurse Pinning	57	14	8	1	0	80
Undergraduate Commencement Ceremony	310	98	40	93	2	543
Graduate Commencement Ceremony	66	26	11	12	0	115
Campus Commencement Experience #1	573	167	45	32	0	817
Campus Commencement Experience #2	281	117	36	19	1	454
Campus Commencement Experience #3	290	101	27	17	2	437
Campus Commencement Experience #4	212	76	31	18	1	338
Campus Commencement Experience #5	74	26	9	5	0	114
Campus Commencement Experience #6	201	54	30	55	0	340
Campus Commencement Experience #7	164	49	19	10	1	243
<b>TOTALS</b>	<b>2228</b>	<b>728</b>	<b>256</b>	<b>262</b>	<b>7</b>	

### Challenges/Opportunities:

- Continue timely COVID-19 response messaging.
- Implement the creation of a new WSU webpage.
- We seek more exposure in all forms of media – social, web, print, etc.

## 7. Administrative Management and Leadership (Numeric rating 4)

My leadership style is one that I would call *participatory*: it is my goal to involve my colleagues directly in the decisions that affect this institution on a daily basis. No longer will choices be made solely using a top-down approach. Decisions will be crafted in any direction necessary to achieve successful outcomes. During the past year, those involved broader actions and decisions – examples: expansion of the Cabinet composition with the addition of two faculty members, more regularized meetings with students, academic department Chairs and Union Leadership – all have been aided in building campus-wide relationships and achieving better overall decision making. All the while reminding myself and other senior leaders that those involved will be held accountable for their work. Additionally, I have set an expectation that all members of the senior leadership will engage in annual professional development activities.

### Highlights include:

- Created the COVID-19 Response Team (now known as the WSU Safe Return Team) to play a significant role in setting direction for WSU's pandemic emergency response strategy.
- We provided several professional development trainings for campus leadership, including annual campus retreats for Cabinet and Vice Presidents groups, and a Board of Trustee retreat.
- A university-sponsored overnight trip (this is pending review by policy committee).

Challenges/Opportunities include:

- Continuing to orientate Board of Trustees – especially, newly appointed members.
- Continuing to develop a team that is supportive of each other and the mission of the institution.
- Ongoing challenges of pre-/post- COVID-19.

## **8. Decision Making and Problem Solving (Numeric rating 5)**

The rapidly shifting guidelines and circumstances surrounding the pandemic meant rapid decision-making was necessary and that rapidly communicating those decisions was essential. Given all the uncertainties surrounding COVID-19, it also meant that the decisions I made could potentially harm students, faculty and staff and/or impact the financial viability of our University. That we remained fully open the entire academic year, successfully operated a full-scale surveillance testing program that identified emerging clusters of COVID-19 and kept them contained, and partnered to offer a vaccine clinic on our campus, all while continuing a full-scale academic operation, is a credit not just to responsible decision-making at the top, but also to every faculty and staff member who achieved this goal with me. I noted in my evaluation last year that, “the challenge moving forward is considering ways to continue to empower my colleagues so that good decisions can be made at the appropriate levels.” I believe that through the COVID Response Team structure, created last summer under Chief of Staff Carl Herrin’s leadership, we did accomplish just that this year.

Highlights include:

- Rapid decision was made about how to return to classes last fall, that we would allow a significant proportion of students to live on campus, and that we would offer classes in a hybrid format, with some percentage happening on campus/in person.
- We made the decision to establish and launch an on-campus surveillance testing program quickly to enable the above.
- Budgeting decision-making required increased consultation with the Chair of the Trustees and the executive committee, especially last summer and into the fall.
- The flexible COVID Response Team structure we established by April of 2020 allowed us to address costs and to factor in unprecedented, one-time relief sources. Parsing the year’s expenditures -- initially by month, and then quarterly allowed for timely and prudent full board decision-making.
- By separating traditional operational costs (and revenue) from pandemic response -- called Safe Return Budget – we were prepared to appropriately handle the influx of state and federal assistance.
- Problem-solving occurred with frequency and speed, in part because I received input from the entire Safe Return Team each Thursday, and from Safe Return Team leaders every Monday.

Challenges/Opportunities:

- Carry forward lessons learned about making timely grounded decisions and involving more staff members in making and carrying out those decision. Apply these lessons moving forward with strategic planning goals, for example

- How to keep morale high/avoid burnout from those who served as decision-makers as well as implementers on an all-hours basis over the past 14 months.

## 9. Fundraising (Numeric rating 4)

Fundraising remotely certainly was a challenge this past year, as in-person approaches are best for encouraging leadership-level gifts. I am pleased to report, however, that Worcester State's giving community responded to our students need for financial support during the pandemic. Scholarship dollars continue to be a significant factor in our retention efforts as students who receive even one scholarship graduate at a significantly higher rate than those who do not. The performance of our endowment fund - which topped \$40 million this year - is an area of excellence, and seeded other funding. The Worcester State Foundation, to date this fiscal year, has provided \$1,070,601 for University priorities.

Highlights include:

- \$2,557,994 dollars raised (cash and pledges) from 2,789 donors (41.6% alumni donors- 34.4% of alumni donors are new or recovered alumni supporters).
- The number of President's Circle donors (\$1,000- \$9,999.99 annual gifts) has increased 6.5% over April 2020 total.
- Members of our Founder's Society (\$25,000+ annual gifts) has seen a nearly 30% increase over April 2020.
- Due to the strength of our endowment fund, we received a Commonwealth endowment match of \$277,278 as a matching gift from the state.
- An Experiential Learning Stipend Fund for students was created with a \$50,000 investment from the Worcester State Foundation (more info in the COVID section, below).
- Chandler's Challenge, the 2021 Days of Giving, successfully raised over \$46,000 from nearly 1,000 donors.
- In lieu of in-person events for alumni, donors, friends and students, University Advancement held 42 events with 1,200 (not unique) virtual attendees.
- University Advancement produced far more student videos this year, delivering 2,671 of them to thank, and continue to seek funds from, our donors. We found those to be effective.

### Major gift highlights (7/1/20-4/30/21)

- \$175,906 gift from the estate of Dorothy F. McLoughlin '54 to the named Endowed Scholarship.
- \$142,786 gift from the estate of William J. Mullin to the Eileen and William Mullin Scholarship.
- \$113,538 from the estate of Marguerite St. Amand '73 to the Ronald F. St. Amand Biology Scholarship.
- \$100,000 anonymous alumna gift to create endowed funds for Athletics and Visual & Performing Arts departments.
- \$87,500 from Imoigele P. Aisiku, M.D., '92 in support of the STEM Center named for him and its initiatives.
- \$70,000 gift from the estate of Edna P. Spencer to the Olivia Rochelle Spencer Memorial Scholarship.
- \$50,000 gift from Dr. GB and Alexandria '85 Singh to support the expansion of the Singh Simulation Center.
- \$50,000 gift from Fred Pula to the Marilyn Miller Pula Memorial Scholarship Fund.
- \$50,000 gift from Gene and Julianne DeFeudis to the Gene J. DeFeudis Family Endowed Scholarship (\$20,000) and the Student Emergency Fund (\$30,000).

- \$30,520 gift from Gregg '86 and Pamela Rosen '87 to create the Rosen Cancer Awareness Support Fund.
- \$30,000 pledge from Michael McAuliffe to create the McAuliffe Family Educational Scholarship in memory of Elizabeth McAuliffe '77.
- \$30,000 pledge from Barry Stell to establish the Robert J. Stell Memorial Scholarship for transfer students from QCC to WSU.
- \$25,000 gift from Deirdre Olson O'Connor '71 to create the Deirdre Olson O'Connor Scholarship.
- \$25,000 gift from the estate of Marilyn M. Pula to the Mary Cosgrove Dolphin Academic Achievement Award.
- \$20,000 pledge from Dr. B. Dale Magee to create the Magee Family Scholarship for First Generation Students.
- \$20,000 gift from the estate of Norine M. Florian '57 to the Worcester State Fund.

#### **Major grants highlights (7/1/20-4/30/21)**

- To LEI, highlights totaling roughly \$291,500:
  - \$97,362 from Nellie Mae Education Foundation
  - \$82,500 from the Worcester Together Fund
  - \$80,000 from Lloyd G. Balfour Foundation
  - \$21,622 from Archipelago Strategies Group
  - \$10,000 from the Ruth H. and Warren A. Ellsworth Foundation
- \$71,820 from the National Science Foundation (NSF) for Computer Collaborative.
- \$60,000 from Digital Federal Credit Union to the Digital Federal Credit Union Initiatives Fund.
- \$60,000 from Massachusetts Department of Education.
- \$56,448 from Massachusetts Department of Higher Education, GEER Remote Dual Enrollment.
- \$44,500 from Worcester's Department of Public Health for REACH (Racial & Ethnic Approaches to Community Health) Grant.
- \$10,000 from TJX Foundation for Scholarship Support.

#### **Direct Student Support Highlights (and see others in the COVID section, below)**

- The Worcester State Foundation will award over 425 scholarships in FY21.
- Like last year, scholarship, award and internship support is expected to exceed \$800,000.
- Nearly \$10,000 was donated to support our on-campus student food pantry, Thea's Pantry.
- More than 14% of our scholarship and academic award donations this year have been newly formed scholarships/awards, totaling more than \$161,000 in cash and pledges.

#### **Challenges/Opportunities include:**

- Learning from best practices on remote engagement.
- Revamping alumni/donor trips to strategically align with priorities.

### **10. Equity work/Campus Climate (Numeric rating 4)**

Internal campus climate and the promotion of the University's goal towards creating a welcoming environment continued as a priority, despite the largely remote environment. I fully embraced the Board of Higher Education's adoption of the Equity Agenda as its first priority for public higher education, as it dovetails well with the Five Points of Action Toward a More Inclusive Campus Climate that I put forward in 2016. The four Diversity, Equity and Inclusion (DEI) groups that grew out of those points – the

Campus Climate Committee (CCC – year-end report attached), Affirmative Action and Equal Opportunity Advisory Committee, LGBTQ+ Advisory Committee, and the Bias Incidence Response Team (BIRT), continued their work this year, albeit with minimal reports to the BIRT team, likely because of the largely remote pandemic environment.

At the same time, the national climate – which included numerous instances of police violence against unarmed people of color, a divisive presidential election featuring scapegoating of certain groups, and an insurrection at the U.S. Capitol Building that highlighted the rise of white supremacist hate groups, all in the context of the COVID pandemic, no doubt contributed to the rise in mental health needs among the students most connected to our campus. We addressed such climate concerns with 1) presidential statements support for underrepresented groups; 2) providing flexible and reliable counseling services that met students' needs in the remote environment; and 3) conducting an outside equity audit of the university police department. We also ramped up anti-bias trainings.

Highlights include:

- **DEI committees/groups**
  - LGBTQ+ Advisory Committee conducted the first Pride Index Assessment.
  - Affirmative Action and Equal Opportunity Advisory Committee reported that 20% percent of WSU's workforce identifies as ALANA (African, LatinX, Asian, Native American).
  - CCC implemented WSU's first annual quantitative climate survey and shared with academic department chairs its review of Student Success data.
- **Promoting cultural fluency/competency, cross-racial interactions, student engagement and well being**
  - The Board of Trustees, under the leadership of Trustee Mosley, amended its bylaws to incorporate Equity and Inclusion (DEI) into all committees and DEI reports are included on the regular Board calendar.
  - Continuing to implement Diversity Across the Curriculum (DAC). The new Interdisciplinary Studies Department (ISD) Chair to oversee this process will begin in July.
  - Racial Equity Conversations launched September 2020.
  - Faculty led multiple opportunities for students to virtually meet up and exchange thoughts around issues of race, politics, current events, police reform, and violence against underrepresented groups including Asian Americans and Pacific Islanders.
- **DEI-related trainings and support sessions**
  - Trustee Mosley and the President's Office participated in *Equity First: Achieving Racial Justice in MA Public Higher Education*
  - Participated in Promoting Good's racial equity workshop
  - Senior staff and COVID leadership attended *Leader Care* crisis support and coaching provided Hamish Blackman et al, of *Breakthrough Collaboration*
  - Partnered to have Clark University provide to our employees a Diversity Inclusion Certificate Program
  - In Fall of 2020, provided racial healing affinity groups sessions for approximately 50 students and 50 faculty/staff. Twelve students continued on in the spring.
  - "Cafecito" launched, providing drop-in self-care and networking for ALANA/BIPOC employees.

- Student intake “EVERFI” product was expanded to include a DEI module, which 808 students completed.
- **Promoting DEI values internally and in wider communities** (and also see list in “External Leadership” category, below)
  - Vaccine Equity- Collaborated with clinic partners and Worcester DPH and community groups to promote equitable access to the COVID-19 vaccine.
  - Elevated Stacey Luster, J.D., who now serves as WSU’s general counsel and assistant to the president for Employment and Equal Opportunity. She has helped raise the profile of WSU and promote our DEI-values to the wider community by leading or hosting a number of gatherings (virtually this past year) including Black Families Together and the Black Excellence Academy, an afterschool academic and cultural enrichment program for 50 students in grades 1-6.
  - And by providing diverse leadership for the State University system, via participation on the current MSCA bargaining team, the Race Equity and Justice Institute, the Statewide Chief Diversity Officers and the State University General Counsel Network.
- Even in the midst of the pandemic, and with strict limitations on new hires, we were able to **improve on the diversity of our faculty**, from 21.6% last year to 23.9% this year, as follows:

Total Faculty Demographics	As of Spring 2020			As of Spring 2021**			Current Minority %
	F	M	Total	F	M	Total	
American Indian/ Alaska Native		1	1		1	1	0.49
Asian	15	6	21	15	6	21	10.24
Black/ African American	3	4	7	3	4	7	3.41
Hispanic/ Latino	7	9	16	8	11	19	9.27
Native Hawaiian/Pac Island	1		1	1		1	0.49
Not Specified	2	1	3	1	1	2	0.98
White	94	70	164	92	62	154	75.12
Grand Total	122	91	213	120	85	205	100.00
<b>Overall Minority Faculty</b>			<b>21.57%</b>				<b>23.90%</b>

\*\*Includes FT Instructor, Assistant Professor, Associate Professor, and Professors working as of Spring 2021, including in a visiting capacity, regardless of status in Fall 2021.

Challenges/Opportunities include:

- Increasing collaboration and education among the DEI committees.
- Establish a new tradition, under leadership of Trustee Johnson, for an annual Unity Walk, to launch September 9, 2021.
- Implementation of Diversity Across the Curriculum and ensuring diversity courses meet new student learning outcomes and pass governance.
- Exploring incentives for hiring diverse faculty and whether there is a need to expand funding for DEI initiatives.
- Increasing emphasis on data and transparency, especially for student outcomes by race, by major.
- Monitoring continued progress on the RENZ audit (police equity) and implementing reforms.

## **11.External Relationships/Leadership in the Community (Numeric rating 5)**

During my tenth year on the job, I continued to develop external relationships in the virtual environment, and it remained a significant portion of my job. I find it valuable to listen to stakeholders and community representatives as well as to trumpeting Worcester State's stories to the external world.

Service learning and community engagement – including internships and research experiences, as well as volunteerism -- remain mission-critical functions for Worcester State. Classified by the Carnegie Foundation as a community-engaged campus, 35-40 percent of students volunteer every year, and well more than a hundred students run more than 45 organizations. Leadership training is provided for them. Please find a report on our community engagement attached (Appendix X).

Highlights include:

- Years of relationship-building with state and federal legislators resulted in the following achievements for WSU this year:
  - \$400,000 for adjustments to the formula awarding state university appropriations per campus, which is likely to be annualized.
  - Acceptance by Congressman Jim McGovern as one of his ten district-wide community projects, seeking \$985,401 for a WSU community project around Early College
  - The nine state universities Council of President, as well as members of my executive cabinet and myself were instrumental in assuring that the Massachusetts State College Building Authority (MSCBA) deferred a bond payment due on our residence halls for the past year. This significant financial abeyance aided us in meeting our budget for this year.
- Partnerships with Higher Education Consortium of Massachusetts institutions resulted in ease of partnering to assist WSU during the pandemic. Especially notable is the support from UMass Medical School staff and leadership to underpin our expanded health services and the COVID-19 testing center. Its division of Commonwealth Medicine, led by Trustee Colombo, partnered with us and Saint Vincent Hospital to offer the vaccine clinic on campus. We were able to quickly strike agreements with Becker College to assume their women's hockey team and a large portion of their nursing students.
- On behalf of Mayor Joseph Petty, chaired a teach pipeline working group decided to make recommendations as to how best to diversify the teaching ranking within the Worcester Public Schools. Was able to get all ten HECCMA schools involved in the project.
- I continue to serve on the boards of Saint Vincent Hospital, the Wilbraham & Monson Academy, the Greater Worcester Community Foundation, the Worcester Chamber of Commerce, and completed my service as chair of the Campus Compact of Southern New England. DHE Commissioner Santiago asked me to serve again as a state university representative to the BHE's cash management review process working directly with the consultant EY Parthenon.
- With promotion of general counsel Stacey Luster to her current position, we expanded our engagement to include the Chamber of Commerce's Diverse Professional Roundtable and the Board of Directors of Mechanics Hall.

Challenges/Opportunities include:

- Re-establish, post COVID, in-person connections with organizations and individuals.
- Raise visibility of WSU inside and outside of Central Massachusetts market.

- Develop and maintain Latino Education Institute presence in other markets in Massachusetts (Springfield, Lawrence and Boston).
- Balance community needs against limited resources of WSU.

## 12.COVID-19 Challenges Met (Numeric rating, 5, see also the attached SPRC Report)

The academic enterprise continued uninterrupted the entire year, in the midst of a pandemic, keeping students on track to graduation.

Highlights include:

- A full Spring semester was completed without any changes to course modalities, while Fall of 2020 was completed with one brief pivot to all-remote learning due to COVID infection numbers just after Thanksgiving.
  - The Spring 2021 Academic Calendar was altered in order to address pandemic-related concerns.
  - 300 faculty attended at least one training provided through Quality Matters related to online/remote learning.
  - Academic ceremonies, the Celebration of Scholarship and Creativity, the Academic Achievement Awards, and the 2021 Commencements were converted to virtual formats.
  - During the summer of 2020 and throughout the academic year, the Center for Teaching and Learning provided sessions on students, retention, advising, and instructional technology.
- Campus health and safety was maintained, in order to provide the above, and to provide a home to about 900 students, or 50.4%, of our residence hall capacity – the third highest rate of the nine Massachusetts State Universities. The residence halls remained opened for the entire academic year while other campuses closed early in the fall semester due to COVID.
- A WSU COVID-19 Testing Center was created from scratch and, beginning August 2020, provided campus-wide surveillance testing from Wasylean Hall, while Health Services provided case management.
  - Administered more COVID-19 tests than any other MA State University for AY 20-21.

Fall 2020	23,148 total tests administered	0.58% Positivity Rate
Winter Session	635 total tests administered	
Spring Semester	23,013 total tests administered	0.63% Positivity Rate
Total Positive Cases	Fall 122 students 17 employees	Spring 126 students 15 employees

- Student Affairs staff volunteered 2,846 hours during the year in the testing center.

- Surveillance testing along with campus contact tracing, isolation/quarantine housing, and health and safety protocols prevented any large-scale outbreaks on campus.
- 200 students were supported by multiple offices across campus while staying in residential quarantine/isolation housing.
- Our long-term relationship with UMass Medical School Graduate School of Nursing to provide staffing for the Health Services Office was an essential component in contact tracing and support of the campus testing process. The medical staff was increased by 60 hours per week to manage contact tracing, positive cases, and work directly with local and state departments of public and the community tracing collaborative.
- The CoVerified Campus app was added as part of the University's overall approach to keeping the community healthy during the year, and it has been updated so that the campus community can upload their COVID-19 vaccination records.
- Infrastructure/IT needs escalated and were largely met, including:
  - Converted all campus common and instructional spaces to a 6' social distancing standard.
  - To meet state and federal, and for some, Worcester Board of Health guidelines:
    - Created and implemented daily cleaning and sanitizing protocols.
    - Created and implemented cleaning and sanitizing protocols for campus spaces post-positive test result for an occupant of that space.
    - Created and implemented changes to HVAC system operations.
  - Created and implemented building paths of travel and ingress/egress routes.
  - Procured appropriate PPE and cleaning/sanitizing equipment and materials.
  - Classrooms were outfitted with hover cameras at the end of the Summer 2020.
  - Zoom enhancements continued this year, along with policy recommendations from IT on an ongoing basis and responsiveness to security threats.
  - Regular provision of IT security updates to faculty, students and staff in the remote environment.
- Student mental health needs required changes, including:
  - Assessed periodically via student surveys.
  - Fewer students sought counseling services; same number of total visits.
  - Counseling services adapted with telehealth options as well as in-person.
  - 753 students completed a mental well-being module that was added to EVERFI.
- No layoffs due to prudent fiscal management, health and safety protocols and sound Safe Return to Campus Plan.
  - The above allowed for us to capture residence hall revenue and maintain robust enrollment numbers, thus we were able to balance our budget without a reduction in force.
- Student financial support aided retention, including:
  - Timely processing of federal COVID stimulus acts direct support for students--

- WSU awarded \$1,896,300 in direct CARES Act HEERF I payments and \$215,117 in supplemental CARES Act HEERF I payments to 3,815 students.
  - WSU awarded \$1,766,900 in direct CRRSAA HEERF II payments to 5,392 students. WSU is currently awarding the remaining \$344,517 in supplemental CRRSAA HEERF II payments to a yet-to-be-determined number of students.
  - The total amount of CARES Act and CRRSAA funds that will be spent when WSU is done awarding CRRSAA HEERF II funds will be \$4,222,834.
  - The total number of students who will be awarded CARES Act and CRRSAA funds is not yet known, but it will exceed 9,207 duplicated students.
- In collaboration with COVID-19 associated External Relations Committee, the Experiential Learning Stipend Fund (ELSF) was created with a \$50,000 investment from the Worcester State Foundation. During the 2020-2021 academic year, 100 students participating in credit-bearing, unpaid experiential learning experiences and received \$500 stipends from the ELSF.
- Since the university's abrupt move to all-remote learning and working as of March 20, 2020, \$163,778 was raised for the Student Emergency Fund, including two generous challenge matches from Gene and Julianne DeFeudis. As of mid-May of this year, the fund had awarded \$106,257 to 205 students.
- Enrollment decline was in line with other State Universities, so we seized opportunities to aid recruitment and transfer opportunities.
- Partnered to offer a vaccination clinic.
  - While the primary reason to host the clinic was community service, there was undoubtedly a substantial visibility bump that we predict will translate into applications.
  - The foot traffic total in the vaccine clinic far exceeded the number of shots administered, which was 85,000 by mid-May and foot traffic and word of mouth about the condition of our campus is a demonstrated way to drive recruitment for WSU.
- Data collection/analysis included:
  - Student Academic Experiences Survey (Fall and Spring)
  - COVID-19 Response Survey (entire campus)
  - COVID-19 Vaccine Survey (entire campus)
  - COVID-19 Response Assessment Report (attached)

## Appendix 1 – ALANA Student Success

### Degree-Seeking First-Time, First-Year Students

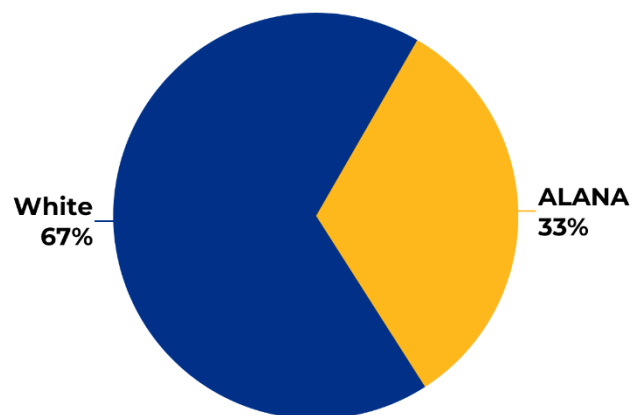
#### Longitudinal Enrollment by Race/Ethnicity

Race/Ethnicity	2016	2017	2018	2019	2020
American Indian or Alaska Native	1	1	1	3	--
Asian	21	55	46	48	45
Black or African American	49	49	61	64	52
Hispanic or Latino (of any Race)	96	136	141	122	125
White	562	603	566	584	531
Two or more Races	28	20	31	34	35
Race or Ethnicity Unknown	28	35	32	24	16
Non-Resident Alien	4	10	13	7	3
<b>Total</b>	<b>789</b>	<b>909</b>	<b>891</b>	<b>886</b>	<b>807</b>
<b>ALANA Total</b>	<b>195</b>	<b>261</b>	<b>280</b>	<b>271</b>	<b>257</b>
<b>ALANA Percentage</b>	<b>26%</b>	<b>30%</b>	<b>33%</b>	<b>32%</b>	<b>33%</b>

*Note 1: ALANA excludes White, Non-Resident Alien and Unknown*

*Note 2: ALANA percentage is calculated by dividing ALANA over the sum of ALANA and White*

#### Fall 2020 Enrollment by Race/Ethnicity



*Note: ALANA percentage is calculated by dividing ALANA over the sum of ALANA and White*

## Retention and Graduation Rates

### African-American First-Time, Full-Time, First-Year, Degree-Seeking Students

Entering Class	Cohort			% Retained			% Graduated		
	Initial	6th Year Adjusted	8th Year Adjusted	After 1st Year	After 2nd Year	After 3rd Year	Within 4 Years	Within 6 Years	Within 8 Years
2010	26	25	25	65.4	42.3	46.2	7.7	24.0	24.0
2011	24	24	24	83.3	83.3	70.8	16.7	58.3	62.5
2012	36	36	36	72.2	63.9	58.3	13.9	47.2	50.0
2013	25	25		92.0	80.0	64.0	20.0	60.0	
2014	46	46		78.3	63.0	56.5	37.0	50.0	
2015	42			78.6	66.7	66.7	35.7		
2016	49			81.6	67.3	59.2	38.8		
2017	49			73.5	51.0	42.9			
2018	61			75.4	63.9				
2019	64			82.8					

*Note: Adjusted cohort excludes deceased students and students who left the institution due to military reasons up to the completion year. 6th year adjustment is used for the 6th year completion rate. 8th year adjustment is used for 8th year completion rate.*

### Latinx First-Time, Full-Time, First-Year, Degree-Seeking Students

Entering Class	Cohort			% Retained			% Graduated		
	Initial	6th Year Adjusted	8th Year Adjusted	After 1st Year	After 2nd Year	After 3rd Year	Within 4 Years	Within 6 Years	Within 8 Years
2010	66	65	64	84.8	59.1	53.0	22.7	44.6	51.6
2011	65	65	65	69.2	60.0	60.0	29.2	44.6	49.2
2012	61	59	59	80.3	65.6	55.7	32.8	49.2	52.5
2013	76	76		78.9	67.1	56.6	25.0	46.1	
2014	93	92		68.8	60.2	59.1	32.3	47.8	
2015	76			65.8	63.2	63.2	30.3		
2016	96			76.0	60.4	55.2	32.3		
2017	136			77.2	63.2	58.1			
2018	141			70.2	56.0				
2019	120			62.5					

*Note: Adjusted cohort excludes deceased students and students who left the institution due to military reasons up to the completion year. 6th year adjustment is used for the 6th year completion rate. 8th year adjustment is used for 8th year completion rate*

## Appendix 2 – Civic Engagement

**For the academic year 2020-21, WSU reports 869 students engaged at 268 sites completing 127,137 hours of engaged / experiential learning.**

### **Impact of COVID-19: Civic Engagement, Student Placements and Clinical Practicums**

Concerns related to student safety, limited resources, and the strain on educational organizations posed limitations and unique challenges for our university in all regards. The above numbers are down from the previous year, when we reported *1869 students engaged at 268 sites completing 161,255 hours of engaged learning*. That said, challenges prevented by Covid were addressed in myriad ways, by increasing technologically assisted engagement, such as zoom debates, virtual simulation, clinical labs, and independent online learning modules.

All of the areas tracked here below may be grouped – in general – around the educational concept (pedagogy) of experiential learning. Internships, volunteerism, clinicals, practicums, and service learning remain meaningful to professors, students and community partners.

- Civic Learning: In keeping with the DHE's assessment of Civic Learning and Engagement, WSU is in its third year tracking courses as CL (civic learning). As in years past, 496 course sections were coded as CL, with (mostly digital) 8518 seats filled for a total of 25,712 credit hours that foster a civic ethos across the campus and educational culture.

**Roughly 30% of our classes each year are coded as some form of Civic Learning.**

- Internships: According to our Office of Institutional Research, 243 students were enrolled in 806 credit hours of internships for 2019-2020.

Internship projects are registered in 11 of our 21 departments.

**Total internship hours: 30,618**

- Experiential Learning / Service Learning. As we continue to develop methods for coding and institutionalizing Service Learning and Civic Engagement, OT, Communications, Urban Studies, Sociology, Biology, and Business Departments continue to run courses where service is a central student outcome. *Notable: This academic year, the Worcester State Foundation began to award \$500*

*stipends for Experiential Learning. In each term, more than 100 students applied for 50, \$500 stipends. These awards were evenly divided between the two schools within Worcester State.*

**Combined with Jumpstart and the class offering of the Urban Action Institute, Experiential Learning / Service Learning accounted for 28 SL projects involving 150 students contributed 18,900 service hours to various community partners.**

Volunteerism: ENACTUS and Jumpstart continued with their volunteer efforts. The university also ran a food distribution program with The United Way and the Woo Sox and Ocean State Job Lot in January, and our faculty, staff and students populated our regional vaccination clinic through the spring. Jumpstart featured 31 student volunteers providing 300 hours over the course of the year. *Notable also Vaccine Clinic (180 hrs x's 48 students= 8,640 hours)*

**In all, BCCE reports 12 Projects involving 101 students and 20,369 hours of volunteer, civic engagement.**

- Nursing Clinical Placements: 206 students (undergrads), 21 clinical sites, 27,284 hours (including expected summer hours).
- CSD, Education Practicums:

Education, Totals: 171 students, 21,717 hours of community engaged learning.

CSD: 46 students in Internships providing 8249 hours of service.

**Clinical and practicum hours totaled roughly 57,000.**

The Binienda Center keeps a complete list of our community partners and placement sites. If you have an interest, please contact Dr. Wagner at: [mwagner2@worchester.edu](mailto:mwagner2@worchester.edu) or visit: <https://www.worcester.edu/Binienda-Center-for-Civic-Engagement>

# COVID-19 Response Assessment Report



**Strategic Plan Review Committee**



**WORCESTER**  
STATE  
**UNIVERSITY**

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**12 Lessons Learned**

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# Strategic Plan Review Committee

## **Jeremy Andreatta**

Associate Professor of Chemistry

## **Jodi Briggs-Pickett**

Executive Director of  
University Advancement

## **Marilyn Cleary**

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## **Thomas Kelley**

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## **Stacey Luster**

General Counselor and  
Assistant to the President for  
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## **Syamak Moattari**

Associate Professor of  
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## **Maia Shalev**

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## **Sarah Strout**

Ex Officio Chair  
Assistant Vice President for  
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# Introduction

Worcester State University's response to the COVID-19 pandemic began in March 2020, when President Maloney gathered a group of individuals from areas of the campus related to the operation of the University during the pandemic. It was unclear whether the campus would close, and if so, for how long.

Once it became clear that the situation would be long term, and potentially extend into the Fall Semester, the President convened nine working groups to develop the Safe Return Plan.

These groups included 145 faculty and staff, and focused on areas such as academics contingency plans, communication, student recruitment and retention, external relations, federal stimulus coordination, use of facilities, mental health and well-being, and wrap-around student support.

In the Fall 2020 semester these groups were condensed into six: Academic Planning, Budget and Human Resources, Communications, Health, Safety and Student Life, Resources and Fundraising, and Student Academic Support and Retention and a seventh group, Assessment, was added.

In the summer of 2020, the Strategic Plan Review Committee, led by the Assistant Vice President for Assessment and Planning, was charged with assessing the University's response to the COVID-19 pandemic, and issuing recommendations for moving forward.

The committee, composed of faculty, staff, and students reviewed materials from each of the Safe Return working groups and met with leadership throughout the spring of 2021.

The COVID-19 pandemic was a disruptive force that amplified historical inequalities, revealed inefficient and outdated systems and processes, and solidified the essential role of technology at Worcester State. However, it also showed the resiliency, determination, and innovation the Worcester State community is capable of when faced with a new challenge.



# Accomplishments

Many of the initiatives implemented during the pandemic were successful. While there are numerous accomplishments from each of the Safe Return working groups, we have highlighted university-wide accomplishments that had a notable impact.

## Collaboration and Inclusion

- Over **145 faculty and staff** volunteered for the Safe Return working groups.
- Faculty and staff took on extra responsibilities.
- Departments developed collaborations to best serve our students.
- Use of Zoom increased participation in events and meetings (i.e., out-of-state alumni could take part in Alumni Board meetings).
- Students, faculty, and staff were surveyed multiple times for feedback.

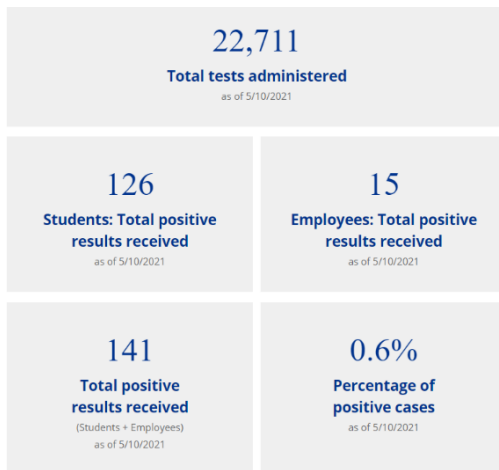
## Community Support

- Over **\$140,000 was raised** for the Student Emergency Fund to support students with financial hardships.
- Collaborated with community partners such as working with Worcester Together to provide temporary housing for medical front-line workers to protect their families from potential exposure to the virus.
- More than **\$15,000 was raised** for the Experiential Learning Fund to support students during unpaid internships and other experiential learning opportunities.
- Maintained social services for the community such as food pantries during pandemic.



## Communication

- Increased the amount of information available on the website and sent via email.
- Transparent infection and quarantine data made available via the testing dashboard.
- Offered **weekly campus conversations**, presentations on survey results, financial information, and student mental health.



## Rapid and Adaptive Response

- Transition to remote learning took place in a matter of weeks.
- Plans were made to shift to completely remote learning if cases increased.
- Increased testing to include commuter students as a response to feedback from surveys.
- Coordinated a Vaccine Hesitancy Panel discussion in response to results from the COVID-19 vaccine hesitancy survey.

## Prudent Fiscal Management

- Our policy to hold money in reserves helped to offset the fiscal impacts of the pandemic including minimizing lay-offs and avoiding furloughs.
- Change from making all funds available at the beginning of the year to a semester basis allowed for better budgetary planning given the unknown financial situation.

## Academic Quality

- Preserved the academic quality and rigor of courses and programs while being flexible and sensitive to students' needs.
- The majority of student comments on surveys reiterated the support, efforts, and assistance faculty provided during this unprecedented situation.
- The library maintained academic support for students and provided spaces for students to study, take exams, and attend remote classes.
- Academic enrichment events such as lectures, discussions, and presentations were offered throughout the pandemic.



## COVID-19 Monitoring and Prevention

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- Created and ran a large-scale testing center by adapting pre-existing operations and re-assigning Student Affairs personnel. Over **20,000 tests** have been administered.
- Personal protective equipment, cleaning supplies, barriers, and signage minimized the risk of contagion on campus.
- Partnered with St. Vincent's Hospital to provide a vaccine clinic for the community. More than **50,000 vaccines** have been administered.



## Campus Operations and Life

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- The facilities staff went above and beyond to ensure that campus operations could be at least partially open in the 2020-2021 academic year.
- All in-person events were vetted by the Campus Usage Committee and were required to follow protocols in line with federal and state requirements.
- New capacities for **every single space** on campus was determined and new layouts to maintain social distancing were implemented in every space that would be utilized.
- Residence halls were open in limited capacity for students who wanted to live on campus, and areas were set aside for students requiring isolation.
- Student activities continued responsibly during the pandemic. For example, orientation was offered for incoming students both in-person and virtually, the Wellness Center was available for use and virtual recreation was offered, and events were held virtually.

## Focused on Holistic Student Support

- Faculty and staff volunteers reached out to every single Worcester State undergraduate student.
- Developed the Lancer Learner course to help new students with the transition to college. **200 students** successfully completed the course.
- Continued mental health support for students by Counseling Center, including telehealth options.
- Increased the use of technologies to assist students with disabilities that benefit all students (universal design).
- Extended pass/fail options for students after transitioning to remote learning.
- Over **200 laptops and Wi-Fi hot spots** were purchased to loan to students.

## Leveraged Technology to Improve Processes

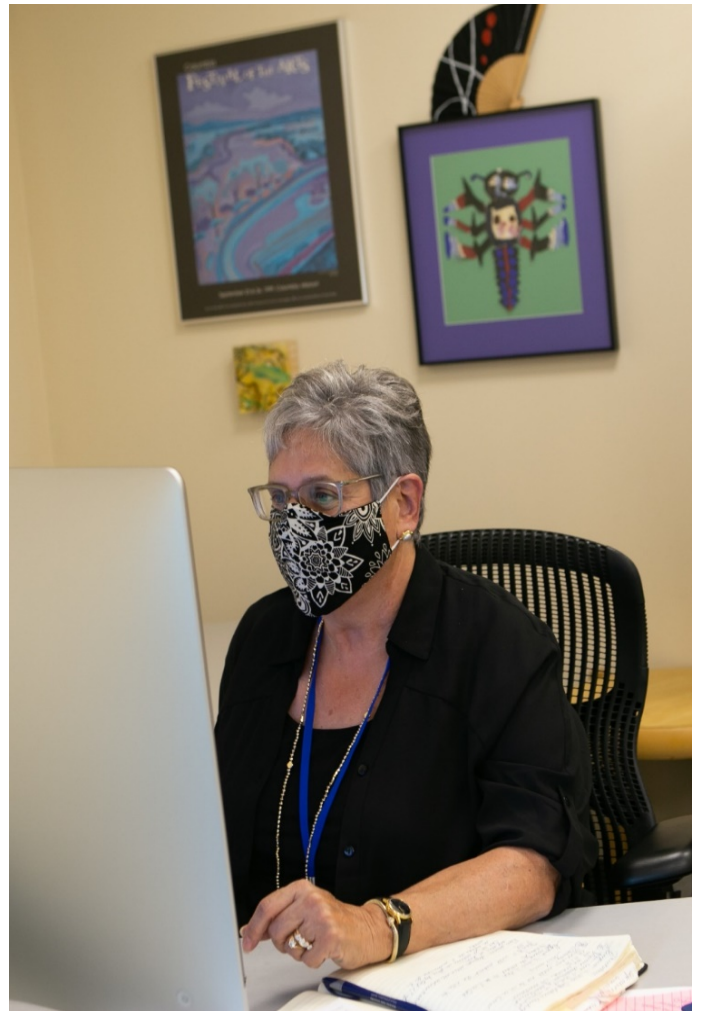
- Created virtual open houses, campus tours, and accepted student events that allowed admissions to continue to recruit prospective students. **450 students** attended at least one event.
- Video conferencing used for guest lectures and collaborations between our classes and international students.
- Virtual events allowed for more inclusive participation, for example, the virtual Celebration of Scholarship and Creativity allowed more people to participate over a longer period. **685 people** have viewed the event.
- Provided digital forms and electronic payments to replace paper.
- Used video conferencing to allow for synchronous online classes.



## Support for Faculty and Staff

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- Extended spring break to give faculty more time to transition courses to remote modalities.
- Extensive professional development provided by the Center for Teaching and Learning to assist with the transition. Over **300 faculty** participated in at least one session.
- Used services from Quality Matters, a leader in online / hybrid pedagogy to provide professional development for faculty.
- Provided supplies for remote work in a simple and timely manner.
- Offered staff resources for mental health, stress, and working remotely through webinars, articles, and the Employee Assistance Program.



## Maintained Productivity and Efficiency

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- Many processes became more efficient and accessible, for example: virtual advising, digital forms, and collaboration with tools like google docs and sheets.
- Faculty and staff were able to maintain productivity while working hybrid and remotely.



# Challenges

The COVID-19 pandemic came with many challenges, both expected and unexpected, that affected all aspects of campus life. The most significant challenges are listed below.

## Access to and Comfort with Technology

- Many students did not have the technology and internet access needed for remote learning. **20% of students** reported limited access to technology or internet.
- Faculty and staff had varying levels of comfort and familiarity with technology.

## Building Culture with New Employees

- New faculty and staff likely had limited interaction with the campus and campus community in-person which makes it harder to build rapport and culture.

## Increased Stress, Anxiety, and Social Isolation

- Over **80% of students, faculty, and staff** reported being overwhelmed by the amount of work/schoolwork they had.
- After a prolonged period of this 'new normal' many people experienced 'COVID fatigue,' causing an increase in depression, anxiety, exhaustion, cognitive declines, a lower threshold for annoyance, and physical symptoms.



## Maintaining Enrollment and Retention

- The pandemic affected students financially, academically, and socially, causing many students, especially those from historically underserved and underrepresented groups to have to leave or delay entry into higher education. There was a **7% decrease** in enrollment overall.
- Many first-year students choose Worcester State for the experience of living on campus, and with the pandemic, the concern about the safety of living on campus, and whether it would even be allowed, caused many students to choose not to live on campus this year.
- The traditional admission cycle and processes was interrupted by the pandemic.

## A Rapid and Constantly Changing Situation

- The situation declined rapidly, causing the University to only have weeks to plan and implement the transition to remote learning and operations.
- The guidelines from the CDC, federal, and state governments were constantly changing, resulting in a need for constant adaptation to plans.

## Adapting Facilities for Safe Return

- Procuring equipment and supplies became difficult as demand was high but supply was limited.
- New cleaning protocols and additional training and duties required Facilities staff to take on a significant amount of additional work.
- New capacity levels for every office and classroom had to be determined, the physical layout adapted, and additional barriers (such as plexiglass) installed to meet social distance requirements.



# Opportunities for Improvement

Over the course of the pandemic, some areas for improvement were revealed and are addressed in our recommendations. These include considerations for University communication, course consistency, and campus wi-fi.

## Communication

- The traditional hierarchical model of information flow was not effective or efficient. In many cases, complete information did not reach the person responsible for implementing the changes.
- Survey results revealed that constituents were more concerned with information being available in a timely manner to aid decision-making than accuracy or certainty.
- Survey results also showed constituents wanted to be kept apprised of the decision-making process.
- Important messages were often embedded in walls of text, both on the website and in emails, causing people to miss the important part of the message.

## Lack of Course Consistency

- Over **95% of students** reported difficulties in navigating course content or transitioning between classes due to inconsistent use of learning management systems.
- The level of engagement across courses was also inconsistent, with some students reporting no engagement from the professor at all, to other students reporting faculty going out of their way to communicate with students in multiple ways.
- The increase of blended courses revealed an ambiguous definition of what a blended course entails, so students were unable to make an informed decision about whether a blended course was appropriate for them.



## Wi-Fi Service on Campus

- The reliance on Zoom for classes and meetings revealed that the Wi-Fi service on campus is unacceptable.
- Many faculty and staff have found that they have better Wi-Fi at home, even in remote locations, than on campus.

# Lessons Learned

There were many lessons learned from the COVID pandemic for higher education in general and Worcester State in particular. We highlight the most important lessons and also address them in our recommendations.

## **Communication Should be Transparent and Accessible.**

During the pandemic the importance of transparent communication was made clear. The Worcester State community was hungry for information and praised the increase of communication and the availability of leadership. A transparent and accessible communication strategy addresses the inefficiencies in the current communication flow and increases ownership and responsibility among all constituents.

## **Investment in Technology is Essential.**

The pandemic revealed that our ability to support faculty, staff, and students' technology needs was inadequate and many technologies were not up to date, not available widely, or not enough faculty and staff had been trained in how to use them. Technology is an integral part of teaching and learning, even for in-person classes. Students will be expected to be able to use technologies such as video conferencing and collaboration tools in the workforce moving forward, and we need to adjust our pedagogy and content to reflect that.

## **Students Need Holistic Support.**

The pandemic amplified existing disparities for our students and affirmed our commitment to providing holistic support, including academic, financial, emotional and social support to our students.



### **The Evolution of Practices is Necessary.**

Many of the policies, processes, and practices used by Worcester State for decades were revealed to be outdated and inefficient. The pandemic revealed that much of the University's work can be done remotely without affecting productivity or efficiency. Especially in offices with limited student contact, productivity was maintained or increased when staff were able to work uninterrupted.

### **Worcester State is Resilient, Innovative, and Compassionate.**

The Worcester State community went out of its way to support each other. Over 100 faculty and staff volunteered to reach out to every single undergraduate student, more than \$100,000 was raised for the Student Emergency Fund, and over 145 faculty and staff volunteered to participate in the COVID-19 working groups.



# Recommendations

Based on conversations with the leaders of the Safe Return Teams as well as discussions among the Strategic Planning Review Committee, we recommend the following post-pandemic actions to enhance the delivery of services, both academic and administrative to constituents at WSU. Each of these recommendations are tied to the WSU Strategic Plan.

## ACADEMICS

### Clarify the definitions for course modalities.

**Strategy 1.1:** Promote University-wide innovation in curricular program offerings and expand options and accessible modalities for courses offered and course completion.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

### Continue to offer flexible course modalities.

**Strategy 1.1:** Promote University-wide innovation in curricular program offerings and expand options and accessible modalities for courses offerings and course completion.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 5.1:** Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups.



## Promote consistent navigation for Blackboard courses.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

## Continue to provide faculty professional development for remote learning.

**Strategy 1.1:** Promote University-wide innovation in curricular program offerings and expand options and accessible modalities for courses offerings and course completion.

**Strategy 1.2:** Support and celebrate excellent teaching, and expand opportunities for broadening pedagogical expertise through both internal and external professional development.

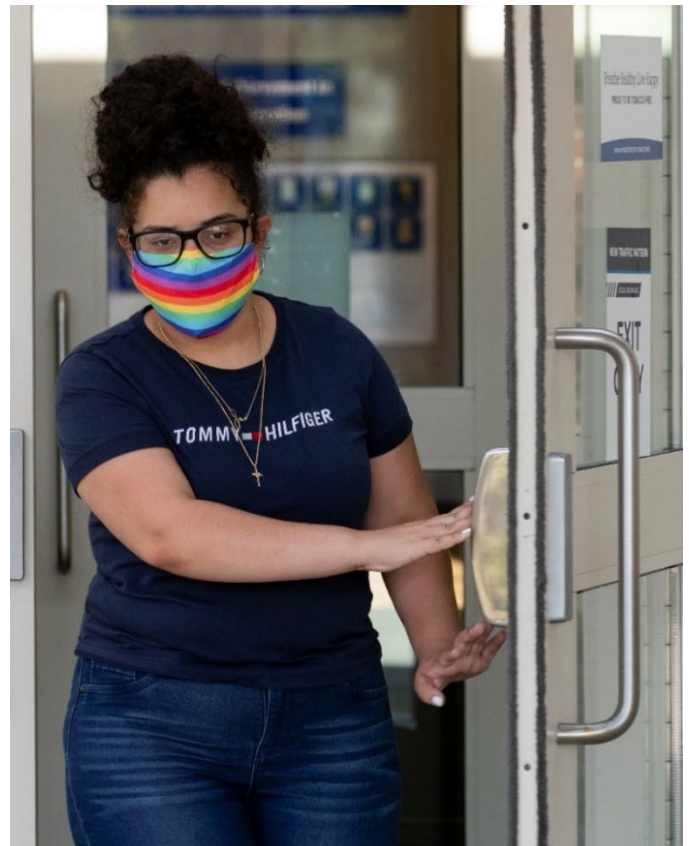
**Strategy 5.3:** Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body.

## Create additional Instructional Designer positions for both technical and pedagogical assistance.

**Strategy 1.1:** Promote University-wide innovation in curricular program offerings and expand options and accessible modalities for courses offerings and course completion.

**Strategy 1.2:** Support and celebrate excellent teaching and expand opportunities for broadening pedagogical expertise through both internal and external professional development.

**Strategy 5.3:** Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body.



## CAMPUS OPERATIONS AND HUMAN RESOURCES

**Embrace new innovations and be cautious of falling back on 'normal operations' that might not be as effective.**

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

**Strategy 5.2:** Recruit, retain and reward high quality and diverse faculty and staff committed to educating and supporting a diverse student body.

**Leverage technology to facilitate processes including electronic checks, electronic forms, and virtual meetings.**

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

**Strategy 5.2:** Recruit, retain and reward high quality and diverse faculty and staff committed to educating and supporting a diverse student body.

**Create a remote work plan to improve quality of life and alleviate parking and space concerns.**

**Strategy 5.2:** Recruit, retain and reward high quality and diverse faculty and staff committed to educating and supporting a diverse student body.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

**Strategy 6.6:** As a campus community, commit to developing and implementing programs and policies that address the growing challenges of climate change as they affect the campus, the region, and the world.



## Explore staffing and skills gaps and misalignments in positions revealed during the pandemic.

**Strategy 5.2:** Recruit, retain and reward high quality and diverse faculty and staff committed to educating and supporting a diverse student body.

**Strategy 5.5:** Foster a culture of assessment and data-based decision making.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

**Strategy 6.5:** Develop and implement redundant systems and staffing capacities to protect essential business operations from disruption due to unanticipated events.

## Create opportunities to build and maintain culture and morale with new and existing employees.

**Strategy 5.2:** Recruit, retain and reward high quality and diverse faculty and staff committed to educating and supporting a diverse student body.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

## Provide funding for virtual professional development in lieu of in-person events.

**Strategy 5.2:** Recruit, retain and reward high quality and diverse faculty and staff committed to educating and supporting a diverse student body.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

## Recognize and reward the additional work faculty and staff have done during the pandemic.

**Strategy 5.2:** Recruit, retain and reward high quality and diverse faculty and staff committed to educating and supporting a diverse student body.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

## Be sensitive to the adjustment period for faculty, staff, and students resuming on-campus operations.

**Strategy 5.2:** Recruit, retain and reward high quality and diverse faculty and staff committed to educating and supporting a diverse student body.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.



# COMMUNICATION AND DECISION-MAKING

## Improve the accessibility and clarity of the Worcester State website.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

## Develop a crisis communication plan.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

## Adapt communication flow considering challenges revealed during the pandemic.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

## Maintain transparent communication of decisions, decision-making process, survey results, and data.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

**Strategy 5.5:** Foster a culture of assessment and data-based decision making.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

## Continue to offer consistent access to leadership (not necessarily the President) for information and questions.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

**Strategy 6.4:** Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity.

## Continue to collect information on student, faculty, and staff success and satisfaction to aid in decision-making.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

**Strategy 5.5:** Foster a culture of assessment and data-based decision making.

## FINANCES AND FINANCIAL AID

**Continue to manage budget wisely, keeping funds in reserves for emergencies.**

**Strategy 5.6:** Institutionalize policies, practices, and procedures that prepare members of the WSU community to respond nimbly, collaboratively, and effectively to unanticipated crises.

**Strategy 6.1:** Develop new and sustain existing sources of revenue.

**Focus on enrollment and housing to make up shortfalls, specifically graduate, adult learner, and ALANA prospective students.**

**Strategy 3.6:** Invest resources necessary to grow enrollment in graduate and online programs.

**Strategy 5.6:** Institutionalize policies, practices, and procedures that prepare members of the WSU community to respond nimbly, collaboratively, and effectively to unanticipated crises.

**Strategy 6.1:** Develop new and sustain existing sources of revenue.

**Use the momentum from the pandemic to raise funds for student assistance.**

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 6.2:** Expand philanthropic support and grow the endowment.



## STUDENT SUPPORT AND SUCCESS

### Continue to offer the Lancer Learning course.

**Strategy 2.1:** Increase overall retention and graduation rates and close achievement gaps.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 5.1:** Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.

### Continue retention outreach for targeted at-risk populations.

**Strategy 2.1:** Increase overall retention and graduation rates and close achievement gaps.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 5.1:** Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups.

**Strategy 5.4:** Promote greater unity, communication, and sense of institutional pride across campus.



## Continue to offer virtual advising for students.

**Strategy 2.1:** Increase overall retention and graduation rates and close achievement gaps.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 2.5:** Adopt a mentoring model of advising and ensure faculty and staff are appropriately trained to deliver effective support to a more diverse student body.

**Strategy 5.1:** Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups.

## Continue to provide telehealth options for counseling.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 5.1:** Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups.

## Continue access for student services outside of 'traditional' work schedule and virtually.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 5.1:** Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups.



## Maintain universal design principles that benefit students with disabilities as well as other students.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

## Identify and remedy learning gaps immediately for new students.

**Strategy 2.1:** Increase overall retention and graduation rates and close achievement gaps.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 5.1:** Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups.

## Provide resiliency training for students and professional development for faculty and staff on how to support students.

**Strategy 2.1:** Increase overall retention and graduation rates and close achievement gaps.

**Strategy 2.3:** Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 5.1:** Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups.

**Strategy 5.3:** Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body.



# TECHNOLOGY

## Prioritize investment in technology and staff to support technology.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 5.6:** Institutionalize policies, practices, and procedures that prepare members of the WSU community to respond nimbly, collaboratively, and effectively to unanticipated crises.

**Strategy 6.3:** Ensure technology, facilities, and systems are adequate to support operational needs and strategic goals.

**Strategy 6.5:** Develop and implement redundant systems and staffing capacities to protect essential business operations from disruption due to unanticipated events.

## Enforce laptop policy and expand laptop and internet access loans for students.

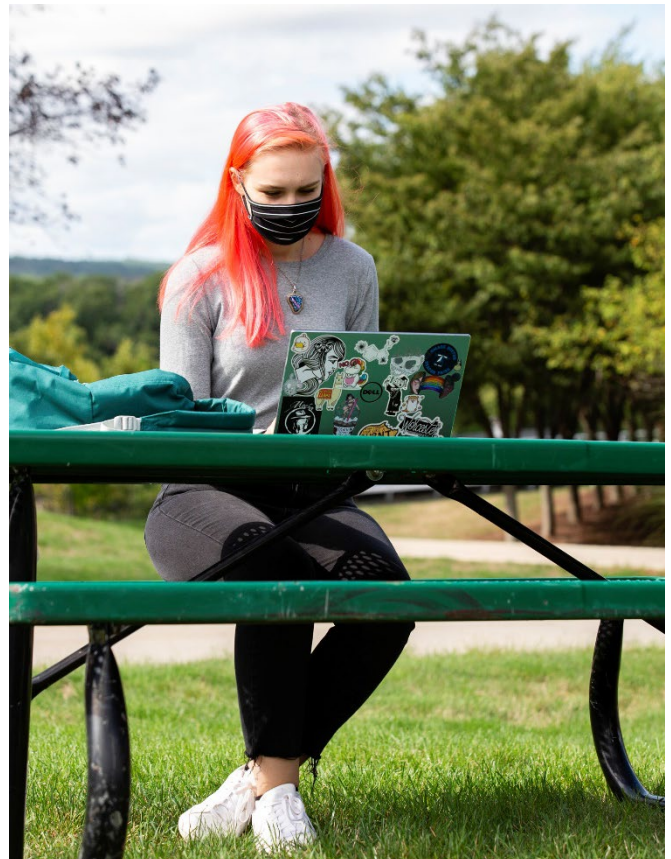
**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.

**Strategy 5.6:** Institutionalize policies, practices, and procedures that prepare members of the WSU community to respond nimbly, collaboratively, and effectively to unanticipated crises.

**Strategy 6.3:** Ensure technology, facilities, and systems are adequate to support operational needs and strategic goals.

## Improve Wi-Fi on campus.

**Strategy 2.4:** Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need.



# Conclusion

**This report represents a series of documentary reviews, discussions, and interviews with Worcester State stakeholders including the Provost and Vice President of Academic Affairs, the Chief Financial Officer and Vice President of Administration and Finance, the Vice President of University Advancement, the Vice President of Enrollment Management, the Dean of Students and Chief Student Affairs Officer, the President's Chief of Staff, the Director of Facilities, the Director of Human Resources, and the Associate Dean for Health and Wellness.**

**There are certainly things that were well executed, giving the unknowns and shifting circumstances. There were also areas for improvement and opportunities to capitalize on the response to the crisis. Many of the adopted practices can and should be institutionalized moving forward.**





WORCESTER  
STATE  
UNIVERSITY



WORCESTER  
STATE  
UNIVERSITY

# BEYOND 150

LEAD, SUCCEED, ENGAGE

BE A LEADER  
BE SUCCESSFUL  
BE ENGAGED

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## *Message from the President*



As we close out this challenging semester, we find ourselves initiating a new strategic plan—encompassing the next five years—in the midst of a global pandemic. It is heartening to look past the disruption of this unsettling time and know that Worcester State is well prepared to thrive in the post-pandemic future.

What gives me this confidence? The plan itself and how it was developed. It builds upon the previous five-year plan, was inclusively and thoughtfully conceived, and establishes quantitative measures for success. In reviewing the 2015-2020 plan, our core values were re-affirmed. Adhering to that plan enabled significant progress in retention and graduation rates, stronger academic programming and faculty investment, and engagement of students both inside and outside the classroom – all of which assured our fiscal health.

While building upon that foundation, this plan incorporates lessons learned during the rapid pivot to all-remote learning last spring and infuses—through every goal and strategy—our commitment to equity, so that all areas of our community can embrace it as their own responsibility.

More than 1,000 different voices were heard from in the plan’s development, through surveys, forums, and meetings, and 125 faculty, staff, and students participated regularly in working groups. I am extremely grateful to the Strategic Planning Steering Committee for its persistence and for finalizing this plan on time, even while “going remote” last spring. Steering Committee co-chairs, Dr. Julie Frechette of the Communication Department and Dr. Edgar Moros of the Intensive English Language Institute, provided leadership, with guidance from Dr. Sarah Strout, assistant vice president for assessment and planning, and consultant Linda Campanella. Their considerable effort and expertise were essential ingredients in constructing a blueprint that was adopted by our campus and supported by both the Worcester State University Board of Trustees and the Massachusetts Department of Higher Education.

Our goals are appropriately ambitious, and I believe we will meet them. We will periodically assess our progress via a review committee to ensure that we do. This roadmap takes us past our 150th anniversary, and we will honor our history by continuing to provide a relevant, empowering higher education opportunity for the students who need it most, regardless of the challenges the future may hold.

A handwritten signature in black ink that reads "Barry M. Maloney". The signature is fluid and cursive, with the first name "Barry" being more prominent.

Barry M. Maloney  
President

# WORCESTER STATE UNIVERSITY

## MISSION

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



## CORE VALUES

As a public institution, Worcester State University embraces the belief that widespread access to high-quality educational opportunities is the cornerstone of a democratic society. Members of the Worcester State community share the following core values:

- **Academic Excellence**

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

- **Engaged Citizenship**

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

- **Open Exchange of Ideas**

We are committed to inviting and considering the most expansive range of perspectives in

teaching and learning, in scholarly and creative work, and in the governance of a complex, diverse institution.

- **Diversity and Inclusiveness**

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

- **Civility and Integrity**

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

# STRATEGIC PLANNING PROCESS

1

## FORMATION OF STRATEGIC PLANNING STEERING COMMITTEE

The Strategic Planning Steering Committee (SPSC), chaired by Dr. Julie Frechette and Dr. Edgar Moros, was comprised of faculty and staff representative of all areas of campus.

2

## BOARD OF HIGHER EDUCATION TOUCH POINT I

SPSC met with Commissioner of Higher Education Dr. Carlos Santiago and Associate Commissioner for Strategic Planning and Public Program Approvals Dr. Winnie Hagan in November 2019.

3

## INCLUSIVE ENGAGEMENT

Throughout the planning process, students, faculty, and staff were engaged through surveys, open forums, and meetings.

In addition, the campus was regularly updated on progress.

4

## DEVELOPMENT OF VISION AND FRAMEWORK

SPRC developed a vision and framework for the plan, choosing to have equity infused throughout all aspects of the plan, rather than as a stand-alone goal.

5

## DEVELOPMENT OF STRATEGIES AND INITIATIVES

Strategic Planning Working Groups were formed to develop strategies for each of the goals and recommend initiatives.

A draft of the strategic plan was submitted to the Board of Higher Education in June 2020.

6

BOARD OF HIGHER  
EDUCATION  
TOUCH POINT II

Metrics for the plan were developed, and later, benchmarks and targets were added.

7

DEVELOPMENT  
OF METRICS

The plan was examined to ensure that equity was infused in all goals. Highlighted strategies and initiatives relating to equity were compiled.

8

ADDRESSING  
EQUITY

During the final stages of planning, the COVID-19 pandemic started. The plan was edited to address concerns relating to COVID-19. Highlighted strategies and initiatives were compiled.

9

RESPONDING  
TO COVID-19

The final draft of the strategic plan was submitted to the Board of Higher Education in September 2020. The plan was approved in October 2020.

10

BOARD OF HIGHER  
EDUCATION  
TOUCH POINT III



## STRATEGIC PLANNING STEERING COMMITTEE

**Linda Campanella**  
Planning Consultant  
(SOS Consulting Group LLC)

**Dr. Sarah Strout**  
(ex-officio)  
Assistant Vice President for  
Assessment and Planning

### CO-CHAIRS

**Dr. Julie Frechette**  
Professor  
Communication

**Dr. Edgar Moros**  
Director, Intensive  
English Language Institute

### COMMITTEE MEMBERS

**Dr. Susan Mitroka Batsford**  
Associate Professor  
Chemistry Department

**Dr. Thomas Conroy**  
Associate Professor  
Urban Studies Department

**Mary Dillon**  
Clerk IV  
Occupational Therapy

**Thomas Kelley**  
Director, Retention

**Dr. Linda Larrivee**  
Dean, School of Education,  
Health, and Natural Sciences

**Stacey Luster**  
General Counselor/Assistant  
to the President for EEEE

**John Meany**  
Associate Director, Athletics

**Michael Mills**  
Alumni Association  
representative

**Dr. Stephen Morreale**  
Professor  
Criminal Justice Department

**Katey Palumbo**  
Director  
International Programs

**Dr. Russ Pottle**  
Dean, School of Humanities  
and Social Sciences

**Dr. Emily Soltano**  
Professor  
Psychology Department

**Dr. Tanya Trudell**  
Instructor  
Occupational Therapy

**David Tuttle**  
Board of Trustees  
representative

**Professor Adam Zahler**  
Professor  
Visual & Performing Arts

# INCLUSIVE PROCESS

Throughout the strategic planning process, the Strategic Planning Steering Committee ensured that all members of the Worcester State University community were included. In addition to more than 1,000 voices captured through surveys, forums, and meetings, more than 100 faculty, staff, and students participated in working groups to develop strategies and initiatives for each goal (working group membership can be found on pages 34-36). During the process, updates and drafts were shared with the campus community on a regular basis, and feedback was incorporated into the plan.

## **SURVEYS AND QUALITATIVE DATA**

- Academic Kick Off Prompt Cards for Faculty and Staff
- Visioning Questionnaire for Executive Cabinet and Board of Trustees
- Verb Prompt Survey for Faculty and Staff
- Administrative Functional Department Assessment for Executive Cabinet
- Academic Program Evaluations
- Faculty Survey
- Staff Survey
- Undergraduate Student Survey
- Graduate Student Survey
- Alumni Survey

## **MEETINGS**

- Advisory Committee for Equal Opportunity, Diversity and Affirmative Action
- All University Committee
- Alumni Association Advisory Board
- Bias Incidence Response Team
- Board of Trustees
- Cabinet
- Campus Climate Committee
- Chairs Council
- Executive Cabinet
- Foundation Board
- Graduate Program Coordinators
- Leadership Council
- Presidential Student Ambassadors
- Student Government Association

## **PRESENTATIONS AND FORUMS**

- Faculty Presentations
- Staff Presentations
- Faculty Forums
- Staff Forums
- Campus Update I
- Campus Update II
- Working Group Kick-off Event

# STRATEGIC PLAN VISION

## VISION FOR THE FUTURE

**WORCESTER STATE UNIVERSITY** will be a vibrant, student-centered community of learning dedicated to preparing students of all backgrounds to succeed and lead in their professions, in their communities, and wherever they seek to leave their mark on the world.



**Worcester State** will be recognized as a community of learning whose doors are open to all and whose impact on those who venture through its doors is transformational.

**Worcester State** will be known as the university where students finish what they start.

**Worcester State** will be known as a place where students emerge from their experience ready to lead— as individuals whose leadership potential has been identified, nourished, and demonstrated.

**Worcester State** will deliver on its promise to provide students a full and rich educational experience in any learning environment— whether on-campus and in-person or virtual and remote through distance learning.

**Worcester State** will be a research hub where scholarly creativity is being channeled in new, exciting, and potentially important directions.

**Worcester State** will be one of the best-run state universities in New England—efficient and lean, but investing adequately in the people, programs, physical spaces, and technological infrastructure to ensure Worcester State will be able to fulfill its mission and achieve its goals as a leading state university in the region.

**Worcester State** will be a place where all members of the diverse Worcester State community—faculty, staff, and students—will feel included and valued, and will hold themselves and each other accountable for upholding the University's core values.

**Worcester State** will be financially stable and well positioned for long-term organizational sustainability as it marks its 150th anniversary in 2024.

**Worcester State** will have a smaller carbon footprint and be setting an example of responsible environmental stewardship.

# STRATEGIC PLAN FRAMEWORK

The framework, developed by the Strategic Planning Steering Committee, incorporates equity throughout the six main goals of the strategic plan. All aspects of Worcester State University, from academics and student support to resources and infrastructure, have been developed through an equity lens.



## EQUITY



### GOAL 1

Academic Excellence  
and Distinction



### GOAL 2

Student Support  
and Success



### GOAL 3

Marketing  
and Enrollment



### GOAL 4

Community Engagement  
and Public Good



### GOAL 5

People and  
Culture



### GOAL 6

Resources and  
Infrastructure

# WORCESTER STATE STRATEGIC PLAN

## GOALS, STRATEGIES, AND INITIATIVES

The Strategic Planning Working Groups, chaired by Strategic Planning Steering Committee members and comprised of more than 100 faculty, staff, and students, were tasked with developing strategies and recommending initiatives for each goal, infusing equity into each goal.



## GOAL 1 Academic Excellence and Distinction

Offer high-quality undergraduate and graduate programs that develop the intellectual and personal potential of every student, and prepare the next generation of leaders, innovators, and scholars

### STRATEGIES AND INITIATIVES

#### STRATEGY 1.1

**Promote University-wide innovation in curricular program offerings, and expand options and accessible modalities for course offerings and course completion**

- Develop and offer more online and blended courses
- Make Wintersession 100 percent online and expand the term
- Secure necessary external approvals for majors in Art, Political Science, and Theater
- Seek support and pursue approvals to offer an Occupational Therapy doctorate
- Implement the Major-Plus requirement as reflected in the RASE plan
- Develop interdisciplinary concentrations into minors and create a department of interdisciplinary studies
- Create additional 4+ programs
- Develop an accelerated degree completion program for non-traditional students
- Increase the number of degrees that can be attained completely online or during the evening

#### STRATEGY 1.2

**Support and celebrate excellent teaching, and expand opportunities for broadening pedagogical expertise through both internal and external professional development**

- Ensure resources allocated to the Center for Teaching and Learning (CTL) are adequate to support University-wide priorities relating to academic excellence and distinction
- Create an instructional design position in the Center for Teaching and Learning (CTL)
- Establish and promote common expectations and evidence-based best practices for the online course experience
- Encourage everyone teaching online to be “certified” by some vetting process (e.g., Quality Matters)
- Increase access and resources to learn about universal design for course materials
- Create a web page for faculty to share ideas for syllabi, teaching, scholarly work, research ideas, etc.

#### STRATEGY 1.3

**Leverage the University’s location to create distinctive academic and leadership opportunities**

- Create greater opportunities for summer Intensive English Language Institute programs (including a formalized summer residential program)
- Provide educational opportunities deemed to be of strategic value to the region based on employment trends
- Enhance career exploration, internships, and professional opportunities by connecting students with alumni networks, employers and academic departments



#### STRATEGY 1.4

**Offer a vibrant and rigorous general education curriculum that supports the liberal arts in a 21st-century context**

- Provide a comprehensive review and needs assessment of the current Liberal Arts and Science Curriculum (LASC) to determine strengths, weakness, and revisions
- Put in place a process to annually review LASC goals and outcomes as reflected in student learning outcomes, program reviews, digital portfolio work, and graduation rates
- Establish a set of targeted areas related to digital literacy for students to gain proficiency
- Create a 'Leadership Across the Curriculum' general education requirement
- Create and offer an online track for all LASC classes
- Create a 3-credit diversity course requirement

#### STRATEGY 1.5

**Enhance support for scholarly and creative work that is applied, innovative, interdisciplinary, and inclusive of marginalized traditions**

- Establish a fully functioning Office of Grants and Sponsored Research
- Expand funding opportunities for research and scholarships across departments and programs
- Strengthen and publicize opportunities for faculty research

#### STRATEGY 1.6

**Create a more vibrant intellectual life on campus and fortify a culture of high academic standards**

- Create a university portfolio initiative that documents and enhances student learning gains and unique skills for all students
- Invest resources as necessary to establish the Library as the center of academic pursuits at Worcester State
- Ensure that opportunities for experiential learning are available to all students
- Continue to increase study abroad participation rates by identifying institutional and external funding sources to support faculty-led programs
- Create and facilitate access to a more vibrant intellectual life on campus



## GOAL 2 Student Support and Success

Provide all students a transformative, holistic educational experience with a path to timely degree completion and solid preparation for advanced academic studies or career success

### STRATEGIES AND INITIATIVES

#### STRATEGY 2.1

##### **Increase overall retention and graduation rates and close achievement gaps**

- Reimagine and adapt Worcester State's scheduling model for classes to enhance student-friendliness and increase efficiency
- Continue to support current practices such as CLEP testing based on students' assets, sample bilingual/multilingual skills
- Invest in and utilize institutional financial aid intended to encourage student persistence and retention
- Offer optional online placement testing in Spanish to incoming students
- Create a transfer-friendly environment by collaborating with academic departments, to develop a more streamlined process for evaluating international credentials for transfer course equivalencies and designate a transfer specialist in each academic department

#### STRATEGY 2.2

##### **Promote student leadership development opportunities proactively, inclusively, and equitably**

- Enhance leadership skills programming that challenge and encourage students to become empowered, inclusive, and knowledgeable community and global leaders
- Adopt a wide-ranging, inclusive definition of leadership for Worcester State that includes an understanding of equity and the importance of valuing diversity
- Promote student leadership development opportunities
- Encourage the approval of a co-curricular transcript (as outlined in the RASE Plan)
- Identify unmet needs in the area of student leadership development and develop programs to meet those needs

#### STRATEGY 2.3

##### **Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative**

- Increase awareness and accessibility of resources aligned with the eight domains of student wellness (emotional, social, physical, occupational, financial, intellectual, environmental, and spiritual resources)

- Communicate campus commitment and dedicate resources to addressing student emotional and mental well-being, particularly relating to traumatized and disenfranchised populations
- Expand First-Year Experience services as needed based on RASE Plan recommendations to meet needs of a changing student body
- Increase the number of full-time faculty involved with First-Year Seminar
- Create a centralized location for students to get information regarding all services available on campus (financial aid, registration, health care, etc.)

#### STRATEGY 2.4

##### **Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need**

- Take necessary steps to increase student support services beyond the traditional 9-to-5 workday
- Work toward making all University spaces ADA-compliant, and provide assistive technology and processes that make it easier for all students, employees, and guests to experience our campus
- Expand and enhance the support graduate students receive from the Library and Student Affairs



- Ensure all students have access to the technology and learning tools necessary for academic success
- Recommit to the requirement that all undergraduate students have a laptop that meets University standards and program requirements, and strive to ensure that students have reasonably operative internet access when away from campus
- Develop non-traditional and creative ways to address non-tuition-related financial challenges impeding students' ability to thrive
- Ensure adequate and appropriate resources and supports are available to degree-seeking and degree-completing non-traditional-age adult learners
- Promote institutional compliance with student educational accommodations across learning platforms and modalities
- Implement and assess the success of virtual information sessions for prospective and admitted students
- Create and deploy an online campus tour with video, making sure to highlight areas of campus that would be important for prospective students from under-represented groups

- Measure the success of "Meet a Faculty Member" programs for yield purposes
- Implement virtual financial aid sessions with Q&A for accepted and current students
- Identify and remove barriers impeding full and equitable student access to services and resources, including for non-traditional students
- Find ways to make textbooks, open educational resources, or other content available to students with little or no cost.

#### STRATEGY 2.5

**Adopt a mentoring model of advising and ensure faculty and staff are appropriately trained to deliver effective support to a more diverse student body**

- Promote a culture in which advising is a year-round process
- Provide financial support and promote opportunities for informal advising interactions between faculty and students
- Provide support for appropriate levels of advising in high-enrolled majors
- Revisit the graduate coordinator model and ensure support offices throughout campus to provide graduate student-specific services

#### STRATEGY 2.6

**Create a more robust campus life that fully engages all students, and promote a sense of connection and community within WSU's distance-learning environment**

- Expand extracurricular and recreational programming to enhance campus life for all students
- Create a working group to address needs of Worcester State's international student population
- Establish more opportunities for graduate students to network with each other and feel a sense of connection to the wider WSU community
- Enhance supports to improve the sense of belonging of transfer and commuter students
- Enhance supports to improve the sense of belonging of first generation students
- Offer additional Transfer Orientation dates to increase greater access to this key program for all incoming transfer students.
- Strengthen and expand the Transfer Success Coach program in collaboration with the Retention Office.
- Develop and implement a mandatory 1-credit New Transfer Seminar



## GOAL 3 Marketing and Enrollment

Be attractive and accessible to an increasingly diverse population of students within an increasingly competitive recruitment environment

### STRATEGIES AND INITIATIVES

#### STRATEGY 3.1

**Raise regional and national visibility and garner recognition for academic excellence, value, and impact**

- Align traditional advertising with online program advertising to strengthen overall marketing effectiveness
- Implement a comprehensive strategy for attracting and enrolling non-traditional-age students seeking to begin or resume their undergraduate studies or preparing to change career pathways
- Re-platform and enhance content on the website to serve more effectively as a marketing and recruitment tool
- Ensure the website effectively engages diverse audiences by providing personalized marketing content and meeting up-to-date technological demands
- Increase Worcester State's visibility regionally and nationally in fields where faculty play leadership roles by supporting research and travel
- Develop materials that highlight Worcester State's role within higher education
- Create culture of faculty, staff, and students being "branded" at off campus events

#### STRATEGY 3.2

**More effectively differentiate WSU from its peers, drawing particular attention to advantages associated with its location**

- Boldly promote the RASE Plan
- Expand and support interdisciplinary teaching
- Identify our "signature programs" setting us apart from other competitors
- Position Worcester State as "Worcester's University"
- Continue to ensure branding consistency in marketing materials

#### STRATEGY 3.3

**Increase the diversity of the faculty and staff to better reflect the WSU student body and applicant pool**

- Increase diversity in academic and administrative departments that affect the recruitment, retention, and leadership development of students from under-represented and marginalized groups
- Implement a strategic recruitment and retention strategy for under-represented and marginalized faculty and staff



#### **STRATEGY 3.4**

##### **Expand presence in the local secondary education and community college sectors**

- Continue to implement and support Early College and dual enrollment programs
- Implement programs that bring greater numbers of prospective and accepted students to campus, targeting underrepresented groups in particular
- Offer seminars to high school students on the application process here at Worcester State
- Create a faculty speaking program at high schools
- Develop program partnerships between Worcester State departments and high school programs
- Develop a young alumni program as liaisons for their high school alma maters

#### **STRATEGY 3.5**

##### **Position and promote WSU as a first-choice university for students from traditionally under-represented groups**

- Provide comprehensive academic support in first-year experience either by expanding Summer Bridge or creating a 'Fall Cluster' for first-generation students and students from under-represented groups
- Create accelerated blended/online degree completion programs for non-traditional students
- Create a marketing campaign that showcases a robust offering of educational experiences for a racially diverse undergraduate applicant pool
- Ensure marketing and recruitment materials are translated into foreign languages prevalent in Worcester State's local population, and highlight the breadth of opportunity and support at Worcester State for students of diverse backgrounds

#### **STRATEGY 3.6**

##### **Invest resources necessary to grow enrollment in graduate and online programs**

- Seek additional funding to support increased graduate assistantship opportunities
- Offer a 'Life Work Portfolio' program for non-traditional age adult learners who may wish to petition for credit for learning achieved outside the traditional classroom
- Improve the registration process and advising for graduate students
- Evaluate whether staffing for graduate admissions and recruitment is adequate to support the attainment of enrollment goals
- Develop and implement an aggressive marketing campaign in support of graduate and continuing education enrollment goals, particularly growth of the graduate program
- Invest in online course development by creating an instructional design faculty fellow and by providing a stipend, course-release, or first right-of-refusal to incentivize the creation of courses



## GOAL 4 Community Engagement and Public Good

Have an impact beyond campus through leading-edge scholarship and creative activities, civic engagement, and mutually beneficial partnerships with local, regional, and global communities

### STRATEGIES AND INITIATIVES

#### STRATEGY 4.1

**Expand and deepen connections between the community and WSU's academic departments, centers, and institutes**

- Expand the utilization of external advisory bodies
- Partner with the community to promote international dialogues and experiences
- Provide opportunities and partnerships that support our higher education equity agenda in the Worcester community

#### STRATEGY 4.2

**Foster ongoing interaction between members of the University community and members of the Worcester community**

- Implement a Volunteer Day for employees to contribute to Worcester and local areas in a visible way
- Maintain an open, neighborly campus environment
- Offer annual bus tours of Worcester for all new staff and faculty as well as members of Leadership Council
- Better promote existing community partnerships and outreach activities
- Connect the Worcester State community to affinity groups in the city of Worcester and Greater Central Massachusetts

#### STRATEGY 4.3

**Expand relationships with businesses in Worcester and beyond to expand the pipeline for internships, practica, co-ops, and post-graduate employment options**

- Expand connection, engagement, and networking opportunities, as well as ongoing career support, for alumni
- Support efforts to establish Worcester as a vibrant location for students to study and play, faculty and staff to work and live, and graduates to stay and serve
- Intentionally have faculty and staff be present at Five Chambers events
- Provide students opportunities to attend Chamber events

#### STRATEGY 4.4

**Establish WSU as a research and policy hub where faculty, staff, and students actively engage in developing solutions to meet regional challenges**

- Establish a 'Community Collaborative' within Academic Affairs to support community-focused academic endeavors that connect faculty and students with the Worcester-area community to address challenges inter-disciplinarily and collaboratively
- Promote faculty and staff publications and accomplishments
- Develop a catalog of faculty and staff expertise



## GOAL 5 People and Culture

Nurture an inclusive campus culture that promotes a shared commitment to excellence, innovation, collaboration, and accountability

### STRATEGIES AND INITIATIVES

#### STRATEGY 5.1

**Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups**

- Provide dedicated support structures and services for LGBTQ+ students
- Expand affinity-based connections across the campus community
- Promote campus-wide cultural fluency, anchored in Worcester State's core values, to foster greater understanding and inclusion of the diverse cultures represented in the Worcester State community

#### STRATEGY 5.2

**Recruit, retain and reward high-quality and diverse faculty and staff committed to educating and supporting a diverse student body**

- Implement a more systematic and intentional method of inviting, securing, and hosting visiting international scholars and faculty
- Offer competitive compensation and contemporary employment options for faculty and staff
- Increase professional development and career growth opportunities for staff
- Improve onboarding for new employees
- Create a formal mentoring program for faculty and staff, offering high-quality, discipline-specific training from peers
- Make a financial commitment to hiring more full-time faculty members
- Explore the idea of establishing a "teaching post-doc" program to attract new Ph.D.s (or others with terminal degrees) who aspire to teach
- Develop a policy to reimburse for costs associated with the maintenance of professional credentials

#### STRATEGY 5.3

**Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body**

- Offer multiple levels of staff and faculty training, from beginner to advanced, on issues relating to diversity, equity, and inclusion
- Create a diversity certificate program for faculty, staff, and students
- Ensure that guidelines relating to accessibility are addressed in instructional modalities that might be delivered via virtual formats
- Provide professional development for faculty on the implementation of inclusive teaching strategies



#### STRATEGY 5.4

##### **Promote greater unity, communication and sense of institutional pride across campus**

- Acquire and deploy communication technology for the purposes of improving awareness of campus activities, improving advising communication, and improving web presence for students and advisors
- Significantly enhance internal communication to promote transparency, information sharing, and cross-divisional collegiality
- Introduce new optional social activities that bring faculty and staff together and strengthen sense of community
- Expand internal, cross-divisional awareness of the key roles, value-adding activities, and accomplishments of departments, offices, centers, and individual contributors across campus
- Coordinate across campus departments to strategically communicate student, faculty, and staff accomplishments
- Create new awards to recognize faculty and staff accomplishments and milestones

#### STRATEGY 5.5

##### **Foster a culture of assessment and data-based decision making**

- Implement a data warehouse
- Develop divisional and departmental strategic plans that integrate with the University Strategic Plan
- Coordinate the annual collection of data centrally through the Assessment and Planning office
- Utilize Colleague for all data entry and storage
- Develop data entry procedures for each office to reduce errors in data

#### STRATEGY 5.6

##### **Institutionalize policies, practices, and procedures that prepare members of the WSU community to respond nimbly, collaboratively, and effectively to unanticipated crises**

- Ensure that each administrative unit has suitable contingency plans in place, and for which appropriate training is regularly delivered, that will permit key business functions to be maintained while the University's regular operations might otherwise be interrupted
- Engage in succession planning for key positions across the organization
- Develop and regularly reassess emergency preparedness plans for buildings and communications



## GOAL 6 Resources and Infrastructure

Develop sustainable revenue streams adequate to support the University's academic mission and institutional priorities, and invest in physical infrastructure and technology with a commitment to financial and environmental sustainability

### STRATEGIES AND INITIATIVES

#### STRATEGY 6.1

##### **Develop new and sustain existing sources of revenue**

- Develop more non-credit courses and programs to be taught through the Center for Business and Industry by Worcester State faculty and staff
- Invest in graduate and continuing education marketing and staffing levels appropriately to increase initiatives that generate incremental revenue
- Create a program to provide a stipend or release time for departments to investigate and develop new streams of revenue
- Better communicate the value of public higher education at the state and federal levels to lobby for increased funding for public higher education
- Encourage an entrepreneurial culture in which short-term losses that will create long-term gains are strategically developed
- Utilize campus during off-times for programs that will pay to use our space
- Evaluate conference and events staffing levels so that the Director can generate revenue in lieu of managing events

#### STRATEGY 6.2

##### **Expand philanthropic support and grow the endowment**

- Broaden and increase the base of alumni donors
- Increase unrestricted endowment to 20-25 percent of total endowment value
- Raise funds to increase financial aid and scholarship support available to qualifying students
- Establish a dedicated emergency response fund—beyond the reserves
- Survey current and potential donors as to areas they are interested in and connect with departments related to those areas
- Develop donations to assist students with living expenses that will allow them to graduate on time
- Increase unrestricted endowment dollars by communicating with donors the importance and benefits of unrestricted endowment

#### STRATEGY 6.3

##### **Ensure technology, facilities, and systems are adequate to support operational needs and strategic goals**

- Develop plans for classroom technology, furnishings, and fixtures that maximize flexibility to meet diverse teaching and learning needs in active learning spaces
- Develop a process to decrease redundant technology purchases by requiring new technology to be approved by the Administrative Technology Committee
- Evaluate the organizational structure of information technology services and assess the need for additional resources and/or staffing
- Develop a comprehensive plan to address future development of the May Street building
- Work with the Massachusetts Department of Capital Asset Management to develop a comprehensive plan to address program needs and infrastructure improvements to the Learning Resource Center and the Student Center
- Work with the Massachusetts State College Building Authority to develop a comprehensive plan to address the infrastructure deficiencies of Chandler Village, while continuing to meet student demands for residential housing



- Address accelerated end-of-useful-life and higher deferred maintenance costs due to heavy use of physical assets by both Worcester State and non-Worcester State constituencies
- Include technology upgrades and maintenance in budget

#### **STRATEGY 6.4**

**Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity**

- Create a more transparent budgeting process that evaluates existing funding levels and requires administrative and academic departments to develop multi-year budgets
- Move more administrative forms and functions online
- Reevaluate our workplace model and establish a remote work plan with an expectation that as many as a quarter of full-time administrative staff may not need to be physically present every day
- Conduct an equity audit
- Assess current space utilization and re-allocate space in a purposeful manner to meet current and future demands

- Address the bifurcated structure distinguishing the day program from the graduate and continuing education program and consider separating the continuing education functions from the graduate school

#### **STRATEGY 6.5**

**Develop and implement redundant systems and staffing capacities to protect essential business operations from disruption due to unanticipated events**

- Recommit to ensuring redundant systems and staffing capacities to protect essential business operations from disruption due to unanticipated events
- Invest appropriate resources and training to automate business functions across the campus, consistent with contemporary best practices within higher education

#### **STRATEGY 6.6**

**As a campus community, commit to developing and implementing programs and policies that address the growing challenges of climate change as they affect the campus, the region, and the world**

- Revise the Climate Action Plan with definitive steps to achieve carbon footprint reduction
- Join organizations related to climate change efforts in higher education to learn about best practices
- Evaluate net-zero or near-net-zero building for any new building projects
- Plan for replacement fleet vehicles to be fully electric or hybrid vehicles
- Increase the number of buildings that have options to off-set electricity
- Work with the city and state to increase the frequency of buses for Worcester State

# STRATEGIC PLAN METRICS

## ASSESSING THE PROGRESS AND SUCCESS

**Worcester State University** is committed to a culture of assessment and data-based decision making, as highlighted in **Strategy 5.5**. To this end, the Strategic Planning Steering committee has developed metrics to assess the progress and success of the strategic plan. Many of the metrics will assess multiple goals and strategies. The following tables indicate which goals each of the metrics will be used to assess. Data will be collected annually, and adjustments made to the plan accordingly.

# METRICS



**A vibrant, student-centered community of learning dedicated to preparing students of all backgrounds to succeed and lead**

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Number of new programs (majors, minors, concentrations, certificates etc.)		✓		✓			✓
Number of programs catering to non-traditional-age learner preferences (evening, online, blended)	✓	✓	✓	✓		✓	✓
Number of master's pathway programs		✓		✓			✓
Number of dual enrollment and early college courses	✓	✓	✓	✓	✓	✓	✓
Percentage of students graduating with a double major or major+minor		✓		✓			✓
Percentage of students from historically underrepresented groups graduating with a double major or major+minor	✓	✓		✓		✓	✓
Number of professional development opportunities for faculty related to pedagogy		✓				✓	
Amount of money spent for external professional development for faculty related to pedagogy		✓				✓	✓
Funding for the Center for Teaching and Learning		✓				✓	✓
Percentage of courses with experiential learning		✓		✓	✓		
Percentage of students with internships, practica, fieldwork, service learning		✓	✓	✓	✓		
Number of students involved in study away		✓	✓		✓	✓	
Percentage of students from historically underrepresented groups involved in study away	✓	✓	✓		✓	✓	

# METRICS



A community of learning whose doors are open to all and whose impact on those who venture through its doors is transformational

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Undergraduate enrollment: African American	✓		✓	✓		✓	✓
Undergraduate enrollment: Latinx	✓		✓	✓		✓	✓
Graduate enrollment: African American	✓		✓	✓		✓	✓
Graduate enrollment: Latinx	✓		✓	✓		✓	✓
Number of students in Intensive English Language Institute program	✓	✓	✓	✓	✓	✓	✓
Percentage of faculty from historically underrepresented and marginalized groups	✓		✓	✓		✓	
Percentage of staff from historically underrepresented and marginalized groups	✓		✓	✓		✓	
Number of course sections relating to diversity, equity, and inclusion	✓	✓		✓		✓	
Number of professional development opportunities relating to diversity, equity, and inclusion	✓		✓			✓	
Number of gender-neutral bathrooms	✓		✓			✓	

# METRICS



The university where students finish what they start

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Undergraduate first-time, full-time cohort retention			✓	✓		✓	✓
Undergraduate first-time, full-time cohort retention: African American	✓		✓	✓		✓	✓
Undergraduate first-time, full-time cohort retention: Latinx	✓		✓	✓		✓	✓
6-year undergraduate first-time, full-time cohort graduation rate			✓	✓		✓	
6-year undergraduate first-time, full-time cohort graduation rate: African American	✓		✓	✓		✓	
6-year undergraduate first-time, full-time cohort graduation rate: Latinx	✓		✓	✓		✓	
4-year undergraduate transfer graduation rate	✓		✓	✓		✓	
4-year undergraduate transfer graduation rate: African American	✓		✓	✓		✓	
4-year undergraduate transfer graduation rate: Latinx	✓		✓	✓		✓	
Percentage of undergraduate students completing gateway courses in first year		✓	✓			✓	
Percentage of African-American undergraduate students completing gateway courses in first year	✓	✓	✓			✓	
Percentage of Latinx undergraduate students completing gateway courses in first year	✓	✓	✓			✓	
Percentage of students with on-time credit accumulation		✓	✓			✓	
Average percentage of transfer credits accepted	✓	✓	✓			✓	

continued

# METRICS

(continued from page 27)



## The university where students finish what they start

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Number of students granted prior learning experience	✓	✓	✓			✓	
Undergraduate student satisfaction of advising			✓				
Percentage of faculty using Starfish			✓				
Number of Starfish actions (kudos, referrals, flags)			✓				
Number of advising professional development opportunities for faculty and staff			✓				
Number of mental health counselors	✓		✓			✓	✓
Number of hours available for mental health counseling	✓		✓			✓	✓
Number of student support departments offering services outside of business hours	✓		✓			✓	✓
Sense of belonging among students from historically underrepresented and marginalized groups	✓		✓	✓		✓	
Sense of belonging among commuter, transfer, graduate, and non-traditional-aged students	✓		✓	✓		✓	
Number of social events on campus			✓	✓	✓	✓	

# METRICS



A place where students emerge from their experience ready to lead

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Number of career development/advanced studies workshops for students	✓		✓		✓	✓	
Number of networking opportunities for students	✓		✓		✓	✓	
Percentage of students entering the workforce or advanced studies within one year of graduation	✓		✓	✓	✓	✓	
Number of leadership opportunities for students	✓	✓	✓		✓	✓	
Number of students from historically underrepresented and marginalized groups involved in leadership roles	✓	✓	✓		✓	✓	
Number of Honors Program students who graduate with honors		✓	✓				
Number of Honors Program students from historically underrepresented groups	✓	✓	✓				
Percentage of Honors Program Students completing the Commonwealth Honors project		✓	✓				
Number of events for alumni						✓	✓
Number of alumni involved in community partnerships					✓		

# METRICS



A commitment to a full and rich educational experience in any learning environment

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Number of faculty with Quality Matters certification		✓	✓			✓	
Number of faculty who have taken at least one Quality Matters course		✓	✓			✓	
Number of students enrolled in courses using Open Education Resources	✓	✓	✓	✓		✓	
Number of professional development opportunities for faculty relating to distance education		✓	✓			✓	
Percentage of students with access to reliable internet and devices	✓		✓			✓	✓
Percentage of forms and processes available online	✓		✓			✓	✓
Percent of student support offices with remote options	✓		✓			✓	✓
Percentage of undergraduate blended courses	✓	✓	✓	✓		✓	✓
Percentage of undergraduate online courses	✓	✓	✓	✓		✓	✓
Information Technology Services staff FTE			✓			✓	✓

# METRICS



A public institution that takes its public mission seriously

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Number of grants with faculty involvement		✓			✓		✓
Number of grants awarded		✓			✓		✓
Amount of grant money received		✓			✓		✓
Number of faculty and student publications, presentations, and posters		✓	✓	✓	✓	✓	
Number of students participating in the Celebration of Scholarship and Creativity		✓	✓	✓	✓	✓	
Number of students working with faculty on scholarly and creative pursuits		✓	✓	✓	✓	✓	
Number of partnerships with local schools, hospitals, businesses, and non-profit organizations				✓	✓		
Number of faculty and staff engaged with community partnerships				✓	✓		
Number of students enrolled in civic engagement courses		✓	✓		✓	✓	
Percentage of students from historically underrepresented and marginalized groups enrolled in civic engagement courses	✓	✓	✓		✓	✓	
Number of events open to the public				✓	✓	✓	
Number of advisory boards that include community members				✓	✓		

# METRICS



One of the best-run state universities  
in New England

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Percentage of unmet financial aid: direct costs	✓		✓			✓	
Percentage of students with unmet financial aid: direct costs	✓		✓			✓	
Number of students receiving scholarships	✓		✓			✓	✓
Percentage of students from historically underrepresented groups awarded merit scholarships	✓		✓			✓	✓
Average amount of merit scholarships	✓		✓			✓	✓
Number of graduate assistantships	✓		✓		✓	✓	✓
Number of awards/recognition for employees						✓	
Retention rate of full-time staff						✓	
Retention rate of full-time staff from historically underrepresented groups	✓					✓	
Percentage of full-time staff working remotely						✓	✓
Number of departments with cross-training						✓	✓

# METRICS



Financially stable and well positioned for long-term organizational sustainability

	EQUITY	GOAL 1	GOAL 2	GOAL 3	GOAL 4	GOAL 5	GOAL 6
Total undergraduate enrollment			✓	✓			✓
Total graduate enrollment			✓	✓			✓
Number of events that bring potential students to campus				✓	✓		✓
Revenue generated by outside events							✓
Revenue generated by DGCE							✓
Percentage of marketing budget for DGCE programs	✓			✓		✓	✓
Number of non-credit CBI courses taught in-house	✓	✓				✓	✓
Overall endowment							✓
Unrestricted foundation dollars							✓
Percentage of alumni making annual donations							✓
Percentage of employee donations							✓
Carbon footprint							✓
Number of electric vehicles in fleet							✓
Number of LEED certified bulidings							✓
Number of buildings with electricity off-setting equipment							✓
Percentage of parking spaces that are ADA-compliant	✓		✓			✓	



## STRATEGIC PLANNING WORK GROUPS

### ACADEMIC DISTINCTION

**Julie Frechette**  
Communication  
SPSC Chair

**Susan Mitroka-Batsford**  
Chemistry  
SPSC Member

—

**Zahra Aryan**  
Student

**Mariana Calle**  
Health Sciences  
Faculty

**Carol Chester**  
Student

**Christopher  
Chronopoulos**  
Student

**Ali Elsayyad**  
Student

**Megan Elizabeth Foley**  
Student

**Charles Fox**  
Psychology, Faculty

**Adrian Gage**  
Residence Life, Staff

**Sara Grady**  
Graduate & Continuing  
Education, Staff

**Leah Guzman**  
Intensive English  
Language Institute  
Staff

**Suze Jean-Charles**  
Human Resources  
Staff

**Susanna Meyer**  
Communication  
Sciences & Disorders  
Faculty

**Russ Pottle**  
Humanities & Social  
Sciences  
SPSC Member

**Joseph Quattrucci**  
Chemistry, Faculty

**Maia Shalev**  
Student

**Leah Swain**  
Student

### STUDENT SUCCESS

**Adam Zahler**  
Visual & Performing  
Arts, SPSC Chair

**Thomas Kelley**  
Retention  
SPSC Member

**Linda Larrivee**  
Education, Health,  
& Natural Sciences  
SPSC Member

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Graduate & Continuing  
Education, Staff

**Kwaku Asare**  
Student

**Laura Caswell**  
Information  
Technology Services  
Staff

**Julie Chaffee**  
Registrar, Staff

**Meghna Dilip**  
Chemistry, Faculty

**Demitrius Evans**  
Residence Life, Staff

**Maria Fung**  
Mathematics, Faculty

**Theresa Khoury**  
Nursing, Faculty

**Beatrice Korman**  
Student

**William Paul Nadeau**  
Student

**Eileen B. Perez**  
Mathematics, Faculty

**Sarah Potrikus**  
Student Involvement  
& Leadership, Staff

**Adam Shaughnessy**  
Academic Success  
Center, Staff

**Adrian Robledo**  
Student

**Elizabeth Ruiz**  
Student

## ENROLLMENT

**Katey Palumbo**  
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Programs, SPSC Chair

**Tanya Trudell**  
Occupational Therapy  
SPSC Member

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**Amanda Corine**  
Nursing, Faculty

**Joe Dicarlo**  
Admissions, Staff

**Telese Forbes**  
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Education, Staff

**Kwame Gayle**  
Student

**Jennifer Hood-  
DeGrenier**  
Biology, Faculty

**Kevin Kane**  
Urban Studies  
Adjunct Faculty

**Robert Kolesnik**  
Earth, Environment,  
& Physics, Adjunct  
Faculty

**Ben McElroy**  
Transfer Admissions  
Staff

**Laura Murphy**  
Health & Wellness  
Staff

**Johanie Rodriguez**  
Human Resources  
Staff

**Enrique Sanchez**  
Student

## PUBLIC GOOD

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Urban Studies  
SPSC Chair

**David Tuttle**  
Board of Trustees  
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Nursing, Faculty

**Lori Dawson**  
Psychology, Faculty

**Elyzabeth Frontaan**  
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**Colby Harvish**  
Residence Life, Staff

**Joanne Jaber Gauvin**  
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**Amanda Pollicelli**  
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**Karen Shalev**, Student

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**Cali Vaccarello**, Student

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## PEOPLE

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Diversity, SPSC Chair

**Steven Morreale**  
Criminal Justice,  
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**Tavin Bromell**  
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**Robert Brooks**  
Criminal Justice,  
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**Claudia Oliveira  
De Paiva**  
Student

**Andrea Dever**  
Donor Relations, Staff

**Noah Dion**  
Academic Affairs, Staff

**Kirsh Donis**  
Admissions, Staff

**Susan Moore**  
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**Marcela Uribe-  
Jennings**  
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Faculty

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Intensive English  
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**Fran Manocchio**  
Accessibility Services  
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**Julia McNeil**  
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**Harry Mishkin**  
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**Hilda Ramirez**  
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**Paige Szczypien**  
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**Karen Tessmer**  
Athletics, Staff



## REPUTATION

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Athletics, SPSC Chair

### Mary Dillon

Occupational Therapy  
SPSC Member

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### Mark Beaudry

Criminal Justice  
Faculty

### Dean Bowen

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### Susan Burtchell

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### Peter Fenuchio

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### Maria Gariepy

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and EO, Staff

### Ashley King

University  
Advancement, Staff

### Michael Mudd

Athletics, Staff

### Kristen Nelson

Residence Life, Staff

### Jeremiah Riordan

Center for Business  
& Industry, Staff

### Henry Theriault

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### Michaela White

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## RESOURCES

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### Sarah Strout

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### Karina Barseguian

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### Jonathan Walker

Internal Controls & Risk  
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# **Worcester State University Campus Climate Committee**

## **Academic Year 2020-2021 Draft Report**

**Submitted May 14, 2021**

### **Committee Membership**

Executive Chair: Lois Wims

Co-Chairs: MaryJo Marion and Johnathan Flowers

Committee Members: Matt Bejune, Laxmi Bissoondial, Alexandra Burgess, Aimmee Delaney, Demetrius Evans, Sue Foo, Adrian Gage, Dawn Montagna, Edgar Moros, Dana Rognlie, Karen Shalev, Hardeep Sidhu, Alexander Tarr, Henry Theriault, Marcela Uribe-Jennings.

Ex-Officio: Maria Isabel Gariepy and Stacey Luster

*“When you name something as sexist or as racist you are making that thing more tangible so that it can be more easily communicated to others. But for those who do not have a sense of the racism or sexism you are talking about, to bring them up is to bring them into existence.*

*It might then be assumed that the problem would go away if you would just stop talking about it or if you went away.”*

- Sarah Ahmed

The following recommendations, compiled by the members of the Campus Climate Committee’s implementation and data subcommittees, emerge from a combination of our analysis of survey data, special reports compiled by IR, the Renz equity audit, information from the Department of Higher Education, experience at Worcester State University, and combined expertise in the areas of Diversity, Equity and Inclusion (see 2020 report for DEI definitions). These recommendations are made based on multiple sources, including data from the 2020 and 2021 campus climate surveys and with the open acknowledgment that the campus climate has not improved significantly, and in some ways has worsened.

Worcester and indeed Worcester State is not impervious to the national climate on race, the growing white supremacy movement and countering calls for social justice and liberation. As a committee we are frustrated at the slow pace of change on our campus. We grow weary about serving on committees and initiatives that bring mostly incremental change. This is a moment of inflection for the university.

These recommendations are made with the hope that they are a step towards building trust on campus and continuing the process Towards a More Inclusive Climate, through which the university both live up to its mission and meet the lofty goals set out by the new strategic plan. For the sake of clarity, not priority, we have organized the recommendations into three general areas.

**Area 1: Increase transparency and accountability.**

1. All university divisions and departments should make annual assessments of their support for diversity and equity on campus. These reports should be public to increase transparency. This should include:
  - a. Sharing Racial Equity and Justice Institute (REJI) disaggregated data provided by IR with department chairs and faculty directly and using it to identify and address disproportionate outcomes for ALANA students within programs.
  - b. Conducting new staff and faculty searches with an emphasis on diversifying the university (see hiring recommendation below).
    - i. Departments should establish benchmarks for diversity.
    - ii. A special procedure should be triggered when departments fail to make progress over multiple years. This could include expanding the search committee to include members of the CCC.
  - c. Academic Affairs should provide targeted funding and closely monitor departments and programs to address individual disparities in student outcomes among ALANA students.
  - d. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
    - ii. STRATEGY 5.2: Recruit, retain and reward high- quality and diverse faculty and staff committed to educating and supporting a diverse student body
    - iii. STRATEGY 5.5: Foster a culture of assessment and data-based decision making
2. The University Administration should provide a detailed presentation of the university's budget to faculty, staff and students on an annual basis. Specifically, information should be provided regarding how financial decisions are made to prioritize and support diversity, equity and inclusion at Worcester State University.
  - a. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 5.4: Promote greater unity, communication and sense of institutional pride across campus
    - ii. STRATEGY 5.5: Foster a culture of assessment and data-based decision making
    - iii. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity

3. We are alarmed at the number of intimidation and bullying incidents occurring on our campus reported by students, staff, and faculty in the survey. In response, the committee recommends the following:
  - a. Review BIRT recommendations for practices so that it better captures and addresses bias incidents occurring on our campus.
  - b. The focus groups conducted as part of equity audit should query why incidents are not reported or made known to the general campus.
  - c. Confirm that WSU is following all reporting requirements related to hate crimes in Massachusetts.
  - d. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
    - ii. STRATEGY 5.2: Recruit, retain and reward high- quality and diverse faculty and staff committed to educating and supporting a diverse student body
    - iii. STRATEGY 5.4: Promote greater unity, communication and sense of institutional pride across campus
    - iv. STRATEGY 5.3: Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body
    - v. STRATEGY 5.5: Foster a culture of assessment and data-based decision making
4. The recommendations from the 2019-2020 report be revisited and expanded by publicizing the full membership of each university committee once constituted by the President's Office to show progress on:
  - a. 2019-2020 recommendation on University Wide Committee Composition: "The CCC recommends that all university wide committees strive to represent, in their composition, the diversity of the campus community and the employee groups (classified/ non classified). Committee appointments should, ideally, ensure an opportunity for all members of the campus community to serve."
    - i. As student participation is vital to shared governance, the committee believes that all university-wide committees should make every effort to fill the spaces reserved for student participation through open and consistent communication between the committee chairs and the SGA.
    - ii. Additionally, the number of student positions on the Climate Committee specifically, and university-wide committees broadly, should be taken as a minimum, except where otherwise specified, with the goal of reaching parity with the number of faculty and staff appointed to said committees.
  - b. Specific adjustments to the CCC committee as recommended in 2020: "Moreover, the committee believes that staggered membership, or multi-year terms, to ensure continuity would best enable the work of the committee."
    - i. To this end, we note that only one faculty member returned to the 2020-2021 committee from the previous year, which both hampers the work of the committee and, more importantly, we believe reflects the

broader point about a sense that campus climate is worsening for the reasons discussed above. Therefore, it is recommended that the call to DEI committee membership should highlight the staggered membership as well as the minimum 2-year commitment while providing exceptions for campus community members whose situations do not permit this commitment, namely contingent faculty members and students.

- c. This item relates to the following elements of the Strategic Plan:
  - i. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized group
  - ii. STRATEGY 5.2: Recruit, retain and reward high- quality and diverse faculty and staff committed to educating and supporting a diverse student body
  - iii. STRATEGY 5.3: Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body
  - iv. STRATEGY 5.4: Promote greater unity, communication and sense of institutional pride across campus
  - v. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity
- 5. Report out CCC annual recommendations by having co-chairs and different committee members present last year's report and recommendations to the different governance bodies on campus, such as SGA, Chairs, Cabinet, Deans, and AUC. This report would take place in the fall and spring of each year and include action steps and solicit feedback from these constituencies.
  - a. Recommend that all other DEI committees report their recommendations to SGA, AUC, Chairs, Deans, solicit feedback from these groups, and incorporate the recommendations from these groups into their work before presenting to the president.
  - b. Present the recommendations to Faculty and Staff via Opening Day during a breakout session that shares the work and findings of the previous year.
    - i. Include climate committee report and recommendations in the opening day materials.
  - c. Present the recommendations to the campus community through the Campus Conversation venue in Fall and Spring.
  - d. Deans of both schools should present to their faculty and staff on initiatives and programs aimed at improving campus climate within their respective school.
  - e. Department chairs should initiate a discussion of student outcomes with respect to DEI within the first two department meetings.
  - f. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 5.3: Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body
    - ii. STRATEGY 5.4: Promote greater unity, communication and sense of institutional pride across campus

- iii. STRATEGY 5.5: Foster a culture of assessment and data-based decision making
- 6. Campus Police Audit
  - a. Expand police data to include data on incidences beyond parking enforcement.
  - b. University Administration should provide presentations describing the scope and power of the newly formed oversight committee to the campus community and ensure it includes cross-institutional campus representation.
  - c. Develop a report process for the WSU community on concrete accountability and progress towards RENZ recommendations.
  - d. See also Area 4: University Police Reform of this document.
  - e. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
    - ii. STRATEGY 5.4: Promote greater unity, communication and sense of institutional pride across campus
    - iii. STRATEGY 5.5: Foster a culture of assessment and data-based decision making
    - iv. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity

## **Area 2: Financially commit to prioritizing diversity**

- 1. The hiring process for all new staff and faculty should be equipped with resources necessary to recruit diverse employees in a timely and competitive fashion, with a goal of meeting (or exceeding) AA goals for each department and division. This would include, but not be limited to:
  - a. Support for broad and targeted advertising of positions, moving beyond an over-reliance on personal networks for recruiting candidates.
  - b. Fund incentive programs that both make new positions attractive to and demonstrate a commitment to diverse candidates, such as:
    - i. Startup funds for building a research program and/or creative practice
    - ii. Covering relocation costs
    - iii. Course releases or alternative assignments in first two years of employment
    - iv. Partner hires where applicable
    - v. Opportunity hires
  - c. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 3.3: Increase the diversity of the faculty and staff to better reflect the WSU student body and applicant pool
    - ii. STRATEGY 4.4: Establish WSU as a research and policy hub where faculty, staff, and students actively engage in developing solutions to meet regional challenges

- iii. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
  - iv. STRATEGY 5.2: Recruit, retain and reward high- quality and diverse faculty and staff committed to educating and supporting a diverse student body
  - v. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity
- 2. For the long term viability of WSU, invest in a strategic plan to recruit and graduate ALANA students. WSU invested in plans to recruit international students and out-of-state students but has not invested similarly in terms of ALANA students.
  - a. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 2.1: Increase overall retention and graduation rates and close achievement gaps
    - ii. STRATEGY 2.3: Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative
    - iii. STRATEGY 2.4: Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need
    - iv. STRATEGY 3.5: Position and promote WSU as a first-choice university for students from traditionally under-represented groups
    - v. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
- 3. Given that DEI work done by Faculty and staff in DEI committees often requires commitment above and beyond what is contractually required of service work and that many BIPOC faculty and staff are double-burdened by the task of serving on multiple DEI committees simultaneously, the committee recommends that the university recognize and support work done by ALANA faculty and staff in support of DEI by offsetting the commitment of time and energy to that work in relation to their other campus responsibilities, such as:
  - a. Create APRs to support DEI work done by faculty.
  - b. Offer course releases to faculty who co-chair DEI committees.
  - c. This item relates to the following areas of the Strategic Plan
    - i. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
    - ii. STRATEGY 5.2: Recruit, retain and reward high- quality and diverse faculty and staff committed to educating and supporting a diverse student body
    - iii. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity

4. Recognize, support, fully fund, and expand existing programs that have demonstrated positive impact on DEI, including:
  - a. Office of Multicultural Affairs
    - i. A.I.D. Program and WSU Summer Bridge Program
    - ii. Pipeline programs: Upward Bound Program & 100 Males to College Program
    - iii. OMA-Multicultural Programming Committee
    - iv. MLK Youth Breakfast
    - v. ALANA Preview/African American read-in Day
    - vi. Heritage Month Celebrations
  - b. Education Department
    - i. Future Teachers Pipeline & Call to Teach Program
  - c. Office of Diversity, Inclusion, Affirmative Action & Equal Opportunity
    - i. expansion and enhancement of search committee orientation
    - ii. provide further opportunities for all department chairs relating to development of inclusive job descriptions
    - iii. faculty led development of inclusive pedagogies learning sessions
    - iv. further development of training for hiring managers
  - d. Latino Education Institute
    - i. Early College Worcester -- placing WSU students as paid mentors for dual enrollment classes
    - ii. Teaching Corps - Workbased learning for WSU students
    - iii. LASOS - Pipeline program for girls
    - iv. ENLACE - Pipeline program for boys
    - v. My Voice, My Community -- Faculty led community learning academy
    - vi. LIDER -- College Preparation
    - vii. YCU College Readiness and Leadership
    - viii. Club E -- Adult ESL and family engagement
  - e. Intensive English Language Institute
  - f. Sexual Assault Violence Education (SAVE)
    - i. We Stand Up Bystander Intervention
  - g. Military Affairs and Veterans Services
  - h. Student Accessibility Services
    - i. Expand funding and support to better meet faculty needs in accommodations for students (for example, pdf text conversions, closed captioning services, etc.)
  - i. This item relates to the following areas of the Strategic Plan
    - i. STRATEGY 1.5: Enhance support for scholarly and creative work that is applied, innovative, interdisciplinary, and inclusive of marginalized traditions
    - ii. STRATEGY 2.3: Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative

- iii. STRATEGY 3.5: Position and promote WSU as a first-choice university for students from traditionally under-represented groups
  - iv. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
  - v. STRATEGY 5.4: Promote greater unity, communication and sense of institutional pride across campus
  - vi. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity
- 5. Provide funding to develop the following new student initiatives and programs to promote diversity on campus:
  - a. Establish and fully support an LGBTQI+ Center. This includes allocating space for students to congregate on campus as well as hiring a full-time coordinator.
  - b. Establish and fully support a Women's Center. This includes allocating space for students to congregate on campus as well as hiring a full-time coordinator.
  - c. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 2.3: Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative
    - ii. STRATEGY 3.5: Position and promote WSU as a first-choice university for students from traditionally under-represented groups
    - iii. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
    - iv. STRATEGY 5.4: Promote greater unity, communication and sense of institutional pride across campus
    - v. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity
- 6. Finally, at the time of these recommendations, we are aware that an Interdisciplinary Studies Department will be created but have not yet received details of the department's structure, so we will limit our recommendations to reiterating those made by the IDS committee: the department should be provided adequate funding, staffing, and a cluster hire of diverse faculty.

### **Area 3: Prioritize an open and effective university-wide equity audit process Implementation**

- 1. Previous Data Review
  - a. Review and assess current DEI committee recommendations and list the outstanding recommendations that have not been met
  - b. Review and assess the previous data gathered by DEI survey instruments and other available data for further planning.
  - c. Assess the impact of the RASE plan on historically marginalized and under-represented students

- d. Create an implementation plan to implement outstanding recommendations
  - e. This item relates to the following area of the Strategic Plan:
    - i. STRATEGY 5.5: Foster a culture of assessment and data-based decision making
2. Open Audits
- a. Assess the efficacy of wraparound services including the Academic Success Center and Academic Advising with regards to Worcester State's diverse student population, including historically underserved students, first generation students, and newly admitted students under the changed GPA requirement.
  - b. Make recommendations for more culturally aware wraparound services. Develop policies and services focused around cultural sensitivity and competency for the center.
  - c. Assess cost of course materials in STEM/other fields. The committee recommends supporting the adoption of low-cost or open-access educational resources across fields. This may include allocating resources to the library to purchase course textbooks to be made available to students.
  - d. Broader monitoring/assessment of RASE plan impact on BIPOC students and student outcomes.
  - e. Provide REJI data to Chairs and Deans with the intention of developing baselines and benchmarks for increasing outcomes for BIPOC students.
  - f. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 2.1: Increase overall retention and graduation rates and close achievement gaps
    - ii. STRATEGY 2.3: Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative
    - iii. STRATEGY 2.4: Ensure all students, including non-traditional students and distance learners, have full and equitable access to the academic resources, support services, and technology they need
    - iv. STRATEGY 3.5: Position and promote WSU as a first-choice university for students from traditionally under-represented groups
    - v. STRATEGY 5.5: Foster a culture of assessment and data-based decision making
3. RASE Plan Assessment: The Student Diversity and Outcomes Report demonstrated a trend that ALANA students are less likely to complete their major of choice, which prolongs their time to degree. This is especially the case among STEM fields. The university needs the flexibility to modify the RASE plan accordingly.
- a. Assess the impact of the RASE plan on historically underrepresented populations and address disparities related to time to completion, graduation, and drop-out rates.
  - b. Adjust the RASE Plan with regards to its impact on ALANA students, with an eye towards making the RASE Plan more equitable for ALANA students.

- c. Audit of programs indicated by the Student Diversity and Outcomes Report to be struggling to retain students, specifically STEM fields, and to determine the root cause.
- 4. Equity Audit: Building on commitments of Areas 1 and 2 (that is, increasing transparency and accountability and financially committing to prioritizing diversity), the university should begin its equity audit as soon as possible with the following caveats:
  - a. Recognize that the scale and scope of an equity audit is beyond the sole-capacity of members of the CCC committee and other DEI committees on campus. Therefore, the equity audit should be conducted with a similar level of funding and support set by the precedent of the RASE plan.
  - b. Maintain the commitments to transparency and diverse participation in all decisions to hire outside consultants. To accomplish this, funding and compensation should be provided to faculty and staff to participate in the auditing process as part of their regular work and not in addition to it.
  - c. The contract for the equity audit must include the development, implementation, and monitoring of an action plan.
  - d. This item relates to the following areas of the Strategic Plan:
    - i. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
    - ii. STRATEGY 5.2: Recruit, retain and reward high- quality and diverse faculty and staff committed to educating and supporting a diverse student body
    - iii. STRATEGY 5.5: Foster a culture of assessment and data-based decision making

#### **Area 4: University Police Reform**

- 1. FYS should include a module explaining student rights under the student code of conduct as well as a module on student rights under the law and student conduct.
- 2. Provide UPD training on student rights under the code of conduct as well as their intersection with state and local law.
- 3. Implement recommendations from the 2020-2021 RENZ Consulting equity audit of UPD.
  - a. Take proactive steps to address the culture of police within UPD with the goal of shifting from a warrior mentality to a community engagement and service model as outlined in the Executive Summary.
    - i. In implementing recommendation 1 of the RENZ Consulting Executive summary, position community engagement and cooperation as a cornerstone of developing the department's policing philosophy.
  - b. The CCC especially supports recommendations 7, 8, and 9 of the RENZ Consulting Executive summary regarding the relationship between UPD and WSU Counseling Services. See also Area 5.2 of this document.
  - c. In implementing recommendation 5 of the RENZ Consulting Executive summary, require UPD to participate in cultural awareness and competency training.

- i. Recruit and compensate WSU faculty to participate in developing UPD cultural awareness and competency training. The university should prioritize utilizing the excellent WSU faculty expertise in this area rather than or in addition to seeking outside firms.
  - ii. Offer the opportunity for UPD to take university coursework focused on diversity and inclusion. To avoid the introduction of dangerous power dynamics into classrooms, it may be advisable that such opportunities be offered either asynchronously or separate from regular WSU course curriculum. Under no circumstances should officers be permitted to participate in in-person courses with WSU students and faculty while armed.
- d. Expand recommendation 11 of the RENZ Consulting Executive Summary to include evaluating all UPD enforcement practices through the lens of racial equity.
- e. Engage with campus stakeholders in developing a Bias-Free Policing policy as described in recommendation 12 of the RENZ Consulting Executive Summary.
- 4. Engage in an additional audit with specific emphasis on UPD interactions with the campus community along the lines of gender, sexuality, and disability.
- 5. Examine use of force policies and revisit the 2007 decision regarding the arming of UPD.
  - a. Audit use of force policies to assess impact on the campus community along lines of race, gender, sexuality, and disability.
  - b. Reconsider the justifications for the 2007 decision to arm UPD and whether they continue to apply today.
  - c. Utilize the Campus Conversation venue to educate the campus body, including dispelling common myths and re-imagining the meaning of campus safety.
- 6. This item relates to the following areas of the Strategic Plan:
  - a. STRATEGY 2.3: Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative
  - b. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
  - c. STRATEGY 5.3: Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body
  - d. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity

## **Area 5: Institutional Support Recommendations**

- 1. University and departments need to provide extensive and proactive support services for incoming students including, but not limited to:
  - a. Cultivating a university wide climate where students feel empowered to ask for help.
  - b. Discipline specific tutoring to address student pedagogical needs.

- c. Robust early warning mechanisms not focused on “counselling out” students, but addressing student needs.
2. Provide more funding to counseling services to have more resources for preventative support and care.
  - a. To the extent possible, expand services to include all Worcester State students not fully served by existing services, specifically IELI and graduate student groups.
  - b. Encourage the hiring of diverse counselors or counselors with expertise in engaging with marginalized populations to address the unique needs of Worcester State’s population.
  - c. Explore collaboration with local mental health and advocacy organizations with experience and expertise in serving marginalized populations.
  - d. Extend and enhance the case management structure.
3. Offer a series of intercultural communication workshops through CTL and OMA, especially on difficult topics.
  - a. Parallel efforts around difficult conversations with CTL ,OMA & TWA programming to offer strategies for campus staff, faculty, and offices to address issues around diversity and equity.
  - b. Develop CTL workshops on having uncomfortable conversations within personal relationships.
4. Build out OMA’s Multicultural Programming Model (multi-tiered membership and development of themes that are centered around current events and workshops geared at diversity and equity.)
  - a. Provide ongoing funding to OMA’s multicultural programming committee to support ongoing efforts through the office.
5. Investigate whether departments have the capacity to offer Intercultural Communication Courses specific to their discipline and department.
  - a. Recommend the creation or offering of discipline specific coursework on Intercultural Communication.
6. Ensure resources allocated to the CTL are adequate to support University-wide priorities relating to academic excellence and distinction as outlined in the strategic plan, with specific reference to the university’s diversity goals in instruction.
  - a. Provide instruction on how to include BIPOC experiences across all courses.
  - b. Provide instruction on culturally informed pedagogy.
7. Create an instructional design position in the CTL to develop best practices for universal design components and including diverse experiences in course design and pedagogy.
8. This item relates to the following areas of the Strategic Plan:
  - a. STRATEGY 1.2: Support and celebrate excellent teaching, and expand opportunities for broadening pedagogical expertise through both internal and external professional development
  - b. STRATEGY 1.5: Enhance support for scholarly and creative work that is applied, innovative, interdisciplinary, and inclusive of marginalized traditions
  - c. STRATEGY 2.3: Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support as a University-wide imperative

- d. STRATEGY 2.5: Adopt a mentoring model of advising and ensure faculty and staff are appropriately trained to deliver effective support to a more diverse student body
- e. STRATEGY 5.1: Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
- f. STRATEGY 5.3: Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body
- g. STRATEGY 6.3: Ensure technology, facilities, and systems are adequate to support operational needs and strategic goals
- h. STRATEGY 6.4: Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity

# **Worcester State University Bias Incident Response Team**

## **Academic Year 2020-2021 Draft Report**

**Submitted May 21, 2021**

### **Committee Membership**

Co-Chairs: Dr. Tanya Mears and Maureen Stokes

Committee Members: Johnathan Flowers, Adrian Gage, Leah Guzman, Erica Hanlon, Matthew Hare, Jaylene Hurley, Anna Johnson, Jason Kapurch, Joshua Katz, Thomas Kelley, Russell Kinell, Laura Murphy, Jennifer Quinn, Brittany Rende, Jeremiah Riordon, Karen Shalev, Marcela Uribe-Jennings.

Ex-Officio: Maria Isabel Garipey and Stacey Luster

### **Introduction**

BIRT efforts during the 2020-2021 academic year began with a focus on programming addressing bias incidents reported to our campus community. As the academic year progressed, the focus of the work concentrated on mitigating and addressing bias incidents and its response.

BIRT members continue to sound the alarm in response to both anti-Black and anti-Asian bias incidents nation-wide. BIRT coordinated messaging and programming around national events of bias in collaboration with faculty, staff, and students.

As the Spring semester progressed, the global pandemic made the role of institutional efforts shift. However, BIRT continued to meet virtually as scheduled. BIRT continues to explore further programming opportunities for early Fall and work to be completed by Staff over the Summer 2021.

### **Achievements/ New Initiatives and Activities**

- ❖ The Bias Incident Response Team (BIRT) collaborated with other campus organizations promoting DEI, while also working to alert faculty, staff and students of the severity of anti-Asian and anti-Asian Americans violence taking place in the United States. Further, BIRT issued a statement of solidarity with faculty and offices. The BIRT response was amplified by the Office of Multicultural Affairs, and Third World Alliance, the largest multicultural student organization on campus.
- ❖ BIRT outreach and awareness around its mission. BIRT undertook a review of the ways the purpose and the responsibilities of the committee were communicated to the university community (see next bullet point).

- ❖ As reviewed and suggested by BIRT last academic year, further communication around reporting mechanisms was necessary, specifically for our student population. Over the summer and during the fall and winter (2020-2021), the Office of Diversity and Inclusion met this need by developing sessions tailored in length and scope, both live and recorded, to explain the work of the Office of Diversity & Inclusion, the different DEI committees and options for reporting bias incidents as well as discrimination complaints. Sessions were offered to incoming students, RAs, student orientation leaders, SGA, among other campus groups requesting such information.
- ❖ BIRT brochure and poster branding updates will take place over the summer. This poster, which was designed by students last year, will be fully implemented and distributed in high-traffic areas on campus by fall 2021. As a result of this project, BIRT recognized the need for further updates to the brochure to bring the design of the brochure and the information provided in line with the poster itself. The distribution of the posters to high traffic areas, including residence halls, is planned to proceed ahead of the Fall 2021 semester. The brochure will be in student-centric areas and expected completion is summer 2021 so it can be used during orientation and training of key student populations.
- ❖ BIRT receives a log of complaints, BIRT incidents, and other discrimination concerns and findings handled by the Office of Diversity & Inclusion. This report includes dates, complainant and respondent affiliation, as well as the subject of the alleged discrimination and the general finding, without detailing any identifiable or other case related information. In order to continue reinforcing institutional transparency and accountability; we are recommending that such a report be shared on the WSU website going forward. The Office of Diversity and Inclusion can be the host of this information, as they update and revamp DEI institutional information under their scope. This report can be made accessible to WSU users, with the necessary firewall/security protections in place.
- ❖ The student-founded Chabad chapter was organized in the Spring of 2020. The organization serves and supports Jewish students on campus through social, cultural, religious, and educational programming; in partnership with local Jewish leadership from Central Mass Chabad and a WSU faculty advisor. During the AY 2020-2021, members of Chabad recruited eight active student members. Events included: Shabbat dinners; to-go packages; holiday to-go packages; and holiday celebrations; which are available to those at WSU who self-identify as Jewish: faculty, students, and staff, and members of the WSU community who do not self-identify as Jewish. Chabad has also been actively involved in voicing student concerns regarding rising rates of anti-Semitism and other issues of concern to Jewish students. The next academic year will include ongoing events supported by BIRT to address the concerns of Jewish students, staff, and faculty. Event opportunities include: experts from trusted organizations describing the causes and manifestations of anti-Semitism and what the university can do to eliminate it. This includes introducing the preferred definition of the International Holocaust Remembrance Alliance's definition of anti-Semitism; Holocaust education; and diaspora education. BIRT should also be open to extra event opportunities as Jewish students respond to being back on campus.

- ❖ In the AY 2020-2021, 770 students completed the Diversity, Equity & Inclusion training module. This included incoming freshmen, Resident Assistants and students participating through course work assigned by their Faculty, both a required work and as complementary/ optional work. The Diversity, Equity & Inclusion training module incorporates topics related to identities, power, privilege, oppression, and how to create a culture of respect. Additional resources and information will be added to the EVERFI customization for the 2021-2022 academic school year, including specific information related to BIRT and how to file a bias incident report. EVERFI is an online learning platform that is assigned to targeted student populations and managed by Student Affairs personnel that are part of the BIRT.
- ❖ BIRT organized a student mentoring program for student members of the committee. It is designed to help students not only understand BIRT's role, but also help them understand their responsibilities as committee members of the team. Mentoring BIRT student representatives helped the specific students very much. Student members were encouraged to be ambassadors for BIRT. They explained BIRT's purpose to their fellow students. They also encouraged students to report events to the BIRT committee so their concerns could be effectively documented and addressed through proper institutional channels. Current students serving in BIRT have been contacted about continued support from Faculty and Staff on BIRT who have volunteered to serve in a mentor capacity. As of now, the students serving in BIRT have expressed interest for an informal type of mentoring relationship going forward, which will be explored further in summer and fall 2021.

## **Closing**

Although a good portion of the programming taking place in the Fall and Spring semesters of AY 2020-2021 was focused on/ in response to the bias incidents that took place on campus and the national climate of hostility toward marginalized populations, the outcomes and main events such as the campus-wide Asian-American Solidarity rally and sessions around how to report incidents of bias and hate on campus, can be seen as setting the stage for future opportunities for training and messaging from this group to the campus community in any Fall 2021 scenario.

BIRT recognizes and underlines the current and ongoing challenges presented to our campus community as a result of this global pandemic, which has exacerbated bias incidents against subgroups of our population. Further, BIRT recognizes the increasing national climate of hostility towards marginalized populations, specifically the Asian-American community. As such, BIRT's work is of particular importance as we delve into more concrete plans to define the Fall semester while continuing to utilize different modalities and inclusive opportunities for accessing future programming and education opportunities. As a group, we will need to develop further efforts and define the strategy regarding communication, structuring and delivery of such opportunities in the upcoming months.

## **Advisory Committee for Equal Opportunity, Diversity and Affirmative Action**

### **Academic Year 2020- 2021 Final Report**

#### **Committee Membership:**

Co-Chairs: Christina Santana and Frances Manocchio

Committee Members: Marilyn Cleary, Johnathan Flowers, Adrian Gage, Susan Mitroka-Batsford, Cara Berg Powers, Michelle Puch, Karen Shalev, Hardeep Sidhu, Mark Wagner.

Ex-Officio: Maria Isabel Garipey, Stacey Luster.

Over the past year, we, the Advisory Committee for Equal Opportunity, Diversity & Affirmative Action, have discussed ways that the university can meet its affirmative action goals by enabling search committee members to move past their biases and choose candidates from increasingly diverse and historically underrepresented/ underserved backgrounds. The committee has also extensively discussed ways to attract a variety of programming and training to be offered to the campus community within the structures / avenues already in place. While it may be the purview of the Campus Climate Committee, we also recognize that without a deep investment in a welcoming and supportive environment, meeting hiring goals will be of little to no consequence, given the likelihood of retention.

In support of the values outlined in the strategic plan,

**Strategies and Initiatives Related to Equity** (excerpt from the WSU Strategic Plan 2020-2025)

#### **PEOPLE AND CULTURE**

- Establish WSU as an even more welcoming and supportive environment for students, faculty and staff from historically under-represented or marginalized groups
- Recruit, retain and reward high-quality and historically minoritized faculty and staff committed to educating and supporting a diverse student body
- Continue to equip and encourage all faculty and staff to address the diverse and evolving needs of a changing student body
- Conduct an equity audit
- Promote campus-wide cultural fluency, anchored in WSU's core values, to foster greater understanding and inclusion of the diverse cultures represented in the WSU community
- Implement a strategic recruitment and retention strategy for under-represented faculty and staff, including visiting faculty, adjuncts, and international hires
- Offer multiple levels of staff and faculty training, from beginner to advanced, on issues relating to diversity, equity and inclusion.

## **I. INCREASING DIVERSITY OF FACULTY AND STAFF**

### **Recommendation #1 Cluster Hire Historically Minoritized Faculty for the New Interdisciplinary Department**

For searches starting in Fall 2021, we recommend the strategy of cluster hiring to increase the diversity of racial and ethnic representation of the Worcester State University community, specifically the faculty. Faculty searches that do not result in a hire that would contribute to increasing the diversity composition/ representation of minority groups at WSU should be considered failed searches. For more information, see Recommendation #5.

### **Recommendation #2 Promote Faculty Involved in Diversity Support**

A proposal, from the University, for a pathway towards a tenure-track position for full-time temporary faculty who contribute to the diversity of Worcester State University. (This will need to be negotiated during bargaining). This is in specific regard to full-time-temporary faculty who have been actively engaged in moving forward the equity agenda set forth by Commissioner Santiago and/or have contributed towards Worcester State University's DEI efforts. Work done contributing to these purposes should be accounted for in both the Service and Continuing Scholarship areas of review.

### **Recommendation #3 Create Adjunct to Tenure Pipeline**

Seek out opportunities to promote Adjunct and Part-Time Faculty toward more senior or tenure-track positions by prioritizing existing WSU records of service in hiring searches, in particular in the case that they increase the goals of the Strategic Plan around equity and inclusion. Documentation of course materials, support for students of color and first-generation students, and other relevant experience should be considered in hiring to full-time positions.

### **Recommendation #4 President Visits to Departments to Discuss Diversity**

This committee feels that President Maloney's active voice and presence at department and other group meetings would better enable him to explain his vision for diversity, discuss specifics for unique groups, and encourage concrete and meaningful improvement and change (including, but not limited to, the establishment and development of departmental and group specific diversity goals).

We also see real value in the President working with the Staff Navigator and the Faculty Fellow positions we recommend later in this report to speak to diversity support campus wide. For more information, see recommendation #2 under the Funding/Resources section.

### **Recommendation #5 Allow Failed Searches to Prioritize Hiring a More Diverse Staff**

We recommend that search committees prioritize candidates that increase the diversity and Affirmative Action institutional/departmental/ division goals to the extent that searches may "fail" if the candidate pool includes qualified applicants from minoritized groups and the search committee does not hire one of such candidates. For those cases where the labor market exists

for such positions, the committee recommends tenure track positions be filled with Adjuncts if the hire does not meet the Affirmative Action goals set forth.

We appreciate President Maloney's example in this regard from a recent example he shared with the MSCA Union Executive Board about the search for Campus Police Officers.

### **Recommendation #6 Budget and Prioritize Activities to Proactively Seek out Historically Minoritized Candidates**

We recommend the exploration of other proactive recruitment techniques to recruit historically minoritized candidates in addition to current approaches of attending national conferences. Departments could be queried to identify key opportunities to reach a more diverse pool of experts in each field, including outreach to specific programs and professional/ affinity organizations, while reducing reliance on personal networks for recruitment of faculty and staff.

## **II. COMMUNICATION AND ENGAGEMENT**

### **Recommendation #1 Update Existing Language Used to Attract and Retain a Diverse Workforce**

Last year, a team of faculty and administrators worked on the *Higher Education Innovation Fund* grant study focused on diversifying the faculty. That effort identified a series of updates that could be made to better attract and retain a diverse workforce, often women and faculty of color. Specifically, there were four places where language on diversity and inclusion and engagement might be updated and be made more specific.

This committee recommends that these changes are implemented:

*The WSU Prospectus.* A key publication of HR in recruitment and marketing the school. This document was reviewed for verbiage, images, and missing content. A series of recommended changes was submitted.

*The Chronicle Ad:* Every Fall, WSU runs an ad in the Chronicle of Higher Education, announcing the tenure track faculty vacancies. This ad already speaks to our work with the tagline: *Changing Lives, in and out of the classroom.* This ad and video link should be reviewed and new recommendations should be made.

*Messaging Content on Social Media:* A review of the language and images used on social media, particularly as it relates to LinkedIn, should be reviewed to ensure consistent communication of diversity and inclusion values.

*Interview Exchange:* A review of the paragraph of content unique to WSU should determine if the language fully expresses our diversity and inclusion values.

Further review of those documents that includes our leadership (and new diversity-focused positions Staff Navigator and Faculty Fellow) would be ideal to ensure that changes that will reflect the values of diversity and inclusion and engaged scholarship at WSU.

## **Recommendation #2 Place Historically Minoritized Faculty and Staff in Charge of Task Forces**

According to Frank Dobbins, renowned expert on why diversity programs fail, evidence from data on over 600 studies, covering 30 years, shows that diversity managers and faculty - led task forces have strong positive effects on diversity.

We recommend prioritizing the people most impacted by our DEI efforts to the leadership roles of said efforts, such as teams of faculty and staff serving on committees and other diversity task forces or councils. As a reminder to earlier recommendations, work done contributing to these purposes should be accounted for in both the Service and Scholarship areas of review.

## **Recommendation #3 Introduce a LASC Task Force**

Following from recommendation #2, we see an opportunity to create a task force to support the implementation of the new Diversity Content Area with the following focus areas:

- This taskforce should assess all previous courses designated Diversity Across the Curriculum for inclusion in the new Diversity Content Area.
- This task force should also have the freedom to recommend revision of old syllabi to bring them in line with the requirements of the Diversity Content Area as well as to reject those courses that fail to meet the requirements of the Diversity Content Area.
- This taskforce should develop methodologies to help departments and faculty to diversify their curriculum and the materials offered in their courses.

## **Recommendation #4 Support a More Diverse Faculty through Child Care Access**

We recommend the exploration of partnerships with local child care facilities/ providers such as QCC's Education Lab School to better attract, support and retain Faculty and Staff and offer child care access for new hires. Explore possibilities for similar programs at Worcester State University. Dr. Frank Dobbins suggested there were three effective means to increase diversity identified in his study.

## **Recommendation #5 Increase Communication**

We recommend that communication between projects, DEI related committees, faculty, staff, and students increase and improve through the following actions:

- Collect information on the various committees and task forces, HR, marketing, faculty and co-curricular efforts related to DEI.
- Centralize and prioritize communication of campus opportunities and information to faculty, staff, and students as it relates to DEI efforts and programming to ensure broader audience reach.
- Take advantage of "Opening Day" breakout sessions to announce the plans/ roadmap regarding DEI efforts, committees work, search processes and hiring.

### **III. FUNDING/RESOURCES**

#### **Recommendation #1: Creation of a Budget Line for Initiatives that Impact D, I, and AA**

We recommend that a budget line item be created to serve initiatives that impact diversity inclusion and affirmative action prioritized by this committee. Currently, the only monies devoted to these commitments are specific to the diversity mini grant fund, which is not substantial enough to attract applications or move the needle in any significant way. As the charge specifies, we must “evaluate institutional compliance with respect to all equal opportunity, diversity, and affirmative action programs, and to recommend appropriate strategies to the President.”

We request that \$50,000 be set aside and earmarked for use by the advisory committee to pursue the diversity goals articulated by this committee in support of the strategic plan. Specifically, we aim to fund the following initiatives:

- Diversity Support Navigator and Faculty Fellow Initiative (See recommendation #2 below)
- Diversity and Inclusion focused Tiered Training (see recommendation #1 in the Training section below)
- Diversity Advocates Program (see recommendation #2 in the Training section below)

Other options are being explored to develop training on campus, and existing resources (HERC, CUPA, and online employee compliance system) will be utilized when possible.

#### **Recommendation #2: Creation of a Diversity Support Navigator and Faculty Fellow**

We recommend that two part-time positions be created - these two positions would be filled by one staff member and one faculty member, who are focused on engaging with, supporting, mentoring, and helping to retain faculty and staff of color.

Institutions that have similar positions include

- Pikes Peak Community College <https://www.ppcc.edu/fellows>
- University of Tennessee at Knoxville <https://diversity.utk.edu/campus-initiatives/academic-diversity-initiative/faculty-and-administrative-fellows-program/>
- University of North Carolina, Asheville <https://academicaffairs.unca.edu/faculty-openings/university-fellowship-for-faculty-diversity/>

We believe that the creation of these positions would enable WSU to be competitive and attract candidates whose identities contribute to a more diverse campus or who are committed to diversity and inclusion.

Fuller position descriptions, with our best initial ideas regarding responsibilities and qualifications, are attached.

#### **IV. TRAINING**

The following recommendations were forwarded in the 2020 final report. Due to the COVID pandemic, they were unimplementable. Therefore, we include them again as we still believe that they are vital to enabling the university to meet its affirmative action goals by enabling search committee members to move past their biases and choose candidates from increasingly diverse and historically underrepresented/ underserved backgrounds.

##### **Recommendation #1: Diversity and Inclusion focused Tiered Training**

We recommend that a tiered training is developed during the summer of 2021 to be piloted during the fall 2021-2022 academic year. In order to achieve this initiative, we recommend that a small cohort of committee members (3-5 total) from the different committees that work on Diversity and Inclusion initiatives/ issues on campus (CCC, BIRT, LGBTQ+ and AA/EO) develop such a program over the summer months.

The committee originally imagined the initiative as a summer working group project that would combine the efforts of multiple committees. However, the COVID-19 pandemic has shifted budgets and changed plans; we recognize this is no longer possible as originally imagined. Instead, we have worked collaboratively with the Office of Diversity and Inclusion as they lead this effort through this time. The committee expects continued collaboration in the fall as soon as we return to normal operations.

The sessions the committee supports and recommends are implemented as part of the tiered training may be available individually or as part of a comprehensive Certificate program. Examples include:

- 2- hour workshops that further the WSU's Five Point Plan of Action with specific key learning outcomes.
  - Diversity & Inclusion: Necessary Skills for a Welcoming Environment
  - Power & Privilege: How We Use Them and Their Impact at WSU
  - Who Gets Hired: The Impact of Bias in Hiring and Retention
- One-week (5 full days) programs of instruction/ training time and can be offered both in-person or online, in a time-customized manner.
  - Mindfulness as a Catalyst for Equity & Social Justice
- 2-hour (faculty led) workshops under a "train the trainer" program.
  - Principles and Practices of Inclusive Pedagogy

The estimated cost of this program, based on projections provided by vendors, is 20,000.

##### **Recommendation #2: Diversity Advocates Initiative**

An increasing number of higher education institutions, both private and public, have adopted a Diversity Advocate model within search committees. This model works more effectively when

part of a comprehensive set of strategies all taking place at a given time on a given campus, not done in isolation. Some models and examples are detailed and can be explored here:

- <https://facultyaffairs.gwu.edu/diversity-advocate>
- <https://searchadvocate.oregonstate.edu/about>
- <https://oae.illinois.edu/NewSearchManual/Search%20Committee%20Member%20On-Line%20Training.pdf>
- <https://diverseeducation.com/article/149878/>

Overall, the concept involves the use of Diversity Representatives or Advocates that typically and predominantly function as consultants to the search committee process from an AA/EO perspective. Most Diversity Advocates undergo extensive training and have the capacity to train other individuals in these topics, including in a train the trainer model. Diversity Advocates educate themselves and others on issues of discrimination, privilege, other social justice issues, as well as matters related to the context of search committees, with an AA/EO lens.

We recommend that university faculty, staff, and administrators be provided with advanced non-discriminatory training which would allow them to act as Diversity Advocates. In particular, we imagine that within search committees, Diversity Advocates would be able to advocate for candidates from traditionally underrepresented and underserved groups and have a more in-depth knowledge of best practices, unconscious bias, and other aspects of successful search committees.

Faculty, staff, and administrators interested in becoming Diversity Advocates would take a series of trainings designed to enhance and expand basic training.

Current trainings would be considered a prerequisite:

- Title IX,
- anti-discrimination / harassment,
- search committee orientation,

As well, more specialized opportunities:

- Safe Spaces,
- Bias Impact in Hiring and retention,
- Power & Privilege, etc.

These trainings could be drawn upon from the organized series of tiered training (see Recommendation # 1). Furthermore, specialized/ tailored options would be specifically designed with search committee dynamics and Diversity Advocates in mind and can include Job competency-based interview questions, Social Justice focused hiring practices, amongst others. Once a tiered diversity and inclusion training program is in place, individuals who aspire to serve as Diversity Advocates would be required to complete the most advanced level of training. Ideally, a significant percentage of WSU faculty, staff, and administrators could be diversity advocates. We envision no less than 10% of the full-time employee population, in order to ensure participation of Diversity Advocates across all searches taking place on campus. Ideally, when search committees are formed a chair and a diversity advocate are identified. The hiring manager should work with the EO officer to identify the Diversity Advocate for the search committee.

## APPENDIX 1

### Brainstorming Priorities for the EODAA Committee 2020-2021

Over the course of the year, the members identified and pursued the following priorities in subcommittees.

#### *Hiring a More Diverse Faculty and Staff Related Questions*

1. How does WSU currently approach hiring historically minoritized faculty and staff (i.e., job advertisements, recruitment, requesting diversity statements of candidates, etc)?
2. What training could be offered (now or in the future) that might effectively impact the whole picture of hiring historically minoritized faculty and staff? Maybe with the goal of setting some specific framing around what equity looks like on our campus? (one answer might be the “Diversity and Inclusion Focused Tiered-training Initiative”)
3. How might we advocate for or otherwise initialize strategic approaches (i.e., cluster or targeted hiring) to diversify the faculty and staff?
4. How can we effectively and respectfully intervene in search committees to ensure that bias does not impede the recruitment and selection of historically minoritized faculty and staff? (one answer might be the “Diversity Advocates Initiative”)

#### *Communication and Engagement Related Questions*

1. How might we leverage the current moment to provide the campus community with answers to their questions, including, why aren’t there more Black professors?
2. What can be done to engage, encourage, and/or enforce the diversifying of inert departments? Specifically, how can we encourage departments and faculty to diversify their curriculum and the materials offered in their courses.
3. How can we support campus leaders interested in leveraging the expertise of internal and community-based individuals to provide diversity and inclusion-focused content? (one answer is to develop the “Diversity Speakers List”)
4. How can we more effectively inspire and fund faculty, staff, and students to take on and execute projects within their own circles that promote diversity, equity and inclusion? (one answer is to continue promoting the “Diversity Mini Grant”)
5. How can we increase student engagement and awareness of the efforts of this committee? (a few ideas include connecting with professors whose courses achieve a “Diversity” LASC designation, working with the SGA, attending student events).
6. How can we respond to or productively engage with campus community members’ mistrust of affirmative action initiatives?

#### *Resources and Funding Related Questions*

1. What resources can we call upon and rely on to fund initiatives recommended by this committee?

## **APPENDIX 2**

### **Staff Navigator for Diversity Support**

A diverse staff is essential to Worcester State University's mission to create an environment which allows all members of our campus community to succeed. We understand that faculty members with diverse identities may have higher retention rates if supported by peer mentors and opportunities to meet and build relationships with other BIPOC staff as they acclimate, settle into, and thrive in their roles at WSU.

This position is responsible for enabling the success of retaining BIPOC staff, a component of the Strategic Plan. The successful integration of historically minoritized staff members will be the focus. Responsibilities include communication with BIPOC staff, facilitating opportunities for community engagement and mentoring BIPOC staff to support the retention of new staff members of color.

#### **Responsibilities:**

- Working with human resources to help to support and retain BIPOC staff members.
- Coordinating events to assist historically minoritized staff as they join the WSU community through community building and mentoring activities.
- Serving as a resource for BIPOC staff with any questions they may have as they become acclimated to the university.
- Assist new BIPOC staff in developing a sense of belonging to WSU's campus community.
- Providing BIPOC staff about opportunities for professional development and networking opportunities.

#### **Requirements:**

- Member of the WSU staff/administration team
- Strong understanding of and commitment to the diversity goals outlined in the strategic plan
- Experience as an advisor and/or mentor
- Strong interpersonal and communication skills

Compensation: \$30/hr \* 10 hours/week \* 50 weeks/year = \$15,000/year

Reports to: Human Resources

Estimated Cost: \$15,000/ year

## **Faculty Fellow for Diversity Support**

A diverse faculty is essential to Worcester State University's mission to create an environment which allows all members of our campus community to succeed. We understand that faculty members with diverse identities may have higher retention rates if supported by faculty mentors and opportunities to meet and build relationships with other BIPOC faculty as they acclimate to their roles at WSU.

This position is responsible for enabling the success of retaining BIPOC faculty, a component of the Strategic Plan. The successful integration of historically minoritized faculty members will be the focus. Responsibilities include communication with BIPOC faculty, facilitating opportunities for community engagement and mentoring BIPOC faculty to support the retention of new faculty members of color.

### **Responsibilities:**

- Working with human resources to help to support and retain BIPOC faculty members.
- Coordinating events to assist historically minoritized faculty as they join the WSU community through community building and mentoring activities.
- Serving as a resource for BIPOC faculty with any questions they may have as they become acclimated to the university.
- Assist new BIPOC faculty in developing a sense of belonging to WSU's campus community.
- Providing BIPOC faculty about opportunities for professional development and networking opportunities.

### **Requirements:**

- Ph.D. or Ed.D., rank of Assistant (including VAPs), Associate or Full Professor
- Strong understanding of and commitment to the diversity goals outlined in the strategic plan
- Experience as an advisor and/or mentor
- Strong interpersonal and communication skills

Compensation: three (3) credit APR per semester

Reports to: Human Resources

Estimated Cost: \$15,000/ year

**Massachusetts Development Finance  
Agency  
Worcester State University; Public  
Coll/Univ - Unlimited Student Fees**

**Primary Credit Analyst:**

Avani K Parikh, New York + 1 (212) 438 1133; [avani.parikh@spglobal.com](mailto:avani.parikh@spglobal.com)

**Secondary Contact:**

Kevin Barry, New York + 1 (212) 438 7337; [kevin.barry@spglobal.com](mailto:kevin.barry@spglobal.com)

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# Massachusetts Development Finance Agency Worcester State University; Public Coll/Univ - Unlimited Student Fees

## Credit Profile

### Massachusetts Development Finance Agency, Massachusetts

Worcester State University, Massachusetts

Massachusetts Dev Fin Agy (Worcester State Univ) rfdg bnds

*Long Term Rating*

A/Stable

Affirmed

## Rating Action

S&P Global Ratings affirmed its 'A' long-term rating on the Massachusetts Development Finance Agency's (MDFA) series 2012 bonds issued for Worcester State University (WSU). The outlook is stable.

As of June 30, 2020, WSU had \$22 million in total debt outstanding, composed of MDFA-issued series 2007 bonds of \$41,000 and series 2012 bonds of \$8.9 million, as well as a \$13 million financing agreement with MSCBA to fund part of its wellness project that was completed in 2016. The 2012 bonds are a general obligation of WSU and do not contain a debt service reserve (DSR).

WSU makes lease payments to cover the associated debt service on additional bonds that are separately secured dormitory bonds issued through the Massachusetts State College Building Authority (MSCBA). These bonds are secured by project revenues, multi-tiered series of DSRs, and a state intercept if project revenues are insufficient to secure all MSCBA debt. The MSCBA finances auxiliary debt for state colleges and universities. For more information on the security and pledge related to these debt obligations, see the full analysis on the MSCBA, published Feb. 21, 2020, on RatingsDirect. As of June 30, 2020, total debt outstanding issued through the MSCBA for WSU was \$117 million. The university's adjusted maximum annual debt service (MADS) burden, including these required lease payments, is just under 8% of fiscal 2020 operating expenses, which is somewhat high but manageable for the rating. The MSCBA refinanced its outstanding debt in summer 2020, restructuring debt service to be lower in fiscal years 2021 and 2022 given current enrollment and occupancy levels across the state colleges and universities. In our view, this provides some flexibility as WSU and the other institutions rebuild occupancy levels to ultimate support required lease payments under this debt structure.

While there is a high level of uncertainty regarding the duration and extent of the effects of the COVID-19 outbreak, we believe that WSU has taken prudent steps to ensure the safety of its students, faculty, and staff, while also supporting financial stability. In March 2020, the university transitioned to an online format and reopened for fall 2020 with a combination of in-person, hybrid, and fully virtual learning. The university incurred about \$4.5 million in COVID-19 related costs in fiscal 2020, including approximately \$2.8 million in room and board refunds to students. WSU was allocated about \$4.2 million in Coronavirus Aid, Relief, and Economic Security (CARES) Act stimulus

funding, 50% of which went directly to aid students with emergency funding and the remainder for institutional use. About \$1.9 million of the student related funds were spent in fiscal 2020, with the rest utilized in fiscal 2021. In addition, under the Coronavirus Response and Relief Supplemental Appropriations Act 2021 (CRRSAA), WSU has been allocated an additional \$5.2 million for the institution and \$2.1 million for student support. Management expects to utilize these funds in fiscal 2021 as well.

With some portion of students on campus, WSU reopened its dorms but did limit occupancy for health and safety reasons. Housing occupancy in fall 2020 was 58% compared with 99% the prior year; current occupancy for the spring is 42%. Auxiliary revenue typically accounts for just over 10% of total adjusted operating revenue. Given the enrollment and occupancy pressures faced by all state colleges and universities, the MSCBA refinanced its outstanding obligations last summer for significant savings. In addition, the refinancing lowered near-term debt payments to provide relief while institutions move toward achieving closer to historical occupancy levels beyond the impacts of the current pandemic. In addition to this relief on required lease payments to support debt service, WSU also took a close look at expense savings and delaying deferred maintenance needs to balance the fiscal 2021 budget. We understand with these efforts, as well as the support from CARES and CRRSAA, the university expects to post close to breakeven operations for fiscal 2021.

### **Credit overview**

We assessed WSU's enterprise profile as strong, reflecting fairly stable enrollment, outside of the large decline for fall 2020 affected by COVID-19, sufficient demand metrics for a school that largely has a regional draw in a competitive market, and proactive management team. We assessed WSU's financial profile as very strong, characterized by healthy available resource levels and low MADS burden, reflecting the benefit of its relationship with the MSCBA, which offset operating deficits on a full-accrual basis. The combined enterprise and financial profile assessments lead to an indicative standalone credit profile of 'a+'. As our criteria indicate, the final rating can be within one notch of the of the indicative credit level. In our view, the final 'A' rating on the university's bonds better reflects WSU's relatively modest enrollment base with weakening selectivity and financial performance trends that lag higher rated peers.

The 'A' rating also reflects our assessment of WSU's:

- Fairly stable enrollment over the past five years, outside of the large decline for fall 2020, with acceptable demand metrics for the rating level;
- History of modest operating deficits on a full-accrual basis, though the university has posted consistent cash-based operating surpluses;
- Steady operating and fringe benefit appropriations from the Commonwealth of Massachusetts and expected capital support; and
- Low debt levels, with a 1.4% MADS burden of fiscal 2020 operating expenses.

Partially offsetting credit factors include our view of WSU's:

- Significant amount of off-balance-sheet debt, issued for WSU through the MSCBA, which somewhat understates the university's MADS burden and financial resource ratios relative to debt;
- Strong competition for students from other state schools, including community colleges; and

- Somewhat low adjusted unrestricted net assets (UNA) to operating expense metric for the rating level, though this ratio has improved in recent years.

The stable outlook reflects our expectation that beyond the current impacts of the pandemic, enrollment will rebound, operations will remain consistent, and available resources will likely grow incrementally, with no additional debt expected.

WSU is a public, commonwealth-supported university located in Worcester, Mass. While the university, prior to COVID-19, had been focused on expanding its on-campus residential presence, it still caters to a large commuter population, which accounts for two-thirds of the student body, according to management. WSU offers 60 undergraduate majors and minors; 29 master's degrees, post-baccalaureate certificates, and graduate programs; and real-time access to online, noncredit professional training. The university is expanding its online programs and launch fully online graduate programs in nursing and education for the first time. WSU is accredited by the New England Commission on Higher Education.

### **Environment, social, and governance factors**

We view the risks posed by COVID-19 as an elevated social risk for all higher education entities given the uncertainty around the duration and impact on overall operations. As WSU has adopted strategies to protect the health The pandemic has affected WSU's enrollment levels and mode of instruction, creating revenue and expense pressures. Despite the elevated social risk, we believe the university's environmental and governance risk are in line with our view of the sector.

## **Stable Outlook**

### **Downside scenario**

We could consider a negative rating action during the outlook period if WSU's enrollment declines substantially, full-accrual deficits continue to grow, or if available resources decline relative to operating expenses and debt. We would also consider a significant increase in debt or notable cuts in commonwealth support to be a credit risk. While we believe management has been proactive in its response, unforeseen pressures from the pandemic that cause material weakening of demand, finances, or the trajectory of university may also result in a negative rating action.

### **Upside scenario**

We consider a positive rating action as unlikely over the outlook period given the current enrollment and financial challenges presented by COVID-19, as well as the impacts of a slow economic recovery. We could consider such an action over the longer term should WSU's enrollment and demand trends strengthen significantly, with consistent surpluses on a full-accrual basis and growth in available resources to a level commensurate with a higher rating.

## **Credit Opinion**

## Enterprise Profile

### Economic fundamentals

In our view, the university has limited geographic diversity. About 94% of WSU's students are drawn from within Massachusetts, with the vast majority from Worcester County, where the university is located. Therefore, our assessment of WSU's economic fundamentals is anchored by Massachusetts' GDP per capita.

### Market position and demand

Outside of the disruption caused by the current pandemic, enrollment at WSU had been fairly steady in prior years as part of an intentional enrollment maintenance strategy. Fall 2020 enrollment declined across both undergraduate and graduate programs, though we view the 5.4% decline in full-time equivalent enrollment as generally consistent with regional and industry wide trends. For the current academic year, just under 25% of students are in-person, about 15% are hybrid, and the remainder are learning virtually. Given the impacts of the pandemic and uncertainty heading into fall 2021, management expects enrollment and demand for next year is likely to be affected as well. The university is planning for in-person learning to reach about 75% of total capacity, with continuation of virtual programming options, which should support some stabilizing trends.

Despite prior declines, freshman applications increased by about 4% for fall 2020, indicating that demand for the university is likely to remain steady over time despite demographic challenges in a competitive market. Selectivity has continued to weaken, though we view overall acceptance rates as still in line with that of other similarly rated regional universities. Softened selectivity is offset by improved retention rates, which are hovering just below 80%. In recent years, management has focused on centralized efforts to improve student retention, including retention-based scholarships, a student emergency fund, and comprehensive tracking of student data to function as an early alert system when a student may need additional support.

WSU's tuition is among the lowest for public colleges and universities in the commonwealth. Costs for the 2020-2021 school year for an in-state student, including tuition, room, and board, total \$23,154, an increase of just under 3% from the previous year's cost due to an increase in fees as tuition has been flat. For the 2021-2022 academic year, tuition and fees will be held flat.

Management reports WSU has managed two large capital campaigns historically and that it exceeded its goals for each. Annual giving remains on track, at \$500,000 to \$600,000 annually. WSU's 150th year anniversary is a few years away in 2024. In conjunction with this, the university is planning a major fundraising effort with a goal of growing the endowment to \$50 million by 2025 as well as raising funds for scholarships and other support.

### Management and governance

In our view, WSU is led by a capable and experienced senior management team, with good oversight provided by an active board of trustees. Barry Maloney, WSU's current president, joined the university in 2011, and the leadership team has been stable in recent years, with no expected changes. The university is in the early stages of implementing its current five-year strategic plan, which was finalized in summer 2020 and will guide priorities through 2025. Overall goals are aligned with prior areas of focus including the broad areas of academic excellence and distinction, student support and success, marketing and enrollment, community engagement and public good, people and culture, and

resources and infrastructure. There is a specific focus on equity as a driving force and improving access for first generation students, and continuation of a goal to increase four-year graduation rates and a "Succeed in 4" initiative that improves communication between students and advisors. WSU's six-year graduation rate is up to 58%, from a previous low of 50%.

## Financial Profile

### Financial policies

The university has formal policies for reserves, investment management, and debt. It operates according to a five-year strategic plan and has a formal reserve liquidity policy. The university meets standard annual disclosure requirements. The financial policies assessment reflects our opinion that, while there may be some areas of risk, the organization's overall financial policies are not likely to weaken its future ability to pay debt service. Our analysis of financial policies includes a review of the organization's financial reporting and disclosure, investment allocation, liquidity, debt profile, contingent liabilities, and legal structure, and a comparison of these policies with those of similar providers.

### Financial performance

Overall, WSU has fluctuated between modest surpluses and deficits on a full-accrual basis, which we view as manageable at the current rating level. Given the impacts of COVID-19, with increased costs and revenue pressures, as well as a transfer of operating funds to its capital reserve fund, the university posted a deficit on a full-accrual basis for fiscal 2020. WSU did not recognize the institutional portion of its CARES allocation in fiscal 2020. Including this funding and conservative assumptions on enrollment and expenses, WSU's initial fiscal 2021 budget called for utilizing operating reserves and deferring \$2 million of deferred maintenance needs to support balanced operations. With the additional relief funding from CRRSAA and careful expense management, WSU expects to offset these budget pressures without utilizing the additional reserves. In addition, the university recognized some savings in utilities, travel and dining as fewer students have been on campus. Performance for fiscal 2021 is expected to be close to breakeven.

The largest source of WSU's adjusted operating revenue is tuition revenue, at 42% of the total, followed by state operating appropriation at 36%, auxiliary operations at 10%, and other at 12%. The university received \$41.1 million (including fringe benefits and tuition remitted back to the state) in net state appropriation in fiscal 2020, up 4% from 2019. In addition, WSU received additional performance funding of \$250,000 from the state, which is likely to be ongoing in nature. For fiscal 2020, state appropriations are flat, with an additional \$400,000 in funding that was originally vetoed and then restored. At this time, fiscal 2022 state appropriations are expected to remain flat.

### Available resources

We believe WSU's available resources overall are healthy; however, the university's adjusted UNA to operating expense ratio is somewhat modest for the rating category, compared with those of the rating medians and the university's peers. In fiscal 2019, WSU's adjusted UNA to operating expenses were 37.3%, reflecting some growth in recent years. WSU maintains stronger ratios relative to debt outstanding, with available resources to debt at a much higher 202%; however, we view this figure as overstated, as MSCBA is the conduit issuer for the majority of WSU's debt. With MSCBA debt included in our ratios, fiscal 2020 available resources to debt equals approximately 30%,

which we view as modest, but sufficient for the rating level. The balance sheet also receives support from a small endowment, which had a fiscal 2020 market value of approximately \$24.9 million. We expect resource ratios will remain somewhat steady given expectations of near breakeven operations and no plans for additional debt.

### Debt and contingent liabilities

On Dec. 20, 2012, WSU entered into a memorandum of understanding with the commonwealth and the MSCBA to jointly finance a new wellness center at WSU (a \$50.7 million project). Management indicates that the commonwealth used funds earmarked for the project in the amount of \$25.5 million and the university used \$15 million of MSBCA loan proceeds, as well as approximately \$10 million of its reserves set aside for capital purposes. Although WSU's reserves were reduced as a result of the drawdown for the wellness center, the institution continues to rebuild reserves from previous and ongoing fundraising efforts.

WSU contributes to the Massachusetts State Employees' Retirement System, a cost-sharing, multiple-employer, defined-benefit pension plan administered by the state of Massachusetts. We understand that the pension plan's funded status is approximately 66.3%, which we view as sufficient. Massachusetts sets its annual pension contribution based on its own methodology under state statute. It has not fully funded its annual required contribution since fiscal 2011, but currently plans to increase pension contributions by 8.9% per year to fully amortize the unfunded liability by 2036. WSU's contributions for pension and other postemployment benefits are currently at 1.9% of total adjusted operating expenses, which we view as manageable.

Worcester State University, Massachusetts Enterprise And Financial Statistics					
	--Fiscal year ended June 30--				Medians for 'A' rated public colleges and universities
	2021	2020	2019	2018	2019
<b>Enrollment and demand</b>					
Headcount	5,724	6,204	6,217	6,434	MNR
Full-time equivalent	4,596	4,850	4,930	4,954	14,995
Freshman acceptance rate (%)	81.0	80.7	77.8	76.3	77.2
Freshman matriculation rate (%)	24.6	28.2	28.1	31.8	MNR
Undergraduates as a % of total enrollment (%)	86.6	85.9	86.5	85.4	82.9
Freshman retention (%)	79.7	79.0	78.4	80.0	77.1
Graduation rates (six years) (%)	58.0	57.6	56.8	55.4	MNR
<b>Income statement</b>					
Adjusted operating revenue (\$000s)	N.A.	115,512	116,777	110,177	MNR
Adjusted operating expense (\$000s)	N.A.	119,321	116,593	112,178	MNR
Net adjusted operating income (\$000s)	N.A.	(3,809)	184	(2,001)	MNR
Net adjusted operating margin (%)	N.A.	(3.19)	0.16	(1.78)	(0.30)
Estimated operating gain/loss before depreciation (\$000s)	N.A.	1,664	5,632	3,654	MNR
Change in unrestricted net assets (UNA; \$000s)	N.A.	(257)	(873)	(30,050)	MNR
State operating appropriations (\$000s)	N.A.	41,087	39,400	35,415	MNR
State appropriations to revenue (%)	N.A.	35.6	33.7	32.1	22.7

## Worcester State University, Massachusetts Enterprise And Financial Statistics (cont.)

	--Fiscal year ended June 30--				Medians for 'A' rated public colleges and universities
	2021	2020	2019	2018	2019
Student dependence (%)	N.A.	51.7	53.7	54.8	54.1
Research dependence (%)	N.A.	8.7	8.5	8.6	MNR
Endowment and investment income dependence (%)	N.A.	0.4	0.4	0.4	1.2
<b>Debt</b>					
Outstanding debt (\$000s)	N.A.	22,026	22,576	22,841	224,613
Current debt service burden (%)	N.A.	1.15	1.17	1.13	MNR
Current MADS burden (%)	N.A.	1.41	1.45	1.50	4.50
<b>Financial resource ratios</b>					
Endowment market value (\$000s)	N.A.	24,916	24,942	23,111	131,376
Related foundation market value (\$000s)	N.A.	35,116	33,471	31,836	159,566
Cash and investments (\$000s)	N.A.	52,328	53,339	43,527	MNR
UNA (\$000s)	N.A.	(17,788)	(17,531)	(16,658)	MNR
Adjusted UNA (\$000s)	N.A.	44,456	31,626	36,231	MNR
Cash and investments to operations (%)	N.A.	43.9	45.7	38.8	46.0
Cash and investments to debt (%)	N.A.	237.6	236.3	190.6	88.4
Adjusted UNA to operations (%)	N.A.	37.3	27.1	32.3	33.5
Adjusted UNA plus debt service reserve to debt (%)	N.A.	201.8	140.1	158.6	57.2
Average age of plant (years)	N.A.	15.1	14.2	12.7	15.3
OPEB liability to total liabilities (%)	N.A.	31.4	40.0	37.9	MNR

N.A.--Not available. MNR--Median not reported. MADS--Maximum annual debt service. Total adjusted operating revenue = unrestricted revenue less realized and unrealized gains/losses and financial aid. Total adjusted operating expense = unrestricted expense plus financial aid expense. Net operating margin =  $100 \times (\text{net adjusted operating income} / \text{adjusted operating expense})$ . Student dependence =  $100 \times (\text{gross tuition revenue} + \text{auxiliary revenue}) / \text{adjusted operating revenue}$ . Current debt service burden =  $100 \times (\text{current debt service expense} / \text{adjusted operating expenses})$ . Current MADS burden =  $100 \times (\text{maximum annual debt service expense} / \text{adjusted operating expenses})$ . Cash and investments = cash + short-term and long-term investments. Adjusted UNA = Unrestricted net assets + unrestricted net assets of the foundation. Average age of plant = accumulated depreciation/depreciation and amortization expense.

## Related Research

Through The ESG Lens 2.0: A Deeper Dive Into U.S. Public Finance Credit Factors, April 28, 2020

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**WORCESTER STATE UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Nominating Committee Meeting**

Thursday, May 20, 2021

3:00 PM

REMOTE PARTICIPATION

Join Zoom Meeting

<https://worchester.zoom.us/j/7540181608>

Meeting ID: 754 018 1608

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**Meeting Called By:** Aleta Fazzone (Chair)

**Minutes:** Nikki Kapurch

**Board Members:** Aleta Fazzone; Maryanne Hammond; Marina Taylor

**WSU Staff:** Nikki Kapurch

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All documents considered to be **drafts** until discussed and/or approved by the Board

AGENDA		
ITEM	RESPONSIBLE	ACTION
1. <i>Administrative Business</i> a. Call to Order	Aleta Fazzone	
2. <i>Nominating Committee Report</i>  a. <i>PRESENT SLATE OF OFFICERS - 2020-2021*</i> b. <i>PRESENT TRUSTEES- Expiration of Terms*</i>	Aleta Fazzone	Recommendation to the Full Board - <b>1 vote required</b> a. Informational b. Informational
4. <i>Adjournment</i>	Aleta Fazzone	4. <b>vote required</b>

\*Attachments

WORCESTER STATE UNIVERSITY BOARD OF TRUSTEES  
2020-2021 OFFICERS  
Elected 6/2/2020

Chair	Trustee Stephen Madaus
Vice-Chair (2)	Trustee Maryanne Hammond Trustee Marina Taylor
Secretary	President Barry Maloney
Assistant Secretary	Nikki Kapurch
Foundation Board (2)	Trustee Maryanne Hammond Trustee Dina Nichols
Executive Committee Alternate	Trustee Aleta Fazzone Trustee Dina Nichols
MA State Colleges Presidents/Trustees Association (Chair) Alternate ( <i>Vice-Chairs as alternate</i> )	Trustee Stephen Madaus  Trustee Maryanne Hammond Trustee Marina Taylor

### WSU BOARD OF TRUSTEES

List of WSU Board of Trustees members and the dates appointed (when membership started) and their terms of office.

<b>BOT Members</b>	<b>Appointment Date</b>	<b>Expiration of Term</b>	<b>Eligible for Reappointment</b>
Colombo, Lisa	<u>First Term</u> August 31, 2017	<u>First Term</u> March 1, 2022	Eligible
Fazzone, Aleta	<u>First Term</u> October 9, 2014  <u>Second Term</u> July 29, 2019	<u>First Term</u> March 1, 2019  <u>Second Term</u> March 1, 2024	Not Eligible
Hammond, Maryanne	<u>First Term (Alumni Elected)</u> October 22, 2012  <u>Second Term (Alumni Elected)</u> April 14, 2017	<u>First Term</u> March 14, 2017  <u>Second Term</u> April 14, 2022	Not Eligible
LaFond, Karen	<u>First Term</u> November 15, 2015	<u>First Term</u> March 1, 2020  <u>Second Term</u> March 1, 2025	Not Eligible
Madaus, Stephen	<u>First Term</u> September 6, 2013  <u>Second Term</u> October 27, 2017	<u>First Term</u> July 31, 2017  <u>Second Term</u> July 31, 2022	Not Eligible
Mosley, William	<u>First Term</u> October 9, 2019	<u>First Term</u> March 1, 2024	Eligible
Nichols, Dina	<u>First Term</u> December 29, 2015  <u>Second Term</u> July 24, 2020	<u>First Term</u> March 1, 2020  <u>Second Term</u> March 1, 2025	Not Eligible
Johnson, Anna	<u>First Term (Student Elected)</u> July 1, 2020  <u>Second Term</u> July 1, 2021	<u>First Term</u> June 30, 2021  <u>Second Term</u> June 30, 2022	Anticipated year of graduation
Taylor, Marina	<u>First Term</u> November 15, 2015	<u>First Term</u> March 1, 2020  <u>Second Term</u> March 1, 2025	Not Eligible
Tuttle, David	<u>First Term</u> June 30, 2016  <u>Second Term</u> March 26, 2021	<u>First Term</u> March 1, 2021  <u>Second Term</u> March 1, 2026	Not Eligible
Sasso, Lawrence	<u>First Term</u> January 22, 2021	<u>First Term</u> March 1, 2025	Eligible

**WORCESTER STATE UNIVERSITY  
BOARD OF TRUSTEES  
2021-2022 PROPOSED OFFICERS**

Chair	Trustee Stephen Madaus
Vice-Chair (2)	Trustee Maryanne Hammond Trustee Marina Taylor
Secretary	President Barry Maloney
Assistant Secretary	Ms. Nikki Kapurch
Foundation Board (2)	Trustee Maryanne Hammond Trustee Dina Nichols
Executive Committee Alternate	Trustee Aleta Fazzone Trustee Dina Nichols
MA State Colleges Residents/Trustees Association Alternate (2)	Trustee Stephen Madaus Trustee Maryanne Hammond Trustee Marina Taylor



**WORCESTER STATE UNIVERSITY**  
**BOARD OF TRUSTEES**  
**Meeting Schedule**  
**FY 2021-2022**

<b>2021-2022</b>
<b>FULL BOARD</b>
<b>Tuesday, September 14, 2021</b>
<b>Thursday, October 21, 2021</b>
<b>Tuesday, November 16, 2021</b>
<b>Tuesday, January 11, 2022</b>
<b>Tuesday, March 08, 2022</b>
<b>Tuesday, April 13, 2022</b>
<b>Tuesday, June 14, 2022</b>

# President's Update

June 2021



## President's Message

The entire nation is catching its collective breath this month, as we adjust to what may well be a post-pandemic world in the near-term future. Given the suddenness of the shutdowns last spring and the necessity of responding in real-time to ever-changing circumstances and guidelines, the last 15 months necessitated a rapid response.

This Update offers some answers to the question, "What just happened?"

Worcester State's employees – at all levels – responded to the crisis with agility and dedication. That, coupled with our longstanding prudent fiscal management, enabled us to remain open for the entire pandemic, while many other in-person industries shut down. Some Massachusetts universities had to scale back in a way that necessitated reductions in force. Not us!

Worcester State's faculty, staff, and students embraced work- or learn-from-home, and our scrupulous adherence to campus protocols kept us free of widespread infection. Our 145-member COVID-19 Response Team established multi-faceted protocols that enabled a safe Fall 2020 semester, featuring some in-person classes or labs and more than 900 students in our residence halls. And the faculty worked with the administration on measures to minimize the risks in their on-campus classes.

One answer to "what just happened?" is that we became not just an institution of higher learning, we became a public health operation. The can-do approach of our Student Affairs division, led by Dean of Students Julie Kazarian, allowed us to open residence halls last summer to health-care workers needing to quarantine, even as we built from scratch a COVID-19 surveillance testing center that offered significantly more testing than our sister state universities. This involved not only contracting with the Broad Institute and purchasing a symptom-checking and test-reporting app, it also involved hiring a new test center supervisor, expanding the University's Health Services Office, and fully staffing the test center, mostly with Student Affairs employees who offered to do so.



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## PRESIDENT'S OFFICE

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Finally, we were driven by our mission of civic engagement (and a desire to provide easy access for the WSU community) to establish a vaccination clinic on campus, run by Saint Vincent Hospital and UMass Medical School's Commonwealth Medicine. Held in the John P. Brissette '88 Competition Gym, this operation was hailed by many as one of the most well-run clinics in the state – a sentiment I believe was confirmed when actor George Clooney chose it for his inoculation! Director of Campus Events Services and Operations Mike McKenna played a big role in ensuring smooth, efficient operations. (And I'll add that both he and chair of the Academic Ceremonies Committee, Dr. Hank Theriault, planned for and provided a wonderful Campus Commencement Experience over three days in mid-May, enabling our 2020 and 2021 graduates to commemorate their achievement in an in-person, safe manner.)

There are certainly challenges ahead as the university grapples with the educational losses students experienced during the pandemic period. I take this moment, however, to recognize all we accomplished this past year, and thank our employees for their extraordinary achievements.

### Safe Return Plan

Worcester State University's response to the COVID-19 pandemic began in March 2020, when President Maloney gathered individuals from all areas of the campus related to the operation of the University during the pandemic. It was unclear whether the campus would close, and if so, for how long. Once it became evident that the situation would be long term and potentially extend into the fall semester, the President convened working groups to develop the [Safe Return Plan](#).

The COVID-19 pandemic was a disruptive force that amplified historical inequalities, revealed inefficient and outdated systems and processes, and solidified the essential role of technology at Worcester State. It also showed the resiliency, determination, and innovation the Worcester State community is capable of when faced with a new challenge.



### Collaboration and Community Support

- Over 145 faculty and staff volunteered for the Safe Return working groups.
- Faculty and staff took on extra responsibilities, and departments developed collaborations to best serve our students.
- Surveyed students, faculty, and staff multiple times for feedback on various COVID-19, operational, and instructional issues.
- Raised more than \$140,000 for the Student Emergency Fund to support students with financial hardships.
- Raised more than \$15,000 for the Experiential Learning Fund to support students enrolled in unpaid internships and other experiential learning opportunities.
- Collaborated with community partners such as [Worcester Together](#) to provide temporary housing for medical front-line workers, to protect their families from potential exposure to the virus.
- Partnered with Saint Vincent Hospital and Commonwealth Medicine to provide a vaccine clinic for the community that administered more than 80,000 doses.



### Prudent Management

- Dramatically increased President Maloney's communications with the campus, via Zoom, in order to promote transparency as well as to build community when many felt disconnected; more than 300 faculty, staff, and students tuned into some of the weekly COVID briefings.
- Created and ran a large-scale testing center by establishing new partners contracts, adapting pre-existing operations and reassigning Student Affairs personnel, with over 20,000 COVID-19 tests having been administered.
- Published transparent infection and quarantine data to a new COVID-19 specific web page.
- Increased testing to include commuter students in response to feedback from surveys.
- Coordinated a Vaccine Hesitancy Panel discussion in response to survey feedback.
- Were able to offset the fiscal impacts of the pandemic due to the University's longstanding policy of holding money in reserves, which allowed Worcester State to avoid layoffs of full-time employees and as well as furloughs.

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## President's Update

- Shifted from an annual budget allocation to a semester basis, to allow for better budgetary planning and greater agility in addressing rapidly changing situations and requirements.
- Created virtual open houses, campus tours, and accepted-student events that allowed the University to continue to recruit prospective students; 450 students attended at least one event.



## Academic Excellence

- Preserved the academic quality and rigor of courses and programs while being flexible and sensitive to students' needs.
- Most student comments on surveys indicated that the support, efforts, and assistance faculty provided during this unprecedented situation were valuable.
- Library maintained academic support for students and provided spaces for students to study, take exams, and attend remote classes.
- Center for Teaching and Learning offered extensive professional development to assist with the transition to hybrid and online courses; over 300 faculty participated in at least one session.
- Contracted services from [Quality Matters](#), a leader in online/hybrid pedagogy, to provide professional development for faculty.
- Developed virtual events to enable more inclusive participation; for example, the virtual [Celebration of Scholarship And Creativity](#) allowed more people to participate over a longer period, with 685 people viewing the event.
- Promoted video conferencing for guest lectures and collaborations between Worcester State classes and international students.
- Offered additional academic enrichment events such as lectures, discussions, and presentations throughout the pandemic.
- Developed the [Lancer Learning](#) course to help new students with the transition to college; 200 students successfully completed the course.

### Campus Life and Safety

- Determined new capacities for every space on campus and developed new layouts to maintain social distancing.
- The Campus Usage Committee vetted all in-person events, which were required to follow protocols aligned with federal and state requirements.
- Residence halls were opened in limited capacity for students who wanted to live on campus, and areas were set aside for students requiring isolation; more 900 students lived in the residence halls during the 2020-2021 academic year.
- Minimized the risk of campus contagion using personal protective equipment, cleaning supplies, barriers, and signage.
- Offered staff resources for mental health, stress, and working remotely through webinars, articles, and the [Employee Assistance Program](#).
- Continued mental health support for students by the [Counseling Center](#), including new telehealth options.
- Increased the use of technologies [to assist students with disabilities](#) that benefit all students.



## Challenges and Initial Responses to Them

- The pandemic affected students financially, academically, and socially, causing many students (especially those from historically underserved and underrepresented groups) to have to leave or delay entry into higher education. Student emergency assistance and federal COVID funding were directed to students in need to promote greater retention and support their academic success.
- Twenty percent of students reported having limited access to technology or the internet; faculty and staff reported varying levels of comfort with instructional technologies. Information Technology Services distributed hundreds of new laptops and assisted students, faculty, and staff on an as-needed basis to help address specific needs.
- Over 80% of students, faculty, and staff reported being overwhelmed by the amount of work/schoolwork responsibilities. As this information was received via surveys, it was communicated back to faculty to help address the concerns.
- New faculty and staff had limited interaction with the campus and campus community in-person, which makes it harder to build rapport and culture. Zoom weekly COVID briefings, increased email communiques from the President's Office, and Zoom Campus Conversations helped to bridge this gap.
- The traditional hierarchical model of information flow was not effective or efficient; in many instances, complete information did not reach the person responsible for implementing the changes. The flat and less rigid structure of the COVID Response Team was instrumental in the Safe Return to Campus Plan's success.

