BEYOND 150 →

BE A LEADER
BE ENGAGED
BE SUCCESSFUL

STRATEGIC PLAN
SECOND YEAR PROGRESS
2021-2022

WORCESTER STATE UNIVERSITY

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INTRODUCTION

The 2020 Worcester State University Strategic Plan *Beyond 150: Lead, Engage, and Succeed* was designed so that progress can be measured on a regular basis. While some analyses are subjective, the inclusion of metrics, with benchmarks and targets, provides objective data to inform decision making.

The University continued to make significant progress in the second year of the plan. This report highlights progress achieved in 2021-2022, including key progress indicators, analyses of the progress of initiatives, longititudinal metrics data and trends, and selected accomplishments for each goal.

As diversity, equity, inclusion, and justice (DEIJ) is an overarching lens of the plan, an analysis of initiatives relating to DEIJ is included and the appendices include notations for items related to DEIJ.

This progress report is both backward and forward looking, examining the accomplishments made in support of our mission, while also acknowledging areas where more attention is needed to meet our goals.

STRATEGIC PLAN REVISIONS

Our Strategic Plan is dynamic and updated based on both internal and external factors. The following revisions were made to the plan:

1.1   Pursue approvals to offer an Occupational Therapy doctorate
This initiative was put on hold by Executive Leadership until further notice.

1.2   Encourage everyone teaching online to be certified by some process
This initiative is on hold until a decision about whether Blackboard will be upgraded is finalized.

1.3   Create greater opportunities for summer IELI programs
This initiative was cancelled as summer programs for residential high school students is not a financially viable idea.

1.4   Create a 'Leadership Across the Curriculum' LASC requirement
This initiative was cancelled as LASC no longer has "Across the Curriculum" elements.

1.4   Establish a set of targeted areas related to digital literacy
This initiative is on hold while plans to evaluate LASC are underway.

2.2   Encourage the approval of a co-curricular transcript
This initiative was cancelled as this type of transcript is no longer in use at many universities across the country.

3.2   Promote Worcester State's rich history
This initiative was added.

3.6   Support graduate student research
This initiative was added.

4.3   Expand relationships with business in Worcester and Beyond
This goal was combined with 4.2 "Foster ongoing interaction between the University and the community".

6.6   Evaluate net-zero or near-net-zero building for any new building
This initiative is on hold while there is no new construction.

6.6   Plan for replacement fleet vehicles to be fully electric or hybrid vehicles
This initiative is on hold due to financial constraints.

6.6   Increase the number of buildings that have options to off-set electricity
This initiative was replaced with "Ensure cost savings through electricity off-setting equipment and net metering credits".

# METRICS PROGRESS TO TARGET

By the end of the second year:

- **33% of metrics (48) met or exceeded the target**
- **39% of metrics (58) were between 75%-99% of the target**
- **17% of metrics (25) were between 50%-74% of the target**
- **11% of metrics (17) were less than half-way to the target**

All
Metrics

| ■ < 50% | ■ 50%-74% | ■ 75%-99% | ■ Met Target | ■ Exceeded |
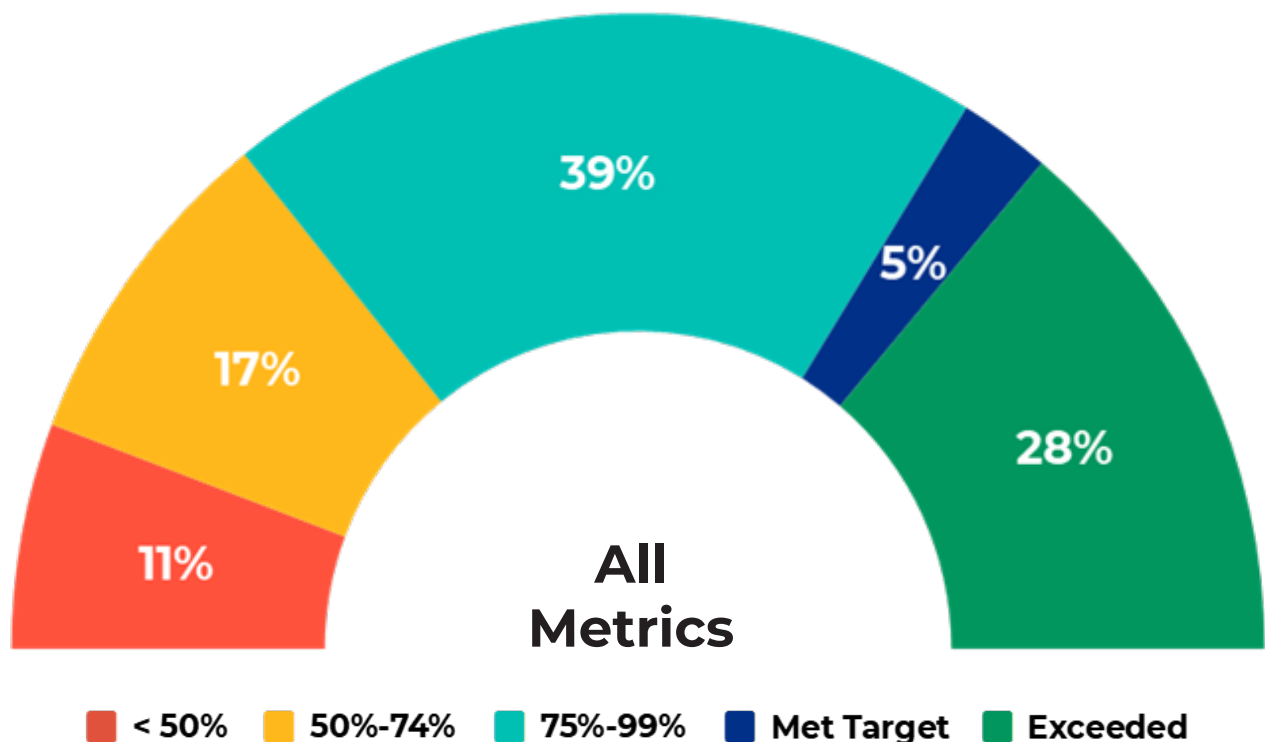
INITIATIVES PROGRESS

By the end of the second year:

- **78% of initiatives (144) were in progress or complete**
- **18% of initiatives (33) had not yet been started or were still in planning**
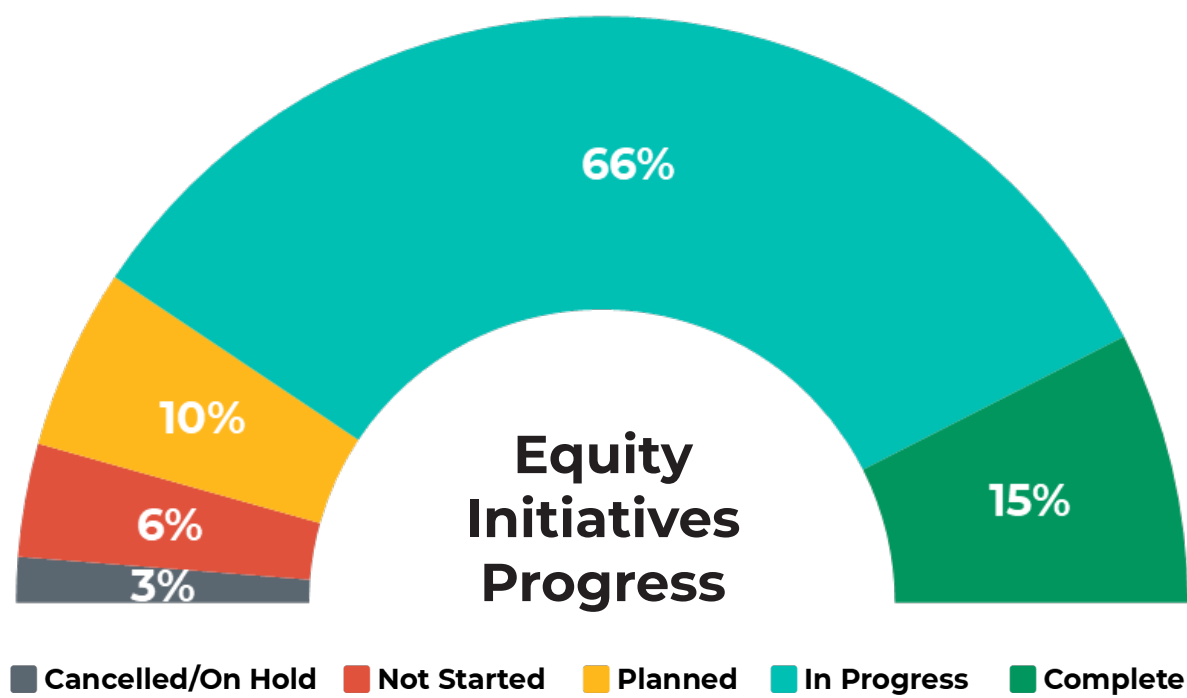- **4% of initiatives (8) had been cancelled or were on hold**

All
Initiatives

64%

14%

10%

8%

4%

■ Cancelled/On Hold ■ Not Started ■ Planned ■ In Progress ■ Complete
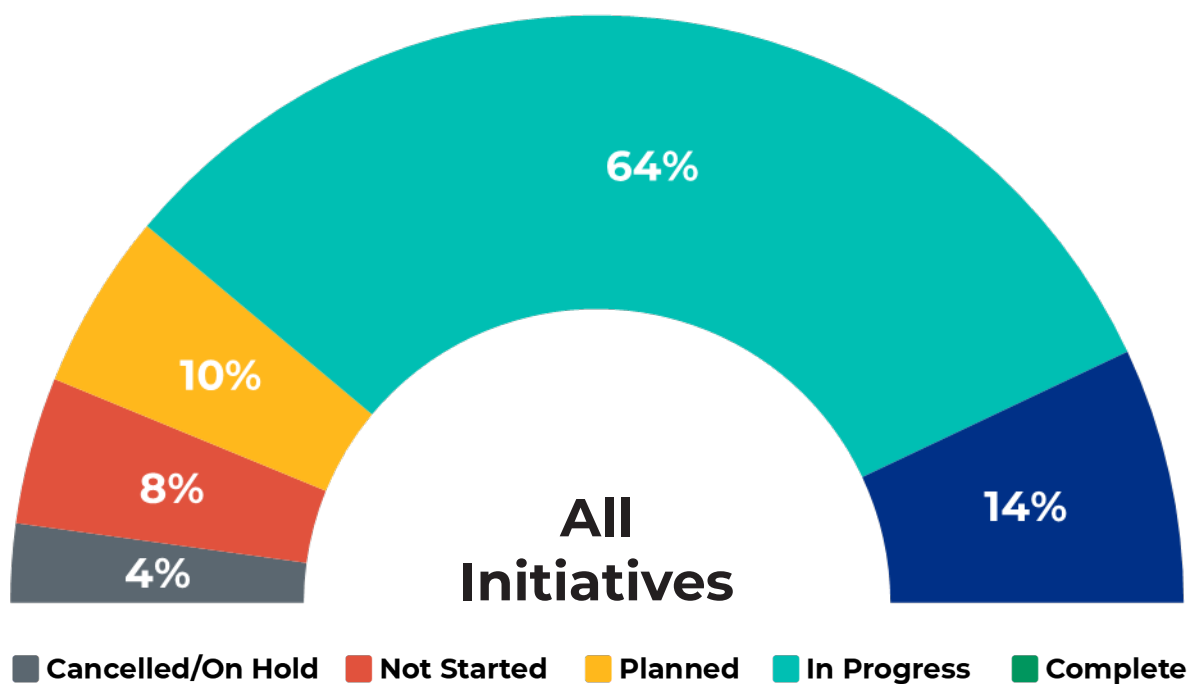
EQUITY

Throughout the planning process, Diversity, Equity, Inclusion, and Justice (DEIJ) emerged not only as a goal, but also as an overarching lens through which the entire plan could be examined and assessed.

While DEIJ is often used in reference to race, ethnicity, sex, and gender, we embrace a broader definition that also includes age, national origin, religion, disability, sexual orientation, gender identity, socioeconomic status, first-generation status, education, marital status, veteran status, language, and physical appearance. Our definition also includes diversity of thought: ideas, perspectives, and values.

DEIJ is incorporated throughout the Strategic Plan's six goals, within strategies, initiatives, and metrics.

81% of initiatives related to DEIJ were in progress or complete.

66%

15%

10%

6%

3%

Equity Initiatives Progress

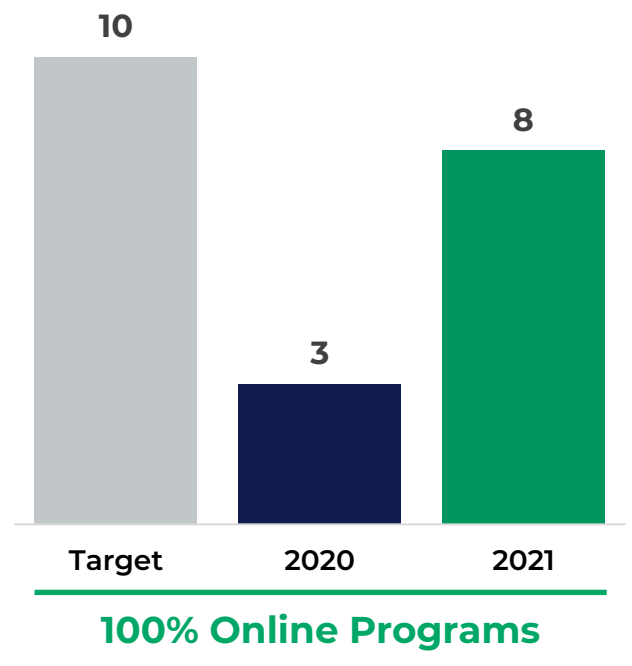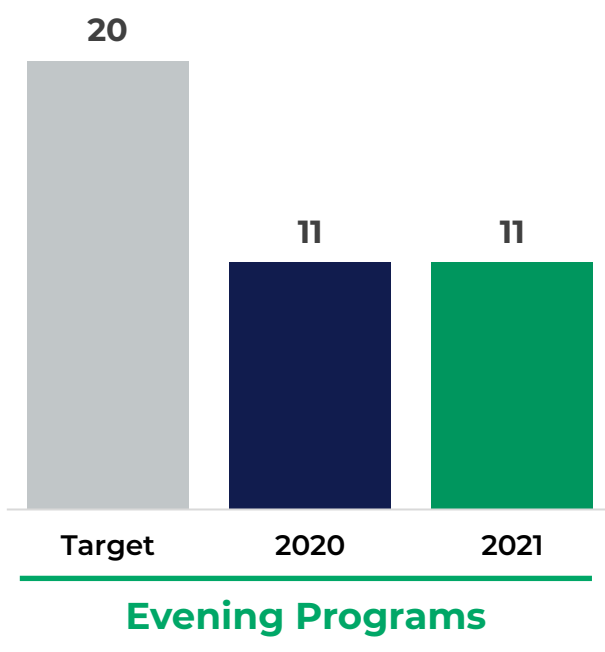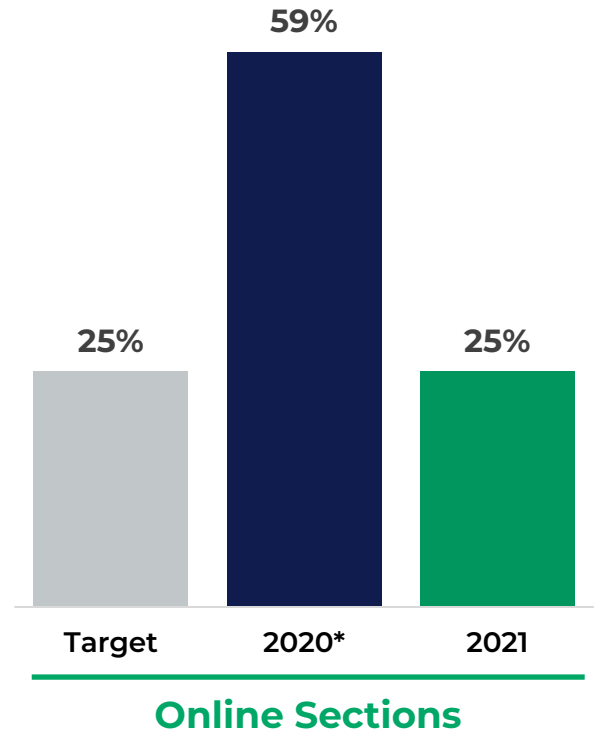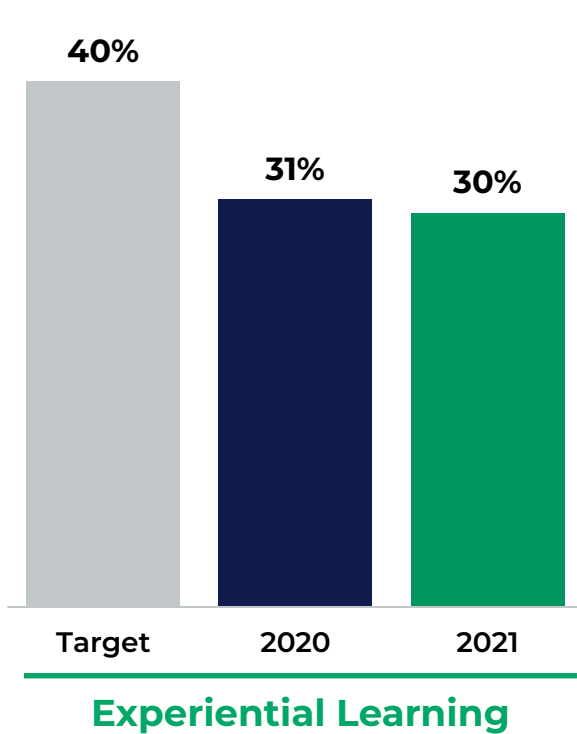■ Cancelled/On Hold ■ Not Started ■ Planned ■ In Progress ■ Complete

ACADEMIC EXCELLENCE & DISTINCTION

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

1. Promote university-wide innovation in curricular program offerings and course modalities

2. Support and celebrate excellent teaching, and expand teaching development opportunities

3. Leverage our location to create distinctive academic and leadership opportunities

4. Offer vibrant and rigorous general education that supports the liberal arts in the 21st century

5. Enhance support for applied, interdisciplinary, and inclusive scholarly/creative work

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

KEY PROGRESS INDICATORS

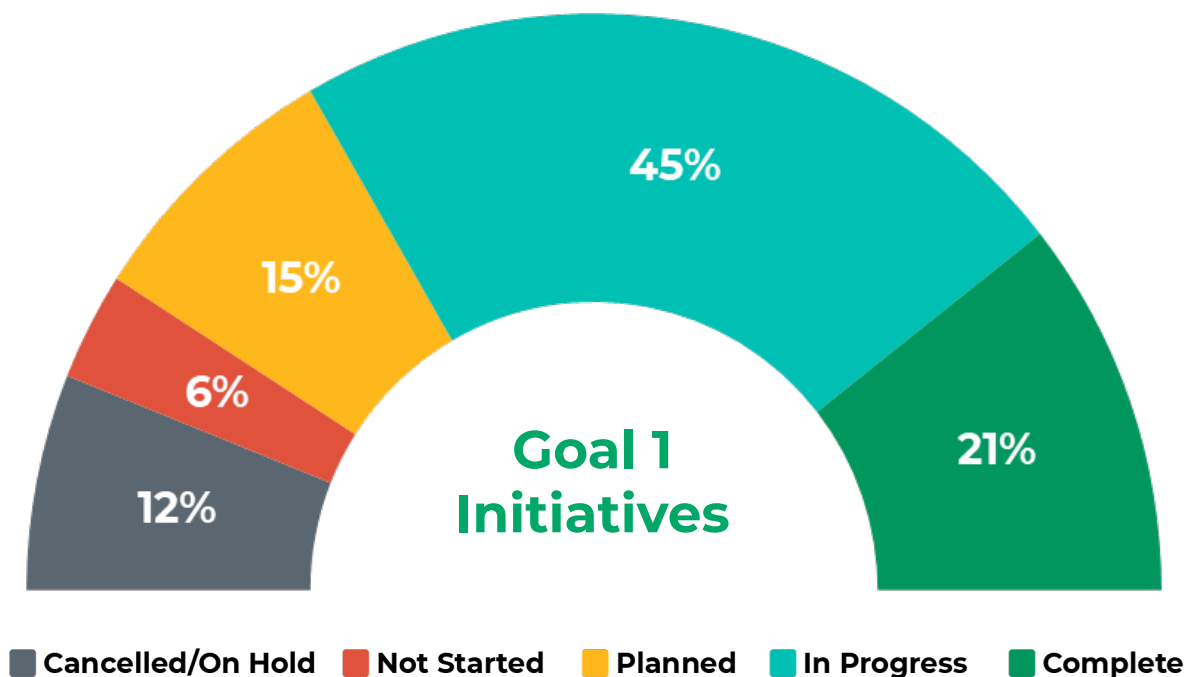**Experiential Learning**

- Target: 40%
- 2020: 31%
- 2021: 30%

Online Sections

- Target: 25%
- 2020*: 59%
- 2021: 25%

Evening Programs

- Target: 20
- 2020: 11
- 2021: 11

100% Online Programs

- Target: 10
- 2020: 3
- 2021: 8

INITIATIVES PROGRESS

At the end of the second year:

- **67% of initiatives (22) were in progress or complete**

- **21% of initiatives (7) had not yet been started or were still in planning**

- **12% of initiatives (4) had been cancelled or were on hold**

Goal 1 Initiatives

45% — In Progress
21% — Complete
15% — Planned
12% — Cancelled/On Hold
6% — Not Started

■ Cancelled/On Hold ■ Not Started ■ Planned ■ In Progress ■ Complete

🎓 ACCOMPLISHMENTS

Dr. Charlotte Haller, Professor of History, curated the Worcester Historical Museum exhibition: *Pretty Powerful: 100 Years of Voting and Style*, **commemorating the 100th anniversary of women's right to vote through fashion and the changing roles of women.**

Dr. Syamak Moattari, Associate Professor of Health Sciences, published "Modeling COVID-19 Mortality Across 44 Countries: Face Covering May Reduce Deaths" in the *American Journal of Preventive Medicine*. **The research showed that countries without mask mandates had higher COVID-19 deaths.**

Dr. Ian Stephans, Assistant Professor of Physics, published "Filaments Extremely Long and Dark: A Magnetic Polarization Survey (FIELDMAPS)" in *Astrophysical Journal Letters*. **FIELDMAPS is the first project to map any galactic bone in its entirety.**

Dr. Heather Treseler, Associate Professor of English, received the prestigious 2021 W. B. Yeats Prize for her poem *Wildlife*. **Dr. Treseler was also selected as one of four finalists for the distinguished Moth Poetry Prize for her poem** *Chase Street*.

Ten students were awarded the *Worcester State University Library Awards*. **The awards recognize the Library's commitment to students and their research, and enable the growth of scholarly and creative activities on campus.**

STUDENT SUPPORT & SUCCESS

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

1. Increase overall retention and graduation rates and close achievement gaps

2. Promote student leadership development opportunities proactively and equitably

3. Embrace student-centeredness as a guiding principle and adopt holistic student support

4. Ensure all students have access to the resources, services, and technology they need
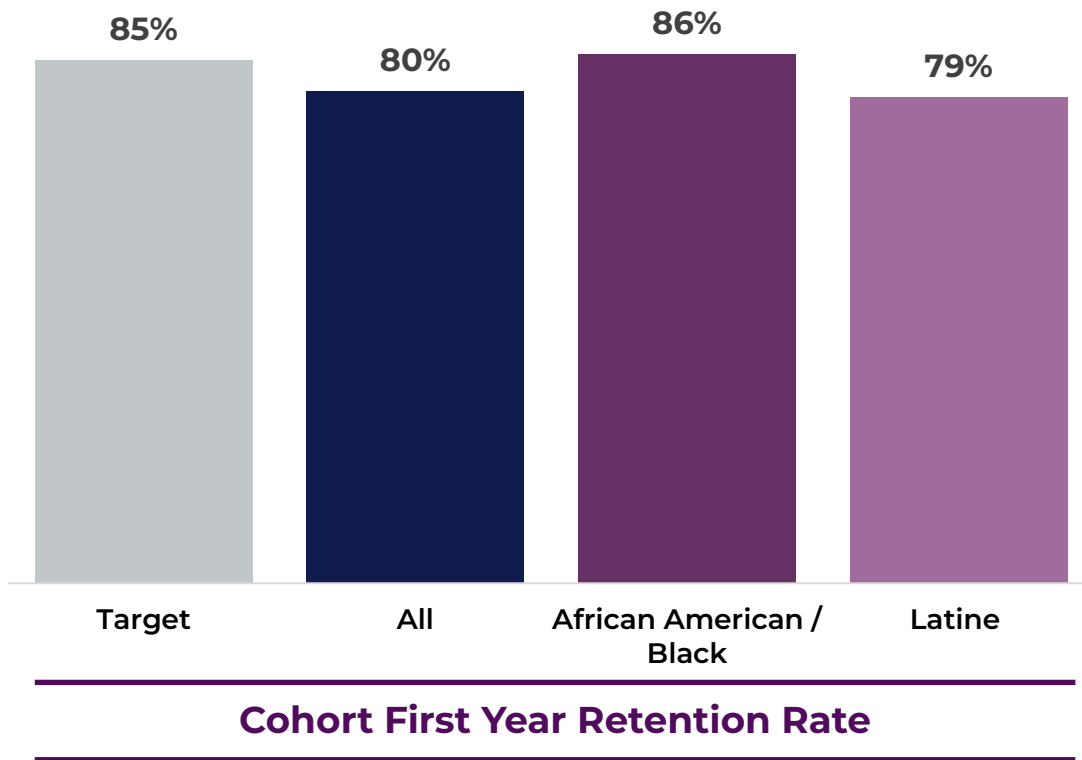
5. Adopt a mentoring advising model and ensure effective student support

6. Create a robust campus life for all students and promote connection and community
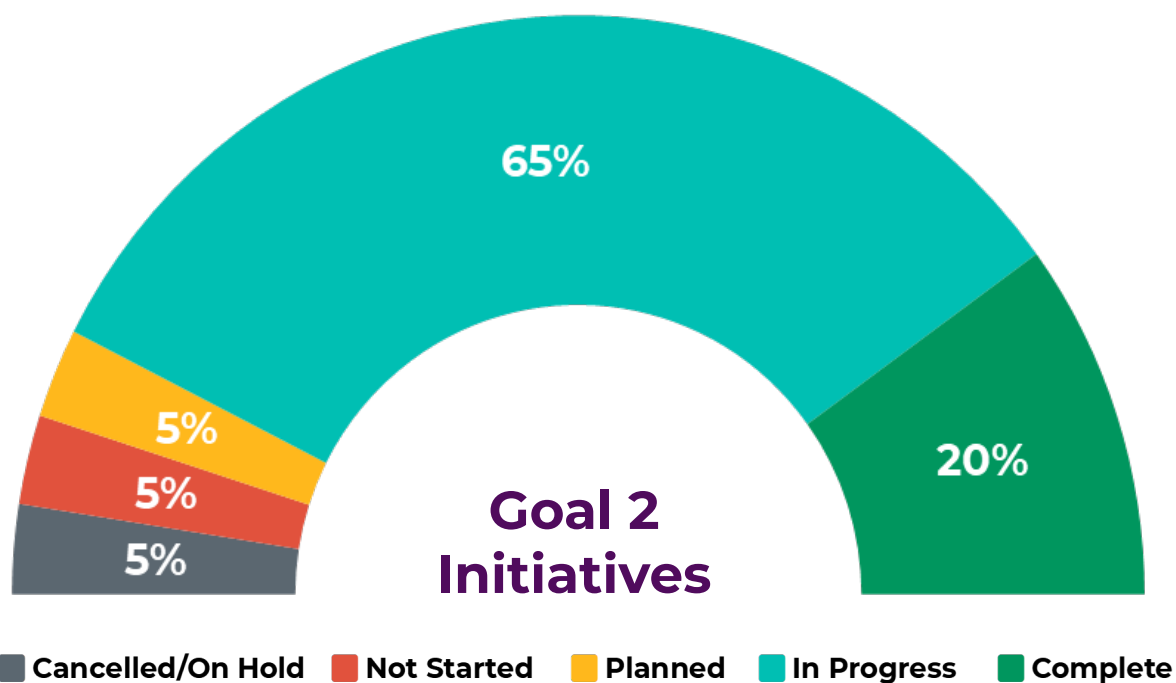
KEY PROGRESS INDICATORS

Cohort First Year Retention Rate

85%	**80%**	**86%**	**79%**
Target	All	African American / Black	Latine

Cohort Six Year Graduation Rate

60%	**59%**	**51%**	**44%**
Target	All	African American / Black	Latine
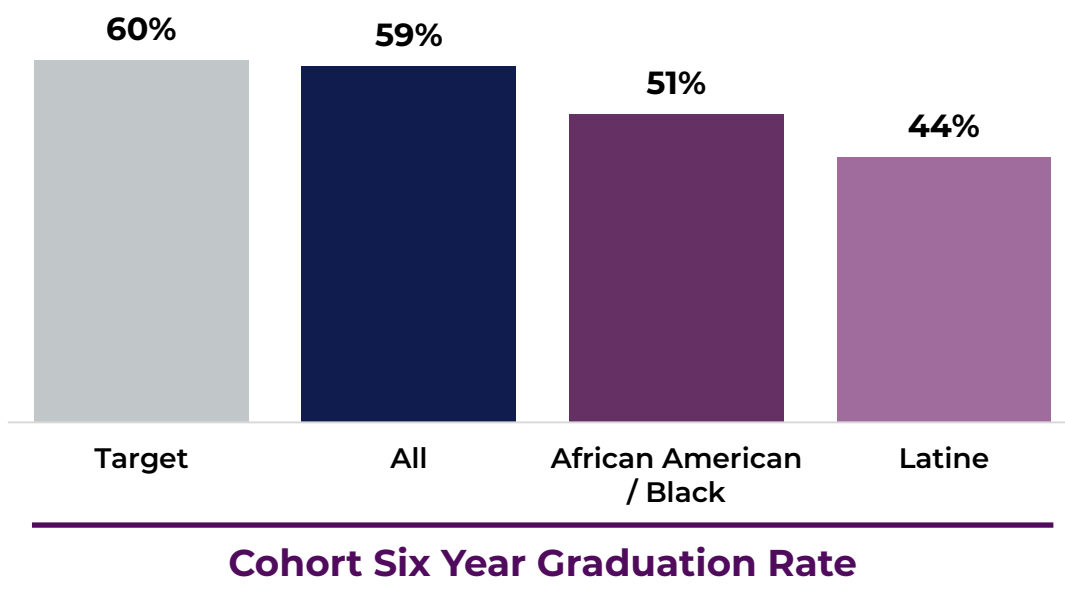
INITIATIVES PROGRESS

At the end of the second year:

- **85% of initiatives (34) were in progress or complete**

- **10% of initiatives (4) had not yet been started or were still in planning**

- **5% of initiatives (2) had been cancelled or were on hold**

65%

20%

5%

5%

5%

Goal 2 Initiatives

■ **Cancelled/On Hold** ■ **Not Started** ■ **Planned** ■ **In Progress** ■ **Complete**

ACCOMPLISHMENTS

The Counseling Center and Student Accessibility Services expanded services to graduate students.

MK Fenlon, an emotional assistance dog, joined the Counseling Center to help students feel more comfortable during counseling sessions. Kevin Fenlon, Assistant Director of Counseling Services, is MK's owner and handler. The pair spent a week learning commands and bonding before MK joined the Counseling Center.

A Zoom panel discussion, *Adult Student and Recent Alumni Panel* highlighted the lived experiences of adult learners.

The *3rd Annual Leadership Symposium* provided students with workshops, lectures and networking opportunities. Keynote speaker Amma Marfo discussed the effects a two-year global pandemic has had on wellness and encourage students to go easy on themselves.

The Division of Student Affairs launched *CampusWell,* a digital platform and app for food assistance, student accessibility services, and mental health support on campus.

A panel discussion, in partnership with the *Hunger Free Campus Coalition*, highlighted efforts on college campuses across the state toward ending student hunger. Senator Harriette Chandler, U.S. Representative Jim McGovern, and Presidents Dr. Luis Pedraja (QCC) and Barry Maloney attended.

MARKETING & ENROLLMENT

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

🏛1 Raise regional/national visibility and recognition for academic excellence, value, and impact

🏛2 More effectively differentiate Worcester State from its peers

🏛3 Increase the diversity of the faculty and staff to better reflect the study body

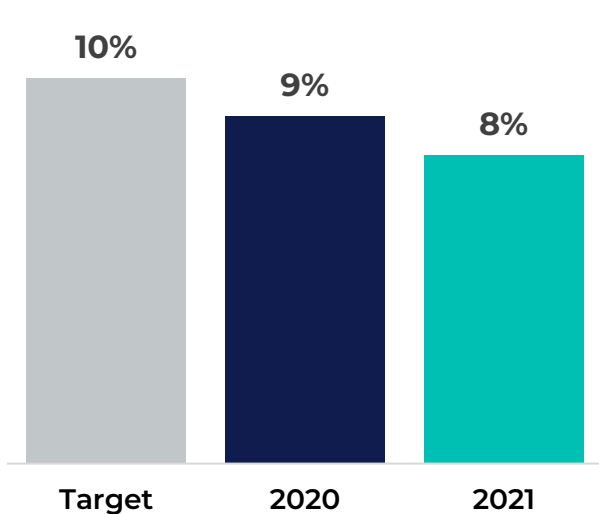🏛4 Expand presence in local secondary education and community college sectors

🏛5 Position the University as a 1st choice university for under-represented and under-served students

🏛6 Invest resources necessary to grow enrollment in graduate and online programs

KEY PROGRESS INDICATORS

Undergraduate Enrollment: African American/Black
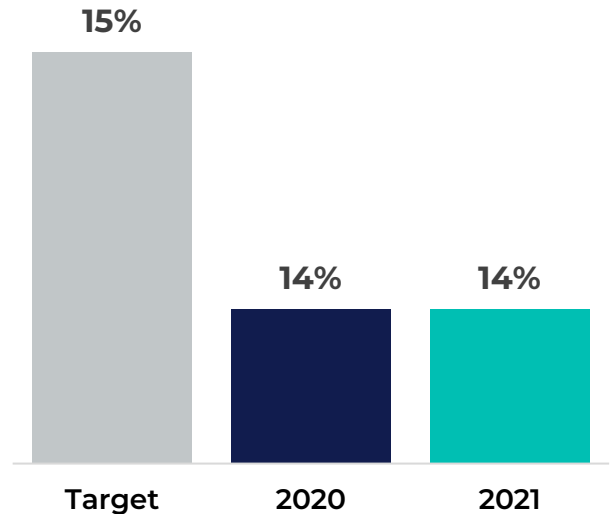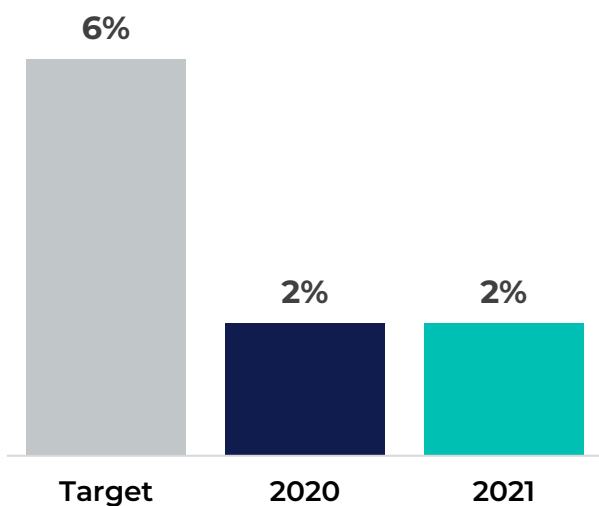
Target	2020	2021
10%	9%	8%

Undergraduate Enrollment: Latine

Target	2020	2021
15%	14%	14%

Graduate Enrollment: African American/Black

Target	2020	2021
6%	2%	2%

Graduate Enrollment: Latine

Target	2020	2021
9%	6%	6%
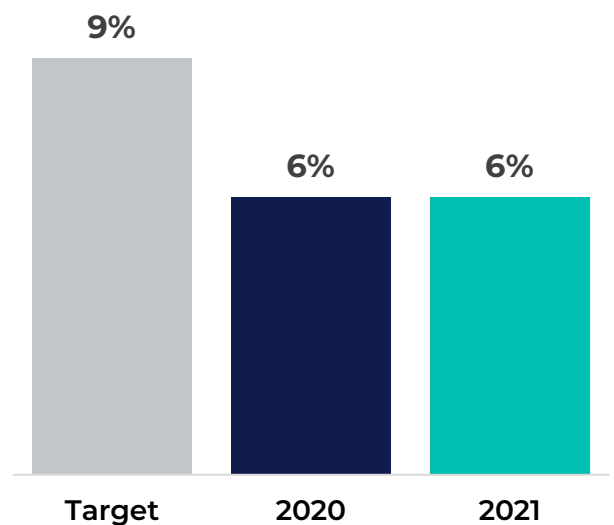
INITIATIVES PROGRESS

At the end of the second year:

- **88% of initiatives (28) were in progress or complete**

- **12% of initiatives (4) had not yet been started or were still in planning**

Goal 3 Initiatives

■ Cancelled/On Hold ■ Not Started ■ Planned ■ In Progress ■ Complete
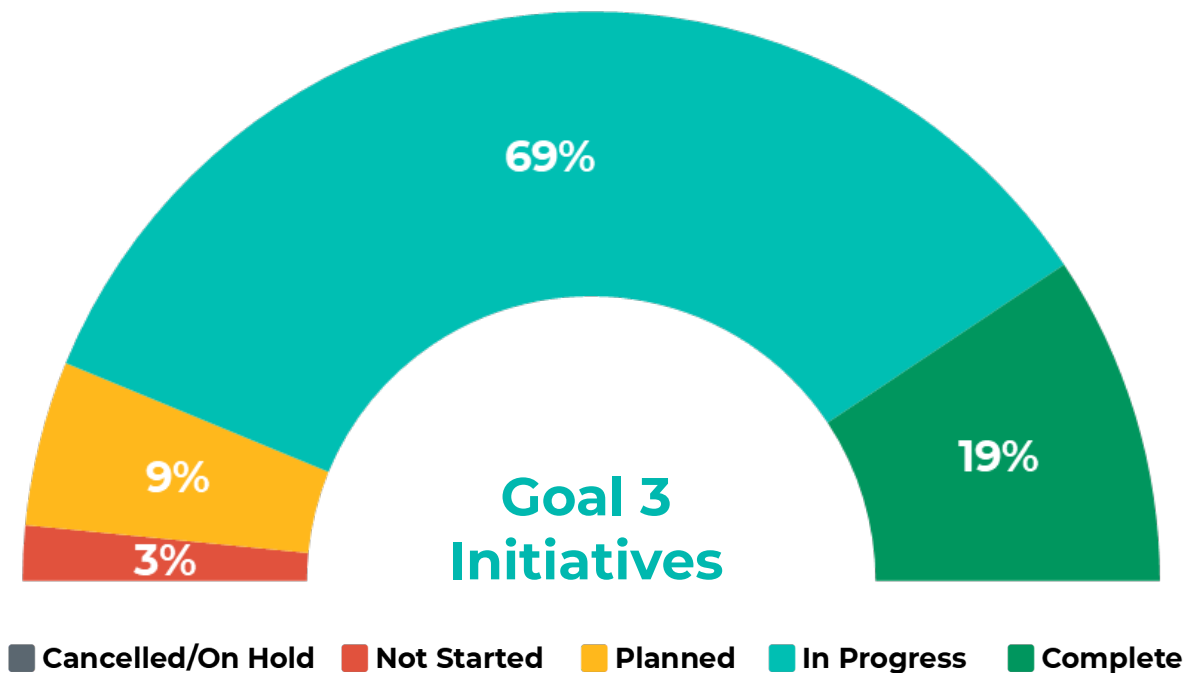
🏛 ACCOMPLISHMENTS

Secured membership to the *National Center for Faculty Development & Diversity* and the *North Star Collective*, providing increased support for BIPOC/ALANA faculty.

Early College Worcester was awarded $225,000 in two grants from the MA Department of Elementary and Secondary Education to design an impactful, large scale, immersive Early College model and significantly increase the scale of the existing Early College Worcester program.

Worcester State University became a member of the *Common Application*, providing a convenient way for students to apply to multiple colleges using one standard application.

The Worcester State University website was redesigned. The new website features vibrant student-focused imagery and storytelling, personalized navigation, and new tools for exploring academic programs.
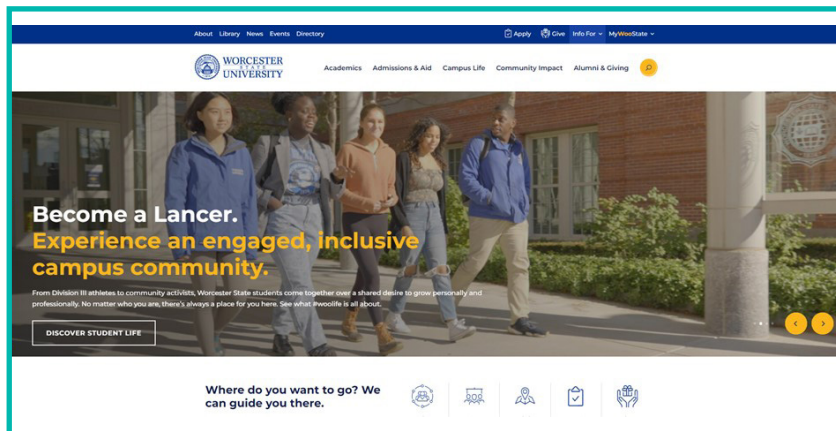
COMMUNITY ENGAGEMENT & PUBLIC GOOD

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

1. Expand and deepen connections between academic departments and the community

2. Foster ongoing interaction between the University and the community

3. Establish WSU as a research/policy hub, developing solutions to meet regional challenges

KEY PROGRESS INDICATORS

3,000 | 2,184 | 3,142

Target | 2020 | 2021

Students in Civic Engagement Courses

34% | 33% | 32%

32% | 33% | 34%

Target | 2020 | 2021
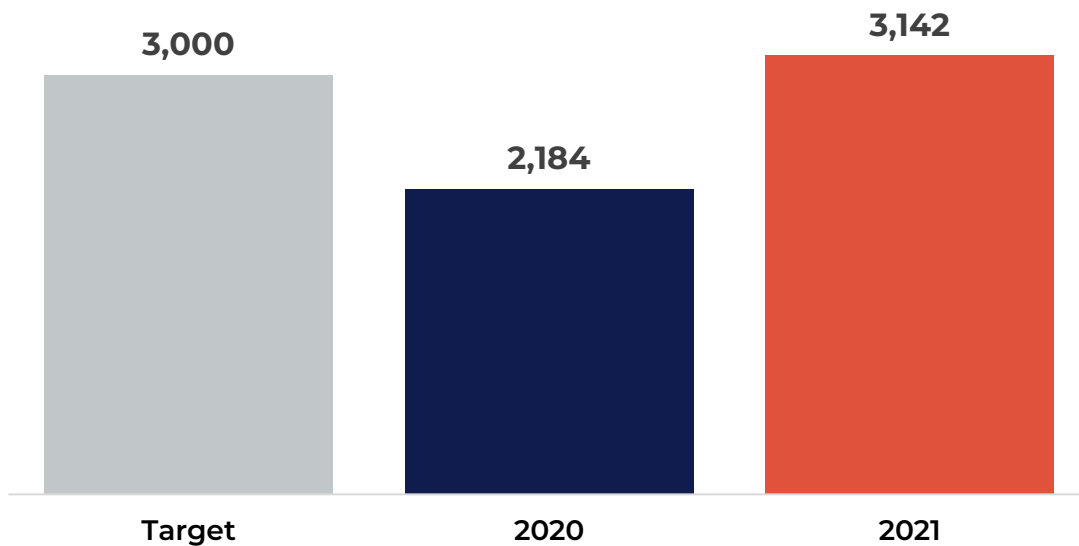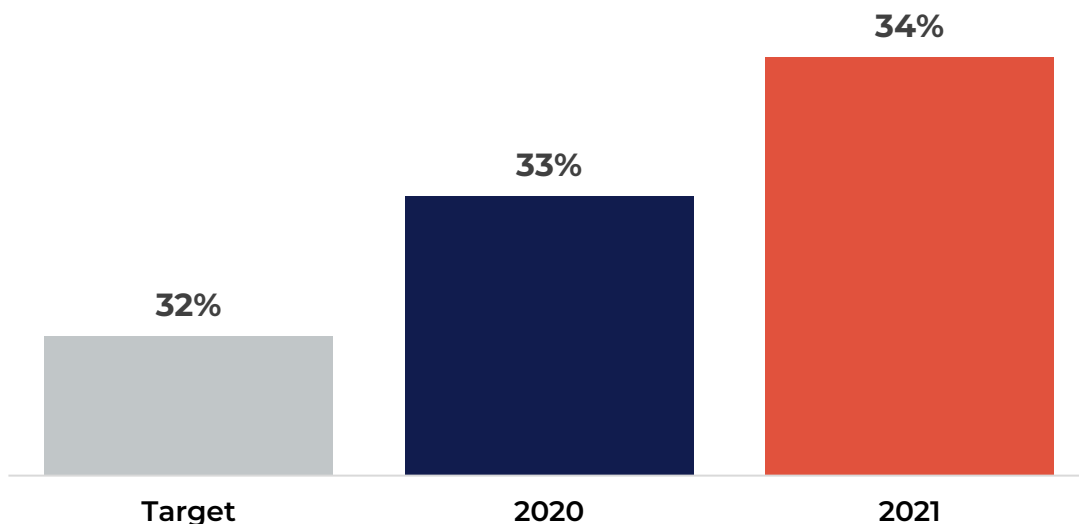
Students in Civic Engagement Courses: ALANA/BIPOC

INITIATIVES PROGRESS

At the end of the second year:

- **73% of initiatives (11) were in progress or complete**

- **27% of initiatives (4) had not yet been started or were still in planning**

73%

13%

13%

Goal 4 Initiatives

■ Cancelled/On Hold ■ Not Started ■ Planned ■ In Progress ■ Complete
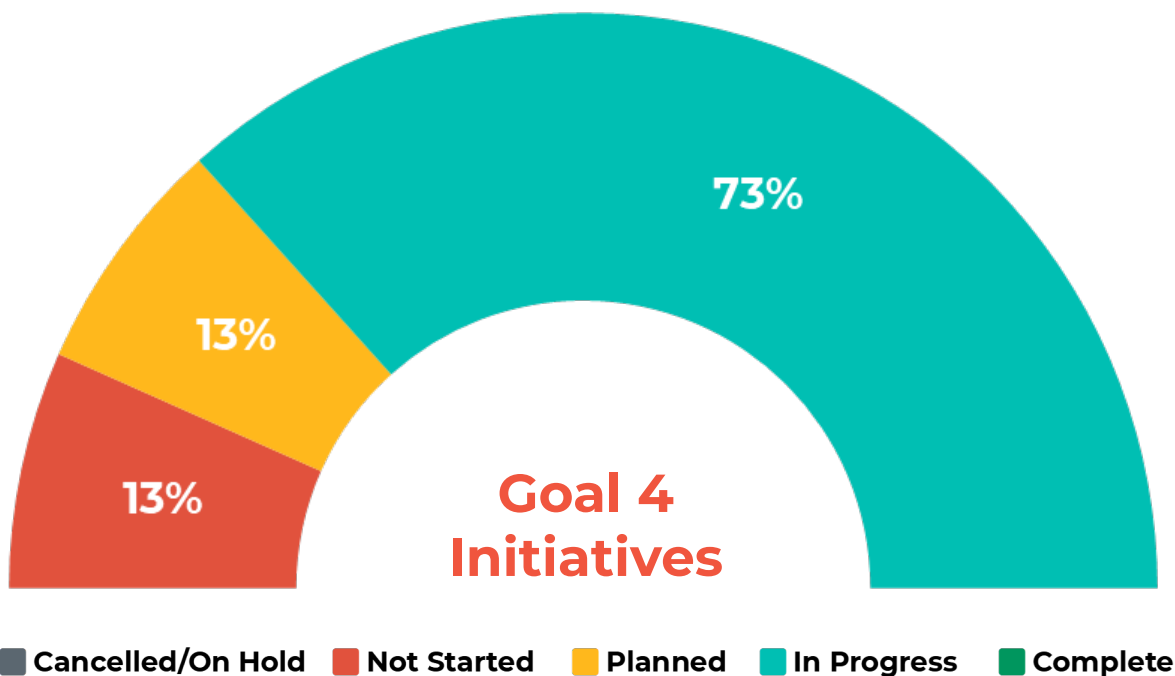
ACCOMPLISHMENTS

Through a summer fellowship grant from the Aisiku STEM center, students and faculty from the Department of Earth, Environment, and Physics surveyed the biodiversity in Patch Reservoir.

Stacey Luster, J.D., General Counselor and Assistant to the President for Employment and Equal Opportunity was named one *Worcester Business Journal's Power 50*, which highlights members of Worcester County who have effectively wielded power and had an outsized beneficial influence on the community.

The Latino Education Institute was honored by Worcester City Council for its outreach efforts during the pandemic. The Council gave special recognition to LEI's *Health Ambassadors*, a group of students who worked to promote health and well-being for underserved and underrepresented populations.

The Latino Education Institute received a $312,513 federal *Racial and Ethnic Approaches to Community Health* grant to promote health awareness and combat the elevated incidence of conditions like diabetes and heart disease among Latinos.
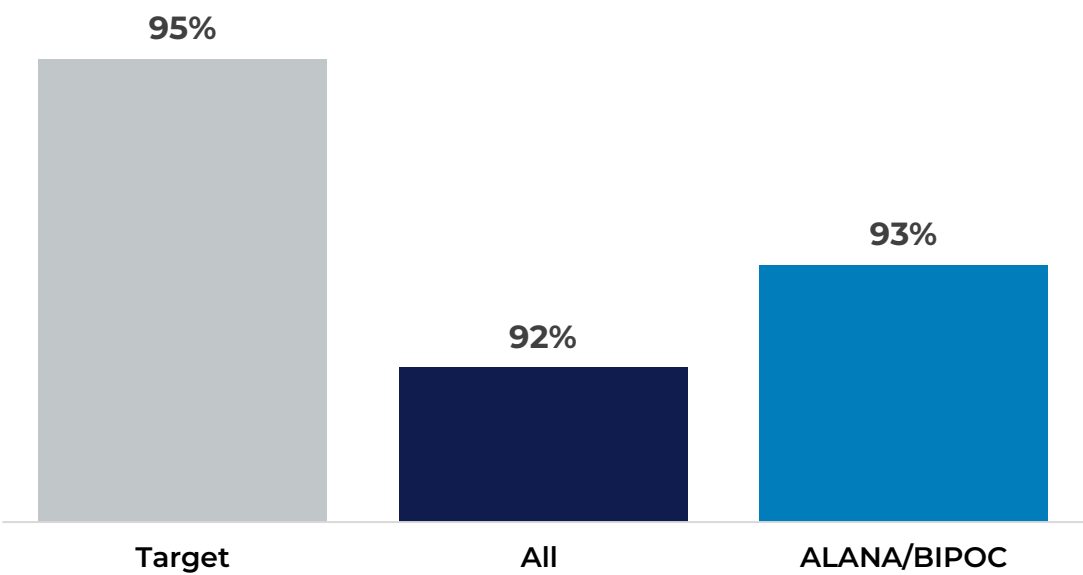
PEOPLE & CULTURE

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

1. Establish Worcester State as an even more welcoming environment for all

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

3. Continue to equip and encourage faculty/staff to address the changing needs of students

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

5. Foster a culture of assessment and data-based decision making

6. Institutionalize policies and practices to respond effectively to unanticipated crises

KEY PROGRESS INDICATORS

95% — Target
92% — All
93% — ALANA/BIPOC

Retention of Full-time Faculty

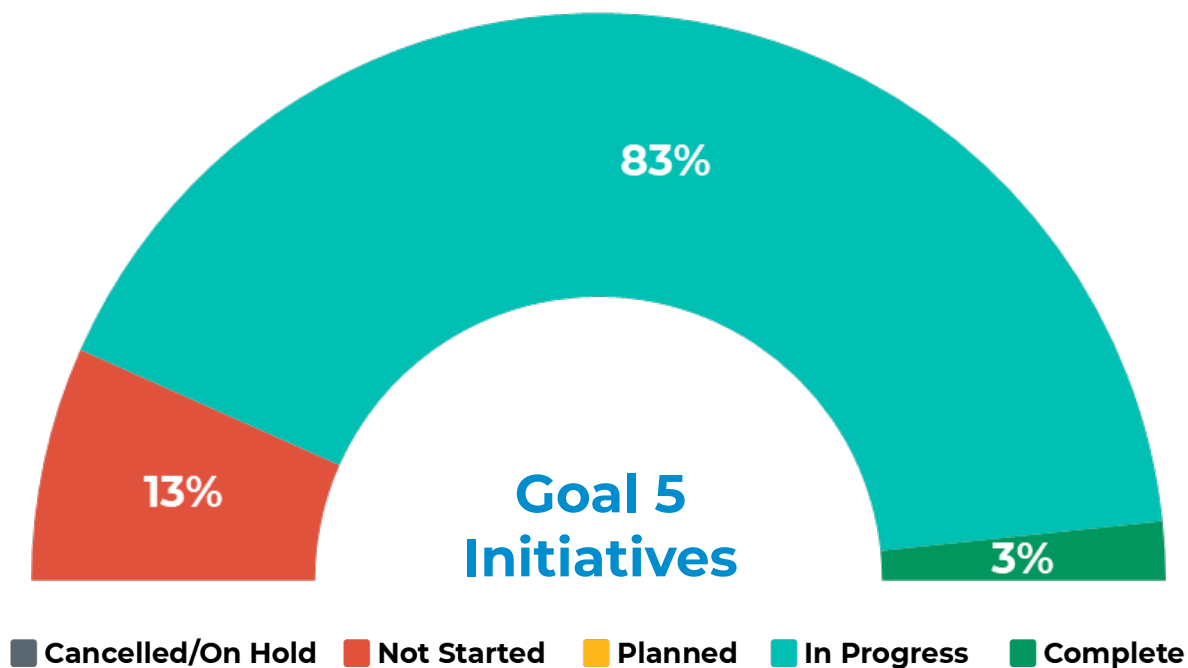**95%** — Target
94% — All
98% — ALANA/BIPOC
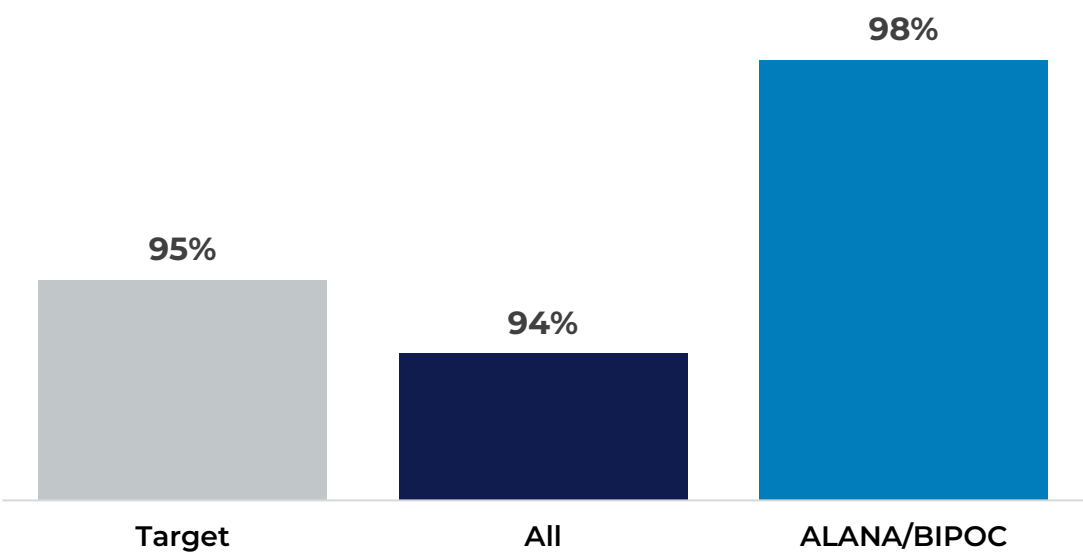
Retention of Full-time Staff

INITIATIVES PROGRESS

At the end of the second year:

- **87% of initiatives (26) were in progress or complete**

- **13% of initiatives (4) had not yet been started or were still in planning**

Goal 5 Initiatives

83%

13%

3%

■ Cancelled/On Hold ■ Not Started ■ Planned ■ In Progress ■ Complete

ACCOMPLISHMENTS

The inaugural *Brotherhood Conference* offered a day of inspiration, affirmation and connection for nearly 100 first generation, economically diverse, and ALANA/BIPOC students from state universities and local public high schools.

Student Accessibility Services hosted the *In Our Shoes* panel, which connects disabled students with a larger community, increases disability pride, and raises awareness of the varied issues disabled students face.

400 students, faculty, and staff participated in the inaugural *Unity Walk* spearheaded by Student Trustee and Third World Alliance Chair Anna Johnson, who saw a need to unify the campus following a year of a global pandemic and racial inequality.

The Counseling Center expanded mental health services for students with the launch of *ResilientU*, a pilot program funded by a $142,000 US Dept. of Higher Education grant. ResilientU offers a 24/7 mental health support line, telehealth counseling, psychiatry, and a host of online wellness resources.

Worcester State University is listed among some of the best universities for LGBTQ+ support and commitment with a score of 4.5 out of 5 on the *Campus Pride Index*. The index includes 50+ self-assessment questions, which correspond to eight different LGBTQ-friendly factors.
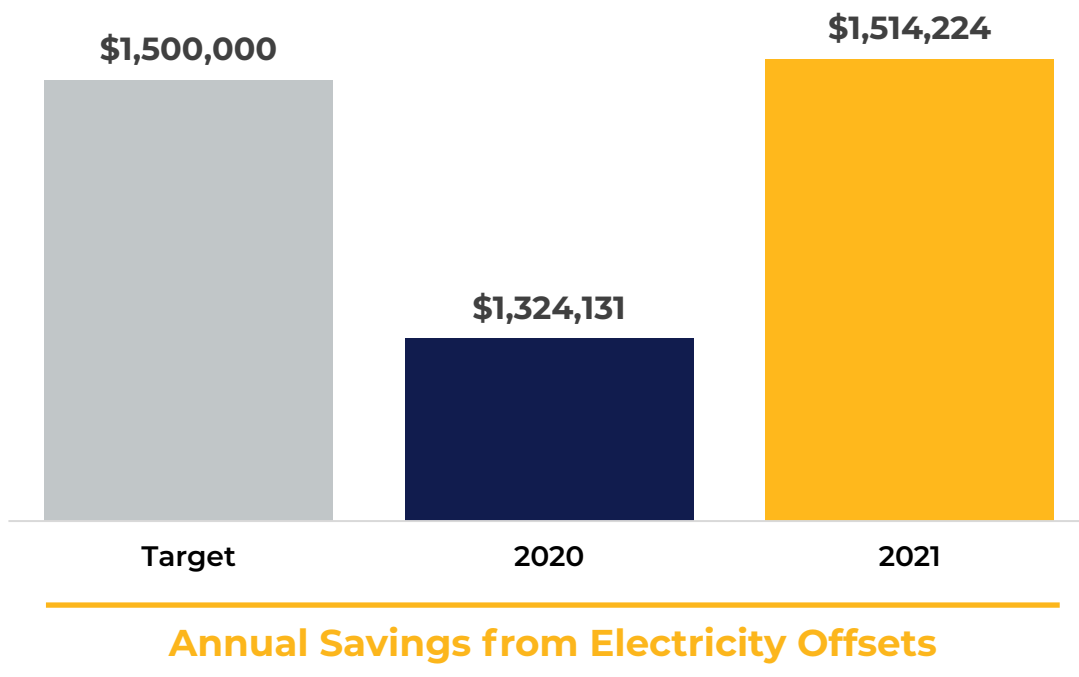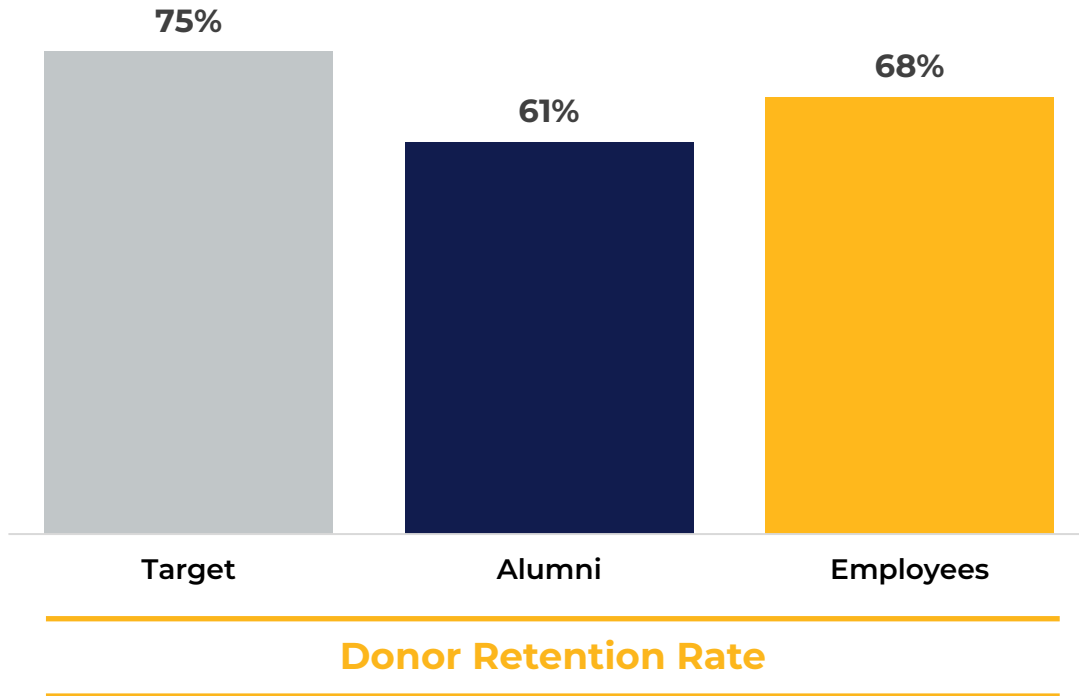
RESOURCES & INFRASTRUCTURE

Develop revenue adequate to support the mission and priorities and invest in infrastructure and technology with a commitment to financial and environmental sustainability.

1. Develop new and sustain existing sources of revenue

2. Expand philanthropic support and grow the endowment

3. Ensure technology, facilities, and systems can support operational needs and strategic goals

4. Ensure policies/practices promote greater efficiency, entrepreneurial thinking, and equity

5. Develop redundant systems/staffing capacities to protect operations from disruption

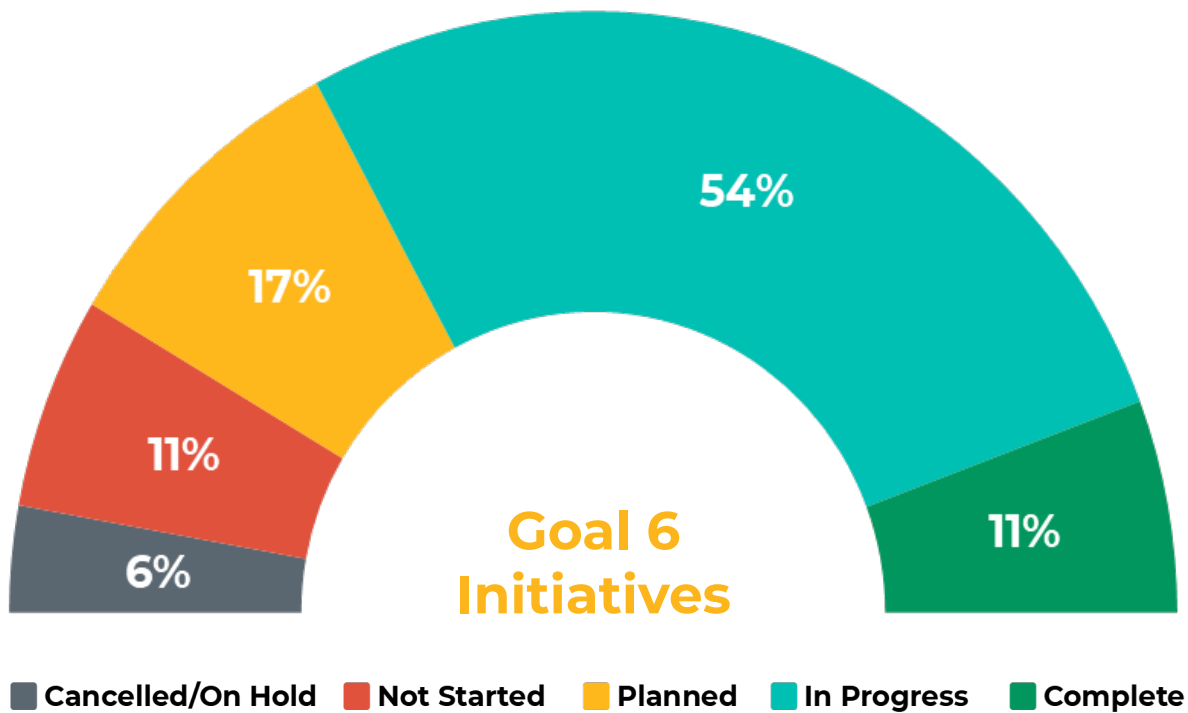6. Commit to addressing the growing challenges of climate change

KEY PROGRESS INDICATORS

75%

61%

68%

| Target | Alumni | Employees |

Donor Retention Rate

$1,500,000

$1,324,131

$1,514,224

| Target | 2020 | 2021 |

Annual Savings from Electricity Offsets

INITIATIVES PROGRESS

At the end of the second year:

- **66% of initiatives (23) were in progress or complete**

- **28% of initiatives (10) had not yet been started or were still in planning**

- **6% of initiatives (2) had been cancelled or were on hold**

54%

17%

11%

6%

11%

Goal 6 Initiatives

■ Cancelled/On Hold ■ Not Started ■ Planned ■ In Progress ■ Complete

ACCOMPLISHMENTS

The *14th Annual Sustainability Fair*, presented by the Sustainability Office, the Earth, Environment & Physics Department, the Urban Action Institute, and Chartwells focused on food justice, racial equity, and climate change.

Data Warehouse modules for Student Success and Finance were completed and *Tableau* dashboards were created for Admissions, Enrollment, Retention, and Graduation.
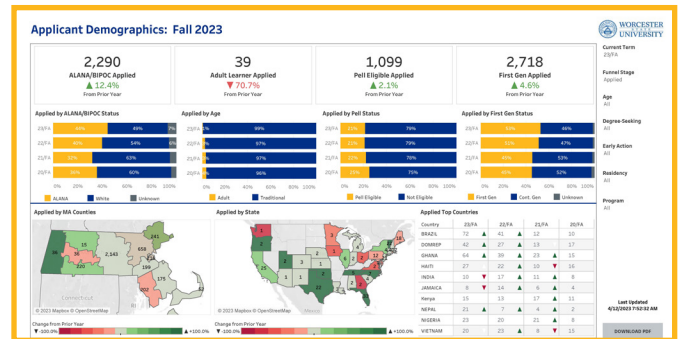
4 new electric vehicle charging stations were added to the north parking lot, bringing the total number of charging spots on campus to 16.
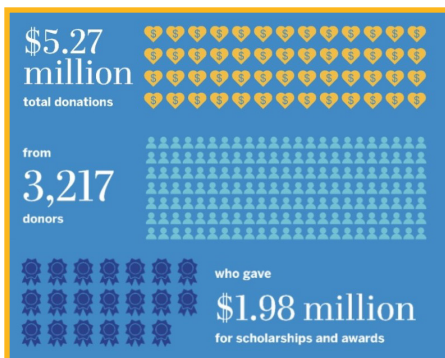
The *Worcester State Foundation* raised over $5,000,000 in donations including almost $2,000,000 for student scholarships and awards. $2,000,000 was to the University of which $1,000,000 was for direct student support.

Worcester State launched an equity audit to understand how well it is meeting its commitment to equity. The assessment, led by the firm *Inclusivity Education* included surveys and interviews with students and staff, a review of policies and curricula, and analysis of demographics and academic outcomes.

SUMMARY

The assessment of the Strategic Plan relies on information submitted by departments. While many departments submitted data, there may be information that was not reported. For more detailed information regarding initiatives and metrics, see the appendices.

Overall, we continued to make significant progress throughout the second year of the plan. Implementation continued throughout all divisions and most metrics improved from the first year of the plan. However, there is still room for improvement.

The following are initiatives that were not planned at the end of the second year. Leadership should determine if these initiatives should be put on hold or cancelled, and if not, should focus effort and resources on these initiatives.

- **Create a university portfolio initiative**
- **Invest resources to support the Library as the academic center**
- **Create a group to address international student needs**
- **Develop and implement a mandatory 1-credit New Transfer Seminar**
- **Seek additional funding to support increased graduate assistantships**
- **Implement a Volunteer Day for employees to contribute to local areas**
- **Offer annual bus tours of Worcester for all new staff and faculty**
- **Implement a systematic method of hosting international scholars**
- **Make a financial commitment to hiring more full-time faculty members**
- **Explore the idea of establishing a teaching post-doc program**
- **Reimburse professional credentials that are beneficial but not required**
- **Provide incentives for departments to develop new streams of revenue**
- **Lobby for increased funding for public higher education**
- **Work with the city and state to increase the frequency of buses**

SUMMARY

Initiatives that were planned but not implemented as of the end of the second year of the plan include:

- **Develop an accelerated degree program for non-traditional students**
- **Offer optional online placement testing in Spanish**
- **Establish more opportunities for graduate students to socialize**
- **Implement a strategy for enrolling non-traditional age students**
- **Create a marketing campaign for diverse undergraduates**
- **Develop a marketing campaign for graduate and continuing education**
- **Intentionally have faculty and staff be present at Five Chambers events**
- **Provide students opportunities to attend Chamber events**
- **Evaluate CESO staffing levels so the Director can focus on revenue generation**
- **Survey and connect donors with areas they are interested in**
- **Develop additional funds (beyond the emergency fund) for ancillary expenses to support retention**
- **Evaluate the organization/staffing of ITS**
- **Include technology upgrades and maintenance in budget planning**
- **Revise the Climate Action Plan**
- **Join organizations related to climate change efforts in higher education**

Regarding metrics, a significant number of metrics met or are on course to meet the target. Metrics that are below 40% of the target may not meet the target by 2025. Executive leadership should examine the targets for feasibility and if the targets are appropriate, assess how best to meet the targets in the time frame.

GLOSSARY

ALANA/BIPOC	African, Latine, Asian, Native American/Black, Indigenous, People of Color
AOP	Accelerated Online Program
ASC	Academic Success Center
CLEP	College-Level Examination Program
CTL	Center for Teaching and Learning
DCAMM	Division of Capital Asset Management and Maintenance
DEIJ	Diversity, Equity, Inclusion, and Justice
DGCE	Division of Graduate and Continuing Education
DHE	Massachusetts Department of Higher Education
FTE	Full-time Equivalent
FYE	First Year Experience
FYS	First Year Seminar
HECCMA	Higher Education Consortium of Central Massachusetts
ITS	Information Technology Services
LASC	Liberal Arts and Science Curriculum (general education)
LEI	Latino Education Institute
LGBTQ+	Lesbian, Gay, Bisexual, Transgender, Queer/Questioning, and others
LRC	Learning Resource Center
MARCOM	Marketing and Communications
MCPHS	Massachusetts College of Pharmacy and Health Sciences
MEMA	Massachusetts Emergency Mananagement Agency
MSCBA	Massachusetts State College Building Authority
NECHE	New England Commission of Higher Education
OER	Open Educational Resources
OMA	Office of Multicultural Affairs
OSILD	Office of Student Involvement and Leadership Development
QCC	Quinsigamond Community College
RASE	Roadmap for Advancing Student Excellence
SAS	Student Accessability Services
WPS	Worcester Public Schools

KEYS FOR APPENDICES

INITIATIVES PROGRESS KEY

- ● Completed
- ● In Progress
- ● Planned
- ● Not Started
- ● Cancelled/On Hold

METRICS TREND KEY

- ✔ At or above target
- ↑ Positive upwards trend
- ↓ Positive downwards trend
- → Stable
- ↓ Negative downwards trend
- ↑ Negative upwards trend

APPENDIX A
METRICS PROGRESS

GOAL	DEIJ	METRIC	TARGET	BASELINE	2020	2021	PROGRESS	TREND
1		New programs	14	9	12	16	114%	↑
		New GD programs	--	--	3	3	--	→
		New UD majors	--	--	3	2	--	→
		New UD minors	--	--	5	11	--	↑
	👥	Total UD evening programs	20	14	11	11	55%	↓
	👥	Total 100% online programs	10	0	3	8	80%	↑
		Total master's pathway programs	20	17	18	20	100%	↑
	👥	UD blended courses	25%	1%	22%*	10%	40%	↑
	👥	UD online courses	25%	17%	59%*	25%	100%	↑
2		CTL funding	$10,000	$7,541	$2,786	$2,786	28%	↓
		Prof. development: Teaching	100	--	63	71	71%	↑
	👥	Prof. development: Distance education	50	--	24	19	38%	↓
	👥	Prof. development: Accessibility	50	--	15	18	36%	↑
3	👥	IELI program students	100	176	95	152	152%	↓
	👥	Internships, practica, or fieldwork	25%	7%	8%	16%	64%	↑
	👥	Student networking opportunities	200	--	251	126	63%	↓
	👥	Career/advanced studies workshops	200	--	175	182	91%	↑
4	👥	Online LASC sections	50%	21%	70%*	27%	54%	↑
	👥	Diversity sections	10%	--	5%	6%	60%	→
	👥	Technology workshops	5	--	2	10	200%	↑
5		Grants: Applications	50	42	33	49	98%	↓
		Grants: Awarded	35	--	--	29	83%	--
		Grant funds: Applied	$9 M	--	--	$8.3 M	92%	--
		Grant funds: Awarded	$4 M	--	--	$3.1 M	78%	--
		Faculty grant applications	10	10	4	14	140%	↑
6		Study away students: All	75	59	0*	27	36%	↓
	👥	Study away students: ALANA/BIPOC	32%	21%	0*	19%	59%	↓
		Study away students: Semester	50	41	0*	22	44%	↓
		Study away students: Faculty-led	25	18	0*	5	20%	↓
		Honors students	300	367	349	341	114%	↓
	👥	Honors students: ALANA/BIPOC	32%	17%	18%	21%	66%	↑
	👥	Information literacy workshops	100	92	103	106	106%	↑
	👥	Experiential learning sections	40%	31%	30%	31%	78%	→
		Programs utilizing portfolios	30	--	20	38	127%	↑
		Academic events	200	--	202	217	109%	↑

GOAL	DEIJ	METRIC	TARGET	BASELINE	2020	2021	PROGRESS	TREND
1		Retention	85%	79%	79%	80%	94%	→
	👥	Retention: African American	85%	92%	91%	86%	101%	↓
	👥	Retention: Latine	85%	89%	85%	79%	93%	↓
		6Y graduation	60%	57%	58%	59%	98%	↑
	👥	6Y graduation: African American	60%	44%	54%	51%	85%	↑
	👥	6Y graduation: Latine	60%	42%	44%	44%	73%	↑
		Transfer 4Y graduation	60%	56%	61%	62%	103%	↑
	👥	Transfer 4Y graduation: African American	60%	44%	49%	51%	85%	↑
	👥	Transfer 4Y graduation: Latine	60%	42%	50%	48%	80%	↑
	👥	Unmet financial aid: Direct costs	10%	12%	13%	12%	120%	→
	👥	Students with unmet financial aid	40%	45%	47%	47%	118%	↑
	👥	Students receiving financial aid	90%	85%	86%	88%	98%	↑
2		Students in leadership	200	179	128	181	91%	↑
	👥	Students in leadership: ALANA/BIPOC	32%	32	37%	41%	128%	↑
3	👥	Mental health counselors	7	4.5	4.5	5	71%	↑
	👥	Avg counseling hrs/week	200	169	146	140	70%	↓
	👥	Students using counseling	500	--	484	652	130%	↑
	👥	Events: Mental health/well-being	200	--	207	170	85%	↓
4	👥	Merit scholarships	175	187	167	153	87%	↓
	👥	Merit scholarships: ALANA/BIPOC	32%	34%	48%	42%	131%	↑
	👥	Total students in OER courses	10,000	3,820	5,180	6,540	65%	↑
	👥	Total OER savings	$500,000	$191,000	$259,000	$327,000	65%	↑
	👥	Laptops for loan	200	--	150	206	103%	↑
	👥	Wi-fi hot spots for loan	10	--	2	0	0%	↓
	👥	Students using SAS	700	--	677	656	94%	↓
	👥	Student accomodation complaints	0	--	12	4	60%	↓
	👥	Support offices with extended hours	90%	--	63%	75%	83%	↑
	👥	Support offices with virtual services	100%	--	93%	96%	96%	↑
5		Faculty using Starfish	75%	41%	44%	48%	64%	↑
		Starfish actions	20,000	16,615	14,245	12,673	63%	↓
		Prof. development: Advising	25	--	25	44	176%	↑
		Informal events: Students & faculty	200	--	113	66	33%	↓
6	👥	Belonging: ALANA/BIPOC	4.4	--	3.5	--	80%	--
	👥	Belonging: LGBTQ+	4.4	--	3.6	--	82%	--
	👥	Belonging: Disabilities	4.4	--	3.6	--	82%	--
	👥	Belonging: Commuter	4.4	--	3.7	--	84%	--
	👥	Belonging: Transfer	4.4	--	3.8	--	86%	--
	👥	Belonging: Graduate	4.4	--	3.7	--	84%	--
	👥	Belonging: First gen	4.4	--	3.7	--	84%	--
	👥	Belonging: Adult learners	4.4	--	3.7	--	84%	--
		Events: Social	500	--	303	556	111%	↑
	👥	Events: Commuter	100	--	52	55	55%	↑
	👥	Events: Graduate	18	--	14	5	28%	↓
	👥	Events: Adult learners	10	--	5	7	70%	↑

GOAL	DEIJ	METRIC	TARGET	BASELINE	2020	2021	PROGRESS	TREND
🏛1		UD enrollment	5,200	5,332	4,958	4,640	89%	↓
	👫	UD enrollment: African American	10%	9%	9%	8%	80%	→
	👫	UD enrollment: Latine	15%	13%	14%	14%	93%	→
🏛2		MajorPlus graduation	100%	40%	43%	42%	42%	↑
	👫	MajorPlus graduation: ALANA/BIPOC	100%	27%	25%	42%	42%	↑
		Branded materials	100%	--	87%	97%	97%	↑
🏛3	👫	Faculty: ALANA/BIPOC	31%	16%	18%	17%	55%	→
	👫	Staff: ALANA/BIPOC	31%	20%	22%	25%	81%	↑
🏛4	👫	Dual enroll & early college courses	100	46	67	72	72%	↑
		Events: Potential students	500	--	500	654	131%	↑
🏛5	👫	Accelerated degree programs	5	0	3	8	160%	↑
🏛6		GD enrollment	840	872	766	777	93%	↓
	👫	GD enrollment: African American	6%	4%	2%	2%	33%	↓
	👫	GD enrollment: Latinx	9%	5%	6%	6%	67%	→
	👫	Graduate assistantships	50	45	47	46	92%	→

GOAL	DEIJ	METRIC	TARGET	BASELINE	2020	2021	PROGRESS	TREND
🧩1	👫	Advisory boards w/ community members	30	--	25	29	97%	→
	👫	Local partnerships	500	--	605	651	130%	↑
🧩2	👫	Faculty/staff engaged with community	150	--	123	167	111%	↑
		Events: Alumni	50	44	48	48	96%	↑
🧩3		Civic engagement course students	3,000	2,358	2,184	3,142	105%	↑
	👫	Civic engagement students: ALANA/BIPOC	32%	32%	33%	34%	106%	↑
		Faculty publications, presentations, & posters	150	--	189	142	95%	↓
		Student-faculty scholarly/creative pursuits	150	--	186	160	107%	↑
		Student publications, presentations, & posters	150	--	150	269	179%	↑
		Commonwealth Honors Project students	30%	50%	23%	31%	103%	↓
		Celebration of Scholarship & Creativity students	200	228	116	177	89%	↓

GOAL	DEIJ	METRIC	TARGET	BASELINE	2020	2021	PROGRESS	TREND
1	↔	Single-use bathrooms	Maintain	21	21	22	100%	→
	↔	Gender neutral bathrooms	Maintain	8	11	10	100%	↑
	↔	Events: DEIJ	200	--	131	185	93%	↑
2		Retention: FT staff	95%	93%	95%	92%	97%	→
	↔	Retention: FT staff: ALANA/BIPOC	95%	92%	89%	93%	98%	→
		Retention: FT faculty	95%	92%	96%	94%	99%	↑
	↔	Retention: FT faculty: ALANA/BIPOC	95%	88%	98%	98%	103%	↑
		Prof. development: Staff	100	--	65	121	121%	↑
		Prof. development: Faculty	100	--	155	109	109%	↓
		Prof. development funds for faculty	$5,000	$3,000	$64,357	$70,059	1401%	↓
3	↔	Prof. development: DEIJ	50	--	59	107	214%	↑
	↔	Prof. development: Mental health	50	--	32	42	84%	↑
	↔	FT faculty-staff w/ DEIJ training	600	--	641	641	107%	→
4		Awards/recognition: Faculty	10	--	8	22	220%	↑
		Awards/recognition: Staff	10	--	6	10	100%	↑
		Events: Faculty/staff social	50	--	41	26	52%	↓
5		Data stored in Colleague	90%	--	55%	72%	80%	↑
		Acad. programs with regular assessment	100%	--	94%	95%	95%	→
		Departments submitting Strategic Plan data	100%	--	92%	82%	82%	↓

GOAL	DEIJ	METRIC	TARGET	BASELINE	2020	2021	PROGRESS	TREND
1		Marketing budget for DGCE	15%	--	5%	20%	133%	↑
		Revenue: CESO	$500,000	$590,298	$403,698	$214,052	43%	↓
		Revenue: DGCE	$9 M	$8.4 M	$8.5 M	$9.4 M	104%	↑
		Net revenue: DGCE	$4 M	$3.8 M	$3.4 M	$2.7 M	68%	↓
		Non-credit internal CBI courses	12	0	9	0	0%	↓
		External events	500	--	500	371	74%	↓
2		Overall endowment	$50 M	$33.4 M	$42.4 M	$40.4 M	81%	↑
		Funds transferred to the University	$5 M	--	$5.5 M	$2.1 M	110%	↓
		Unrestricted foundation dollars	15%	11%	13%	14%	93%	↑
		Donor retention: Alumni	75%	--	55%	61%	81%	--
		Donor retention: Employees	75%	--	28%	68%	91%	--
		Foundation scholarship students	500	--	406	345	69%	↓
	DEIJ	Foundation scholar students: ALANA/BIPOC	32%	--	34%	40%	125%	↑
	DEIJ	Total Student Emergency Funds raised	$200,000	$85,896	$139,151	$196,425	98%	↑
	DEIJ	Total Student Emergency Fund grants	200	83	103	248	124%	↑
3		IT Staff FTE	36	29	30	28	78%	→
		Prof. development: Technology	15	--	14	15	100%	→
4	DEIJ	Digital forms and processes	95%	--	83%	99%	104%	↑
		Partially remote staff	25%	--	58%	25%	100%	--
		Remote staff	10%	--	21%	4%	40%	--
5		Cross-trained staff within dept.	80%	--	59%	79%	99%	↑
6		Carbon footprint (MTCO2e)	5,445	6,456	11,649	8,118	149%	↓
		Electric vehicle charging stations	10	4	4	8	80%	↑
		Sustainability memberships	3	3	3	1	33%	↓
		Avoided costs due to energy off-sets	$100,000	$79,673	$97,367	$84,237	84%	↑
		Total energy savings	$1 M	$646,926	$646,926	$851,558	85%	↑
		Annual savings from electricity offset	$1.5 M	$1,275,537	$1,324,131	$1,514,224	101%	↑
		Net metering credits	500000	$469,265	$482,471	$494,192	99%	↑

APPENDIX B
INITIATIVE PROGRESS

GOAL	DEJI	STATUS	INITIATIVE
🎓 1	👥	🟢 (teal)	Develop and offer more online and blended courses
	👥	🟢 (green)	Make Intersession 100% online and expand the term
		🟢 (green)	Secure approvals for majors in Art, Political Science, and Theater
		⚫ (gray)	Pursue approvals to offer an Occupational Therapy doctorate
		🟢 (green)	Implement the Major-Plus requirement as reflected in the RASE plan
		🟢 (green)	Develop interdisciplinary concentrations into minors
	👥	🟢 (green)	Create a department of interdisciplinary studies
		🟢 (teal)	Create additional 3+ and 4+ programs
	👥	🟡 (yellow)	Develop an accelerated degree program for non-traditional students
	👥	🟢 (teal)	Increase the degrees that can be completed online or evening
🎓 2		🟢 (teal)	Ensure resources allocated to the CTL are adequate
		🟢 (green)	Create an instructional design position in the CTL
	👥	🟢 (teal)	Establish common practices for online courses
		⚫ (gray)	Encourage everyone teaching online to be certified by some process
	👥	🟢 (teal)	Increase support for universal design/accessibility in courses
		🟡 (yellow)	Create a webpage/forum for faculty to share ideas/resources
🎓 3		🟢 (teal)	Provide educational opportunities of strategic value to the region
	👥	⚫ (gray)	Create greater opportunities for summer IELI programs
	👥	🟢 (teal)	Enhance student career exploration and networking opportunities
🎓 4		🟡 (yellow)	Provide a comprehensive review and needs assessment of LASC
		⚫ (gray)	Create a 'Leadership Across the Curriculum' LASC requirement
		🟢 (teal)	Annually review LASC goals and outcomes
	👥	⚫ (gray)	Establish a set of targeted areas related to digital literacy
	👥	🟡 (yellow)	Create and offer an online track for all LASC classes
	👥	🟢 (green)	Create a 3-credit diversity course requirement
🎓 5		🟢 (teal)	Establish a fully functioning Office of Grants and Sponsored Research
		🟢 (teal)	Expand funding for research and scholarship
		🟢 (teal)	Strengthen and publicize opportunities for faculty research
🎓 6		🔴 (red)	Create a university portfolio initiative
		🔴 (red)	Invest resources to support the Library as the academic center
	👥	🟢 (teal)	Ensure experiential learning is available to all students
		🟢 (teal)	Increase study abroad participation
		🟢 (teal)	Create a more vibrant intellectual life on campus

GOAL	DEIJ	STATUS	INITIATIVE
1		🟢 (teal)	Reimagine the course scheduling model
	👥	🟢 (green)	Continue to support current practices such as CLEP testing
	👥	🟡	Offer optional online placement testing in Spanish
	👥	🟢 (teal)	Invest in financial aid to encourage student retention
	👥	🟢 (teal)	Develop a streamlined process for transfer course equivalencies
	👥	🟢 (green)	Designate a transfer specialist in each academic department
2		🟢 (teal)	Enhance leadership programs for students
	👥	🟢 (green)	Adopt a wide-ranging, inclusive definition of student leadership
		🟢 (teal)	Promote student leadership development opportunities
		⚫ (gray)	Encourage the approval of a co-curricular transcript
		🟢 (teal)	Develop programs for unmet needs in student leadership
	👥	🟢 (teal)	Increase awareness and resourcces aligned with the 8 domains of student wellness
3	👥	🟢 (teal)	Address student emotional and mental well-being
	👥	🟢 (teal)	Expand FYE services to meet needs of a changing student body
		🟢 (teal)	Increase the number of full-time faculty involved with FYS
	👥	🟢 (teal)	Create a centralized location for information regarding student resources
4	👥	🟢 (teal)	Increase student support services beyond the traditional workday
	👥	🟢 (teal)	Work toward making all spaces ADA-compliant and provide assistive technology
	👥	🟢 (teal)	Expand Library and Student Affairs graduate student support
	👥	🟢 (teal)	Ensure support offices provide graduate student-specific services
	👥	🟢 (teal)	Ensure all students have the technology and tools necessary for academic success
		🟢 (green)	Recommit to the undergraduate student laptop requirement
	👥	🟢 (teal)	Develop ways to address non-tuition-related financial challenges
	👥	🟢 (teal)	Ensure adequate/appropriate resources are available to non-traditional-age learners
	👥	🟢 (teal)	Promote compliance with student educational accommodations
		🟢 (green)	Implement and assess the success of virtual information sessions
		🟢 (green)	Create and deploy an online campus tour with video
	👥	🟢 (green)	Implement virtual financial aid sessions for accepted/current students
	👥	🟢 (teal)	Identify and remove barriers impeding student access to services
	👥	🟢 (teal)	Find ways to make course materials little or no cost
5	👥	🟢 (teal)	Promote a culture in which advising is a year-round process
	👥	🟢 (teal)	Provide opportunities for informal student-faculty interactions
	👥	🟢 (teal)	Provide support for advising in high-enrolled majors
6	👥	🟢 (teal)	Expand extracurricular and recreational programs for all students
	👥	🔴	Create a group to address international student needs
	👥	🟡	Establish more opportunities for graduate students to socialize
	👥	🟢 (teal)	Improve the belonging of transfer, commuter, and first-gen students
	👥	🟢 (teal)	Strengthen and expand the Transfer Success Coach program
	👥	🟢 (green)	Offer additional Transfer Orientation dates
	👥	🔴	Develop and implement a mandatory 1-credit New Transfer Seminar

GOAL	DEIJ	STATUS	INITIATIVE
🏛1		🟢	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
🏛2		🟢	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"
		🟢	Ensure branding consistency in marketing materials
		🟢	Promote Worcester State's rich history
🏛3	👥	🟢	Increase diversity in departments that provide direct student support
	👥	🟢	Recruit and retain under-represented and marginalized faculty and staff
🏛4	👥	🟢	Increase the number Early College and dual enrollment courses
		🟢	Implement programs that bring greater numbers of 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
🏛5	👥	🟢	Provide comprehensive support for first-generation and ALANA/BIPOC students
	👥	🟢	Create accelerated programs for non-traditional age students
	👥	🟡	Create a marketing campaign for diverse undergraduates
	👥	🟢	Ensure materials are translated into foreign languages
🏛6	👥	🟢	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
	👥	🔴	Seek additional funding to support increased graduate assistantships
	👥	🟢	Support graduate student research

Table 1

GOAL	DEIJ	STATUS	INITIATIVE
🧩1		🟢	Expand the utilization of advisory bodies with external members
	👥	🟢	Partner with the community to promote dialogues and experiences
	👥	🟢	Provide opportunities and partnerships that support the DHE equity agenda
🧩2		🔴	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 connection, engagement, and 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
🧩3	👥	🟢	Develop community focused endeavors that address local challenges
		🟢	Promote faculty and staff publications and accomplishments
		🟢	Develop a catalog of faculty and staff expertise

Table 2

GOAL	DEIJ	STATUS	INITIATIVE
👥1	👥	🟢	Provide dedicated support and services for LGBTQ+ students
	👥	🟢	Expand affinity-based connections across the campus community
	👥	🟢	Promote campus-wide cultural fluency
👥2		🔴	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
	👥	🔴	Reimburse professional credentials that are beneficial but not required
👥3	👥	🟢	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
👥4		🟢	Acquire and deploy technology to improve communication
		🟢	Significantly enhance internal communication
		🟢	Introduce optional social activities that bring faculty and staff together
		🟢	Expand internal and cross-divisional awareness of roles and accomplishments
		🟢	Strategically communicate student, faculty, and staff accomplishments
		🟢	Create new awards to recognize faculty and staff accomplishments
👥5		🟢	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 access to data and reports.
👥6		🟢	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

GOAL	DEIJ	STATUS	INITIATIVE
1		● (teal)	Develop more non-credit CBI courses taught internally
		● (teal)	Invest in DGCE marketing and staffing
		● (red)	Provide incentives for departments to develop new streams of revenue
		● (red)	Lobby for increased funding for public higher education
		● (teal)	Encourage an entrepreneurial culture
		● (green)	Utilize campus during off-times for external programs
		● (yellow)	Evaluate CESO staffing levels so the Director can focus on revenue generation
2		● (teal)	Broaden and increase the base and retention of alumni donors
		● (teal)	Increase the amount of financial support provided to the University
	DEIJ	● (teal)	Raise funds to increase scholarships available to students
	DEIJ	● (green)	Establish a dedicated emergency response fund
		● (yellow)	Survey and connect donors with areas they are interested in
	DEIJ	● (yellow)	Develop additional funds for ancilliary expenses to support retention
3		● (green)	Develop classroom technology plans
		● (teal)	Develop a process to decrease redundant technology purchases
		● (yellow)	Evaluate the organization/staffing of ITS
		● (teal)	Develop a comprehensive plan to address the May Street building
		● (teal)	Work with DCAMM on improvements to the LRC and Student Center
		● (teal)	Work with the MSCBA to address Chandler Village
		● (teal)	Address accelarated end-of-useful-life and higher deferred maintenance costs
		● (yellow)	Include technology upgrades and maintenance in budget planning
4		● (teal)	Create a transparent budgeting process that evaluates budget levels regularly
	DEIJ	● (teal)	Move more administrative forms and functions online
	DEIJ	● (teal)	Establish a remote and flexible work plan
	DEIJ	● (green)	Conduct an equity audit
		● (teal)	Assess current space utilization and re-allocate space
		● (teal)	Evaluate the structure separating day and DGCE programs
5		● (teal)	Ensure redundant systems and staffing capacities
		● (teal)	Invest resources and training to automate business functions
6		● (yellow)	Revise the Climate Action Plan
		● (yellow)	Join organizations related to climate change efforts in higher education
		● (gray)	Evaluate net-zero or near-net-zero building for any new building
		● (gray)	Plan for replacement fleet vehicles to be fully electric or hybrid vehicles
		● (teal)	Ensure cost savings through off-setting equipment and net metering credits
		● (red)	Work with the city and state to increase the frequency of buses

APPENDIX C
INITIATIVE ACTION ITEMS

🎓 1 **Develop and offer more online and blended courses**
> General approval for online programs granted by NECHE

🎓 1 **Make Intersession 100% online and expand the term**
> Complete

🎓 1 **Secure approvals for majors in Art, Political Science, and Theater**
> Complete

🎓 1 **Pursue approvals to offer an Occupational Therapy doctorate**
> On hold

🎓 1 **Implement the Major-Plus requirement as reflected in the RASE plan**
> Complete

🎓 1 **Develop interdisciplinary concentrations into minors**
> Complete

🎓 1 **Create a department of interdisciplinary studies**
> Complete

🎓 1 **Create additional 3+ and 4+ programs**
> 4+ programs in Middle School and Secondary Education
> Updated 3+3 pharmacy articulation agreement with MCPHS
> 4+ programs in Non-Profit Management, Public Management, and Public Admin & Policy for Visual and Performing Arts majors

🎓 1 **Develop an accelerated degree program for non-traditional students**
> DGCE examining possible undergraduate models within Liberal Studies degree

🎓 1 **Increase the degrees that can be completed online or evening**
> AOPs in M.Ed. Educational Leadership and Administration, M.Ed. Early Childhood Education, M.Ed. Elementary Education, M.Ed. Moderate Disabilities
> AOPs in M.S. Nursing Education, M.S. Population & Public Health Nursing, R.N. to B.S., Post-master's Certificates in Nurse Education and Population & Public Health Nursing
> Evening classes for early childhood teachers
> Online master's degree in Spanish approved by Graduate Education Council and DHE

🎓₂ **Ensure resources allocated to the CTL are adequate**

> Discussion of a full-time director for CTL

🎓₂ **Create an instructional design position in the CTL**

> Complete

🎓₂ **Establish common practices for online courses**

> Distance & Global Education, DGCE, and SAS updating course shells for all AOP courses

> Online Program Working Group developing plans for common practices in fully online programs

> Library developing online resources and services

🎓₂ **Encourage everyone teaching online to be "certified" by some process**

> On hold

🎓₂ **Increase support for universal design/accessibility in courses**

> SAS and Distance & Global Education making all AOP program materials accessible

🎓₂ **Create a webpage/forum for faculty to share ideas/resources**

> MARCOM will work with other departments to determine how this will work with the new website

> CTL created an online resource center during the pandemic, plans to expand being discussed

🎓₃ **Provide educational opportunities of strategic value to the region**

> Partnership with WPS for instructional assistants to become licensed teachers helps fill shortages and diversify the teacher workforce

> Partnership with QCC allows teachers working in early childhood centers to pursue a bachelor's degree

> Approval for a major in Spanish Translation addresses communication needs of the community, especially in legal and medical fields

> LEI offers free ESL for adults

🎓₃ **Create greater opportunities for summer Intensive English Language Institute (IELI) programs**

> Cancelled

🎓3 Enhance student career exploration and networking opportunities

> Education's new partnership with the Guild of St. Agnes provides early childhood education majors with fieldwork and practicum experiences

> Urban Studies Career Conversations event connects current students with alumni

> Biotechnology offers OneToOne Biotech mentoring program

> Career Services and Earth, Environment & Physics hosted a Green Careers fair

> Sociology hosted a career fair

> Career Services uses its platform to communicate directly with students and alumni

> Academic departments provide students with internship opportunities

> OMA provides Alternatives for Individual Development (AID) students with workshops on resume and cover letter writing, networking, and financial literacy.

🎓4 Provide a comprehensive review and needs assessment of LASC

> Program review planned for 2023

🎓4 Create a 'Leadership Across the Curriculum' LASC requirement

> Cancelled

🎓4 Annually review LASC goals and outcomes

> Voluntary collection of student outcome data collected, plans to require data collection under discussion

> LASC Advisory Board plans to examine and revise LASC goals and outcomes

🎓4 Establish a set of targeted areas related to digital literacy

> On hold

🎓4 Create and offer an online track for all LASC classes

> Plans to offer courses in all LASC categories 100% online being discussed

🎓4 Create a diversity content area in LASC

> Complete

🎓5 Establish a fully functioning Office of Grants and Sponsored Research

> Director hired in 2021, two additional positions hired in 2022

🎓5 Expand funding for research and scholarship

> Funding raised for grants more than double the goal and generated over $2.7 million in financial support for initiatives

> Library expanded funding for Library Research Awards to offer a total of 10

🎓5 Strengthen and publicize faculty research

> Research Advisory Board held research support sessions for faculty

> Urban Studies promotes faculty and student research on website and department blog

> Library developed a plan to collect and showcase faculty publications

> Grants and Sponsored Research supports faculty members external grant applications

> LEI commissioned scholarship and teaching contracts with 15 faculty

🎓6 Create a university portfolio initiative

> Multiple departments and programs utilize portfolios, including all graduate programs

🎓6 Invest resources to support the Library as the academic center

> Library continues to assess ongoing needs, but new funding is necessary

🎓6 Ensure experiential learning is available to all students

> Communications has a strong internship program and offers experiential learning through Center for Community Media

> All Biology and Biotechnology courses have lab components

> Patch Reservoir agreement brought hundreds of students in Earth, Environment, & Physics courses on canoes for water quality sampling

> Education programs require anywhere from 75-85 hours of fieldwork, 45 hours of pre-practicum work, and 300 hours of practicum work

> Health Sciences requires practicum experience for all students

> Political Science developed a new minor in Civic Engagement that will provide opportunities for experiential learning

🎓6 Increase study abroad participation

> Study abroad numbers have increased since the pandemic, but not reached pre-pandemic levels

🎓6 Create a more vibrant intellectual life on campus

> Library developed a regular schedule of book displays to help celebrate campus events and monthly celebrations

> Library supports events by purchasing materials authored by speakers

> Academic departments offer guest lectures, symposiums, and conferences

🧩1 Reimagine the course scheduling model

> Enrollment Management and Institutional Research creating a process to provide better data to departments

> Financial Sustainability Task Force examined course scheduling and recommended changes to the process, a rapid improvement event is scheduled for 2023

> Institutional Research developed annual reports for department chairs to help with program and course planning

1 **Continue to support current practices such as CLEP testing**

> Complete

1 **Offer optional online placement testing in Spanish**

> World Languages developing in-house no cost Spanish placement exams

1 **Invest in financial aid to encourage student retention**

> Mass Grant Plus funds have increased to $1.2 million

> Awarded over $300,000 in new Emergency and Completion Grant funds

> Various funding available for students including MA State Emergency Fund Program funds, federal funds, and Strategic Grant Partners funds

> Collaborations between Student Accounts, Financial Aid, and Retention ensure students have the aid to continue their education

1 **Develop a streamlined process for transfer course equivalencies**

> Transfer Advisory Board worked to streamline the review process of transfer courses with Coordinator of Transfer Admission, Registrar, ASC, and department chairs

> Participated in the DHE transfer equivalency project

> Spanish Clinic Director and Placement Coordinator designing a model to identify incoming students who have earned a Seal of Biliteracy, awarded language credit

1 **Designate a transfer specialist in each academic department**

> Complete

2 **Enhance leadership programs for students**

> OSILD incorporated DEIJ focused training sessions for student orientation leaders, SGAs, PSAs, athletes, and other key student leaders

> OSILD continues Annual Fresh Check Day run with 19 student-leader booths

> OSILD Circles of Leadership Series, Leadership Summit, and Leadership Symposium established and running strong

> Academic departments provide student leadership opportunities such as the Biology Curriculum Committee, the Biotechnology Advisory Board, and the Education Student Advisory Council

> OMA launched its first Brotherhood/Sisterhood Conference in March with 120 students

> OMA launched the First-Generation inclusive student leadership conference with First GEN Summit in November 2021

> OMA launched and employed OMA Ambassadors that are peer mentors, offer workshop on Social Justice Topics through heritage months, women's circle, and young men's group

2 **Adopt a wide-ranging, inclusive definition of student leadership**

> Complete

Promote student leadership development opportunities

> Student leadership development opportunities promoted with/by faculty and administrators involved with these student cohorts, or provided at student request

> OSILD developed social media campaign, target emails/communications, and faculty and staff connections to promote leadership

> MARCOM promotes student leadership stories for news, social media, and print collateral brochures

Encourage the approval of a co-curricular transcript

> Cancelled

Develop programs for unmet needs in student leadership

> OSILD developed new training models for student organizations including budgeting and scheduling processes, self-care/mental well-being, and event planning workshops

> OSILD conducting a skills assessment survey for leaders in Spring 2022

> OSILD instituted a Leadership Symposium to introduce workshops for students interested in leadership

> OSILD developing specific curriculum for Leadership Summit annually

Increase awareness and resources aligned with the 8 domains of student wellness

> Library provides an open and safe space for students with student-centric services designed to foster student wellness

> Health & Wellness utilizes the JED Campus Strategic Plan which addresses the 8 domains of student wellness

> Recreation & Wellness programming and facilities, Campus Well platform, and Virtual Recreation & Wellness website help to support student wellness

> Counseling Services provides trauma-informed training to meet diverse needs of students

Address student emotional and mental well-being

> Library began hosting study breaks with refreshments and de-stressing activities to assist students at difficult times of the semester

> Counseling Services staff increased in 2022, collaborated with University Police on emergency mental health response, and is exploring a third-party telehealth option

> Emotional and mental well-being in courses such as First Year Seminar, BI-211: Premedical Seminar, and new courses in Education

> OMA refers and connects students to ALANA/BIPOC Multicultural Counselor and Multicultural Wellness Counseling Center

Expand FYE services to meet needs of a changing student body

> Counseling Services offers resiliency-based classroom presentations in FYS classes

> FYE Advisory Board reestablished as a cross-divisional group to focus on and identify the needs of first-year students

> Residence Life offers a First-Year Residential Experience (FYRE) programming in the residence halls

> OMA's A.I.D. Summer Program adjusted syllabi by implementing a robust skills development strategy and including a hybrid/online skills development help desk

Increase the number of full-time faculty involved with FYS

> Full-time faculty involved with FYS increased from 25% for Fall 2020 to 32% for Fall 2021

> FYS faculty scheduling process modified to give preference to full-time faculty members

> CTL hosted a summer training to help faculty members design and plan FYS courses

Create a centralized location for information regarding student resources

> Enhancements made to Self-Service to provide student-service related information online

> New website allows for easier access of student resources

> Academic Mall in Administration Building allows students to access multiple student service in one place

Increase student support services beyond the traditional workday

> DGCE offers after hours zoom appointments for students

> Admissions attends off campus recruitment events during evenings and weekends regularly

> Admissions open on several Saturdays during fall and spring semesters

> New Parent Orientation and Fall Open House offered on Saturday mornings

> Virtual information sessions offered covering admissions and financial aid

> Counseling Services has an on-call rotation for after-hours care and Telehealth vendors via state contract for 24 hour services

> Many academic departments offer remote advising and evening advising appointments

> Circles of Leadership program offered after 5pm each semester to accommodate student schedules

> Wellness Center hours determined by usage with over 80 hours/week

> Career Services meets with students outside of business hours

> SAS offers evening hours as needed for students in evening courses

> OMA implemented OMA Ambassadors and Skills Development Academic Support into a format called the HELP DESK which extended past the traditional workday and based on students' availability

Work toward making all University spaces ADA-compliant and provide assistive technology

> In conjunction with SAS, the Library seeks to add ADA-Compliant computer workstations in the Library
> SAS currently working on a close captioning policy with Distance Learning Committee
> SAS developing a master plan for addressing barriers to accessibility with cross divisional representation
> SAS and Facilities continue to address deficiencies as noted in the campus 2017 ADA Strategic Compliance Assessment

Expand Library and Student Affairs graduate student support

> Counseling Services now available to graduate students
> SAS provides services to graduate students
> Library works with academic departments to ensure materials are available for all students, both graduate and undergraduate

Ensure support offices provide graduate student-specific services

> Graduate admissions letters now includes information about Student Accessibility Services
> Career Services serves all graduate students

Ensure all students have the technology and tools necessary for academic success

> Developed orientation course in Blackboard for new AOP students
> Developed online orientation for any student taking online/blended courses
> Students can apply through the Student Emergency Fund for technology support
> SAS has ongoing collaboration with ITS to meet accessible technology needs
> Loaner laptops available for students through ITS

Recommit to the undergraduate student laptop requirement

> Complete

Develop creative ways to address non-tuition-related financial challenges

> All financial aid students sent emails to apply for state Emergency Grant funds for hardships with food, rent, etc.
> Library purchased phone chargers and portable DVD players available for checkout
> Student Emergency Fund provides financial support for students in need
> Two food pantries available for students on campus
> Library has championed open educational resources (OER)
> Facilities transitioned from paid to free sanitary dispensers

Ensure adequate and appropriate resources are available to non-traditional age learners

> Student Affairs provides services to non-traditional age learners

> SAS available to any enrolled student and added outreach for non-matriculated students

> Career Services offers blended programming

> DGCE engaged in community building activities for non-traditional age learners

> DGCE provides advising specifically for non-traditional age learners

> DGCE created a mentoring program for non-traditional age learners

> DGCE created an Adult Student Advisory Board

Promote compliance with student educational accommodations

> Decrease in student complaints regarding non-compliance with educational accommodations

> SAS ongoing efforts through individual faculty consultations, departmental meetings, Council of Chairs and faculty resources

Implement and assess the success of virtual information sessions

> Complete

Create and deploy an online campus tour with video

> Complete

Implement virtual financial aid sessions for accepted/current students

> Complete

Identify and remove barriers impeding student access to services

> Admissions continues to expand the application fee waiver program and test optional admission policy

> Adoption of the Common Application expanded access and ease for admissions

> Financial Aid changed the One Time Waiver Policy so students could retain their financial aid eligibility

> Counseling Services participating in contract process to bring 24-7 Telehealth services to campus

> SAS ongoing efforts through case management, case consultation, Student Intervention Team, and collaborations across divisions

> Many forms transitioned to online, making it easier for students to access

> OMA addresses financial, academic, social, and career adjustment for first generation, low income, and/or ALANA/BIPOC students

4 **Find ways to make course materials little or no cost**

› Library considering a virtual collection of OER materials accessible via the HELM shared Library catalog

› Library staff developed and enhanced the Massachusetts Community Colleges OER Hub

› Library launched ComCat, enabling users to discover and access library materials from hundreds of libraries across MA

› Library championed OER through advocacy and providing mini-grants for faculty to adopt OER in classes

› Biology switched from a traditional A&P text to a cheaper one & securing funding for Visible Body software

› Sociology developing SO 275 Social and Behavioral Statistics with no-cost software

› History and Political Science shares success stories of using OER materials

› 9 World Languages courses taught that did not use traditional textbooks or require students to purchase materials

5 **Promote a culture in which advising is a year-round process**

› Career Services offers advising and services to both students and alumni

› Urban Studies faculty advise students academically and professionally year round

› ASC implemented a First-Year Advising Program with first-year students assigned an ASC academic advisor to provide information and guidance throughout their first year

6 **Provide opportunities for informal student-faculty interactions**

› Many departments offer opportunities for informal interactions, but were reduced due to the pandemic

› OMA Faculty student luncheon

› OMA hosts ALANA Welcome Back Barbeques

6 **Provide support for advising in high-enrolled majors**

› ASC assists Health Sciences with advising

› ASC advisors provide support for high-enrolled majors on an as needed basis

› ASC helps reduce advising burden by providing support to undeclared students, Liberal Studies students, and students on academic probation

› ASC provides advising workshops for faculty members on the use of technology

6 **Expand extracurricular and recreational programs for all students**

› Added Women's Ice Hockey Team, 9 new student clubs, programming opportunities doubled compared to previous year

› Student organizations have gone back to in person events and have increased frequency of events

› Counseling Services hosts annual student-run Fresh Check Day

› Academic departments provide numerous programs for students

⬡₆ Create a group to address international student needs

> International Programs serves international student needs.

> Third World Alliance student organization promotes inclusion and multicultural diversity

⬡₆ Establish more opportunities for graduate students to socialize

> International students have lobbied DGCE to offer a graduate orientation

⬡₆ Improve the belonging of transfer, commuter, first-gen and non-traditional age students

> DGCE hosted 6 social events for non-traditional aged students

> First Gen Committee re-opened the main commuter lounge in the Student Center

> OMA launched First GEN day and working with student leaders to organize a First Generation Student Group

> Sociology students and faculty participated in the First Gen to College Summit every year for the past four years

> Student Affairs initiated First-Gen committee to meet the social and academic needs of first-generation students

> Commuter Services expanded hours for the Living Room for commuters and provides programs for commuters

> The Spanish Club and the Spanish Clinic allow students (often first generation, BIPOC) to come together and create a sense of community, support, and belonging

⬡₆ Strengthen and expand the Transfer Success Coach program

> Admissions developing a modal and modality for transfer success coaching, pilot scheduled for Fall 2022

⬡₆ Offer additional Transfer Orientation dates

> Complete

⬡₆ Develop and implement a mandatory 1-credit New Transfer Seminar

🏛₁ Align traditional advertising with online program advertising

> Complete

🏛₁ Implement a strategy for enrolling non-traditional age students

> MARCOM currently completing a market scan to determine how to move forward with DGCE marketing initiatives

> The Strategic Enrollment Management Plan highlights non-traditional age learners as a target population for enrollment growth

> DGCE partnered with Admissions to create marketing language for non-traditional age students

🏛₁ Re-platform and enhance content on the website

> Complete

🏛1 **Ensure the website effectively engages diverse audiences**

> Objectives added to the Strategic Communications Plan for this initiative

🏛1 **Increase regional and national visibility by supporting research and travel**

> Reductions in research and conference support by approximately $98,000 reduced this outcome

🏛1 **Highlight Worcester State's role within higher education**

> Objectives added to the Strategic Communications Plan for this initiative
> Numerous staff held national and state leadership roles
> Sociology participated annually in the First Gen to College Summit.

🏛1 **Create culture of being on-brand at off-campus events**

> Objectives added to the Strategic Communications Plan for this initiative

🏛2 **Boldly promote the RASE Plan**

> Complete

🏛2 **Expand and support interdisciplinary teaching**

> Library developed and acquired resources and services to support interdisciplinary teaching
> Librarian liaison designated to work with new Interdisciplinary Studies department
> Established Interdisciplinary Studies department

🏛2 **Identify "signature programs" setting us apart from other competitors**

> Major Plus identified as a signature program

🏛2 **Position Worcester State as "Worcester's University"**

> Objectives added to the Strategic Communications Plan for this initiative

🏛2 **Ensure branding consistency in marketing materials**

> Complete

🏛2 **Promote Worcester State's rich history**

> Library digitized historic audio and visual materials documenting Worcester State's history including a historic motion picture film of student activities, promotional videos, and a documentary-style interview with a former President
> Library developed plans to launch social media pages in Fall 2022 (Instagram and Facebook) for Archives and Special Collection to highlight Worcester State's history
> Library began a Special Collections cataloging project to further highlight Worcester State as a repository of unique/historical collections

🏛️₃ Increase diversity in departments that provide direct student support

- › Intentional and focused efforts and guidance to hiring managers through the search process continues to take place
- › Racial and gender composition provided to all divisions from across the institution by union, department, etc. to compare to the Massachusetts workforce

🏛️₃ Recruit and retain under-represented and marginalized faculty and staff

- › Recruiting ALANA/BIPOC faculty and staff is an important component of the search process at all levels, utilizing advertising and other tools to ensure the applicant pool is diverse
- › Continuation of Cafecito affinity group and other opportunities to engage and develop employees from historically marginalized identities
- › Humanities & Social Sciences reached out dean-to-dean to academic officials at 21 HSIs and four HBCUs in faculty recruitment efforts, yielded 55% ALANA/BIPOC hires
- › AGEP-NSF grant initiative provides recruitment and support for African American, Latinx, Native American, and Pacific Islander faculty in STEM areas
- › Membership to the National Center for Faculty Development & Diversity provides increased support to ALANA/BIPOC faculty through access to direct mentorship, core curriculum for skill development, writing challenges, guest expert webinars and multi-week courses
- › Membership to the North Star Collective promotes healing and repair by providing a nourishing community for care, mentorship and professional development for ALANA/BIPOC early career faculty in humanities and social sciences

🏛️₄ Increase the number Early College and dual enrollment courses

- › Complete

🏛️₄ Implement programs that bring greater numbers of prospective students to campus

- › Admissions continues to expand opportunities to bring prospective students to campus by offering campus tours, information sessions, and group visits

🏛️₄ Offer support to high school students on the college application process

- › Updated web content and group and individual presentations focus on admissions process for high school students
- › Admissions participates in Massachusetts College Application Celebration "on the spot" decision days at area high schools
- › Admissions staff volunteer to provide college and career readiness and college financing presentations
- › Call to Teaching Program assists students with college and job applications
- › Admissions events provides assistance to students on application process for Worcester State
- › Upward Bound Program encourages WPS first generation, low income, and ALANA/BIPOC students to successful complete high school and pursue post-secondary education
- › 100 Males to College program provides support for high school students on applying to college and financial aid
- › LEI's Latinos Involved in Discovering Educational Resources (LIDER) educates Latino families to reduce barriers and demystify the college application and enrollment process

🏛4 **Create a faculty speaking program at high schools**

> Started in 2021-2022 with a psychology speaking program for Shepherd High School

🏛4 **Develop partnerships between departments and high schools**

> Education has an extraordinarily strong, multifaceted partnership with WPS

> The HOSA International Leadership Conference hosted by Health Sciences partners with high schools

> Education partnered with WPS Advancement Through Individual Determination Program, middle/secondary education minors work as tutors and mentors to middle school and high school students

> Biology has representation at the Worcester State Teaching Garden at Chandler Magnet School

> Early College programming increasing with new schools and school districts added

🏛4 **Develop a young alumni program as liaisons for their alma maters**

> Admissions continues to work with Advancement to identify active and engaging alumni to assist with recruitment and enrollment of new students, young alumni participated in social media takeovers to support yield

> OMA created Multicultural Affairs Alumni Council

🏛5 **Provide comprehensive support for first-generation and ALANA/BIPOC students**

> Worcester State Civic Corps supports ALANA/BIPOC students with small civic corps scholarships

> SAS plans to initiate an accessibility services overview in OMA's orientation programs

> First-Gen committee continues to meet to provide support and programming for first-gen students

> History and Political Science faculty work closely with OMA

> OMA's Alternative for Individual Development program provides educational assistance for first generation, low-income, and/or ALANA/BIPOC students

> OMA's Academic Services has organized wrap around student support services for first generation students year-round

🏛5 **Create accelerated programs for non-traditional age students**

> DGCE examining possible undergraduate models within Liberal Studies degree

🏛5 **Create a marketing campaign for diverse undergraduates**

> Updates to the website and admissions collateral to include images of ALANA/BIPOC students

> A digital campaign to target first-generation students and promote educational experiences for underserved students

> With launch of the new website, MARCOM will work to provide more bilingual content

🏛️₅ Ensure materials are translated into foreign languages

- Some materials already translated or are in process and requests for translated materials filled through the MARCOM ticketing system
- World Languages offers materials in English and Spanish
- The Translation Center, housed in World Languages, offers free Eng/Span, Span/Eng translations to Worcester State departments, offices, and individuals
- All of OMA's materials translated into other languages

🏛️₆ Offer a 'Life Work Portfolio' program for non-traditional age learners

- Complete

🏛️₆ Improve the registration process and advising for graduate students

- ITS continuing to work to get Graduate and Continuing Education registration progress in Student Planning
- DGCE developed a new Webi reporting process to aid graduate program coordinators with advising

🏛️₆ Evaluate staffing for the attainment of graduate enrollment goals

- Administration & Finance working to create a financial framework using projects accounting to budget and account for the business enterprise activity occurring in DGCE (and other areas of campus)

🏛️₆ Develop a marketing campaign for graduate and continuing education

- Objectives added to the Strategic Communications Plan for this initiative
- Proposal submitted to Executive Cabinet to increase DGCE tuition & fees to generate a trust fund to support DGCE marketing
- Enhancements to prospective student communications plans being sought as a support to further investment in DGCE marketing

🏛️₆ Invest in online course development by providing incentives

- Faculty stipends provided for participation in an online course development program through the CTL

🏛️₆ Seek additional funding to support increased graduate assistantships

🏛️₆ Support graduate student research

- Urban Studies faculty advise graduate students, reading and discussing their research projects
- Graduate Student Travel and Publication Grant program established to support graduate student research

Expand the utilization of advisory bodies with external members

> Biotechnology Advisory Board constituted

> Earth, Environment & Physics Advisory Board meetings bring community member's perspective to department's offerings

> Earth, Environment & Physics plans to establish an advisory board for the Patch Reservoir facility

> Teacher Education Advisory Council includes school and district administrators from Worcester and surrounding districts

> Professional Development School Council includes principals from the 12 professional development schools and clinical professors who are teachers from WPS

> Binienda Center hosts a Community Advisory Board made up of neighbors and partners

> Career Services extends priority invites to academic department's advisory boards when planning sector-specific events/fairs

Partner with the community to promote dialogues and experiences

> Through HECCMA, Chief Diversity Officers meet on a regular basis to ensure cross-collaborations and promote spaces of dialogues across affinity groups

> Urban Studies has ongoing community partnerships and projects via Urban Action Institute and CityLab

> Library established an ongoing cooperative relationship with Worcester Public Library to increase student access to resources

> Binienda Center hosts a Neighbor Helping Neighbor Program with the Elder Services office of the City of Worcester

> Urban Studies' Urban Action Institute provides programming that promotes dialogue with the community

> Biology has representation at Holden Community Garden

> Binienda Center has held numerous panels with candidates and community activists in partnership with Political Science faculty and others and promotes voter registration

> Sociology faculty participate in and organize Mutual Aid Worcester

> Career Services partners with 5 other MA state universities to co-host fairs and to open events/fairs with one another's students/alumni

> Binienda Center developed Worcester College Core in partnership with HECCMA to amplify and celebrate university/community partnerships

🧩1 Provide opportunities and partnerships that support the DHE equity agenda

> Worcester State's Racial Equity and Justice Institute works to identify data-informed strategies intended to close racial educational gaps on campus and across higher education

> AICUM consortium (Association of Independent Colleges and Universities in Massachusetts) allows Chief Diversity Officers to broaden the scope of work and partner across institutions to ensure the sharing of best practices and experiences that enhance and support the DHE equity agenda

> Worcester State joined with Framingham State and Bridgewater State to apply with success for a NSF Alliances for Graduate Education and the Professorate grant to fund recruitment and support for African American, Latinx, Native American, and Pacific Islander STEM faculty

> Education's partnerships with WPS aims to bring more students of color to Worcester State and in turn diversify the teacher workforce in the Worcester area

> Binienda Center's Civic Corps project provides ALANA/BIPOC students with scholarships for civic engagement and travel

> Binienda Center participates in Worcester Together and held a food pantry during the pandemic with the United Way and the Woo Sox

🧩2 Implement a Volunteer Day for employees to contribute to local areas

> Binienda Center annually participates in Working for Worcester, a city-wide volunteer initiative and post opportunities with WARM – Afghan Resettlement, and Habitat for Humanity

🧩2 Maintain an open, neighborly campus environment

> Library open and accessible to members of the local community
> Campus remained open during the pandemic with the provision of mask wearing

🧩2 Offer annual bus tours of Worcester for all new staff and faculty

🧩2 Better promote existing community partnerships and outreach activities

> Center for Community Media regularly partners with community groups by assisting with media production

> Career Services utilizes a collaborative CRM to communicate with 11,500+ local, state and national employers

> Binienda Center redesigned the Community Engagement webpage that gathers information all in one place

> Education received a commendation from the Department of Elementary and Secondary Education partnership with WPS

🧩2 Connect the Worcester State community to local affinity groups

> The Chamber of Commerce Diverse Professional Roundtable membership allows ALANA/BIPOC employees to attend networking affinity events on a quarterly basis

> The Black Excellence Academy includes faculty from Education and other Worcester State employees

Expand connection, engagement, and networking for alumni

> Recent Earth, Environment, & Physics alumni participate on the advisory board and on the career panel at the Green Careers Fair

> Urban Studies offers a Career Conversations event once per semester involving alumni and current students

> Binienda Center hosted an alumni director of Harmony Recovery Center and have placed students with Centro Las Americana through alumni

> Career Services engages alumni within Biology, Biotechnology and Chemistry pathways to participate in career development programming

Support efforts to establish Worcester as a vibrant location to live

> Binienda Center has partnered with the Woo Sox on numerous efforts

> Career Services makes concerted efforts to research and invite local employers to register in LancerLink and post their internships and job opportunities

Intentionally have faculty and staff be present at Five Chambers events

> Due to budget constraints renewing Worcester Chamber of Commerce membership not allowed for this period

> Center for Business and Industry is an active member in the Worcester Chamber of Commerce

> Career Services participates in informational events organized by the Chamber of Commerce and has attended annual meetings and events for networking purposes

> Career Services advises Chamber of Commerce personnel and local employers on how to get best ROI regarding posting recruiting/educational events/fairs in our collaborative CRM

Provide students opportunities to attend Chamber events

> Due to budget constraints renewing Worcester Chamber of Commerce membership not allowed for this period

Develop community focused endeavors that address local challenges

> A proposal to create an "Affiliated Faculty" status for collaboration with Worcester State faculty and students by those not employed by Worcester State in governance

> LEI's Health Ambassadors battle health disparities by reaching over 60,000 people via social media to educate abut COVID and other health disparities

> LEI's Club Educación (Club E) helps to increase the educational levels of parents and adults with training in computer, financial, and health literacy

Promote faculty and staff publications and accomplishments ₃

› Communications promotes faculty accomplishments in a newsletter

› MARCOM assigns staff to write articles about staff and faculty accomplishments and publications

› Urban Studies posts announcements on the department site and blog and hosts faculty book launch events

› Library developed plan to collect and showcase faculty publications

› Faculty accomplishments promoted through Faculty Profiles and faculty can add accolades to their own profiles

› LEI worked with 2 Worcester State faculty to prepare a chapter in a forthcoming book about the condition of education for Latino/a students in MA

Develop a catalog of faculty and staff expertise ₃

› A virtual catalog of faculty and staff expertise exists through Faculty Profiles on the website

Provide dedicated support and services for LGTBTQ+ students ₁

› Enhancements made to the data exchange between TargetX, CommonApp, and Colleague to assure student demographic and identity information is accurate

› International programs has a number of resources available to students

› Library acquired Hein Online Social Justice Suite, an online database that includes LGBTQ+ rights resources

› Counseling Services staff working to diversify staff with new counselor hires

› Full-time director position for the LGBTQ+ Resource Center approved

› LGBTQ+ Advisory Committee established to examine and promote support and services for LGBTQ+ students/faculty/staff, helped to create Pronoun and Chosen Name Policy, provided Safe Space Training and coordinates with other organizations on campus

› LGBTQ+ Alliance student group increased membership and program frequency for 2021-2022

› A webpage created specifically for LGBTQ+ students including resources and services

› LGBTQ+ Resource Center established in Spring 2020

👥₁ Expand affinity-based connections across the campus community

› Cafecito affinity group for BIPOC/ALANA employees launched and met regularly through virtual meetings

› Diversity, Inclusion & Equal Opportunity co-sponsor events with other offices that plan affinity based events on campus

› Unity Walk and LGBTQ+ Pride flag raising event

› OSILD has 6 affinity student organizations: Haitian Student Union, Black Student Union, Asian Cultural "Boba" Club, Chabbad on Campus, Salvation International Prayer, and Muslim Student Association

› OMA offers Women's Circle to empower first generation, low income, and/or ALANA/BIPOC female students through connection, community, and to use their own voice in sharing and receiving wisdom

› OMA offers Young Men's Group to empower first generation, low income, and/or ALANA/BIPOC male students to make financial, academic, and social adjustments needed for higher education

› Enhancing Latinx Experience collaboration between OMA and World Languages offers incoming, first year students who are Spanish Heritage and/or Native Speakers an opportunity to examine their cultural identities, understand their role as students, earn credits, and enhance their academic and social skills

👥₁ Promote campus-wide cultural fluency

› Creation of the department of Interdisciplinary Studies will lead to additional courses that promote cultural fluency

› Most workshops and professional development opportunities continue to incorporate cultural competencies, awareness and humility

› Student Affairs incorporates DEIJ related material in mental health and other trainings to the community

› New Diversity content area of LASC supports student and faculty cultural fluency

› International Programs remains a resource in this capacity and has performs outreach to increase cultural fluency on campus

› Education offers a variety of courses that address cultural competency

› Residence Life incorporates cultural fluency into their Resident Assistant trainings, professional and para-professional trainings

› SAS's AccessAbility Awareness Weeks programming increases cultural fluency and sense of belonging for disabled students

👥₂ Implement a systematic and intentional method of hosting international scholars

👥₂ Offer competitive compensation and contemporary employment options

› No easy solution to this as we are constrained by collective bargaining agreements, internal equity issues, and lack of financial resources

👥₂ Increase professional development and career growth opportunities for staff

> Diversity, Inclusion & Equal Opportunity offered multi-level trainings centered in DEIJ conducted by internal resources

👥₂ Improve onboarding for new employees

> Employee Services conducting formal orientation programs for all new employees

👥₂ Create a formal mentoring program for faculty and staff

> Initiative in beginning stages but some preliminary informational work has taken place between Academic Affairs and Diversity, Inclusion & Equal Opportunity

> Membership to the North Star Collective and the National Center for Faculty Development & Diversity include access to mentorship programs for faculty

> CTL working on a mentoring structure as well as training though the pandemic did impact this process

👥₂ Make a financial commitment to hiring more full-time faculty members

> Financial Sustainability Task Force evaluating opportunities to find cross campus efficiencies to bridge the revenue gap due to enrollment decline and increasing collective bargaining cost and related fringe benefits.

> All vacancies across campus are being critically reviewed by Executive Cabinet prior to being posted to ensure resources earmarked for positions are being filled where they will provide the best return in accordance with the strategic plan.

👥₂ Explore the idea of establishing a teaching post-doc program

> No formal program exists, one postdoc position created through external grant funding, but the process for doing so has been difficult and not easily replicable on campus

👥₂ Reimburse costs for the maintenance of professional credentials that are beneficial but not required

> Need to review relationship with collective bargaining

👥₃ Offer multiple levels of training relating to diversity, equity, inclusion, and justice

> Diversity, Inclusion & Equal Opportunity offered multiple sessions to employees and staff, including but not limited to: equity-minded workshops with a student service action planning lens, an anti-black racism forum, search committee orientations, workshops on equity-minded teaching, Inclusivity & Beyond: LGBTQIA+ Identity, and Cultural Competencies and Implicit Bias

> Title IX trainings offered in partnership with Counseling Services and Diversity, Inclusion & Equal Opportunity

> Residence Life incorporates DEIJ training in their RA training, professional and para-professional trainings

> OSILD provides DEIJ training in Leadership Symposium, and Orientation Leader training

👥₃ Create a diversity certificate program for faculty, staff, and students

> Partnered with Clark University to offer this credential to approximately 17 WSU employees

👥₃ Ensure that accessibility is addressed in all instructional modalities

> Instructional design staff and SAS currently working to make all materials in AOP master courses accessible, will offer trainings for faculty and staff on how to do this on their own

> CTL has presented workshops on this topic

👥₃ Provide professional development on inclusive teaching strategies

> Professional development opportunities offered through CTL with direct involvement and leadership of the Faculty Equity Fellow

> Faculty Fellow for Diversity has begun programming for faculty, including a session on developing Diversity LASC courses

> Racial Equity and Justice Institute planning a number of sessions for faculty regarding creating inclusive courses, which includes work on equity-focused syllabi and other aspects of course design

👥₄ Acquire and deploy technology to improve communication

> IR plans to use Tableau dashboards to allow campus members to easily engage with data

> Enrollment Management continues to leverage Mainstay for text message campaigns to support student persistence, retention, and engagement

> Recreation and Wellness has created online CampusWell

> Career Services utilizes a collaborative CRM to communicate career development offerings to undergraduate/graduate students, faculty, staff and external employers

> Athletics plans to install permanent cameras to Competition Gym and Coughlin Field to allow 24/7 access to livestream games, practices and other scheduled events

> Library purchased a picture hanging system that facilitates the display of printed images in a highly visible area of the Library

👥₄ Significantly enhance internal communication

> Objectives have added to the Strategic Communications Plan for this initiative

> Student Affairs utilizes #wooweekly to communicate with students

> President hosted weekly COVID updates and a COVID dashboard created

👥₄ Introduce optional social activities that bring faculty and staff together

> Health Sciences offers a virtual coffee hour with adjuncts

👥₄ Expand internal and cross-divisional awareness of roles and accomplishments

> Procurement and Accounts Payable redefining roles and responsibilities to create a customer centric approach that focuses on departmental needs including increased outreach, training and planning

4 **Strategically communicate student, faculty, and staff accomplishments**

> MARCOMM regularly publishes news stories about faculty, staff, and student accomplishments

> Alumni newsletter and magazine feature accomplishments of students, faculty and staff

> Humanities & Social Sciences collects information on faculty achievements on a semester basis and publishes a semester compendium within the school and displays outside the office

> Administration and Finances publishes a seasonal newsletter

4 **Create new awards to recognize faculty and staff accomplishments**

> Diversity, Inclusion & Equal Opportunity planning to refresh/rename a diversity award in the incoming year

> Enrollment Management's WooBuntu award recognizes excellent service, dedication, and/or commitment of a faculty, staff, administrator, or student

5 **Implement a data warehouse**

> Data warehouse Student Success module complete and Finance module nearing completion.

5 **Develop divisional and departmental strategic plans**

> Strategic Enrollment Management Plan entering final approval with Board of Trustees

> Library engaged in prioritizing strategic actions in conjunction with the Strategic Plan

> Institutional Assessment and Planning has created a departmental strategic plan

> Enrollment Management has created an enrollment strategic plan

> Student Accessibility Services currently working on a departmental strategic plan

> Counseling services utilizes the JED Strategic Plan

5 **Collect data centrally through Assessment and Planning**

> Continuing to communicate with departments that all data requests and surveys should go through Assessment and Planning

> Strategic planning data and university-wide surveys collected through Assessment and Planning

5 **Utilize Colleague for all data entry and storage**

> Data Quality Committee continues to advise departments on the use of Colleague and promoting as much data as possible being entered into Colleague

👥5 Develop data entry procedures for each office to reduce errors in data

> Registrar developed and implemented plan for reducing duplicate records

> Admissions has deduplication procedures in business practices between TargetX and Colleague

> Financial Aid uses auto-packager vs. manually entering in awards and batch awarding for certain funds

> Administration & Finance deploying project accounting as the appropriate financial framework to budget/report on results of enterprise activities, will provide for recording of all financial activity from billing and collections to requisitions to invoice processing

> Through the Finance module of the Data Warehouse Administration & Finance will begin to define the parameters of a "net contribution" model, will initiate dialogue with the State Comptroller's Office regarding query access to HRCMS for access to payroll and fringe data

👥5 Ensure transparency/accountability by providing access to data and reports.

> Tableau public server license acquired, will allow all campus members to view and interact with dashboards

> Completion of the data warehouse provided Enrollment Management the ability to provide more timely and actionable information to department chairs

> Strategic planning documents and assessments available online

> COVID-19 documents, metrics, and assessments available online

> University established a COVID testing dashboard during the pandemic

👥6 Ensure that all units have plans and training to maintain operations

> All departments on the Emergency Management Team must submit a Continuity of Operations Plan, tested through tabletop exercises and trainings with MEMA

> Developing standard operating procedures for Retention Office with on-boarding and training materials included

👥6 Engage in succession planning for key positions across the organization

> Complete

👥6 Develop and regularly assess emergency preparedness plans

> New Emergency Management Team formed and began training in Spring 2022

> SAS works to incorporate accessibility in all aspects of the emergency management plan - accessible communication strategies, action steps, and seek input from disabled students and employees

🟡1 Develop more non-credit Center for Business and Industry courses taught internally

> Plans to offer two fall courses for the Food Upskills Program

Invest in DGCE marketing and staffing

> DGCE tuition increase approved Spring 2022 with a percentage allocated to DGCE marketing

> Addition of $135K added to Marketing's budget

> Administration & Finance developing a financial framework to budget and account for the business enterprise activity occurring in DGCE (and other areas of campus)

> Administration & Finance developing cost accounting models to reflect the distribution of indirect costs to enterprise-based activities

> Enhancements to prospective student communications plans being sought as a support to further investment in DGCE marketing

Provide incentives for departments to develop new streams of revenue

> Center for Business and Industry has 272 courses approved in TrainingPros, agreements with MassHire: North Central Career Center; Worcester Central Career Center, Hampden County Workforce Board, Metro North Career Center, Springfield, South Shore, Berkshire Career Center, Bristol Career Center, and Mass Rehab Fitchburg and Worcester

Lobby for increased funding for public higher education

> Discussed in Financial Sustainability Task Force

Encourage an entrepreneurial culture

> Financial Sustainability Task Force engaging creative solutions to address financial difficulties

> Innovation Task Force considers new and innovative programming and solutions to be recommended to administration

Utilize campus during off-times for external programs

> Complete

Evaluate CESO staffing levels so the Director can focus on revenue generation

Broaden and increase the base and retention of donors

> University Advancement working to increase the alumni donor base through segmented appeals focusing on interests and affinities of alumni, showing the impact of their investment in WSU, and recognizing matching incentives as well as in-kind donations

> Worcester State Foundation's Donor Recognition Societies acknowledge giving levels and consecutive giving

Increase the amount of financial support provided to the University

> Worcester State Foundation transferred $2.1 million, including $1,069,479 in direct student support, a 5% increase in total support and a 16% increase in direct support to the University

Raise funds to increase scholarships available to students

> Over $350,000 in cash and pledges raised for scholarships and academic awards

Establish a dedicated emergency response fund

> Complete

Survey and connect donors with areas they are interested in

> University Advancement conducting a donor survey in FY23

Develop funds beyond scholarships/emergency fund for ancillary expenses to support retention

> Plans currently underway

Develop classroom technology plans

> Complete

Develop a process to decrease redundant technology purchases

> Library staff regularly review electronic usage statistics and cancel resources with low use

> Reviewed Starfish and Retention Alert to identify possible technology redundancy

> Administrative Technology Committee created to assess any new technology purchases

Evaluate the organization/staffing of ITS

> Information Technology appropriate staffing levels determined by an external consultant by comparing with peer institutions, currently fall below this level

Develop a comprehensive plan to address the May Street building

> Being addressed in Fiscal Sustainability Task Force

Work with DCAMM on improvements to the LRC and Student Center

> Initial study phase complete

Work with the MSCBA to address Chandler Village

> Study for future of existing building portfolio complete

> Reduced occupancy in all MSCBA assets due to the pandemic has shifted MSCBA to focus on restructuring debt

Address accelerated end-of-useful-life and higher deferred maintenance costs

> Planning and updating end-of-life equipment on-going

Include technology upgrades and maintenance in budget planning

> Information Technology will draft a plan for discussion and evaluation

Create a transparent budgeting process that evaluates budget levels regularly

> Convened a Financial Sustainability Task Force to explore all possibilities of efficiencies and revenue generation

Move more administrative forms and functions online

> All Graduate and Continuing Education forms now available online

> Transcript request and all other Registrar forms available on website

> Financial Aid awards now completed through auto-packager rather than manually calculated

> All Recreation & Wellness forms and transactions can be completed online

> Athletics as moved some functions to the website, specifically student athlete orientation and physical paperwork

> Faculty workload forms now digital

> Most administrative forms and functions related to enrollment management now available online

Establish a remote and flexible work plan

> A process established for staff to request remote/flexible work plans

Conduct an equity audit

> Complete

Assess current space utilization and re-allocate space

> Counseling Center space expanded to meet student need

> Athletics will reevaluate space and functionality

Evaluate the structure separating day and DGCE programs

> Examination of duplication of services planned for Financial Sustainability Task Force

Ensure redundant systems and staffing capacities

> A plan for reallocation of duties and positions in the Registrar's Office submitted and awaiting HR and President approval

> A reorganization plan for Marketing submitted to Executive Cabinet and awaiting approval

> Enrollment Management staff crossed-trained, and a schedule implemented to ensure adequate "in office" coverage is always available

> Library contracted Midwest Library Service to ensure we could acquire materials if not available from main book vendor

Invest resources and training to automate business functions

> Use of Tableau dashboards will decrease the number of ad hoc data requests to Institutional Research

> Admissions worked with ITS to improve document imaging import for Parchment and Scoir

> Financial Aid automating several processes through Colleague

> Completion of the Data Warehouse allows automation of reports

> The use of Colleague and Webi allows for the automation of common data requests

> Admissions finalizing the automation of the CommonApp admission processes

Revise the Climate Action Plan

> Sustainability Committee will revise the plan utilizing metrics and targets

Join organizations related to climate change efforts in higher education

> Currently have 3 memberships

Evaluate net-zero or near-net-zero building for any new building

> On hold

Plan for replacement fleet vehicles to be fully electric or hybrid vehicles

> On hold

Ensure cost savings through electricity off-setting equipment and net metering credits

> Electricity off-setting equipment currently on several buildings, investigations of additional off-setting equipment continues

Work with the city and state to increase the frequency of buses