

WORCESTER STATE UNIVERSITY

BOARD OF TRUSTEES MEETING

Tuesday, January 11, 2022

5:00 PM

REMOTE PARTICIPATION

Join Zoom Meeting

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

Meeting ID: 754 018 1608

Meeting Called By: Stephen Madaus (Chair)

Minutes: Nikki Kapurch

Board Members: 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; 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: i. Academic & Student Development- November 15, 2021* ii. Full Board Meeting- November 16, 2021*	Stephen Madaus	i. vote required ii. vote required
2. <i>Presentation - 15 minutes w/ Q&A</i> A. Beyond the Frame: Celebrating a Partnership in Public Education and the Arts Powerpoint* B. Beyond the Frame: Report* C. Beyond the Frame: Book Cover*	President Maloney Heather Treseler	A. Informational B. Informational C. Informational
3. <i>Equity, Diversity and Inclusion Presentation - 15 minutes w/ Q&A</i> A. Campus Climate Committee Powerpoint*	Stacey Luster	A. Informational
4. <i>Human Resources Committee Report</i> A. December 30 Human Resources Committing Meeting Packet*	Maryanne Hammond Hamish Blackman	A. Informational and vote required
5. <i>Administrative Updates</i> A. Report of the Chairman I. Next meeting: March 8, 2022 B. Report of the Student Trustee C. Report of the President I. President's Update* II. Approval of Honorary Degree*	Stephen Madaus Anna Johnson President Maloney	I. Informational II. vote required
6. <i>Adjournment</i>	Stephen Madaus	6. vote required

*Attachments

WORCESTER STATE UNIVERSITY
ACADEMIC AND STUDENT DEVELOPMENT MEETING
Meeting Minutes

CHAIR:	Ms. Karen LaFond (Chair)	DATE:	November 15, 2021
LOCATION:	Remote Participation	MINUTES BY:	Catherine Sweeney
TIME:	10:00 AM		
COMMITTEE MEMBERS PRESENT:	Lisa Colombo; Karen Lafond; William Mosley; Anna Johnson; David Tuttle		
BOARD MEMBERS PRESENT:	Maryanne Hammond		
WSU STAFF:	Barry Maloney; Carl Herrin; Nikki Kapurch; Stacey Luster; 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 Monday, November 15, 2021, through a Zoom remote call. Chair LaFond called the meeting to order at 10:04 am. Trustee LaFond reported that all Trustees will participate by remote access and announced that all votes will be by recorded roll call.

Administrative Business

Sabbaticals

- President Maloney concurred with the recommendation of Provost Wims.
- Provost Wims provided a detailed presentation outlining the process and each candidate. She presented the reasons and requests for each sabbatical leave for 2022-2024.
- Department chairs have affirmed that the individual study for each candidate will contribute to the respective department's course offerings.
- Recipients of a sabbatical commit in writing to return to the institution for an academic year following the sabbatical and will be responsible to reimburse the university should they not return for the required timeframe.
- Sabbaticals provide significant professional opportunities for the faculty.
- The sabbatical presentation included the budgeting for allowing the candidates to go on sabbatical and also includes the reasoning for the requests of each sabbatical

Following the presentation and review of all proposed sabbaticals, a motion was made by Trustee Colombo and seconded by Trustee Mosley, it was unanimously

VOTED: To recommend to the full Board the approval of the AY 2022-2023 slate of sabbatical leave proposals as presented.

Fall 2022 - Spring 2023

Julian Berrian

Suzanne Gainer
Elizabeth Wark
Janice Yee
Timothy Antonelli
Alexander Tarr

ROLL CALL VOTE: Lisa Colombo; Karen Lafond; William Mosley; Anna Johnson; 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 AY 2023-2024 slate of
Sabbatical Leave proposals as presented.

Fall 2023

Laurie Dahlin
Shiko Gathuo
Maria Fung
Judith Jeon-Chapman
Margaret Kerr
Christina Santana
Hardeep Sidhu

Spring 2024

Noah Daleo
Timothy Murphy
Francis Olive
Bonnie Orcutt
Elizabeth Osborne
Naida Saavedra
Adam Saltsman
Marc Wagoner
Adam Zahler

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

VOTED: To adjourn the meeting at 10:28 a.m.

ROLL CALL VOTE: Lisa Colombo; Karen Lafond; William Mosley; Anna Johnson; David Tuttle

WSU Board of Trustees
November 15, 2021

Respectfully submitted,



Barry M. Maloney
Secretary, Board of Trustees

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Meeting Minutes

CHAIR:	Stephen Madaus (Chair)	DATE:	November 16, 2021
LOCATION:	Remote Participation	MINUTES BY:	Nikki Kapurch
TIME:	5:30 PM		
MEMBERS PRESENT:	Aleta Fazzone; Maryanne Hammond (Vice-Chair); Anna Johnson; Stephen Madaus (Chair); Dina Nichols; David Tuttle; Lawrence Sasso		
MEMBERS ABSENT:	Lisa Colombo; Karen Lafond; William Mosley; Marina Taylor (Vice-Chair)		
WSU STAFF:	Barry Maloney; Kathy Eichelroth; Carl Herrin; Nikki Kapurch; Stacey Luster; Tom McNamara; Ryan Forsythe; Julie Kazarian; Maureen Stokes; Catherine Sweeney; Lois Wims		

The provision of General Laws, Chapter 30A having been complied with and a quorum present, a meeting of the Board of Trustees was held on Tuesday, November 16, through a Zoom remote call. Chair Madaus called the meeting to order at 5:31 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 - Human Resources Committee Meeting - October 19, 2021

- *Tabled to the next meeting. No quorum present.*

APPROVAL OF THE MINUTES - Finance and Facilities Committee Meeting -October 21, 2021

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

VOTED: **to approve the minutes of the October 21, 2021, Finance and Facilities Committee meeting as presented.**

ROLL CALL VOTE: **3 approved. Aleta M. Fazzone, Dina Nichols, Lawrence Sasso**

APPROVAL OF THE MINUTES - Full Board Meeting - October 21, 2021

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

VOTED: **to approve the October 21, 2021, minutes of the full Board meeting as presented.**

ROLL CALL VOTE: **7 approved. Aleta Fazzone; Maryanne Hammond; Anna Johnson; Stephen Madaus; Dina Nichols; David Tuttle; Lawrence Sasso.**

OTHER BUSINESS:

- President Maloney invited the nine members of the Men's Cross Country Team to the meeting so they could be recognized for winning the MASCAC Championship for the first time in 51 years.
- President Maloney introduced Mike Mudd, Director of Athletics, who talked about the team's accomplishments. They are a team of only 8-10 members, so this championship was remarkable.

PRESENTATION

Seizing the Opportunity: Expanding WSU's Role in Community and Public Health. Presented by Dr. Mariana Calle, Chair, Health Sciences Department

- Provost Wims introduced Dr. Mariana Calle who presented the new work that WSU is doing around Public Health.
- Dr. Calle walked us through her PowerPoint presentation that was included in the packet.
- Looking for opportunities to respond to the public's (Worcester's) need and expand WSU's role in the community and public health.
- Worcester State University is the only one offering a Bachelor's degree in Public Health.
- Our vision is to become the premiere public health institution in Central Massachusetts.

EQUITY, DIVERSITY, AND INCLUSION PRESENTATION

Offices of Diversity, Inclusion, Affirmative Action and Equal Opportunity, and Student Accessibility Services

- Frances Manocchio, Assistant Dean/Director of Student Accessibility Services, presented both PowerPoint presentations that were included in the packet.
- Asst. Dean Mannocho talked about the work that the Offices of Diversity, Inclusion, Affirmative Action and Equal Opportunity and Student Accessibility Services are doing on campus.
- Mannocho went over the Student Accessibility Services policies for reasonable accommodations for persons with disabilities and our legal obligations.
- Discussed the mission of the office and the history.

ACADEMIC AND STUDENT DEVELOPMENT COMMITTEE REPORT

- Trustee Tuttle reported that the committee met on Monday, November 15, 2021, to review and discuss the AY 2022-2024 slate of sabbatical leave proposals.
- President Maloney concurred with the recommendation of Provost Wims.
- Provost Wims provided a detailed presentation outlining the process and each candidate. She presented the reasons and requests for each sabbatical leave for 2022-2024.
- The sabbatical presentation included the budgeting for allowing the candidates to go on sabbatical and also includes the reasoning for the requests of each sabbatical.
- Sabbaticals provide significant professional opportunities for the faculty.
- Slate of AY 2022-2024 sabbatical leave proposals:

FALL 2022 - Spring 2023

Julian Berrian, Communication
Suzanne Gainer, Communication
Elizabeth Wark, Business

Janice Yee, Business
Timothy Antonelli, Mathematics
Alexander Tarr, Earth, Environment, & Physics

Fall 2023

Laurie Dahlin, Business
Shiko Gathuo, Urban Studies
Judith Jeon-Chapman, World Languages
Margaret Kerr, Chemistry
Christina Santana, English
Hardeep Sidhu, English

Spring 2024

Noah Daleo, Mathematics
Timothy Murphy, Urban Studies
Francis Olive, Criminal Justice
Bonnie Orcutt, Business
Elizabeth Osborne, World Languages
Naida Saavedra, World Languages
Adam Saltsman, Urban Studies
Marc Wagoner, Psychology
Adam Zahler, Visual & Performing Arts

Fall 2023 /Spring 2024

Maria Fung, Mathematics

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 AY 2022-2024 slate of sabbatical leave proposals as presented.**

ROLL CALL VOTE: **7 approved. Aleta Fazzone; Maryanne Hammond; Anna Johnson; Stephen Madaus; Dina Nichols; David Tuttle; Lawrence Sasso.**

REPORT OF THE CHAIR

- Had a moment of silence for former Trustee George Albro.
- Next meeting: Tuesday, January 11, 2022 (via Zoom). We will have to wait and see if we will be able to meet in person.

REPORT OF THE STUDENT TRUSTEE

- Trustee Johnson reached out to Chair Madaus regarding a proposal to the Trustees. Trustee Johnson is asking the Trustees to come to campus and have a “meet and greet” with the students, so the students know who the Trustees are.
- We have to be mindful of the open meeting law and quorum rules.
- Trustee Johnson will work with the President’s Office to make plans.

PRESIDENT’S REPORT

- The President's Update was provided in the packet. The theme for November's issue is Faculty Highlights, Research, and Searches.
- Vice President Kazarian sent a message out to the community with the modified testing protocol plan for the campus.
- We are launching a Task Force on Financial Sustainability: Strategies to maintain financial health. The purpose will be to develop and propose a series of recommendations focusing on strategies to create intentional efficiencies across all areas of the University, in addition to opportunities for revenue enhancement.
- Vice President Forsythe provided an enrollment update as of November 16.
- Provided in the packet as information only was the Q1 2022 Trust Fund Report for the Board's review.
- Tara Hancock, Executive Director of Alumni, provided an update on our current fundraising efforts and shared with the group one of WSU’s newest videos, the Tri-Board Adopt-A-Scholar thank you video.

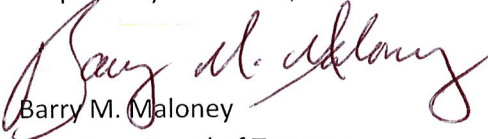
With there being no further business, the WSU Board of Trustees meeting was adjourned.

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

VOTED: **to adjourn the meeting at 7:34 p.m.**

ROLL CALL VOTE: **7 approved. Aleta Fazzone; Maryanne Hammond; Anna Johnson; Stephen Madaus; Dina Nichols; David Tuttle; Lawrence Sasso.**

Respectfully submitted,


Barry M. Maloney
Secretary, Board of Trustees

Beyond the Frame

Celebrating a Partnership in Public Education and the Arts



Lauren K. Alleyne, Faith Ringgold's *Picasso's Studio*



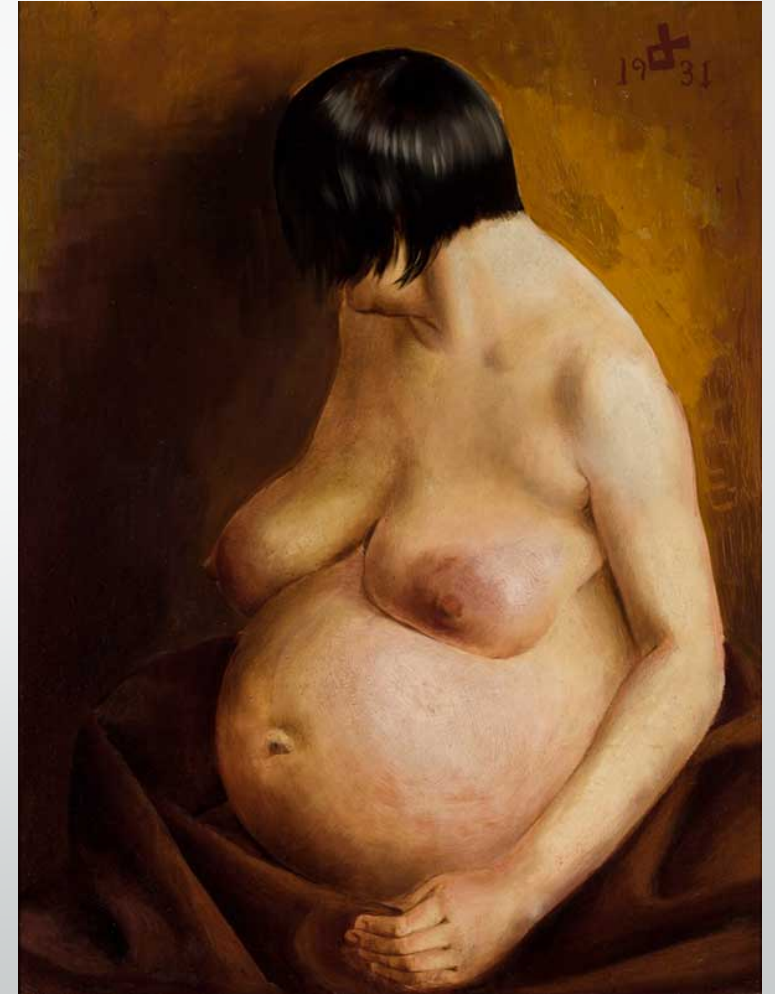
Erika L. Briesacher,
Richard Müller's
Love and Death



Lawrence Buell,
Ralph Earl's *Looking East
from Denny Hill*



Gish Jen,
Otto Dix's
The Pregnant Woman



Kirun Kapur, Basawan's *Birth of Ghazan Khan*



Megan Marshall,
*Head of a Buddhist
Guardian*



Pablo Medina,
Reginald Gammon's
Holy Family



Lloyd Schwartz,
Elizabeth Clarke Freake and Baby Mary
and *John Freake*



Heather Treseler,
*Chapter House of the Benedictine Priory
of Saint John at Le Bas-Nueil*



Anthony Walton, John La Farge's *The Pool at Bethesda*



Kristin Waters,
Gabriele Münter's
Houses in Riegsee



Karl R. Wurst,
Orante Figures

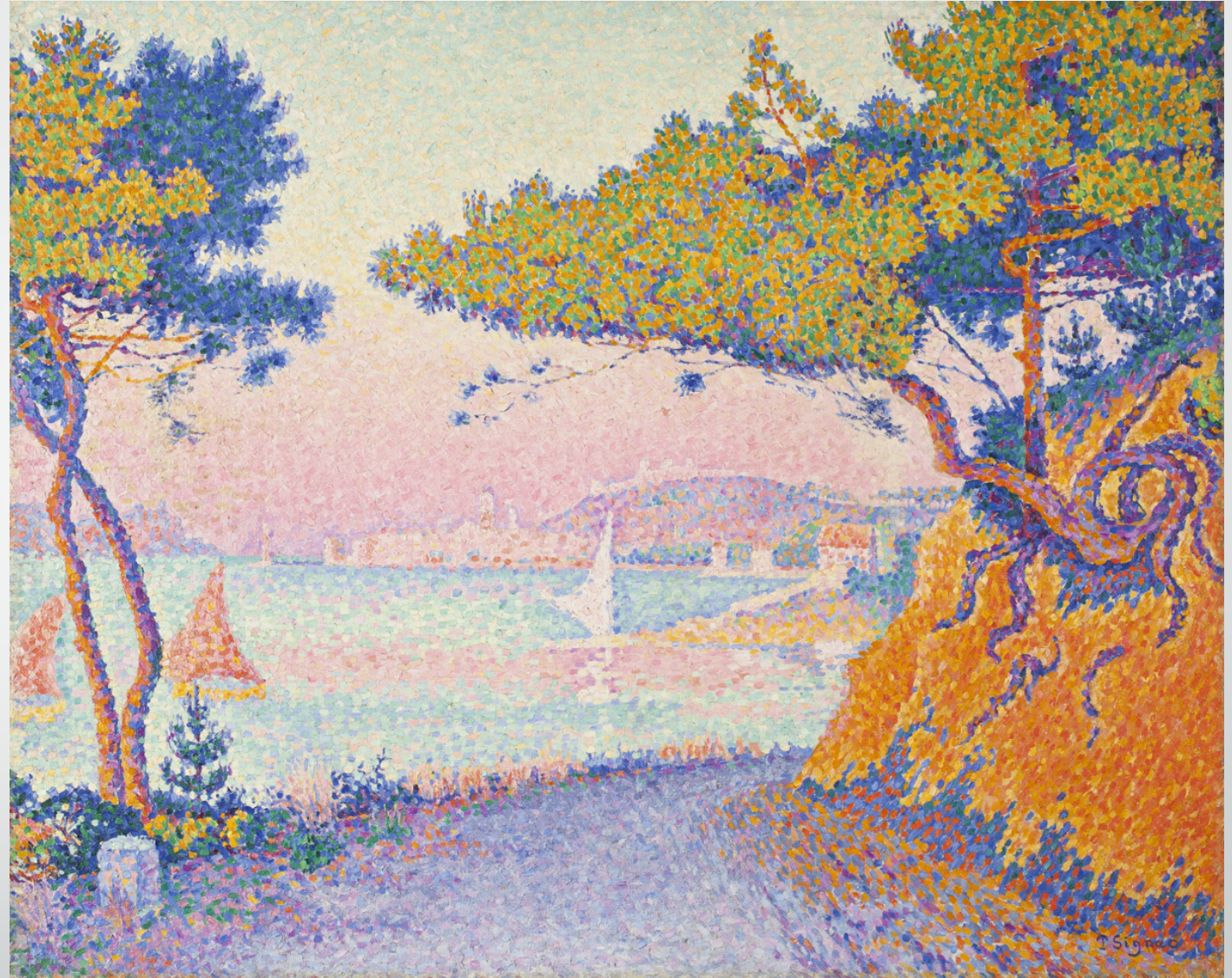


Paul Signac's *Golfe Juan*



WORCESTER
STATE
UNIVERSITY

**WORCESTER
ART MUSEUM**

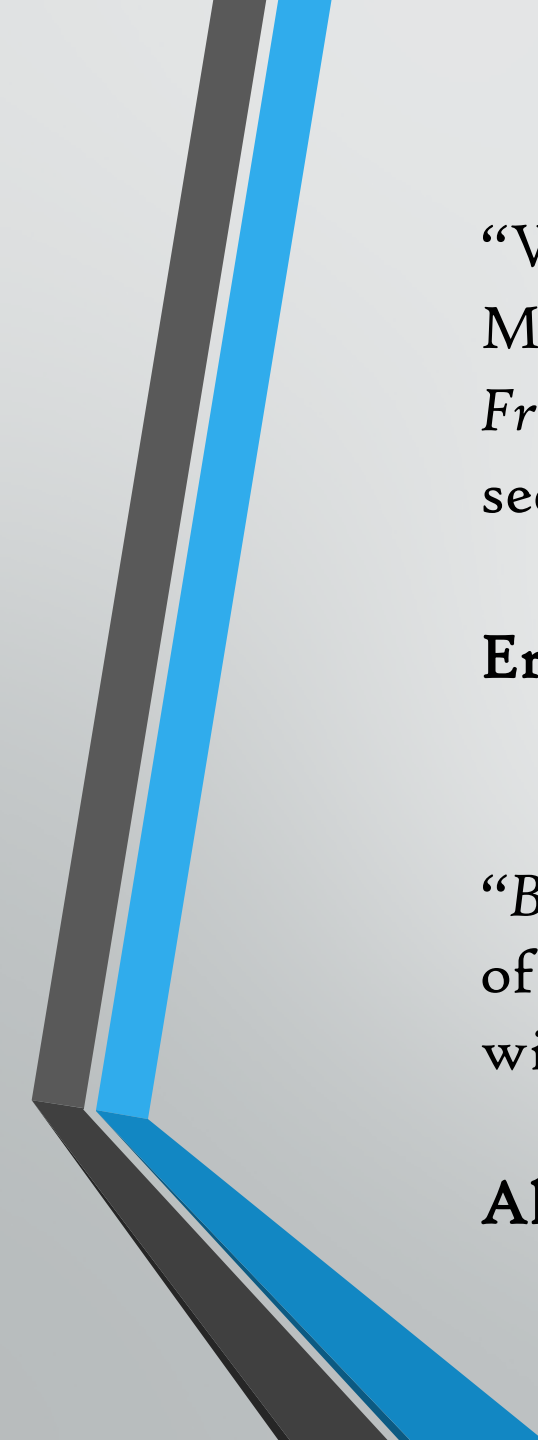




Advance Praise:

“Beyond the Frame offers its readers a dozen engaging, often provocative reflections on some of the most iconic works of art in the Worcester Art Museum's collections. What emerges from these essays—by award-winning historians, novelists, poets, biographers, art critics, and Worcester State University faculty members—is the way in which the museum is a classroom for patrons of every age....This is a book that shows us the many ways in which there is to look, and be moved by, all that is found here.”

Malcolm Rogers, Director Emeritus of the Museum of Fine Arts, Boston



“Worcester State University’s partnership with the Worcester Art Museum is a model of public universities everywhere, and *Beyond the Frame* is an affirmation as to the power of art, how it guides us in seeing the world in new ways.”

Erin I. Williams, Cultural Development Officer, City of Worcester

“*Beyond the Frame...* is a testament to the power of art to stir the spirits of those who encounter it and to perpetuate the process of creation within the minds of its beholders.”

Allen Fletcher, Worcester businessman and philanthropist

Beyond the Frame: Celebrating a Partnership in Education and the Arts

Since 2012, Worcester State University has been an institutional member of the Worcester Art Museum, a relationship that allows our students, faculty, and staff to access the museum, year-round, free of charge. In the past ten years, we have made ample use of this partnership with 18 of 21 of our academic departments at Worcester State incorporating the museum's collections in research projects, classes, and publications. Our students take courses such as "Art and Physics," "Art Crimes," and the "Philosophy of Art," which draw on the museum's permanent collections and encourage students to think of the museum as their classroom, studio, and laboratory as well as a place of enjoyment.

When the pandemic temporarily prevented our students' access to the museum, we embarked on a book project to highlight our institutional alliance. In 2020, we asked eight distinguished New England writers and four WSU faculty members to contribute essays about signature works in the museum.

The result will be a 76-page book, *Beyond the Frame, Celebrating a Partnership in Public Education and the Arts*, published by the university in March of 2022 and launched in May. The book will be available at our university bookstore and the museum's gift shop; proceeds will help support the university's ongoing work with the museum in the next decade.

Our distinguished contributors, who donated their essays without fee, include:

Lauren Alleyne is the author of two books of award-winning poems, a professor of English at James Madison University, and a NAACP Image Award Finalist. Educated in New England, she hails from Trinidad and Tobago; her essay offers a personal take on Faith Ringgold's quilt painting, *Picasso's Studio*.

Erika Briesacher is an historian of modern Germany at Worcester State. Her essay, "Teaching Memory: Richard Muller's *Love and Death*," considers parallels between the Weimar period, marked by pandemic and war, and our own, sharing her strategies for using art in a history classroom.

Lawrence Buell is a Jay Hubbell Medal Award Winner, the Powell M. Cabot Professor of American Literature Emeritus at Harvard University, and a founder of the field of environmental criticism. He is the author of *Environmental Imagination*, *Writing for an Endangered World*, and an award-winning biography of Ralph Waldo Emerson. For our book, he wrote about one of the earliest landscape paintings in America, Ralph Earl's *Looking East from Denny Hill*.

Gish Jen is an internationally distinguished novelist and non-fiction writer, a Lannan Literary Award winner, and author of *Thank You, Mr. Nixon*, a collection of linked stories about the first fifty years since the opening of China. She wrote about Otto Dix's "Pregnant Woman" and the artist's sympathy for the labor of parenting.

Kirun Kapur is the director of Creative Writing at Amherst College, a journalist for outlets in the U. S. and India, and a poet on NBC News' list of "Asian American

Poets to Watch.” She wrote a stirring essay “Fugitive Work” about Basawan's *Birth of Ghazan Khan* in a reflection on her late father.

Megan Marshall is a Pulitzer Prize winning biographer, the Charles Wesley Emerson College Professor at Emerson College, and past president of the Society of American Historians. She wrote about the *Head of a Buddhist Guardian*, a striking woodblock carving from 11th century Japan, and her sojourns in Kyoto.

Pablo Medina, a Cuban-American novelist, memoirist, and translator has received awards from the National Endowment for the Arts and the Guggenheim Foundation. He wrote about Reginald Gammon's artistry in a meditation on *Holy Family*, which the museum acquired in 2019.

Lloyd Schwartz is a Pulitzer Prize winning critic and a classical music critic for National Public Radio's show *Fresh Air with Terry Gross*. Schwartz wrote about the iconic portraits of John, Elizabeth, and baby Mary Freake by the anonymous Freake-Gibbs painter, which are regarded as the best portraits from 17th century America.

Heather Treseler is the editor of this collection, associate professor of English, author of an award winning collection of poems, and the university's liaison to the museum. She wrote about the 12th century Benedictine Chapter House, imported from a French monastery in 1927, the first medieval edifice rebuilt inside an American museum.

Anthony Walton, a Whiting Award recipient, social historian, and professor at Bowdoin College, is the author of the bestselling book *Mississippi* and co-author, with Kareem Abdul-Jabbar, of *Brothers in Arms*. Walton wrote about John La Farge's stained glass diptych, *Pool at Bethesda*, and its ties to African American spirituals.

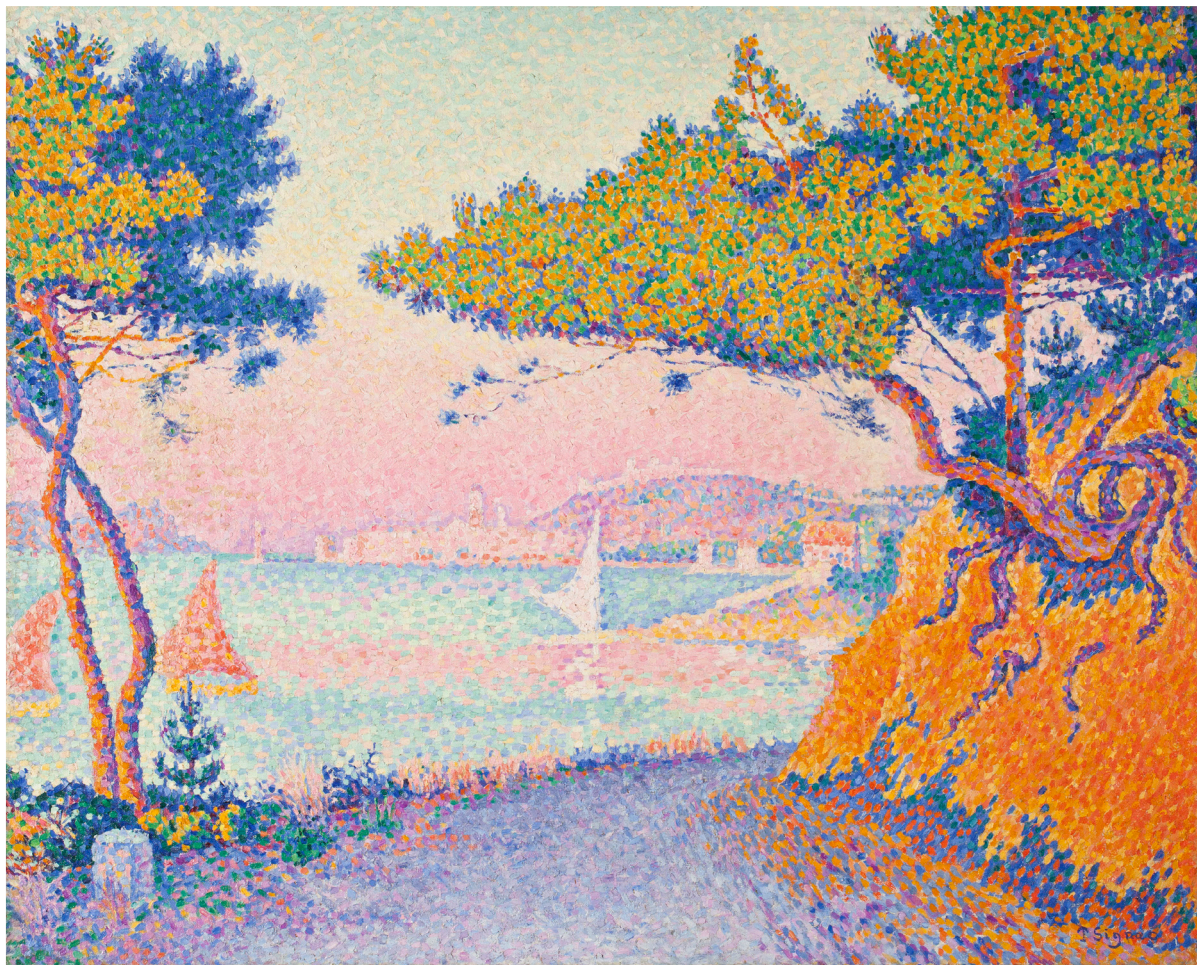
Kristin Waters, Professor of Philosophy Emerita from Worcester State and biographer of the abolitionist Maria Stewart, chose several paintings including Gabriele Muntz's “Houses at Riegsee” to consider the ways in which the museum allows students to explore their own ideas of beauty.

Karl R. Wurst, Professor of Computer Science, wrote about his students' design of an I-Pad application for the *Orante* statues from Italy. He was recently awarded a 5 year grant from the National Science Foundation.

In its totality, our book showcases the enriching partnership between our university and the museum. It was made possible through the generous support of several alumni donors, friends of the university, and support from the museum and the WSU Foundation. We look forward to expanding upon the unique relationship between our institutions in the next decade. To quote Erin Williams, Worcester's cultural development officer, “Worcester State University’s partnership with the Worcester Art Museum is a model for public universities everywhere.” *Beyond the Frame* represents what we hope will be the first of many material collaborations between the university and the museum in the coming years.

BEYOND THE FRAME

Celebrating a Partnership
in Public Education and the Arts



WORCESTER
STATE
UNIVERSITY

WORCESTER
ART MUSEUM



WORCESTER
STATE
UNIVERSITY

Worcester State University Board of Trustees

Campus Climate Committee in an Era of Social Justice

January 11, 2022

CCC in an Era of Social Justice: A Call to Action

The Committee

Executive Chair: Lois Wims

Co-Chair: Edgar Moros

Committee Members: Alexander Tarr, Catherine Brophy, Henry Theriault, Karen Shalev, Laxmi Bissoondial, Nabin Malakar, Yan Hu, Dana Rognlie, Alexandra Burgess, Amber Dumas

Ex-Officio: Maria Isabel Gariepy & Stacey Luster

CCC in an Era of Social Justice: A Call to Action

**The Five Point Plan of Action remains
aspirational**

1. student engagement
2. classroom context
3. cultural competency
4. diversity in hiring
5. cross racial interactions

CCC in an Era of Social Justice: A Call to Action

New Priorities

- ✓ accountability
- ✓ communications

CCC in an Era of Social Justice: A Call to Action

Accountability & Communication

- ✓ Board of Higher Education Equity Audit
- ✓ Inclusivity Education Equity Audit
- ✓ Strategic Plan Metrics
- ✓ Town Hall and Anti-Black Racism Forum
- ✓ Bias Incident Dashboard

CCC in an Era of Social Justice: A Call to Action

Accountability and Communications

- ✓ Communicate purpose of CCC to the University community
- ✓ Engage all University stakeholders
- ✓ Improve communication and collaboration between DEI committees
- ✓ Implement Equity Audit
- ✓ Accountability for outcomes

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
HUMAN RESOURCES COMMITTEE MEETING

Thursday, December 30, 2021

10:00 AM

REMOTE PARTICIPATION

Join Zoom Meeting

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

Meeting ID: 754 018 1608

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; Mike McKenna; Karen Walsh

AGENDA		
ITEM	RESPONSIBLE	ACTION
1. <i>Administrative Business</i> A. Call to Order B. Approval of the Minutes: i. Human Resources Committee -October 19, 2021*	Maryanne Hammond	i. vote required
2. <i>Presentation</i> a. <i>President's 360 Comprehensive Evaluation Report*</i>	Maryanne Hammond Hamish Blackman	2. Informational and vote required
3. <i>Adjournment</i>	Maryanne Hammond	3. vote required

*Attachments

WORCESTER STATE UNIVERSITY
HUMAN RESOURCES COMMITTEE MEETING
Meeting Minutes

CHAIR:	Ms. Maryanne Hammond (Chair)	DATE:	October 19, 2021
LOCATION:	Remote Participation	MINUTES BY:	Nikki Kapurch
TIME:	10:30 AM		
COMMITTEE MEMBERS PRESENT:	Maryanne Hammond (Vice-Chair); Karen LaFond; Dina Nichols; Marina Taylor		
WSU STAFF:	Barry Maloney; Ryan Forsythe; Maureen Stokes; Stacey Luster; Lois Wlms		

The provision of General Laws, Chapter 30A having been complied with and a quorum present, a meeting of the Human Resources Committee was held on Tuesday, October 19, 2021, through a Zoom remote call. Chair Hammond called the meeting to order at 10:31 am. Trustee Hammond reported that all Trustees will participate by remote access and announced that all votes will be by recorded roll call.

Human Resources Committee Report

- Trustee Hammond reported that today's meeting is being held to review and discuss the presidential salary Increases for FY21 and FY22.
- Minutes of the June 15 Human Resources Committee and a memo from Commissioner Santiago are included in the packet.
- Commissioner Santiago has approved salary adjustments for eligible presidents of 2.5% and 2% for FY21 and FY22 respectively. A one-time payment equivalent to 1.5% of their salary has also been approved.
- These increases are subject to our review and approval.
- Below are the terms of these well-deserved adjustments in compensation.
 - FY21 Increase: Effective July 5, 2020, eligible presidents will receive a 2.5% across the board increase, including retroactive pay.
 - FY22 Increase: Effective July 4, 2021, eligible presidents will receive a 2% across the board increase, including retroactive pay.
 - One-time payment: Eligible presidents will receive a one-time payment equivalent to 1.5% of their salary or \$1,000, whichever is greater.
- Historically the overall salary increase from the Commissioner over President Maloney's 10 years has never gone above 3%. Averages around 2%.
- The Commissioner has authorized the same increase percentages for the NUP staff as well.
- Trustee Hammond mentioned that President Maloney's overall average rating for all areas used as part of his evaluation was 58.5 out of a total possible of 60.
- Trustees commended President Maloney on his leadership over the past 2 years, especially during the pandemic.
- President Maloney stated that his increases and non-unit members' increases will not be implemented until unit members' collective bargaining processes are completed. They will be deferred until after

bargaining unit member contracts are settled.

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

VOTED: **to recommend to the full board the approval of the following salary adjustments, for President Barry M. Maloney:**

Effective July 5, 2020	2.5%
Effective July 4, 2021	2%
Effective September 16, 2021	One-time payment equivalent to 1.5% of the President's salary

ROLL CALL VOTE: 4 approved. Karen LaFond; Maryanne Hammond; Dina Nichols; Marina Taylor

Other Business:

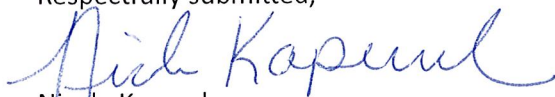
With there being no further business, the WSU Board of Trustees meeting was adjourned.

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

VOTED: **to adjourn the meeting at 10:41 a.m.**

ROLL CALL VOTE: 4 approved. Karen LaFond; Maryanne Hammond; Dina Nichols; Marina Taylor

Respectfully submitted,



Nicole Kapurch
Assistant Secretary, Board of Trustees



Worcester State University President Evaluation Report

**Prepared
December 2021**

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Background

The Department of Higher Education Guidelines and State Law, requires the Board of Trustees to periodically provide the President with a comprehensive evaluation. The Board of Trustees, Worcester State University, requested assistance with their evaluation of the University's President, Barry M. Maloney.

The following objectives were identified:

- Assess the President's effectiveness in key leadership areas.
- Determine the President's strengths and/or challenges in these areas
- Identify areas for growth and development

The data collection included the following:

- 305 people were asked to respond to an anonymous electronic survey. Responses were received from 183 individuals. This 60% response rate is extremely high.¹ (See the Appendix for demographic data.)
- Six Focus groups: Cabinet members, Union leaders, DEI Committee, Adjunct Faculty, Student Leaders, Academic Advisory Committee
- Ten Individual interviews.

The evaluation process assessed the following ten aspects of the President's Leadership:

1. People Leadership
2. Diversity Leadership
3. Academic Leadership
4. Administrative Leadership
5. Student Leadership
6. Community Leadership
7. Fiscal Leadership
8. Strategic Leadership
9. Decisive Leadership
10. Crisis Leadership

The ratings for each have been shared in the full report, including an analysis of themes identified through survey open comments combined with data gathered through the focus groups and the individual interviews.

¹ External surveys (i.e. a survey aimed at customers or people outside of an organization) generally average a 10 – 15% response rate, while internal surveys (i.e. a organization surveying its employees) will generally receive a 30-40% response rate or more on average. Source: peoplepulse.com.

Executive Summary

President Maloney is an effective leader and capable manager of the University, its resources, and personnel. Well versed in all aspects of the University and possessing a clear understanding of the challenges within the competitive higher education marketplace he and his presidency are seen as having been – and continuing to be - critical to the increasing stature and growth of the University.

Key Findings

The President receives high ratings in all ten areas assessed, excelling particularly in People, Community, and Crisis Leadership.

One of President Maloney's greatest gifts is his relational ability. Friendly, accessible, and approachable, he is credited with creating a culture of trust and collaboration within the University. His inclusive and consultative style is recognized and valued within the University and has also made him a respected, sought-after collaborator and contributor to the broader external community.

He is seen by many as the quintessential ambassador for, and champion of Worcester State University. His commitment to enhancing the student experience – such as his support of campus initiatives to enhance diversity, inclusion, and community for all – is acclaimed. He receives significant recognition for his support of faculty achievements, as well as for his openness to progressive approaches and initiatives.

He navigates conflict well, managing critical feedback and difficult exchanges with grace and tact, and even initiating sometimes challenging conversations between constituencies of the University. He is seen by many as a “role model” for providing an environment of safety, trust and respect on campus.

As strong as the President is – and he undoubtedly is a strong leader - there are areas where there may be need for more focused engagement if not improvement.

The President has an amazing ability to connect with people – and many would like to see him employing that more often and in more informal ways. He is encouraged to “get out more” on the campus. Suggestions range from popping into the cafeteria and even classrooms and chatting with students, to dropping in on department meetings, both academic and administrative.

There is an undertone of dissatisfaction within the faculty. There are some in the faculty that believe the President needs to be more intentional in engaging directly with faculty about their ideas and visions for the university and take seriously how faculty members' own areas of expertise can aid the university in its growth and specific initiatives. In turn, the President is encouraged to be more candid about what he needs from the faculty, and ultimately bring faculty to his side by engaging their advisory powers.

The President has built a connected, tight-knit leadership team. One on which he relies, and to whom he delegates significant responsibility. There are concerns that his reliance on this tight-knit team may have some unintended consequences.

First, this senior team is experienced by some internal constituents as keeping the President overly insulated. The concern is that this style of gatekeeping means that he is not getting all the information – and particularly negative information and/or critical feedback - he needs to be effective. Faculty respondents in particular suggest the President may rely too much on his senior administrators as primary source for input and information.

Second, there are concerns that follow through on initiatives, despite the evident commitment of the President, falters when responsibility is delegated. This lack of follow through is attributed by some to a lack of commitment – or capability - on the part of the administrator charged with that responsibility.

Third, there are some who suggest that the President's collaborative, distributive leadership style, generally acknowledged as a positive attribute may perhaps prevent him from holding accountable senior administrators who are not effective in their positions.

Finally, there are those that suggest the current administrative leadership structure, including the composition of the executive leadership team, should be reconsidered. These voices suggest that the current structure is cumbersome and does not provide the agility that the University and the President needs.

Survey Data and Analysis

People Leadership
Diversity Leadership
Academic Leadership
Administrative Leadership
Student Leadership
Community Leadership
Fiscal Leadership
Strategic Leadership
Decisive Leadership
Crisis Leadership

People Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Communicates effectively to a wide variety of audiences.	45.66% 79	36.42% 63	12.72% 22	4.62% 8	0.58% 1	173
Effectively communicates the value of the education, programs, and services provided by the College.	49.13% 85	30.64% 53	11.56% 20	6.36% 11	2.31% 4	173
Listens attentively and with empathy to concerns expressed by others.	49.71% 86	26.59% 46	12.72% 22	8.09% 14	2.89% 5	173
Recognizes the feelings of others and exhibits appropriate level of composure, patience, and diplomacy.	55.49% 96	21.97% 38	12.14% 21	5.78% 10	4.62% 8	173
Probes past initial responses to get to underlying issues.	29.07% 50	30.23% 52	13.95% 24	11.63% 20	15.12% 26	172
Is accessible and invests the time necessary to build relationships.	42.77% 74	26.01% 45	14.45% 25	10.98% 19	5.78% 10	173
Establishes a norm where conflicts are managed and resolved in a constructive manner.	33.53% 58	20.81% 36	13.29% 23	13.29% 23	19.08% 33	173
Provides insightful, motivating, and constructive feedback, coaching, and guidance.	33.53% 58	20.81% 36	12.72% 22	9.83% 17	23.12% 40	173
Models openness to feedback and a desire for learning new things.	43.93% 76	28.32% 49	12.14% 21	8.67% 15	6.94% 12	173
Establishes an environment in which integrity and ethics are the norm.	50.87% 88	22.54% 39	10.98% 19	9.25% 16	6.36% 11	173

Words used to describe the President's People Leadership include: "exceptional," "accessible," "approachable," "thoughtful," "ethical," "effective," "personable," "capable," "rational," and "effective."

People Leadership is seen by the vast majority in all areas as one of President Maloney's great strengths. He is experienced as genuinely interested in building connection across the University, and open to feedback from all levels/areas of the University.

While emphasizing the value of the President's interactive style – personable and open – some observed that this "greatest strength" could at times become a weakness or impediment. Those that touched on this suggest that the President may be slow to act when there is no single solution that will satisfy all concerned.

Two areas received the highest number of “Needs Improvement” ratings:

- Establishes a norm where conflicts are managed and resolved in a constructive manner.
- Probes past initial responses to get to underlying issues.

Open-ended responses, individual interviews and Focus group discussions provide information on the possible underlying concerns:

Some believe the President is ‘insulated’ from the broader community by “a tight inner circle” and that this “inner circle” acts as a ‘filter’ for communication to and from the President, and therefore the President and his various constituencies are impacted by incomplete or even incorrect information.

Some believe that if/when the President hands an initiative off to one of his “inner-circle” – it can either get less attention than it would from the President and/or there will be a lack of follow-through altogether.

Some believe that the President may avoid difficult or challenging issues – possibly to minimize conflict, to avoid upsetting others, or to preserve his reputation as a positive, supportive, personable leader. From this perspective, while his greatness strength may be that he is likeable and listens well, there are times when his need to be liked gets in the way from confronting issues and/or taking actions with which people might not agree.

Diversity Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEED IMPROVEMENT	N/A	TOTAL
Encourages open communication on diversity, equity, and inclusion.	51.46% 88	27.49% 47	12.28% 21	6.43% 11	2.34% 4	171
Is visibly committed to diversity, equity and inclusion efforts at the University.	53.22% 91	22.81% 39	12.87% 22	8.19% 14	2.92% 5	171
Creates a culture that values, supports, welcomes, and reflects diversity.	51.46% 88	21.64% 37	11.11% 19	12.28% 21	3.51% 6	171
Actively engages in activities that support and foster diversity, equity and inclusion.	46.78% 80	22.81% 39	12.87% 22	8.19% 14	9.36% 16	171
Works to expand the diversity of the University (faculty, staff, and students).	42.94% 73	24.12% 41	11.76% 20	12.35% 21	8.82% 15	170
Uses inclusive language appropriately in his communications.	52.05% 89	27.49% 47	14.04% 24	1.75% 3	4.68% 8	171
Avoids bias in attitude or treatment in relationship.	51.18% 87	20.00% 34	11.76% 20	3.53% 6	13.53% 23	170

A comparison respondent answers by gender or by ethnicity did not reveal any significant differences.

The President is clearly seen by most respondents as committed to ensuring that the University is safe, welcoming, and inclusive, and trying to “do the right things” regarding Diversity, Equity, and Inclusion (DEI).

The President’s campus-wide communications, including his speech at the Unity Walk receive frequent mention, as did the creation of administrative positions to support the advancement of DEI initiatives on campus.

For some there is significantly more to be done in this area:

Concerns were expressed that “diversity” has been interpreted too narrowly in terms of race, rather than in its full complexity (e.g., including religion, sexual orientation/identity, etc.)

Concerns were expressed that there may be a reluctance within the administration to engage in broader community conversations that might be contentious and/or expose pre-existing divisions.

Concerns were expressed that while communications have been experienced as on target – or at least well-intentioned - material action, the commitment of hard resources, has not necessarily followed.

Concerns were expressed regarding a need for greater representation of People of Color within the faculty – and within the Administration.

In essence, the community is looking to the President to ensure that the values of diversity, equity, and inclusion are supported at a deeper level.

Academic Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Establishes and maintains an effective working relationship with the Faculty and Academic Leaders.	24.39% 40	26.83% 44	13.41% 22	9.76% 16	25.61% 42	164
Recognizes and promotes effectively Faculty contributions.	25.61% 42	26.22% 43	9.15% 15	8.54% 14	30.49% 50	164
Sensitive to the satisfaction and morale of the Faculty.	22.56% 37	26.83% 44	7.32% 12	14.63% 24	28.66% 47	164
Is accessible and responds to issues of concern.	29.45% 48	25.15% 41	13.50% 22	10.43% 17	21.47% 35	163
Actively seeks the engagement of and input from the Faculty and Academic Leaders.	26.38% 43	20.25% 33	13.50% 22	11.66% 19	28.22% 46	163
Promotes transparency and openly shares relevant information with Faculty and Academic Leaders.	25.61% 42	18.90% 31	14.02% 23	10.98% 18	30.49% 50	164
Contributes to developing and enhancing the academic quality of the University.	35.98% 59	22.56% 37	17.07% 28	9.15% 15	15.24% 25	164

President Maloney is experienced by the vast majority as committed to the University and its students – and the growth in the stature and reputation of the University is attributed by many to his leadership.

As previously noted, there is some concern that the President’s leadership team may ‘insulate’ the President – creating a separation between him and various members of the University community. An analysis of Faculty responses and Academic Leader responses does suggest that such a separation may be in effect with the Academic ‘neighborhood.’

Faculty respondents noted needs for improvement in each of the areas assessed – ranging from 26% of faculty respondents, to a high of 49% of faculty respondents. By contrast, the respondents that identified as Academic Leaders did not identify a single area as in need of improvement.

The ‘disconnect’ between these two assessments may represent the different levels of access and/or contact to the President of each population. It may also indicate that communication between the President and the Faculty could be improved.

The need for improvement is highlighted by the areas of particular concern to Faculty respondents:

- Establishes and maintains an effective working relationship with the Faculty and Academic Leaders – 35% Needs Improvement.
- Sensitive to the satisfaction and morale of the Faculty – 49% Needs Improvement.
- Actively seeks the engagement of and input from the Faculty and Academic Leaders – 37% Needs Improvement.
- Promotes transparency and openly shares relevant information with Faculty and Academic Leaders 28% Needs Improvement.

Suggestions for improvement include:

- Seek broader faculty input rather than just that of the Academic Leaders and/or “a few prominent faculty members.”
- Avoid scheduling important meetings during and across busy teaching blocks
- If ‘disregarding’ faculty input – communicate the rationale.
- Seek opportunities to interact with faculty frequently and less formally.
- Seek opportunities to engage with adjunct faculty, and continue efforts to recognize their contributions, and encourage greater engagement across departments with their adjunct faculty (communication and the lack of physical office for most are seen as particularly challenging.)

Administrative Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Establishes and maintains an effective working relationship with the staff and Administrative Leaders.	34.36% 56	20.86% 34	7.36% 12	6.13% 10	31.29% 51	163
Recognizes and promotes effectively Staff contributions.	27.16% 44	20.37% 33	9.26% 15	8.02% 13	35.19% 57	162
Sensitive to the satisfaction and morale of the Staff and Administrative Leaders.	29.45% 48	19.63% 32	6.13% 10	8.59% 14	36.20% 59	163
Is accessible and responds to issues of concern.	31.29% 51	23.31% 38	6.75% 11	7.36% 12	31.29% 51	163
Actively seeks the engagement of and input from the Staff and Administrative Leaders.	30.06% 49	17.18% 28	8.59% 14	7.36% 12	36.81% 60	163
Promotes transparency and openly share relevant information with the Staff and Administrative Leaders.	30.06% 49	19.63% 32	8.59% 14	7.36% 12	34.36% 56	163

There is strong consensus that President Maloney is an open, inclusive, accessible leader who seeks out and values the opinion and input of others.

There are some that believe that the President may be more receptive to the voices of some than of others.

Some concerns that were shared with the consultants were about Administrative Leadership were not specific to the President:

There are some that believe that the administrative structure at Worcester State University has become “very hierarchical” and that as a result of this development transparency, communication and innovation have all been adversely impacted.

There are some who believe that during the course of the pandemic there has been a decrease in dialogue and discussion between leadership and the broader WSU community. They believe this may be driven by a need to disseminate information.

Some experience the Executive Cabinet as “a black box.” They do not believe the Executive Cabinet solicits sufficient input from the broader community, nor shares sufficient levels of information with the broader community.

Student Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Establishes and maintains an effective relationship with the Student community.	38.41% 63	20.73% 34	10.98% 18	3.05% 5	26.83% 44	164
Promotes an environment which nourishes individual student growth and achievement.	38.41% 63	23.78% 39	7.32% 12	6.10% 10	24.39% 40	164
Promotes transparency and openly shares all relevant information with the Student community.	35.37% 58	21.34% 35	9.15% 15	5.49% 9	28.66% 47	164
Actively seeks the engagement of and input from the Student community.	37.80% 62	21.95% 36	7.93% 13	5.49% 9	26.83% 44	164
Communicates well with students.	37.65% 61	18.52% 30	11.73% 19	1.85% 3	30.25% 49	162
Actively engages in efforts to support Student success and retention.	44.51% 73	17.68% 29	10.98% 18	4.27% 7	22.56% 37	164
Openly committed to efforts and initiatives aimed at improving the Student experience.	42.94% 70	22.70% 37	9.82% 16	4.29% 7	20.25% 33	163

The data indicates that President Maloney has a strong relationship with the Worcester State University Student Community.

Student respondents remarked on President Maloney's clear commitment to creating a safe and welcoming environment, and their belief in his genuine interest in learning what students need and want at the University.

Student respondents who have had direct interactions with the President appreciate his "down to earth" demeanor and approachability.

The student respondents all have a Student Leader role of some nature at the University and recognize that this provides them with greater access than most. There was some consensus that the President should create more opportunities – both formal and informal - to engage directly with students. They believe that doing so will enable the President to hear a broader and more diverse student perspective. They also believe that doing so will increase the President's visibility and enhance the student community's sense of engagement.

It was noted that it would be beneficial to consider additional ways for obtaining student feedback. For example, the all-campus roundtable is not seen as an ideal forum.

Some non-student respondents to the survey and/or the interviews and focus groups expressed concerns regarding the Commuter Student experience centered on connection and engagement. It was noted that commuter students do not have a 'physical' home when on campus (i.e, a commuter student lounge), are seen as and see themselves as 'disenfranchised,' 'sort of invisible,' and 'too easily ignored.'

Community Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Portrays a progressive and professional image of the university.	58.64% 95	26.54% 43	9.88% 16	1.85% 3	3.09% 5	162
Relates to and communicates well with the external community.	57.41% 93	22.84% 37	8.02% 13	1.23% 2	10.49% 17	162
Builds appropriate alliances within the community and with other Colleges and Universities.	53.70% 87	22.22% 36	9.88% 16	1.85% 3	12.35% 20	162
Establishes and maintains effective working relationships with external stakeholders and institutions.	54.32% 88	20.99% 34	6.79% 11	1.23% 2	16.67% 27	162
Is politically astute.	57.76% 93	21.12% 34	6.21% 10	3.11% 5	11.80% 19	161
Delivers on commitments.	42.77% 68	29.56% 47	9.43% 15	6.92% 11	11.32% 18	159
Encourages partnerships and collaboration with the community, business, industry, and other Educational institutions.	53.70% 87	22.84% 37	10.49% 17	2.47% 4	10.49% 17	162
Works effective as a member of community and cross-institutional groups.	52.47% 85	20.99% 34	8.64% 14	1.23% 2	16.67% 27	162

President Maloney has developed a strong connection with the Business Community and is committed to increasing the University's engagement with the external community.

President Maloney open style of communication and his genuine commitment to the University and its place in the landscape of central Massachusetts have both been factors in his development as a respected member of the greater Worcester community as well as the Worcester multi-college community.

There is broad consensus that both the profile and stature of Worcester State University have risen significantly under President Maloney.

He has a strong interest in being part of the Worcester community and he's been successful and skillful at making his way into that community where he is highly respected.

Fiscal Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Works to increase state appropriations for the University.	41.40% 65	26.75% 42	4.46% 7	1.91% 3	25.48% 40	157
Supports the development of ideas into fundable opportunities.	33.54% 53	25.95% 41	7.59% 12	7.59% 12	25.32% 40	158
Ensures that others have the resources and financial support needed to achieve objectives.	31.45% 50	20.75% 33	11.32% 18	18.24% 29	18.24% 29	159
Works to increase funds generated by external grants and contracts.	31.01% 49	21.52% 34	10.13% 16	7.59% 12	29.75% 47	158
Works with businesses, corporations, and individuals to create new revenue sources for the University.	32.91% 52	24.05% 38	5.06% 8	3.80% 6	34.18% 54	158
Work effectively to manage the prudential affairs in support of the University and its mission.	38.61% 61	21.52% 34	8.86% 14	3.16% 5	27.85% 44	158
Demonstrates a commitment to ensuring that the University has the infrastructure to meet both current and future needs.	43.40% 69	18.87% 30	13.84% 22	7.55% 12	16.35% 26	159

There is consensus that the University is on a strong financial footing, and an appreciation that the same may not be true for other public universities in the Commonwealth.

There is one area that was identified as “Needs Improvement” by approximately 18% of respondents to the survey:

- *Ensures that others have the resources and financial support needed to achieve objectives.*

An examination of open-ended comments, augmented with information gathered through the interviews and focus groups may provide a nuanced understanding of this assessment.

While the President IS commended for working effectively with State government to secure funding, and for supporting grant efforts internally, there are some who clearly believe that more could be done on both fronts.

There are some who would like to see the President actively engage with the faculty in securing additional State funding.

There are some who believe that the internal support systems and structure for pursuing and obtaining grants – despite recent efforts, such as the creation of the Grants Office – is insufficient.

There are some that believe that the current investment in these efforts has been “too conservative” – and that the University has missed and will continue to miss opportunities if it fails to change this approach.

There are others that believe that a complicating factor is that various aspects of faculty and student research support are overseen by three different vice presidents – each with varying degrees of commitment. It is the perspective of these reporters that improvement is only possible if the president steps in and directs the behaviors of the vice presidents to change.

At least one respondent expressed concern that failing to address this issue, the University will lose faculty who are committed to and actively engaged in research and will find it increasingly difficult to recruit and retain new faculty.

There are some that expressed concern that Sciences and IT receive a disproportionate level of support.

There are some that question the wisdom of past financial decisions – such as the purchase of the Temple - noting that that there are needed improvements to the existing physical plant.

There are some that believe that the financial compensation for staff and faculty is below that of “peer institutions”.

Strategic Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Formulates effective and progressive strategies aligned with the University's mission and values.	45.22% 71	25.48% 40	15.29% 24	3.82% 6	10.19% 16	157
Determines objectives and priorities and acts as a catalyst for institutional innovation and growth.	44.30% 70	24.05% 38	13.92% 22	5.70% 9	12.03% 19	158
Creates and communicates a clear vision of the University's future.	46.84% 74	24.68% 39	14.56% 23	9.49% 15	4.43% 7	158
Surveys the horizon to determine important state, regional, national, and global activities and trends.	48.10% 76	22.78% 36	11.39% 18	4.43% 7	13.29% 21	158
Keeps current regarding trends and issues in higher education.	51.27% 81	24.68% 39	9.49% 15	3.16% 5	11.39% 18	158
Is agile in reordering priorities to meet the urgent needs of and adapt to a rapidly changing environment.	50.96% 80	22.93% 36	9.55% 15	8.28% 13	8.28% 13	157
Demonstrates the ability to spring back from criticism, failure of a particular tactic or strategy, or the emergence of new challenges and obstacles.	40.51% 64	19.62% 31	10.76% 17	6.96% 11	22.15% 35	158

The President is experienced as a politically astute champion of the University. He is seen as a leader who both stays abreast of the trends in higher education and develops strategies that move the University forward.

The interviews, focus groups, and open-ended responses do suggest that there is a desire for the President to further articulate his vision for the future of the University; there is a desire understand not simply a goal or destination, but some sense of the steps between what exists now as the University emerges from the pandemic, and that future University.

There are voices that suggest the President is too conservative in his strategic goals, suggesting that the President's relational strengths may not serve him as well in this arena. His legitimate concerns about possible backlash may prevent him from taking "bold action." Specifically, there are some that would like to see the President take a greater leadership role in higher education in the Commonwealth, and/or seize opportunities that may involve greater risks and where other institutions have not yet ventured.

There are voices of concern that while the President is a highly effective communicator, action seems delayed. Reasons cited as explanations for delays in implementation are the President's desire for consensus (for which he is also praised) and that he ultimately hands off the Implementation to others with mixed results.

Decisive Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Takes action, even when risk is great, and balances tradeoffs appropriately.	28.03% 44	26.75% 42	13.38% 21	10.83% 17	21.02% 33	157
Balances the achievement of day-to-day results with the accomplishment of key initiatives.	33.76% 53	26.11% 41	10.83% 17	3.82% 6	25.48% 40	157
Engages in decision-making processes that are appropriately transparent, well-defined, and understood.	34.39% 54	22.29% 35	12.10% 19	15.92% 25	15.29% 24	157
Encourages evidence-based decisions that are aligned with strategic priorities.	34.62% 54	21.79% 34	14.74% 23	10.90% 17	17.95% 28	156
Holds self accountable and ensures accountability in others for achieving results.	37.66% 58	18.83% 29	12.34% 19	9.09% 14	22.08% 34	154
Fosters an environment that promotes innovation, continuous improvement, and managed risk-taking.	35.03% 55	22.93% 36	14.65% 23	11.46% 18	15.92% 25	157
Exhibits the ability to change strategic objectives in light of new information and new challenges.	38.85% 61	24.84% 39	15.29% 24	3.82% 6	17.20% 27	157
Engages appropriately with stakeholders in the pursuit of strategic initiatives or to meet the needs of a changing environment.	38.06% 59	28.39% 44	10.32% 16	6.45% 10	16.77% 26	155
Demonstrates the ability to rebuild relationships strained by difficult and/or unpopular decisions.	30.77% 48	25.00% 39	8.97% 14	7.69% 12	27.56% 43	156
Exhibits the ability and maturity to accept personal criticism in the wake of unpopular decisions.	40.13% 63	22.93% 36	8.92% 14	4.46% 7	23.57% 37	157

President Maloney is generally experienced as a data driven decision maker who nevertheless considers the needs of key stakeholders both internal and external to the institution in the decision-making process. His comprehensive outlook and command of the pulse of the University, and of the competitive environment of higher education more broadly, is seen as critical to the continued growth in the stature of the University.

There are some that clearly believe that decision making - and decision implementation could be strengthened. There is one area where approximately 16% of respondents saw need for improvement:

- Engages in decision-making processes that are appropriately transparent, well-defined, and understood.

Open comments in the survey indicate that there is some feeling within the internal community, particularly within Faculty, that some constituents are not afforded the opportunity to participate in decision making to the degree they might desire.

Some believe that senior leadership overly insulates the President, preventing him from hearing all voices – and particularly those where there is dissatisfaction. The concern here is that decisions are based on incomplete “evidence” and/or where alternative views are ignored or discounted.

Some also believe that decisions and/or implementation have been/are delayed due to the President’s desire to build consensus. They believe this is particularly the case when it is likely that a decision will be ‘unpopular’ and opposed by some. It is their experience that in these instances the President is more likely to “form a committee” rather than make and own the “tough decision.”

There are some that believe concerns about transparency arise when decisions are announced without the process by which the decisions were made also being revealed. The concern is that in the absence of this additional information, constituents may not recognize that a process was inclusive – or at least more inclusive than is realized.

Crisis Leadership

	EXEMPLARY	VERY STRONG	GOOD	NEEDS IMPROVEMENT	N/A	TOTAL
Leadership over the course of the evolving pandemic.	61.39% 97	24.05% 38	8.23% 13	3.16% 5	3.16% 5	158
Effectiveness in moving the University to a crisis footing.	62.66% 99	20.89% 33	9.49% 15	3.16% 5	3.80% 6	158
Ability to build a team to effectively respond to the evolving pandemic.	60.13% 95	19.62% 31	10.13% 16	3.80% 6	6.33% 10	158
Effectiveness in engendering and maintaining loyalty, enabling empowerment, and building and sustaining relationship.	50.63% 80	19.62% 31	13.29% 21	6.33% 10	10.13% 16	158
Ability to process large amounts of complex information, potentially contradictory points of view, and strong emotions.	52.53% 83	18.35% 29	10.76% 17	3.16% 5	15.19% 24	158
Ability to inspire confidence and trust.	55.06% 87	24.68% 39	6.96% 11	10.13% 16	3.16% 5	158
Receptivity to feedback and input.	51.59% 81	20.38% 32	8.92% 14	6.37% 10	12.74% 20	157
Ability to engender and maintain a sense of community and engagement.	53.80% 85	24.05% 38	8.86% 14	6.96% 11	6.33% 10	158
Effectiveness at providing a unifying sense of vision while managing changing priorities.	53.80% 85	18.35% 29	13.29% 21	5.70% 9	8.86% 14	158
Ability to meet evolving needs while simultaneously advancing long-term priorities.	53.80% 85	20.89% 33	10.76% 17	6.33% 10	8.23% 13	158

The President, his administrative team, and the work of those in Student Affairs and Facilities, receive significant praise for their work throughout the pandemic. Respondents recognize that the President alone was not responsible, but he is credited for his leadership of efforts that empowered others to, as one respondent put it, “successfully fly the plane while building it.” No mean task!

The President is particularly commended for his leadership of an inclusive Covid19 response team, assembling and empowering its members from across the institution. Doing so enabled him to take the pulse of the campus community and to quickly make difficult decisions and implement changes efficiently amid an evolving and unprecedented circumstance.

Despite the manifold uncertainties, the President is credited with keeping communications open across the faculty, staff, students, and external audiences. He receives praise for his transparency while pivoting to and from online learning. His weekly COVID-19 briefings are credited by many respondents as an important vehicle for both disseminating information to the broader community and for providing students, faculty and staff to ask him and his administration important questions or to highlight developing issues that needed to be addressed.

Some believe current communication efforts could be improved. They note that the President attends the bi-weekly briefings less frequently than previously. They also note that these meetings in their current format are more where 'news' and other informational items are given, rather than an open space for discussions and or an open exchange on problems and concerns.

Appendix 1

Demographic Data

What is your position?
(182 answered, 1 skipped)

ANSWER CHOICES	RESPONSES	
Student Leader (Executive Committee of SGA, TWA, PRIDE, etc.)	8.79%	16
Staff Member	18.13%	33
Faculty Member	26.37%	48
Academic Department Chair	3.30%	6
Academic Leadership (Provost, Dean)	2.20%	4
Administrative Leadership (VP, AVP, Director)	12.64%	23
Board Member (Foundation Board, Alumni Board)	18.13%	33
External Municipal, Regional, State Leadership (City Manager, Mayor, State Legislative Delegation)	2.20%	4
Massachusetts Council of Presidents and/or HECCMA Presidents	6.04%	11
Trustee	2.20%	4

Are you Black or African-American, Hispanic or Latino, American Indian or Alaskan Native, Asian, Native Hawaiian or other Pacific islander, White, or some other race?
(180 answered, 3 skipped)

ANSWER CHOICES	RESPONSES	
Black or African American	2.22%	4
Hispanic or Latino	7.22%	13
Asian or Asian American	4.44%	8
American Indian or Alaska Native	0.56%	1
Native Hawaiian or other Pacific Islander	0.56%	1
White or Caucasian	73.89%	133
From multiple races	1.67%	3
Prefer not to say	9.44%	17

What is your gender?
(180 answered, 3 skipped)

ANSWER CHOICES	RESPONSES	
Non binary/Third gender	00.0%	0
Female	51.11%	92
Male	42.22%	76
Prefer not to say	6.11%	11
Prefer to self-describe	0.58%	1

President's Update

January 2022



President's Message

As we look to 2022, we are moving forward decisively while remaining flexible enough to adapt to whatever the pandemic may bring us over the next several months. Each semester since March of 2020, we have made decisions based on what would best protect the health of our community while

also ensuring that as many students as possible stay in school and on a path toward graduation. These values continue to be our guiding principles.

This past fall, we were able to transition most of the way back toward a fully in-person environment for students. Residence hall occupancy topped 80 percent, and our mostly out-of-classroom instructional model swung back to a mostly in-person one. With COVID surveillance testing, a vaccination mandate, and an indoor mask-wearing protocol in place, classes remained in-person for the semester. Our student athletes were able to compete without interruptions due to COVID, and many student activities resumed in full. Highlights of the semester are included in this Update.

Challenges have been exacerbated by the pandemic, such as escalating student mental health needs. We must address a structural deficit in the university budget, refocus our energies on retention, and hire a robust class of new faculty and appropriately support them.

We also must confront some painful truths about the experiences of underrepresented groups on campus. We held a Town Hall listening session in late November following a race-based bias incident. Many students shared their experiences and concerns, including Trustee Anna Johnson, and Trustee Will Mosley offered his perspective. A forum on Anti-Black Racism on December 10 followed. I have met with student leaders at my home to begin discussing post-incident next steps. We will be formulating new action steps for promoting inclusivity.

These are big challenges, for sure, but none that we can't begin to address as a community. I look forward to working with colleagues and students to tackle them.



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PRESIDENT'S OFFICE

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Worcester State University: A Ten-Year Glance Back and Glimpse of the Future

The University has made important gains over the past ten years. The upcoming issue of the Worcester State Alumni Magazine features a look-back at the Maloney presidency, and the university at large, since 2011. The following are some notable achievements of the past ten years:

- Impressive gains on student measures of success. Our graduation rate, for example, climbed from 47% to 60%.
- Fundraising doubled and endowment growth tripled.
- A stable leadership team that works collaboratively has enabled the university to consistently meet challenges, including the unprecedented challenge of the COVID 19 pandemic.
- Planning processes – especially around two five-year strategic plans and the RASE Plan – helped build campus buy-in toward shared goals.
- The campus completed a 10-year, \$200-million investment in campus facilities that help students thrive.
- The percentage of African, Latinx, Asian, and Native American (ALANA) students has doubled, and new hiring procedures helped to ensure that the percentage of new faculty from diverse backgrounds has grown.

President Maloney identifies the following as some keys to future success:

- Continuing to make progress on Diversity, Inclusion, Equity and Justice goals, and engaging with students to improve the campus climate.
- Sustaining the emphasis on enrollment, retention, and graduate outcomes.
- Investing in faculty and identifying new resources to support them.



Diversity, Inclusion, Equity, and Justice Initiatives

Worcester State's History Department is in the final stages of developing a new minor in African and Africana Diaspora Studies (AADS). The proposal states: "WSU is home to a growing Black student population that encompasses many nations and cultures from across Africa and the African Diaspora. It is critical that the curriculum encourages these students to feel confident in taking a course of study that reflects their culture and history. The AADS Minor would also benefit the intellectual and social development of non-African and non-African diasporic students by encouraging them to learn about the histories and cultural heritages of their peers. Lastly, this minor reflects that Blackness in the U.S., the larger Americas, and the rest of the world includes more than one set of experiences. By bringing African Studies and African Diaspora Studies together under one program, WSU would demonstrate the connected but distinctive histories of Black populations throughout the world."

On November 18, 2021, the Student Government Association approved the establishment of a new club, the Black Student Union. The purpose of this organization is to bring a sense of community to empower the Black or African-American students of Worcester State, with the goal of educating others and celebrating black excellence.

On December 10, 2021, Dr. Barbara Krauthamer, dean of the College of Humanities and Fine Arts at the University of Massachusetts Amherst, delivered a talk entitled "Thinking About the Legacies of Racism," which was attended by approximately 100 students, faculty, and staff. Dr. Krauthamer is the author of multiple books, including *Black Slaves, Indian Masters: Slavery, Emancipation and Citizenship in the Native American South*. Published in 2013, this book was the first full-length history of enslaved people's lives in the Choctaw and Chickasaw nations. In 2017, the Association of Black Women Historians awarded Dr. Krauthamer the Lorraine A. Williams Leadership Award in recognition of her scholarship and work to create opportunities for Black women in higher education.

On November 3, 2021, Worcester State's Executive Cabinet approved the university's "Policy on Freedom of Speech." This policy was prepared by the General Counsel and reviewed by the Policy Committee.



Finding Efficiencies and Opportunities

A Task Force on Financial Sustainability has been formed to explore strategies and opportunities that maintain the financial health of Worcester State for future years. Consisting of faculty, staff, and a student, the 17-member group is charged with crafting achievable strategies which can be reached over three fiscal years to provide relief to the FY 2024/2025/2026 WSU comprehensive annual budget. The plan is for the group to begin its work in January 2022 and present recommendations to the Board of Trustees in June 2022. There will be opportunities for broader Worcester State community input throughout the spring semester.

The shift to remote work provided the university with an opportunity to rethink existing processes to boost efficiency and accelerate digital transformations. COVID has forced new ways to do business across the university, and many established systems put in place years ago are being updated with streamlined processes. Changes within the University Advancement division offer an example.

University Advancement now supports digitally signed documents from anyone, from anywhere, and at any time; is able to collaborate online and adjust document content to reduce overall turnaround time; and has improved governance controls by managing all the signed documents from a centralized location.

The university's stewardship programming has added personalized videos from students as a way to highlight to donors how their support has an impact on campus. This past Thanksgiving, a stewardship video was sent to 2,389 donors and included remarks from students thanking them for their generosity. The university had overwhelmingly positive feedback and the message's open rate was significantly higher than the industry standard (53% versus the industry average of 21%). Personalized thank you videos will continue to be used going forward as we slowly return to normal post-pandemic operations.



The Student Experience

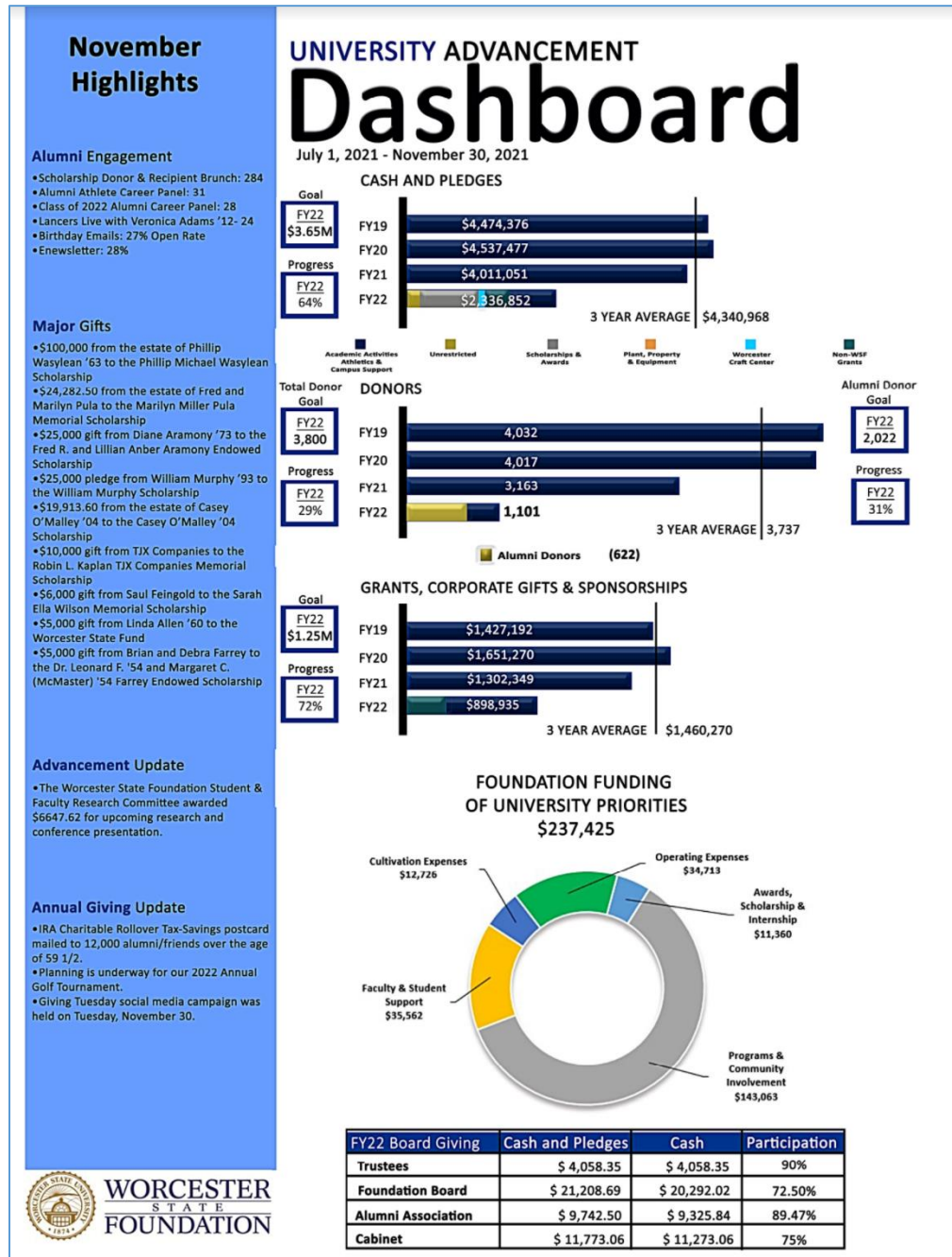
With a full return to campus this fall, the university renewed its focus on in-classroom instruction, the overall student experience, opportunities for peer connections, and embracing flexibility to support student well-being and access to services while addressing health and safety protocols. Seventy-five percent of courses were scheduled in-person without interruption, and the university saw the return of live theatre and live instrumental ensemble performances to campus, along with the reopening of the Mary Cosgrove Dolphin Gallery. Additionally, September's [Convocation](#) was hosted in-person and Worcester State held its first [Unity Walk](#), which marked the beginning of a new tradition to bring the university community together, regardless of one's background. These activities, along with the resumption of student field work, clinicals, and student teaching, serve as a testament to the university's health mandates, including (in some cases) proof of vaccination.

College students across the nation continue to struggle with mental health as a result of the COVID pandemic. The need for counseling services was already high prior to March 2020 and as a [JED Campus](#), Worcester State is committed to the emotional wellbeing of our students. Counseling Services returned to pre-pandemic demand for services with a 30 percent increase of utilization, with 36 percent of counseling appointments representing ALANA students (a 14 percent increase from last year). This increase aligns with the racial trauma students have experienced in the past year and their need for support. The counseling center has hired a new staff associate who will assist with clinical services and has additional responsibilities for multicultural mental health education on campus. The university will continue to evolve and expand resources as a campus in an effort to meet the mental health and wellbeing needs of our students.




Additional Information


November University Advancement Dashboard



[Thinking About the Legacies of Racism Forum](#)

Worcester State University
Anti-Black Racism Forum
December 10, 2021 10:00am-10:45am






Thinking About the Legacies of Racism

Dr. Barbara Krauthamer
Dean of the College of Humanities and Fine Arts and Professor of History,
UMass Amherst

Session is being recorded. Participants will be muted, please type questions and comments in the chat



[Policy on Freedom of Speech](#)

Policy on Freedom of Speech

Rationale

Worcester State University is a collaborative and vibrant community for learning, critical inquiry, research and discovery, as well as a place of civility and respect. When engaging with one another or acting on behalf of WSU, each member of the WSU community is expected to uphold the following principles of the Strategic Plan:

- Academic Excellence
- Engaged Citizenship
- Open Exchange of Ideas
- Diversity and Inclusiveness
- Civility and Integrity

WSU is an inclusive community that supports each person's First Amendment right to express opinions and ideas, including unpopular or controversial viewpoints, without governmental interference, retaliation or punishment. WSU also protects each community member's right to an environment free from discrimination and harassment based on characteristics protected by law.



WORCESTER
S T A T E
UNIVERSITY

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TO: Members, WSU Board of Trustees
FROM: Barry M. Maloney, President
RE: 2022 Commencement Speaker Honorary Degree
DATE: December 20, 2021

Per the recommendation of the Senior Class Committee, I inform you of the choice of Ilyasah Shabazz to serve as our 2022 undergraduate Commencement speaker and seek your approval to award her an honorary degree. Ms. Shabazz was chosen from the list of potential speakers previously approved by the Board of Trustees, and her nomination has been vetted through the Speaker/Awards Committee and approved by the All University Committee.

Ilyasah Shabazz record of achievements and public warrant the awarding of an honorary degree. She is an award-winning author, community leader and activist, and educator, including at the university level, in addition to being one of the daughters of the late Malcolm X. She has authored five historical novels and has served as project advisor for the *PBS* award-winning documentary, *Prince Among Slaves*. She is co-chairperson of the Malcolm X and Dr. Betty Shabazz Memorial and Educational Center. In her work to preserve the legacy of her parents, she has dedicated herself to institution building and intergenerational leadership development with the tenets of diversity, equity, and inclusion.

Ms. Shabazz holds a Master of Science in Education and Human Resource Development from Fordham University and a Bachelor of Science in Biology from New Paltz College. Ms. Shabazz is an adjunct professor at John Jay College of Criminal Justice in New York City, where she teaches Perspectives on Justice in the Africana World. Grounded in the commitments of her parents, Ms. Shabazz emphasizes empowerment and inclusion in her teaching and scholarship.

Ms. Shabazz has furthered her community impact with the City University of New York's Office of Academic Affairs, where she created a curriculum to encourage higher education for underserved, inner-city high school dropouts. She has worked with the Office of the Mayor in Mount Vernon, NY, as Director of Public Affairs and Special Events. She founded and produced a young adult development program. The purpose of the program was to provide insight on social justice—encouraging personal empowerment. As president and founder of Ilyasah Shabazz Enterprises, she produces a variety of forums dedicated to power, possibility and sovereignty.

I ask for your favorable action on this recommendation to grant Ilyasah Shabazz an honorary degree at the January 11, 2022, board meeting.