

**WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES MEETING**

Tuesday, June 14, 2022

5:30 PM

HYBRID PARTICIPATION

We are offering both an in-person option at Worcester State University - Sheehan Hall (SHR109) or if it is more convenient you may attend via the below referenced zoom link.

Join Zoom Meeting

[https://worcester.zoom.us/j/754](https://worcester.zoom.us/j/7540181608)

0181608

Meeting ID: 754 018 1608

Meeting Called By: Stephen Madaus (Chair)

Minutes: Nikki Kapurch

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

WSU Staff: Barry Maloney; Ashlynn Allain; 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 12, 2022* 2. Academic & Student Development - May 23, 2022* 3. Nominating Committee - May 23, 2022* | Stephen Madaus | 1. vote required 2. vote required 3. vote required |
| 2. <i>Presentation - 15 minutes including Q&A</i> A. Final draft of the Financial Sustainability Task Force's Phase One Report* B. FSTF Phase One Summary Presentation* | Sandra Olson Donald Vescio, Jr. | A. Informational B. Informational |
| 3. <i>Equity, Diversity and Inclusion Presentation - 15 minutes /Q&A</i> A. Bias Incident Response Team (BIRT) presentation* B. 2021-2022 End of Year Report* | Maria Garepy Maureen Stoke | A. Informational B. Informational |
| 4. <i>Finance & Facilities Committee Report</i> A. Finance & Facilities Committee Packet* | Marina Taylor | 4. Informational and vote required |
| 5. <i>Academic & Student Development Committee Report</i> B. Academic & Student Development Committee Packet* | Karen LaFond | 5. Informational and (2) votes required |
| 6. <i>Nominating Committee Report</i> A. Nominating Committee Meeting Packet* B. Approve the 2022- 2023 Slate of Officers* | Karen LaFond | A. Informational B. vote required |
| 7. <i>Administrative Updates</i> A. Report of the Chairman I. 2022-2023 Meeting Schedule* II. Next meeting: Tuesday, September 13, 2022 B. Report of the Student Trustee C. Report of the President I. President's Update* II. WSU Strategic Plan First Year Progress Report* III. University Advancement Dashboard* | Stephen Madaus Anna Johnson Barry Maloney Sarah Strout Tom McNamara | I. vote required I. Informational II. Informational III. Informational |
| 8. <i>Executive Session</i> ● Litigation Update | Stephen Madaus Atty. Alfred Gray Atty. Eric Martignetti | 8. vote required |
| 9. <i>Adjournment</i> | Stephen Madaus | 7. vote required |

*Attachments

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Meeting Minutes - April 12, 2022

| | | | |
|------------------|--|-------------|----------------|
| CHAIR: | Mr. Stephen Madaus (Chair) | DATE: | April 12, 2022 |
| LOCATION: | Remote Participation | MINUTES BY: | Nikki Kapurch |
| TIME: | 5:38 PM | | |
| MEMBERS PRESENT: | Lisa Colombo; Maryanne Hammond (Vice-Chair); Anna Johnson; Karen Lafond; Stephen Madaus (Chair); Dina Nichols; Marina Taylor (Vice-Chair); David Tuttle | | |
| MEMBERS ABSENT: | Aleta Fazzone; William Mosley; Lawrence Sasso. | | |
| WSU STAFF: | Barry Maloney; Nikki Kapurch; Kathy Eichelroth; Carl Herrin; Stacey Luster; Ryan Forsythe; Julie Kazarian; Mike McKenna; Maureen Stokes; 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, April 12, 2022, through a Zoom remote call. Chair Madaus called the meeting to order at 5:38 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 08, 2022

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

VOTED: to approve the March 08, 2022, minutes of the Full Board meeting as presented.

ROLL CALL VOTE: 8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle

PRESENTATION

Equity, Diversity, and Inclusion Presentation

- The Chair welcomed Maria Garipey, Director, Diversity, Inclusion, & Equal Opportunity who introduced Laxmi Bissoondial, Director, Multicultural Affairs/AID/UB who talked in more detail about the students they serve and the programs they offer.
- Ms. Bissoondial went through the PowerPoint presentation that was included in the packet and went through the history of the department and the mission.
- Ms. Garipey then introduced Mary Jo Marion, Assistant V.P. for Urban Affairs, and Hilda Ramirez, Executive Director, Latino Education Institute 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. Trustee Taylor provided a brief summary of the meeting.
- V.P. Eichelroth discussed budget Amendment #5 to the FY 2022 Comprehensive University Budget that was provided in the packet. The amendment reflects the commitment of a grant from the Commonwealth of Massachusetts to provide resources to offset the costs associated with educating former students of Becker College's nursing program.
- This amendment swaps out the WSU reserve funds for the state grant in a one-to-one exchange. The Commonwealth is providing \$1,899,118 over two years, with \$1,250,000 available for FY 2022 and \$649,118 available for FY 2023.
- The residence hall occupancy rate has increased to 81% which provides additional revenue of \$2,721,267. The increase in resources allows for the restoration of funding in the deferred maintenance lines of \$452,000, in addition to a transfer to reserves in the amount of \$2,269,067.

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

VOTED: **to accept the recommendation of the Finance and Facilities Committee and approve Amendment #5 to the FY 2022 Comprehensive University Budget as presented.**

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

Trustee Taylor mentioned that two other topics were discussed and provided as informational.

Q2 FY 2022 Comparative Financial Report

- This report is provided in the packet with a description of the individual trust funds. V.P. Eichelroth provided a summary of the report and reviewed the Quarterly FY 2022 Trust Funds. We are in line with pre-pandemic situations.

FY 2023 Budget Framework Discussion

- Trustee Taylor talked about the concern with declining enrollment numbers, what's ahead, and how we should be prepared for a potential fiscal deficit.
- V.P. Eichelroth provided the committee members with an introductory conversation on the FY2023 budget and provided a preliminary overview of it. A detailed memo is included in the packet.
- The administration is currently developing a bridge budget proposal for the board for FY 2023 that relies on the FY 2022 budget as the base.
- The estimated budget gap for FY 2023 has grown as operational plans return to a traditional in-person focus and predicted enrollment declines persist. The net increase in operating costs of \$4.8M adds to the shortfall. The budget shortfall anticipated for FY2023 is \$9.4M. V.P. Eichelroth went through the increased operating costs.
- The emphasis to bridge this budget gap during this interim period will be on one-time resources available from the remaining Federal and State relief funds and a one-time appropriation from reserves.

- V.P. Eichelroth also went through the student charges that the university is considering. There is no proposed increase to the General Fee for FY 2023.
- Resources needed to bridge to FY 2024 are secured funds.
- The development of a bridge budget will provide the university with a window of opportunity to develop sustainable budget plans for FY 2024-2026.
- VP Eichelroth will make the presentation available to all board members.

Academic and Student Development Committee Report

- Trustee LaFond, Chair of the Committee, reported that the group convened today at 3:00 p.m. and provided a summary of that meeting..
- Provost and Vice President for Academic Affairs Lois Wims had provided the committee with 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 \$101,254.00 and are based on the MSCA contractual rate that was effective September 2019.
- 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 Colombo, it was unanimously

VOTED: **to accept the recommendation of the Academic and Student Development Committee and approve the awarding of tenure, effective September 1, 2022, for the slate of faculty as presented**

| | |
|-------------------|------------------|
| Jorge Brown | Library |
| Amanda Cornine | Nursing |
| William Lundmark | Library |
| Timothy Murphy | Urban Studies |
| Elizabeth Osborne | World Languages |
| James Silver | Criminal Justice |

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

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

VOTE: **to accept the recommendation of the Academic and Student Development Committee and approve the awarding of tenure with promotion, effective September 1, 2022, for the slate of faculty as presented**

| | |
|-------------------|---------------------------------------|
| Nathan Angelo | History and Political Science |
| Anthony Dell'Aera | History and Political Science |
| Paul Dubrey | Business Administration and Economics |
| Kathryn Frazier | Psychology |
| Ross Griffiths | Library |
| Caitlin Krul | Math |
| Susan Monaghan | Education |
| Francis Olive | Criminal Justice |
| Shu Qian | Library |
| Naida Saavedra | World Languages |
| Adam Saltsman | Urban Studies |
| Christina Santana | English |
| Hardeep Sidhu | English |
| Alexander Tarr | Earth, Environment, & Physics |
| Lingling Wang | Business Administration and Economics |
| Weichu (Brian) Xu | Chemistry |

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

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

VOTED: **to accept the recommendation of the Academic and Student Development Committee and approve the following promotions to Full Professor, effective September 1, 2022, for the slate of faculty as Presented**

| | |
|-------------------|-----------|
| Michelle Corbin | Sociology |
| Hy Ginsberg | Math |
| Joseph Quattrucci | Chemistry |
| Matthew Ortoleva | English |
| Eileen Perez | Math |
| Heather Treseler | English |

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

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

VOTE: **to accept the recommendation of the Academic and Student Development Committee and approve the following promotions to Associate Professor, effective September 1, 2022, for the slate of faculty as presented**

| | |
|-------------------|---------------------------------------|
| Nathan Angelo | History and Political Science |
| Anthony Dell'Aera | History and Political Science |
| Paul Dubrey | Business Administration and Economics |
| Kathryn Frazier | Psychology |
| Caitlin Krul | Math |
| Susan Monaghan | Education |
| Francis Olive | Criminal Justice |
| Naida Saavedra | World Languages |
| Adam Saltsman | Urban Studies |
| Christina Santana | English |
| Hardeep Sidhu | English |
| Alexander Tarr | Earth, Environment, & Physics |
| Lingling Wang | Business Administration and Economics |
| Weichu (Brian) Xu | Chemistry |

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

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 promotions to Librarian, effective September 1, 2022, for the slate of faculty as presented**

| | |
|----------------|---------|
| Ross Griffiths | Library |
| Shu Qian | Library |

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

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 14 meeting.
- Chair Madaus appointed Trustee LaFond, as chair, and Trustee Mosley and Trustee Tuttle to the Nominating Committee, and charged the group with bringing forth a slate of officers for election at the June 14, 2022, meeting.

Next meeting: June 14, 2022 (via hybrid)

- If you plan to attend remotely, please reach out to Nikki asap.
- The Governor has continued to allow boards to conduct their meetings remotely until July 2022.

REPORT OF THE STUDENT TRUSTEE

- Trustee Johnson had no updates but wanted to mention that students are adjusting to getting back to

in-person learning.

PRESIDENT'S REPORT

President's Update

- The report was provided in the packet.
- President thanked the board members for the support of our faculty and librarians in approving the awarding of promotion and tenure.
- Provided a COVID update.
- Undergraduate Commencement will be in person at the DCU Center. Tickets will not be required to attend the 2022 Undergraduate Commencement Ceremony. Masks will be required while indoors. University Administration will review the events plans again in early May and advise the campus community accordingly.
- President attended two in-person Alumni events this spring semester.
- Governor Baker signed the supplemental spending bill that includes funding for the MSCA, APA, and AFSCME contracts. Under the contracts, most unit employees on campus will receive:
 - 2.5% cost of living adjustment for Fiscal Year 2021
 - 2% cost of living adjustment for the Fiscal Year 2022
 - one-time COVID bonus
- Ryan Forsythe provided a Fall 2022 new student admissions enrollment update, longitudinal enrollment update, and returning student registration update..
- Ryan also provided an update on Congratulations Day. First in-person Congrats Day in over two years. 413 prospective students attended.
- End of June, two board members' terms will be ending - Anna Johnson and Maryanne Hammond. We will be welcoming Emma Polak as student trustee and Amy Peterson, who was elected by the Alumni Association Board, as the alumni board member.

President Maloney Memo to Trustees

- Approval of Nominees For Speaker/Awards Pool
 - o Nominees for commencement speaker, honorary degree recipients, and community service awards are accepted throughout the year. They are evaluated by the Speakers and Awards Committee on a rolling basis; applications are reviewed during both the Fall and Spring semesters. The committee then develops a list to recommend to the All-University Committee which then forwards all finalists as recommendations to the president. Final approval is granted by the Board of Trustees, upon recommendation by the president.
- Attached is a list of my recommendations for commencement speaker, honorary degree, and community service award recipients, for inclusion in the pool of approved speakers and award recipients.

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

VOTED: **to approve the following nominees for inclusion in the Speaker/Awards pool:**

David Angel, Honorary Degree
Joseph Bafaro, Sr., Community Service Award
Anwardul Karim Chowdury, Honorary Degree

David Henry Hwang, Commencement Speaker, Honorary Degree
Charles F. Monahan, Jr., Honorary Degree
Francis J. Ricciardione, Honorary Degree
Gregg H. Rosen, Commencement Speaker, Honorary Degree, Community Service

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

Fallen Hero Fee Waiver Board Proposal

- The community of Worcester suffered the tragedy of the loss of Officer Emmanuel Familia who died in the line of duty.
- Higher Education Consortium of Central Massachusetts (HECCMA) has been offering free tuition to the offspring of fallen heroes for some time now and asking colleges once again to present a united front pledge to work with the officer's children.
- In the packet for review, a draft policy to help WSU be consistent with the HECCMA and MA State Universities.
- Asking the board to authorize the policy that would waive mandatory undergraduate fees for dependent children who have been affected by such loss.
- Waive fees only. Not room and board. There is a state waiver process for waiving tuition. WSU will follow that process for waiving fees.

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

VOTED: **to approve the policy regarding Massachusetts police officers, firefighters, and correction officers by waiving mandatory undergraduate fees for the children and widowed spouses as presented.**

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

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 unanimously

VOTED: **to adjourn the meeting at 7:04 p.m.**

ROLL CALL VOTE: **8 approved. Lisa Colombo; Maryanne Hammond; Anna Johnson; Karen LaFond; Stephen Madaus; Dina Nichols; Marina Taylor; David Tuttle**

Respectfully submitted,


Barry M. Maloney
Secretary, Board of Trustees

WORCESTER STATE UNIVERSITY
ACADEMIC AND STUDENT DEVELOPMENT MEETING
Meeting Minutes

CHAIR: Ms. Karen LaFond (Chair) DATE: May 23 , 2022

LOCATION: Remote Participation MINUTES BY: Nikki Kapurch

TIME: 10:00 AM

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

BOARD MEMBERS PRESENT: Aleta Fazzone; Maryanne Hammond; Dina Nichols; Lawrence Sasso

WSU STAFF: Barry Maloney; Carl Herrin; Nikki Kapurch; Stacey Luster; Julie Kazarian; Susan Moore; Maureen Stokes; Ryan Forsythe; 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, May 23, 2022, through a Zoom remote call. Chair LaFond called the meeting to order at 10:01 a.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:

Approval of the Minutes: April 12, 2022

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

VOTED: to approve the minutes of the April 12, 2022, Academic and Student Development Committee meeting as presented.

ROLL CALL VOTE: 4 approved. Karen LaFond; Anna Johnson; William Mosley; David Tuttle

Academic & Student Development Committee Report

- Trustee Lafond, chair of the committee, stated that the purpose of today's meeting was to have a discussion on promotion and tenure for two candidates that were not brought forward at the last committee meeting on April 12.
- Trustee LaFond introduced Provost and Vice President of Academic Affairs Lois Wims. Provost Wims explained that the reason for bringing the two candidates forward at the later date was due to health issues. Lois referenced that the CBA allows adjustments to the tenure and promotion schedule for medical reasons.
- The two candidates that are being considered for promotion and tenure submitted their portfolios on time before the illness struck them. Other stages in the promotion and tenure process were interrupted due to the illness of both the candidates.
- The PowerPoint presentation that was included in the packet highlighted the process for both tenure and promotion.
- Provost Wims provided a brief summary of each candidate's educational background and scholarly activities.

- 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.
- 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 cost for the proposed promotion is \$4,462.00
- 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 Mosley, it was unanimously

VOTED: to recommend to the full board the approval of the awarding of tenure with promotion to Associate Professor, effective September 1, 2022, to Elizabeth Gilbert, Math Department, as presented

ROLL CALL VOTE: 4 approved. 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, effective September 1, 2022, to Vicki Gruzynski, Library, as presented

ROLL CALL VOTE: 4 approved. Karen LaFond; Anna Johnson; William Mosley; David Tuttle

OTHER BUSINESS:

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

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

VOTED: to adjourn the meeting at 10:11 a.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**

CHAIR: Karen LaFond DATE: May 23, 2022

LOCATION: Remote Participation MINUTES BY: Nikki Kapurch

TIME: 10:30 AM

COMMITTEE MEMBERS PRESENT: Karen LaFond; David Tuttle; William Mosley

NON-COMMITTEE MEMBERS PRESENT: Maryanne Hammond; Aleta Fazzone; Dina Nichols; Lawrence Sasso

WSU STAFF: Nikki Kapurch; Stacey Luster

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 Monday, May 23, 2022, through a Zoom remote call. Chair LaFond called the meeting to order at 10:31 a.m. Trustee LaFond 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 12 meeting and was charged with bringing forth a slate of officers for election at the full Board meeting on June 14, 2022. Chair Madaus appointed Trustee LaFond to chair the committee, Trustee Tuttle, and Trustee Mosley, to serve.

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

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

With our current Board Chair Stephen Madaus' term expiring during the upcoming year and current Vice Chair Maryanne Hammond's term expiring, the Board must formally elect a new Chair and a new Vice Chair, as well as other officers. The following positions are available:

- Chair
- Vice Chair (2 positions)
- Foundation Board (2 positions)
- Executive Committee (1 position)
- Alternate to Executive Committee (1 position)

Trustee LaFond also acknowledged that an email was sent out prior to the meeting to all the trustees, seeking any voluntary interest in any of the available positions. She received interest from Trustee Colombo and

Trustee Tuttle, both expressing an interest in the chair and/or vice-chair roles.

- A full discussion was had on time commitment and availability and with all things being equal the group agreed to go with seniority and longevity on the board when choosing a new chair. It was agreed upon that Trustee Tuttle would serve in the Chair position and Trustee Colombo in the Vice-Chair role.
- Trustee LaFond shared with those present that Trustee Taylor would like to remain in the vice chair position, and the group agreed that would be helpful for continuity.
- Further discussion on the remaining position took place, and Trustee LaFond asked the trustees who were present if there was an interest to continue in their current role. Trustee Nichols had an interest in continuing in her roles on the Foundation Board and as an alternate on the Executive Committee.
- Trustee LaFond volunteered for the Executive Committee position and Trustee Sasso volunteered for the Foundation Board position. Both trustees stated that they would be happy to serve.

After discussion occurred amongst the trustees, it was agreed to bring the following slate of officers forward to the full board at the June 14, 2022, meeting.

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

VOTED: **to recommend approval to the full Board the following slate of officers for 2022-2023:**

2022-2023 OFFICERS

| | |
|--|---|
| Chair | Trustee David Tuttle |
| Vice-Chair (2) | Trustee Marina Taylor Trustee Lisa Colombo |
| Secretary | President Barry Maloney |
| Assistant Secretary | Nikki Kapurch |
| Foundation Board (2) | Trustee Dina Nichols Trustee Lawrence Sasso |
| Executive Committee Alternate | Trustee Karen LaFond Trustee Dina Nichols |
| MA State Colleges Presidents/Trustees Association (Chair) Alternate (Vice-Chairs as alternate) | Trustee David Tuttle Trustee Marina Taylor Trustee Lisa Colombo |

ROLL CALL VOTE: **3 approved. Karen LaFond; William Mosley; David Tuttle**

WSU Board of Trustees
May 23, 2022

OTHER BUSINESS:

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

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

VOTED: **to adjourn the meeting at 11:03 a.m.**

ROLL CALL VOTE: **3 approved. Karen LaFond; William Mosley; David Tuttle**

Respectfully submitted,

A handwritten signature in blue ink that reads "Nikki Kapurch". The signature is fluid and cursive, with the first name "Nikki" and last name "Kapurch" clearly legible.

Nikki Kapurch
Assistant Secretary, Board of Trustees

Financial Sustainability Task Force

Phase One Report

May 30, 2022

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Introduction

The Financial Sustainability Task Force (FSTF) was convened on January 18, 2022 as part of a comprehensive initiative to promote the University's long-term financial sustainability. As Worcester State prepares for FY2023, the University anticipates a budget gap of over \$10 million that will persist unless active measures are taken. To this end, the FSTF met on a weekly basis to explore the many factors that impact the University's finances. The primary goal of Phase One was to conduct a broad review of the University's operations and offer data-driven recommendations that will be developed during Phase Two into specific cost savings or enhanced revenue proposals. This report is being submitted to Worcester State's Board of Trustees and President Maloney for their consideration.

Scope of Work

The objective for Phase One of the FSTF was to identify the overall scope of inquiry that will shape the more detailed analyses for Phase Two of this project. The anticipated outcomes for Phase Two are the development of recommendations to University leadership that focus on operational changes in an effort to bring about cost reductions, process efficiencies leading to realized cost savings, and potential revenue enhancements (with realized gains within a 12 month period). The work of the Task Force is aligned with the University's [Strategic Plan](#), specifically with Goal Six: "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." The FSTF charge is to provide a roadmap to develop a sustainable model that supports the University's academic mission and institutional priorities, invests in physical infrastructure and technology, and demonstrates a commitment to financial and environmental sustainability.

The University has partnered with the educational consulting firm [EAB](#) to access additional resources and guidance in order to enhance the effectiveness and work products of the Task Force. In order to provide context for Phase One, an orientation program was delivered to both the Task Force membership and the President's Cabinet. The orientation materials included data and analysis of higher education macro-level trends and indicators, which then were combined with micro-level University comparable indices.

Phase One's work centered on broadly defined themes that enabled the Task Force to look at University operations, resources, and programming from comprehensive and cross-functional perspectives. These themes are:

1. How do we assess our administrative efficiencies?
2. How do we assess our academic efficiencies?
3. How is the university realizing entrepreneurial opportunities?
4. How do we maintain our campus and infrastructure?

5. How do we deliver services to students?

Additionally, an important part of Phase One's work product was identifying standard datasets and establishing common data definitions and methodologies for the use of University data.

Membership

Phase One of the FSTF was comprised of representatives from the University's three bargaining units (MSCA, APA, and AFSCME), along with significant support offered by Non-unit Professions (NUP).

Task Force Members

- Raynold Lewis, Dean of Education, Liberal & Interdisciplinary Studies
- Sarah Strout, Assistant V.P. for Assessment & Planning
- Sandra Olson, Assistant V. P. for Facilities Operations and Planning, Co-Chair
- Russell Kinell, Carpenter II, Facilities, AFSCME representative
- Maureen Brown, Teller II, Student Accounts
- Midaly Carrasquillo Delgado, Clerk IV, VPA
- John Meany, Associate Director, Athletics
- Robert Daniels, Director of Environmental Health and Safety, Facilities
- Tammy Tebo, Assistant Dean for Academic Services, Academic Success Center
- Julie Chaffee, Registrar
- Peter Fenuccio, Director of Facilities Operations and Planning, APA representative
- Charlotte Haller, Professor, History and Political Science

- Laurie Dahlin, Professor, Business Administration and Economics
- Meghna Dilip, Professor, Chemistry
- Donald Vescio, Jr., Professor, English, Co-Chair
- Sam O'Connell, Associate Professor, VPA, MSCA representative

Ex-Officio members

- Kathleen Eichelroth, V.P. Administration & Finance/CFO
- Lois Wims, V.P. Academic Affairs/Provost

Support Staff

- Anisa Hoxha, Director of Budget, Planning and Policy Development
- Heather Lamarche, Financial Analyst/Assistant Director of Budgeting
- Susan Moore, Executive Director of Employee Services
- David Ayotte, Payroll Director
- Meredith Rosario, Assistant to the V.P. of Administration and Finance/CFO

Communications

Community engagement was a key component of the FSTF process, and the co-chairs (Sandra Olson and Don Vescio) met with various stakeholders (All University Committee, Chairs' Council, Student Government, and Enrollment Management Committee) to provide updates on the Task Force's work. Additionally, the FSTF launched a campus website (<https://www.worcester.edu/fstf>) that hosted a detailed FAQ, data and documents, and a form that enabled members of the Worcester State community to submit questions, observations, and recommendations. Finally, the Task Force held three campus

forums via Zoom (March 25, April 15, and May 6). Phase Two of the FSTF will develop and implement a campus-wide communication plan to continue providing information to all campus constituents.

Preliminary Phase Two Schedule

The following is a recommended preliminary schedule for Phase Two of the FSTF. The recommended goal for Phase Two is to develop actionable proposals that will meaningfully impact the University's budget gap in advance of FY2024 deliberations.

| | | | |
|------|---|----|--|
| Week | | 12 | September 26 |
| 1 | July 11 - Phase Two Begins | 13 | October 3 |
| 2 | July 18 | 14 | October 10 - Catalog and Review Findings |
| 3 | July 25 | 15 | October 17 |
| 4 | August 1 | 16 | October 24 |
| 5 | August 8 | 17 | October 31 |
| 6 | August 15 | 18 | November 7 - Complete Draft Report |
| 7 | August 22 | | November 14 |
| 8 | August 29 | | November 21 - Delivery of Report to BOT |
| 9 | September 5 - Mid-point Draft Report for President | | November 28 |
| 10 | September 12 | | December 5 - Special Board Meeting (proposed) |
| 11 | September 19 | | |

Recommendations

The following recommendations were designed to initiate Phase Two's activities by suggesting areas for further analysis and determination of quantifiable savings, efficiencies, and/or increased revenue. The scale of most of the recommendations is relatively broad to provide multiple points of entrance into specific area conversations. The following recommendations, all of which received at least a two-third majority vote of approval by the FSTF membership, are not intended to be exhaustive; Phase Two participants will have considerable scope to pursue additional inquiries that may yield significant efficiencies, savings, or revenue that can contribute to the FY2024 budget process.

For Immediate Consideration

Given the University's budget gap, the FSTF felt it would be prudent to carefully reconsider any hiring plans for current or anticipated vacancies. The following recommendation was communicated to President Maloney on April 9, 2022.

In recognition of the University's immediate fiscal challenges, the Financial Sustainability Task Force makes the following recommendation to take effect for the remainder of the current fiscal year:

The FSTF recommends that the University review the necessity of filling current job vacancies in the interim period leading to the formation of the FY23 bridge budget.

Administrative Efficiencies

"Administrative Efficiencies" refers to how the University conducts its business on a day-to-day basis. The goal of these recommendations is to determine if greater efficiencies might be realized through automation or consolidation of resources, establishing whether some functions remain necessary as the university positions itself for the future, and assessing if some critical functions might be more effectively maintained through third-party outsourced relationships.

RECOMMENDATIONS

1. Complete a comprehensive institutional assessment of services and resources in consideration of outsourcing (or bringing external services in-house) to realize greater economies in a meaningful manner.
2. Complete a comprehensive institutional assessment of personnel, services, and resources in consideration for consolidation (and potential reduction) to realize greater savings and efficiencies in a meaningful manner.

Academic Efficiencies

"Academic Efficiencies" refers to how the University develops, maintains, and delivers its academic curriculum to its students. Variables examined in this category include, but are not limited to: when courses are offered; course enrollments; costs and returns of specific program offerings; and allocation of faculty labor for classroom and alternative institutional responsibilities.

RECOMMENDATIONS

3. Analyze course scheduling and enrollment patterns (through the use of a consistent methodology) to identify potential opportunities for more efficient practices.

4. Develop a consistent ROI methodology for assessing academic programming.
5. Assess the feasibility of differential fee structures.
6. Analyze accrual of discretionary APRs to establish a model that examines their cost structures and their allocations. Additionally, analyze accrual and discharge of EWCs.

Property and Infrastructure

“Property and Infrastructure” refers to the core physical and technological resources necessary for the University to deliver its curriculum and student programming. Such items include the University’s buildings and grounds, along with its technology hardware, software, connectivity, security, and data storage resources.

RECOMMENDATIONS

7. Review Information Technology Service’s software, hardware, service agreements, and procurement processes to determine if savings can be realized.
8. Determine operating costs for the campus building portfolio (including residence halls) to evaluate potential cost savings.
9. Determine cost/benefit of off-campus properties.

Entrepreneurship and Revenue

“Entrepreneurship and Revenue” addresses existing revenue generation aspects of the University, along with initiatives designed to increase existing revenue sources and identify new revenue streams. Additionally, this category explores new ways of conceptualizing University operations and resources.

RECOMMENDATIONS

10. Partner with the other institutions in the state system (as well as other appropriate outside parties) to advocate for an increased percentage of the Commonwealth’s budget to redress the significant funding shortfalls that began in 2010 and which places an inequitable burden on state university students.
11. Develop a strategy to review university data that is submitted to DHE to maximize return from the Commonwealth’s higher education funding formula.
12. University Advancement, Conference & Events Services, DGCE, and all revenue-based programming will be cost neutral to the University. Expenses funded by the University will be

reimbursed in total through revenue generated by such areas, based on a TBD ROI methodology.

13. Develop a comprehensive enrollment plan for the entire University, both undergraduate and graduate programs, with measurable outcomes and strategies to respond to changing market conditions.

Student Services

“**Student Services**” focuses on the University’s non-academic relationships with its students, including athletics, student programming, and co-curricular activities.

RECOMMENDATIONS

14. Review student servicing departments to determine proper staffing levels and seek to consolidate and/or reallocate services where possible.
15. Review expenses of each athletic program to determine where savings may be realized and determine the efficacy of varsity sports as tools for recruitment and retention.

Proposed Organizational Structure for Phase Two

The delivery of this report signals the completion of Phase One’s work. It is recommended that Phase Two begins the week of July 11, 2022 and runs through the end of the Fall 2022 academic semester. Additionally, it is recommended that Phase Two be organized in a manner similar to that of the University’s RASE Plan (that led to the implementation of its Major+ program) and the Safe Campus team (that managed the institution's response to the COVID pandemic) which were team-based models, with each team being composed of 10-12 members from faculty and staff and having designated chairs or co-chairs to guide its work. The teams will be coordinated by a steering committee. Teams will be formed in the following areas.

1. **Administrative Efficiencies** (focuses on business operations and processes, greater automation, consolidation of functions, and third party outsourcing partnerships)
2. **Academic Efficiencies** (examines such items as optimal course scheduling, student ratios, program dependencies and overall ROI, alternative faculty assignments, etc.)
3. **Entrepreneurship and Revenue** (identifies expansion of existing revenue sources, emerging revenue streams, new populations of students, strategies to increase retention and graduation rates, etc.)

4. **Facilities and Infrastructure** (examines the operations of our campus' physical assets and their operations as well as reviews information technology services and infrastructure)
5. **Student Services** (focuses on student programming and outreach services and their operating and cost structures.)

Additional details will be forthcoming in advance of the July 11, 2022 start date.

Appendices

Appendix A: Matters for Consideration

The attached table is a collection of thoughts, ideas, and suggestions recorded by members of Phase One of the Financial Sustainability Task Force. This information has not been vetted to ensure accuracy and/or viability. Rather, Appendix A has been presented to provide insight to the scope of operational change that was discussed by members during Phase One deliberations that resulted in the formation of the fifteen recommendations presented in this report.

In anticipation of Phase Two, Appendix A is offered for consideration as the FSTF begins exploring, hypothesizing, evaluating, and refining the fifteen recommendations. Phase Two will begin the challenging work of evaluating past practice and considering operational change across all areas of the University, while ensuring alignment with the University's Strategic Plan.

Appendix B: Community Feedback

The attached table contains community feedback on the FATF's work during the Spring 2022 semester. Feedback was collected via the FSTF website on a rolling basis in response to the three scheduled public forums. Additional feedback was received via email directed to the FSTF co-chairs, and feedback also was solicited via the FSTF website after the publication of the Phase One Draft on May 6.

Like **Matters for Consideration**, the content in this table is unedited and represents realtime responses to the FSTF Phase One's work. Appendix B should be seen as a running dialogue in the campus community regarding the University's efforts to develop sustainable financial planning models. Information in Appendix B can help Phase Two participants to better understand the community culture in which they are working.

Appendix A: Matters for Consideration

The attached table is a collection of thoughts, ideas, and suggestions recorded by members of Phase One of the Financial Sustainability Task Force. This information has not been vetted to ensure accuracy and/or viability. Rather, Appendix A has been presented to provide insight to the scope of operational change that was discussed by members during Phase One deliberations that resulted in the formation of the fifteen recommendations presented in this report.

In anticipation of Phase Two, Appendix A is offered for consideration as the FSTF begins exploring, hypothesizing, evaluating, and refining the fifteen recommendations. Phase Two will begin the challenging work of evaluating past practice and considering operational change across all areas of the University, while ensuring alignment with the University's Strategic Plan.

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| THEME 1 | | | | |
| Complete a comprehensive institutional assessment of personnel, services and resources in consideration for consolidation (and potential reallocation) to realize greater savings and efficiencies in a meaningful manner. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| A review of services that are student facing and assessing how and when these services are conducted. Develop a schedule of high peak times where student services are needed. | | | | |

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| A critical assessment of summer staffing. | | | | |
| Determine areas where duplicate services are in place. Implement staff reductions | Reduction in staff to realize savings | Consolidate redundant positions to reduce salary expense | Efficiency | Process change could take time to realize savings |
| Determine if current programs that are not revenue/recruitment generating have potential to be so if moved to a different department | Align programs with departmental strengths/missions | Departmental expertise could alter the strength and attractiveness of programming | Revenue | |
| Analysis and update of job descriptions to see if positions can be combined | | | | |
| Create a mechanism that allows for the annual analysis of costs, largest to smallest, and define and appropriate personnel to review and identify cost saving, cost avoidance measures | Lower operating cost | The University should always strive to contain costs and continually improve efficiencies | Efficiency and Containment | |
| Consolidate Academic Deans | Lower operating cost | Consolidate Deans | Containment | |

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| Consolidate Academic Department clerks | Lower operating cost | Increase number of departments assigned to Academic department clerks | Containment | While some administrative tasks could be shared among multiple departments, clerks provide valuable assistance for students looking for walk-in assistance (basically reception). That task is not easily shared among departments that are not housed in a single area. |
| Move Academic department clerks to a 9-month position | Lower operating cost | Reduced summer workload | Containment | |
| Reduce support staff in President's office | Lower operating cost | Consolidate support staff | Containment | |
| Reduce Library staff | Lower operating cost | With 30% less majors/minors, library support staff should be reduced to reflect the reduction in enrollment | Containment | Reductions in library staff should also reflect the curriculum - many if not all majors have also incorporated capstones and have integrated much more research-intensive experiences within their major and minors in the last 10 years. There may not be a simple formula as to what that reduction might look like. |
| Perform institutional assessment of contract employees. Wherever possible, suspend use | Lower operating cost | Contract employee use should be severely restricted in order to reduce costs. Work should be reallocated to full-time | Containment | |

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| of contract employees. | | employees. | | |
| If not outsourced, reduce 2nd shift maintenance staff to 2 | Lower operating cost | | | |
| Reallocate staff based upon seasonal calendar of peak loads/off-peak loads | | Move staff to other duties/departments based upon workload assessment by seasonal needs. | | |
| Allow Registrar to register graduate students and Student Accounts to process payments for graduate students thereby eliminating position redundancies in DGCE | Lower operating costs | Duplication in staff for registration and payment processing for undergraduate and graduate students | Containment/Efficiency | |
| Evaluate the possibility of a university sponsored retirement program in which employees and the university might make contributions to the retirement system in order to facilitate an early separation. Employees could use accrued vacation, sick time, smart plan, and /or university | find an enticing way to lower payroll and fringe benefits costs without the requirements of a full payout of university funds due to a forced separation | The majority of the cost to run the University is realized through payroll costs. this would have an immediate effect moving forward | containment, Efficiency | mass exodus and not a sufficient amount of the "right" people remaining |

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| contributions to buy additional years of service. | | | | |
| Develop a long term "measuring stick" that paints the true picture of the financial state of the University across all disciplines. Perform a cross discipline review of this prescribed method at some regular frequency as determined by the BOT. Define personnel, by position, who are responsible for this activity. | Enables keeping a pulse on the big picture so that small adjustments can be made to stay on course instead of drastic readjustments of large scale magnitude. | The numbers that have been shared seem to come as a big surprise to most in the room. There can only be a couple of reasons for this; A) are the numbers wrong?, or, B) have they not been analyzed in this fashion previously? | Efficiency | Spending financial resources if we are not capable of figuring this out on our own |
| Temporary Hiring Halt - Across all divisions | Reduces and/or Prevents WSU payroll from escalating until such time as a thorough review of actual needs can be determined | We are planning on hiring 20+ new FT Faculty members although our enrollment has declined by 30+% . Is this rationale being applied globally? | Containment | Not being able to balance Academic needs if enrollment numbers increase? When we say we are hiring new FT faculty that are replacement of faculty who have retired or resigned or, in a few cases, shifting of lines. |
| All positions should follow the same hiring process whether a faculty or administrative position | Consistent salary offerings based upon position budget | Ensure that all position offers are reviewed via Human Resources and Finance prior to being made to the applicant | | The problem that is intended to be solved here isn't clear; faculty salaries are governed to a degree by the CBA. |

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| THEME 2 | | | | |
| Analyze course scheduling and enrollment patterns (through the use of a consistent methodology) to identify potential opportunities for more efficient practices. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| A comprehensive review of course caps in all courses. | | | | |
| A review of courses that are needed in a student's first semester. | | | | |
| Increase course caps to reduce the number of adjunct faculty. | Reduction in adjunct expense | Too many underenrolled courses are offered | Containment | |
| Create predictive model for scheduling that has a 24-36 month scheduling window that is based upon student inputs | Allows for effective scheduling by having students provide the data used for course offerings. Helps eliminate running low-enrolled courses | Forward model allows for more accuracy in scheduling. | Efficiency/containment | When our retention of students is around 60% and we rely on transfer students, this model does not capture the needs of many of our students. |
| Allow Registrar to create schedule | Reduction in high use timeblocks to allow for a more efficient use of space and | | Efficiency | Does the registrar have the staff to manage this? In some departments, faculty change |

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| | better meet student needs | | | the courses they teach from semester to semester, and alter times/days. |
| Thorough review of how course scheduling is done. How many sections of each course are offered? How many sections are running at low numbers and not covering costs. What is the low enrollment limit for a section to run? | Offer the correct number of courses per semester | Cost savings | Containment | Duplication of work already done by the deans. |
| Review course caps. Courses have different caps. Some 20, 25, 32. Raise caps in all classes.. | Decrease number of sections needed each semester | Cost savings. | Containment | While some standardization is probably helpful, different course caps also are part of course leveling, and are part of developing different skills for a student. For example, a senior seminar would not be capped at 32. A hallmark of WSU has been its relatively small class size and the connections that faculty have with students. |
| Rolling 4 year course plan for each dept. | Less students 'needing' to take a course in last semester to graduate | Student can plan courses ahead of time and not be left without a specific course needed to graduate | Efficiency | Creates a plan that doesn't fit a high number of our students who do not graduate in four years. |
| Review the 5-year course offering history in | Determine the exact number of students in | Determine courses that could be offered less often so that | Efficiency | Increase in the number of students graduating in four |

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| departments | fall/spring/summer sections | they can be fully populated when offered | | years over the next 4 years. |
| Discuss raising the cancellation threshold for day lecture courses from 10 to ? (15?), with an eye to consolidate sections and better utilize space and personnel. Review current course caps for appropriate sizing. | Decrease running course sections at a loss to the University, reducing adjunct utilization, increasing space utilization, right-sizing room scheduling to accommodate section caps. | Freeing up adjunct dollars could be used to bolster the University budget. Better utilization of classrooms could mean reducing maintenance cost of those spaces/buildings (i.e. May Street). Review of cap sizes could provide more seats but less sections (not a huge increase, but 2 seats per section when appropriate leads to hundreds of available seats for students. | Efficiency | Possible increase in workload for full-time faculty if seats are added. Increased chance of course section cancellation. This risk may be mitigated by promoting a departmental course offering process that entails a detailed review of which courses students need to take and when they need to take them to graduate, offering similar course sections that compete with each other for enrollment, offering courses (especially required major courses) over a variety of days and times for effective student scheduling, etc. Will likely result in greater number of independent studies and directed studies (and hence EWC's) if courses required for the major are canceled due to low enrollment. |

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| Eliminate graduate day classes as part of faculty load | Increase faculty capacity to instruct day UG load. Reduce use of adjuncts | | Efficiency | We sell Worcester State as a University that prides itself on research and graduate education is part of that. Teaching a graduate course as part of load helps strengthen our graduate programs and ensures full-time faculty teach in them. Also this is negotiated and part of the CBA. |
| Eliminate academic department graduate program coordinators. Consolidate to one staff position in DGCE. | Greatly reduces costs to the University by eliminating coordinator stipends as well as course releases. | Each coordinator receives course release(s) as well as compensation. It will be much more cost effective to eliminate these practices and consolidate this function to one staff member in DGCE | Containment/Efficiency | Not all coordinators receive course releases. These are academic programs that require advising of graduate students and need faculty oversight. |

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| THEME 2 | | | | |
| Develop a consistent ROI methodology for assessing academic programming. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Create ROI model for academic departments to determine where reductions in staff are warranted | Data to make decisions regarding program sustainability | In order to make decisions about programs/departments, and whether programs should be combined, we need to have data | Revenue/Efficiency | Cannot rely on this alone for decision making, will need to part of the conversation, but not the only data point |
| Determine the average cost of educating a student at WSU, and the number of students needed to break-even | Theoretical knowledge of how to prevent WSU from future major deficits. Profit/loss can be predicted each academic year with a degree of certainty | Unless WSU knows the cost of educating a student, and the number of students needed to break even; metrics of class size (minimum number needed to run a class) and tuition cost will provide little information about staffing decisions and institutional financial efficiency. | Practical expectation of profit/loss | |
| Review past enrollment and graduation numbers for each department. Review / analyze the number of courses offered and assess needed faculty (full-time and part-time). | Ensure each academic department has the correct amount of faculty based on student demand / lack of demand | Right size number of faculty needed and cut instructional costs | Containment | |

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| Research current and future trends and demands for certain majors. | Eliminate, reduce, or consolidate majors and departments | Right size number of faculty needed and cut instructional costs | Containment | There is nothing wrong with doing this research, but remember that 1/3 of the courses that students take are LASC courses so that department's value lies not only in their majors/minors but (in some cases) in the ways that they contribute to LASC. |
| Invest in research opportunities across departments to make department enrollment more attractive to students | | | | |
| Review programs to determine whether they are profitable and/or a beneficial to stakeholders | Programs that are low-performing and not self-sustaining may need to be eliminated | The cost of servicing historically small programs may be draining financial resources by hiring large number of adjunct faculty | Efficiency | Financial profitability could eclipse the benefit of maintaining some small programs valuable to the community |
| Review which academic departments are self-sustainable (those having a positive ROI.) | Academic departments that are not self-sustaining should be reviewed for possible elimination or down sizing. | Cost savings. | Containment | While knowledge of whether or not a department is "self sustaining" may be valuable, the next step should not be elimination -- a high-cost department can also be of high value (providing students with entry into a lucrative career; providing essential critical thinking |

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| | | | | skills and community). |
| Review which academic departments are dependent on LASC requirements to fill their courses. | LASC course offerings could be pared down to right size offerings to match current and future enrollment numbers, therefore reducing some departments. | Cost savings. | Containment | Decisions about LASC should be made based on curriculum, not about ROI. In addition, departments that contribute to LASC should not be penalized or viewed as somehow inappropriately "dependent" - the general education is an important part of what we do as a university. |
| Review all programs through a specific recruitment/retention/marketing lens | Identifying programs/services/tools that are matriculation decision-makers | | | |
| Suspend First Year Seminar | Reduce costs (staff teaching) and allow faculty to teach in their discipline. | Save costs for staff stipends and allows for faculty to teach base load. Adjuncts not hired to fill void by faculty teaching outside of department core courses | Containment | FYS is linked to retention, so short-term savings might lead to problems (and income loss) through poor retention. In addition, not all faculty see teaching in their discipline as antithetical to teaching in FYS or in LASC. |
| LEI self-sustaining | All costs associated with LEI program to be self-sustaining by grants | Cost Savings | Containment | |

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| THEME 2 | | | | |
| Assess the feasibility of differential fee structures. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Pursue increased tuition/fees but in return look at additional student funding through private donors to offset costs to students | | | | |
| Review the cost of completing all majors at the university | Institutional knowledge of the approximate cost of pursuing each major at WSU | More expensive majors should have a fee structure that is more costly than less expensive majors | Revenue | Eliminating programs that are unintentionally inefficient and intentionally inefficient |
| Review the cost of completing all majors at the university | Institutional knowledge of the approximate cost of pursuing each major at WSU | More expensive majors should have a fee structure that is more costly than less expensive majors, because certain majors starting salaries are high | Revenue | Reduction in the number of students in higher price majors |
| Evaluate the current rate structure for UG and Grad enrollment. Consider varying rate structures depending on cost of the program and related demand. Align rate structure to allow for ease | -capitalize on program demand to cover cost for more expensive programs -create efficiencies in UG student registration since students have time preferences that are not confined to 8-4 pm and the current cost registration | make strategic decisions with regard to pricing and use of facilities | revenue | -may look for less costly programs at other institutions - increased wear and tear on facilities |

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| of cross registration from day to evening for UG students. Consider weekend rates and offerings to maximize use of existing facilities | process in difficult to navigate and understand - Increased revenue opportunities by offering weekend certificate/degree paths that maximize return on empty buildings | | | |
| Review specialty programs (Nursing, VPA etc) for need for additional cost per credit fee to cover all department support costs | Make specialty programs cost neutral to University | | | |

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| THEME 2 | | | | |
| Analyze accrual of discretionary APRs to establish a model that examines their cost structures and their allocations. Additionally, analyze accrual and discharge of EWCs. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Determine a new method of providing internships. Consolidation of internships throughout campus to be overseen by Career Services. Internship course offered rather than individual faculty accruing EWC | Reduction in EWC's thereby allowing less use of adjuncts. Creation of a process where the number of internships is known and managed effectively | We are unable as an institution to collect meaningful information on our internships offerings. This has greatly reduced our ability to attain State funding for various programs. We do not have a review process in place for outcomes of internships | Containment and efficiency | Loss of internships should faculty choose not to seek opportunities for students once the EWC incentives are reduced |
| Offer an internship class each semester in each academic department. Faculty could rotate as to who teaches the course. | Reduce EWCs. Also will give students a better learning experience as they could share their internship experiences with their classmates in a formal class meeting (weekly or monthly). | Reduction in EWCs (huge cost savings) and stronger learning experience for WSU students. | Containment and efficiency | |

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| All academic centers should be run by faculty without earning EWC's, APR's or receiving a stipend. Running a center should not be part of a faculty's load calculation. | Reduce accumulation of EWC and APR. Allow faculty to teach load requirements | Staffing a center should be by faculty as part of their service to the University. Receiving payment via load reduction, stipends or EWC/APR accrual is compensation - not service. | Containment | Faculty are being asked to do more and more (as are other groups on campus) - running an academic program well requires significant labor beyond serving on a committee. Teaching a 4-4 teaching load makes it difficult to pursue research, service and advising -- and to run a center/program. Advising students -- which we know is incredibly important to their success -- is one of the hidden labors of running an academic program on top of the advising we do on top of our departmental advising. |
| Prohibit academic department Chairs from accruing EWC's by teaching courses over their allotted load | Reduce accumulation of EWC's that will eventually lead to use of adjuncts when expended | Reduction in EWC's | Containment | Will move EWC's on to other members of the department and will not actually save money or reduce the total number of EWC's. |
| Review Academic Centers for utilization rates. | Suspend any Centers that are under utilized by students and are not cost beneficial to WSU at this time. | Faculty earning EWCs for a Center could return to the classroom. Also reducing EWCs earned. | Containment and cost reduction | Measuring utilization rates when we have been in a pandemic for 2+ years will be challenging. |

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| Develop and implement a draw-down schedule for accrued EWC's that, within 3 years, will bring all faculty accruals to no more than 3 EWC's | Reduce EWC backlog and the outstanding cost liability the University faces for these credits. | Reduction in EWC's to a manageable cost liability level | Containment | An interesting plan, but not one that will save the university any money in the next three years. Will require hiring of adjuncts to cover faculty course releases as they discharge EWC's. |
| Implement a process whereby no more than 3 EWC's are accrued each academic year | Reduce annual EWC accruals to a managing level | Reduction in EWC's to a manageable cost liability level | Containment | Would need to be accompanied by a wholesale faculty hiring plan that ensured there were sufficient faculty to meet student needs. This is particularly an issue in departments/disciplines where WSU salaries are low compared to what people can make in the private sector. |

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| THEME 3 | | | | |
| Determine cost/benefit of off-campus properties. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Determine the cost of maintaining all off-campus properties | Knowledge of which properties are unintentionally and intentionally efficient | Need data to inform decision making | Revenue/Efficiency/Containment | Divesting property and eliminating services that would have future benefit to the University |
| Assess the functional value of all off-campus properties | Determine what properties need to be divested and what to keep, not based solely on cost but function | Knowledge about whether off-campus properties could be better fiscally managed and become income producing properties | Revenue/Efficiency/Containment/Reduction | Divesting property and eliminating services that would have future benefit to the University |
| Examine remote staffing options to consolidate office space and reduce need for off campus properties | | | | |
| Liquidate all off-campus properties. | Cost savings | Off-campus property costs are near \$2M/annum | Containment/reduction | Center for Crafts, in particular, provides valuable part of studio space and a great connection to the City of Worcester |
| Determine cost/benefit of selling May St | Revenue | Will the University ever be able to afford building on this site | Revenue | |

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| THEME 3 | | | | |
| Review ITS software, hardware, and service agreements and inclusive procurement processes to determine if savings can be realized. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Take inventory of the different software required by different departments | Possible consolidation of resources and reduction of expense | Current software, hardware and service agreements may be functional for a variety of departments and service areas on campus | Efficiency and cost reduction | Making decisions about hardware/software that negatively impact academic quality and student preparedness for the world of work |
| Examine current agreements and whether less expensive alternatives can be used | | | | |
| Review procurement practices for IT equipment purchases | Is Dell the best deal going? | perhaps lower procurement cost | cost reduction | |

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| THEME 3 | | | | |
| Determine operating costs for campus building portfolio (including residence halls) to evaluate potential cost savings. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Evaluate the potential of altering building hours of operation due to course scheduling improvements or reduced Summer schedule/ residents | reduced utility cost by reducing HVAC limits and water usage. Lower maintenance costs by reducing labor and supplies. lower waste disposal costs | Academic, office and res hall spaces should be cycled down when not in use. | Containment / Efficiency | Faculty and student research projects in some buildings will require an open and fully functioning building. |
| Evaluate what building/ energy tracking information is currently available and define what additional info would be needed to enhance savings. | Information would be useful for determining ROI/ payback on cost savings projects, alterations, methods, practices. | provides a baseline to evaluate changes against. | Efficiency | |
| Identify space utilization practice | Maximum occupancy of available space | Knowledge of WSU's space utilization | Efficiency | |
| All existing and future Foundation-owned properties's operating costs are funded solely by the Foundation | Reduced University operating costs | The Foundation should support all costs of their properties rather than the University assuming these costs. If the Foundation cannot support the | Containment | Low |

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| | | costs, the property should not be purchased. | | |
| Evaluate if Sullivan can be mothballed for summer | reduce costs | Move all summer classes to Ghosh and LRC. Mothball Sullivan to save on energy and maintenance costs | Containment | There are people who work on a 12-month schedule in Sullivan. Faculty have teaching and research materials in their offices. (Perhaps not insurmountable, but solutions would need to be developed). |
| Return to non-COVID building operating schedules | reduce energy and maintenance costs | Stop running building's HVAC equipment 24X7 to reduce energy costs. Eliminate use of MERV 13 filters to save on costs and reduce end-of-life expectancy to motors/systems that were never designed for this filter media. | Containment | COVID isn't over yet and with a projected end to masking and other mitigation strategies (full classrooms, no social distancing), giving up on good ventilation will lead to higher infection which means greater disruption to student, faculty, and staff lives. |
| Consolidate Res Hall usage during summer months and/or due to reduced academic population. Mothball space, floors, buildings that are not needed | lower energy and maintenance costs | | containment | |

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| THEME 4 | | | | |
| Partner with the other institutions in the state system (as well as other appropriate outside parties) to advocate for an increased percentage of the Commonwealth's budget to redress the significant funding shortfalls that began in 2010 and which places an inequitable burden on state university students. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| COP to create a joint strategy and implementation plan | Increase State appropriations to State Universities by at least 15% | State funding was greatly reduced in 2010 with no recovery to pre-2010 levels in the past decade | Revenue | Legislative action required. Immediate return very questionable |
| Student Advocacy - educate students on budgetary needs. Provide opportunity to join with other State U's to lobby for legislative change | Increase State appropriations to State Universities by at least 15% | State funding was greatly reduced in 2010 with no recovery to pre-2010 levels in the past decade | Revenue | Legislative action required. Immediate return very questionable |
| The President, in conjunction with the COP and DHE, should recommend that the State consider an early retirement plan. | This would offer an escalated approach to thin the workforce | Perhaps some of the cost of reducing payroll would be put back onto the State. Additionally, we are not the only State University experiencing financial instability | Containment | Too many people would decide to leave? |

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| THEME 4 | | | | |
| Develop a strategy to review university data that is submitted to DHE to maximize return from the Commonwealth's higher education funding formula. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Examine current categorizations of data and what changes can be made to increase return | Increase in formula funding | There is some lee-way in how costs are categorized when reporting data to the DHE. We can examine where our categorizations should be edited to maximize our funding | Revenue | None |

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| THEME 4 | | | | |
| University Advancement, Conference & Events Services, DGCE, and all revenue-based programming will be cost neutral to the University. Expenses funded by the University will be reimbursed in total through revenue generated by such areas, based on a TBD ROI methodology. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Develop ROI for revenue generating programs | | | | |
| Look for grants to specifically support staff positions in advancement | | | | |
| Determine how to return funds collected for specific purposes to the associated departments | | | | |

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| <p>Explore utilizing the May Street building for event rental, weddings, showers, parties, etc. I know it's a stretch, but the temple part of May Street could be used for ceremonies, and the banquet hall used for receptions, plenty of space, and a stage for bands/musicians. Chartwells could cater buffet style events.</p> <p>Communications/photography-video students could intern at events giving them college credit and offered at a reduced rate to customers. Perhaps art students earn credit by decorating for various events. Discount for former WSU students/alums. Campus has some nice spots for possible wedding photos, the gates, the fountain, Lake Ellie, Admin columns. May Street has its own parking lot and is centrally located in Worcester.</p> | <p>Increase (now and future) in rental revenue. WSU becomes known as the place to have your event, at a reasonable cost, while attracting alums who might consider donating to the University as well as offering a service to the people of the city of Worcester and surrounding towns.</p> | <p>Now that we are returning to in-person events, this would be a way to make a splash with folks who can't wait to gather again and would bring events back to campus as well as strengthening bonds with former/graduated students. especially students who met their significant other while at WSU. These stories can be told in the Alumni newsletter to possibly attract more interest.</p> | <p>Revenue</p> | <p>The cost of maintaining the May Street building. Chartwells, can they handle these events? Would they want to? Workload on CESO, new position required? Might take time to see a profit. Much (if not all) of May St. is not ADA compliant.</p> |
| <p>Prepare a Return on Investment for revenue generating departments such as: Conference and Event Services, Institutional Advancement, and DGCE</p> | <p>Reduction in staff to realize savings</p> | <p>Revenue generating department must be able to cover their costs</p> | <p>Efficiency and containment</p> | |

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| Determine if summer conferencing generates income by creating accurate ROI for summer events. This ROI should include residence hall usage. | Determine if the University is actually realizing income by running summer events. ROI should include ALL operating expenses including staff costs outside of Conferencing (Facilities/ResLife/UDP etc), energy costs, space depreciation costs, maintenance costs etc. | Confirm if the University is actually realizing income and, if so, at what rate | Containment | |
| Determine if conferencing hourly space rates for all venues/rooms are covering costs | Determine if the University is charging the appropriate amount for all venues/rooms to cover costs and earn revenue | Room/venue rates could be too low and the University is losing money via rentals to outside groups | Containment/Revenue | |
| Determine winter session's profitability margins | How profitable are we when running winter sessions? Determine ROI for each class using operating expenses in ROI model | Confirm if the University is actually realizing income and, if so, at what rate | Revenue | |

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| Suspend graduate assistant stipends | Lower University expenses | Graduate assistants maintain free tuition and fees but do not receive pay | Containment | Graduate student stipends for the work that they do is part of raising the academic profile of the university. |
| University Advancement to 100% fund their postage fees | Lower University expenses | University Advancement should move to electronic distribution of all communications | Containment | |
| Make the Speech/Language/Hearing Center cost neutral to the University | Lower University expenses | The clinic should at a minimum be cost neutral to the University and investigate if this could actually start generating revenue. If costs are not covered, the Clinic should be closed until a budget crisis no longer exists | Containment/Revenue | The possibilities for public outrage at the closing of the Clinic, especially if the budget gap (if it exists) is not particularly large, seems quite large. |
| Explore the potential for targeted marketing to former WSU students with possible unfinished undergraduate/graduate degrees as well as students from other colleges and universities, especially those students who have higher numbers of completed credits. | Increase enrollment numbers, possible boost to DGCE course enrollment whose dollars the University retains. | Transfer numbers are low. Other universities are advertising "Finish your degree at XYZ " and offering flexible paths to a degree. For WSU this might look like granting these students a transfer block catalog year, no matter where their prior credits are from, as long as Mass transfer block requirements are complete. We would need to explore if DHE would allow this. This would exempt these students from the Major+ requirements, but alternately, might allow them | Revenue | DHE may not approve of degree requirement adjustments. Marketing budget is already low for WSU, creative means of getting the word out might need to be explored, especially to adult learners. |

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| | | the schedule flexibility to pick up a minor/concentration. | | |
| Review staffing in CESO for possible reductions if not cost neutral. | Lower expenses | If CESO is not profitable, then why continue to staff this group. If not profitable, stop all outside events, to cut down on the wear and tear on the university facilities, which leads to additional costs. | Containment | CESO did amazing work during the pandemic to transition to zoom events, hybrid events, and then in-person, zoom and hybrid events, They also were instrumental in the vaccine clinic. Firing the staff of CESO feels like a public relations disaster as we begin to emerge from the pandemic. Also CESO does important internal work for the university - not just external events. |
| Review staffing in Advancement for possible reductions if not cost neutral. | Lower expenses | If not profitable, then why continue to over staff this group. | Containment | Foundation money is/has been an important source of revenue as state sources have dried up. University Advancement has been filling gaps in the budget -- is firing staff the answer? Maybe better accountability or transparency, or more strategic use of Foundation funds. |

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| THEME 4 | | | | |
| The University creates a comprehensive enrollment plan for the entire University, both undergraduate and graduate programs, with measurable outcomes and responding to changing market conditions. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Determine the inefficiency of the current model utilized by enrollment management | Quantify and or describe the need for a new enrollment management plan | Provide the university community with a reason for adopting a different enrollment management strategy | Hopefully the new model will reduce redundancy and unintentional costs | Loss of administrative jobs |
| Inventory 4+1 programs | | | | |
| Examine data currently used in enrollment plan and what additional data may be needed | | | | |
| Enrollment Management and DGCE should provide monthly reports for retention and enrollment of students by classification (full-time, part-time, dual enrollment | An accurate accounting of student enrollment by classification and REVENUE. | Seat counts do not provide this data and mask what earnings may be. EM and DGCE need to be equally focused on revenue as they are on seat fill rates. | | |

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| etc) and the revenue associated with each classification | | | | |
| Track effectiveness of major + minor programs. Determine costs of the program | Is this program truly attracting students to WSU? EM to create valid assessment techniques related to the major/minor program for students who did not enroll at WSU as well as for those who did enroll to determine if this graduation requirement if improving enrollment | Measure cost/benefit of major/minor program including student views on program | Efficiency/containment | Major+ has just been launched. Certainly it should be assessed. However, within the 3 year timeframe of this particular committee, this seems outside of the scope. |

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| THEME 5 | | | | |
| Review direct student servicing departments to determine proper staffing levels and seek to consolidate and/or reallocate services where possible. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Determine staffing needs for all student servicing departments | Knowledge of students servicing departments that are below, at, or above service capacity level | Data will inform decision making, and provide answers to questions about strategic recommendations | Revenue/Efficiency/Containment | Certain student populations may not receive the service representation they desire and deserve. |
| Review potential efficiencies for rehousing Club sports to the Athletics Department | Change model of WSU Club sports from student to institutionally driven | More intentional programming could lead to recruitment and retention benefits | Revenue/Efficiency/Containment | Facility strain and current STF funded model may not lead to worthwhile venture |
| Student clubs to be cost neutral | | | | |
| Student clubs to support salaries of professional support staff | Cost reduction | | | |
| Increase supports for veterans, first generation students etc so we can expand our enrollment pool and be leaders in | Increased retention and outcomes | We do provide support for these groups. But are we the leaders? Can we do more? | | |

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| enrollment of these groups | | | | |
| Review OSILD spending. Has it decreased to correlate with drop in student enrollment? | Cost reduction | Student enrollment is down 30%, spending should be down as well. | Containment | |

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| THEME 5 | | | | |
| Review expenses of each athletic program to determine where savings may be realized and determine the efficacy of varsity sports as tools for recruitment and retention. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
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| Quantify the expense of each varsity sport and the impact it has on attracting and recruiting students to the University | Determine which varsity sports are efficient and effective. We may need to recruit more students for successful programs | Knowledge needed for decision making | Revenue/Efficiency/Containment | |
| Review transportation model of renting per trip is the most efficient model | Determine if current transportation model is most efficient for department/University | Do campus wide transportation needs/costs align with large line item in Athletics budget | Efficiency/Containment | |
| Quantify the expense of each varsity sport to determine if several should be eliminated (perhaps substituted with lower cost sport). | Cost savings | Develop ROI for each sport - including retention in the model - to determine cost/benefit of each team | Containment | |

| Miscellaneous Items | | | | |
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| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Explore grants a way to add revenue and needed structures to encourage grant writing. Strengthen supports for seeking grant dollars for equipment replacement and supplies | Increased monies for replacement of aging lab equipment. Increased research activity and visibility | Grant money is prestige, indicates a thriving University and a viable structure will allow for revenue generation | Revenue | |
| Look into stronger transportation connections to Worcester to encourage enrollment from neighboring communities | encourage enrollment from outside Worcester county | Currently a majority of our enrollment is from a small geographic area | | |

Appendix B: Community Feedback

The attached table contains community feedback on the FATF's work during the Spring 2022 semester. Feedback was collected via the FSTF website on a rolling basis in response to the three scheduled public forums. Additional feedback was received via email directed to the FSTF co-chairs, and feedback also was solicited via the FSTF website after the publication of the Phase One Draft on May 6.

Like **Matters for Consideration**, the content in this table is unedited and represents realtime responses to the FSTF Phase One's work. Appendix B should be seen as a running dialogue in the campus community regarding the University's efforts to develop sustainable financial planning models. Information in Appendix B can help Phase Two participants to better understand the community culture in which they are working.

| Timestamp | Your Feedback, Questions, or Comments | Note |
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| 3/15/2022 7:02:18 | <p>WSU used to have a program for nurses with an RN license and a bachelor's degree (in something other than nursing) to pursue a master's degree in nursing. We no longer do. Presumably it was deemed inefficient or unprofitable, but for what it's worth, there is a need for such a program. My wife is in exactly this position, with a bachelor's degree in biology and an RN license, and has been forced by lack of options to pursue a bachelor's degree in nursing in preparation for pursuing her master's degree. This she is doing online at Fitchburg State, where the quality of instruction is for the most part atrocious. It will be too late for my wife, but nursing remains a very competitive field in Massachusetts, and it is possible that this program would attract enough students to make it a worthwhile revenue stream.</p> <p>Thanks for the very important work you're doing.</p> | Website Form: Forwarded to FSTF |

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| 3/16/2022 12:27:03 | <p>Idea for making more money. Bring more students into popular competitive programs of nursing and OT. There would have to be faculty and resources added but that is a guaranteed population that wants to come.</p> <p>Another idea. Get rid of the Center for Civic Engagement and add an identification code for courses that have community service learning components.</p> <p>Thank you Pam Hollander</p> | Website Form: Forwarded to FSTF |
| 3/21/2022 12:37:54 | Is the Task Force considering Retirement Incentives as a way to save WSU money? | Website Form: Forwarded to FSTF |
| 4/5/2022 13:55:43 | Can we have an *actual* forum? The last "forum" was just the two chairs talking to us and they only took one question. | Website Form: Forwarded to FSTF |
| 4/15/2022 12:29:00 | P. 8 Student Charges states that "Operating revenue for FY 2023 is anticipated to be flat with an additional \$5M from the State to address collective bargaining and fringe benefit costs"--yet this year's res housing garnered 80% occupancy vs. the projections of 61%. What are you projecting for this year's residential housing occupancy? Do the figures that were presented Tuesday include the newly acquired resi housing surplus of 2.7 million that were placed in reserves? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | \$38,809,888 related to OPEB. We know of several municipalities that don't have the capacity to put any funds into OPEB, which happens regularly. | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | Can we use OPEB for our operating costs in times of financial restraint? If not, could we just lower the amount of OPEB funds that we contribute to annually? Who determines the amount that we have to provide annually? Why did our OPEB go down from 2020-2021? OPEB (38,809,888) (39,218,355) | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | During FY 2021 over \$3,792,834 of critical repair, small repairs and deferred maintenance projects were accomplished of which approximately \$554,620 worth of improvements were capitalized. Can we receive a summary of what the repairs and improvements were? | Forwarded to Administration and Finance |

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| 4/15/2022 12:29:00 | Of the increased residential housing increase, approx. \$500,000 was replaced into this year's deferred maintenance. Do we know what those maintenance items will repair / how these reappropriations will be used? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | TRUST FUNDS: - 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 \$1,595,294 and \$254,552 as of June 30, 2021 and 2020, respectively. In addition, the State Treasurer held cash for certain University trust funds in the amounts of \$4,898,568 and \$6,370,930 as of June 30, 2021 and 2020, respectively. None of these cash balances are insured or collateralized. How are trust funds established? Can academic departments establish trust funds? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | 2021 Independent Auditor's Report: In the 2021 Independent Auditor's report, p. 58, FUNCTIONAL EXPENSES – what is the gross expenditures for faculty instructional support vs. administrative, and how does that get broken down in the report? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | 2022 Independent Auditor's Report: P. 65, what is the breakdown of staff vs. admin numbers? Can we obtain an institutional report on the growth of staff, admn, and faculty / adjunct lines over the past 10 years? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | 2023 Independent Auditor's Report: We see that trust funds have been established for residence halls & equipment, student activities, health services, parking fines, wellness center, strategic plan etc. Can academic programs set up trust funds each year (let's say to cover lab fees or program fees)? | Email Receipt; Recorded for Phase Two |
| 4/15/2022 12:29:00 | 2025 Independent Auditor's Report: What will the \$2 million set aside for the critical repairs project go toward? | Email Receipt; Recorded for Phase Two |
| 4/15/2022 12:29:00 | 2026 Independent Auditor's Report: What is the budget load for Women's Ice Hockey (\$218,750+?) [finance and facilities packet] | Email Receipt; Recorded for Phase Two |
| 4/15/2022 12:29:00 | 2027 Independent Auditor's Report: Do you have the third quarter revenue and expense sheets from Munis or the budget program we use? There is an indication that the university anticipates Academic reviews? \$10,000 in 2023; yet we know that not all departments completed their reports / outside review reports in previous years during COVID (ours was one of them). | Email Receipt; Recorded for Phase Two |

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| | Will we be asked to complete them? | |
| 4/15/2022 12:29:00 | 2028 Independent Auditor's Report: Restore food for sports + training camp + intersession \$192,958 [730-FFF01]. Will academic programs also have restored food | Email Receipt; Recorded for Phase Two |
| 4/15/2022 12:29:00 | 2029 Independent Auditor's Report: Restore capital adaptation and renewal \$2,000,000 [353-NNN16]. What will be on this list. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Change the name of the document from "Action Items" to "Suggested Areas for Phase Two Committees to Consider". | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | I would recommend the chart have only one column under each theme with bullet points for general ideas. No "Desired Outcome", "Rationale", "Revenue/Efficiency/Containment" and no "Risk" columns. That work should be filled in by the Phase Two committees based on data and careful consideration and discussion with affected areas. As the chart stands, some of this is filed out (incorrectly) but much is not. It is mis-leading. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Also, some of these recommendations are about evaluating and examining and others are definite actions "eliminate", "remove" etc. Should be consistently about evaluating and examining. Let the Phase Two committees do this work. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme One: "Consolidate Academic Deans" – I assume this means academic dean positions. Why only academics? We have assistant and associate and full deans in Enrollment Management and Student Services as well as Academic Affairs. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme One: "Perform institutional assessment of contract employees" – Remove the second sentence. The recommendation to suspend 03 contractors should be researched and recommended from the Phase Two committee. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme One: "Allow Registrar to register graduate students and Student Accounts to process payments for graduate students thereby eliminating position redundancies in DGCE" – Student accounts DOES process all DGCE payments. We DO NOT have any staff in DGCE dedicated to registering students and processing payments. I would restate: "Examine the bifurcated process of students registering through both DGCE and the Registrar's Office | Email Receipt; Recorded for Phase Two |

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| | to determine if one point of registration would provide efficiencies and cost reduction.” | |
| 5/5/2022 14:53:00 | Theme One: “Evaluate the possibility of a university sponsored retirement program...” – the comment in the last column about “right” people is offensive. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme One: “All positions should follow the same hiring process” – this should not be included. The faculty hiring process is mandated through CBA and there are very specific differences. Not sure what this tries to solve. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Allow Registrar to create schedule” – this would be completely unworkable for DGCE. Should be removed or specify day school only | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Eliminate graduate day classes as part of faculty load” – This is prescriptive and not workable, especially for graduate programs with external accreditation that REQUIRES instruction by full-time university faculty. Change wording to “Examine the impact of graduate courses being taught as part of load” | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Eliminate academic department graduate program coordinators. Consolidate to one staff position in DGCE.” – Sorry, but this is a ridiculous idea. Our graduate program coordinators make admissions decisions for over 30 graduate programs and advise well over 700 graduate students. This comment shows a lack of understanding of how the Graduate School works. Change to “Evaluate the cost/benefit of the current graduate program coordinator compensation model.” The third column is completely erroneous. We have 20 graduate coordinators, and ONE gets a course release in addition to a stipend to work with the graduate program. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Suspend First Year Seminar” – This is universally recognized as a “best practice” in higher education. Restate: “Examine the cost/benefit of the First Year Seminar”. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Pursue increased tuition/fees” – I would add to this, “Consider for DGCE an automatic increase in DGCE tuition/fees directly in relation to CBA increases each time the cost of paying DGCE faculty goes up.” | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Review the cost of completing all majors at the university” – this | Email Receipt; Recorded for Phase Two |

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| | appears twice. | |
| 5/5/2022 14:53:00 | Theme Two: “All academic centers should be run by faculty without earning EWCs...” – Again, a statement without research or evaluation. Rephrase to “Evaluate the use of EWCs, APRs and stipends for leadership of academic centers.” | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Three: “Liquidate all off-campus properties” – This is a sweeping recommendation with no research or data. Also, the Craft Center isn’t owned by WSU, it is owned by the Foundation. Change wording to “Complete an inventory of off campus properties to determine their value and importance to university operations.” | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: Determine Winter Session’s profitability margins” – DGCE does not run any classes over winter session that do not make a profit. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Suspend graduate assistant stipends” – Again, a recommendation without any research or data. Change wording to “Examine and evaluate the cost/benefit of the current graduate assistantship program and make recommendations for decreasing cost or to establish funding from other sources (for example through University Advancement).” [Note: the strategic plan calls for INCREASING graduate assistantships.] | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Make the Speech/Language/Hearing Center cost neutral” – the parenthetical notation “(if it exists)” in the last column is inappropriate. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Explore the potential for targeting marketing to former WSU students...” – We actually have done this in the past. DGCE has practically no marketing budget so this is a challenge. But we do periodically reach out | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Review staffing in CESO for possible reductions if not cost neutral” – CESO is a service office for the UNIVERSITY, not just outside conferencing. Why would it be required to cover its own operations? Would love to see the university function without CESO (not possible). | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Enrollment Management and DGCE should provide monthly reports...” – The note in the third column is offensive. It implies DGCE is not focused on revenue. We are. | Email Receipt; Recorded for Phase Two |

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| 5/6/2022 14:00:00 | Don, you mention that Matters for Consideration table - it's listed in my draft form as Action Items for recommendation and we were told at the President's cabinet that this was going to the Board of Trustees. Are you going to change the heading of the draft charts to clarify that they are not "Action Items" as currently listed in the header? | Public Forum; Already Addressed |
| 5/6/2022 14:00:00 | I question whether ROI is appropriate methodology | Public Forum; Addressed by Phase One; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Does this mean increasing class size and course schedules not managed by Chairs and the Deans? | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Amplifying that we need to take this to the state, to actually fund the PUBLIC universities. | Public Form; See Phase One Report, Recommendations |
| 5/6/2022 14:00:00 | I've seen the metric that university enrollment is down 30%. I'm not a mathematician, so does that mean we're down 1500 students for next year? Can you explain this data point to those of us who aren't statisticians? | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Also, how are students being involved in this process? They are the ones who will be most affected by cuts, and I don't see any student representation on the steering committee. | Public Forum; Regular Meetings with Student Government Leaders; Recorded for Phase Two |
| 5/6/2022 14:00:00 | I question the Rationale number for the "Reduce Library Staff" - Where did you get this" 30% less majors/minors figure," and what exactly do you mean by that? | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | How was this group established? Was the Union leadership consulted about its creation? | Public Forum; see worchester.edu/FSTF ; Union Leadership participated in the formation of the committee |
| 5/6/2022 14:00:00 | Will phase 2 committee structure be more balanced? Right now phase 1 is heavily comprised of one division | Public Forum: See Phase One; Recorded for Phase Two |
| 5/6/2022 14:00:00 | I would imagine if we're really taking a broad look, ALL areas of the university from administration all the way down will be assessed, yes? | Public Forum; Yes |
| 5/6/2022 14:00:00 | Why was an outside consultant not brought in as it was for the Strategic Plan? That would help with process, trust and lack of conflicts of interest | Public Forum; EAB is the University's Outside Consultant; Recorded for Phase |

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|-------------------|---|--|
| | | Two |
| 5/6/2022 14:00:00 | How do we ensure that the data is correct? There have been problems in the past with double majors not being reflected accurately (and while that doesn't mean there are more students, it DOES mean that those areas are not being reflected for the work they do and the students they need to service). | Public Forum; Part of Data Governance Initiative; Recorded for Phase Two |
| 5/6/2022 14:00:00 | How can we also get a sense of the students who are now returning/coming back to finish degrees they may have paused due to the pandemic? (Anecdotally, I know of several who I have advised—this is a trend we should pay attention to as well) | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Will an explanation be provided in the appendix as to what the process was for the ideas in the “Matters for Consideration Table”? Not all items in the chart are consistent. No value-impact column was assigned in the ‘Action Plan’ chart; nor any alignment with the Program Review. | Public Forum; See Phase One Report; Recorded for Phase Two |
| 5/6/2022 14:00:00 | In conversations with the President earlier this year, DEI committees were assured that the university's commitments to supporting DEI initiatives would be carefully considered in the FSTF process -- can someone please speak to how DEI concerns are being addressed (I have not seen the draft report yet). | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Union inclusion does not mean that CBA violations are not being proposed. There are in fact “matters of consideration” in the table that ignore / bypass / violate the CBA and our own governance process. - i.e. internships being allocated to a non-academic entity / EWCs / APRs are already determined within the contract and are already discretionary as noted in the CBA. They are already approved by admn. | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Any word on reducing the number on NUPs or the myriad of AVPs? | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | The entire campus was crowd-sourced with the latest Strategic Plan. Yet Phase I did not align with any SP elements. Will Phase II include the Strategic Plan? | Public Forum; Yes--See Goal #6; Recorded for Phase Two |

| | | |
|-------------------|--|--------------------------------------|
| 5/6/2022 14:52:22 | <p>Some recommendations for consideration for Phase II:</p> <p>1) During breaks, like Summer and Winter, there may be an opportunity for staff to use a Work From Home model, similar to what happened during the Covid-19 Pandemic. This would give the opportunity for the university to shut down utilities to certain buildings (ie: electricity, water, reduce the need for heat and air conditioning), therefor saving money in overhead for operations cost and maintenance workers. Reducing the in-person footprint except for the bare essentials - such as a Clerk coming in once a week, on a Friday, to collect mail and manage any other in-house processes - can be done. We have seen this model with Covid.</p> <p>2) Find ways to be energy efficient by working with our Environmental Science Department and Urban Studies. Look into refocusing the campus energy source by installing solar panels. While initially an upfront cost, long term savings could be done by the campus supplying it's own electricity and then some that goes back into the power grid. While I'm presuming we automatically get rebates from power sources from the government (maybe? I'm not sure of the nitty-gritty finer details), there does come a point where the solar panels pay for themselves and that National Grid begins paying those with solar panels.</p> <p>3) Stop planting pansies, pulling them up, and then planting other plants! While landscaping is important, use annual plants that will come back year after year instead of wasting money on flowers that bloom for a short amount of time. Plant flowers that help bees and other creatures. Plant shrubs that bloom and small flowering trees. Don't waste money on plants that will just be ripped up later.</p> <p>4) Consider offering more online options to appeal to adult learners and non-traditional students. As someone who was a non-traditional student, it was imperative that I finish my undergrad degree online because I couldn't afford not to work. Incorporating online degrees and appealing to adult, non-traditional, and distance learners is going to be incredibly important to stay relevant in a post-Covid world. This can also help in reducing the on-campus</p> | Website Form: Forwarded to Phase Two |
|-------------------|--|--------------------------------------|

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| | footprint costs. | |
| 5/6/2022 15:37:23 | Change item in the Sheets Related to the Latino Education Institute to read: Generate more income for WSU from the LEI. Action Step: Apply consistent overhead costs on grants and charge a rate for use of off-campus facilities. Risk: More extreme actions such as eliminating the LEI from the budget risks community alienation, harming relations with the only group growing in #s in the public school and thus enrollment. | Website Form: Forwarded to Phase Two |
| 5/6/2022 15:55:11 | First of all, I wanted to let you know I am extremely impressed with the work of the FSTF thus far. This is NO small task, I I fully understand and appreciate all of the hard work. I wanted to offer one comment/thought (perhaps suggestion?) for consideration. It is very likely this was formally discussed. But, if not, perhaps consideration for Phase 2: Question: I was curious if there has been any discussion on establishing goals/benchmarks in regards to either cost savings or revenue generation, either overall or for each theme? These may include both short term and long term targets. This *may* help participants of phase 2 focus efforts on impact items (helps to ensure folks don't go a mile wide and an inch deep, or focus efforts on high intensity/low yield items). Of course, the goal may just be to eliminate the 10M gap. Just thought it was worth a mention! Thank you for all the hard work. | Website Form: Forwarded to Phase Two |
| 5/13/2022 10:36:03 | A suggestion for the FSTF could be to consider a 4 day work week. Studies have shown the benefits of 4 day work weeks, including increased productivity and increased satisfaction for employees, reduced carbon footprint, and an attractive advantage when hiring, as well as financial savings. Financial savings would include savings on things like utilities (lights, electricity, etc.), and possibly with less turn over due to increased job satisfaction. | Website Form: Forwarded to Phase Two |

| | | |
|--------------------|--|--------------------------------------|
| 5/13/2022 15:22:00 | <p>Ooof. Where to start. I was saddened by the tone of this report. Angry in fact. Here we are at the end of a pandemic that affected so many of us deeply. Many of us continued to do our work even though we were under terrible stress. And then we have to read this cold, business/marketing sounding document which made me feel more like we were running a food shopping business rather than a school. What kind of culture are you trying to build here? I have one question: have ANY of these short-sighted ideas EVER worked? Anywhere? I'd love to see some data on that, because I'm pretty sure most of these chop-and-see ideas have just destroyed the hearts of most places. And one comment: "ROI"'s have NO PLACE in public education. NONE. This doesn't mean we shouldn't think about being efficient nor does it mean we shouldn't think about how we can reduce costs. But, if we bring in one more consultant to charge us a half million for some inane idea I might just leave. I want to see us making a statement about what it means to be a public institution of higher education and put our resources and our hearts into that. Also, there is no methodology on your list of ideas at the end.</p> | Website Form: Forwarded to Phase Two |
| 5/13/2022 16:51:21 | <p>I was dismayed to see that the phase one report included many items that were proposed (Firing University Advancement for example) with no context, no sense of understanding how these are actual people who work hard every day to improve the University - and that an idea that is tossed out in a focus group - would make it past management filters and into the public domain. I understand that "everything is on the table" but to be so blatantly disrespectful of an entire division that consistently raises more than \$4 MILLION every year to support students, academic programs and infrastructure is completely unacceptable. I would expect better. It is one thing to "kick around ideas" but to publicly publish to the entire campus community is ridiculous and disrespectful.</p> | Website Form: Forwarded to Phase Two |
| 5/13/2022 18:37:50 | <p>The revenue and entrepreneurship section seems to be missing certificate programs, perhaps through Center for Business and Industry, or DGCE. These are neither grad nor undergrad programs. Closest examples - Regis College and Lasell College are offering versions of them.</p> | Website Form: Forwarded to Phase Two |

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| 5/15/2022 23:16:29 | <p>Here's what I sent for feedback to the "task force"...</p> <p>(1) The appendix is antithetical to the focus of the Phase One of the FSTF - "Phase One's work centered on broadly defined themes that enabled the Task Force to look at University operations, resources, and programming from comprehensive and cross-functional perspectives". Many of the comments included in the appendix are subjective, misleading, or simply inaccurate. The themes that run through the appendix are far from broad, and in some instances quite pointed. Several requests were made by both members of the task force and members of the Cabinet to remove the appendix prior to distribution to the campus, but it was sent regardless. The toxic impact this has had on morale is palpable and was completely avoidable.</p> <p>(2) The structure of the Phase I committee was disproportionate. The preliminary task force was composed of a large number of staff from Facilities (25%), a department conspicuously missing from any recommendations in the appendix despite having considerable opportunities for outsourcing and/or consolidation of duties. Including the advisory/support members of the FSTF, the percentage of members from the Division of Admin and Finance expands to over 40%. It is difficult to see this as a fair and neutral process when with such skewed representation. Additionally, it should be noted that there was no representation from any of the offices recommended to move to a cost-neutral budget.</p> <p>(3) The suggestions of ceasing all external events are subjective, short-sighted, and simply impossible. Eliminating external events will have a direct impact on enrollment. A single external event (e.g. state cheerleading championships) can bring more prospective students and their families to campus in one day than take a campus tour over an entire year. These "exposure" (revenue generating) events are an important component of introducing WSU to future students through the many events, programs, activities, and camps they attend on-campus. Additionally, as a state institution, the university has a civic responsibility to open our doors to the various community and governmental organizations who use our facilities on a regular basis.</p> | Website Form: Forwarded to Phase Two |
| | Financial Sustainability Task Force Phase One Report -- | 54 |

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| | <p>(4) The suggestion of moving Conference & Event Services to a cost neutral model is misinformed. CESO is 2/3 internally focused during the academic year. Even during the (internally) slower summer months, 1/3 of our time is spent supporting university business while generating over half of our annual revenue from summer conferences.</p> <p>(5) The suggestion of outsourcing conferencing services shows a complete lack of understanding of the industry. There is no such option. My professional staff frequently work well beyond the required weekly hours (e.g. 90+ hours just this past week for Commencement/Reunion). Even if an outsourcing option was a possibility, these hours would be invoiced by an external vendor.</p> <p>(6) There are no proposed considerations in the appendix for “back of the house” operations.</p> | |
| 5/16/2022 9:29:52 | Suggestion: Explore a 4-day (10 hour) work week. Many municipalities and medical offices use this practice. Consider a Tuesday thru Friday schedule thereby saving the cost of paying for Monday holidays as many individuals would not be scheduled to work on Monday. Research suggests 4 day weeks are cost effective and morale boosting. | Website Form: Forwarded to Phase Two |
| 5/17/2022 12:51:52 | How was the consulting firm EAB chosen? How much did it cost? | Website Form; Observation Noted and Forwarded to Phase Two |
| 5/17/2022 12:57:59 | Why were the chairs of this committee in phase 1 appointed rather than elected? | Website Form: Standard Practice; Forwarded to Phase Two |
| 5/17/2022 12:58:24 | How are diversity, equity, and inclusion initiatives being factored into this process? | Website Form; Forwarded to Phase Two |
| 5/17/2022 13:00:48 | Why is there no plan to reduce administrators' salaries or reduce administrative bloat/redundancies? | Website Form; See Recommendations on Administrative Efficiencies; Forwarded to Phase Two |
| 5/17/2022 13:01:03 | How are students being centered in this process? | Website Form; Monthly Meetings with Student Govt; Forwarded to Phase Two |

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| 5/17/2022 13:01:53 | What did Charlie Baker say when you called him and asked for \$10 million to close our budget gap? | Website Form: Comment Noted |
| 5/17/2022 13:04:57 | How is the committee weighing the effects of COVID on the current budgetary gap? I am concerned that we are making drastic cuts based on a once in a lifetime pandemic that will diminish the university's ability to provide a quality, affordable education for years to come. | Website Form; Forwarded to Phase Two |
| 5/17/2022 13:05:53 | The last "forum" was cut off abruptly with several questions still left in the chat. When will you hold an actual forum? When will those questions be answered and communicated to the campus community? | Website Form: All Questions Rec'd Responses; Forwarded to Phase Two |
| 5/19/2022 14:32:48 | Did the co-chairs for phase 1 get stipends? | Website Form: The Co-chairs Received No Compensation or Release time; They Were Volunteers |
| 5/20/2022 14:46:07 | <p>Dear FSTF members,</p> <p>Please find attached my extensive feedback and comments: https://docs.google.com/document/d/1t3JJY3Nad_YQmEUQWUjsIDVBK_dBzPXWG6mLsCy4Aul/edit?usp=sharing.</p> <p>Matt Bejune, Executive Director of the Library</p> | Website Form; Forwarded to Phase Two |
| | | |



WORCESTER
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Financial Sustainability Task Force

Phase One Summary

Sandra Olson, Co-Chair
Don Vescio, Co-Chair



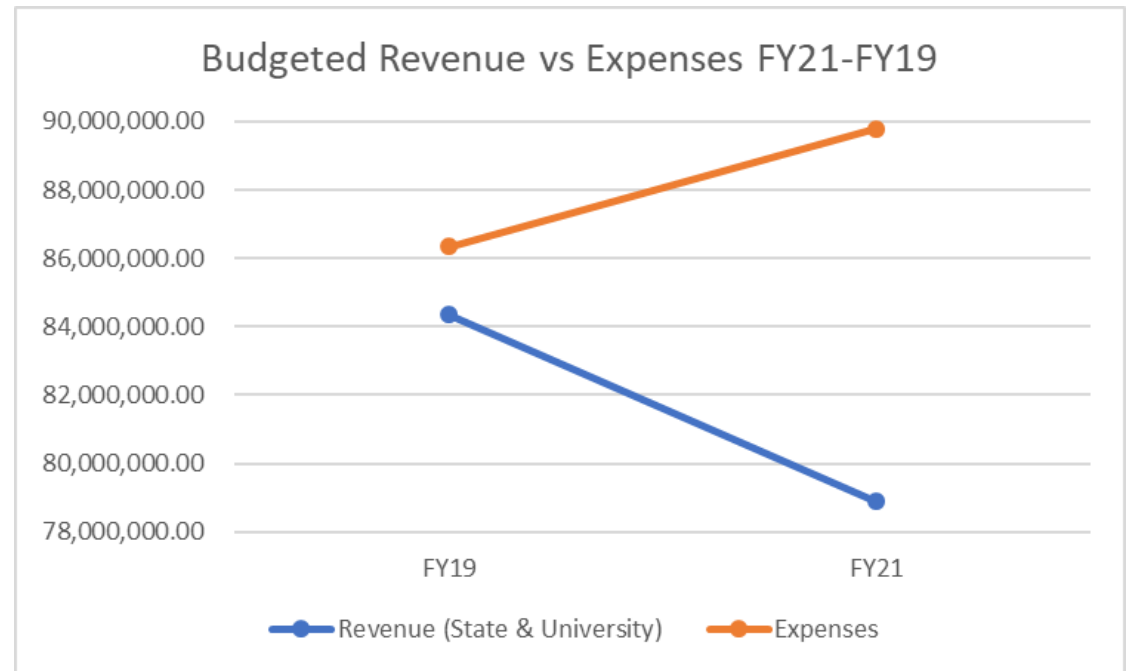
Working Context

Challenge:

- \$10M Persisting Budget Gap

Contributing Factors:

- Declining Student Enrollment
- Increased costs for operations
- Increased Payroll Fringe Benefit Costs
- Federal Funding
- Collective Bargaining Costs



Phase One Membership

Task Force Members

- Maureen Brown, Teller II, Student Accounts
- Midaly Carrasquillo Delgado, Clerk IV, VPA
- Julie Chaffee, Registrar
- Laurie Dahlin, Professor, Business Administration and Economics
- Robert Daniels, Director of Environmental Health and Safety, Facilities
- Meghna Dilip, Professor, Chemistry
- Peter Fenuccio, Director of Facilities Operations and Planning, APA representative
- Charlotte Haller, Professor, History and Political Science
- Russell Kinell, Carpenter II, Facilities, AFSCME representative
- Raynold Lewis, Dean of Education, Liberal & Interdisciplinary Studies
- John Meany, Associate Director, Athletics
- Sam O'Connell, Associate Professor, VPA, MSCA representative
- Sandra Olson, Assistant V. P. for Facilities Operations and Planning, Co-Chair
- Sarah Strout, Assistant V.P. for Assessment & Planning
- Tammy Tebo, Assistant Dean for Academic Services, Academic Success Center
- Donald Vescio, Jr., Professor, English, Co-Chair

Ex-Officio members

- Lois Wims, V.P. Academic Affairs/Provost
- Kathleen Eichelroth, V.P. Administration & Finance/CFO

Support Staff

- David Ayotte, Payroll Director
- Anisa Hoxha, Director of Budget, Planning and Policy Development
- Heather Lamarche, Financial Analyst/Assistant Director of Budgeting
- Susan Moore, Executive Director of Employee Services
- Meredith Rosario, Assistant to the V.P. of Administration and Finance/CFO

Everyone who volunteered was assigned membership to the Phase One Task Force

Phase One Communications

- Website: <https://www.worcester.edu/fstf>
- Meetings with All University Committee, Enrollment Management Committee, Student Council, Chairs' Council
- Public forums (March, April, May)
- Solicitation of feedback on an ongoing basis via online form

Overview of Phase One and Phase Two

- Overall Charge: “crafting achievable strategies which can be reached over three fiscal years to provide relief to the FY 2024/2025/2026 Worcester State comprehensive annual budget.”
- Phase One’s focus was on discovery, by viewing University operations, resources, and programming from a broad perspective. The Task Force identified areas that might yield greater efficiencies, cost savings, or provide increases to revenue in a 12-24 month period.
- Phase Two’s focus will build off Phase One’s work and develop specific proposals that will inform the FY 2024/2025/2026 budget processes.

Phase two will begin the challenging process of evaluating past practices across all areas of the university and, when fiscally prudent, develop a method to implement operational change, while ensuring alignment with the University's strategic plan.

Phase One Timeline

- FSTF was convened January 18, 2022 and met weekly; its final meeting was held May 2
- Draft of Phase One report was provided to the President's Cabinet on May 3
- Cabinet discussed Phase One report on May 4
- Final FSTF campus forum on May 6
- Phase One report posted on website (<https://www.worcester.edu/FSTF>) the afternoon of May 6
- Community feedback collected May 6 - May 15 via the FSTF website
- Final Phase One report transmitted to President Maloney on May 31
- Consideration of Phase One report at Board of Trustees June 14 meeting

What Phase One Report Represents

- The culmination of an initial discovery process in which the entire University was considered from a high level, holistic perspective.
- The product of initial discovery, with the understanding of the fundamental premise that **everything** is on the table for consideration.
- To provide Phase Two with starting points to develop specific, operational proposals that will meaningfully address the University's budget gap.
- Phase One marked a rapid and interactive consideration of a large number of factors that Phase Two will consider for accuracy, impact, and alignment with the University's strategic plan and promote financial sustainability.

The Structure of the Phase One Report

Overview of FSTF Phase One Process

- Scope of work
- Membership information
- Communications

Recommendations and Considerations

- Recommendations are framed in broad terms and are designed to initiate Phase Two's inquiries.
- The scale of most of the recommendations is relatively broad to provide multiple points of entrance into area-specific conversations.
- Recommendations received at least a two-third majority vote of approval by the FSTF membership.
- Recommendations are not intended to be exhaustive; Phase Two participants will have considerable scope to pursue additional inquiries that may yield significant efficiencies, savings, or revenue that can contribute to the FY2024 budget process.

Structure of the Report, Continued

Matters for Consideration (Appendix A)

- Reflect dialogue among the members of the Task Force that was compiled online over the period of several weeks
- This information has not been vetted to ensure accuracy and/or viability
- This information is being presented to provide insight into the scope of operational change that has been discussed by members during Phase One

Community Feedback (Appendix B)

- Contains feedback and recommendations collected during Phase One's work
- Contains feedback and recommendations to the May 6 preliminary draft Phase One report
- Contents of Appendix B are unedited and should be seen as an ongoing dialogue in the campus community regarding the University's efforts to develop sustainable financial planning models

Administrative Efficiencies

Summary

- “Administrative Efficiencies” refers to how the University conducts its business on a day-to-day basis.
- The goal of these recommendations is to
 - determining if greater efficiencies might be realized through automation or consolidation of resources
 - establishing whether some functions remain necessary as the University positions itself for the future
 - assessing if some functions might be more effectively maintained through third-party outsourced relationships

Recommendations

- Complete a comprehensive institutional assessment of services and resources in consideration of outsourcing (or bringing external services in-house) to realize greater economies in a meaningful manner.
- Complete a comprehensive institutional assessment of personnel, services, and resources in consideration for consolidation (and potential reduction) to realize greater savings and efficiencies in a meaningful manner.

Academic Efficiencies

Summary

- “Academic Efficiencies” refers to how the University develops, maintains, and delivers its academic curriculum to its students.
- Variables examined in this category include, but are not limited to:
 - when courses are offered; course enrollments
 - costs and returns of specific program offerings
 - allocation of faculty labor for classroom and alternative institutional assignments
 - program opportunities to address new populations of students

Recommendations

- Analyze course scheduling and enrollment patterns (through the use of a consistent methodology) to identify potential opportunities for more efficient practices.
- Develop a consistent ROI methodology for assessing academic programming.
- Assess the feasibility of differential fee structures.
- Analyze accrual of discretionary APRs to establish a model that examines their cost structures and their allocations. Additionally, analyze accrual and discharge of EWCs.

Property and Infrastructure

Summary

- “Property and Infrastructure” refers to the core physical and technological resources necessary for the University to deliver its curriculum and student programming.
- Such items include
 - buildings and grounds
 - technology hardware, software, connectivity, security, and data storage resources.

Recommendations

- Review Information Technology Service’s software, hardware, service agreements, and procurement processes to determine if savings can be realized.
- Determine operating costs for the campus building portfolio (including residence halls) to evaluate potential cost savings.
- Determine cost/benefit of off-campus properties.

Entrepreneurship and Revenue

Summary

- “Entrepreneurship and Revenue” addresses existing revenue generation aspects of the University, along with initiatives designed to increase existing revenue sources and identify new revenue streams.
- Additionally, this category explores new ways of conceptualizing University operations and resources.

Recommendations

- Partner with the other institutions in the State system (as well as other appropriate outside parties) to advocate for an increased percentage of the Commonwealth’s budget to redress the significant funding shortfalls that began in 2010 and which places an inequitable burden on State University students.
- Develop a strategy to review University data that is submitted to DHE to maximize return from the Commonwealth’s higher education formula funding.
- University Advancement, Conference & Events Services, DGCE, and all revenue-based programming will be cost neutral to the University. Expenses funded by the University will be reimbursed in total through revenue generated by such areas, based on a TBD ROI methodology.
- Develop a comprehensive enrollment plan for the entire University, both undergraduate and graduate programs, with measurable outcomes and strategies to respond to changing market conditions.

Student Services

Summary

- “Student Services” focuses on the University’s non-academic relationships with its students, including:
 - Student Programming
 - Co-curricular Activities
 - Athletics
 - Student Support Services

Recommendations

- Review student servicing departments to determine proper staffing levels and seek to consolidate and/or reallocate services where possible.
- Review expenses of each athletic program to determine where savings may be realized and determine the efficacy of varsity sports as tools for recruitment and retention.

Phase Two Organization and Calendar

- Phase Two will be organized along the lines of the Rase Plan and the Safe Campus Team
- Work will be coordinated by a steering committee
- There will be five working teams of 10-12 members, comprised of both faculty and staff
- Call for volunteers opened on April 22 and closed on April 29
- Each working team will have designated chairs/co-chairs
- Phase Two will begin the week of July 11, 2022 and will run through the conclusion of the Fall 2022 academic semester
- The specific composition of Phase Two will be finalized in the near future

Preliminary Phase Two Calendar

| Week | | | |
|------|---|----|--|
| 1 | July 11 - Phase Two Begins | 12 | September 26 |
| 2 | July 18 | 13 | October 3 |
| 3 | July 25 | 14 | October 10 - Catalog and Review Findings |
| 4 | August 1 | 15 | October 17 |
| 5 | August 8 | 16 | October 24 |
| 6 | August 15 | 17 | October 31 |
| 7 | August 22 | 18 | November 7 - Complete Draft Report |
| 8 | August 29 | | November 14 |
| 9 | September 5 - Mid-point Draft Report for President | | November 21 - Delivery of Report to BOT |
| 10 | September 12 | | November 28 |
| 11 | September 19 | | December 5 - Special Board Meeting (proposed) |

Lessons Learned

- All segments of the University's community demonstrate strong commitment to the institution, its students, and its role in the greater Worcester region; however, it is imperative that operations, programming, and finances need to be considered more broadly, beyond that of the immediate priorities of specific organizational domains.
- Communication is critical for the success of Phase Two of the Task Force's work; the lack of consistent use of data-driven processes and a basic understanding of cross-University dependencies necessitate more frequent communication points of contact than what were used in Phase One.
- Phase Two should begin with a review of Phase One's activities and communication plan in preparation for its work on specific recommendations and matters for consideration.
- The University has high quality data that can facilitate strategic institutional and financial planning; nevertheless, work needs to be done on establishing greater consistency in defining standard data sources, along with their best practice use.

Questions and Comments



WORCESTER
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Bias Incident Response Team (BIRT)

2021-2022 Report to Board of Trustees

Presented by Maureen O. Stokes, Chair

Assistant Vice President for Communications and Marketing

Committee Composition

Communications and Marketing

Counseling Services

Diversity, Inclusion, AA/EO

Faculty

Multicultural Affairs

Residence Life

Students

Student Conduct

Title IX

University Police

What is BIRT's Role?

Bias Incident Response Team

- Reinforces University's mission of inclusivity
- Promotes cross-campus cooperation
- Documents reported bias and hate crimes
- Reports incidents to appropriate offices
- Communicates bias incidents campus-wide
- Supports diverse programming on and off campus

OVERVIEW

- The Bias Incident Response Team held six (6) formal and ad hoc meetings (as needed) to address incidents and discuss goals and priorities from the prior academic year.
- Reoccurring themes:
 - Transparency
 - Communicating
 - Timeliness of reporting

Incidents and Activities

- Three (3) bias incidents in AY 2021-22 which BIRT shared and communicated with the campus community.
- While these incidents were separate and distinct, BIRT used each one to create changes in its SOP to better service its mission/charge and the campus as a whole

BIAS Incident Dashboard

52

Total number of bias incidents reported since 2018

| Year | Reported |
|------|----------|
| 2022 | 1 |
| 2021 | 6 |
| 2020 | 10 |
| 2019 | 29 |
| 2018 | 5 |

BIAS Incident Dashboard

Bias incidents by type of discrimination

since 2018

| Discrimination | Reported |
|--------------------|----------|
| Age | 4 |
| Race | 13 |
| Disability | 6 |
| Religion | 4 |
| National Origin | 9 |
| Sex/Gender | 6 |
| Sexual Orientation | 3 |
| Veteran | 1 |
| Other | 1 |

Bias incidents by finding/outcome

since 2018

| Outcome | Reported |
|-------------------------------|----------|
| Resolved | 7 |
| Substantiated | 5 |
| Not substantiated | 16 |
| No jurisdiction | 7 |
| Withdrawn | 12 |
| Open | 3 |
| Referred to University Police | 1 |

Bias incidents by type of discrimination

since 2018

| Discrimination | Reported |
|--------------------|----------|
| Age | 4 |
| Race | 13 |
| Disability | 6 |
| Religion | 4 |
| National Origin | 9 |
| Sex/Gender | 6 |
| Sexual Orientation | 3 |
| Veteran | 1 |
| Other | 1 |

Bias incidents by finding/outcome

since 2018

| Outcome | Reported |
|-------------------------------|----------|
| Resolved | 7 |
| Substantiated | 5 |
| Not substantiated | 16 |
| No jurisdiction | 7 |
| Withdrawn | 12 |
| Open | 3 |
| Referred to University Police | 1 |

Recommendations

1. Provide regular training to committee members.
2. Seek to inform and engage the campus community of BIRT work.
3. Create plan to update campus on BIRT actions.



To: Board of Trustees

From: Maureen O. Stokes, Assistant Vice President for Communications and Marketing
Chair, Bias Incident Response Team (BIRT)

Date: June 14, 2022

Re: 2021-2022 End of Year Report

Overview

The Bias Incident Response Team held six (6) formal and ad hoc meetings (as needed) to address incidents and discuss goals and priorities from the prior academic year.

Reoccurring discussions centered on transparency of bias incidents, communicating thoughtfully when incidents occur and where to find BIRT reporting information (online and throughout campus).

Incidents and Activities

There were three (3) incidents involving hate speech in AY 2021-22 which BIRT shared and communicated with the campus community. While these incidents were separate and distinct, BIRT used each one to create changes in its SOP to better service its mission/charge and the campus as a whole.

Incident #1

BIRT informed the campus of an individual (not a campus member) was holding a sign containing hate speech directed towards members of our campus community.

Action: Because this incident dealt with public demonstrations, the University reviewed its policy concerning such activities. We updated this policy to include language about place, time and manner of demonstrations, and will move policies pertinent to the general public to a public facing webpage. Also, BIRT will include detailed information, when possible, in its notification to campus.

Incident #2

BIRT informed the campus of racist graffiti written on a window in a residence hall on Nov. 17, 2021.

Action: This incident was publicized in the community and on campus which resulted in several meetings (public forums) on racism, Anti-black racism and general discussions with BIPOC/ALANA members of campus. A direct outcome of these forums was the creation of a BIRT email account to give credibility and transparency to the committee and the creation of a BIRT dashboard that share slightly detailed information concerning incidents, specifically outcomes.

Incident #3

BIRT informed the campus of vandalism to an LGBTQ flyer posted in Sullivan Hall.

Action: Nothing as a direct result of this incident, but BIRT used unveiled it email and dashboard to the campus.

Others activities

BIRT encouraged the campus community to attend a public book discussion NY Times best-selling author Heather McGhee and her The Sum of Us: What Racism Costs Everyone & How We Can Prosper Together on Sept. 14, 2021.

BIRT encouraged participation in the Anti-Racism Town Hall meetings Nov. 30, 2021 (in person only).

BIRT encouraged participation in the Forums on Anti-Black Racism Dec. 19, 2021 (virtual events).

Recommendations

Following this year's incidents and meetings, BIRT will work toward these recommendations:

1. Provide regular training to committee members to ensure knowledge and skill-base is up-to-date to meet new challenges of the committee's work.
2. Seek new ways to inform and engage the campus community on how to report bias incidents on WSU owned or operated property.
3. Create a plan to routinely update the campus on BIRT actions so that it is routine and not reactive.

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
FINANCE & FACILITIES MEETING
Tuesday, June 14, 2022
4:00 PM
HYBRID PARTICIPATION

We are offering both an in-person option at Worcester State University - Sheehan Hall (SHR109) or if it is more convenient you may attend via the below referenced zoom link.

Join Zoom Meeting

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

Meeting ID: 754 018 1608

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; Kathy Eichelroth; Carl Herrin; Nikki Kapurch; 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. Finance & Facilities minutes - April 12, 2022* | Marina Taylor | 1. vote required |
| 2. <i>Finance & Facilities Committee Report</i> A. FY 2023 Comprehensive University Budget* B. Final draft of the Financial Sustainability Task Force's Phase One Report* | Marina Taylor Kathy Eichelroth | A. vote required B. informational |
| 3. <i>Administrative Updates</i> A. Other Business | Marina Taylor | |
| 4. <i>Adjournment</i> | Marina Taylor | 4. vote required |

*Attachments

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
Finance & Facilities Committee Meeting
MINUTES -April 12, 2022

CHAIR: Marina Taylor (Chair) DATE: April 12, 2022

LOCATION: Remote Participation MINUTES BY: Nikki Kapurch

TIME: 4:00 PM

COMMITTEE MEMBERS PRESENT: Lisa Colombo; Dina Nichols; Marina Taylor

ABSENT MEMBERS: Aleta Fazzone; Lawrence Sasso

NON COMMITTEE MEMBERS PRESENT: Maryanne Hammond

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

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 12, 2022, 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 #5 to the FY 2022 Comprehensive University Budget

- Trustee Taylor opened up the meeting and called upon VP Kathy Eichelroth, to walk trustees through Amendment #5 to the FY2022 general operating budget that was included in the packet.
- The amendment reflects the commitment of a grant from the Commonwealth of Massachusetts to provide resources to offset the costs associated with educating former students of Becker College's nursing program.
- This amendment swaps out the WSU reserve funds for the state grant in a one-to-one exchange. The Commonwealth is providing \$1,899,118 over two years, with \$1,250,000 available for FY 2022 and \$649,118 available for FY 2023.
- The residence hall occupancy rate has increased to 81%, which provides additional revenue of \$2,721,267. The increase in resources allows for the restoration of funding in the deferred maintenance lines of \$452,000, in addition to a transfer to reserves in the amount of \$2,269,067.

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

VOTED: to recommend to the full Board the approval of Amendment #5 to the FY 2022 Comprehensive University Budget as presented.

ROLL CALL VOTE: 3 approved. Lisa Colombo; Dina Nichols; Marina Taylor

Q2 FY 2022 Comparative Financial Report

- V.P. Eichelroth provided a summary of the report and reviewed the Quarterly FY 2022 Trust Funds. We are in line with pre-pandemic situations.
- Description of individual trust funds included for information.
- V.P. Eichelroth went through the Safe Return budget. We will be spending the remaining funds by June 30, 2022.

FY 2023 Budget Framework Discussion

- Trustee Taylor talked about the concern with declining enrollment numbers and what's ahead.
- V.P. Eichelroth started the FY2023 budget framework discussion by providing a preview of the upcoming recommendation to the board for an FY2023 budget. A detailed memo is included in the packet.
- The administration is currently developing a bridge budget for FY 2023 that relies on the FY 2022 budget as the base.
- The estimated budget gap for FY 2023 has grown as operational plans return to a traditional in-person focus and predicted enrollment declines persist.
- In order to bridge this budget gap during this next fiscal year, the proposed budget will draw upon one-time resources available from the remaining Federal and State relief funds and appropriation from reserves.
- The development of a bridge budget will provide the university with a window of opportunity to develop sustainable budget plans for FY 2024-2026.
- The Financial Sustainability Task Force is charged with crafting achievable strategies which can be reached over three fiscal years to provide relief to the FY 2024/2025/2026 Worcester State comprehensive annual budgets.
- The budget shortfall anticipated for FY2023 is \$9.4M
- The net increase in operating costs of \$4.8M adds to the shortfall. V.P. Eichelroth went through the increased operating costs.
- V.P. Eichelroth went through the student charges that we are considering. There is no proposed increase to the General Fee for FY 2023
- Resources we propose using to bridge to FY 2024 are secured funds.

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

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

VOTED: **to adjourn the meeting at 4:50 p.m.**

ROLL CALL VOTE: **3 approved. Lisa Colombo; Dina Nichols; Marina Taylor**

Respectfully submitted,


Barry M. Maloney
Secretary, Board of Trustees



WORCESTER
S T A T E
UNIVERSITY

FY 2023

**Comprehensive
University Budget**

Worcester State University
FY 2023 Budget Package

I Fiscal Year 2023 Budget Overview

II Fiscal Year 2023 Budget

- 1 Summary FY2023 Budget - Sources and Uses of Funds
- 2 Pie Chart: Source of Funds
- 3 Bar Chart: Use of Funds
- 4 FY 2023 Summary of Sources of Funds
- 5 FY2023 Trust Fund Summary
- 6 Pie Chart: Trust Fund Summary
- 7 Operating Revenue Budget

III Individual Fund Budgets compared with FY2023 Budget

- 8 General Operating Budget (111 & 400 Combined)
- 9 General Operating Budget - Expenditures by Division and Pie Chart
- 10 State Maintenance Appropriation (111)
- 11 General Trust Fund (400)
- 12 Capital Improvement Trust Fund (405)
- 13 Parking Garage Operating Fund (408)
- 14 Strategic Plan Trust Fund (410)
- 15 Wellness Center Trust Fund (429)
- 16 Parking Fines Fund (439)
- 17 Health Services Trust Fund (442)
- 18 Residence Halls Trust Fund (445)
- 19 Student Activities Trust Fund (446)
- 20 Residence Hall Technology and Equipment Trust Fund (448)

Appendix

- A Capital Adaptation and Renewal Spending Plan
- B FY 2023 Tuition and Fee Schedule

Memorandum

DATE: May 31, 2022

TO: Barry M. Maloney, President

FROM: Kathleen Eichelroth, Vice President for Administration and Finance

RE: FY 2023 COMPREHENSIVE BUDGET

The FY 2023 budget builds upon the FY 2022 budget and is intended to provide a bridge plan to FY 2024 as the University emerges from the pandemic, assesses trends in enrollment, and evaluates long standing operational practices through the work of the Financial Sustainability Task Force.

The comprehensive budget for FY 2023 of \$123,589,226 includes state appropriations and state funded fringe benefits, federal relief grants, state relief grants, and an appropriation of reserves, in addition to nine trust funds. An annual payroll budget of \$47,087,232 provides for 624 full time equivalent employees. The campus is further supported by a \$9,822,506 budget to fund part-time non-benefitted faculty and staff who support core functions of the University. The University budget supports activities in seven functional areas; President, Administration and Finance, University Advancement, Academic Affairs, Student Affairs, Enrollment Management, and Institutional Expense. The functional areas are comprised of at least 111 active budget units, each overseen by a designated budget manager.

Institutional funds generated locally represents 48% of the total budget. Student financial aid from state and federal sources represents 9% of the budget, other state revenues is 3%, state operating appropriation is 28% of the budget, and state funded fringe benefits make up the remaining 12%.

Resource Plan – General Operations

State funds

As we close out FY 2022 the Commonwealth is in the process of funding collective bargaining agreements back to July 1, 2020. Annual salary increases for FY 2021 and FY 2022 for unit members whose pay was funded by state appropriations are being funded by additional state resources. The remaining unit members, in addition to non-unit members, will also receive salary adjustments that will be funded by campus trust funds. \$1,359,671 will be added to the University's state appropriations in FY 2023 to fund these base pay increases. In addition, the FY 2023 base state appropriation will be increased by previously approved formula funding of \$671,021, FY 2023 2% salary increase for unit member positions funded through state appropriations of \$629,324, in addition to WSU's anticipated share of FY 2023 formula funding currently proposed of \$364,214. When reconciling the FY 2022 state appropriated funds of \$31,201,398, there is a reduction of a \$75,000 one-time earmark and cumulative additional new resources described above of \$2,949,230, to arrive at a FY 2023 State Appropriation figure of \$34,150,628.

In addition to the increase in state appropriations, fringe benefit funding on the part of the Commonwealth has increased to \$14,305,698. The reason for the increase is two part; an increase in state funding for payroll costs provides the opportunity for an increased offset of fringe benefits funded by the Commonwealth in addition the Commonwealth's rate used to back charge departments for the costs associated with fringe benefits has increased to 41.89%.

In FY 2023 the state university system will be receiving American Recovery Plan Act (ARPA) funds from the Commonwealth of Massachusetts. The funds have been authorized by Chapter 102 of the Acts of 2021 which appropriates \$4 billion to support recovery from the pandemic, including \$2.55 billion in spending from the ARPA Coronavirus State Fiscal Recovery Funds (CSFRF) and \$1.45 billion in spending from the Transitional Escrow Fund, made up of state fiscal 2021 surplus funds. The bill assigns the Secretary of Administration and Finance the responsibility of matching expenditures to the most appropriate funding source, which provides important flexibility in recognition of the significant federal rules and regulations associated with federal funds. WSU will be accessing \$2M in state funds from the Transitional Escrow Fund in FY 2023. This allocation represents a one-time grant.

In FY2022 WSU was the recipient of a multi-year grant from the DHE to fund operating costs associated with transitioning Becker College nursing students to WSU's nursing program. The FY 2023 budget continues to carry costs associated with supporting this cohort of students which are offset by the second year of state funding of \$649,118.

Institutional revenue

WSU has been experiencing an ongoing decline in institutional revenue since FY 2019. Realized revenue has declined 8.64 % from FY 2019 to FY 2021. During the current fiscal year, through mid-May, revenue has declined an additional 7.08%. The FY 2023 institutional revenue budget is \$40,069,049. This figure is similar to the current year budget. Institutional revenue budgeted at this figure anticipates a 18.4% decline in campus generated revenue since June 30, 2019, reflecting changing demographics on top of a loss of market share in many areas due to the pandemic.

While enrollment projections for the fall of 2022 appear favorable in comparison with similar figures for fall of 2020 and fall of 2021 the budget has been prepared using the declining trend line that we have experienced over the past three years. In the event we realize increased enrollment there will be opportunities to consider budget amendments to reflect an improving financial trend.

Federal funds

In FY 2022 Federal COVID relief funds were used to underwrite the revenue shortfall budgeted at \$4.6M. During the year a revenue loss compared to budget was realized of \$4,196,875. The University drew down COVID relief funds to underwrite that loss. In FY 2023 we continue to experience that initial projected revenue shortfall from FY 2019 while the budget gap has grown. As we close FY 2022 we anticipate having \$3,871,463 of Federal COVID relief funds available for FY 2023. Funds have been set aside for lingering pandemic related costs of \$374,573 and \$3,496,890 has been budgeted to recover a portion of the ongoing loss of revenue since FY 2019.

Other resources and summary

Total operational costs for FY 2023 are budgeted at \$97,919,586. Total resources identified above includes State appropriations, State fringe benefits, State operating grants, institutional revenue and Federal COVID relief funds which cumulatively offset costs in the amount of \$95,045,956. The remaining budget gap of \$2,873,630 is proposed to be funded by an appropriation of unrestricted reserves.

This resource plan reflects reliance on \$6,520,581 of one time grants from the federal and state government, in addition to a draw on reserves. This plan to offset the budget gap of approximately \$9M is not sustainable beyond FY 2023. We offer this solution as a bridge budget to allow the University a period of intense analysis of operations with the intent of identifying and implementing organizational change across all university functions to be realized over several years.

A focus on organizational change with a heavy reliance on sharing of best practices across the higher education industry is intended to strengthen the university. Institutions across the country are engaging in similar exercises with an eye towards updating practices to reflect current technology and student demand while reducing redundancies and unintentional inefficiencies. Faculty and staff time is valuable and should be focused on activities that will lead us to achieving our strategic plan. Successful process improvement will allow for a refocus and shift of time to strategic matters to progress the mission of the University. Throughout this process data sets, definitions and terminology will be discussed with the goal of achieving a community wide understanding of these tools for assessment and decision making. While the momentum for this effort is the financial sustainability of WSU, the process of operational review is intended to strengthen our roles within our operational areas and ensure our collective time and financial resources are best used on activities that will prepare WSU for the future.

Operational Costs

During FY 2022 University operations began to return to a more traditional model. The Administration expects operations to be relatively free of pandemic restrictions in FY 2023 and consideration has been given to the prioritization of limited resources in an effort to ensure a quality experience for the student body and funding for existing obligations.

The most financially significant obligation is the \$1.3M net increase in labor costs after considering the \$5M increase in state funding. Labor costs that fall to campus trust funds are not eligible for state funding. As a result, collective bargaining increases on those labor costs must be funded with campus resources. In addition, campus resources are necessary to fund the fringe benefit costs assessed by the State Comptroller's Office on those direct labor costs. To make matters worse, the fringe benefit back charge from the state has increased to 41.89% for FY 2023. Additional funds have also been added to the budget to address sabbatical deferrals due to COVID 19 response.

The FY 2023 budget includes \$4M for full funding of the annual Capital Adaptation and Renewal line in an effort to maintain the integrity of campus infrastructure which is subjected to constant use and reconfiguration. We have not increased the funding of this line in years and more recently reduced it by 50% in FY 2020 and FY 2021. Restoration of funds to pre-COVID

levels along with an infusion of state funds for critical repairs projects will ensure buildings are safe and in good repair. This level of funding is not sufficient to address programmatic needs necessary to remain competitive with other institutions.

Information technology services and agreements, in addition to library license agreement costs, increase annually. It is a challenge to keep pace with these rising costs and maintain a consistent level of service and offerings. Similarly, the costs associated with maintaining employee access to current technology and maintaining quality technology in the classroom is an ongoing fiscal challenge. In the past we have been able to fund several small replacement cycles for employee equipment. Those resources have created a baseline of funding to create a multi-year renewal cycle for a small portion of existing inventory. Plans were being developed to upgrade classroom technology prior to the pandemic. Classroom technology needs should be evaluated post-pandemic and a financing plan developed that could be worked in to future budget plans. The FY2023 budget does include funding to address increasing technology and library costs in the coming year and an additional replacement cycle for IT equipment at a combined cost of \$.6M

The restoration of all in person programming, events, activities and operations requires the selective add back of scaled funding for expenses such as food, speakers and travel at a cost of \$.9M. Activities restored include 100% programming for Division III athletic programs, Graduate School commencement, student and parent orientation, family weekend, fund raising events, admissions events and centralized travel funds with each division.

The items highlighted above have been added to the operating budget at a cost of approximately \$4.8M increasing the operating budget shortfall to over \$9M as referenced above in the “Resource Plan”.

Other Trust Funds

The Residence Hall Trust Fund (445) has been budgeted at 90% occupancy for FY 2023. In addition, the Massachusetts State College Building Authority (MSCBA) approved a \$220 a year increase to all room rates for the upcoming academic year. The budget as presented and approved by the MSCBA restores operations close to pre-pandemic levels. While the Residence Hall Trust Fund experienced losses during the pandemic, the fund is expected to close FY 2022 with an operating surplus as the result of additional debt restructuring during the year by the MSCBA. WSU’s most recent occupancy rates as reported by MSCBA have been 95.5% in FY 2018, 96% in FY 2019, 95.6% in FY 2020 and 50.4% in FY 2021.

Over the past few years campus health services have been burdened with the administration of COVID protocols. Prior to the pandemic, WSU had been considering changes to the Health Services Trust Fund (442) in response to the rising cost of healthcare. WSU received Federal COVID relief funds during the pandemic that allowed costs assessed to this trust fund to be scaled back. The FY 2023 budget reflects a return to traditional student health services and several years of rising health care costs. In order to fulfill the demand for traditional health services for students the student health service fee is being increased to \$310 a year. This new annual rate will clear past operating deficits, stabilize revenue and restore the services students had available to them prior to the pandemic.

The Strategic Plan Trust Fund (410) was re-established in FY 2022 in the amount of \$524,831. \$321,331 remained unallocated during the year. The FY 2023 budget provides \$102,500 to fund

initiatives that had been approved by the administration as part of a multi-year plan in FY 2022. The Strategic Plan Trust Fund reserve balance remaining for future projects is \$218,831.

The Wellness Center Trust Fund (429) experienced a decline in revenue during the pandemic as the fitness center and fitness classes were suspended. While the staff are optimistic revenue will build back to prior levels, the FY2023 budget reflects conservative revenue growth as the community begins to get back to engaging with others in public spaces. The Wellness Center Trust Fund has generated a reserve of approximately \$270K since it was established in FY 2017. The FY 2023 budget includes an appropriation of reserves to refresh equipment and technology.

The Capital Improvement Trust Fund (405), Parking Garage Trust Fund (408), Parking Fines Fund (439), Student Activities Trust Fund (446), and Residence Hall Technology and Equipment Trust Fund (448) have remained relatively consistent over the past few years and there is very little change in the activity budgeted for these trust funds in FY 2023.

Other changes

The FY 2023 operating budget reflects an increase in rates in the Division of Graduate and Continuing Education. The Administrative Fee assessed for Undergraduate and Graduate courses will increase to \$143 per credit hour. The increase is intended to fund collective bargaining increases for part-time faculty and new program costs intended to enhance enrollment.

Resident student meal plans are also planned to increase in the fall by approximately 5% with the least expensive plan set at \$4,044 for the year.

An International Student Fee will be implemented in the fall of 2022. The purpose of the fee is to partially offset costs associated with recruitment and operational obligations related to the enrollment of international students. A flat rate of \$250 a semester will be assessed during the fall and spring semesters. A rate of \$125 will be assessed per summer session attended. The fee will be assessed for international students enrolled in undergraduate, graduate and DGCE programs.

Other discretionary student fees and charges will remain unchanged in FY 2023.

Planning for the Future

The Comprehensive FY 2023 budget as presented in this package is intended to support current operations through June 30, 2023.

Looking towards FY 2024 and beyond it will be vital that the work of the Financial Sustainability Task Force be integrated into future operational and financial plans. The recommendations coming out of Phase I of the task force are intended to create opportunities for increased net revenue, increased operational efficiencies and a common set of means and methods to inform decisions and measure success. The purpose of the Financial Sustainability Task Force, regardless of the phase of work, is to provide the opportunity for employees across all areas to come together to identify and develop plans to strengthen operations, refresh processes and practices, and ensure the university is fiscally healthy and focused on student success while achieving the goals of the strategic plan.

Worcester State University
Summary of Sources and Uses of Funds
FY 2023 - All Sources and Trust Funds

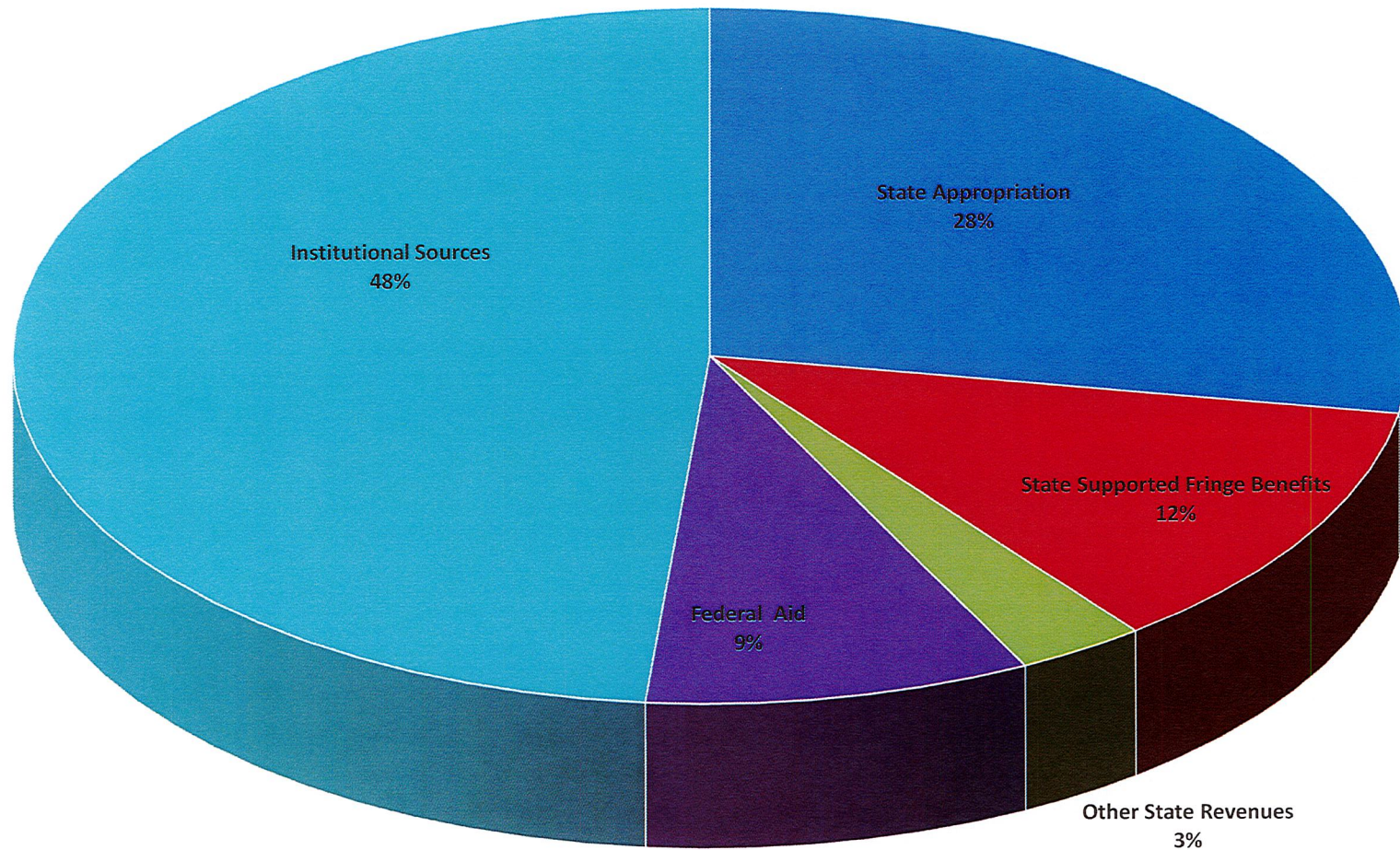
Sources of Funds:

| | |
|---------------------------------|------------------------------|
| State Appropriation | \$ 34,150,628 |
| State Supported Fringe Benefits | 14,305,698 |
| Other State Revenues | 3,726,818 |
| Federal Aid | 10,790,642 |
| Institutional Sources | 60,615,440 |
| Total Sources | <u><u>\$ 123,589,226</u></u> |

Uses of Funds:

| | | |
|----|--|------------------------------|
| AA | Regular Employees | \$ 47,087,232 |
| BB | Employee Related Expenses | 601,473 |
| CC | Temporary Part-Time Employees | 9,822,506 |
| DD | Staff Benefit Expenses | 19,984,526 |
| EE | Administrative Expenses | 3,132,985 |
| FF | Facility Operation Supplies | 2,536,029 |
| GG | Energy/Space Rental | 12,008,656 |
| HH | Professional Services | 1,393,369 |
| JJ | Operational Services | 1,123,900 |
| KK | Equipment Purchase | 40,000 |
| LL | Equipment Lease, Maintenance, Repair | 1,785,372 |
| NN | Infrastructure & Building Improvements | 6,185,100 |
| RR | Educational Assistance | 10,954,240 |
| SS | Debt Service | 861,617 |
| UU | Information Technology | 3,554,748 |
| XX | Unallocated | - |
| | Transfer Out | 2,517,473 |
| | Transfer to Reserves | - |
| | Total Uses | <u><u>\$ 123,589,226</u></u> |

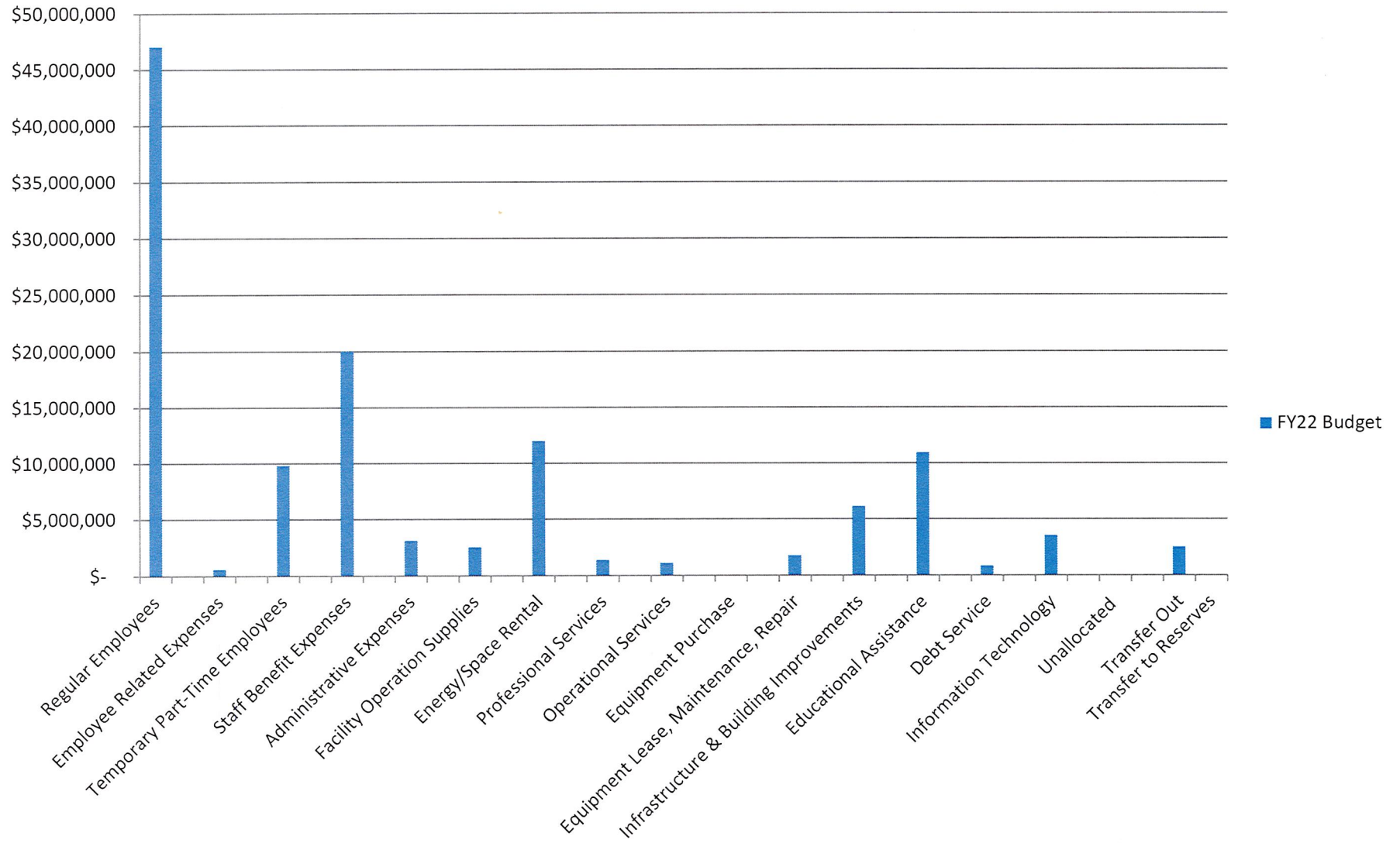
Worcester State University
Sources Of Funds
FY 2023 Budget



Worcester State University

Uses of Funds

FY 2023 Budget



Worcester State University
Summary of Sources
FY 2023 - All Sources and Trust Funds

State Sources

| | | | |
|---|------------|----|-------------------|
| Annual State Maintenance Appropriation | | \$ | 34,150,628 |
| State Supported Fringe Benefits | 14,305,698 | | |
| Student Aid Program (Cash Grant & PT Student) | 1,077,700 | | |
| ARPA Allocation- State Grant | 2,000,000 | | |
| State Grant- Becker Nursing Students | 649,118 | | |
| Total Other State Sources | | | 18,032,516 |
| Total State Sources | | | <u>52,183,144</u> |

Federal Sources

| | | | |
|--|-----------|--|-------------------|
| Federal Grant -HEERF | 3,871,463 | | |
| SEOG Program | 216,809 | | |
| College Work Study Program | 112,882 | | |
| Pell Grants | 6,487,340 | | |
| Local match (Transfer from General Trust Fund Reserve) | 102,148 | | |
| Total Federal Sources | | | <u>10,790,642</u> |

Institutional Sources

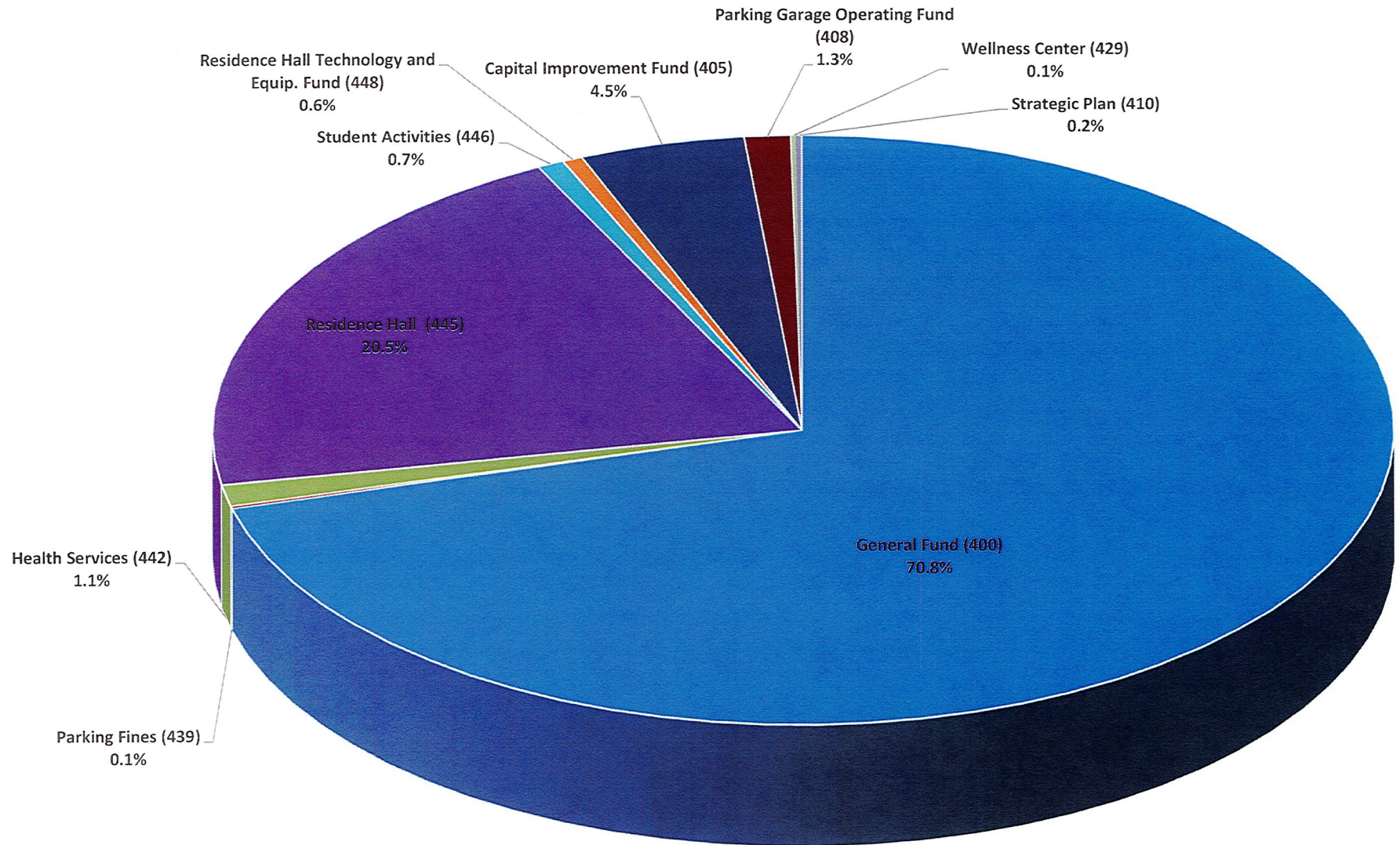
| | | | |
|---|------------|--|-------------------|
| Revenue | | | |
| General Fund | 40,069,049 | | |
| Parking Fines Fund | 43,715 | | |
| Health Services Fund | 695,400 | | |
| Residence Halls Fund | 12,420,520 | | |
| Student Activities Fund | 250,414 | | |
| Residence Hall Technology and Equip. Fund | 336,380 | | |
| Capital Improvement Fund | 2,740,301 | | |
| Wellness Center Trust Fund | 28,661 | | |
| Transfers In | | | |
| *Transfer from Health Services Fund Reserve | - | | |
| *Transfer from Resident Hall Trust Fund Reserve | - | | |
| *Transfer from Student Activities Trust Fund Reserve | 190,153 | | |
| *Transfer from Capital Improvement Trust Fund Reserve | 761,893 | | |
| *Transfer from Parking Fines Trust Fund Reserve | 46,285 | | |
| *Transfer from Wellness center Trust Fund Reserve | 56,539 | | |
| *Transfer from Strategic Plan Trust Fund Reserves | 102,500 | | |
| *Transfer from Reserves | 2,873,630 | | |
| Total Institutional Sources | | | <u>60,615,440</u> |

| | | | |
|---------------|--|----|--------------------|
| Total Sources | | \$ | <u>123,589,226</u> |
|---------------|--|----|--------------------|

Worcester State UniversityTrust Fund Summary
FY 2023 Requested Budget

| | Budget FY 2023 | | |
|---|---------------------|----------------------|-------|
| | Sources | Uses | |
| General Fund (400) | \$42,942,679 | \$ 42,942,679 | 70.8% |
| Parking Fines (439) | 90,000 | 90,000 | 0.1% |
| Health Services (442) | 695,400 | 695,400 | 1.1% |
| Residence Hall (445) | 12,420,520 | 12,420,520 | 20.5% |
| Student Activities (446) | 440,567 | 440,567 | 0.7% |
| Residence Hall Technology and Equip. Fund (448) | 336,380 | 336,380 | 0.6% |
| Capital Improvement Fund (405) | 2,740,301 | 2,740,301 | 4.5% |
| Parking Garage Operating Fund (408) | 761,893 | 761,893 | 1.3% |
| Wellness Center (429) | 85,200 | 85,200 | 0.1% |
| Strategic Plan (410) | 102,500 | 102,500 | 0.2% |
| Total Trust Fund Budget | <u>\$60,615,440</u> | <u>\$ 60,615,440</u> | |

**Worcester State University
Trust Fund Summary
FY 2023 Budget**



Worcester State University
Operating Revenue
FY 2023 Revenue

| | FY 2023 Proposed Budget | FY 2022 Approved Budget |
|---|-------------------------------|-------------------------------|
| <i>State Sources</i> | | |
| State Maintenance | 34,150,628 | 31,201,398 |
| State Funded Fringe Benefits | 14,305,698 | 12,294,927 |
| <i>Total State Sources</i> | 48,456,326 | 43,496,325 |
| <i>Institutional Sources</i> | | |
| <i>General Trust Fund</i> | | |
| Tuition/ In state Undergraduate | 3,603,306 | 3,603,306 |
| Tuition/ Graduate | 1,406,815 | 1,406,815 |
| Tuition/ Out of State Undergraduate | 1,214,237 | 1,214,237 |
| Total Tuition | 6,224,358 | 6,224,358 |
| Waivers/Undergraduate | (110,504) | (110,504) |
| Waivers/Graduate | (188,112) | (188,112) |
| Total Tuition Waivers | (298,616) | (298,616) |
| Net Tuition | 5,925,742 | 5,925,742 |
| Undergraduate Day Division | 30,069,328 | 30,446,989 |
| Undergraduate Eve/Summer Programs | 2,535,234 | 2,225,796 |
| Graduate School | 1,218,192 | 1,056,954 |
| Total Fees | 33,822,754 | 33,729,739 |
| Undergraduate Day Division waivers | (620,589) | (620,589) |
| Undergraduate Eve/Summer Programs/waivers | (45,670) | (45,670) |
| Graduate Fee waiver | (131,351) | (131,351) |
| Total Fees Waivers | (797,610) | (797,610) |
| Net Fees | 33,025,144 | 32,932,129 |
| Application Fees | 38,152 | 38,152 |
| Special fees | 263,675 | 263,675 |
| Commencement Fees | 1,215 | 1,215 |
| Transcript Fees | 37,745 | 37,745 |
| Orientation Fees | 36,375 | 36,375 |
| Testing Fees | 600 | 600 |
| Activity income | 388 | 388 |
| Commissions | 99,717 | 99,717 |
| \ Non-Credit Courses incl Restricted | 155,660 | 155,660 |
| Center for Effective Instruction | 39,685 | 39,685 |
| Intensive English Institute | 152,080 | 152,080 |
| Center for Business & Industry | 32,354 | 32,354 |
| Facilities rentals | 90,731 | 90,731 |
| Miscellaneous | 169,786 | 169,786 |
| Other income | 1,118,163 | 1,118,163 |
| <i>Total General Trust Fund Source</i> | 40,069,049 | 39,976,034 |
| <i>General Operating Budget Income</i> | \$ 88,525,375 | \$ 83,472,359 |

Worcester State University
General Operating Budget (111 & 400)
FY 2023 Budget

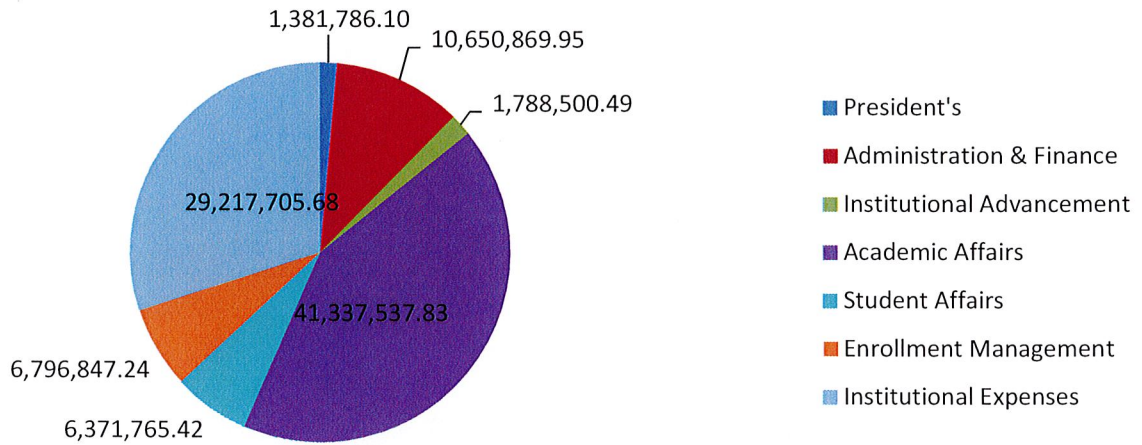
| | FY2023 Requested Budget | FY2022 Approved Budget including Amendments |
|--------------------------------------|-------------------------------|--|
| <u>Sources of Funds:</u> | | |
| Institutional Revenue | \$ 40,069,049 | \$ 39,976,034 |
| State Appropriation | \$ 34,150,628 | \$ 31,201,398 |
| State Funded Fringe Benefits | \$ 14,305,698 | \$ 12,294,927 |
| Federal Grant- HEERF | \$ 3,871,463 | \$ 4,677,152 |
| State Grant- Becker Nursing Students | \$ 649,118 | \$ 1,250,000 |
| ARPA Allocation | \$ 2,000,000 | \$ - |
| Transfer in -Reserves | \$ 2,873,630 | \$ - |
| Total Sources | <u>\$ 97,919,586</u> | <u>\$ 89,399,511</u> |

| | | |
|---|----------------------|----------------------|
| <u>Uses of Funds:</u> | | |
| AA Regular Employees | \$ 45,663,441 | \$ 43,984,108 |
| BB Employee Related Expenses | 575,973 | 411,973 |
| CC Temporary Part-Time Employees | 9,558,506 | 8,803,385 |
| DD Staff Benefit Expenses | 19,431,033 | 16,826,721 |
| EE Administrative Expenses | 3,038,535 | 2,678,701 |
| FF Facility Operation Supplies | 2,055,529 | 1,612,261 |
| GG Energy/Space Rental | 2,500,519 | 2,500,519 |
| HH Professional Services | 771,602 | 728,230 |
| JJ Operational Services | 1,099,900 | 1,033,150 |
| KK Equipment Purchase | - | - |
| LL Equipment Lease, Maintenance, Repair | 1,626,268 | 1,603,744 |
| NN Infrastructure & Building Improvements | 5,521,100 | 3,371,100 |
| RR Educational Assistance | 2,457,611 | 2,545,961 |
| SS Debt Service | 325,000 | 315,000 |
| UU Technology Expenses | 3,294,569 | 2,984,658 |
| Total Uses | <u>\$ 97,919,586</u> | <u>\$ 89,399,511</u> |
| Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

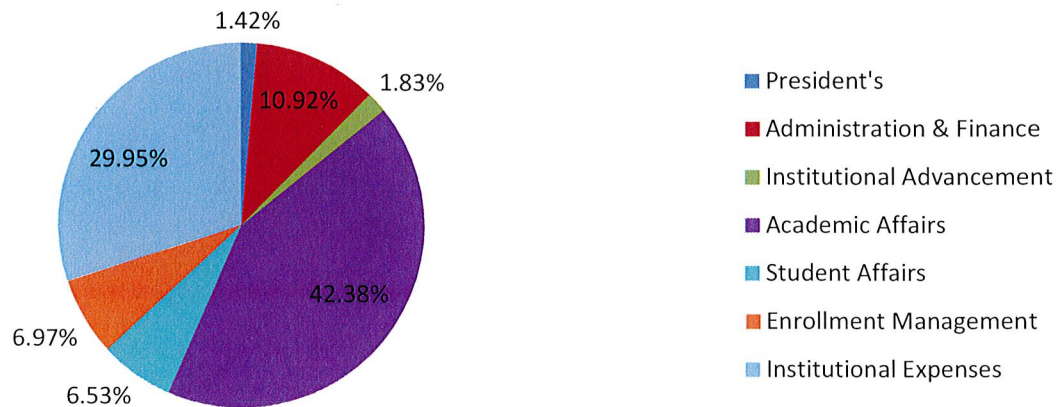
**Worcester State University
400/111 Expenditures by Division
FY 2023 Budget**

| Class | Division | Budget FY23 Subtotals | Budget FY23 Exp % |
|-------|---------------------------|--------------------------|----------------------|
| 2 | President's | 1,381,786.10 | 1.42% |
| 3 | Administration & Finance | 10,650,869.95 | 10.92% |
| 4 | Institutional Advancement | 1,788,500.49 | 1.83% |
| 6 | Academic Affairs | 41,337,537.83 | 42.38% |
| 7 | Student Affairs | 6,371,765.42 | 6.53% |
| 8 | Enrollment Management | 6,796,847.24 | 6.97% |
| 3 | Institutional Expenses | 29,217,705.68 | 29.95% |
| | | <u>\$97,545,012.71</u> | <u>100.0%</u> |

**Budget FY2023
Subtotals by Division**



**Budget FY2023
Expense % by Division**



Worcester State University
State Maintenance Appropriation (111)
FY 2023 Budget

| | | FY2023 Requested Budget | FY2022 Approved Budget including Amendments |
|---------------------------------|--|-------------------------------|---|
| <u>Sources of Funds:</u> | | | |
| | State Appropriation | \$34,150,628 | \$31,201,398 |
| | State Funded Fringe Benefits | \$14,305,698 | \$12,294,927 |
| | Total Sources | <u>\$48,456,326</u> | <u>\$43,496,325</u> |
| <u>Uses of Funds:</u> | | | |
| AA | Regular Employees | 34,150,628 | \$31,201,398 |
| BB | Employee Related Expenses | - | - |
| CC | Temporary Part-Time Employees | - | - |
| DD | Staff Benefit Expenses | 14,305,698 | 12,294,927 |
| EE | Administrative Expenses | - | - |
| FF | Facility Operation Supplies | - | - |
| GG | Energy/Space Rental | - | - |
| HH | Professional Services | - | - |
| JJ | Operational Services | - | - |
| KK | Equipment Purchase | - | - |
| LL | Equipment Lease, Maintenance, Repair | - | - |
| NN | Infrastructure & Building Improvements | - | - |
| SS | Debt Service | - | - |
| UU | Technology Expenses | - | - |
| | Total Uses | <u>\$48,456,326</u> | <u>\$43,496,325</u> |
| | Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University

General Trust Fund (400)

FY 2023 Budget

| | | FY2023 Requested Budget | FY2022 Approved Budget including Amendments |
|---------------------------------|--|-------------------------------|--|
| <u>Sources of Funds:</u> | | | |
| | Institutional Revenue | \$ 40,069,049 | \$ 39,976,034 |
| | Transfer in- Federal Grant- HEERF | \$ 3,871,463 | \$ 4,677,152 |
| | ARPA Allocation- State Grant | \$ 2,000,000 | \$ - |
| | Transfer in -State Grant - Nursing | \$ 649,118 | \$ 1,250,000 |
| | Transfer in -Reserves | \$ 2,873,630 | |
| | Total Sources | <u>\$ 49,463,260</u> | <u>\$ 45,903,186</u> |
| <u>Uses of Funds:</u> | | | |
| AA | Regular Employees | \$ 11,512,813 | \$ 12,782,710 |
| BB | Employee Related Expenses | 575,973 | 411,973 |
| CC | Temporary Part-Time Employees | 9,558,506 | 8,803,385 |
| DD | Staff Benefit Expenses | 5,125,335 | 4,531,794 |
| EE | Administrative Expenses | 3,038,535 | 2,678,701 |
| FF | Facility Operation Supplies | 2,055,529 | 1,612,261 |
| GG | Energy/Space Rental | 2,500,519 | 2,500,519 |
| HH | Professional Services | 771,602 | 728,230 |
| JJ | Operational Services | 1,099,900 | 1,033,150 |
| KK | Equipment Purchase | - | - |
| LL | Equipment Lease, Maintenance, Repair | 1,626,268 | 1,603,744 |
| NN | Infrastructure & Building Improvements | 5,521,100 | 3,371,100 |
| RR | Educational Assistance | 2,457,611 | 2,545,961 |
| SS | Debt Service | 325,000 | 315,000 |
| UU | Technology Expenses | 3,294,569 | 2,984,658 |
| | Transfer to - Capital Improvement Trust Fund | - | - |
| | Total Uses | <u>\$ 49,463,260</u> | <u>\$ 45,903,186</u> |
| | Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University
Capital Improvement Trust Fund (405)
FY 2023 Budget

| | FY2023 Requested Budget | FY2022 Approved Budget |
|--|-------------------------------|------------------------------|
| <u>Sources of Funds:</u> | | |
| Capital Improvement Fee | \$ 2,740,301 | \$ 2,740,301 |
| Transfer In - General Fund | - | - |
| Parking Revenue | - | - |
| Total Sources | <u>\$ 2,740,301</u> | <u>\$ 2,740,301</u> |
| <u>Uses of Funds:</u> | | |
| GG - Energy/Space rental | \$ 750,000 | \$ 750,000 |
| SS - Debt Service | 536,617 | 679,087 |
| Transfer Out - Parking Garage Oper. Fund | 761,893 | 744,174 |
| Transfer Out - To Reserves | 691,791 | 567,040 |
| Total Uses | <u>\$ 2,740,301</u> | <u>\$ 2,740,301</u> |
| Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University
Parking Garage Operating Fund (408)
FY 2023 Requested Budget

| | | FY2023 Requested Budget | FY2022 Approved Budget |
|---------------------------------|---|-------------------------------|------------------------------|
| <u>Sources of Funds:</u> | | | |
| | Transfer In - Capital Improvement T. F. | \$ 761,893 | \$ 744,174 |
| | Total Sources | <u>\$ 761,893</u> | <u>\$ 744,174</u> |
| <u>Uses of Funds:</u> | | | |
| FF | Facility operating supplies | \$ - | \$ - |
| GG | Energy and space rental | 597,378 | 703,044 |
| HH | Professional services | 630 | 630 |
| JJ | Operational services | - | - |
| LL | Equipment lease, maint and repair | 2,500 | 2,500 |
| NN | Construction/Maintenance/Improvements | 80,000 | 38,000 |
| UU | Technology Expenses | 81,385 | - |
| | Total Uses | <u>\$ 761,893</u> | <u>\$ 744,174</u> |
| | Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University
Strategic Plan Trust Fund (410)
FY 2023 Budget

| | | FY2023 Requested Budget | FY2022 Approved Budget including Amendments |
|---------------------------------|---------------------------------------|-------------------------------|---|
| <u>Sources of Funds:</u> | | | |
| | Transfer in -Reserves | \$ 102,500 | \$ 524,831 |
| | Total Sources | <u>\$ 102,500</u> | <u>\$ 524,831</u> |
| <u>Uses of Funds:</u> | | | |
| AA | Regular Employees | \$ 22,000 | \$ 17,000 |
| BB | Employee Related Expenses | 17,500 | 16,500 |
| CC | Temporary Part-Time Employees | 20,000 | 30,000 |
| DD | Staff Benefit Expenses | | - |
| EE | Administrative Expenses | 9,000 | 20,000 |
| FF | Facility Operation Supplies | 14,000 | 15,000 |
| GG | Energy/Space Rental | | - |
| HH | Professional Services | | 102,500 |
| JJ | Operational Services | 10,000 | - |
| KK | Equipment Purchase | | - |
| LL | Equipment Lease, Maintenance, Repair | 5,000 | 2,500 |
| RR | Educational Assistance | 5,000 | |
| NN | Construction/Maintenance/Improvements | | - |
| XX | Unallocated | | 321,331 |
| | Total Uses | <u>\$ 102,500</u> | <u>\$ 524,831</u> |
| | Net Sources / (Uses) | | <u>\$ -</u> |

Worcester State University

Wellness Center Trust Fund (429)

FY 2023 Budget

| | FY2023 Requested Budget | FY2022 Approved Budget |
|--|-------------------------------|------------------------------|
| <u>Sources of Funds:</u> | | |
| Revenues | \$ 28,661 | \$ 45,000 |
| Transfer in - Reserves | \$ 56,539 | \$ - |
| Total Sources | <u>\$ 85,200</u> | <u>\$ 45,000</u> |
| <u>Uses of Funds:</u> | | |
| BB Employee Related Expenses | \$ - | \$ - |
| CC Temporary Part-Time Employees | 6,000 | 6,500 |
| DD Staff Benefit Expenses | 200 | 200 |
| EE Administrative Expenses | 5,000 | 6,000 |
| FF Facility Operation Supplies | 10,000 | 15,000 |
| GG Energy/Space Rental | - | - |
| HH Professional Services | - | - |
| JJ Operational Services | 2,000 | 2,300 |
| KK Equipment Purchase | 40,000 | 5,000 |
| LL Equipment Lease, Maintenance, Repair | 12,000 | 10,000 |
| NN Construction/Maintenance/Improvements | - | - |
| UU Technology Expenses | 10,000 | - |
| Transfer Out - To Reserves | - | - |
| Total Uses | <u>\$ 85,200</u> | <u>\$ 45,000</u> |
| Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University

Parking Fines Fund (439)

FY 2023 Budget

| | FY2023 Requested Budget | FY2022 Approved Budget |
|---------------------------------|-------------------------------|------------------------------|
| <u>Sources of Funds:</u> | | |
| Fines and Other Income | \$ 43,715 | \$ 25,000 |
| Transfer in - Reserves | 46,285 | 65,000 |
| Total Sources | <u>\$ 90,000</u> | <u>\$ 90,000</u> |
| <u>Uses of Funds:</u> | | |
| EE Administrative Supplies | 30,000 | 30,000 |
| RR Educational Assistance | 60,000 | 60,000 |
| Transfer Out - To Reserves | - | - |
| Total Uses | <u>\$ 90,000</u> | <u>\$ 90,000</u> |
| Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University
Health Services Trust Fund (442)
FY 2023 Budget

| | FY2023 Requested Budget | FY2022 Approved Budget |
|---|-------------------------------|------------------------------|
| <u>Sources of Funds:</u> | | |
| Fees and Other Income | \$ 695,400 | \$ 410,243 |
| Transfer In - Reserves | \$ - | \$ - |
| Total Sources | <u>\$ 695,400</u> | <u>\$ 410,243</u> |
| <u>Uses of Funds:</u> | | |
| AA Regular Employees | | \$ 79,895 |
| BB Employee Related Expenses | - | - |
| CC Temporary Part-Time Employees | 8,000 | 8,000 |
| DD Staff Benefit Expenses | - | 30,352 |
| EE Administrative Expenses | 450 | 650 |
| FF Facility Operation Supplies | 12,000 | 12,000 |
| HH Professional Services | 550,637 | 200,000 |
| LL Equipment Lease, Maintenance, Repair | 500 | 500 |
| RR Client Medical Services | 750 | 950 |
| UU Technology Expenses | - | - |
| Transfer Out - Reserves | 123,063 | 77,896 |
| Total Uses | <u>\$ 695,400</u> | <u>\$ 410,243</u> |
| Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University

Resident Hall Trust Fund (445)

FY 2023 Budget

| | FY2023 Requested Budget | FY2022 Approved Budget including Amendments |
|---|-------------------------------|---|
| <u>Sources of Funds:</u> | | |
| Fees and Other Income | \$ 12,420,520 | \$ 10,519,549 |
| Total Sources | <u>\$ 12,420,520</u> | <u>\$ 10,519,549</u> |
| <u>Uses of Funds:</u> | | |
| AA Regular Employees | \$ 1,401,791 | \$ 1,234,392 |
| BB Employee Related Expenses | - | - |
| CC Temporary Part-Time Employees | 200,000 | 225,000 |
| DD Staff Benefit Expenses | 552,726 | 479,932 |
| EE Administrative Expenses | 20,000 | 39,270 |
| FF Facility Operation Supplies | 200,000 | 193,072 |
| GG Energy/Space Rental | 7,938,879 | 5,043,508 |
| HH Professional Services | - | 3,677 |
| JJ Operational Services | - | 1,250 |
| KK Equipment Purchase | - | - |
| LL Equipment Lease, Maintenance, Repair | 94,104 | 16,426 |
| NN Infrastructure & Building Improvements | 584,000 | 647,245 |
| RR Educational Assistance | 434,000 | 356,000 |
| UU Technology Related Expenses | 168,794 | 10,710 |
| Transfer Out - To Reserves | 826,226 | 2,269,067 |
| Total Uses | <u>\$ 12,420,520</u> | <u>\$ 10,519,549</u> |
| Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University
Student Activities Trust Fund (446)
FY 2023 Budget

| | FY2023 Requested Budget | FY2022 Approved Budget |
|--|-------------------------------|------------------------------|
| <u>Sources of Funds:</u> | | |
| Fees | \$ 250,414 | \$ 267,076 |
| Transfer In - Reserves | \$ 190,153 | \$ - |
| Total Sources | <u>\$ 440,567</u> | <u>\$ 267,076</u> |
| <u>Uses of Funds:</u> | | |
| BB Employee Related Expenses | \$ 8,000 | \$ 1,000 |
| CC Temporary Part-Time Employees | 30,000 | 18,000 |
| DD Staff Benefit Expenses | 567 | 377 |
| EE Administrative Expenses | 30,000 | 30,000 |
| FF Facility Operation Supplies | 244,500 | 158,199 |
| GG Energy/Space Rental | - | - |
| HH Professional Services | 70,500 | 35,000 |
| JJ Operational Services | 12,000 | 6,000 |
| KK Equipment Purchase | - | - |
| LL Equipment Lease, Maintenance, Repair | 45,000 | 18,500 |
| NN Construction/Maintenance/Improvements | - | - |
| Total Uses | <u>\$ 440,567</u> | <u>\$ 267,076</u> |
| Net Sources / (Uses) | <u>\$ -</u> | <u>\$ -</u> |

Worcester State University
Residence Hall Technology and Equipment Trust Fund (448)
FY 2023 Budget

| | FY2023 Requested Budget | FY2022 Approved Budget |
|---|-------------------------------|------------------------------|
| <u>Sources of Funds:</u> | | |
| Fees and Other Income | \$ 336,380 | \$ 174,570 |
| Transfer In - General Fund | \$ - | \$ 94,364 |
| Total Sources | <u>\$ 336,380</u> | <u>\$ 268,934</u> |
| <u>Uses of Funds:</u> | | |
| AA Regular Employees | \$ - | \$ - |
| DD Staff Benefits Expense | - | - |
| EE Administrative Expenses | - | - |
| GG Energy/Space Rental | 221,880 | 268,934 |
| LL Equipment Lease, Maintenance, Repair | - | - |
| UU Technology Expenses | - | - |
| Transfer Out - To Reserves | 114,500 | - |
| Total Uses | <u>\$ 336,380</u> | <u>\$ 268,934</u> |

**Worcester State University
Capital Adaptation and Renewal
FY 2023**

| | |
|-----------------------------|--------------|
| Planning studies | 217,000 |
| Renewal projects | 2,358,000 |
| Replacement/repair projects | 591,000 |
| Adaptation projects | 834,000 |
| | <hr/> |
| | \$ 4,000,000 |
| | <hr/> |

Worcester State University
Tuition and Fees - Fall 2022/2023

| | Annual | Increase from FY 2022 |
|---|------------------|--------------------------|
| <u>Undergraduate Day Division</u> | | |
| <i>Cost for Full-Time In-State Student</i> | 10,786.00 | - |
| Tuition: | | |
| MA Resident | 970.00 | - |
| Non-Resident | 7,050.00 | - |
| NE Regional | 1,455.00 | - |
| Fees: | | |
| General Fee | 8,798.00 | - |
| Student Activity Fee | 72.00 | - |
| * Student Health Svc Fee | 310.00 | 200.00 |
| Capital Improvement Fee | 636.00 | - |
| Total Fees | 9,816.00 | 200.00 |
| *Health Insurance | 3,663.00 | 678.00 |
| Orientation Fee (New Students) | 75.00 | - |
| Commuter Meal Plan - freshman, sophomore and junior | 300.00 | - |
| <u>Residence Halls</u> | | |
| Residence Hall rates | | |
| * Chandler Village I | 8,398.00 | 220.00 |
| * Dowden Hall | 8,098.00 | 220.00 |
| * Wasylean Hall | 8,898.00 | 220.00 |
| * Sheehan Hall | 8,698.00 | 220.00 |
| Single room (Additional charge) | 600.00 | |
| Residence Activity Fee | 50.00 | - |
| Technology and equipment fee | 220.00 | - |
| Resident Parking Fee-satellite lot | 100.00 | - |
| * Board | 4,044.00 | 194.00 |
| Damage Deposit (1st Semester) | 100.00 | - |
| <u>Division of Graduate and Continuing Education</u> | Credit Hour | Increase |
| Tuition: | | |
| Undergraduate | 130.00 | - |
| Graduate | 169.00 | - |
| Fees: | | |
| Administrative Fee | | |
| * Undergraduate | 143.00 | 18.00 |
| * Graduate | 143.00 | 16.50 |
| Capital Improvement Fee | 26.50 | - |
| <u>Other University fees:</u> | | |
| Student Teaching | per course | 75.00 |
| Lab Instruction | per course | 90.00 |
| Art Model Fee | per course | 25.00 |
| Field Work Supervision | per cr hr | 15.00 |
| Internship | per cr hr | 15.00 |
| Applied music fee | per course | 260.00 |
| Application fee | per item | 50.00 |
| Transcript fee | per item | 5.00 |
| * International Student Fee -fall/spring | per term | 250.00 |
| * International Student Fee - summer session | per term | 125.00 |

* Change from prior year

Financial Sustainability Task Force

Phase One Report

May 30, 2022

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Introduction

The Financial Sustainability Task Force (FSTF) was convened on January 18, 2022 as part of a comprehensive initiative to promote the University's long-term financial sustainability. As Worcester State prepares for FY2023, the University anticipates a budget gap of over \$10 million that will persist unless active measures are taken. To this end, the FSTF met on a weekly basis to explore the many factors that impact the University's finances. The primary goal of Phase One was to conduct a broad review of the University's operations and offer data-driven recommendations that will be developed during Phase Two into specific cost savings or enhanced revenue proposals. This report is being submitted to Worcester State's Board of Trustees and President Maloney for their consideration.

Scope of Work

The objective for Phase One of the FSTF was to identify the overall scope of inquiry that will shape the more detailed analyses for Phase Two of this project. The anticipated outcomes for Phase Two are the development of recommendations to University leadership that focus on operational changes in an effort to bring about cost reductions, process efficiencies leading to realized cost savings, and potential revenue enhancements (with realized gains within a 12 month period). The work of the Task Force is aligned with the University's [Strategic Plan](#), specifically with Goal Six: "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." The FSTF charge is to provide a roadmap to develop a sustainable model that supports the University's academic mission and institutional priorities, invests in physical infrastructure and technology, and demonstrates a commitment to financial and environmental sustainability.

The University has partnered with the educational consulting firm [EAB](#) to access additional resources and guidance in order to enhance the effectiveness and work products of the Task Force. In order to provide context for Phase One, an orientation program was delivered to both the Task Force membership and the President's Cabinet. The orientation materials included data and analysis of higher education macro-level trends and indicators, which then were combined with micro-level University comparable indices.

Phase One's work centered on broadly defined themes that enabled the Task Force to look at University operations, resources, and programming from comprehensive and cross-functional perspectives. These themes are:

1. How do we assess our administrative efficiencies?
2. How do we assess our academic efficiencies?
3. How is the university realizing entrepreneurial opportunities?
4. How do we maintain our campus and infrastructure?

5. How do we deliver services to students?

Additionally, an important part of Phase One's work product was identifying standard datasets and establishing common data definitions and methodologies for the use of University data.

Membership

Phase One of the FSTF was comprised of representatives from the University's three bargaining units (MSCA, APA, and AFSCME), along with significant support offered by Non-unit Professions (NUP).

Task Force Members

- Raynold Lewis, Dean of Education, Liberal & Interdisciplinary Studies
- Sarah Strout, Assistant V.P. for Assessment & Planning
- Sandra Olson, Assistant V. P. for Facilities Operations and Planning, Co-Chair
- Russell Kinell, Carpenter II, Facilities, AFSCME representative
- Maureen Brown, Teller II, Student Accounts
- Midaly Carrasquillo Delgado, Clerk IV, VPA
- John Meany, Associate Director, Athletics
- Robert Daniels, Director of Environmental Health and Safety, Facilities
- Tammy Tebo, Assistant Dean for Academic Services, Academic Success Center
- Julie Chaffee, Registrar
- Peter Fenuccio, Director of Facilities Operations and Planning, APA representative
- Charlotte Haller, Professor, History and Political Science

- Laurie Dahlin, Professor, Business Administration and Economics
- Meghna Dilip, Professor, Chemistry
- Donald Vescio, Jr., Professor, English, Co-Chair
- Sam O'Connell, Associate Professor, VPA, MSCA representative

Ex-Officio members

- Kathleen Eichelroth, V.P. Administration & Finance/CFO
- Lois Wims, V.P. Academic Affairs/Provost

Support Staff

- Anisa Hoxha, Director of Budget, Planning and Policy Development
- Heather Lamarche, Financial Analyst/Assistant Director of Budgeting
- Susan Moore, Executive Director of Employee Services
- David Ayotte, Payroll Director
- Meredith Rosario, Assistant to the V.P. of Administration and Finance/CFO

Communications

Community engagement was a key component of the FSTF process, and the co-chairs (Sandra Olson and Don Vescio) met with various stakeholders (All University Committee, Chairs' Council, Student Government, and Enrollment Management Committee) to provide updates on the Task Force's work. Additionally, the FSTF launched a campus website (<https://www.worcester.edu/fstf>) that hosted a detailed FAQ, data and documents, and a form that enabled members of the Worcester State community to submit questions, observations, and recommendations. Finally, the Task Force held three campus

forums via Zoom (March 25, April 15, and May 6). Phase Two of the FSTF will develop and implement a campus-wide communication plan to continue providing information to all campus constituents.

Preliminary Phase Two Schedule

The following is a recommended preliminary schedule for Phase Two of the FSTF. The recommended goal for Phase Two is to develop actionable proposals that will meaningfully impact the University's budget gap in advance of FY2024 deliberations.

| | | | |
|------|---|----|--|
| Week | | 12 | September 26 |
| 1 | July 11 - Phase Two Begins | 13 | October 3 |
| 2 | July 18 | 14 | October 10 - Catalog and Review Findings |
| 3 | July 25 | 15 | October 17 |
| 4 | August 1 | 16 | October 24 |
| 5 | August 8 | 17 | October 31 |
| 6 | August 15 | 18 | November 7 - Complete Draft Report |
| 7 | August 22 | | November 14 |
| 8 | August 29 | | November 21 - Delivery of Report to BOT |
| 9 | September 5 - Mid-point Draft Report for President | | November 28 |
| 10 | September 12 | | December 5 - Special Board Meeting (proposed) |
| 11 | September 19 | | |

Recommendations

The following recommendations were designed to initiate Phase Two's activities by suggesting areas for further analysis and determination of quantifiable savings, efficiencies, and/or increased revenue. The scale of most of the recommendations is relatively broad to provide multiple points of entrance into specific area conversations. The following recommendations, all of which received at least a two-third majority vote of approval by the FSTF membership, are not intended to be exhaustive; Phase Two participants will have considerable scope to pursue additional inquiries that may yield significant efficiencies, savings, or revenue that can contribute to the FY2024 budget process.

For Immediate Consideration

Given the University's budget gap, the FSTF felt it would be prudent to carefully reconsider any hiring plans for current or anticipated vacancies. The following recommendation was communicated to President Maloney on April 9, 2022.

In recognition of the University's immediate fiscal challenges, the Financial Sustainability Task Force makes the following recommendation to take effect for the remainder of the current fiscal year:

The FSTF recommends that the University review the necessity of filling current job vacancies in the interim period leading to the formation of the FY23 bridge budget.

Administrative Efficiencies

"Administrative Efficiencies" refers to how the University conducts its business on a day-to-day basis. The goal of these recommendations is to determine if greater efficiencies might be realized through automation or consolidation of resources, establishing whether some functions remain necessary as the university positions itself for the future, and assessing if some critical functions might be more effectively maintained through third-party outsourced relationships.

RECOMMENDATIONS

1. Complete a comprehensive institutional assessment of services and resources in consideration of outsourcing (or bringing external services in-house) to realize greater economies in a meaningful manner.
2. Complete a comprehensive institutional assessment of personnel, services, and resources in consideration for consolidation (and potential reduction) to realize greater savings and efficiencies in a meaningful manner.

Academic Efficiencies

"Academic Efficiencies" refers to how the University develops, maintains, and delivers its academic curriculum to its students. Variables examined in this category include, but are not limited to: when courses are offered; course enrollments; costs and returns of specific program offerings; and allocation of faculty labor for classroom and alternative institutional responsibilities.

RECOMMENDATIONS

3. Analyze course scheduling and enrollment patterns (through the use of a consistent methodology) to identify potential opportunities for more efficient practices.

4. Develop a consistent ROI methodology for assessing academic programming.
5. Assess the feasibility of differential fee structures.
6. Analyze accrual of discretionary APRs to establish a model that examines their cost structures and their allocations. Additionally, analyze accrual and discharge of EWCs.

Property and Infrastructure

“Property and Infrastructure” refers to the core physical and technological resources necessary for the University to deliver its curriculum and student programming. Such items include the University’s buildings and grounds, along with its technology hardware, software, connectivity, security, and data storage resources.

RECOMMENDATIONS

7. Review Information Technology Service’s software, hardware, service agreements, and procurement processes to determine if savings can be realized.
8. Determine operating costs for the campus building portfolio (including residence halls) to evaluate potential cost savings.
9. Determine cost/benefit of off-campus properties.

Entrepreneurship and Revenue

“Entrepreneurship and Revenue” addresses existing revenue generation aspects of the University, along with initiatives designed to increase existing revenue sources and identify new revenue streams. Additionally, this category explores new ways of conceptualizing University operations and resources.

RECOMMENDATIONS

10. Partner with the other institutions in the state system (as well as other appropriate outside parties) to advocate for an increased percentage of the Commonwealth’s budget to redress the significant funding shortfalls that began in 2010 and which places an inequitable burden on state university students.
11. Develop a strategy to review university data that is submitted to DHE to maximize return from the Commonwealth’s higher education funding formula.
12. University Advancement, Conference & Events Services, DGCE, and all revenue-based programming will be cost neutral to the University. Expenses funded by the University will be

reimbursed in total through revenue generated by such areas, based on a TBD ROI methodology.

13. Develop a comprehensive enrollment plan for the entire University, both undergraduate and graduate programs, with measurable outcomes and strategies to respond to changing market conditions.

Student Services

“**Student Services**” focuses on the University’s non-academic relationships with its students, including athletics, student programming, and co-curricular activities.

RECOMMENDATIONS

14. Review student servicing departments to determine proper staffing levels and seek to consolidate and/or reallocate services where possible.
15. Review expenses of each athletic program to determine where savings may be realized and determine the efficacy of varsity sports as tools for recruitment and retention.

Proposed Organizational Structure for Phase Two

The delivery of this report signals the completion of Phase One’s work. It is recommended that Phase Two begins the week of July 11, 2022 and runs through the end of the Fall 2022 academic semester. Additionally, it is recommended that Phase Two be organized in a manner similar to that of the University’s RASE Plan (that led to the implementation of its Major+ program) and the Safe Campus team (that managed the institution's response to the COVID pandemic) which were team-based models, with each team being composed of 10-12 members from faculty and staff and having designated chairs or co-chairs to guide its work. The teams will be coordinated by a steering committee. Teams will be formed in the following areas.

1. **Administrative Efficiencies** (focuses on business operations and processes, greater automation, consolidation of functions, and third party outsourcing partnerships)
2. **Academic Efficiencies** (examines such items as optimal course scheduling, student ratios, program dependencies and overall ROI, alternative faculty assignments, etc.)
3. **Entrepreneurship and Revenue** (identifies expansion of existing revenue sources, emerging revenue streams, new populations of students, strategies to increase retention and graduation rates, etc.)

4. **Facilities and Infrastructure** (examines the operations of our campus' physical assets and their operations as well as reviews information technology services and infrastructure)
5. **Student Services** (focuses on student programming and outreach services and their operating and cost structures.)

Additional details will be forthcoming in advance of the July 11, 2022 start date.

Appendices

Appendix A: Matters for Consideration

The attached table is a collection of thoughts, ideas, and suggestions recorded by members of Phase One of the Financial Sustainability Task Force. This information has not been vetted to ensure accuracy and/or viability. Rather, Appendix A has been presented to provide insight to the scope of operational change that was discussed by members during Phase One deliberations that resulted in the formation of the fifteen recommendations presented in this report.

In anticipation of Phase Two, Appendix A is offered for consideration as the FSTF begins exploring, hypothesizing, evaluating, and refining the fifteen recommendations. Phase Two will begin the challenging work of evaluating past practice and considering operational change across all areas of the University, while ensuring alignment with the University's Strategic Plan.

Appendix B: Community Feedback

The attached table contains community feedback on the FATF's work during the Spring 2022 semester. Feedback was collected via the FSTF website on a rolling basis in response to the three scheduled public forums. Additional feedback was received via email directed to the FSTF co-chairs, and feedback also was solicited via the FSTF website after the publication of the Phase One Draft on May 6.

Like **Matters for Consideration**, the content in this table is unedited and represents realtime responses to the FSTF Phase One's work. Appendix B should be seen as a running dialogue in the campus community regarding the University's efforts to develop sustainable financial planning models. Information in Appendix B can help Phase Two participants to better understand the community culture in which they are working.

Appendix A: Matters for Consideration

The attached table is a collection of thoughts, ideas, and suggestions recorded by members of Phase One of the Financial Sustainability Task Force. This information has not been vetted to ensure accuracy and/or viability. Rather, Appendix A has been presented to provide insight to the scope of operational change that was discussed by members during Phase One deliberations that resulted in the formation of the fifteen recommendations presented in this report.

In anticipation of Phase Two, Appendix A is offered for consideration as the FSTF begins exploring, hypothesizing, evaluating, and refining the fifteen recommendations. Phase Two will begin the challenging work of evaluating past practice and considering operational change across all areas of the University, while ensuring alignment with the University's Strategic Plan.

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| THEME 1 | | | | |
| Complete a comprehensive institutional assessment of personnel, services and resources in consideration for consolidation (and potential reallocation) to realize greater savings and efficiencies in a meaningful manner. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| A review of services that are student facing and assessing how and when these services are conducted. Develop a schedule of high peak times where student services are needed. | | | | |

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| A critical assessment of summer staffing. | | | | |
| Determine areas where duplicate services are in place. Implement staff reductions | Reduction in staff to realize savings | Consolidate redundant positions to reduce salary expense | Efficiency | Process change could take time to realize savings |
| Determine if current programs that are not revenue/recruitment generating have potential to be so if moved to a different department | Align programs with departmental strengths/missions | Departmental expertise could alter the strength and attractiveness of programming | Revenue | |
| Analysis and update of job descriptions to see if positions can be combined | | | | |
| Create a mechanism that allows for the annual analysis of costs, largest to smallest, and define and appropriate personnel to review and identify cost saving, cost avoidance measures | Lower operating cost | The University should always strive to contain costs and continually improve efficiencies | Efficiency and Containment | |
| Consolidate Academic Deans | Lower operating cost | Consolidate Deans | Containment | |

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| Consolidate Academic Department clerks | Lower operating cost | Increase number of departments assigned to Academic department clerks | Containment | While some administrative tasks could be shared among multiple departments, clerks provide valuable assistance for students looking for walk-in assistance (basically reception). That task is not easily shared among departments that are not housed in a single area. |
| Move Academic department clerks to a 9-month position | Lower operating cost | Reduced summer workload | Containment | |
| Reduce support staff in President's office | Lower operating cost | Consolidate support staff | Containment | |
| Reduce Library staff | Lower operating cost | With 30% less majors/minors, library support staff should be reduced to reflect the reduction in enrollment | Containment | Reductions in library staff should also reflect the curriculum - many if not all majors have also incorporated capstones and have integrated much more research-intensive experiences within their major and minors in the last 10 years. There may not be a simple formula as to what that reduction might look like. |
| Perform institutional assessment of contract employees. Wherever possible, suspend use | Lower operating cost | Contract employee use should be severely restricted in order to reduce costs. Work should be reallocated to full-time | Containment | |

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| of contract employees. | | employees. | | |
| If not outsourced, reduce 2nd shift maintenance staff to 2 | Lower operating cost | | | |
| Reallocate staff based upon seasonal calendar of peak loads/off-peak loads | | Move staff to other duties/departments based upon workload assessment by seasonal needs. | | |
| Allow Registrar to register graduate students and Student Accounts to process payments for graduate students thereby eliminating position redundancies in DGCE | Lower operating costs | Duplication in staff for registration and payment processing for undergraduate and graduate students | Containment/Efficiency | |
| Evaluate the possibility of a university sponsored retirement program in which employees and the university might make contributions to the retirement system in order to facilitate an early separation. Employees could use accrued vacation, sick time, smart plan, and /or university | find an enticing way to lower payroll and fringe benefits costs without the requirements of a full payout of university funds due to a forced separation | The majority of the cost to run the University is realized through payroll costs. this would have an immediate effect moving forward | containment, Efficiency | mass exodus and not a sufficient amount of the "right" people remaining |

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| contributions to buy additional years of service. | | | | |
| Develop a long term "measuring stick" that paints the true picture of the financial state of the University across all disciplines. Perform a cross discipline review of this prescribed method at some regular frequency as determined by the BOT. Define personnel, by position, who are responsible for this activity. | Enables keeping a pulse on the big picture so that small adjustments can be made to stay on course instead of drastic readjustments of large scale magnitude. | The numbers that have been shared seem to come as a big surprise to most in the room. There can only be a couple of reasons for this; A) are the numbers wrong?, or, B) have they not been analyzed in this fashion previously? | Efficiency | Spending financial resources if we are not capable of figuring this out on our own |
| Temporary Hiring Halt - Across all divisions | Reduces and/or Prevents WSU payroll from escalating until such time as a thorough review of actual needs can be determined | We are planning on hiring 20+ new FT Faculty members although our enrollment has declined by 30+% . Is this rationale being applied globally? | Containment | Not being able to balance Academic needs if enrollment numbers increase? When we say we are hiring new FT faculty that are replacement of faculty who have retired or resigned or, in a few cases, shifting of lines. |
| All positions should follow the same hiring process whether a faculty or administrative position | Consistent salary offerings based upon position budget | Ensure that all position offers are reviewed via Human Resources and Finance prior to being made to the applicant | | The problem that is intended to be solved here isn't clear; faculty salaries are governed to a degree by the CBA. |

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| THEME 2 | | | | |
| Analyze course scheduling and enrollment patterns (through the use of a consistent methodology) to identify potential opportunities for more efficient practices. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| A comprehensive review of course caps in all courses. | | | | |
| A review of courses that are needed in a student's first semester. | | | | |
| Increase course caps to reduce the number of adjunct faculty. | Reduction in adjunct expense | Too many underenrolled courses are offered | Containment | |
| Create predictive model for scheduling that has a 24-36 month scheduling window that is based upon student inputs | Allows for effective scheduling by having students provide the data used for course offerings. Helps eliminate running low-enrolled courses | Forward model allows for more accuracy in scheduling. | Efficiency/containment | When our retention of students is around 60% and we rely on transfer students, this model does not capture the needs of many of our students. |
| Allow Registrar to create schedule | Reduction in high use timeblocks to allow for a more efficient use of space and | | Efficiency | Does the registrar have the staff to manage this? In some departments, faculty change |

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| | better meet student needs | | | the courses they teach from semester to semester, and alter times/days. |
| Thorough review of how course scheduling is done. How many sections of each course are offered? How many sections are running at low numbers and not covering costs. What is the low enrollment limit for a section to run? | Offer the correct number of courses per semester | Cost savings | Containment | Duplication of work already done by the deans. |
| Review course caps. Courses have different caps. Some 20, 25, 32. Raise caps in all classes.. | Decrease number of sections needed each semester | Cost savings. | Containment | While some standardization is probably helpful, different course caps also are part of course leveling, and are part of developing different skills for a student. For example, a senior seminar would not be capped at 32. A hallmark of WSU has been its relatively small class size and the connections that faculty have with students. |
| Rolling 4 year course plan for each dept. | Less students 'needing' to take a course in last semester to graduate | Student can plan courses ahead of time and not be left without a specific course needed to graduate | Efficiency | Creates a plan that doesn't fit a high number of our students who do not graduate in four years. |
| Review the 5-year course offering history in | Determine the exact number of students in | Determine courses that could be offered less often so that | Efficiency | Increase in the number of students graduating in four |

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| departments | fall/spring/summer sections | they can be fully populated when offered | | years over the next 4 years. |
| Discuss raising the cancellation threshold for day lecture courses from 10 to ? (15?), with an eye to consolidate sections and better utilize space and personnel. Review current course caps for appropriate sizing. | Decrease running course sections at a loss to the University, reducing adjunct utilization, increasing space utilization, right-sizing room scheduling to accommodate section caps. | Freeing up adjunct dollars could be used to bolster the University budget. Better utilization of classrooms could mean reducing maintenance cost of those spaces/buildings (i.e. May Street). Review of cap sizes could provide more seats but less sections (not a huge increase, but 2 seats per section when appropriate leads to hundreds of available seats for students. | Efficiency | Possible increase in workload for full-time faculty if seats are added. Increased chance of course section cancellation. This risk may be mitigated by promoting a departmental course offering process that entails a detailed review of which courses students need to take and when they need to take them to graduate, offering similar course sections that compete with each other for enrollment, offering courses (especially required major courses) over a variety of days and times for effective student scheduling, etc. Will likely result in greater number of independent studies and directed studies (and hence EWC's) if courses required for the major are canceled due to low enrollment. |

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| Eliminate graduate day classes as part of faculty load | Increase faculty capacity to instruct day UG load. Reduce use of adjuncts | | Efficiency | We sell Worcester State as a University that prides itself on research and graduate education is part of that. Teaching a graduate course as part of load helps strengthen our graduate programs and ensures full-time faculty teach in them. Also this is negotiated and part of the CBA. |
| Eliminate academic department graduate program coordinators. Consolidate to one staff position in DGCE. | Greatly reduces costs to the University by eliminating coordinator stipends as well as course releases. | Each coordinator receives course release(s) as well as compensation. It will be much more cost effective to eliminate these practices and consolidate this function to one staff member in DGCE | Containment/Efficiency | Not all coordinators receive course releases. These are academic programs that require advising of graduate students and need faculty oversight. |

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| THEME 2 | | | | |
| Develop a consistent ROI methodology for assessing academic programming. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Create ROI model for academic departments to determine where reductions in staff are warranted | Data to make decisions regarding program sustainability | In order to make decisions about programs/departments, and whether programs should be combined, we need to have data | Revenue/Efficiency | Cannot rely on this alone for decision making, will need to part of the conversation, but not the only data point |
| Determine the average cost of educating a student at WSU, and the number of students needed to break-even | Theoretical knowledge of how to prevent WSU from future major deficits. Profit/loss can be predicted each academic year with a degree of certainty | Unless WSU knows the cost of educating a student, and the number of students needed to break even; metrics of class size (minimum number needed to run a class) and tuition cost will provide little information about staffing decisions and institutional financial efficiency. | Practical expectation of profit/loss | |
| Review past enrollment and graduation numbers for each department. Review / analyze the number of courses offered and assess needed faculty (full-time and part-time). | Ensure each academic department has the correct amount of faculty based on student demand / lack of demand | Right size number of faculty needed and cut instructional costs | Containment | |

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| Research current and future trends and demands for certain majors. | Eliminate, reduce, or consolidate majors and departments | Right size number of faculty needed and cut instructional costs | Containment | There is nothing wrong with doing this research, but remember that 1/3 of the courses that students take are LASC courses so that department's value lies not only in their majors/minors but (in some cases) in the ways that they contribute to LASC. |
| Invest in research opportunities across departments to make department enrollment more attractive to students | | | | |
| Review programs to determine whether they are profitable and/or a beneficial to stakeholders | Programs that are low-performing and not self-sustaining may need to be eliminated | The cost of servicing historically small programs may be draining financial resources by hiring large number of adjunct faculty | Efficiency | Financial profitability could eclipse the benefit of maintaining some small programs valuable to the community |
| Review which academic departments are self-sustainable (those having a positive ROI.) | Academic departments that are not self-sustaining should be reviewed for possible elimination or down sizing. | Cost savings. | Containment | While knowledge of whether or not a department is "self sustaining" may be valuable, the next step should not be elimination -- a high-cost department can also be of high value (providing students with entry into a lucrative career; providing essential critical thinking |

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| Review which academic departments are dependent on LASC requirements to fill their courses. | LASC course offerings could be pared down to right size offerings to match current and future enrollment numbers, therefore reducing some departments. | Cost savings. | Containment | Decisions about LASC should be made based on curriculum, not about ROI. In addition, departments that contribute to LASC should not be penalized or viewed as somehow inappropriately "dependent" - the general education is an important part of what we do as a university. |
| Review all programs through a specific recruitment/retention/marketing lens | Identifying programs/services/tools that are matriculation decision-makers | | | |
| Suspend First Year Seminar | Reduce costs (staff teaching) and allow faculty to teach in their discipline. | Save costs for staff stipends and allows for faculty to teach base load. Adjuncts not hired to fill void by faculty teaching outside of department core courses | Containment | FYS is linked to retention, so short-term savings might lead to problems (and income loss) through poor retention. In addition, not all faculty see teaching in their discipline as antithetical to teaching in FYS or in LASC. |
| LEI self-sustaining | All costs associated with LEI program to be self-sustaining by grants | Cost Savings | Containment | |

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| THEME 2 | | | | |
| Assess the feasibility of differential fee structures. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Pursue increased tuition/fees but in return look at additional student funding through private donors to offset costs to students | | | | |
| Review the cost of completing all majors at the university | Institutional knowledge of the approximate cost of pursuing each major at WSU | More expensive majors should have a fee structure that is more costly than less expensive majors | Revenue | Eliminating programs that are unintentionally inefficient and intentionally inefficient |
| Review the cost of completing all majors at the university | Institutional knowledge of the approximate cost of pursuing each major at WSU | More expensive majors should have a fee structure that is more costly than less expensive majors, because certain majors starting salaries are high | Revenue | Reduction in the number of students in higher price majors |
| Evaluate the current rate structure for UG and Grad enrollment. Consider varying rate structures depending on cost of the program and related demand. Align rate structure to allow for ease | -capitalize on program demand to cover cost for more expensive programs -create efficiencies in UG student registration since students have time preferences that are not confined to 8-4 pm and the current cost registration | make strategic decisions with regard to pricing and use of facilities | revenue | -may look for less costly programs at other institutions - increased wear and tear on facilities |

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| of cross registration from day to evening for UG students. Consider weekend rates and offerings to maximize use of existing facilities | process in difficult to navigate and understand - Increased revenue opportunities by offering weekend certificate/degree paths that maximize return on empty buildings | | | |
| Review specialty programs (Nursing, VPA etc) for need for additional cost per credit fee to cover all department support costs | Make specialty programs cost neutral to University | | | |

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| THEME 2 | | | | |
| Analyze accrual of discretionary APRs to establish a model that examines their cost structures and their allocations. Additionally, analyze accrual and discharge of EWCs. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Determine a new method of providing internships. Consolidation of internships throughout campus to be overseen by Career Services. Internship course offered rather than individual faculty accruing EWC | Reduction in EWC's thereby allowing less use of adjuncts. Creation of a process where the number of internships is known and managed effectively | We are unable as an institution to collect meaningful information on our internships offerings. This has greatly reduced our ability to attain State funding for various programs. We do not have a review process in place for outcomes of internships | Containment and efficiency | Loss of internships should faculty choose not to seek opportunities for students once the EWC incentives are reduced |
| Offer an internship class each semester in each academic department. Faculty could rotate as to who teaches the course. | Reduce EWCs. Also will give students a better learning experience as they could share their internship experiences with their classmates in a formal class meeting (weekly or monthly). | Reduction in EWCs (huge cost savings) and stronger learning experience for WSU students. | Containment and efficiency | |

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| All academic centers should be run by faculty without earning EWC's, APR's or receiving a stipend. Running a center should not be part of a faculty's load calculation. | Reduce accumulation of EWC and APR. Allow faculty to teach load requirements | Staffing a center should be by faculty as part of their service to the University. Receiving payment via load reduction, stipends or EWC/APR accrual is compensation - not service. | Containment | Faculty are being asked to do more and more (as are other groups on campus) - running an academic program well requires significant labor beyond serving on a committee. Teaching a 4-4 teaching load makes it difficult to pursue research, service and advising -- and to run a center/program. Advising students -- which we know is incredibly important to their success -- is one of the hidden labors of running an academic program on top of the advising we do on top of our departmental advising. |
| Prohibit academic department Chairs from accruing EWC's by teaching courses over their allotted load | Reduce accumulation of EWC's that will eventually lead to use of adjuncts when expended | Reduction in EWC's | Containment | Will move EWC's on to other members of the department and will not actually save money or reduce the total number of EWC's. |
| Review Academic Centers for utilization rates. | Suspend any Centers that are under utilized by students and are not cost beneficial to WSU at this time. | Faculty earning EWCs for a Center could return to the classroom. Also reducing EWCs earned. | Containment and cost reduction | Measuring utilization rates when we have been in a pandemic for 2+ years will be challenging. |

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| Develop and implement a draw-down schedule for accrued EWC's that, within 3 years, will bring all faculty accruals to no more than 3 EWC's | Reduce EWC backlog and the outstanding cost liability the University faces for these credits. | Reduction in EWC's to a manageable cost liability level | Containment | An interesting plan, but not one that will save the university any money in the next three years. Will require hiring of adjuncts to cover faculty course releases as they discharge EWC's. |
| Implement a process whereby no more than 3 EWC's are accrued each academic year | Reduce annual EWC accruals to a managing level | Reduction in EWC's to a manageable cost liability level | Containment | Would need to be accompanied by a wholesale faculty hiring plan that ensured there were sufficient faculty to meet student needs. This is particularly an issue in departments/disciplines where WSU salaries are low compared to what people can make in the private sector. |

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| THEME 3 | | | | |
| Determine cost/benefit of off-campus properties. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Determine the cost of maintaining all off-campus properties | Knowledge of which properties are unintentionally and intentionally efficient | Need data to inform decision making | Revenue/Efficiency/Containment | Divesting property and eliminating services that would have future benefit to the University |
| Assess the functional value of all off-campus properties | Determine what properties need to be divested and what to keep, not based solely on cost but function | Knowledge about whether off-campus properties could be better fiscally managed and become income producing properties | Revenue/Efficiency/Containment/Reduction | Divesting property and eliminating services that would have future benefit to the University |
| Examine remote staffing options to consolidate office space and reduce need for off campus properties | | | | |
| Liquidate all off-campus properties. | Cost savings | Off-campus property costs are near \$2M/annum | Containment/reduction | Center for Crafts, in particular, provides valuable part of studio space and a great connection to the City of Worcester |
| Determine cost/benefit of selling May St | Revenue | Will the University ever be able to afford building on this site | Revenue | |

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| THEME 3 | | | | |
| Review ITS software, hardware, and service agreements and inclusive procurement processes to determine if savings can be realized. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Take inventory of the different software required by different departments | Possible consolidation of resources and reduction of expense | Current software, hardware and service agreements may be functional for a variety of departments and service areas on campus | Efficiency and cost reduction | Making decisions about hardware/software that negatively impact academic quality and student preparedness for the world of work |
| Examine current agreements and whether less expensive alternatives can be used | | | | |
| Review procurement practices for IT equipment purchases | Is Dell the best deal going? | perhaps lower procurement cost | cost reduction | |

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| THEME 3 | | | | |
| Determine operating costs for campus building portfolio (including residence halls) to evaluate potential cost savings. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Evaluate the potential of altering building hours of operation due to course scheduling improvements or reduced Summer schedule/ residents | reduced utility cost by reducing HVAC limits and water usage. Lower maintenance costs by reducing labor and supplies. lower waste disposal costs | Academic, office and res hall spaces should be cycled down when not in use. | Containment / Efficiency | Faculty and student research projects in some buildings will require an open and fully functioning building. |
| Evaluate what building/ energy tracking information is currently available and define what additional info would be needed to enhance savings. | Information would be useful for determining ROI/ payback on cost savings projects, alterations, methods, practices. | provides a baseline to evaluate changes against. | Efficiency | |
| Identify space utilization practice | Maximum occupancy of available space | Knowledge of WSU's space utilization | Efficiency | |
| All existing and future Foundation-owned properties's operating costs are funded solely by the Foundation | Reduced University operating costs | The Foundation should support all costs of their properties rather than the University assuming these costs. If the Foundation cannot support the | Containment | Low |

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| | | costs, the property should not be purchased. | | |
| Evaluate if Sullivan can be mothballed for summer | reduce costs | Move all summer classes to Ghosh and LRC. Mothball Sullivan to save on energy and maintenance costs | Containment | There are people who work on a 12-month schedule in Sullivan. Faculty have teaching and research materials in their offices. (Perhaps not insurmountable, but solutions would need to be developed). |
| Return to non-COVID building operating schedules | reduce energy and maintenance costs | Stop running building's HVAC equipment 24X7 to reduce energy costs. Eliminate use of MERV 13 filters to save on costs and reduce end-of-life expectancy to motors/systems that were never designed for this filter media. | Containment | COVID isn't over yet and with a projected end to masking and other mitigation strategies (full classrooms, no social distancing), giving up on good ventilation will lead to higher infection which means greater disruption to student, faculty, and staff lives. |
| Consolidate Res Hall usage during summer months and/or due to reduced academic population. Mothball space, floors, buildings that are not needed | lower energy and maintenance costs | | containment | |

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| THEME 4 | | | | |
| Partner with the other institutions in the state system (as well as other appropriate outside parties) to advocate for an increased percentage of the Commonwealth's budget to redress the significant funding shortfalls that began in 2010 and which places an inequitable burden on state university students. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| COP to create a joint strategy and implementation plan | Increase State appropriations to State Universities by at least 15% | State funding was greatly reduced in 2010 with no recovery to pre-2010 levels in the past decade | Revenue | Legislative action required. Immediate return very questionable |
| Student Advocacy - educate students on budgetary needs. Provide opportunity to join with other State U's to lobby for legislative change | Increase State appropriations to State Universities by at least 15% | State funding was greatly reduced in 2010 with no recovery to pre-2010 levels in the past decade | Revenue | Legislative action required. Immediate return very questionable |
| The President, in conjunction with the COP and DHE, should recommend that the State consider an early retirement plan. | This would offer an escalated approach to thin the workforce | Perhaps some of the cost of reducing payroll would be put back onto the State. Additionally, we are not the only State University experiencing financial instability | Containment | Too many people would decide to leave? |

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| THEME 4 | | | | |
| Develop a strategy to review university data that is submitted to DHE to maximize return from the Commonwealth's higher education funding formula. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Examine current categorizations of data and what changes can be made to increase return | Increase in formula funding | There is some lee-way in how costs are categorized when reporting data to the DHE. We can examine where our categorizations should be edited to maximize our funding | Revenue | None |

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| THEME 4 | | | | |
| University Advancement, Conference & Events Services, DGCE, and all revenue-based programming will be cost neutral to the University. Expenses funded by the University will be reimbursed in total through revenue generated by such areas, based on a TBD ROI methodology. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Develop ROI for revenue generating programs | | | | |
| Look for grants to specifically support staff positions in advancement | | | | |
| Determine how to return funds collected for specific purposes to the associated departments | | | | |

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| <p>Explore utilizing the May Street building for event rental, weddings, showers, parties, etc. I know it's a stretch, but the temple part of May Street could be used for ceremonies, and the banquet hall used for receptions, plenty of space, and a stage for bands/musicians. Chartwells could cater buffet style events.</p> <p>Communications/photography-video students could intern at events giving them college credit and offered at a reduced rate to customers. Perhaps art students earn credit by decorating for various events. Discount for former WSU students/alums. Campus has some nice spots for possible wedding photos, the gates, the fountain, Lake Ellie, Admin columns. May Street has its own parking lot and is centrally located in Worcester.</p> | <p>Increase (now and future) in rental revenue. WSU becomes known as the place to have your event, at a reasonable cost, while attracting alums who might consider donating to the University as well as offering a service to the people of the city of Worcester and surrounding towns.</p> | <p>Now that we are returning to in-person events, this would be a way to make a splash with folks who can't wait to gather again and would bring events back to campus as well as strengthening bonds with former/graduated students. especially students who met their significant other while at WSU. These stories can be told in the Alumni newsletter to possibly attract more interest.</p> | <p>Revenue</p> | <p>The cost of maintaining the May Street building. Chartwells, can they handle these events? Would they want to? Workload on CESO, new position required? Might take time to see a profit. Much (if not all) of May St. is not ADA compliant.</p> |
| <p>Prepare a Return on Investment for revenue generating departments such as: Conference and Event Services, Institutional Advancement, and DGCE</p> | <p>Reduction in staff to realize savings</p> | <p>Revenue generating department must be able to cover their costs</p> | <p>Efficiency and containment</p> | |

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| Determine if summer conferencing generates income by creating accurate ROI for summer events. This ROI should include residence hall usage. | Determine if the University is actually realizing income by running summer events. ROI should include ALL operating expenses including staff costs outside of Conferencing (Facilities/ResLife/UDP etc), energy costs, space depreciation costs, maintenance costs etc. | Confirm if the University is actually realizing income and, if so, at what rate | Containment | |
| Determine if conferencing hourly space rates for all venues/rooms are covering costs | Determine if the University is charging the appropriate amount for all venues/rooms to cover costs and earn revenue | Room/venue rates could be too low and the University is losing money via rentals to outside groups | Containment/Revenue | |
| Determine winter session's profitability margins | How profitable are we when running winter sessions? Determine ROI for each class using operating expenses in ROI model | Confirm if the University is actually realizing income and, if so, at what rate | Revenue | |

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| Suspend graduate assistant stipends | Lower University expenses | Graduate assistants maintain free tuition and fees but do not receive pay | Containment | Graduate student stipends for the work that they do is part of raising the academic profile of the university. |
| University Advancement to 100% fund their postage fees | Lower University expenses | University Advancement should move to electronic distribution of all communications | Containment | |
| Make the Speech/Language/Hearing Center cost neutral to the University | Lower University expenses | The clinic should at a minimum be cost neutral to the University and investigate if this could actually start generating revenue. If costs are not covered, the Clinic should be closed until a budget crisis no longer exists | Containment/Revenue | The possibilities for public outrage at the closing of the Clinic, especially if the budget gap (if it exists) is not particularly large, seems quite large. |
| Explore the potential for targeted marketing to former WSU students with possible unfinished undergraduate/graduate degrees as well as students from other colleges and universities, especially those students who have higher numbers of completed credits. | Increase enrollment numbers, possible boost to DGCE course enrollment whose dollars the University retains. | Transfer numbers are low. Other universities are advertising "Finish your degree at XYZ " and offering flexible paths to a degree. For WSU this might look like granting these students a transfer block catalog year, no matter where their prior credits are from, as long as Mass transfer block requirements are complete. We would need to explore if DHE would allow this. This would exempt these students from the Major+ requirements, but alternately, might allow them | Revenue | DHE may not approve of degree requirement adjustments. Marketing budget is already low for WSU, creative means of getting the word out might need to be explored, especially to adult learners. |

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| | | the schedule flexibility to pick up a minor/concentration. | | |
| Review staffing in CESO for possible reductions if not cost neutral. | Lower expenses | If CESO is not profitable, then why continue to staff this group. If not profitable, stop all outside events, to cut down on the wear and tear on the university facilities, which leads to additional costs. | Containment | CESO did amazing work during the pandemic to transition to zoom events, hybrid events, and then in-person, zoom and hybrid events, They also were instrumental in the vaccine clinic. Firing the staff of CESO feels like a public relations disaster as we begin to emerge from the pandemic. Also CESO does important internal work for the university - not just external events. |
| Review staffing in Advancement for possible reductions if not cost neutral. | Lower expenses | If not profitable, then why continue to over staff this group. | Containment | Foundation money is/has been an important source of revenue as state sources have dried up. University Advancement has been filling gaps in the budget -- is firing staff the answer? Maybe better accountability or transparency, or more strategic use of Foundation funds. |

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| THEME 4 | | | | |
| The University creates a comprehensive enrollment plan for the entire University, both undergraduate and graduate programs, with measurable outcomes and responding to changing market conditions. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Determine the inefficiency of the current model utilized by enrollment management | Quantify and or describe the need for a new enrollment management plan | Provide the university community with a reason for adopting a different enrollment management strategy | Hopefully the new model will reduce redundancy and unintentional costs | Loss of administrative jobs |
| Inventory 4+1 programs | | | | |
| Examine data currently used in enrollment plan and what additional data may be needed | | | | |
| Enrollment Management and DGCE should provide monthly reports for retention and enrollment of students by classification (full-time, part-time, dual enrollment | An accurate accounting of student enrollment by classification and REVENUE. | Seat counts do not provide this data and mask what earnings may be. EM and DGCE need to be equally focused on revenue as they are on seat fill rates. | | |

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| etc) and the revenue associated with each classification | | | | |
| Track effectiveness of major + minor programs. Determine costs of the program | Is this program truly attracting students to WSU? EM to create valid assessment techniques related to the major/minor program for students who did not enroll at WSU as well as for those who did enroll to determine if this graduation requirement if improving enrollment | Measure cost/benefit of major/minor program including student views on program | Efficiency/containment | Major+ has just been launched. Certainly it should be assessed. However, within the 3 year timeframe of this particular committee, this seems outside of the scope. |

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| THEME 5 | | | | |
| Review direct student servicing departments to determine proper staffing levels and seek to consolidate and/or reallocate services where possible. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Determine staffing needs for all student servicing departments | Knowledge of students servicing departments that are below, at, or above service capacity level | Data will inform decision making, and provide answers to questions about strategic recommendations | Revenue/Efficiency/Containment | Certain student populations may not receive the service representation they desire and deserve. |
| Review potential efficiencies for rehousing Club sports to the Athletics Department | Change model of WSU Club sports from student to institutionally driven | More intentional programming could lead to recruitment and retention benefits | Revenue/Efficiency/Containment | Facility strain and current STF funded model may not lead to worthwhile venture |
| Student clubs to be cost neutral | | | | |
| Student clubs to support salaries of professional support staff | Cost reduction | | | |
| Increase supports for veterans, first generation students etc so we can expand our enrollment pool and be leaders in | Increased retention and outcomes | We do provide support for these groups. But are we the leaders? Can we do more? | | |

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| enrollment of these groups | | | | |
| Review OSILD spending. Has it decreased to correlate with drop in student enrollment? | Cost reduction | Student enrollment is down 30%, spending should be down as well. | Containment | |

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| THEME 5 | | | | |
| Review expenses of each athletic program to determine where savings may be realized and determine the efficacy of varsity sports as tools for recruitment and retention. | | | | |
| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
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| Quantify the expense of each varsity sport and the impact it has on attracting and recruiting students to the University | Determine which varsity sports are efficient and effective. We may need to recruit more students for successful programs | Knowledge needed for decision making | Revenue/Efficiency/Containment | |
| Review transportation model of renting per trip is the most efficient model | Determine if current transportation model is most efficient for department/University | Do campus wide transportation needs/costs align with large line item in Athletics budget | Efficiency/Containment | |
| Quantify the expense of each varsity sport to determine if several should be eliminated (perhaps substituted with lower cost sport). | Cost savings | Develop ROI for each sport - including retention in the model - to determine cost/benefit of each team | Containment | |

| Miscellaneous Items | | | | |
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| Consideration | Desired Outcome | Rationale | Revenue/Efficiency/Containment | Risk |
| Explore grants a way to add revenue and needed structures to encourage grant writing. Strengthen supports for seeking grant dollars for equipment replacement and supplies | Increased monies for replacement of aging lab equipment. Increased research activity and visibility | Grant money is prestige, indicates a thriving University and a viable structure will allow for revenue generation | Revenue | |
| Look into stronger transportation connections to Worcester to encourage enrollment from neighboring communities | encourage enrollment from outside Worcester county | Currently a majority of our enrollment is from a small geographic area | | |

Appendix B: Community Feedback

The attached table contains community feedback on the FATF's work during the Spring 2022 semester. Feedback was collected via the FSTF website on a rolling basis in response to the three scheduled public forums. Additional feedback was received via email directed to the FSTF co-chairs, and feedback also was solicited via the FSTF website after the publication of the Phase One Draft on May 6.

Like **Matters for Consideration**, the content in this table is unedited and represents realtime responses to the FSTF Phase One's work. Appendix B should be seen as a running dialogue in the campus community regarding the University's efforts to develop sustainable financial planning models. Information in Appendix B can help Phase Two participants to better understand the community culture in which they are working.

| Timestamp | Your Feedback, Questions, or Comments | Note |
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| 3/15/2022 7:02:18 | <p>WSU used to have a program for nurses with an RN license and a bachelor's degree (in something other than nursing) to pursue a master's degree in nursing. We no longer do. Presumably it was deemed inefficient or unprofitable, but for what it's worth, there is a need for such a program. My wife is in exactly this position, with a bachelor's degree in biology and an RN license, and has been forced by lack of options to pursue a bachelor's degree in nursing in preparation for pursuing her master's degree. This she is doing online at Fitchburg State, where the quality of instruction is for the most part atrocious. It will be too late for my wife, but nursing remains a very competitive field in Massachusetts, and it is possible that this program would attract enough students to make it a worthwhile revenue stream.</p> <p>Thanks for the very important work you're doing.</p> | Website Form: Forwarded to FSTF |

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| 3/16/2022 12:27:03 | <p>Idea for making more money. Bring more students into popular competitive programs of nursing and OT. There would have to be faculty and resources added but that is a guaranteed population that wants to come.</p> <p>Another idea. Get rid of the Center for Civic Engagement and add an identification code for courses that have community service learning components.</p> <p>Thank you Pam Hollander</p> | Website Form: Forwarded to FSTF |
| 3/21/2022 12:37:54 | Is the Task Force considering Retirement Incentives as a way to save WSU money? | Website Form: Forwarded to FSTF |
| 4/5/2022 13:55:43 | Can we have an *actual* forum? The last "forum" was just the two chairs talking to us and they only took one question. | Website Form: Forwarded to FSTF |
| 4/15/2022 12:29:00 | P. 8 Student Charges states that "Operating revenue for FY 2023 is anticipated to be flat with an additional \$5M from the State to address collective bargaining and fringe benefit costs"--yet this year's res housing garnered 80% occupancy vs. the projections of 61%. What are you projecting for this year's residential housing occupancy? Do the figures that were presented Tuesday include the newly acquired resi housing surplus of 2.7 million that were placed in reserves? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | \$38,809,888 related to OPEB. We know of several municipalities that don't have the capacity to put any funds into OPEB, which happens regularly. | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | Can we use OPEB for our operating costs in times of financial restraint? If not, could we just lower the amount of OPEB funds that we contribute to annually? Who determines the amount that we have to provide annually? Why did our OPEB go down from 2020-2021? OPEB (38,809,888) (39,218,355) | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | During FY 2021 over \$3,792,834 of critical repair, small repairs and deferred maintenance projects were accomplished of which approximately \$554,620 worth of improvements were capitalized. Can we receive a summary of what the repairs and improvements were? | Forwarded to Administration and Finance |

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| 4/15/2022 12:29:00 | Of the increased residential housing increase, approx. \$500,000 was replaced into this year's deferred maintenance. Do we know what those maintenance items will repair / how these reappropriations will be used? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | TRUST FUNDS: - 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 \$1,595,294 and \$254,552 as of June 30, 2021 and 2020, respectively. In addition, the State Treasurer held cash for certain University trust funds in the amounts of \$4,898,568 and \$6,370,930 as of June 30, 2021 and 2020, respectively. None of these cash balances are insured or collateralized. How are trust funds established? Can academic departments establish trust funds? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | 2021 Independent Auditor's Report: In the 2021 Independent Auditor's report, p. 58, FUNCTIONAL EXPENSES – what is the gross expenditures for faculty instructional support vs. administrative, and how does that get broken down in the report? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | 2022 Independent Auditor's Report: P. 65, what is the breakdown of staff vs. admin numbers? Can we obtain an institutional report on the growth of staff, admn, and faculty / adjunct lines over the past 10 years? | Forwarded to Administration and Finance |
| 4/15/2022 12:29:00 | 2023 Independent Auditor's Report: We see that trust funds have been established for residence halls & equipment, student activities, health services, parking fines, wellness center, strategic plan etc. Can academic programs set up trust funds each year (let's say to cover lab fees or program fees)? | Email Receipt; Recorded for Phase Two |
| 4/15/2022 12:29:00 | 2025 Independent Auditor's Report: What will the \$2 million set aside for the critical repairs project go toward? | Email Receipt; Recorded for Phase Two |
| 4/15/2022 12:29:00 | 2026 Independent Auditor's Report: What is the budget load for Women's Ice Hockey (\$218,750+?) [finance and facilities packet] | Email Receipt; Recorded for Phase Two |
| 4/15/2022 12:29:00 | 2027 Independent Auditor's Report: Do you have the third quarter revenue and expense sheets from Munis or the budget program we use? There is an indication that the university anticipates Academic reviews? \$10,000 in 2023; yet we know that not all departments completed their reports / outside review reports in previous years during COVID (ours was one of them). | Email Receipt; Recorded for Phase Two |

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| | Will we be asked to complete them? | |
| 4/15/2022 12:29:00 | 2028 Independent Auditor's Report: Restore food for sports + training camp + intersession \$192,958 [730-FFF01]. Will academic programs also have restored food | Email Receipt; Recorded for Phase Two |
| 4/15/2022 12:29:00 | 2029 Independent Auditor's Report: Restore capital adaptation and renewal \$2,000,000 [353-NNN16]. What will be on this list. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Change the name of the document from "Action Items" to "Suggested Areas for Phase Two Committees to Consider". | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | I would recommend the chart have only one column under each theme with bullet points for general ideas. No "Desired Outcome", "Rationale", "Revenue/Efficiency/Containment" and no "Risk" columns. That work should be filled in by the Phase Two committees based on data and careful consideration and discussion with affected areas. As the chart stands, some of this is filed out (incorrectly) but much is not. It is mis-leading. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Also, some of these recommendations are about evaluating and examining and others are definite actions "eliminate", "remove" etc. Should be consistently about evaluating and examining. Let the Phase Two committees do this work. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme One: "Consolidate Academic Deans" – I assume this means academic dean positions. Why only academics? We have assistant and associate and full deans in Enrollment Management and Student Services as well as Academic Affairs. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme One: "Perform institutional assessment of contract employees" – Remove the second sentence. The recommendation to suspend 03 contractors should be researched and recommended from the Phase Two committee. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme One: "Allow Registrar to register graduate students and Student Accounts to process payments for graduate students thereby eliminating position redundancies in DGCE" – Student accounts DOES process all DGCE payments. We DO NOT have any staff in DGCE dedicated to registering students and processing payments. I would restate: "Examine the bifurcated process of students registering through both DGCE and the Registrar's Office | Email Receipt; Recorded for Phase Two |

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| | to determine if one point of registration would provide efficiencies and cost reduction.” | |
| 5/5/2022 14:53:00 | Theme One: “Evaluate the possibility of a university sponsored retirement program...” – the comment in the last column about “right” people is offensive. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme One: “All positions should follow the same hiring process” – this should not be included. The faculty hiring process is mandated through CBA and there are very specific differences. Not sure what this tries to solve. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Allow Registrar to create schedule” – this would be completely unworkable for DGCE. Should be removed or specify day school only | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Eliminate graduate day classes as part of faculty load” – This is prescriptive and not workable, especially for graduate programs with external accreditation that REQUIRES instruction by full-time university faculty. Change wording to “Examine the impact of graduate courses being taught as part of load” | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Eliminate academic department graduate program coordinators. Consolidate to one staff position in DGCE.” – Sorry, but this is a ridiculous idea. Our graduate program coordinators make admissions decisions for over 30 graduate programs and advise well over 700 graduate students. This comment shows a lack of understanding of how the Graduate School works. Change to “Evaluate the cost/benefit of the current graduate program coordinator compensation model.” The third column is completely erroneous. We have 20 graduate coordinators, and ONE gets a course release in addition to a stipend to work with the graduate program. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Suspend First Year Seminar” – This is universally recognized as a “best practice” in higher education. Restate: “Examine the cost/benefit of the First Year Seminar”. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Pursue increased tuition/fees” – I would add to this, “Consider for DGCE an automatic increase in DGCE tuition/fees directly in relation to CBA increases each time the cost of paying DGCE faculty goes up.” | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Two: “Review the cost of completing all majors at the university” – this | Email Receipt; Recorded for Phase Two |

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| | appears twice. | |
| 5/5/2022 14:53:00 | Theme Two: “All academic centers should be run by faculty without earning EWCs...” – Again, a statement without research or evaluation. Rephrase to “Evaluate the use of EWCs, APRs and stipends for leadership of academic centers.” | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Three: “Liquidate all off-campus properties” – This is a sweeping recommendation with no research or data. Also, the Craft Center isn’t owned by WSU, it is owned by the Foundation. Change wording to “Complete an inventory of off campus properties to determine their value and importance to university operations.” | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: Determine Winter Session’s profitability margins” – DGCE does not run any classes over winter session that do not make a profit. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Suspend graduate assistant stipends” – Again, a recommendation without any research or data. Change wording to “Examine and evaluate the cost/benefit of the current graduate assistantship program and make recommendations for decreasing cost or to establish funding from other sources (for example through University Advancement).” [Note: the strategic plan calls for INCREASING graduate assistantships.] | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Make the Speech/Language/Hearing Center cost neutral” – the parenthetical notation “(if it exists)” in the last column is inappropriate. | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Explore the potential for targeting marketing to former WSU students...” – We actually have done this in the past. DGCE has practically no marketing budget so this is a challenge. But we do periodically reach out | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Review staffing in CESO for possible reductions if not cost neutral” – CESO is a service office for the UNIVERSITY, not just outside conferencing. Why would it be required to cover its own operations? Would love to see the university function without CESO (not possible). | Email Receipt; Recorded for Phase Two |
| 5/5/2022 14:53:00 | Theme Four: “Enrollment Management and DGCE should provide monthly reports...” – The note in the third column is offensive. It implies DGCE is not focused on revenue. We are. | Email Receipt; Recorded for Phase Two |

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| 5/6/2022 14:00:00 | Don, you mention that Matters for Consideration table - it's listed in my draft form as Action Items for recommendation and we were told at the President's cabinet that this was going to the Board of Trustees. Are you going to change the heading of the draft charts to clarify that they are not "Action Items" as currently listed in the header? | Public Forum; Already Addressed |
| 5/6/2022 14:00:00 | I question whether ROI is appropriate methodology | Public Forum; Addressed by Phase One; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Does this mean increasing class size and course schedules not managed by Chairs and the Deans? | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Amplifying that we need to take this to the state, to actually fund the PUBLIC universities. | Public Form; See Phase One Report, Recommendations |
| 5/6/2022 14:00:00 | I've seen the metric that university enrollment is down 30%. I'm not a mathematician, so does that mean we're down 1500 students for next year? Can you explain this data point to those of us who aren't statisticians? | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Also, how are students being involved in this process? They are the ones who will be most affected by cuts, and I don't see any student representation on the steering committee. | Public Forum; Regular Meetings with Student Government Leaders; Recorded for Phase Two |
| 5/6/2022 14:00:00 | I question the Rationale number for the "Reduce Library Staff" - Where did you get this" 30% less majors/minors figure," and what exactly do you mean by that? | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | How was this group established? Was the Union leadership consulted about its creation? | Public Forum; see worchester.edu/FSTF ; Union Leadership participated in the formation of the committee |
| 5/6/2022 14:00:00 | Will phase 2 committee structure be more balanced? Right now phase 1 is heavily comprised of one division | Public Forum: See Phase One; Recorded for Phase Two |
| 5/6/2022 14:00:00 | I would imagine if we're really taking a broad look, ALL areas of the university from administration all the way down will be assessed, yes? | Public Forum; Yes |
| 5/6/2022 14:00:00 | Why was an outside consultant not brought in as it was for the Strategic Plan? That would help with process, trust and lack of conflicts of interest | Public Forum; EAB is the University's Outside Consultant; Recorded for Phase |

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| 5/6/2022 14:00:00 | How do we ensure that the data is correct? There have been problems in the past with double majors not being reflected accurately (and while that doesn't mean there are more students, it DOES mean that those areas are not being reflected for the work they do and the students they need to service). | Public Forum; Part of Data Governance Initiative; Recorded for Phase Two |
| 5/6/2022 14:00:00 | How can we also get a sense of the students who are now returning/coming back to finish degrees they may have paused due to the pandemic? (Anecdotally, I know of several who I have advised—this is a trend we should pay attention to as well) | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Will an explanation be provided in the appendix as to what the process was for the ideas in the “Matters for Consideration Table”? Not all items in the chart are consistent. No value-impact column was assigned in the ‘Action Plan’ chart; nor any alignment with the Program Review. | Public Forum; See Phase One Report; Recorded for Phase Two |
| 5/6/2022 14:00:00 | In conversations with the President earlier this year, DEI committees were assured that the university's commitments to supporting DEI initiatives would be carefully considered in the FSTF process -- can someone please speak to how DEI concerns are being addressed (I have not seen the draft report yet). | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Union inclusion does not mean that CBA violations are not being proposed. There are in fact “matters of consideration” in the table that ignore / bypass / violate the CBA and our own governance process. - i.e. internships being allocated to a non-academic entity / EWCs / APRs are already determined within the contract and are already discretionary as noted in the CBA. They are already approved by admn. | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | Any word on reducing the number on NUPs or the myriad of AVPs? | Public Forum; Recorded for Phase Two |
| 5/6/2022 14:00:00 | The entire campus was crowd-sourced with the latest Strategic Plan. Yet Phase I did not align with any SP elements. Will Phase II include the Strategic Plan? | Public Forum; Yes--See Goal #6; Recorded for Phase Two |

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| 5/6/2022 14:52:22 | <p>Some recommendations for consideration for Phase II:</p> <p>1) During breaks, like Summer and Winter, there may be an opportunity for staff to use a Work From Home model, similar to what happened during the Covid-19 Pandemic. This would give the opportunity for the university to shut down utilities to certain buildings (ie: electricity, water, reduce the need for heat and air conditioning), therefor saving money in overhead for operations cost and maintenance workers. Reducing the in-person footprint except for the bare essentials - such as a Clerk coming in once a week, on a Friday, to collect mail and manage any other in-house processes - can be done. We have seen this model with Covid.</p> <p>2) Find ways to be energy efficient by working with our Environmental Science Department and Urban Studies. Look into refocusing the campus energy source by installing solar panels. While initially an upfront cost, long term savings could be done by the campus supplying it's own electricity and then some that goes back into the power grid. While I'm presuming we automatically get rebates from power sources from the government (maybe? I'm not sure of the nitty-gritty finer details), there does come a point where the solar panels pay for themselves and that National Grid begins paying those with solar panels.</p> <p>3) Stop planting pansies, pulling them up, and then planting other plants! While landscaping is important, use annual plants that will come back year after year instead of wasting money on flowers that bloom for a short amount of time. Plant flowers that help bees and other creatures. Plant shrubs that bloom and small flowering trees. Don't waste money on plants that will just be ripped up later.</p> <p>4) Consider offering more online options to appeal to adult learners and non-traditional students. As someone who was a non-traditional student, it was imperative that I finish my undergrad degree online because I couldn't afford not to work. Incorporating online degrees and appealing to adult, non-traditional, and distance learners is going to be incredibly important to stay relevant in a post-Covid world. This can also help in reducing the on-campus</p> | Website Form: Forwarded to Phase Two |
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| | footprint costs. | |
| 5/6/2022 15:37:23 | Change item in the Sheets Related to the Latino Education Institute to read: Generate more income for WSU from the LEI. Action Step: Apply consistent overhead costs on grants and charge a rate for use of off-campus facilities. Risk: More extreme actions such as eliminating the LEI from the budget risks community alienation, harming relations with the only group growing in #s in the public school and thus enrollment. | Website Form: Forwarded to Phase Two |
| 5/6/2022 15:55:11 | First of all, I wanted to let you know I am extremely impressed with the work of the FSTF thus far. This is NO small task, I I fully understand and appreciate all of the hard work. I wanted to offer one comment/thought (perhaps suggestion?) for consideration. It is very likely this was formally discussed. But, if not, perhaps consideration for Phase 2: Question: I was curious if there has been any discussion on establishing goals/benchmarks in regards to either cost savings or revenue generation, either overall or for each theme? These may include both short term and long term targets. This *may* help participants of phase 2 focus efforts on impact items (helps to ensure folks don't go a mile wide and an inch deep, or focus efforts on high intensity/low yield items). Of course, the goal may just be to eliminate the 10M gap. Just thought it was worth a mention! Thank you for all the hard work. | Website Form: Forwarded to Phase Two |
| 5/13/2022 10:36:03 | A suggestion for the FSTF could be to consider a 4 day work week. Studies have shown the benefits of 4 day work weeks, including increased productivity and increased satisfaction for employees, reduced carbon footprint, and an attractive advantage when hiring, as well as financial savings. Financial savings would include savings on things like utilities (lights, electricity, etc.), and possibly with less turn over due to increased job satisfaction. | Website Form: Forwarded to Phase Two |

| | | |
|--------------------|--|--------------------------------------|
| 5/13/2022 15:22:00 | <p>Ooof. Where to start. I was saddened by the tone of this report. Angry in fact. Here we are at the end of a pandemic that affected so many of us deeply. Many of us continued to do our work even though we were under terrible stress. And then we have to read this cold, business/marketing sounding document which made me feel more like we were running a food shopping business rather than a school. What kind of culture are you trying to build here? I have one question: have ANY of these short-sighted ideas EVER worked? Anywhere? I'd love to see some data on that, because I'm pretty sure most of these chop-and-see ideas have just destroyed the hearts of most places. And one comment: "ROI"'s have NO PLACE in public education. NONE. This doesn't mean we shouldn't think about being efficient nor does it mean we shouldn't think about how we can reduce costs. But, if we bring in one more consultant to charge us a half million for some inane idea I might just leave. I want to see us making a statement about what it means to be a public institution of higher education and put our resources and our hearts into that. Also, there is no methodology on your list of ideas at the end.</p> | Website Form: Forwarded to Phase Two |
| 5/13/2022 16:51:21 | <p>I was dismayed to see that the phase one report included many items that were proposed (Firing University Advancement for example) with no context, no sense of understanding how these are actual people who work hard every day to improve the University - and that an idea that is tossed out in a focus group - would make it past management filters and into the public domain. I understand that "everything is on the table" but to be so blatantly disrespectful of an entire division that consistently raises more than \$4 MILLION every year to support students, academic programs and infrastructure is completely unacceptable. I would expect better. It is one thing to "kick around ideas" but to publicly publish to the entire campus community is ridiculous and disrespectful.</p> | Website Form: Forwarded to Phase Two |
| 5/13/2022 18:37:50 | <p>The revenue and entrepreneurship section seems to be missing certificate programs, perhaps through Center for Business and Industry, or DGCE. These are neither grad nor undergrad programs. Closest examples - Regis College and Lasell College are offering versions of them.</p> | Website Form: Forwarded to Phase Two |

| | | |
|--------------------|---|--------------------------------------|
| 5/15/2022 23:16:29 | <p>Here's what I sent for feedback to the "task force"...</p> <p>(1) The appendix is antithetical to the focus of the Phase One of the FSTF - "Phase One's work centered on broadly defined themes that enabled the Task Force to look at University operations, resources, and programming from comprehensive and cross-functional perspectives". Many of the comments included in the appendix are subjective, misleading, or simply inaccurate. The themes that run through the appendix are far from broad, and in some instances quite pointed. Several requests were made by both members of the task force and members of the Cabinet to remove the appendix prior to distribution to the campus, but it was sent regardless. The toxic impact this has had on morale is palpable and was completely avoidable.</p> <p>(2) The structure of the Phase I committee was disproportionate. The preliminary task force was composed of a large number of staff from Facilities (25%), a department conspicuously missing from any recommendations in the appendix despite having considerable opportunities for outsourcing and/or consolidation of duties. Including the advisory/support members of the FSTF, the percentage of members from the Division of Admin and Finance expands to over 40%. It is difficult to see this as a fair and neutral process when with such skewed representation. Additionally, it should be noted that there was no representation from any of the offices recommended to move to a cost-neutral budget.</p> <p>(3) The suggestions of ceasing all external events are subjective, short-sighted, and simply impossible. Eliminating external events will have a direct impact on enrollment. A single external event (e.g. state cheerleading championships) can bring more prospective students and their families to campus in one day than take a campus tour over an entire year. These "exposure" (revenue generating) events are an important component of introducing WSU to future students through the many events, programs, activities, and camps they attend on-campus. Additionally, as a state institution, the university has a civic responsibility to open our doors to the various community and governmental organizations who use our facilities on a regular basis.</p> | Website Form: Forwarded to Phase Two |
| | Financial Sustainability Task Force Phase One Report -- | 54 |

| | | |
|--------------------|--|--|
| | <p>(4) The suggestion of moving Conference & Event Services to a cost neutral model is misinformed. CESO is 2/3 internally focused during the academic year. Even during the (internally) slower summer months, 1/3 of our time is spent supporting university business while generating over half of our annual revenue from summer conferences.</p> <p>(5) The suggestion of outsourcing conferencing services shows a complete lack of understanding of the industry. There is no such option. My professional staff frequently work well beyond the required weekly hours (e.g. 90+ hours just this past week for Commencement/Reunion). Even if an outsourcing option was a possibility, these hours would be invoiced by an external vendor.</p> <p>(6) There are no proposed considerations in the appendix for “back of the house” operations.</p> | |
| 5/16/2022 9:29:52 | Suggestion: Explore a 4-day (10 hour) work week. Many municipalities and medical offices use this practice. Consider a Tuesday thru Friday schedule thereby saving the cost of paying for Monday holidays as many individuals would not be scheduled to work on Monday. Research suggests 4 day weeks are cost effective and morale boosting. | Website Form: Forwarded to Phase Two |
| 5/17/2022 12:51:52 | How was the consulting firm EAB chosen? How much did it cost? | Website Form; Observation Noted and Forwarded to Phase Two |
| 5/17/2022 12:57:59 | Why were the chairs of this committee in phase 1 appointed rather than elected? | Website Form: Standard Practice; Forwarded to Phase Two |
| 5/17/2022 12:58:24 | How are diversity, equity, and inclusion initiatives being factored into this process? | Website Form; Forwarded to Phase Two |
| 5/17/2022 13:00:48 | Why is there no plan to reduce administrators' salaries or reduce administrative bloat/redundancies? | Website Form; See Recommendations on Administrative Efficiencies; Forwarded to Phase Two |
| 5/17/2022 13:01:03 | How are students being centered in this process? | Website Form; Monthly Meetings with Student Govt; Forwarded to Phase Two |

| | | |
|--------------------|---|--|
| 5/17/2022 13:01:53 | What did Charlie Baker say when you called him and asked for \$10 million to close our budget gap? | Website Form: Comment Noted |
| 5/17/2022 13:04:57 | How is the committee weighing the effects of COVID on the current budgetary gap? I am concerned that we are making drastic cuts based on a once in a lifetime pandemic that will diminish the university's ability to provide a quality, affordable education for years to come. | Website Form; Forwarded to Phase Two |
| 5/17/2022 13:05:53 | The last "forum" was cut off abruptly with several questions still left in the chat. When will you hold an actual forum? When will those questions be answered and communicated to the campus community? | Website Form: All Questions Rec'd Responses; Forwarded to Phase Two |
| 5/19/2022 14:32:48 | Did the co-chairs for phase 1 get stipends? | Website Form: The Co-chairs Received No Compensation or Release time; They Were Volunteers |
| 5/20/2022 14:46:07 | <p>Dear FSTF members,</p> <p>Please find attached my extensive feedback and comments: https://docs.google.com/document/d/1t3JJY3Nad_YQmEUQWUjsIDVBK_dBzPXWG6mLsCy4Aul/edit?usp=sharing.</p> <p>Matt Bejune, Executive Director of the Library</p> | Website Form; Forwarded to Phase Two |
| | | |

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
Academic and Student Development Meeting
Monday, May 23, 2022
10:00 AM
REMOTE PARTICIPATION
Join Zoom Meeting
<https://worcester.zoom.us/j/7540181608>
Meeting ID: 754 018 1608

Meeting Called By: Karen Lafond (Chair)

Minutes: Nikki Kapurch

Board Members: Karen LaFond (Chair); Lisa Colombo; Anna Johnson; William Mosley; David Tuttle

WSU Staff: Barry Maloney; Nikki Kapurch; Carl Herrin; Mike McKenna; Lois Wims

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: April 12, 2022* | Karen LaFond | B. vote required |
| 2. <i>Academic and Student Development Committee Report</i> Discussion Regarding Tenure and Promotion A. President Maloney Memo to Trustees* B. Provost Wims Memo to President Maloney* C. 2021-2022 PowerPoint Presentation* | Karen LaFond Lois Wims | Recommendation to the Full Board - 2 votes required A. Informational B. Informational C. Informational |
| 3. <i>Administrative Updates</i> A. Other Business | Karen LaFond | |
| 4. <i>Adjournment</i> | Karen LaFond | 4. vote required |

*Attachments

WORCESTER STATE UNIVERSITY
ACADEMIC AND STUDENT DEVELOPMENT MEETING
Meeting Minutes

| | | | |
|----------------------------|---|-------------|----------------|
| CHAIR: | Ms. Karen LaFond (Chair) | DATE: | April 12, 2022 |
| LOCATION: | Remote Participation | MINUTES BY: | Nikki Kapurch |
| TIME: | 3:02 PM | | |
| COMMITTEE MEMBERS PRESENT: | Lisa Colombo; Karen LaFond; Anna Johnson; William Mosley; David Tuttle | | |
| BOARD MEMBERS PRESENT: | Maryanne Hammond; Marina Taylor | | |
| WSU STAFF: | Barry Maloney; Carl Herrin; Nikki Kapurch; Stacey Luster; Mike McKenna; Susan Moore; Maureen Stokes; Ryan Forsythe; 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 12, 2022, through a Zoom remote call. Chair LaFond called the meeting to order at 3:02 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:

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.
- The costs for proposed promotions will be an annual total of \$101,254.00 and are based on the MSCA contractual rate that was effective September 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, 2022, for the slate of faculty as presented**

April 12, 2022

| | |
|-------------------|------------------|
| Jorge Brown | Library |
| Amanda Cornine | Nursing |
| William Lundmark | Library |
| Timothy Murphy | Urban Studies |
| Elizabeth Osborne | World Languages |
| James Silver | Criminal Justice |

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, 2022, for the slate of faculty as presented**

| | |
|-------------------|---------------------------------------|
| Nathan Angelo | History and Political Science |
| Anthony Dell'Aera | History and Political Science |
| Paul Dubrey | Business Administration and Economics |
| Kathryn Frazier | Psychology |
| Ross Griffiths | Library |
| Caitlin Krul | Math |
| Susan Monaghan | Education |
| Francis Olive | Criminal Justice |
| Shu Qian | Library |
| Naida Saavedra | World Languages |
| Adam Saltsman | Urban Studies |
| Christina Santana | English |
| Hardeep Sidhu | English |
| Alexander Tarr | Earth, Environment, & Physics |
| Lingling Wang | Business Administration and Economics |
| Weichu (Brian) Xu | Chemistry |

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

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

VOTED: **to recommend to the full board the approval of the following promotions to Full Professor, effective September 1, 2022, for the slate of faculty as presented**

| | |
|-------------------|-----------|
| Michelle Corbin | Sociology |
| Hy Ginsberg | Math |
| Joseph Quattrucci | Chemistry |
| Matthew Ortoleva | English |
| Eileen Perez | Math |
| Heather Treseler | English |

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 promotions to Associate Professor, effective September 1, 2022, for the slate of faculty, as presented**

| | |
|-------------------|---------------------------------------|
| Nathan Angelo | History and Political Science |
| Anthony Dell'Aera | History and Political Science |
| Paul Dubrey | Business Administration and Economics |
| Kathryn Frazier | Psychology |
| Caitlin Krul | Math |
| Susan Monaghan | Education |
| Francis Olive | Criminal Justice |
| Naida Saavedra | World Languages |
| Adam Saltsman | Urban Studies |
| Christina Santana | English |
| Hardeep Sidhu | English |
| Alexander Tarr | Earth, Environment, & Physics |
| Lingling Wang | Business Administration and Economics |
| Weichu (Brian) Xu | Chemistry |

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

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

VOTED: **to recommend to the full board the approval of the following promotions to Librarian, effective September 1, 2022, for the slate of faculty as presented**

| | |
|----------------|---------|
| Ross Griffiths | Library |
| Shu Qian | Library |

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


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

VOTED: **to adjourn the meeting at 3:38 p.m.**

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

WSU Board of Trustees
April 12, 2022

Respectfully submitted,



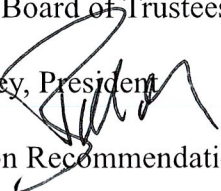
Barry M. Maloney
Secretary, Board of Trustees



WORCESTER
S T A T E
UNIVERSITY

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

TO: Members, WSU Board of Trustees

FROM: Barry M. Maloney, President 

RE: Tenure/Promotion Recommendations

DATE: May 12, 2022

Following the recommendation of Dr. Lois Wims, Provost and Vice President for Academic Affairs, I am pleased to submit for your consideration and approval the following faculty members to be promoted and/or awarded tenure, effective September 1, 2022:

The following faculty are recommended for **Tenure with Promotion to Associate Professor** :

- Elizabeth Gilbert Math Department

The following tenure track faculty are recommended for **Tenure**:

- Vicki Gruzynski Library

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

cc: L. Wims
S. O'Connell
S. Moore



WORCESTER
S T A T E
UNIVERSITY

Provost and Vice President for Academic Affairs

Phone: 508-929-8038

Fax: 508-929-8187

MEMO

To: President Barry M. Maloney

From: Lois A. Wims, Provost

Date: May 4, 2022

RE: Tenure and Tenure with Promotion

APPROVED

MAY 4 2022

BARRY M. MALONEY
PRESIDENT

I recommend the following faculty for tenure and tenure with promotion as indicated. These two cases were delayed in the fall semester due to medical leaves.

Elizabeth Gilbert Math Department Tenure with Promotion to Associate Professor

Vicki Gruzynski Library Tenure



TENURE & PROMOTION

2021-2022

TENURE PROCESS AT WSU

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

TENURE PROCESS AT WSU

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

TENURE PROCESS AT WSU

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

FACULTY MEMBERS RECOMMENDED FOR TENURE

| FACULTY MEMBER | DEGREE | DEGREE FIELD |
|--|--------|---|
| Elizabeth Gilbert | Ph.D. | Mathematics |
| Vicki Gruzynski | MA/MA | Library Science/Latin American Caribbean Studies |
| | | |
| | | |
| Dr. Gilbert is a candidate for Tenure with Promotion to Associate Professor Cost=\$4,462.00 | | |
| | | |
| | | |
| | | |
| | | |

QUESTIONS?

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
Nominating Committee Meeting

Monday, May 23, 2022

10:30 AM

REMOTE PARTICIPATION

Join Zoom Meeting

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

Meeting ID: 754 018 1608

Meeting Called By: Karen LaFond (Chair)

Minutes: Nikki Kapurch

Board Members: Karen LaFond; David Tuttle; Will Mosley

WSU Staff: Nikki Kapurch

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 | Karen LaFond | |
| 2. <i>Nominating Committee Report</i> a. <i>Present Slate Of Officers - 2020-2021*</i> b. <i>Present Trustees- Expiration Of Terms*</i> c. <i>Current Bylaws*</i> | Karen LaFond | Recommendation to the Full Board - 1 vote required a. Informational b. Informational c. Informational |
| 4. <i>Adjournment</i> | Karen LaFond | 4. vote required |

*Attachments

Board of Trustees - Slate of Officers

| POSITION: | CURRENT 2021/2022 (Elected 6-15-2021) | NEW SLATE 2022/2023 |
|--|---|---------------------|
| CHAIR | TRUSTEE STEPHAN MADAUS | |
| (2) VICE-CHAIRS | TRUSTEE MARYANNE HAMMOND TRUSTEE MARINA TAYLOR | |
| SECRETARY | PRESIDENT BARRY MALONEY | |
| ASSISTANT SECRETARY | NIKKI KAPURCH | |
| (2) FOUNDATION BOARD | TRUSTEE MARYANNE HAMMOND TRUSTEE DINA NICHOLS | |
| EXECUTIVE COMMITTEE: ALTERNATE | TRUSTEE ALETA FAZZONE TRUSTEE DINA NICHOLS | |
| MA STATE COLLEGES PRESIDENTS/TRUSTEES ASSOCIATION ALTERNATE (CHAIR AND VICE-CHAIRS AS ALTERNATE): | 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.

| BOT Members | Appointment Date | Expiration of Term | Eligible for Reappointment |
|-------------------------------------|---|---|-----------------------------------|
| Colombo, Lisa (appointed alum) | <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 (elected alum) | <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
BY-LAWS

Amended - 1/19/2021

PREAMBLE: Worcester State University is a public university in the system of public institutions of higher education in Massachusetts. The University is governed by an eleven-member Board of Trustees. These By-Laws shall govern the proceedings and acts of the Board of Trustees of Worcester State University.

ARTICLE I. ORGANIZATION AND OFFICERS OF THE BOARD OF TRUSTEES

SECTION 1. COMPOSITION AND FUNCTIONS OF THE BOARD. The composition, functions, duties, powers, and responsibilities of the Board of Trustees, its committees, or subcommittees, shall be as provided and authorized by the laws General Laws of the Commonwealth as in effect, and by such rules, regulations, policies, or guidelines as the Board of Higher Education may, from time to time, adopt amend or repeal for the management, control, administration, or regulation of the system of public institutions of higher education, or any part thereof.

SECTION 2. OFFICERS OF THE BOARD. The officers shall consist of a Chair, two Vice-Chairs, a Secretary and an Assistant Secretary, all of whom shall be elected at the annual meeting of the Board.

The Chair and Vice-Chairs of the Board shall be Trustees.

The Officers shall serve until their successors have been elected and sworn to the duties of their respective offices.

SECTION 3. THE CHAIR OF THE BOARD OF TRUSTEES. The Chair of the Board of Trustees shall have the following powers and duties:

- (a) To preside at all meetings of the Board of Trustees at which he/she is present.
- (b) To call special meetings of the Board of Trustees.
- (c) To serve ex officio, with voting power, as a member of all standing committees of the Board of Trustees.
- (d) To appoint standing committees, a nominating committee, and other special committees or task forces of the Board of Trustees and Chair thereof.
- (e) To appoint successor members and chairs of standing committees, other than the Executive Committee, in the event that for any reason a vacancy occurs in any such office. A successor so appointed shall serve until the next annual meeting of the Board of Trustees.

- (f) To appoint substitute members and chairs of standing committees, other than the Executive Committee, in the event that any such member or chair thereof declares an inability to serve for any period. A substitute so appointed shall serve during such inability.
- (g) To designate a minimum of two Trustees as members of standing committees, other than the Executive Committee. In the event of an increase in the number of Trustees appointed to the Board, the number of members of such committees shall be enlarged by such appointment. A member so appointed shall serve until the next annual meeting of the Board of Trustees.

SECTION 4. THE VICE CHAIRS OF THE BOARD OF TRUSTEES. The Vice-Chairs of the Board of Trustees shall have the following powers and duties:

- (a) To perform the duties of the Chair of the Board of Trustees at the Chair's request or in the case of absence or incapacity of the Chair. In the absence of the Chair and the Vice-Chair, the Board of Trustees shall elect a Chair Pro Tempore.

SECTION 5. THE SECRETARY. The secretary shall have the following duties:

- (a) To give written notice of all regular and special meetings of the Board of Trustees and of standing and special committees thereof. And to compile and distribute agendas therefor.
- (b) To record the proceedings and to prepare minutes of the meetings of the Board of Trustees, and of standing and special committees thereof.
- (c) To preserve all documents, papers, and records of the Board of Trustees determined by the Board to be a part of its official records or necessary to the performance of its duties.
- (d) To conduct correspondence as directed by the Board of Trustees and to certify official documents and proceedings.
- (e) To perform duties, not inconsistent with those prescribed by these Bylaws or by the Board of Trustees as prescribed from time to time by the Chair of the Board of Trustees.
- (f) To serve as Parliamentarian of the Board of Trustees.

SECTION 6. THE ASSISTANT SECRETARY. The Assistant Secretary shall perform the duties of the Secretary in the event of his absence or illness and assist in the preparation and conduct of general Trustee business under the direction of the Secretary.

ARTICLE II. ROLE OF THE BOARD. The Board shall be responsible to execute all of its duties and functions as mandated by Chapter 15A of the General Laws of the Commonwealth, any other provision of applicable law, and by its own bylaws. The key responsibilities of the Board shall include:

- (a) To appoint, support, and assess the performance of the President;
- (b) To provide guidance, direction, feedback, approve and assess the overall mission and strategic direction of the University in the long-range;

- (c) To provide guidance, direction, feedback to major initiatives of the University and to approve new academic programs;
- (d) To ensure adequate financial resources and financial management of the University;
- (e) To preserve the institutional autonomy, represent the University to the community and the community to the University;
- (f) To periodically review and provide guidance to the president on major issues facing the University.
- (g) To develop and submit to the Secretary and the Council a mission statement for the University. *(Secretary would be Commissioner and Council refers to the former Higher Education Coordinating Council which is now the Department of Higher Education.)*

The Board places responsibility on the President, as its Chief Executive Officer, to act with administrative authority on all matters pertaining to the conduct of the University business.

For the purpose of executing its fiduciary and statutory responsibilities, as mandated through its bylaws, BHE policies, and procedure guidelines, the full Board may delegate to the appropriate committee(s) the responsibility and authority to deliberate an action agenda as presented to it by the President. The appropriate Vice President shall serve as a resource person to Committee Chairs in providing detailed data and information on agenda items under consideration. Positive or negative recommendations of committees shall be forwarded to the full Board.

ARTICLE III. MEETINGS OF THE BOARD

SECTION 1. ANNUAL MEETING: Annual Meetings of the Board of Trustees shall be held at the last scheduled Board Meeting during which the Board will elect officers, adopt its organizational issues, establish standing committees and meeting schedules.

REGULAR MEETINGS: The Board shall conduct its regular meetings through bi-monthly sessions and meet at least five times a year or more as necessary.

SECTION 2. SPECIAL MEETINGS: Special Meetings of the Board of Trustees may be held at any time and place within the Commonwealth when called by the Chair of the Board of Trustees or the President of the University or by three Trustees in writing given to the Secretary specifying the purpose(s) of said meeting. The time and place of such meeting shall be fixed by the Chair of the Board of Trustees, except for those called by three or more Trustees, who shall have the right to fix the time and place of said meeting. Written notice of such meetings shall be sent to each Trustee by mail at least three days prior to the date fixed for said meeting, which notices shall state the time, place, and the purpose(s) for which it has been called; provided, that no notice need be given to any Trustee who waives the same by a written waiver executed before or after the meeting. Each such waiver shall be filed with the records of the meeting.

SECTION 3. NOTICE OF REGULAR MEETING; WAIVER. Written notice of each regular meeting of the Board of Trustees shall be sent to each trustee by mail at least seven days prior to the date fixed for said meeting, which notices shall state the time and place thereof; provided, that no notice need be given to any trustee who waives the same by a written waiver executed before or after the meeting. Each such waiver shall be filed with the records of the meeting.

SECTION 4. AGENDA OF REGULAR BOARD MEETINGS. A written agenda of matters to be considered at each regular meeting of the Board of Trustees shall be sent to each Trustee by mail at least five days prior to the date fixed for said meetings. Items to be included in the agenda for a regular meeting shall be submitted to the Secretary in writing by (a) recommendation of a standing or other committees of the Board of Trustees, (b) the Chair of the Board of Trustees, or (c) the President of the University, and any Trustee upon the majority vote of said Board shall be entitled to present matters to the Board of Trustees for its consideration without prior reference to a committee.

The focus of the Board should be on a format structured around issues and operating results rather than a series of individual reports. The structured areas to be considered on a regular basis include:

- Review and discussion of major policies or issues and formal adoption of such programs.
- Review and status of previously implemented policies and initiatives.
- An operational report concerning the current status of the programs and the finance of the University.
- Review of administrative matters requiring Board approval.
- Review and discuss the furtherance of diversity, equity, and inclusion.

At least one meeting a year would be devoted to a strategic review which can be used as the benchmark for discussions for the remainder of the year.

SECTION 5. QUORUM. The number of Trustees necessary to constitute a quorum for the transaction of business shall be a majority of members (Trustees) then in office, but a lesser number may adjourn any meeting from time to time, and such meetings may be held as adjourned without further notice. When a quorum is present at any meeting, a majority of the Trustees present may take action on behalf of the Trustees unless a larger number is required by other provisions of these Bylaws. By a vote of a majority of a quorum of Trustees present, any meeting may be recessed.

ARTICLE IV. COMMITTEES OF THE BOARD OF TRUSTEES

SECTION 1. STANDING COMMITTEES. There shall be five standing committees of the Board as follows: (a) Executive Committee; (B) Committee on Finance and Facilities; (c) Committee on Academic and Student Development; (d) Committee on Human Resources; (e) Committee on Planning and Development.

SECTION 2. NOMINATING AND SPECIAL COMMITTEES OR TASK FORCES. Nominating and Special Committees or task forces for any purpose may be appointed by the Chair.

SECTION 3: MEMBERS OF STANDING COMMITTEES. The Chair of the Board of Trustees at the annual meeting shall fix the number and appoint the Chair and the members of each standing committee other than the Executive Committee provided that each standing shall have no fewer than two members. The Chair of the Board of Trustees, with voting power, and the President of the University, without voting power, shall be members ex officio of each standing committee.

SECTION 4. COMMITTEE MEETINGS. Committee meetings may be held at any time and place when called but the Chair of the committee, the Chair of the Board of Trustees, the President of the University, or a majority of members of the committee. The Secretary shall send a written notice of the time and place of the meeting by mail to each member and any special member of such committee at least five days prior to such meeting. Notice need not be given to any member or special member who waives such notice in writing before or after the meeting, or who attends the meeting. Should any matter be an appropriate subject for consideration by more than one committee, the Chair after consultation with the respective chairs of said committees shall determine to which committee or committees the matter shall be referred, and whether a joint committee meeting shall be held.

As a principle, the quorum for a meeting shall be determined by the presence of a majority of members on a standing committee. The chair of the committee may, from time to time, invite students, faculty, administrators, alumni, and others to participate in committee meetings in seeking their advice.

Any member of the Board other than those as bonafide members of the committee may attend and participate in committee discussions but without voting power.

SECTION 5. AGENDA OF COMMITTEES OF THE BOARD. A written agenda of matters to be considered at each meeting of a committee of the Board of Trustees shall be sent to each committee member as early as possible in advance of the meeting. Copies of committee agendas will be sent to all trustees for their information as will minutes of committee meetings. Items to be included on committee agendas shall be submitted to the Secretary in writing by:

- (a) The President of the University, or
- (b) Any Trustee.

SECTION 6. THE EXECUTIVE COMMITTEE. The Executive Committee shall be composed of the Chair and Vice-Chairs of the Board of Trustees, the President of the University, and one additional Board member elected to this committee by the Trustees at the annual meeting. The Trustees will also elect an alternate to serve in the event that the elected Board member is unable to serve or be present at a meeting of the committee. This Committee shall have the following powers and duties:

- (a) The Executive Committee of the Board will meet, upon due notification by the Chair and the President, to transact business between regular board meetings and to act with the full power and authority of the Board.
- (b) To consider and act upon proposals by the President for action which the Board may have generally or specifically authorized the President to take with the concurrence of the Executive Committee.
- (c) To recommend honorary degree candidates for approval by the Board of Trustees.
- (d) To assign to an officer of the University any matter for which a hearing by the Board of Trustees or any committee thereof is deemed necessary by the Executive Committee, or is required under the laws of the Commonwealth or the rules and regulations for said Board.
- (e) To consider, propose, and recommend to the Board of Trustees the adoption, amendment, or revisions of rules and regulations for the governance of the Board of Trustees and the University, its administration, faculty, staff, students, and activities.
- (f) To report to the Board of Trustees all actions taken or concurred in by said Committee at the next regular meeting of the Board of Trustees or as soon thereafter as possible.
- (g) To consider the furtherance of governance, legislative, and public relations policy interests of the Board of Trustees and of the University and to make recommendations to the Board of Trustees with respect thereto.
- (h) To consider recommendations regarding relationships between the university and its alumni bodies and other groups having or desiring a special relationship to the University, and to make recommendations to the Board of Trustees with respect thereto.
- (i) To consider recommendations of the President of the University with respect to programs concerning the various constituencies of the university and to make recommendations to the Board of Trustees with respect thereto.
- (j) To consider the furtherance of diversity, equity, and inclusion and make recommendations to the Board of Trustees with respect thereto.

SECTION 7. THE COMMITTEE ON ACADEMIC AND STUDENT DEVELOPMENT.

The committee on Academic and Student Involvement shall have the following powers and duties:

- (a) To consider all matters related to academic affairs.
- (b) To consider policies regarding the quality, character, and extent of instruction and research at the university, including policies governing admission requirements, programs of instruction, curriculum, academic personnel, new degree programs and changes to existing degree programs, public service activities and research, and to make recommendations to the Board of Trustees with respect thereto.
- (c) To consider policies related to the educational purposes and responsibilities of the university and evaluate the same on a long-range basis, and to make recommendations to the Board of Trustees with respect thereto.
- (d) To consider all matters related to Student Development.

- (e) To consider policy matters pertaining to student life and activity, student government, and other recognized student organizations and groups, and to make recommendations to the Board of Trustees with respect thereto.
- (f) To consider policies relating to the health and well-being of the student body, including advisement and counseling, and to make recommendations to the Board of Trustees with respect thereto.
- (g) To advise the President on any matter within the scope of the committee's duties.
- (h) To consider the furtherance of diversity, equity, and inclusion and make recommendations to the Board of Trustees with respect thereto.

SECTION 8. THE COMMITTEE ON FINANCE AND FACILITIES. The committee on Finance and Facilities shall have the following powers and duties:

- (a) To consider all matters related to administration and finance.
- (b) To consider and act upon operating budget requests and capital outlay budget requests submitted by the University and to make recommendations to the Board of Trustees with respect thereto.
- (c) To review proposals for the transfer of funds between subsidiary accounts, and to make recommendations to the Board of Trustees with respect thereto.
- (d) To consider policies and other matters pertaining to the investment of endowment funds and other funds of the University that may from time to time be invested and reinvested, and to make recommendations to the Board of Trustees with respect thereto.
- (e) To review the financial records and controls of the University; to review and develop policies respecting the receipt, management, and disbursement of funds of the University from whatever source received, the purchase of services, supplies and materials and internal controls over the same; to review proposals for fees, rents, and charges; to consider policies and other matters pertaining to the leasing of private property by the University, to review audits of financial activities of the University and to report thereon, and to make recommendations with respect thereto to the Board of Trustees.
- (f) To consider the fidelity and performance bonding of the University personnel and to report thereon, and to make recommendations to the Board of Trustees with respect thereto.
- (g) To consider policies and other matters pertaining to the physical properties of the University, including all buildings, land acquisition, and transfer, landscape plans, and developments and construction thereon, and to make recommendations to the Board of Trustees with respect thereto.
- (h) To consider plans and policies governing campus master planning and capital outlay budgets, and to make recommendations to the Board of Trustees with respect thereto.
- (i) To consider and make recommendations to the Board of Trustees with respect to design plans, bid taking, and other building project matters, contracts, and combinations for architects and engineers on all buildings, structures and facilities to be built on University property, prior to any final action thereon by the Board of Trustees.

- (j) To inspect University lands and buildings as required; to consider the acceptance of completed construction, and to make recommendations to the Board of Trustees with respect thereto.
- (k) To consider plans for lots, roads, streets, paths, and ways, and regulations for pedestrian and vehicular use thereof on the property of the University, and to make recommendations to the Board of Trustees with respect thereto.
- (l) To consider names for buildings, streets, ways, and other properties of the University and to make recommendations to the Board of Trustees with respect thereto.
- (m) To consider the furtherance of diversity, equity, and inclusion and make recommendations to the Board of Trustees with respect thereto.

SECTION 9. THE COMMITTEE ON HUMAN RESOURCES. The committee on Human Resources shall have the following powers and duties:

- (a) To consider all matters related to personnel.
- (b) To consider general policies relating to the formulation of budgets and appropriate compensation policies for the University and to make recommendations to the Board of Trustees with respect thereto.
- (c) To consider policies on personnel staffing patterns and to make recommendations to the Board of Trustees with respect thereto.
- (d) To consider recommendations from the President on the appointment, change in status, or termination of University personnel and to make recommendations to the Board of Trustees with respect thereto.
- (e) To consider the furtherance of diversity, equity, and inclusion and make recommendations to the Board of Trustees with respect thereto.

SECTION 10. THE COMMITTEE ON PLANNING AND DEVELOPMENT. The Committee shall consist of the following members: The two trustees elected by the Board to serve on the board of the Worcester State Foundation and one other trustee named by the Chair of the Board. The Committee on Planning and Development shall have the following powers and duties:

- (a) Consider matters relating to long-range development quality enhancement and growth of the University.
- (b) Consider strategic plans to achieve key mission initiatives including but not limited to:
 - (i) Academic programs
 - (ii) Student life development
 - (iii) Support services
 - (iv) Financial, human, physical, and capital resource development
 - (v) External community relations
 - (vi) Alumni relations
 - (vii) Governmental relations

- (c) Consider such joint projects which may be appropriate with the Worcester State Foundation.
- (d) To review programs to raise private funds for the University through special gifts, endowment bequests, and other means, and to make recommendations to the Board of Trustees with respect thereto.
- (e) To consider the furtherance of diversity, equity, and inclusion and make recommendations to the Board of Trustees with respect thereto.

ARTICLE 11 MISCELLANEOUS

SECTION 1. THE SEAL OF THE UNIVERSITY. The Common Seal of Worcester State University and of the Board of Trustees shall consist of a circle in which the latitudinal and longitudinal lines of the Earth are inscribed over which the outline of the Commonwealth of Massachusetts is superimposed. An open book and a twig with three leaves is within the outline. Two rings circle the representation of the earth. The words “Worcester State University 1874” are formed around the outer ring and another ring circles outside these words. The border of the seal is formed by a twelve pointed scallop that encloses it.

The Earth is used as a background to show the universality of education.

The Commonwealth of Massachusetts is superimposed on the Earth to show its relationships and contributions to the word of which it is a part.

The book, representing knowledge, is placed on the Commonwealth of Massachusetts where the City of Worcester would be located, and thereby indicates the placement of the University within the city and the state.

The leaves symbolize the living, growing nature of the university and the process of education of which it is a part.

SECTION 12. AMENDMENT, REVISION OR REPEAL OF BYLAWS. These Bylaws may be amended, revised, or repealed by vote of a two-thirds majority of the entire number of Trustees at any meeting of the Board of Trustees; provided, however, that the text of any amendment, revision, or repeal as originally proposed shall be sent to the Trustees at least thirty days before the meeting.

SECTION 13. PARLIAMENTARY PROCEDURE. Roberts Rules of Order shall be a guide in conducting the meeting of the Board of Trustees unless otherwise provided by the Board.

Board of Trustees - Slate of Officers

| POSITION: | CURRENT 2021/2022 (Elected 6-15-2021) | NEW SLATE 2022/2023 |
|--|---|---|
| CHAIR | TRUSTEE STEPHAN MADAUS | TRUSTEE DAVID TUTTLE |
| (2) VICE-CHAIRS | TRUSTEE MARYANNE HAMMOND TRUSTEE MARINA TAYLOR | TRUSTEE MARINA TAYLOR TRUSTEE LISA COLOMBO |
| SECRETARY | PRESIDENT BARRY MALONEY | PRESIDENT BARRY MALONEY |
| ASSISTANT SECRETARY | NIKKI KAPURCH | NIKKI KAPURCH |
| (2) FOUNDATION BOARD | TRUSTEE MARYANNE HAMMOND TRUSTEE DINA NICHOLS | TRUSTEE DINA NICHOLS TRUSTEE LAWRENCE SASSO |
| EXECUTIVE COMMITTEE: ALTERNATE | TRUSTEE ALETA FAZZONE TRUSTEE DINA NICHOLS | TRUSTEE KAREN LAFOND TRUSTEE DINA NICHOLS |
| MA STATE COLLEGES PRESIDENTS/TRUSTEES ASSOCIATION ALTERNATE (CHAIR AND VICE-CHAIRS AS ALTERNATE): | TRUSTEE STEPHEN MADAUS TRUSTEE MARYANNE HAMMOND TRUSTEE MARINA TAYLOR | TRUSTEE DAVID TUTTLE TRUSTEE MARINA TAYLOR TRUSTEE LISA COLOMBO |

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
Meeting Schedule
FY 2022-2023

2022-2023

FULL BOARD

Tuesday, September 13, 2022

Tuesday, October 25, 2022

Tuesday, November 22, 2022

Tuesday, December 6, 2022

Tuesday, March 07, 2023

Thursday, April 13, 2023

Tuesday, June 13, 2023

President's Update

June 2022



President's Message

As I write, we've just completed a celebratory commencement weekend, with more than 1,100 students earning undergraduate degrees. What can be more rewarding than seeing those smiles and hugs from all who supported our students along the way? And now we turn to reviews and previews, of the just-completed academic year and the one to come.

Well into the second year of the pandemic, in September of 2021 we opened in a mostly in-person format, following our [Safe Campus Plan](#) protocols. These included a vaccine requirement, mask wearing while indoors, and continued COVID testing. We filled our residence halls to about 80% of capacity. No doubt because our campus community willingly complied with protocols, the incidence of COVID on campus remained low, and our in-person activities and athletic events lent a vibrancy that had been absent for many months.

By the spring of 2022, we were able to relax the mask requirement in some indoor spaces and our primary focus turned from COVID work to the more routine business of running a university. We continued moving forward with the implementation phase of our [2020-2025 strategic plan](#), hand in hand with our Roadmap for Advancing Student Excellence (RASE) Plan, and neared completion of the self-study phase of the all-important, ten-year accreditation process for the New England Commission on Higher Education. We've also made progress on selected measures of equity, diversity, and inclusion, while acknowledging there is far more work to do.

Looking ahead, we must continue to address a future enrollment decline expected due to the looming demographic drop-off in traditional college-aged students – one which was accelerated by the pandemic. Fortunately, our RASE Plan's MajorPlus academic framework positions us to attract students from beyond our traditional recruitment area. Meanwhile, we are exploring every tactic available to attract more applications and to retain more students from one year to the next.



WORCESTER
STATE
UNIVERSITY

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PRESIDENT'S OFFICE

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We are also addressing the budget impact of having fewer students than in 2019. We secured some congressionally-directed funding – a total of \$1.5 million for Early College and for a science bridge program – and signs are positive that the state will provide a modest increase in funding.

It will take more, however, to fill budget gaps. We seek to preserve academic excellence while more strategically delivering our coursework and administrative functions via a Task Force on Financial Sustainability, which was formed this year and has completed Phase One. Action items will be developed in Phase Two, so that we can remain a financially healthy university for decades to come. As always, the fiscal oversight the Board of Trustees provides will be our guide, as we creatively problem-solve our way to a stronger Worcester State University.

FSTF Update

The Financial Sustainability Task Force (FSTF) was convened on January 18, 2022, as part of a comprehensive initiative to promote Worcester State's long-term financial sustainability. As we prepare for FY24, a budget gap of over \$10 million is expected, one that will persist unless active measures are taken. To this end, the FSTF met on a weekly basis to explore the many factors that impact the University's finances. The primary goal of Phase One was to conduct a broad review of operations and offer recommendations that will be developed during Phase Two into specific cost saving or revenue enhancement proposals.

Phase One work was completed with the May 31 submission of the FSTF report. This report contains fifteen recommendations that are designed to initiate Phase Two's activities by suggesting areas for further analysis, to determine quantifiable savings, efficiencies, and/or increased revenue. Each of these recommendations was discussed by the FSTF and received at least two-thirds support; the recommendations are not intended to be exhaustive, and Phase Two participants will have considerable scope to pursue additional opportunities. Also included in the report is a table that contains Matters for Consideration, which are items suggested by members of the FSTF as part of their deliberations. These items are unvetted and are presented to provide insight into the scope of operational change that was discussed by members during Phase One deliberations. Preliminary community feedback on Phase One's draft report also is appended to the report. [The Phase One Report can be viewed here.](#)

Phase Two will commence during the week of July 11 and continue through the end of the Fall 2022 semester, concluding with a plan that contains specific action items that can be used to shape the FY24 budget. Phase Two will build off the Phase One report and draw from an expanded range of representatives from various campus constituencies. As part of this process, Phase Two will leverage two critical findings from Phase One: 1) While the university has high quality data that can facilitate strategic institutional and financial planning, work still needs to be done on establishing greater consistency in defining standard data sources, along with their best-practice use; 2) While all segments of the university's community demonstrate strong commitment to the institution, its students, and its role in the greater Worcester region, communication is critical in helping Worcester State better understand that operations, programming, and finances need to be considered more broadly, beyond that of the immediate priorities of specific organizational domains.

The importance of the FSTF's work cannot be overstated, and it has implications that carry far beyond that of closing immediate budget gaps. Like most colleges and universities, Worcester State must develop sound and sustainable strategies to remain competitive in a national landscape dominated by rapidly changing demographics and a more general reconsideration of the role that higher education will play in the future. Thanks to the University's sound fiscal stewardship over the years, Worcester State has the rare opportunity to institute changes that will enable it to continue to serve its students, as well as the Central Massachusetts region, while grounding itself on strong financial principles that guide the institution through the current budget situation and sustain it through future challenges.



COVID and Safe Campus

This May marked the end of the second full academic year that the university had operated under protocols necessitated by the COVID-19 pandemic. A cross-divisional campus team helped guide Worcester State's responses to the evolving realities of COVID-19; its work included developing a proactive campus communications plan that kept students and employees updated on developments related to the pandemic.

The '21-'22 academic year work was informed by the experience of the preceding year and a half, and the Safe Campus team helped the university successfully provide a healthy and safe environment. We achieved full compliance with our vaccine mandate, and in-person classroom instruction exceeded 75 percent of the regular academic program. Residence hall occupancy improved by almost 30% compared to AY 2020-21. Residence Halls opened at 81% in the fall of 2022. The Safe Campus Plan was aided by one-year agreements with each of the university's collective bargaining units for both vaccine requirements and indoor mask requirements, the latter of which was amended midyear to cover instructional space and the library only. A key feature of maintaining a full array of campus activities for students included an effective surveillance testing protocol for students and employees, resulting in manageable responses to our community's low infection rate throughout the year. The Safe Campus team, which for this past year numbered approximately 30 individuals, will conduct a review of its activities with the intention of informing the university's future approach to health and well-being, as well as recommending near-term steps to ensure preparedness for further developments related to COVID-19.

The following is a representative sample of how the university adjusted its processes and operations in response to COVID-19.

- Increased faculty and student participation in hybrid formats, with almost fifty courses receiving [Quality Matters](#) designation that attest to course design best practices.
- Many offices moved to online processing of employee and student information, which has helped increase user convenience and operational efficiency. Such initiatives include:
 - going online for application processing and advising;
 - using videos to communicate with alumni and donors;
 - moving administrative processes online, while still providing in-person service at all student-facing offices;
 - leveraging remote work opportunities to increase candidate pools for position vacancies;
 - launching an online ordering app through the campus dining program that enables users to order meals, snacks, and drinks at different grab-and-go locations on campus; and
 - offering high quality online orientation programs for both students and families.

President's Update

- University Advancement provided \$300,000 in funding to departments, deans, and the President's Office (an increase of \$100,000 over the previous year) to offset budget shortfalls.
- The university streamlined the hiring process for positions below the level of Director, affording hiring managers the ability to interview and recommend candidates, temporarily suspending the requirement for a search committee and the previous two-phase search process.
- Worcester State's COVID response led to a greater focus on student mental health. Telehealth is an additional treatment modality that increases student access as needed, while triage/walk-in sessions (along with same-day appointments) have increased the university's ability to assist students at risk. Counseling Services has doubled the number of faculty who can assist the campus community in responding to students in distress.



AY '21-'22 Highlights

Academic Excellence

- The first phase of Worcester State's [NECHE](#) (New England Commission of Higher Education) Comprehensive Self Study is nearing completion, in anticipation of October's accreditation team visit.
- Worcester State launched six fully online graduate programs:
 - Master of Education in Elementary Education
 - Master of Education in Early Childhood Education
 - Master of Education in Moderate Disabilities
 - Master of Education in Educational Leadership & Administration
 - Master of Science in Nursing: Nurse Educator
 - Master of Science in Nursing: Public & Population HealthAdditional information on the university's online programs can be found at: <https://online.worcester.edu/admissions/>
- Occupational Therapy received its ten-year accreditation.
- [Lancer Learning](#) Summer 2021 programming assisted incoming students to achieve university credits and responded to potential learning loss experienced over the course of the pandemic.
- Study Abroad has returned. Worcester State has 22 students expected to participate for the Fall 2022 semester. Additionally, the [International Programs Office](#) has awarded eight faculty international travel stipends (funded by the [DOS IDEAS Grant](#)) for Summer 2022 through Summer 2023. The purpose of these grants is to enable faculty to perform visits in preparation of developing short-term faculty-led programs in 2023 or 2024. Destinations include Japan, Bermuda, the UK, Sweden, Portugal, Mexico, China, and the Dominican Republic.
- Worcester State continued to expand its [Early College](#) offerings to regional cities, towns, and schools. The university has secured congressionally-directed funding – a total of \$1.5 million for Early College and for a science bridge program – and has advocated for FY23 state funding increases, which appear imminent.



Diversity and Equity

- The Fall 2022 semester saw searches for 23 tenure-track faculty vacancies. As part of this process, the academic deans engaged their colleagues at Historically Black Colleges and Universities (HBCU) and Hispanic Serving Institutions (HSI) to support the recruitment of Black, Indigenous, and People of Color (BIPOC) candidates.

- Worcester State welcomed two new diversity leaders, Fredrick Jenoure and Omarthan Clarke. Fred is a specially trained, neutral person designated to help students handle concerns. He is skilled in conflict resolution and available for all Worcester State students. He will not intervene in any matter that is currently part of any formal University process. Fred has extensive experience in higher education, having developed the ombudsman program for University of Hartford.

Omarthan Clarke is Worcester State's inaugural Assistant Director for Diversity, Inclusion, and Equal Opportunity. Omarthan's primary responsibility is to coordinate the search and selection processes. Additionally, the university will be enhanced by Omarthan's expertise in facilitating anti-bias and diversity awareness and supporting first-generation college students. Omarthan earned his M.A. in Arts Policy and Administration, completing a thesis titled "Analyzing Cultural Policy and Implementation in Kingston, Jamaica." Most recently, Omarthan served as Assistant Director of Urban Education Programs at Westfield State University

- Following a comprehensive equity audit, Worcester State formed an Equity Task Force, which worked over eight sessions to prioritize equity gaps and to develop an equity action plan. This critical work will resume in the fall and incorporate additional stakeholders into the process.
- Four Diversity, Equity, and Inclusion (DEI) Committees have worked to improve campus climate, reduce bias incidents, promote racial diversity in hiring, and create a welcoming environment for LGBTQ+ staff and faculty. These committees are coordinating with the Multicultural Programming Committee and other university leaders to develop DEI recommendations, such as affirming Worcester State's support for LGBTQ+ students through the [Common Ground and Unity Flag initiative](#). The Unity flag pole always will fly the Pride flag, with the Unity flags rotating in two-week intervals, as sponsored by university groups.

Student Support

- This academic year, Worcester State resumed in-person activities, programs, group travel, and athletic competitions.
- Dr. Dale Magee and his wife, Melanie, established the [Magee Family Scholarship](#) for First Generation Students in December 2021. Their gift of \$200,000 will provide two first-generation students a \$5,000 award annually for four years.
- The university managed the administration of CRRSAA Act HEERF II (<https://www.worcester.edu/crrsaa>), ARP HEERF III (<https://www.worcester.edu/HEERF-III>), Office of Student Financial Assistance (OSFA) Emergency Fund Program, as well as Completion Grant funds, to encourage student success.
- Worcester State's Counseling Services returned to predominantly in-person treatment modalities utilizing telehealth on a case-by-case basis, thus increasing student access/utilization rates to 33% greater than pre-pandemic levels. Two additional clinical staff members will begin work Fall 2022.
- Counseling Services' staff reorganization resulted in title changes to more accurately reflect best practices and the work that is being done. This reorganization included hiring a Multicultural Mental Health Outreach Specialist.
- The university introduced the campus' first full-time assistance dog as an addition to the Counseling Center's therapeutic interventions.



Innovations and Opportunities

- [Worcester State's partnership with Guild of St. Agnes](#) establishes enhanced programming for the Early Childhood program, as well as student/faculty/staff options for child care.
- The initial 25-student cohort of native language learners were admitted to Worcester State for opportunities to receive advanced academic credit.
- The National Science Foundation awarded \$672,912 for the proposal titled "Collaborative research: a systematic model by state university system alliance for recruiting and advancing early career AGEP population faculty in the STEM professoriate" in partnership with Framingham State and Bridgewater State. This grant's principal investigator (PI) is Worcester State's Dean Linda Larrivee and the co-PI is Worcester State's Prof. Daron Barnard.
- The top 10 Individual (or estate) donors for FY2022 are:
 - Mullin Estate - \$461,159
 - Robert O'Brien - \$215,300
 - B. Dale Magee - \$200,000
 - Phillip Wasylean Estate - \$100,000
 - David & Linda Bedard - \$76,250
 - Imoigele Aisiku - \$70,000
 - Anonymous - \$61,250
 - Gubachan & Alexandria Singh - \$58,000
 - John & Jeanne Esler - \$50,000
 - Diane Aramony - \$45,000

Note that 33% of total dollars raised are through the top 10 donors.

- The university's Implementation of the Common Application for Admission resulted in a significant increase of new student applications and is likely to blunt the effects of the demographic downturn in traditional-age students for the 2022-2023 academic year.



MajorPlus

- The University has enrolled its first class of freshmen and early-program transfer students under the [MajorPlus academic framework](#).
- Worcester State has experienced one of the largest single-year increases in academic programs in support of the MajorPlus, including minors in Human Rights and Social Justice, Environmental and Sustainability Studies, Narrative Studies of Health and Body, and African and African Diaspora Studies.
- The first Major-Minor fair for incoming students, held last October, was well attended, with all programs represented.
- Education, Liberal Studies, and Interdisciplinary Studies (IDS) were reorganized under a dean, and the university's first ISD department was formed. This reorganization will increase the number of interdisciplinary concentrations becoming minors and offer more visibility for such programming as MajorPlus options for students.

AY '22-'23 Priorities

- Host NECHE's ten-year comprehensive site visit in Fall 2022, with results anticipated in Spring 2023.
- Continue the work of the Financial Sustainability Task Force.
- Updating the university's Strategic Enrollment Management Plan.
- Expanding access to the Common App to new transfer students.
- Further expand Early College offerings, building upon newly secured federal funding and likely increased FY23 state funding for Early College.
- In addition to identifying new revenue streams to supplement traditional fundraising, especially planned giving and special gifts, we will continue to focus on core fundraising priorities for FY23, which includes funding for:
 - Student and faculty research;
 - Scholarships and Academic Achievement Awards;
 - The Student Emergency Fund;
 - Experiential learning, internships, and practicum stipends for students; and
 - Unrestricted endowment funds.

Additional Information

Faculty Searches



WORCESTER STATE UNIVERSITY
Where Teaching Matters
SEPTEMBER 1, 2022

TENURE-TRACK FACULTY VACANCIES
Join our team and make a difference, every day

- Assistant Professor, Business Management
- Instructor/Assistant Professor/Associate Professor, Nursing (3 Positions)
- Assistant Professor, Music & Interdisciplinary Arts
- Assistant Professor, Communication (Media Studies, Digital Media/Multimedia Production)
- Assistant Professor, Occupational Therapy (2 Positions)
- Assistant Professor, Chemistry
- Assistant or Associate Professor, Human Geography
- Assistant Professor, Physics
- Assistant Professor, Philosophy (2 Positions)
- Assistant Professor, Biology
- Assistant Professor, Economics
- Assistant Professor, Urban Studies
- Assistant Professor Communication Sciences & Disorders
- Assistant Professor of Psychology
- Assistant Professor of History (2 Positions)
- Assistant or Associate Professor of Health Science
- Assistant or Associate Professor of Computer Science (2 Positions)

HOW TO APPLY
All applicants must apply online at
<https://worcester.interviewexchange.com>.

Worcester State University | 486 Chandler Street, Worcester, MA 01609 | worcester.edu | 508-929-8053

WORCESTER STATE UNIVERSITY is seeking committed faculty with bold ideas and diverse backgrounds, to teach predominantly first generation, students in our progressive gateway city.

"At Worcester State University, we champion academic excellence in a diverse, student-centered environment that fosters scholarship, creativity, and global awareness. We are looking for seasoned or innovative faculty to equip Worcester State students with knowledge and skills necessary to live a life of professional accomplishment, engaged citizenship, and intellectual growth".
—Barry M. Maloney, President

LGBTQ+ Flag Raising Ceremony and Common Ground Breaking



UNITY
FLAG RAISING

**LGBTQ+ Flag Raising Ceremony and
Common Ground Breaking**

Wednesday, April 27, 2022
11 a.m.-12 p.m.
Outside of the lower level Student Center





For more information please contact Stacey Luster: Sluster@worchester.edu



**WORCESTER
STATE
UNIVERSITY**

BEYOND 150

LEAD, SUCCEED, ENGAGE

BE A LEADER
BE SUCCESSFUL
BE ENGAGED

FIRST YEAR PROGRESS



WORCESTER
STATE
UNIVERSITY

BEYOND 150

LEAD, SUCCEED, ENGAGE

BE A LEADER
BE SUCCESSFUL
BE ENGAGED

The Worcester State University Strategic Plan, Beyond 150: Lead, Succeed, Engage, was approved at the end of academic year 2019-2020, despite the challenges of continuing operations during a world-wide pandemic. In fact, finalizing the plan during the pandemic caused us to reflect on what was most important: Making sure all our students receive an excellent education, are supported in all aspects of their lives, and feel welcome and protected while at Worcester State.

The pandemic also exacerbated an already existing financial deficit due to enrollment declines and stagnant State funding, leading us to reevaluate our operations. As we approach Worcester State's 150th anniversary, it is more important than ever that we continue to innovate and develop creative ways to achieve these goals in a fiscally sustainable manner.

While the pandemic continued throughout the 2020-2021 academic year, Worcester State began implementation and has made significant progress in the first year. To assess the first year of Beyond 150, all departments on campus submitted data for the Plan's metrics and reported on the progress of initiatives. This report documents the progress made on each goal, highlights significant achievements, and makes recommendations for the next year.

Worcester State University

Strategic Plan Goals

EQUITY



**ACADEMIC
EXCELLENCE &
DISTINCTION**



**STUDENT SUPPORT
& SUCCESS**



**MARKETING &
ENROLLMENT**



**COMMUNITY
ENGAGEMENT &
PUBLIC GOOD**



**PEOPLE &
CULTURE**



**RESOURCES &
INFRASTRUCTURE**

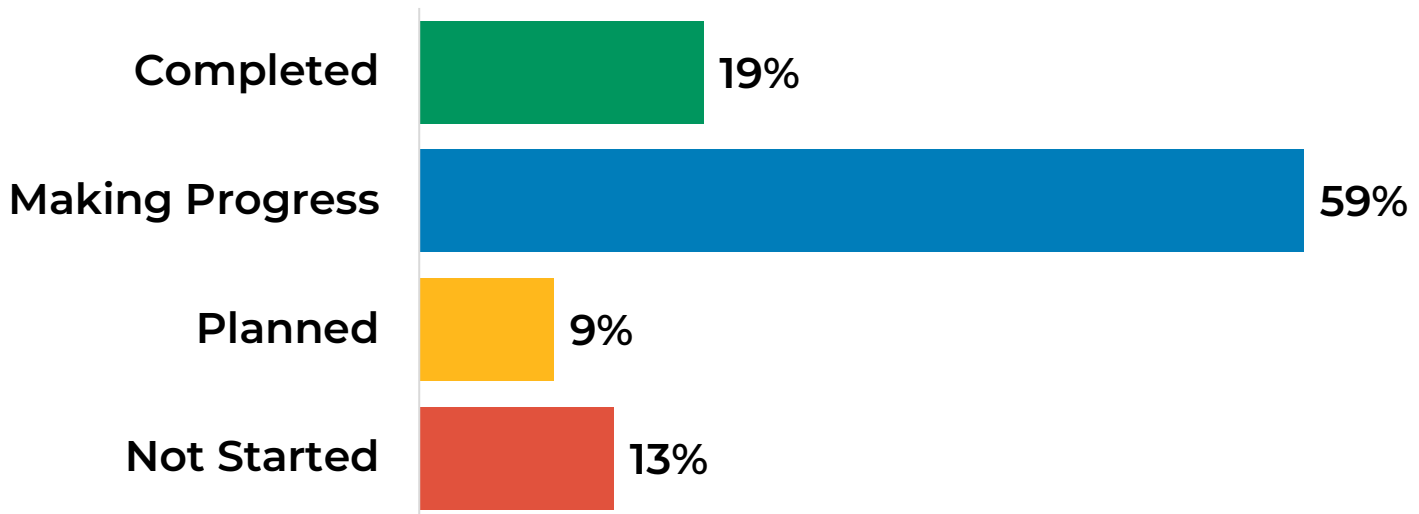




ACADEMIC EXCELLENCE AND DISTINCTION



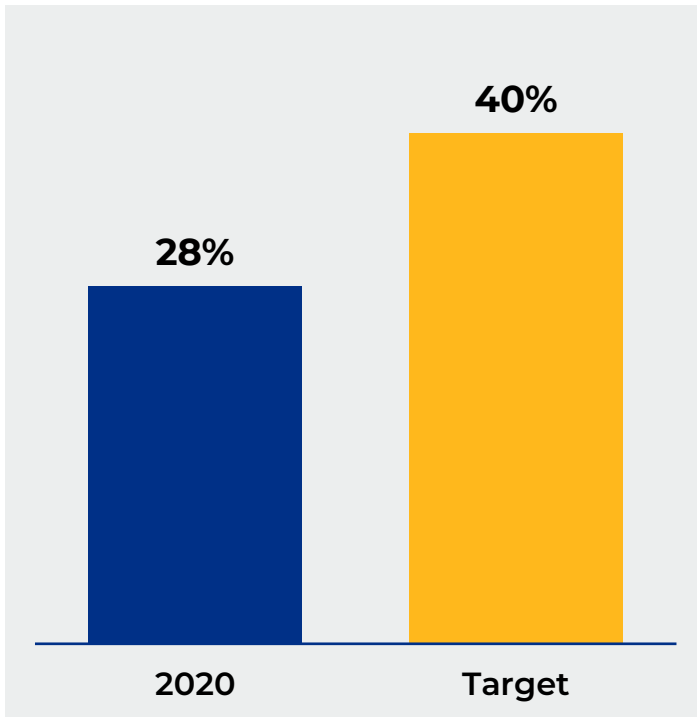
Offer high-quality undergraduate and graduate programs that develop the intellectual and personal potential of every student, and prepare the next generation of leaders, innovators, and scholars.



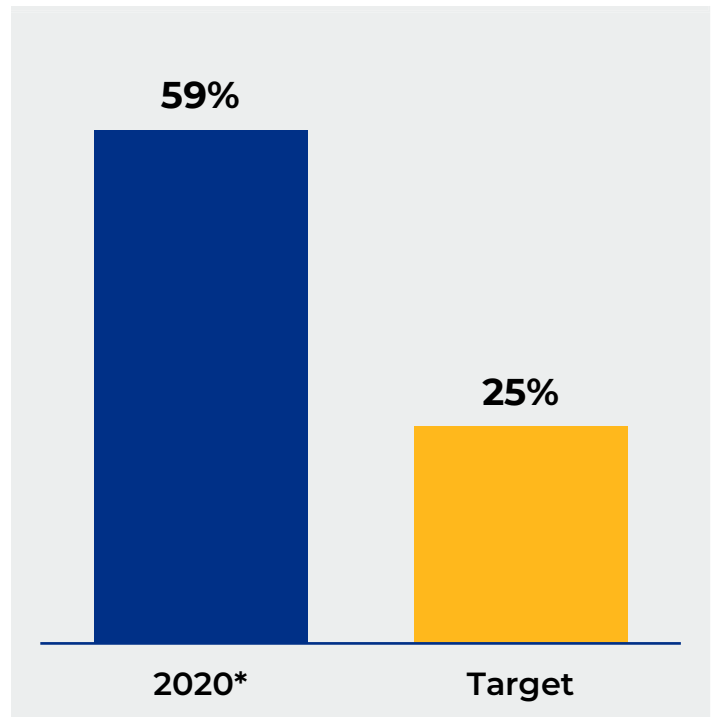


KEY PERFORMANCE INDICATORS

Experiential Learning Courses

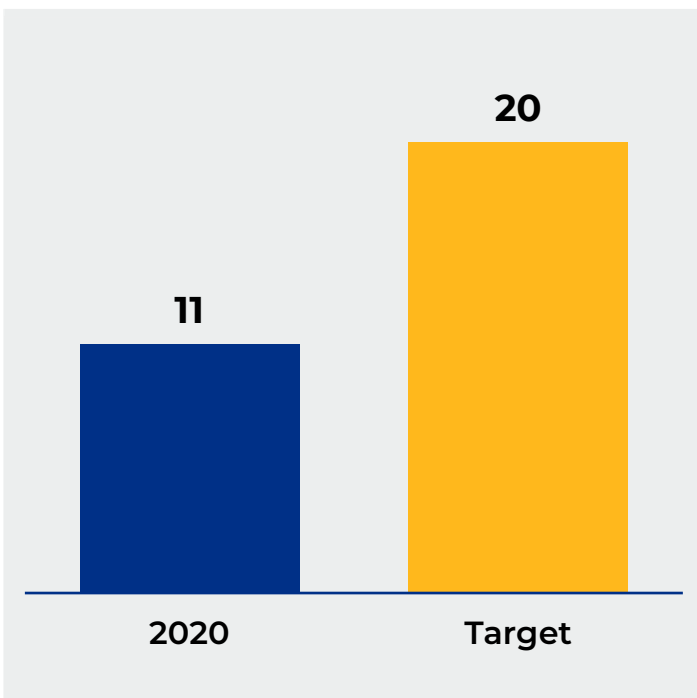


Online Undergrad Courses

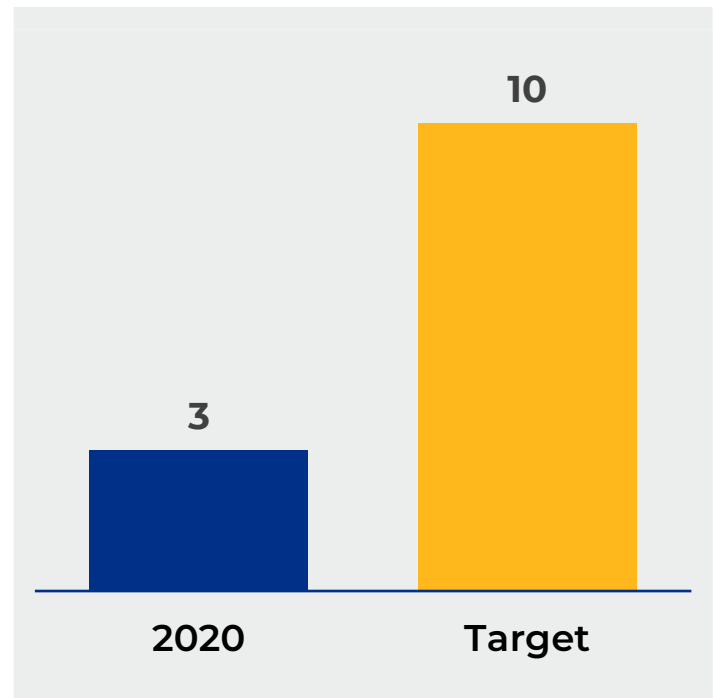


**Increase in online courses due to pandemic*

Evening Programs



100% Online Programs





Promote University-wide innovation in curricular program offerings, and expand options and accessible modalities for course offerings and course completion

| Metric | Target | 2020 |
|---|--------|------|
| Number of new programs | 10 | 12 |
| Total number of programs that can be completed in evening | 14 | 11 |
| Total number of 100% online programs | 10 | 3 |
| Total number of master's pathway programs | 20 | 18 |
| Percent of undergraduate blended courses | 25% | 22% |
| Percent of undergraduate online courses | 25% | 59% |

Support and celebrate excellent teaching, and expand opportunities for broadening pedagogical expertise

| Metric | Target | 2020 |
|--|----------|---------|
| Number of teaching professional development opportunities | 100 | 63 |
| Funding for the Center for Teaching and Learning | \$10,000 | \$1,463 |
| Total number of full-time faculty with Quality Matters certification | 10 | 3 |
| Total number of faculty/staff taken at least one Quality Matters | 200 | 183 |
| Number of online courses evaluated for best practices | All AOP | 16 |
| Number of professional development relating to distance education | 50 | 24 |
| Number of professional development related to accessibility | 50 | 15 |

Leverage the University's location to create distinctive academic and leadership

| Metric | Target | 2020 |
|---|--------|------|
| Percent of students with internships, practica, fieldwork, service learning | 25% | 8% |
| Number of students in IELI program | 100 | 95 |
| Number of career development/advanced studies workshops for students | 200 | 175 |
| Number of networking opportunities for students | 200 | 251 |

Offer a vibrant and rigorous general education curriculum that supports the liberal arts in a 21st-century context

| Metric | Target | 2020 |
|---|--------|------|
| Percent of LASC courses offered online | 75% | 70% |
| Number of trainings for students related to technology | 5 | 2 |
| Percent of course sections relating to diversity, equity, and inclusion | 15% | 12% |

Enhance support for scholarly and creative work that is applied, innovative, interdisciplinary and inclusive of marginalized traditions

| Metric | Target | 2020 |
|---|-------------|----------------|
| Number of grants awarded | 50 | 33 |
| Amount of public and private grant funds awarded | \$2 million | \$1.46 million |
| Amount of public grant funds awarded | \$1 million | \$731,713 |
| Number faculty members receiving external grants | 10 | 4 |
| Amount of external grant funds awarded to faculty | \$500,000 | \$239,956 |

Create a more vibrant intellectual life on campus and fortify a culture of high academic standards

| Metric | Target | 2020 |
|---|--------|------|
| Number of academic events | 200 | 202 |
| Percent of courses with experiential learning | 40% | 28% |
| Total students involved in any study away | 100 | N/A |
| Number of faculty-led study away programs | 5 | N/A |
| Number of students involved in a semester long study away program | 75 | N/A |
| Number of students involved in faculty-led study away programs | 25 | N/A |
| Percent of ALANA students involved in any study away | 30% | N/A |
| Number of information literacy workshops/classes for students | 100 | 103 |
| Number of programs utilizing portfolios | 30 | 20 |
| Number of Honors Program students | 100 | 90 |
| Percent of Honors Program ALANA students | 30% | 19% |





INITIATIVES PROGRESS

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 Interession 100% online and expand the term
- Secure approvals for majors in Art, Political Science, and Theater
- Pursue approvals to offer an Occupational Therapy doctorate
- Implement the Major-Plus requirement as reflected in the RASE plan
- Develop interdisciplinary concentrations into minors
- Create a department of interdisciplinary studies
- Create additional 3+ and 4+ programs
- Develop an accelerated degree program for non-traditional students
- Increase the degrees that can be completed completely online or evening

Support and celebrate excellent teaching, and expand opportunities for broadening pedagogical expertise

- Ensure resources allocated to the Center for Teaching and Learning are adequate
- Create an instructional design position in the Center for Teaching and Learning
- Establish and promote common expectations practices for online courses
- Encourage everyone teaching online to be “certified” by some process
- Increase access and support for universal design/accessibility in courses
- Create a webpage/forum for faculty to share ideas/resources

Leverage the University’s location to create distinctive academic and leadership opportunities

- Create greater opportunities for summer IELI programs
- Provide educational opportunities of strategic value to the region
- Enhance student career exploration, internships, and networking opportunities

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 LASC
- Annually review LASC goals and outcomes
- Establish a set of targeted areas related to digital literacy
- Create and offer an online track for all LASC classes
- Create a diversity content area in LASC

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 for research and scholarship
- Strengthen and publicize opportunities for faculty research

Create a more vibrant intellectual life on campus and fortify a culture of high academic standards

- Create a university portfolio initiative
- Invest resources to support the Library as the center of academic pursuits
- Ensure experiential learning is available to all students
- Continue to increase study abroad participation
- Create a more vibrant intellectual life on campus

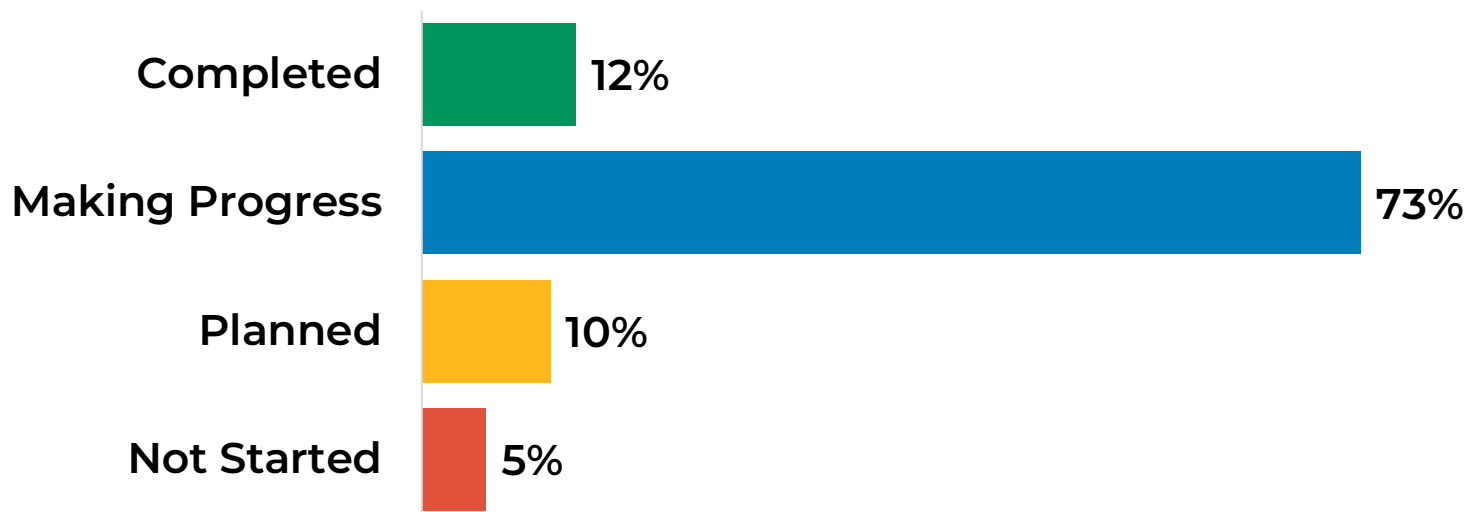




STUDENT SUPPORT AND SUCCESS



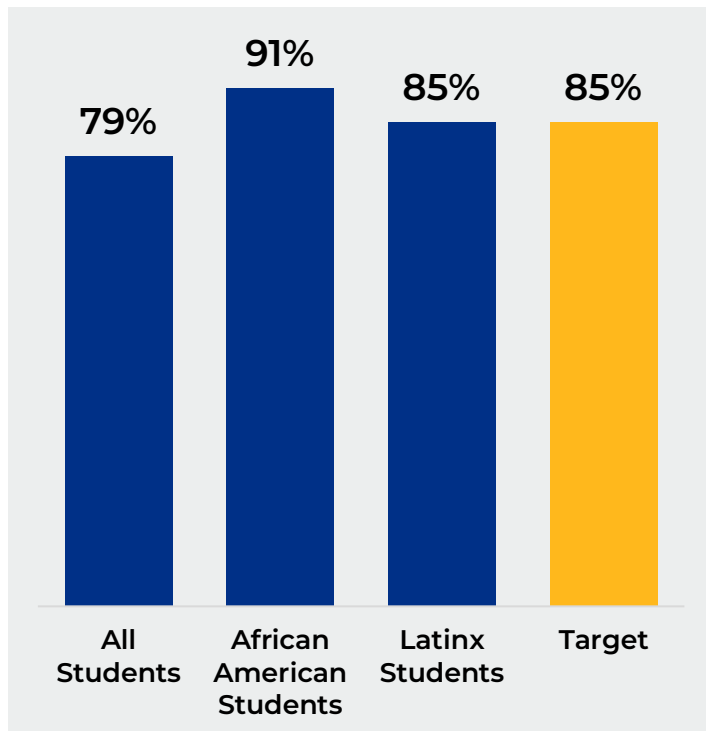
Provide all students a transformative, holistic educational experience with a path to timely degree completion and solid preparation for advanced academic studies or career success.



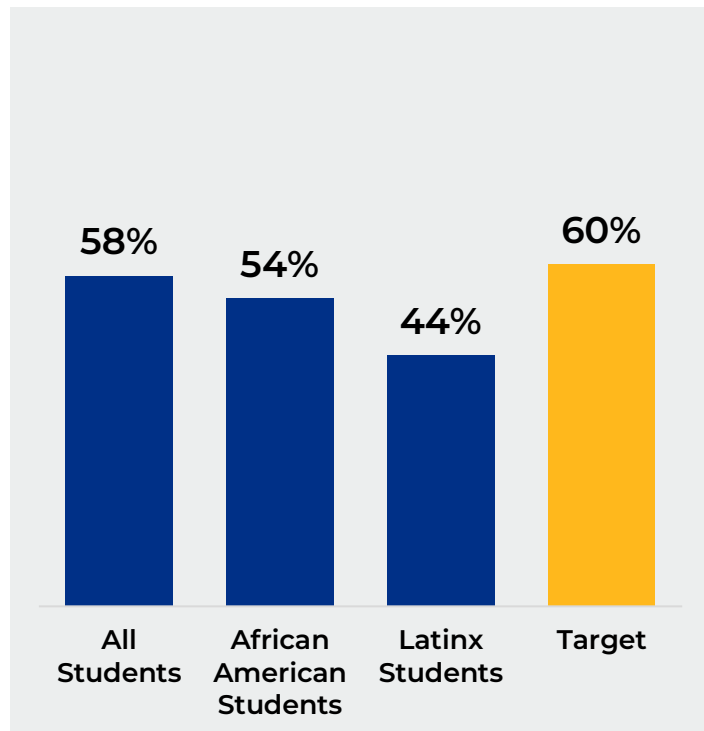


KEY PERFORMANCE INDICATORS

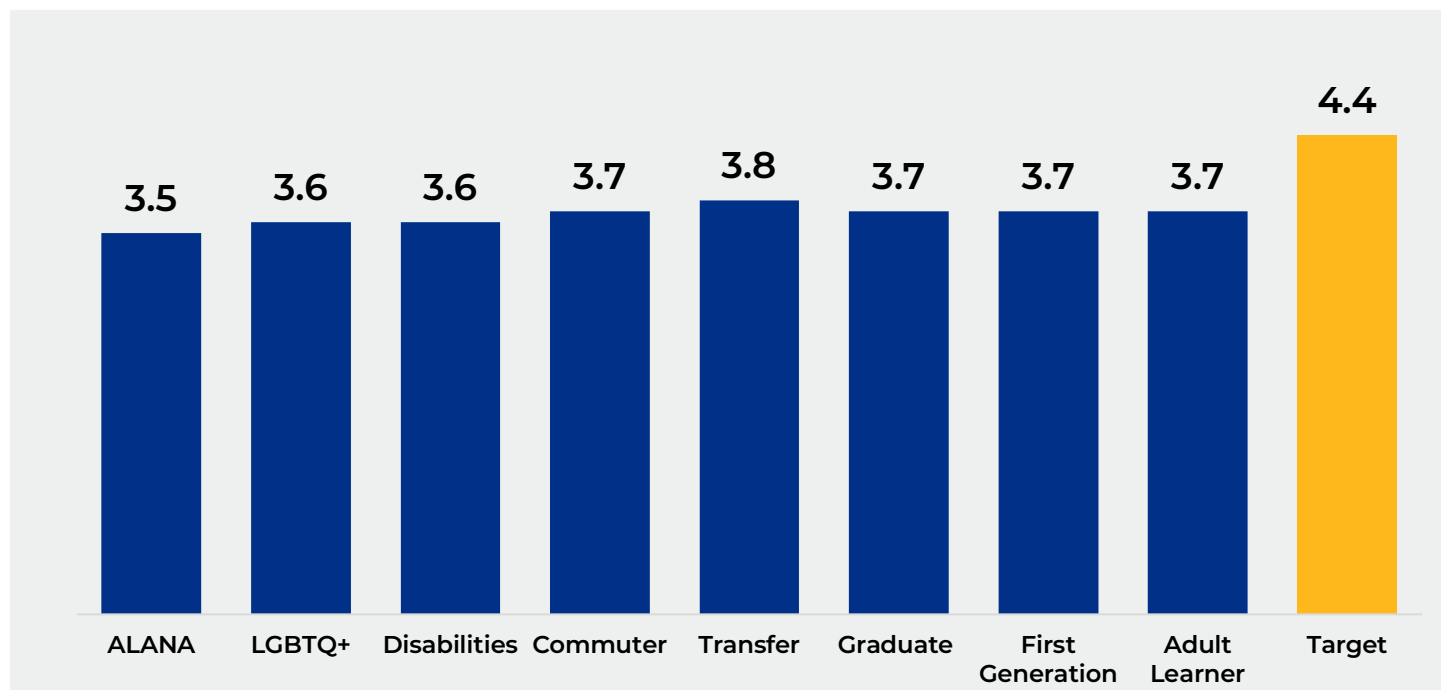
First Year Retention



Six Year Graduation



Sense of Belonging





METRICS

Increase overall retention and graduation rates and close achievement gaps

| Metric | Target | 2020 |
|---|--------|------|
| Undergraduate first-time, full-time retention | 85% | 79% |
| Undergraduate first-time, full-time retention: African American | 85% | 91% |
| Undergraduate first-time, full-time retention: Latinx | 85% | 85% |
| 6 year undergraduate first-time, full-time graduation rate | 60% | 58% |
| 6 year undergradfirst-time, full-time graduation rate: African | 60% | 54% |
| 6 year undergraduate first- time, full-time graduation rate: Latinx | 60% | 44% |
| 4 year undergraduate transfer graduation rate | 60% | 61% |
| 4 year undergraduate transfer graduation rate: African American | 60% | 49% |
| 4 year undergraduate transfer graduation rate: Latinx | 60% | 50% |
| Percent of undergrads completing gateway courses in 1st year | 50% | 36% |
| Percent of African American undergrads completing gateway courses in 1st year | 50% | 40% |
| Percent of Latinx undergrads completing gateway courses in 1st year | 50% | 38% |
| Percent of students with on-time credit accumulation | 75% | 75% |
| Number of CLEP tests accepted | 50 | 53 |
| Average percent of transfer credits accepted | 90% | 90% |
| Percent of unmet financial aid: direct costs | 10% | 13% |
| Percent of students with unmet financial aid: direct costs | 40% | 47% |
| Percent of students who applied for financial aid receiving financial | 70% | 59% |
| Percent of eligible students awarded financial aid | 100% | 99% |

Promote student leadership development opportunities proactively, inclusively, and equitably

| Metric | Target | 2020 |
|--|--------|------|
| Number of leadership opportunities for students | 250 | 225 |
| Percent of ALANA students involved in leadership roles | 30% | 41% |

Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support

| Metric | Target | 2020 |
|---|--------|--------|
| Number of mental health counselors | 7 | 4.5 |
| Average hours available for mental health counseling per week | 200 | 146.25 |
| Number of students utilizing counseling services | 500 | 484 |
| Number of events related to mental health and well-being | 200 | 207 |

Ensure all students have equitable access to the resources, services, technology they need

| Metric | Target | 2020 |
|--|-----------|--------------|
| Total number of students enrolled in OER courses | 10,000 | 5,180 |
| Total money saved by students through OER courses | \$500,000 | \$259,000 |
| Percent of students with access to reliable internet and devices | 100% | Not assessed |
| Number of laptops available for loan | 200 | 150 |
| Number of Wi-fi hot spots available for loan | 10 | 2 |
| Number of students utilizing disability services | 80 | 65 |
| Number of student complaints about accommodations not being met | 0 | 12 |
| Percent of parking spaces that are ADA- compliant | Compliant | Compliant |
| Percent of spaces that are ADA- compliant | 100% | 75% |
| Percent of student support departments offering services outside of business hours | 90% | 63% |
| Percent of student support departments offering virtual services | 100% | 93% |
| Number of students receiving merit scholarships | 1000 | 861 |
| Percent of ALANA students awarded merit scholarships | 30% | 48% |
| Average amount of merit scholarships | \$1,500 | \$1,500 |

Adopt a mentoring model of advising and ensure faculty staff can deliver effective support

| Metric | Target | 2020 |
|--|-----------|--------|
| Percent of faculty using Starfish | 75% | 44% |
| Number of Starfish actions (kudos, referrals, flags) | 20,000 | 14,245 |
| Number of advising professional development opportunities | 25 | 25 |
| Number of informal events for students to socialize with faculty/staff | 200 | 113 |
| Undergraduate student satisfaction of advising | Establish | N/A |

Create a more robust campus life for all students, and promote a sense of connection and community

| Metric | Target | 2020 |
|---|--------|------|
| Sense of belonging among ALANA students | 4.4 | 3.5 |
| Sense of belonging among LGBTQ+ students | 4.4 | 3.6 |
| Sense of belonging among students with disabilities | 4.4 | 3.6 |
| Sense of belonging among commuter students | 4.4 | 3.7 |
| Sense of belonging among transfer students | 4.4 | 3.8 |
| Sense of belonging among graduate students | 4.4 | 3.7 |
| Sense of belonging among first generation students | 4.4 | 3.7 |
| Sense of belonging among non-traditional age students | 4.4 | 3.7 |
| Number of social events on campus | 500 | 303 |
| Number of events specifically for commuter students | 100 | 52 |
| Number of events specifically for graduate students | 18 | 14 |
| Number of events specifically for non-traditional aged students | 10 | 5 |



INITIATIVES PROGRESS

Increase overall retention and graduation rates and close achievement gaps

- Reimagine and adapt the course scheduling model
- Continue to support current practices such as CLEP testing
- Invest in financial aid to encourage student retention
- Offer optional online placement testing in Spanish
- Develop a streamlined process for evaluating transfer credits
- Designate a transfer specialist in each academic department

Promote student leadership development opportunities proactively, inclusively, and equitably

- Enhance leadership programs for students
- Adopt a wide-ranging, inclusive definition of student leadership
- Promote student leadership development opportunities
- Encourage the approval of a co-curricular transcript
- Develop programs for unmet needs in student leadership

Embrace student-centeredness as a guiding principle for faculty and staff, and adopt holistic student support

- Increase awareness and resources aligned with the 8 domains of student wellness
- Address student emotional and mental well-being
- Expand FYE services to meet needs of a changing student body
- Increase the number of full-time faculty involved in FYS
- Create a centralized location for information regarding student resources

Adopt a mentoring model of advising and ensure faculty/staff can deliver effective support

- Promote a culture in which advising is a year-round process
- Provide opportunities for informal student-faculty interactions
- Provide support for advising in high-enrolled majors
- Ensure support offices provide graduate student-specific services

Ensure all students have full and equitable access to resources, services, and technology they need

- Increase student support services beyond the traditional workday
- Work toward making all spaces ADA-compliant and provide assistive technology
- Expand Library and Student Affairs graduate student support
- Ensure all students have the technology and tools necessary for academic success
- Recommit to the undergraduate student laptop requirement
- Develop creative ways to address non-tuition-related financial challenges
- Ensure adequate/appropriate resources are available to adult learners
- Promote compliance with student educational accommodations
- Implement and assess the success of virtual information sessions
- Create and deploy an online campus tour with video
- Measure the success of “Meet a Faculty Member” programs
- Implement virtual financial aid sessions with Q&A for accepted/current students
- Identify and remove barriers impeding equitable student access to services
- Find ways to make course materials available at little or no cost

Create a more robust campus life for all students, and promote a sense of connection and community

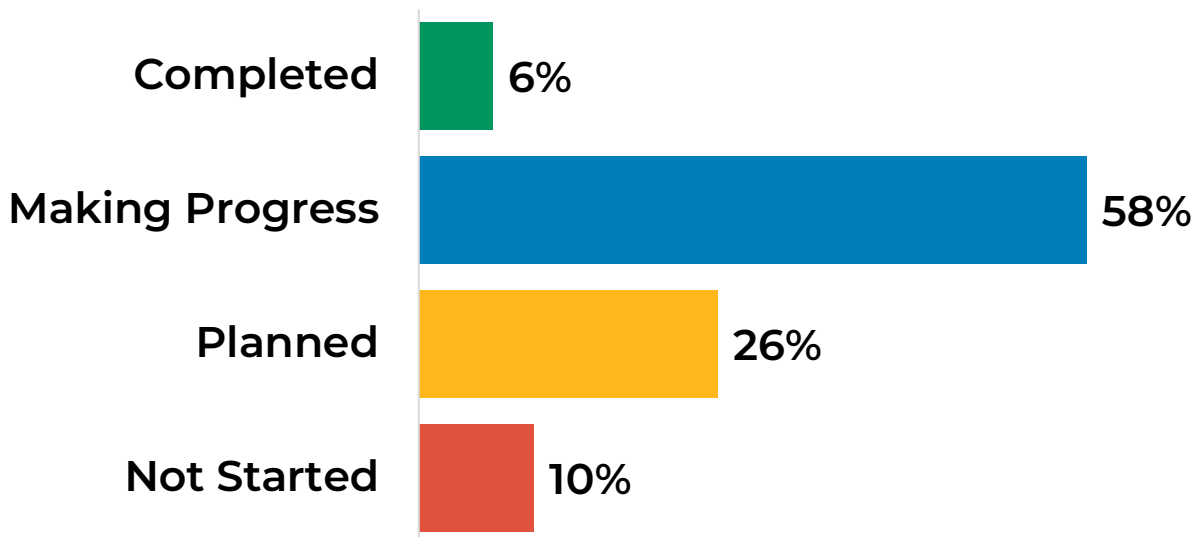
- Expand extracurricular and recreational programs for all students
- Create a group to address international student needs
- Establish more opportunities for graduate students to socialize
- Improve the belonging of transfer, commuter, and first-generation students
- Offer additional Transfer Orientation dates
- Strengthen and expand the Transfer Success Coach program
- Develop and implement a mandatory 1-credit New Transfer Seminar



MARKETING AND ENROLLMENT



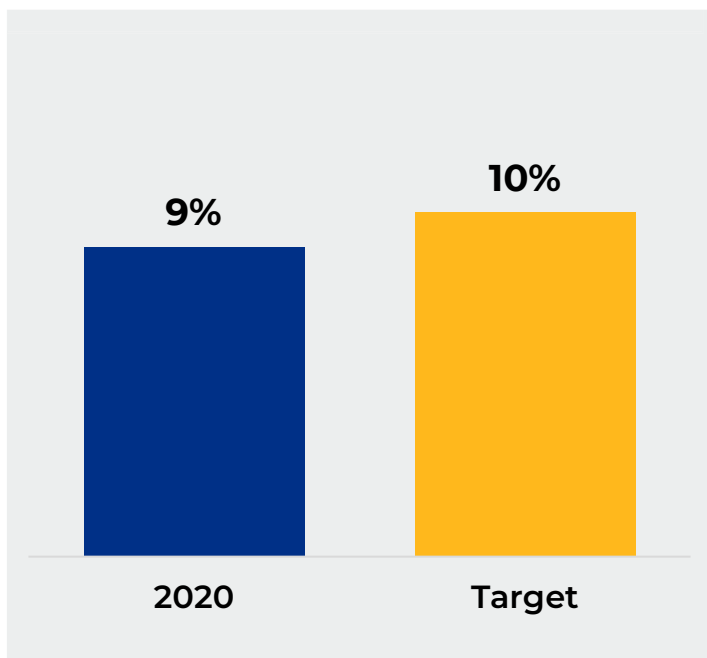
Be attractive and accessible to an increasingly diverse population of students within an increasingly competitive recruitment environment.



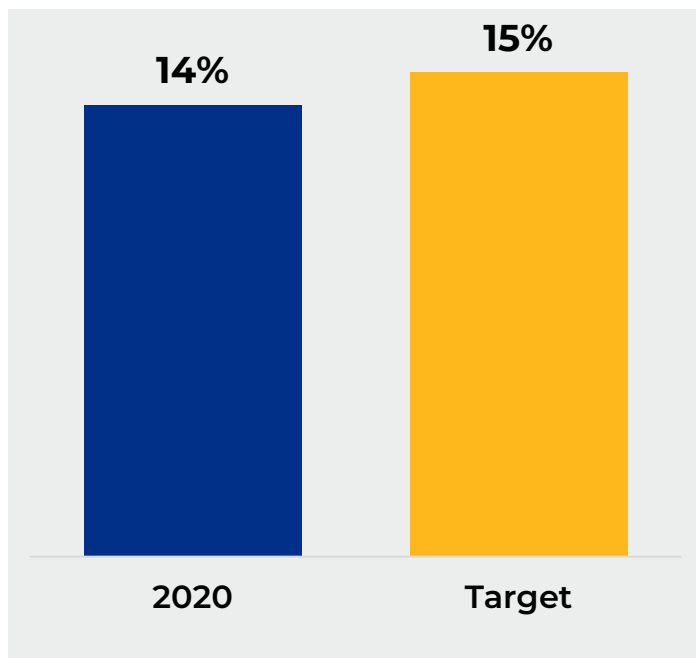


KEY PERFORMANCE INDICATORS

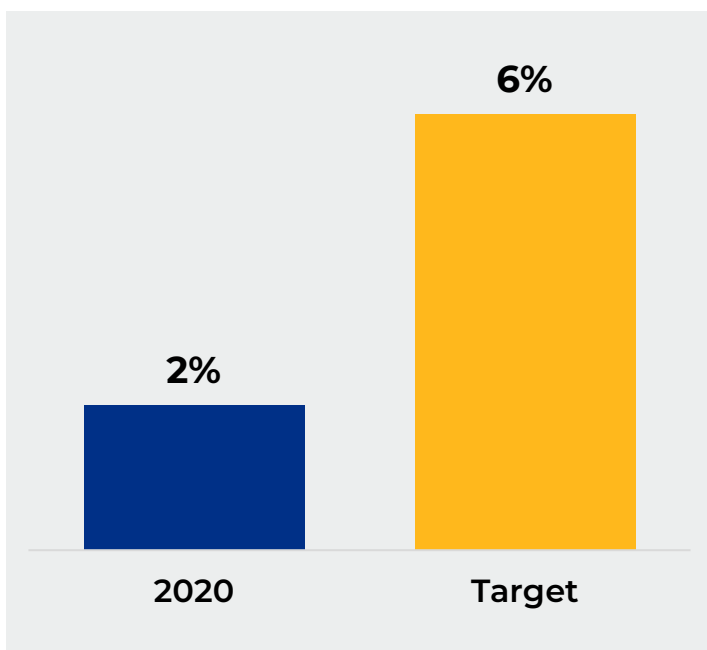
Undergraduate African American Enrollment



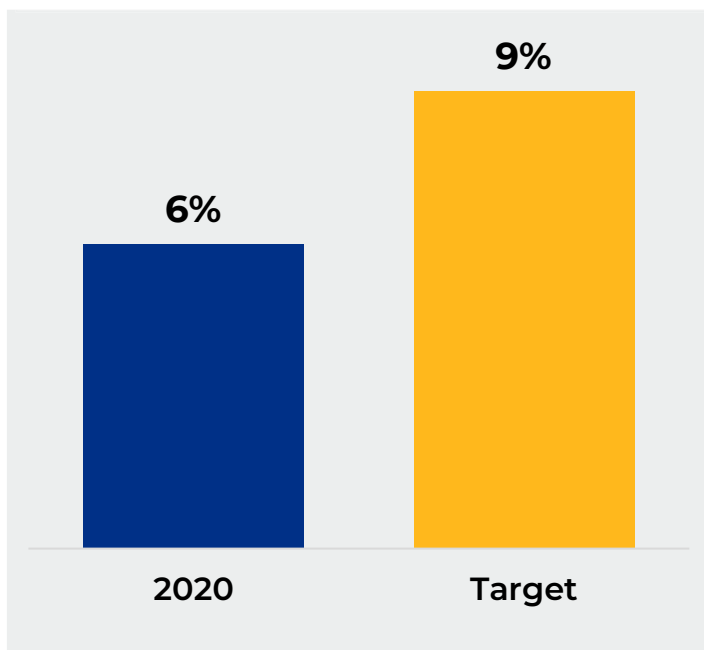
Undergraduate Latinx Enrollment



Graduate African American Enrollment



Graduate Latinx Enrollment





METRICS

Raise regional and national visibility and garner recognition for academic excellence, value, and impact

| Metric | Target | 2020 |
|--|--------|-------|
| Total undergraduate enrollment | 5,200 | 4,958 |
| Percent undergraduate enrollment: African American | 10% | 9% |
| Percent undergraduate enrollment: Latinx | 15% | 14% |

More effectively differentiate WSU from its peers, drawing particular attention to advantages associated with its location

| Metric | Target | 2020 |
|--|--------|------|
| Percent of students graduating with a major+ | 100% | 43% |
| Percent of ALANA students graduating with a major+ | 100% | 25% |
| Percent of materials, presentations, forms, and other communications using branding guidelines | 100% | 87% |

Increase the diversity of the faculty and staff to better reflect WSU students

| Metric | Target | 2020 |
|--------------------------|--------|------|
| Percent of ALANA faculty | 31% | 18% |
| Percent of ALANA staff | 31% | 25% |

Expand presence in local secondary education and community college sectors

| Metric | Target | 2020 |
|--|--------|------|
| Number of dual enrollment and early college courses | 100 | 67 |
| Number of events that bring potential students to campus | 500 | 500 |
| Number of articulation agreements | 15 | 12 |

Position WSU as a first-choice university for students from traditionally under-represented and under-served groups

| Metric | Target | 2020 |
|---|--------|------|
| Total number of accelerated degree programs | 5 | 3 |

Invest resources necessary to grow enrollment in graduate and online programs

| Metric | Target | 2020 |
|--|-----------|------|
| Total graduate enrollment | 840 | 766 |
| Percent graduate enrollment: African American | 6% | 2% |
| Percent graduate enrollment: Latinx | 9% | 6% |
| Number of students granted prior learning experience | Establish | N/A |
| Number of graduate assistantships | 50 | 47 |



INITIATIVES PROGRESS

Raise regional and national visibility and garner recognition for academic excellence, value, and impact

- Align traditional advertising with online program advertising
- Implement a strategy for enrolling non-traditional age students
- Re-platform and enhance content on the website
- Ensure the website effectively engages diverse audiences
- Increase regional and national visibility by supporting research and travel
- Highlight Worcester State's role within higher education
- Create culture of being on-brand at off-campus events

More effectively differentiate WSU from its peers, drawing attention to advantages of its location

- Boldly promote the RASE Plan
- Expand and support interdisciplinary teaching
- Identify "signature programs" setting us apart from other competitors
- Position Worcester State as "Worcester's University"
- Continue to ensure branding consistency in marketing materials

Increase the diversity of the faculty/staff to better reflect the WSU student and applicant pool

- Increase diversity in departments that provide direct student support
- Recruit and retain under-represented and marginalized faculty and staff

Expand presence in local high schools and community college sectors

- Continue to offer Early College and dual enrollment programs
- Implement programs that bring greater numbers prospective students to campus
- Offer support to high school students on the college application process
- Create a faculty speaking program at high schools
- Develop partnerships between departments and high schools
- Develop a young alumni program as liaisons for their alma maters

Position WSU as a first-choice university for students from traditionally under-represented and under-served groups

- Provide comprehensive support for first-generation and ALANA students
- Create accelerated programs for non-traditional students
- Create a marketing campaign for diverse undergraduates
- Ensure materials are translated into foreign languages

Invest resources to grow enrollment in graduate and online programs

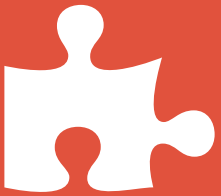
- Seek additional funding to support increased graduate assistantships
- Offer a 'Life Work Portfolio' program for non-traditional age learners
- Improve the registration process and advising for graduate students
- Evaluate staffing for the attainment of graduate enrollment goals
- Develop a marketing campaign for graduate and continuing education
- Invest in online course development by providing incentives
- Support Graduate Student Research



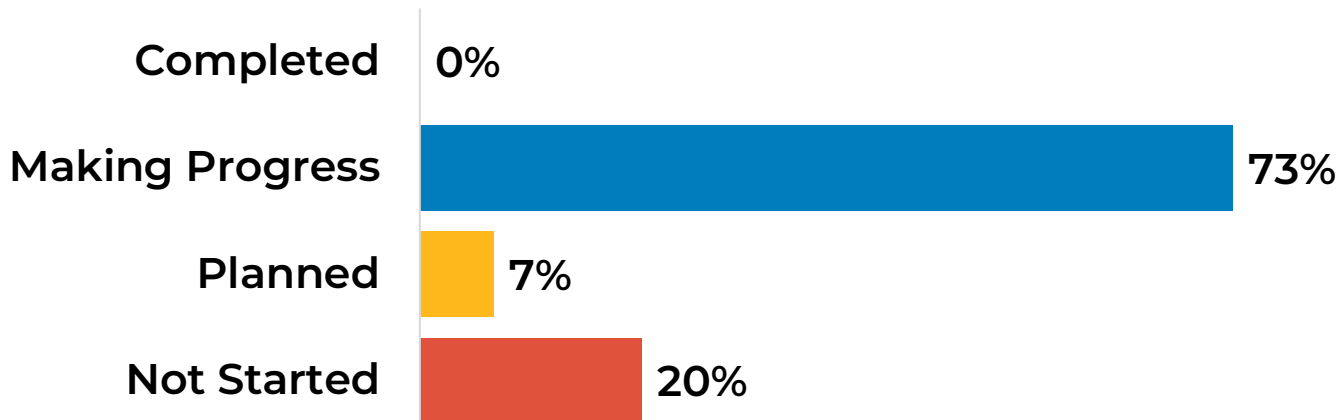




COMMUNITY ENGAGEMENT & PUBLIC GOOD



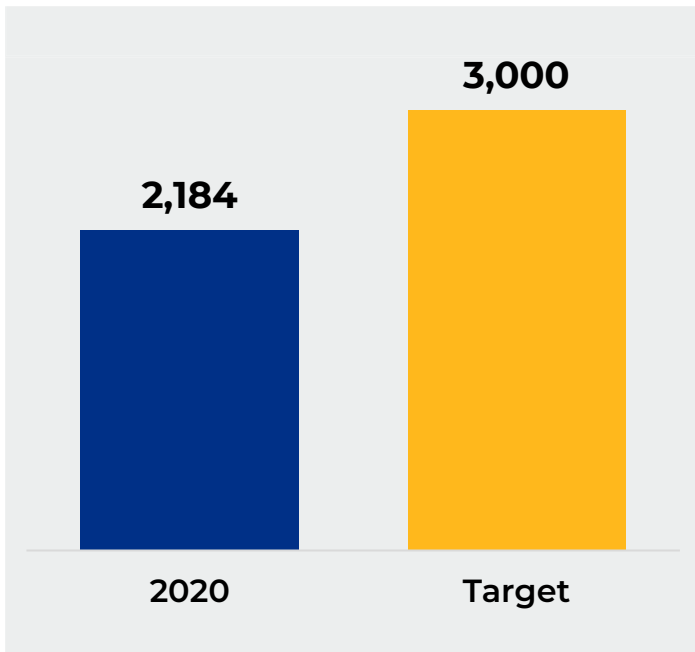
Have an impact beyond campus through leading-edge scholarship and creative activities, civic engagement, and mutually beneficial partnerships with local, regional, and global communities.



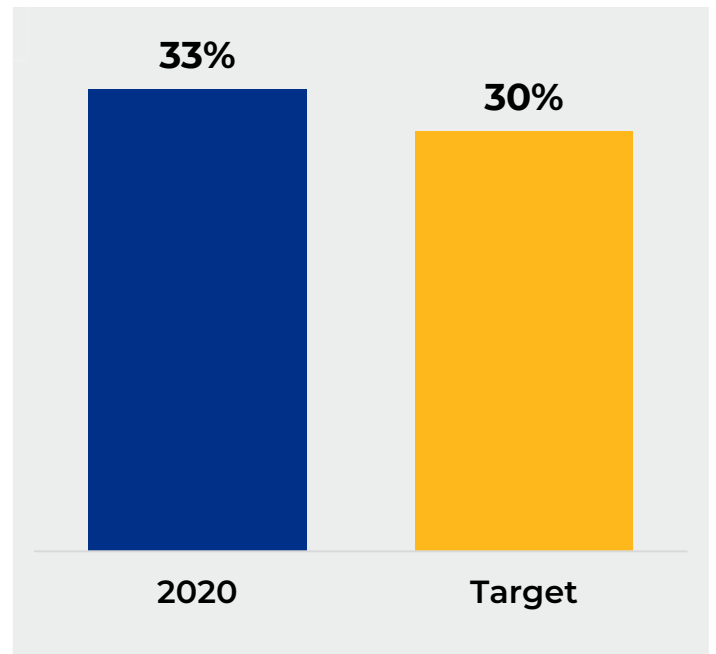


KEY PERFORMANCE INDICATORS

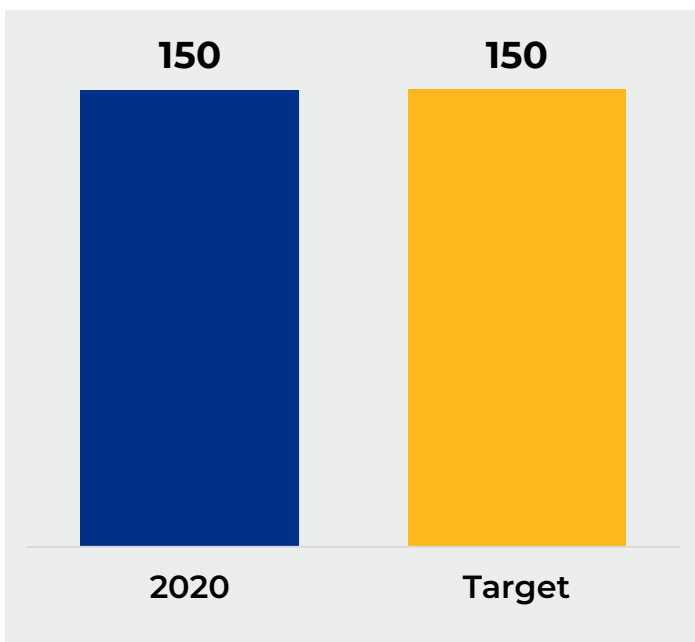
Students in Civic Engagement Courses



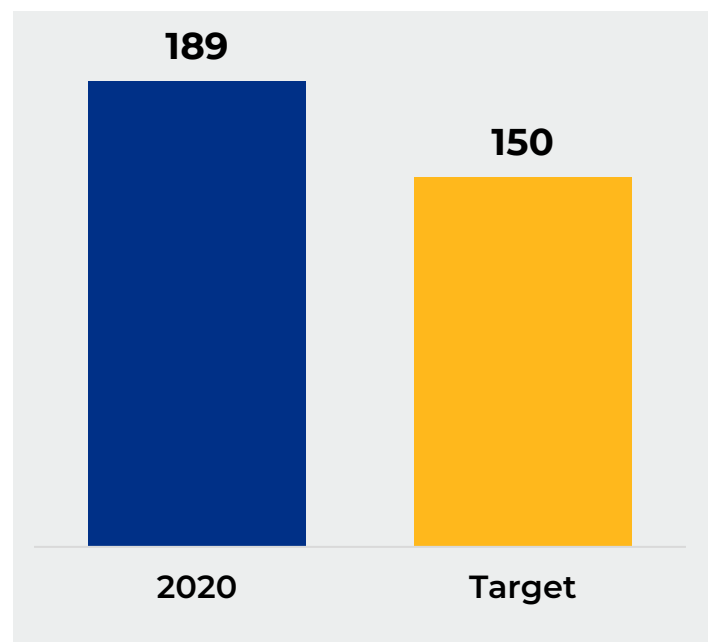
% ALANA in Civic Engagement Courses



Student Publications & Presentations



Faculty Publications & Presentations





METRICS

Expand and deepen connections between the community and WSU's academic departments, centers, and institutes

| Metric | Target | 2020 |
|--|--------|------|
| Number of advisory boards that include community members | 30 | 25 |
| Number of partnerships with local schools, hospitals, businesses, and non-profit organizations | 500 | 605 |

Foster ongoing interaction between the University and the Worcester community

| Metric | Target | 2020 |
|---|--------|------|
| Number of events open to the public | 1000 | 1000 |
| Number of faculty/staff engaged with community partnerships | 150 | 123 |

Expand relationships with businesses in Worcester and beyond

| Metric | Target | 2020 |
|----------------------------------|--------|------|
| Number of events for alumni | 50 | 48 |
| Number of alumni on Alumni Board | 25 | 21 |

Establish WSU as a research and policy hub, developing solutions to meet regional challenges

| Metric | Target | 2020 |
|---|--------|-------|
| Number of students enrolled in civic engagement courses | 3,000 | 2,184 |
| Percent of ALANA students enrolled in civic engagement courses | 30% | 33% |
| Number of faculty publications, presentations, and posters | 150 | 189 |
| Number of students working with faculty on scholarly and creative pursuits | 150 | 186 |
| Number of student publications, presentations, and posters | 150 | 150 |
| Percent of Honors students completing the Commonwealth Honors project | 30% | 23% |
| Number of students participating in the Celebration of Scholarship and Creativity | 300 | 116 |



INITIATIVES PROGRESS

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 dialogues and experiences
- Provide opportunities and partnerships that support the DHE equity agenda

Foster ongoing interaction between the University and Worcester

- Implement a Volunteer Day for employees to contribute to local areas
- Maintain an open, neighborly campus environment
- Offer annual bus tours of Worcester for all new staff and faculty
- Better promote existing community partnerships and outreach activities
- Connect the Worcester State community to local affinity groups

Expand relationships with businesses in Worcester and beyond

- Expand connection, engagement, networking for alumni
- Support efforts to establish Worcester as a vibrant location to live
- Intentionally have faculty and staff be present at Five Chambers events
- Provide students opportunities to attend Chamber events

Establish WSU as a research and policy hub, developing solutions to meet regional challenges

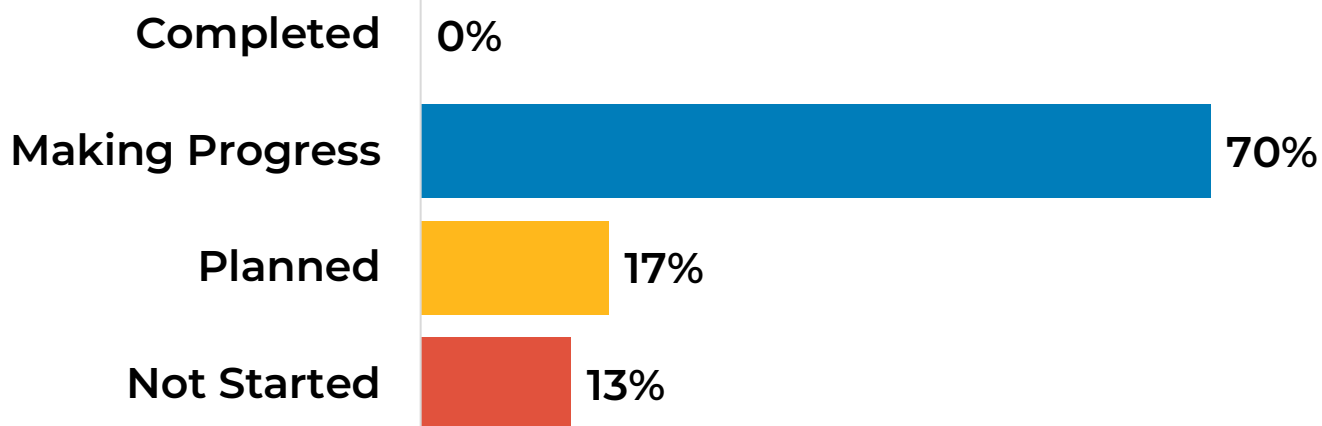
- Establish support community focused endeavors that address local challenges
- Promote faculty and staff publications and accomplishments
- Develop a catalog of faculty and staff expertise



PEOPLE AND CULTURE



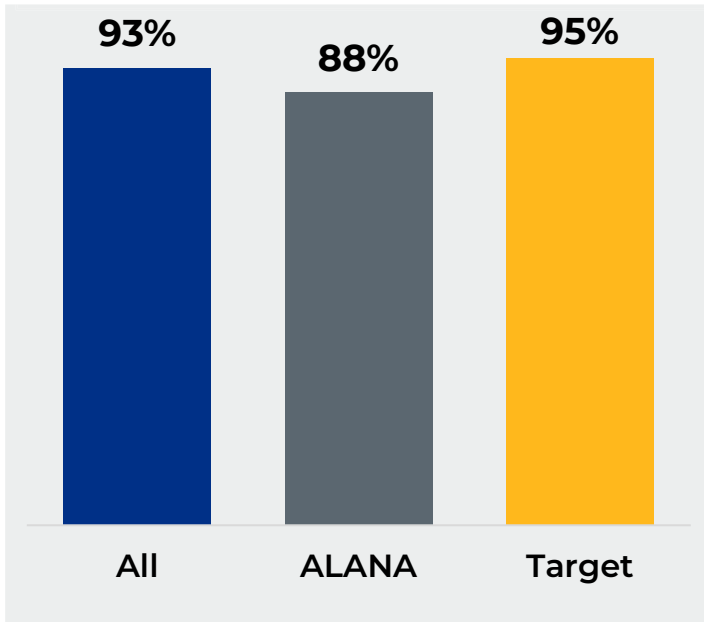
Nurture an inclusive campus culture that promotes a shared commitment to excellence, innovation, collaboration, and accountability.



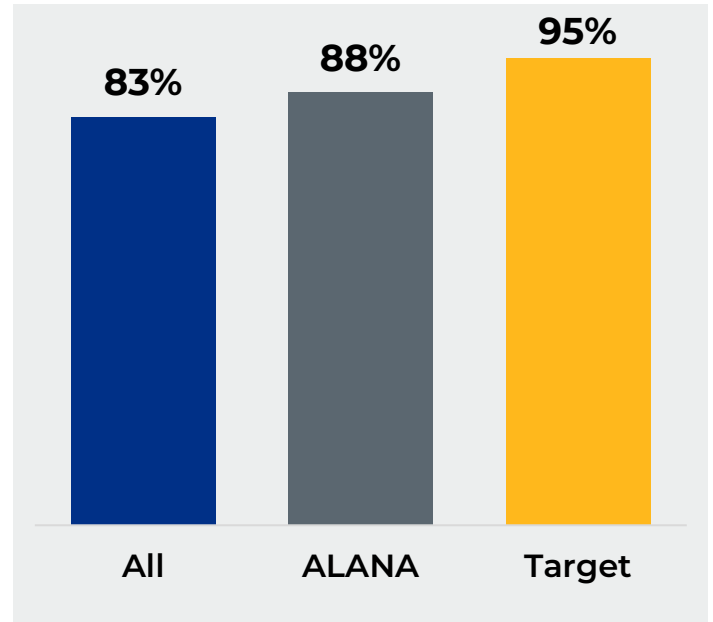


KEY PERFORMANCE INDICATORS

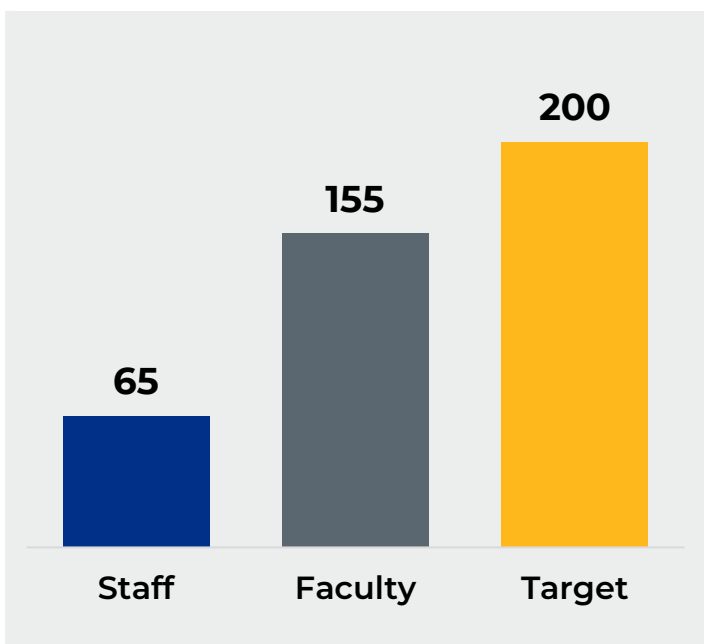
Retention of Full-time Staff



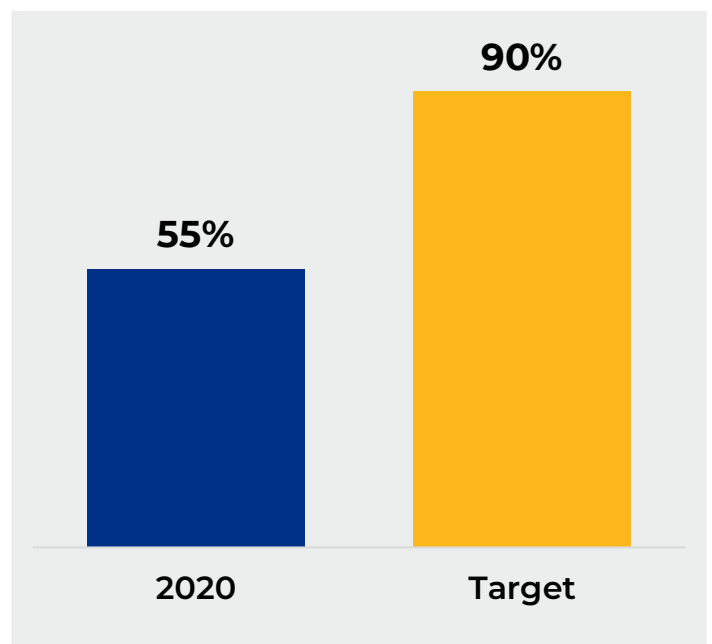
Retention of Full-time Faculty



Professional Development Opportunities



Percent of Data Stored in Colleague





METRICS

Establish WSU as an even more welcoming environment for all

| Metric | Target | 2020 |
|---|----------|------|
| Number of single-use bathrooms | Maintain | 51 |
| Number of gender neutral bathrooms | Maintain | 11 |
| Number of events related to diversity, equity, and inclusion (e.g. ALANA, LGBTQ+, neurodiversity) | 200 | 131 |

Recruit, retain and reward high-quality and diverse faculty and staff

| Metric | Target | 2020 |
|---|---------|---------|
| Retention rate of full-time staff | 95% | 93% |
| Retention rate of ALANA full-time staff | 95% | 88% |
| Retention rate of full-time faculty | 95% | 83% |
| Retention rate of ALANA full-time faculty | 95% | 88% |
| Total professional development opportunities for staff | 200 | 65 |
| Total professional development opportunities for faculty | 200 | 155 |
| Amount of money spent on professional development for faculty | \$5,000 | \$1,463 |

Continue to equip and encourage faculty and staff to address the evolving needs of a changing student body

| Metric | Target | 2020 |
|---|--------|------|
| Number of professional development relating to diversity, equity, and inclusion | 50 | 59 |
| Number of professional development related mental health and well-being | 50 | 32 |

Promote greater unity, communication and sense of institutional pride across campus

| Metric | Target | 2020 |
|--|--------|------|
| Number of awards/recognition for faculty or staff | 20 | 8 |
| Number of awards/recognition for faculty | 10 | 8 |
| Number of awards/recognition for staff | 10 | 6 |
| Number of social events specifically for faculty/staff | 50 | 41 |

Foster a culture of assessment and data-based decision making

| Metric | Target | 2020 |
|---|--------|------|
| Percent of data stored in Colleague | 90% | 55% |
| Percent of academic programs assessing learning regularly | 100% | 94% |
| Percent of departments submitting data for Strategic Plan | 100% | 92% |



INITIATIVES PROGRESS

Establish WSU as an even more welcoming environment for all

- Provide dedicated support and services for LGTBTQ+ students
- Expand affinity-based connections across the campus community
- Promote campus-wide cultural fluency

Recruit, retain and reward high-quality and diverse faculty and staff

- Implement a systematic and intentional method of hosting international scholars
- Offer competitive compensation and contemporary employment options
- Increase professional development and career growth opportunities for staff
- Improve onboarding for new employees
- Create a formal mentoring program for faculty and staff
- Make a financial commitment to hiring more full-time faculty members
- Explore the idea of establishing a “teaching post-doc” program
- Develop a policy to reimburse costs for professional credentials

Continue to equip and encourage faculty and staff to address the evolving needs of a changing student body

- Offer multiple levels of training relating to diversity, equity, and inclusion
- Create a diversity certificate program for faculty, staff, and students
- Ensure that accessibility is addressed in all instructional modalities
- Provide professional development on inclusive teaching strategies

Promote greater unity, communication and sense of institutional pride

- Acquire and deploy technology to improve communication
- Significantly enhance internal communication
- Introduce optional social activities that bring faculty and staff together
- Expand internal, cross-divisional awareness of office roles and accomplishments
- Strategically communicate student, faculty, and staff accomplishments
- Create new awards to recognize faculty and staff accomplishments

Foster a culture of assessment and data-based decision making

- Implement a data warehouse
- Develop divisional and departmental strategic plans
- Collect data centrally through Assessment and Planning
- Utilize Colleague for all data entry and storage
- Develop data entry procedures for each office to reduce errors in data
- Ensure transparency/accountability by providing data to the community

Institutionalize policies, practices and procedures to respond effectively to unanticipated crises

- Ensure that all units have plans and training to maintain operations
- Engage in succession planning for key positions across the organization
- Develop and regularly assess emergency preparedness plans



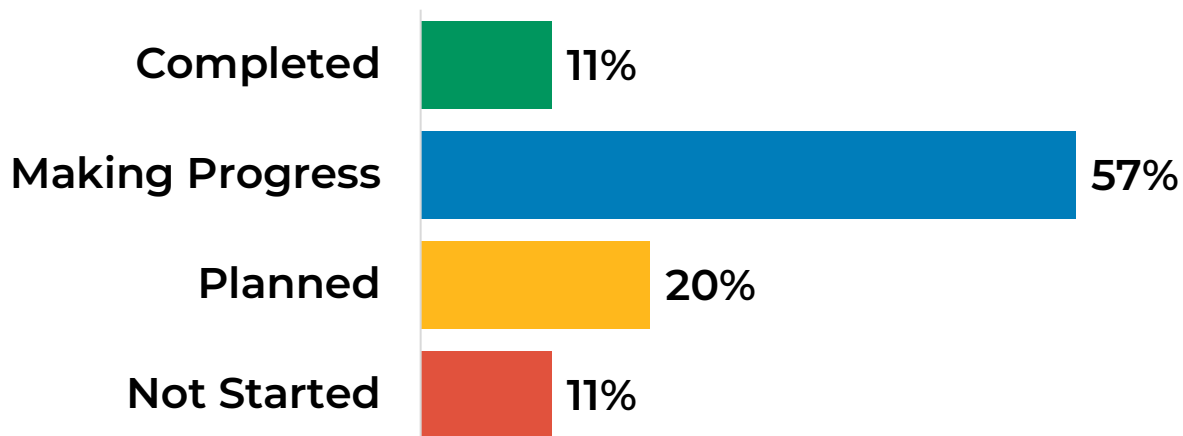




RESOURCES AND INFRASTRUCTURE



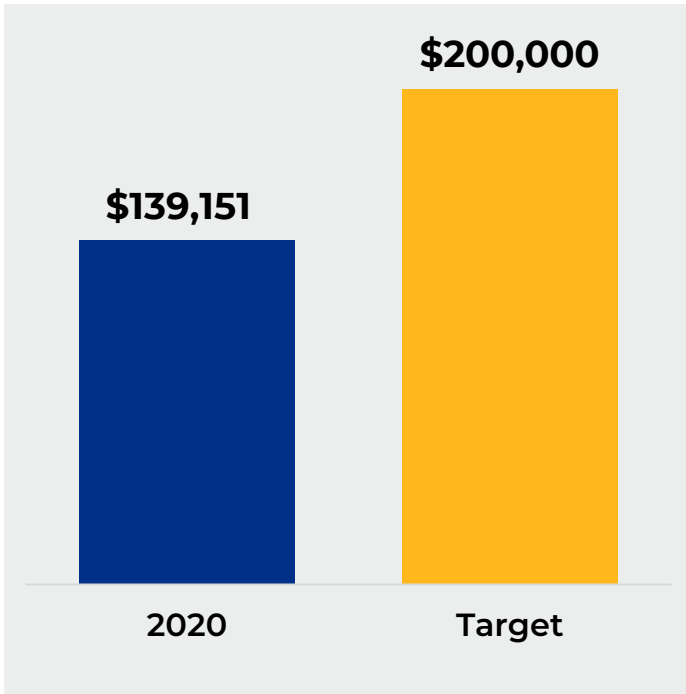
Develop sustainable revenue streams adequate to support the University's academic mission and institutional priorities and invest in physical infrastructure and technology with a commitment to financial and environmental sustainability.



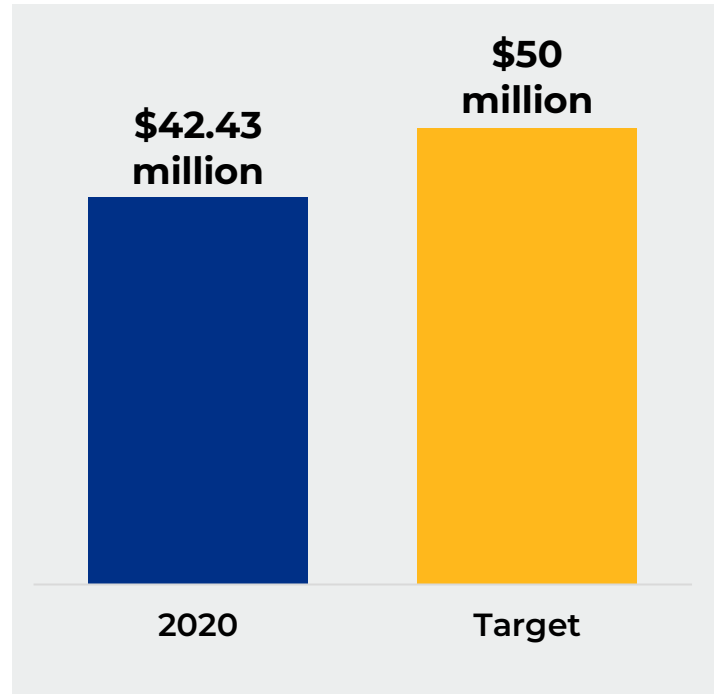


KEY PERFORMANCE INDICATORS

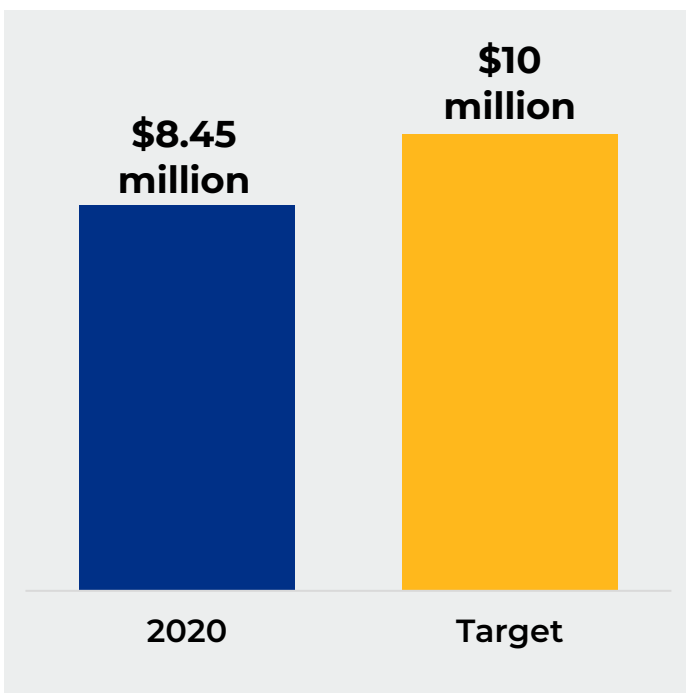
Student Emergency Funds



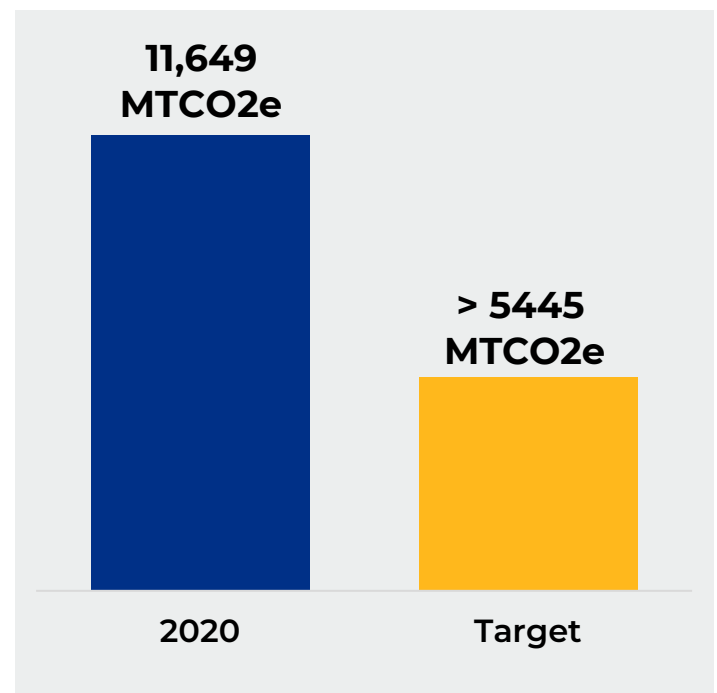
Total Endowment



DGCE Revenue



Carbon Footprint





METRICS

Develop new and sustain existing sources of revenue

| Metric | Target | 2020 |
|--|-------------|----------------|
| Percent of marketing budget for DGCE programs | 15% | 5% |
| Revenue generated by outside events | \$750,000 | \$403,698 |
| Revenue generated by DGCE | \$9 million | \$8.45 |
| DGCE net revenue | \$4 million | \$3.39 million |
| Number of non-credit CBI courses taught in-house | 12 | 9 |
| Number of external events held outside regular hours | 500 | 500 |

Expand philanthropic support and grow the endowment

| Metric | Target | 2020 |
|--|---------------|-----------------|
| Overall endowment | \$50 million | \$42.43 million |
| Unrestricted foundation dollars | \$7.5 million | \$5.5 million |
| Percent of endowment that is unrestricted foundation dollars | 15% | 13% |
| Percent of alumni making donations | 10% | 4% |
| Percent of employees making donations | 50% | 28% |
| Number of students receiving foundation scholarships | 500 | 406 |
| Percent of ALANA students awarded foundation scholarships | 30% | 34% |
| Average amount of foundation scholarships | \$1,000 | \$1,000 |
| Total funding in Student Emergency Fund | \$200,000 | \$139,151 |
| Number of students receiving Student Emergency Fund | 200 | 103 |

Ensure technology, facilities, and systems are adequate to support operational needs and strategic goals

| Metric | Target | 2020 |
|---|--------|------|
| IT Staff FTE | 36 | 30 |
| Number of trainings for faculty/staff related to technology | 15 | 14 |

Ensure administrative policies and practices promote greater efficiency, entrepreneurial thinking, and equity

| Metric | Target | 2020 |
|---|--------|------|
| Percent of forms and processes available online | 95% | 83% |
| Percent of staff partially working remotely | 50% | 58% |
| Percent of staff working completely remotely | 25% | 21% |

Develop redundant systems and staffing capacities to protect essential business operations from disruption

| Metric | Target | 2020 |
|--|--------|------|
| Percent of staff cross- trained for different functions within | 80% | 59% |

Commit to addressing the growing challenges of climate change

| Metric | Target | 2020 |
|--|------------------------|------------------|
| Carbon footprint | 5,445- 3,631 MTCO2e | 11,649 MTCO2e |
| Number of electric vehicles in fleet | 3 | 0 |
| Number of LEED certified buildings | 100% new | N/A |
| Number of buildings with electricity off-setting equipment | 6 | 5 |
| Number of sustainability organization memberships | 5 | 3 |
| Number of net zero/near net zero buildings | 100% new | N/A |





INITIATIVES PROGRESS

Develop new and sustain existing sources of revenue

- Develop more non-credit CBI courses taught internally
- Invest in DGCE marketing and staffing
- Provide incentives for departments to develop new streams of revenue
- Lobby for increased funding for public higher education
- Encourage an entrepreneurial culture
- Utilize campus during off-times for external programs
- Evaluate CESO staffing levels so the Director can focus on revenue generation

Expand philanthropic support and grow the endowment

- Broaden and increase the base and retention of alumni donors
- Increase unrestricted endowment dollars to 20-25% of total endowment
- Raise funds to increase scholarships available to students
- Establish a dedicated emergency response fund
- Survey and connect donors with areas they are interested in
- Develop donations to assist students with living expenses

Ensure technology, facilities, and systems are adequate to support operational needs and strategic goals

- Develop classroom technology plans
- Develop a process to decrease redundant technology purchases
- Evaluate the organization/staffing of Information Technology Services
- Develop a comprehensive plan to address the May Street building
- Work with DCAMM to improvements to the LRC and Student Center
- Work with the MSCBA to address Chandler Village
- Address accelerated end-of-useful-life and higher deferred maintenance costs
- Include technology upgrades and maintenance in budget planning

Ensure administrative practices promote efficiency, entrepreneurial thinking, and equity

- Create a transparent budgeting process that evaluates budget levels regularly
- Move more administrative forms and functions online
- Establish a remote and flexible work plan
- Conduct an equity audit
- Assess current space utilization and re-allocate space
- Address the structure distinguishing the day and DGCE programs

Develop redundant systems and staffing capacities to protect essential business operations from disruption





- Ensure redundant systems and staffing capacities
- Invest resources and training to automate business functions



Commit to addressing the growing challenges of climate change

- Revise the Climate Action Plan
- Join organizations related to climate change efforts in higher education
- Evaluate net-zero or near-net-zero building for any new building
- 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











SIGNIFICANT ACCOMPLISHMENTS








-  **New majors in Art, Political Science, and Theater approved**
-  **New graduate online programs in Education and Nursing began**
-  **New diversity content area in LASC approved**
-  **Ethnic Studies and Women's, Gender, and Sexuality Studies minors approved**
-  **Early College program continues to expand**
-  **Assessment of LASC proficiencies initiated**
-  **Proposal to make Intercession 100% online and expand the term approved**

-  **Leadership Symposium introduced for any student interested in leadership**
-  **All WSU students contacted during the pandemic to check in and offer assistance and referrals**
-  **Loaner laptops and remote hotspots are available through ITS**
-  **Student Emergency Fund directed to assist with COVID related costs**
-  **Academic Success Center created a First-Year Advising Program**
-  **Virtual orientation, campus tours, and parent orientations created**
-  **First-Gen Committee established**

-  **All aspects of the RASE Plan added to marketing materials**
-  **DGCE partnered with Admissions to create marketing materials for non-traditional age students**
-  **A Worcester State Branding Guide created**
-  **Health Sciences hosted HOSA International Leadership Conference**
-  **The World Languages Department Translation Center offers free Eng/Span, Span/Eng translations**

-  **Advisory Boards created for Biotechnology, DEEP, and Education**
-  **The Binienda Center Civic Corps provides scholarships to ALANA students for civic engagement and travel**
-  **Career Services partners with 5 other MA State Universities**
-  **Campus remained open to the public during the pandemic with the provision of mask wearing**
-  **Education Department received a commendation from DESE for partnership with the Worcester Public Schools.**

-  **LGBTQ+ Advisory Committee and LGBTQ+ Resource Center established**
-  **OSILD has six affinity student organizations: Haitian Student Union, Black Student Union, Asian Cultural "Boba" Club, Chabbad on Campus, Salvation International Prayer, Muslim Student Association**
-  **Student Accessibility Services hosts AccessAbility Awareness Week to increase cultural fluency and improve sense of belonging**
-  **The President held weekly updates via zoom during the duration of the pandemic**
-  **Student Affairs created and maintained a COVID testing center, reporting and isolation protocol, and created a COVID dashboard**
-  **Data Warehouse architecture created for Student Success Module**

-  **Administrative Technology Committee created to assess new technology purchases**
-  **Significant number of forms moved online**
-  **LGBTQ+ equity audit completed**
-  **Audit of the Campus Police completed**
-  **University-wide equity audit completed**
-  **Planning for next phase of work on May St. building underway**
-  **Initial study phase for LRC and Student Center complete**

ANALYSIS AND RECOMMENDATIONS

Considering the difficulties faced in 2020-2021 we made considerable progress on our goals. The percentage of initiatives that have not been started is low:

| | |
|--------------------------------------|-----|
| Academic Excellence and Distinction | 13% |
| Student Support and Success | 5% |
| Marketing and Enrollment | 10% |
| Community Engagement and Public Good | 20% |
| People and Culture | 13% |
| Resources and Infrastructure | 11% |

Regarding the metrics, the majority have increased from the 2019 benchmark and are on course for meeting the target by the end of the five years, and in some cases are already at the target level. However, a few of the metrics are low and should be examined:

- Latinx first-year undergraduate graduation rate
- African American and Latinx undergraduate transfer graduation rate
- Number of mental health counselors
- Percent of faculty using Starfish
- Percent of ALANA faculty and staff
- Retention of ALANA faculty and staff
- Graduate enrollment
- Percent of data stored in Colleague
- Number of professional development opportunities for staff
- Number of awards and recognition for faculty and staff
- Percent of marketing budget used for DGCE
- ITS staff FTE
- Carbon footprint

A few metrics were not assessed in 2020-2021 and will need to be assessed in the future, including student access to internet and technology and undergraduate student satisfaction with advising.

One concern that arose during the assessment of the first year of the plan was that initiatives were not assigned to specific departments or committees. This led to some initiatives not being planned or in progress. While the entire University community is responsible for achieving the goals and strategies of the plan, it would be beneficial for the Executive Cabinet to assign responsibility for the planning and assessment of individual initiatives to departments, offices, and committees moving forward.

The data and information used in this report relies on the reporting of individual departments. It is possible that more progress has been made, but that the information was not communicated during the Strategic Plan assessment process. It is recommended that next year the Vice Presidents assign one person from their area to oversee the collection and reporting of the data and initiatives for all departments.

It is also important to note that not all initiatives can be ‘completed’ as they are a continuous effort of improvement, so significant progress will be considered ‘complete’ at the end of the plan. In addition, the utilization of metrics allows us to objectively examine the progress of those initiatives, rather than relying on the reporting of initiatives.

Overall, the entire Worcester State University community should be commended on the significant progress made on the Strategic Plan during a time of unprecedented challenges.





WORCESTER
STATE
UNIVERSITY

Worcester State University
486 Chandler Street
Worcester, MA 01602
508-929-8000
worcester.edu

May Highlights

Alumni Engagement

- Birthday Emails: 32% Open Rate
- Enewsletter: 39% Open Rate
- Party on the Eve: 322
- Beyond the Frame Release: 47
- Golden Graduate Luncheon: 149
- Psychology Reunion: 28
- 70s Decade Reunion: 114

Major Gifts

- \$34,500.00 pledge from Cornerstone Bank to establish the Bridge to Excellence: STEM Retention Program
- \$25,000 gift from Sports Alive to establish the Gordon P. Hargrove '61 Scholarship in honor of Gordon's retirement from the Friendly House
- \$5,000 gift from Claire Cotter '54 to the Worcester State Fund in memory of her husband Thomas Cotter '52
- \$4,000 gift from the estate of Norine M. Florian '57 to the Worcester State Fund
- \$3,000 gift from William O'Neil, M.Ed. '63, Ed.D. and his wife Betty, M.Ed. '78 to support their Adopt A Scholar, Dr. Lillian R. Goodman Department of Nursing Fund, and the Worcester State Fund
- \$3,000 gift from Bonnie Orcutt, Ph.D. 1984 to support F. Stephen Trimby Award in Economics, Craig Dempsey Memorial Scholarship, and the Joshua S. Fickett '08 Memorial Scholarship

Advancement Update

- The National Science Foundation awarded a \$672,912 for the grant: Collaborative research mode: A systematic by state university system alliance for recruiting and advancing early career AGEP population faculty in the STEM professoriate in partnership with Framingham State and Bridgewater State
- The Scholarship application cycle ended with a total of 933 students participating in the process. The Committee is reviewing applications now and decisions will be sent to students by July 4th.

Annual Giving Update

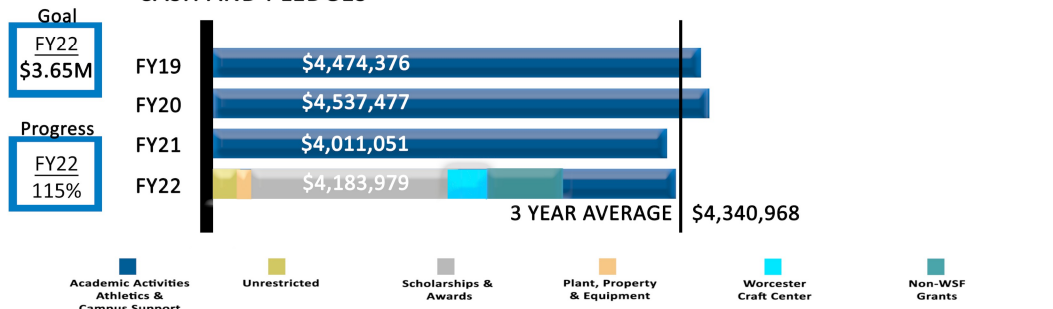
- Working with our Associate Director of Donor Relations, the Stewardship Committee of the Worcester State Foundation assisted in a special appeal to join our Loyal Lancers Society, which recognizes donors of 5 or more consecutive years. Over 200 alumni and friends were sent personal appeals
- Appeal sent to 400 alumni to support the Chemistry Department.
- Golf Silent Auction went live at <https://www.32auctions.com/WSUAuction2022>
- Golf solicitations continue to finalize sponsors, golfers and raffle items. Over \$40,000 in sponsorships were received in May to support the tournament.

UNIVERSITY ADVANCEMENT

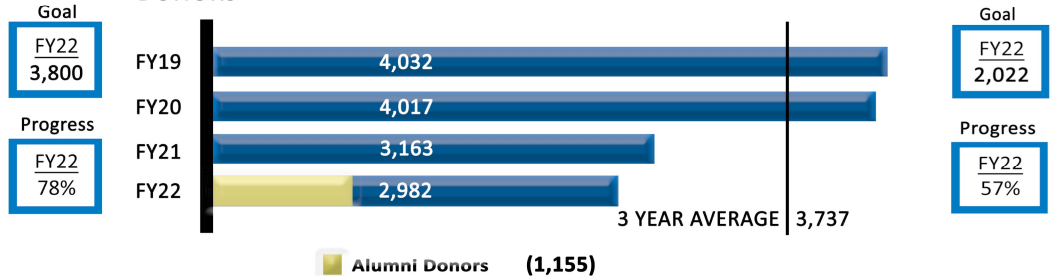
Dashboard

July 1, 2021 - May 31, 2022

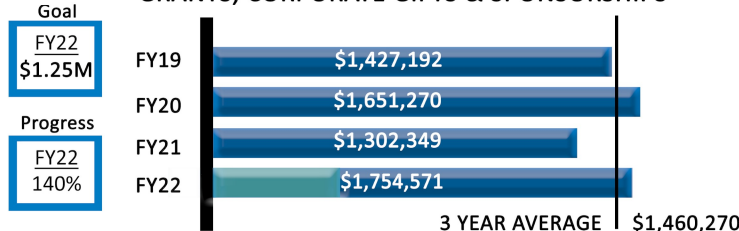
CASH AND PLEDGES



DONORS

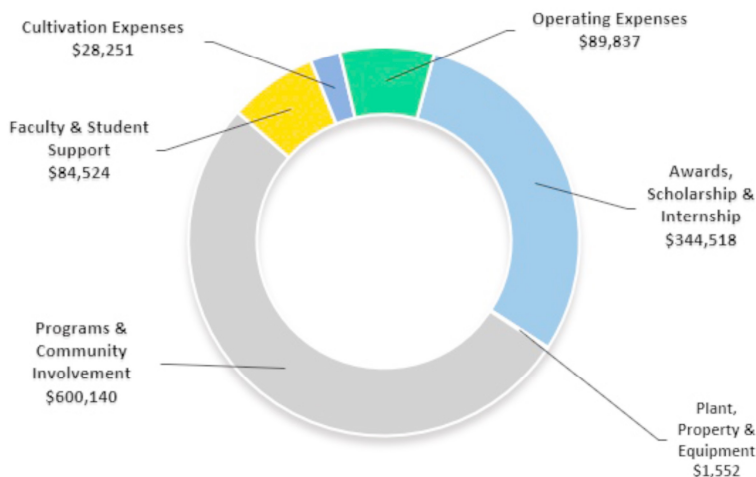


GRANTS, CORPORATE GIFTS & SPONSORSHIPS



FOUNDATION FUNDING OF UNIVERSITY PRIORITIES

\$1,148,822



| FY22 Board Giving | Cash and Pledges | Cash | Participation |
|--------------------|------------------|---------------|---------------|
| Trustees | \$ 22,299.98 | \$ 22,066.63 | 100% |
| Foundation Board | \$ 129,917.19 | \$ 129,917.19 | 88.10% |
| Alumni Association | \$ 21,287.35 | \$ 21,037.37 | 94.74% |
| Cabinet | \$ 28,334.12 | \$ 23,034.12 | 84.85% |



WORCESTER
STATE
FOUNDATION