WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Tuesday, April 9, 2024
4:00 P.M.
Wellness Center, Room 204

Meeting Called By: Marina Taylor(Chair) **Minutes**: Nikki Kapurch

Board Members: Marina Taylor (Chair); Lisa Colombo (Vice-Chair); Lawrence Sasso (Vice-Chair); Karen Lafond; David Tuttle; William Mosley; Dina Nichols; Amy Peterson; Maureen Power; Kaitlin Schott

WSU Staff: Barry Maloney; Ashlynn Allain; Kathy Eichelroth; Carl Herrin; Nikki Kapurch; Stacey Luster; Lois Wims

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

AGENDA		
ITEM	**RESPONSIBLE**	**ACTION**
1. *Administrative Business* A. Call to Order B. Approval of the Minutes: 1. Full Board Meeting- January 9, 2024*	Marina Taylor	**1. vote required**
2. *Equity, Diversity, and Inclusion Presentation - 15 minutes w/ Q&A* A. Campus Climate Work Plan Presentation* B. Campus Climate Report*	Edgar Moros Rachel Graddy Luis Rosado	A. Informational B. Informational
3. *Finance & Facilities Committee Report* A. Finance & Facilities Committee Meeting Packet*	Lisa Colombo	A. Informational and **vote required**
4. *Academic & Student Development Committee Report* A. Academic & Student Development Committee Meeting Packet*	Karen LaFond	A. Informational and **(3) votes required**
5. Human Resources Committee Report A. Human Resources Committee Packet*	Dina Nichols	5. Informational and **vote required**
6. *Administrative Updates* A. Report of the Chair a. Appointment of the Nominating Committee b. Next meeting: June 11, 2024 B. Report of the Student Trustee C. Report of the President a. President's Update* b. President Maloney Memo to Trustees* i. Approval of Commencement Speaker Honorary Degree	Marina Taylor Kaitlin Schott Barry Maloney	a. Informational b. Informational i. **vote required**
7. *Adjournment*	Marina Taylor	**7. vote required**

*Attachments

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Meeting Minutes

CHAIR:	Marina Taylor (Chair)	DATE:	January 9, 2024
LOCATION:	Wellness Center, Room 204	MINUTES BY:	Nikki Kapurch
TIME:	3:00 PM		
MEMBERS PRESENT:	Lisa Colombo (Vice-Chair) (remote); Karen Lafond; William Mosley; Dina Nichols; Amy Peterson; Maureen Power; Marina Taylor (Chair); David Tuttle; Lawrence Sasso (Vice-Chair); Kaitlin Schott (remote)		
WSU STAFF:	Barry Maloney; Lois Wims; Ashlynn Allain; Kathy Eichelroth; Ryan Forsthye; Nikki Kapurch; Stacey Luster; Julie Kazarian; Tom McNamara; Carl Herrin		

The provision of General Laws, Chapter 30A having been complied with and a quorum present, a meeting of the Board of Trustees was held on Tuesday, January 9, 2024, in room 204, located in the Wellness Center. Chair Taylor called the meeting to order at 3:02 p.m. Chair Taylor reported that two Trustees will participate by remote access and announced that all votes will be by recorded roll call.

ADMINISTRATIVE BUSINESS:

APPROVAL OF THE MINUTES - Academic & Student Development Committee Meeting -November 21, 2023

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

VOTED: **to approve the minutes of the November 21, 2023, Academic & Student Development Committee meeting as presented.**

ROLL CALL VOTE: Karen M. LaFond (Chair), Maureen Power (Vice Chair), William Mosley, Lawrence Sasso, Kaitlin Schott

APPROVAL OF THE MINUTES - Full Board Meeting - November 21, 2023

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

VOTED: **to approve the November 21, 2023, minutes of the full Board meeting as presented.**

ROLL CALL VOTE: **10 approved.** Lisa Colombo (Vice-Chair); Karen Lafond; William Mosley; Dina Nichols; Amy Peterson; Maureen Power; Kaitlin Schott; Marina Taylor; David Tuttle; Lawrence Sasso.

WSU Board of Trustees
January 9, 2024

INTRODUCTION

HEALY+ GROUP PRESENTATION

- President Maloney welcomed Provost Wims, who introduced Steven Healy, Chief Executive Officer, and Michael Rein, Director for Organizational Assessment Services.
- Provost Wims shared that we have selected The Healy+ Group to assess our response to the Oct. 28 campus incident. The Healy+ Group, a professional services firm, will perform a holistic post-incident review with interviews with key stakeholders and a review of all relevant documents and information.
- Healy+ will work with and support the newly formed Critical Response Committee, which is made up of faculty, staff, and students.
- Following their assessment, The Healy+ Group will write and deliver a report to the university, which will be shared with the campus community, and provide a roadmap for our continuous security improvements.
- The group will be updating the Board periodically.

PRESENTATION

FY 2023 Federal Funds Audit Report

- VP Kathy Eichelroth joined Jim Johnston from Bollus Lynch for an overview of the Federal Financial Aid Audit Report being presented for approval.
- The Federal Financial Aid Audit Report, from pages 4 through 56, has the same information as the General Audit Report of the University and Foundation that was presented and approved in the fall.
- The audit was conducted to form an opinion on the financial statements as a whole.
- The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or compliance.
- The work is now complete and ready for board review and approval.
- No findings, favorable report.

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

VOTED: **to accept the Independent Auditor's Report on Compliance for Federal Funds for the year ended June 30, 2023.**

ROLL CALL VOTE: **10 approved.** Lisa Colombo (Vice-Chair); Karen Lafond; William Mosley; Dina Nichols; Amy Peterson; Maureen Power; Kaitlin Schott; Marina Taylor; David Tuttle; Lawrence Sasso.

REPORT OF THE CHAIR

- Next meeting: Tuesday, April 9, 2024

REPORT OF THE STUDENT TRUSTEE

- No updates

WSU Board of Trustees
January 9, 2024

PRESIDENT'S REPORT

- President Maloney introduced Vice President Ryan Forsythe who provided an overall enrollment update.
- Governor Healey announced budget cuts yesterday. At the moment, MA Public HE does not expect to receive any mid-year 9C budget cuts.

President Maloney's Memo to Trustees

President Maloney went through the process on the call for speakers, honorary degree recipients, and community service awards.

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

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

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

- Adrianne Haslet-Davis
- Atule Gawande
- Jim Rice
- John Elder Robison

ROLL CALL VOTE: **9 approved.** Karen Lafond; William Mosley; Dina Nichols; Amy Peterson; Maureen Power; Kaitlin Schott; Marina Taylor; David Tuttle; Lawrence Sasso.

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

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

VOTED: **to adjourn the meeting at 4:08 p.m.**

ROLL CALL VOTE: **10 approved.** Lisa Colombo (Vice-Chair); Karen Lafond; William Mosley;

WSU Board of Trustees
January 9, 2024

Dina Nichols; Amy Peterson; Maureen Power; Kaitlin Schott; Marina Taylor; David Tuttle; Lawrence Sasso.

Respectfully submitted,

Barry Maloney
Secretary, Board of Trustees

Campus Climate Committee

2023-2024 Work Plan

HISTORY OF THE COMMITTEE

- Work started in 2017 under leadership of Pres. Maloney.
- Annual reports with recommendations sent to Pres. Maloney.
- Structure of the committee:
- Provost Wims – Executive Chair
- Two co-chairs: one faculty/one staff member
- Students, faculty, and staff.

CHARGE OF THE COMMITTEE

- The Campus Climate Committee (CCC) works collaboratively on a multi-stage approach to evaluating diversity, inclusion and equity, utilizing quantitative and qualitative data, to propose, design and assess short- and long-term systemic initiatives.

CCC Survey Results - Students

Summary of the Student Experience:

- *RACE:* Worcester State continues to show signs of racial inequalities with White students consistently showing signs of more positive experiences with diversity, inclusion, equity, and community on campus. The data indicates a greater need to programming directed at specific racialized groups in addition to the more de-racialized promotions that are taking place.

- *GENDER:* Non-Binary and Trans- student experiences on campus highlight a need for a greater focus on non-normative gender identities moving forward. Between significantly lower levels of belongingness and significantly higher levels of bias incidents, a two-tiered approach is recommended to both raise awareness to issues and provide community for targeted students.

CCC Survey Results - Students

- *SEXUAL ORIENTATION:* While a significant amount of progress regarding sexual orientation appears to have occurred since the 2017 Campus Climate study, there still exists significant disparities among, primarily, Queer students on campus that continue to experience significantly lower levels of belongingness and in-group identification.

- *ABILITY STATUS:* While the work of Student Accessibility Services can definitely be seen in the data, the number of bias incidents experienced by Students with Disabilities is alarmingly high when compared to other students.

- *RELIGIOUS AFFILIATION:* Catholic students at Worcester State experience some of the highest levels of belongingness and inclusion. Given the diversity of religious beliefs on campus, I would argue that this section should be supplemented with qualitative experiences (beyond the abilities of the current data I have).

- *HOUSING STATUS:* Lack of significant differences between Residential and non-Residential students might be considered a success for commuter groups on campus, but should also be concerning that students that live on campus have similar perceptions of belongingness and inclusion then students who show up for classes and go home. ‘

CCC Survey Results - Students

- *GENERATION STATUS:* The active promotion of First Generation Faculty, Staff, and Administrators on campus would serve as a means to bridge many of the perceptions relating to the lack of inclusion and belongingness amongst the First Generation students on campus. Worcester State has an employee population that is significant enough in size that the signifying of First Gen's that have "made it" would serve to help overcome many of the psychological hurdles these students face.

- *STUDENT ACTIVITIES*: Student Organizations and Activities appear to continue to be homes for students targeted by bias incidents in need of community and safe space. These programs attract students that are disproportionately targeted by bias and work to counteract the effects of those experiences by providing community and a safe space.

CCC Survey Results - Employees

- *COLLEGE:* When analyzing Climate data by school, experiences really are a tale of two schools. HSS scores significantly lower on Inclusion, Diversity, and Belongingness scales. While not statistically significant, the higher average of bias incidents at the faculty and staff levels within HSS might help explain some of these differences.

- *UNION STATUS:* The data does seem to indicate the potential for alienation (in the Marxist sense) within AFSCME and MSCA members, in particular. Low perceptions of equity, and low perceptions of positive appraisals within the University help explain lower levels of community and belongingness felt by these employees. What appears to be happening is that MSCA and AFSCME members do not see the University as an equitable space, and do not see their work as validated through positive feedback from within the larger structure of the University.

CCC Survey Results - Employees

- *RACE:* The analysis of faculty and staff experiences at Worcester State University reveals that while White employees generally report higher levels of inclusion, Latinx and multiracial employees face challenges related to diversity, and those categorized as "Other" experience the lowest levels of belongingness, underscoring the need for increased efforts to promote diversity and inclusivity among employees.

- *GENDER:* Within gendered analysis of employees, non-male and non-female employees experience significantly more bias incidents than their male and female counterparts. Similar to the student analysis, this would indicate a need for a larger approach to shift the cultural perceptions within the University.

- *SEXUAL ORIENTATION:* Heterosexual employees perceive higher levels of inclusion and belongingness then non-Heterosexual employees. With what can only be expected as an increasingly diverse employee population moving forward regarding sexual orientation, inaction on this front would place Worcester State behind.

- *ABILITY STATUS:* Employees with disabilities experience lower levels of inclusion and more likely to have considered leaving the University due to DEIJ issues. Combining these results in relation to student experiences, would indicate a structural/cultural environment that needs attention.

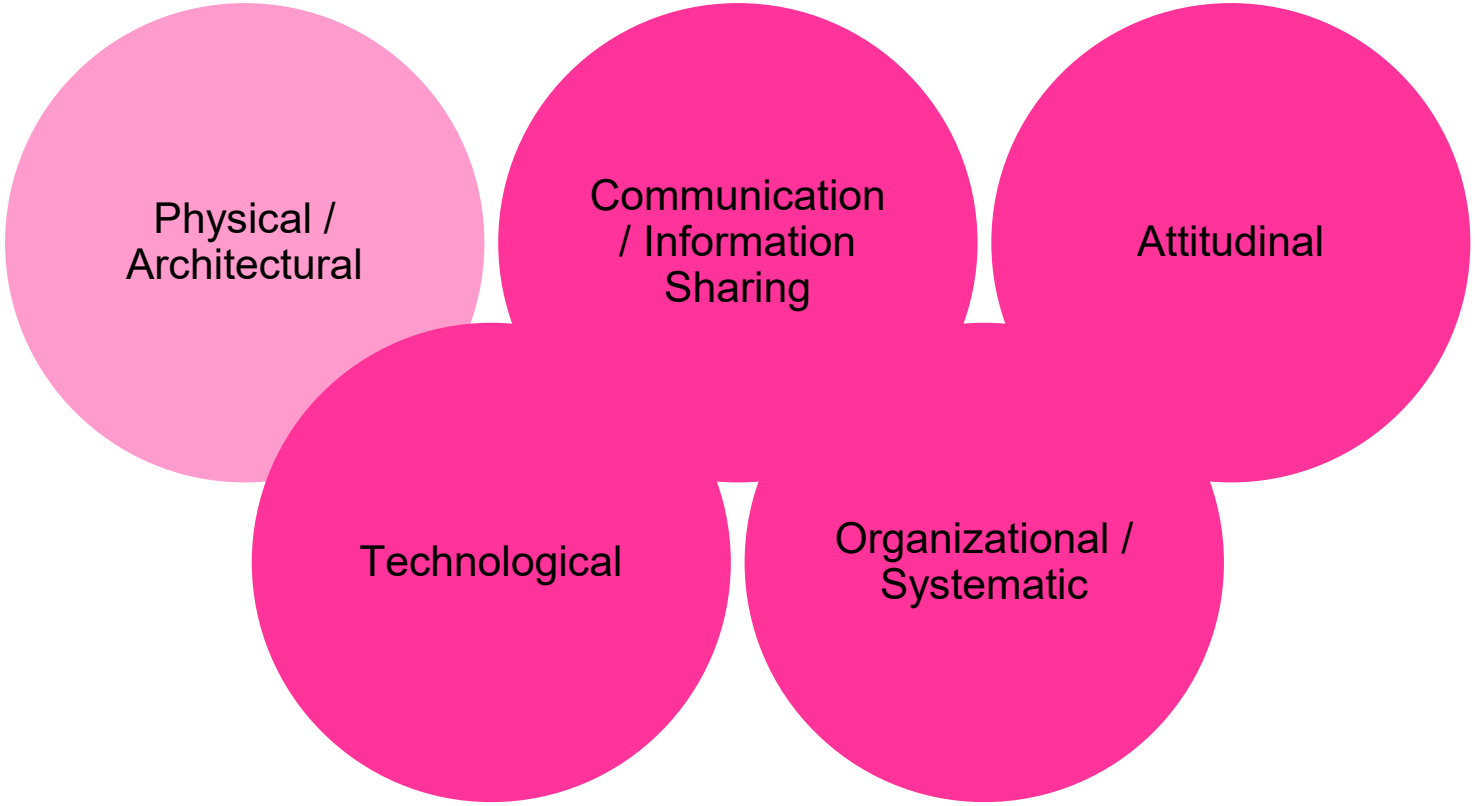
- *AGE:* When analyzing across employee age, there is a striking difference in perceptions of equity amongst employees 50 and older. This is something that needs to be looked at further.

2023-2024 ACTION ITEMS (Accessibility)

- 1. Establishing a Captioning Policy/Guidelines for Class Materials
- 2. Establishing a Campus-Wide Microphone Policy
- 3. Promoting the accessibility@worcester.edu Email Address to Request Reasonable Accommodations in Order to Participate in an Event
- 4. Using CART for Commencement
- 5. Switching all Course Evaluation Forms to be Available Online in an Accessible Format to Assist all Students

[Image Description: The Inaccessibility Cycle: Wheelchair symbol in the background with a circle of arrows. Inaccessibility is at the top and leads to “Disabled People unable to participate” with an arrow leading to”disabled people not visible in public” with an arrow to “Disabled people seen as outlier/rarity” with an arrow to “So there’s little / no need to consider them” with an arrow pointing back to “Inaccessibility.”]

Barriers



[Image description: 5 overlapping pink circles each naming a domain of accessibility or barriers. “Physical / Architectural,” “Communication / information sharing,” “attitudinal,” “technological,” and “organizational / systemic”]

CAMPUS CLIMATE REPORT: AY 2022-2023

Briesacher, Alex

WORCESTER STATE UNIVERSITY Department of Sociology

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Executive Summary

In the Spring of 2023, the Campus Climate Committee was tasked with surveying the entire University community in order to evaluate where the University stood in relation to diversity, equity, inclusion, and justice at Worcester State. This report is a dive into the survey breaking analyses down at the student and employee level intersected with various identities throughout campus. While the report is a detailed description as to what was occurring in the spring semester, so much more can (and should) be done with this data in order to help further the efforts of the Campus Climate Committee and promote diversity and inclusion on campus.

The following summaries of this report are *brief* snapshots as to what is contained in this report and scratch the surface as to what is occurring in the data. The structure of each section of this report is in line with recommendations of the Data Equity Professional Development provided by the Department of Higher Education in June 2023. Consistent with their recommendations, this report should be shared with all potential stakeholders within the University in order to help generate a university-wide climate working in the direction toward equity.

Overarching Notes on this Report:

- Discussions need to take place on what should be considered "acceptable" levels of these scales. While achieving perfect scores on any one scale is unrealistic, there are measures analyzed for both students and employees that I would define as low enough overall to be described as unacceptable[1] .
- Many comparisons cannot be made to the 2021 Climate study as it is written– A continuation of the scales used from the Spring 2021 Campus Climate study would be empirically meaningless due to factor analyses not included here and concerns over face validity. This study delves deeper into the dimensions of climate allowing for a more targeted approach going forward.
- While many global measures remain relatively stable from the 2021 to 2023, the stability over time should be interpreted with caution given the abundance of online course in Spring 2021 as compared to Spring 2023.

Summary of the Student Experience:

- *RACE:* Worcester State continues to show signs of racial inequalities with White students consistently showing signs of more positive experiences with diversity, inclusion, equity, and community on campus. The data indicates a greater need to programming directed at specific racialized groups in addition to the more de-racialized promotions that are taking place.

- *GENDER:* Non-Binary and Trans- student experiences on campus highlight a need for a greater focus on non-normative gender identities moving forward. Between significantly lower levels of belongingness and significantly higher levels of bias incidents, a two-tiered approach is recommended to both raise awareness to issues and provide community for targeted students.

[1] Perceptions of positive appraisals across students *and* employees, as well as perceptions of equity and inclusion within the employee analysis all seem unacceptably low. These low numbers may be masking greater inequalities that exist within these dimensions – If everyone is at the bottom, things may "appear" equal when they really are not.

- *SEXUAL ORIENTATION:* While a significant amount of progress regarding sexual orientation appears to have occurred since the 2017 Campus Climate study, there still exists significant disparities among, primarily, Queer students on campus that continue to experience significantly lower levels of belongingness and in-group identification.

- *ABILITY STATUS:* While the work of Student Accessibility Services can definitely be seen in the data, the number of bias incidents experienced by Students with Disabilities is alarmingly high when compared to other students.

- *RELIGIOUS AFFILIATION:* Catholic students at Worcester State experience some of the highest levels of belongingness and inclusion. Given the diversity of religious beliefs on campus, I would argue that this section should be supplemented with qualitative experiences (beyond the abilities of the current data I have).

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- *GENERATION STATUS:* The active promotion of First Generation Faculty, Staff, and Administrators on campus would serve as a means to bridge many of the perceptions relating to the lack of inclusion and belongingness amongst the First Generation students on campus. Worcester State has an employee population that is significant enough in size that the signifying of First Gen’s that have “made it” would serve to help overcome many of the psychological hurdles these students face.

- *STUDENT ACTIVITIES*: Student Organizations and Activities appear to continue to be homes for students targeted by bias incidents in need of community and safe space. These programs attract students that are disproportionately targeted by bias and work to counteract the effects of those experiences by providing community and a safe space.

<u>Summary of Faculty Experiences</u>

- *COLLEGE:* When analyzing Climate data by school, experiences really are a tale of two schools. HSS scores significantly lower on Inclusion, Diversity, and Belongingness scales. While not statistically significant, the higher average of bias incidents at the faculty and staff levels within HSS might help explain some of these differences.

- *UNION STATUS:* The data does seem to indicate the potential for alienation (in the Marxist sense) within AFSCME and MSCA members, in particular. Low perceptions of equity, and low perceptions of positive appraisals within the University help explain lower levels of community and belongingness felt by these employees. What appears to be happening is that MSCA and AFSCME members do not see the University as an equitable space, and do not see their work as validated through positive feedback from within the larger structure of the University.

- *RACE:* The analysis of faculty and staff experiences at Worcester State University reveals that while White employees generally report higher levels of inclusion, Latinx and multiracial employees face challenges related to diversity, and those categorized as "Other" experience the lowest levels of belongingness, underscoring the need for increased efforts to promote diversity and inclusivity among employees.

- *GENDER:* Within gendered analysis of employees, non-male and non-female employees experience significantly more bias incidents than their male and female counterparts. Similar to the student analysis, this would indicate a need for a larger approach to shift the cultural perceptions within the University.

- *SEXUAL ORIENTATION:* Heterosexual employees perceive higher levels of inclusion and belongingness then non-Heterosexual employees. With what can only be expected as an increasingly diverse employee population moving forward regarding sexual orientation, inaction on this front would place Worcester State behind.

- *ABILITY STATUS:* Employees with disabilities experience lower levels of inclusion and more likely to have considered leaving the University due to DEIJ issues. Combining these results in relation to student experiences, would indicate a structural/cultural environment that needs attention.

- *AGE:* When analyzing across employee age, there is a striking difference in perceptions of equity amongst employees 50 and older. This is something that needs to be looked at further.

- *RELIGIOUS AFFILIATION:* While this is a section that I would most definitely leave for deeper analysis from people more familiar with this field, the religious diversity of employees should be considered and promoted as an asset to the University in order to help promote different elements of inclusion when navigating the student section religious differences in this report.

<u>Recommendations moving forward:</u>

- This report should be shared widely with the different stakeholders appropriate for each section in this document. While I do have specializations in particular areas, I do not have specializations in all of the areas. We should draw upon the experts that we have available to us within the University when determining how to move forward.

- Going forward – Qualitative section needs to be included with the quantitative analysis (especially at the employee level) – The lack of diversity due to sample size at the employee level necessitates a qualitative component for identities that are forced to be grouped into the “Other” category.

- Interpreting the question: “Do you feel there is too much emphasis placed on DEIJ issues on campus?” should be interpreted with caution. I am somewhat concerned that this question is filtered by respondents through a racialized lens. Affinity groups with some of the lowest levels of belongingness on campus (for example, Trans- and Non-Binary students) have some of the highest perceptions that there is “too much emphasis”

This should not be looked at as the end of the analysis of this data, but the start. As individuals and groups at Worcester State work to respond to the results of a particular section(s), more questions about the data should arise. This report only scratches the surface of what can be asked of this data, and should continue to be explored moving forward.

Finally, as the University incorporates and works through LEAN Education in the coming semesters, a constant eye should be maintained on the potential impact on DEIJ initiatives throughout the process. Historically, when organizations have gone through similar measures, it has come at the expense of historically marginalized populations. While Worcester State has worked to make progress in diversifying its structures and becoming more inclusive over President Maloney's tenure, the work that has been (and is being) done on various DEIJ initiatives throughout campus are relatively new and still developing. The hope is that as the University continues to struggle with post-Covid issues, it grapples with those issues in a manner that maintains the priorities of a diverse and welcoming community.

Acknowledgements

The Campus Climate Committee for the 2022-2023 Academic Year consisted of the following members:

Executive Chair: Lois Wims (Provost & Vice President of Academic Affairs)

Chairs: Alex Briesacher (Associate Professor, Department of Sociology)
Edgar Moros (Director, Intensive English Language Institute)

Members: Laxmi Bissoondial (Director, Office of Multicultural Affairs)
Alexandra Burgess (Assistant Professor, Department of Psychology)
Briana Chang (Student, SGA Representative)
Yan Hu (Assistant Professor, Department of Biology)
Nabin Malakar (Assistant Professor, Department of Earth, Environment and Physics)
Mary Jo Marion (Associate Vice President of University and Community Engagement)
Ryanne McGowan (Student, SGA Representative)
Luis Rosado (Assistant Professor, Department of Biology)
Sarah Strout (Assistant Vice President Assessment and Planning)
Henry Theriault (Associate Vice President of Academic Affairs)

Ex-Officio: Maria I. Gariepy (Executive Director AA & EO/Chief Diversity & Equity Officer)
Stacey Luster (General Counsel & Assistant to the President)

Special recognition for this report should be extended to both Edgar Moros (Director, Intensive English Language Institute) and Sarah Strout (Assistant Vice President Assessment and Planning) whose advocacy and work allowed for the survey to be released in both a timely fashion and did extensive work on ensuring each student and employee had the opportunity to complete the survey if they so choose.

NOTE: Titles included are based on the 2022-2023 Academic Year.

Background

In Spring 2023, the Campus Climate Committee undertook a university-wide survey in order to evaluate the experiences of both students and employees at Worcester State. This survey was meant to build off previous Campus Climate studies with the addition of experiences students and employees have with organizations on campus. At the time of closing the survey, 518 students, 106 staff, and 86 faculty had completed the survey for a total of 710 respondents.

Most analysis in this report separates students from faculty and staff, but does group faculty and staff together. It should be noted that while separate analyses are run, actions pertaining to student experiences should not be thought of as independent from those of faculty and staff.

Analysis of groups are done using four overarching structures: Diversity and Inclusion (using the scales, Inclusion, Diversity, and Commitment to Diversity), Perceptions of Equity (separated by students and faculty), Belongingness (using Belongingness, Positive Reflected Appraisals, Found Community, and In-Group Identification), and Experiences (including counts of bias incidents experienced, DEIJ events on campus attended, and DEIJ organizations on campus that the respondent participates). The scales for each are found below:

Diversity and Inclusion Scales

Inclusion
Acceptance of Cultural Differences
Acceptance of differences in Sexual orientation
Acceptance of Gender Identity Differences
Acceptance of Political Differences
Acceptance of Religious Differences
DIversity
Diversity of the Administration
Diversity of the faculty
Diversity of the staff
Diversity of the student body
Commitment to Diversity
I can fulfill the requirements of my work/coursework without repressing my own identity, background, or experience
Strong commitment to DEI
Sufficient Programs and Resources
Worcester State is a place where I am able to perform up to my full potential
Non-Loading Factors
Too much emphasis on DEI

Equity Scales

Student Equity

I am treated fairly and equitably in classrooms and classroom settings

I am treated fairly and equitably in out-of-classroom spaces.

I am treated fairly and equitably on campus in general

I am treated with respect at Worcester State

I have opportunities for Academic Success that are similar to those of my classmates

I have to work harder than others to be valued equally at Worcester State (Reverse Coded)

Faculty and Staff Equity

Promotion Standards (and tenure standards for faculty/librarians) are applied equally in my department

Rewards for work performance are fairly and equitably distributed in my department

Support is provided fairly and equitably in my department

The teaching workload is fairly and equitably distributed in my department

The workload is fairly and equitably distributed in my department

There are fair and equitable expectations regarding research in my department

There are fair and equitable expectations regarding service in my department

There are fair and equitable processes for determining compensation in my department

Belongingness

Belongingness
I feel comfortable interacting with administrators
I feel comfortable interacting with faculty
I feel comfortable interacting with staff
I feel comfortable interacting with students
I feel I belong at Worcester State
Positive Reflected Appraisals
I feel like my opinions matter at Worcester State
I feel others don't value my opinions at Worcester State (Reverse Coded)
I feel valued as an individual at Worcester State
I feel welcome in my classes
Found Community
I have found one or more communities or groups where I feel I belong at Worcester
I have made personal connections at Worcester State
My experience at Worcester State has had a positive influence on my personal and/or professional growth.
There is at least one person at Worcester State I can go to for support
In-Group Identification
I see my identity represented in the administration
I see my identity represented in the staff
I see my identity represented in the faculty
Non-Loading Factors
I have considered leaving Worcester State because I felt isolated or unwelcomed (Reverse Coded)

Bias Incidents (Count)
Accent made fun of
Called Names, insulted or mocked
Colleagues assuming your scholarship is not part of or not respected in your discipline
Cyberbullied (texts, social media, etc.)
Damage to personal property
Intimidates/bullied
People acting as if they are afraid of you
People acting as if they're better than you
People assuming you are not smart
People assuming you are dishonest
People clarifying things you said on your behalf
People invalidating or doubting the truth of your experiences
Physical assaults or injuries
Receiving a low performace evaluation or grade
Shown offensive visual images or items
Singled out in class or converation as the "expert" on a topic relating to your protected class
Threats to expose sexual orientation or gender identity
Threats of physical violence
Unfairly or unjustly being stopped by campus police or other campus authorities

A Note about the Spring 2023…

When I undertook this project, my goal was to attempt to mirror the 2021 climate study in order to evaluate the work that had been completed by the committee between the studies. Preliminary results of the study were reported in the Spring 2023 report of the Campus Climate Committee. The completion of that report occurred in a relatively hurried fashion (turnaround for a study like this is an endeavor), and while I had covid. Upon greater analysis, mirroring the scales from the 2021 study could not take place for the following reasons:

1. I ran numerous factor analyses (PCA and CFA) with orthogonal and varimax rotations, and could not get the factors from the 2021 study to hold together in a meaningful way. The data indicated that many of the scales used in the original study were multiple constructs. For example, the Diversity and Inclusion scale from the 2021 study was coming through as three constructs in the current study: Diversity, Inclusion, and Commitment to Diversity and Inclusion. Had I combined these scales, any analysis would have been empirically meaningless and mask underlying inequalities that may exist. Simply combining experiences of diversity and inclusion into a single scale is highly problematic. Segregated systems are marked by their potential high levels of diversity with low levels of inclusion where combining the scales would make everything look fine.
2. Some of the underlying survey questions for the larger concepts measured in the 2021 study combine questions where respondent answers indicate multiple concepts. If a series of questions ask for participants to respond to something on a scale from “Strongly Disagree” to “Strongly Agree,” combining those questions with questions that ask respondents if they are “Very Satisfied” to “Very Unsatisfied” would be a separate concept.
3. Some of the underlying survey questions for the larger concepts measured in the 2021 study combined questions where the root shifts, indicating a separate construct. For example, combining questions that ask respondents to reflect on university “Acceptance of…” specific dimensions cannot be combined with questions whose root asks respondents to evaluate the university’s “Diversity of…”. These different roots indicate different constructs.

Due to these concerns, the scales analyzed in this study are different then those conducted in the 2021 study. This should allow for a more nuanced and directed focus on where inequalities exist within the University. While this prevents a meaningful analysis of changes over the past two years from taking place in this report, it should allow for a more targeted focus moving forward.

How to Read this Report:

Given the nature of this report, and the numerous stakeholders within the University this report may study, the expectation that everyone read every single word is unrealistic. Throughout the Worcester State community, we have access to experts and activists in various fields whose experience, research, and activities can go well beyond anything that I could hope to capture in the breadth of this report. While I hope this report makes its way to each of those stakeholders, I would like to make it clear –

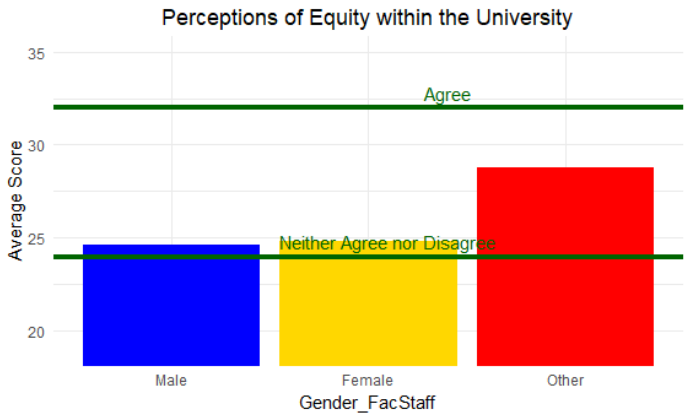
I am not an expert in each of these fields.

The interpretations of the data in this report should be seen as the start of a larger conversation. Individuals or organizations focusing on race, or gender, or sexual orientation, or whatever, should feel free to jump to those sections of this report. Recommendations coming out of those committees and groups are going to be more appropriate to those specific fields.

Each section of this report is divided into six subsections:

1. **Brief overview of some of the things that I found while analyzing the data**
2. **Visualizations for Dimensions of Diversity and Inclusion**
3. **Visualizations for Perceptions of Equity**
4. **Visualizations for Dimensions of Belongingness**
5. **Experiences**
6. **Table with all the averages used to generate the graphs**

Each visualization includes identifiers on where each group is within the larger scale. For example, the following graph was pulled from the Perceptions of Equity section of the analysis of employees by gender:



While visually we can see that non-Male/non-Female employees perceive higher levels of equity within the university then their Male and Female counterparts, none of the group averages achieve a level they "agree" there is equity within the University (let alone approach "Strongly Agree"). This might indicate less of a need for a focus on equity for one particular group, and more of a need to focusing on building a culture of equity as a whole within the University.

Finally, this report will include mistakes (in language, interpretation, etc.). I cannot be an expert in everything. If you find something that is overlooked, if you find something that is inaccurate with a

particular field. If you find something that you think should have been included and is not here – *please let me or another member of the Campus Climate Committee know*. There is constantly more and more theories and experiences coming out as Worcester State University grows and changes. The only way to improve this work moving forward is to fix the mistakes as they are made.

Item Analysis and the Scales

What was "Diversity and Inclusion" in the 2021 study has been divided into three scales and one item: Inclusions, Diversity, perceptions of structural commitment to DEIJ, and the single item on whether Worcester State places too much emphasis of DEIJ issues. Sample means for each question and scale are reported below.

	2020-2021		2022-2023	
	Students	**Faculty/Staff**	**Students**	**Faculty/Staff**
Acceptance of Cultural Differences	4	3.7	4.02	3.84
Acceptance of differences in Sexual orientation	4	3.8	4.07	3.87
Acceptance of Gender Identity Differences	4	3.7	4.03	3.83
Acceptance of Political Differences	3.6	3.3	3.59	3.27
Acceptance of Religious Differences	3.9	3.7	3.96	3.46
Inclusion	19.5	18.2	19.68	18.24
Diversity of the Administration	3.3	2.7	3.65	3.15
Diversity of the faculty	3.7	3	3.85	3.29
Diversity of the staff	3.7	3.2	3.9	3.57
Diversity of the student body	3.8	3.6	3.97	3.86
Diversity	14.5	12.5	15.36	13.86
I can fulfill the requirements of my work/coursework without repressing my own identity, background, or experience	4	3.9	4.12	4.08
Strong commitment to DEI	4.1	4	4.15	4.14
Sufficient Programs and Resources	3.8	3.2	3.94	3.55
Worcester State is a place where I am able to perform up to my full potential	3.9	3.3	3.89	3.51
Commitment	15.8	14.4	16.14	15.26
Too much emphasis on DEI	2.4	2.3	2.63	2.77

The 2020-2021 study included 259 students and 184 Faculty and Staff
The 2022-2023 study included 518 Students, and 192 Faculty and Staff

Of particular note are slight increases in perceptions of diversity within the University as well as increased perceptions of commitment to diversity among both students and employees. Despite this improvement, perceptions of inclusion (at the global level) remain stable).

What was the Equity section of the 2021 Climate report has been reconstructed as follows:

	2020-2021		2022-2023	
	Students	**Faculty/Staff**	**Students**	**Faculty/Staff**
I am treated fairly and equitably in classrooms and classroom settings	4.3		4.18	
I am treated fairly and equitably in out-of-classroom spaces.	4.3		4.11	
I am treated fairly and equitably on campus in general	4.3	3.9	4.11	3.88
I am treated with respect at Worcester State	4.1	3.7	4.08	3.72
I have opportunities for Academic Success that are similar to those of my classmates	4.3		4.18	
I have to work harder than others to be valued equally at Worcester State (Reverse Coded)	2.6	3	2.44	2.94
Student Equity	23.7		23.22	
Promotion Standards (and tenure standards for faculty/librarians) are applied equally in my department		3.4	2.4	2.73
Rewards for work performance are fairly and equitably distributed in my department		3.2	4	2.77
Support is provided fairly and equitably in my department		3.7	3	3.54
The teaching workload is fairly and equitably distributed in my department		3.5		3.19
The workload is fairly and equitably distributed in my department		3.3	4.2	3.17
There are fair and equitable expectations regarding research in my department		3.7	3.4	3.18
There are fair and equitable expectations regarding service in my department		3.6	3.8	3.32
There are fair and equitable processes for determining compensation in my department		3.1	3.8	2.79
Faculty Equity		27.5		25.13

The 2020-2021 study included 259 students and 184 Faculty and Staff
The 2022-2023 study included 518 Students, and 192 Faculty and Staff

The original equity scale was inappropriate to continue because many of the items were not asked of each group on campus. The combining and analysis into a single scale appears to have cut many of the questions of equity from the 2021 report to only focus on questions that overlap between faculty, staff, and students. While a separation into student perceptions of equity and faculty/staff perceptions of equity prevent comparisons between students and employees, it provides a more accurate description of the experiences of all groups on campus.

The measure in the 2021 Climate study on Belonging have been divided up into the following dimensions: Belongingness, experiences of positive reflected appraisals, perceptions on if the respondent found a community they feel like they belong to, and in-group identification. The question of whether respondents have considered leaving Worcester State did not load on any scale, and is analyzed as a single item in this report. Item measures can be found on the following table.

	2020-2021		2022-2023	
	Students	**Faculty/Staff**	**Students**	**Faculty/Staff**
I feel comfortable interacting with administrators	3.8	3.7	3.92	3.79
I feel comfortable interacting with faculty	4.1	4.2	4.13	4.13
I feel comfortable interacting with staff	4	4.3	4.11	4.26
I feel comfortable interacting with students	4	4.6	4.03	4.5
I feel I belong at Worcester State	3.9	3.7	3.88	3.72
Belongingness	19.8	20.5	20.07	20.5
I feel like my opinions matter at Worcester State	3.6	3.1	3.71	3.26
I feel others don't value my opinions at Worcester State (Reverse Coded)	2.3	2.7	2.48	2.78
I feel valued as an individual at Worcester State	3.7	3.4	3.88	3.44
I feel welcome in my classes	4.2		4.21	
Positive Reflected Appraisals	14.2	8.8	14.28	9.49
I have found one or more communities or groups where I feel I belong at Worcester	3.4	3.5	3.67	3.55
I have made personal connections at Worcester State	4	4.1	3.98	4.26
My experience at Worcester State has had a positive influence on my personal and/or professional growth.	4.1	3.7	4.04	3.78
There is at least one person at Worcester State I can go to for support	4.2	4.3	4.16	4.25
Found Community	15.7	15.6	15.86	15.84
I see my identity represented in the administration	3.7		3.99	
I see my identity represented in the staff	3.9		4.06	
I see my identity represented in the faculty	3.8		4.05	
In-Group Identification	11.4		12.09	
I have considered leaving Worcester State because I felt isolated or unwelcomed (Reverse Coded)	2.2	2.2	2.49	2.47

The 2020-2021 study included 259 students and 184 Faculty and Staff
The 2022-2023 study included 518 Students, and 192 Faculty and Staff

While many of the scales remain relatively stable between 2021 and 2023, I would argue that this might be something that should be considered concerning given the abundance of online courses during Spring 2021 due to covid that were less available in Spring 2023.

New to this report is asking respondents to report their experiences with bias incidents on campus. While the list provided may respondents may not cover all bias incidents that the Worcester State community experiences, its inclusion serves as a beginning of analyzing more manifest examples of experiences on campus.

	2022-2023	
	Students	**Faculty/Staff**
Bias Incidents (Count)	1.08	1.44

Overall Descriptive Statistics

Descriptive Statistics by Student, Faculty, Staff Status

	Student	Faculty	Staff
Race (Percent)			
Asian or Asian American	4.63	-	-
Black	5.98	-	-
Latinx	8.3	8.14	7.55
Multiracial	7.72	3.49	6.6
Other	5.22	25.58	16.98
White	68.15	62.79	68.87
Gender (Percent)			
Female	69.55	51.22	72.55
Male	23.18	36.59	26.47
Non-Binary	3.73	-	-
Trans	3.54	-	-
Other	-	12.19	-
Sexual Orientation (Percent)			
Asexual	2.89	-	-
Bisexual	11.36	-	-
Heterosexual	71.49	73.33	89.69
Homosexual	4.96	-	-
Pansexual	3.51	-	-
Queer	4.13	-	-
Non-Heterosexual	-	26.67	10.31
Ability Status (Percent)			
Both Visible and Invisible	3.62	-	-
Invisible	15.66	-	-
No Disability	80.72	87.67	83.7
Visible	-	-	-
Disability/ies	-	12.33	16.3
Religion (Percent)			
Buddhist	2.35	-	-
Christian (Catholic)	37.1	38.75	30.77
Christian (Non-Catholic)	15.69	15	27.88
Jewish	2.55	-	-
No Religion	17.45	10	11.54
No Religion (Agnostic)	10.2	-	-
No Religion (Athiest)	6.27	-	-
Other	8.39	36.25	29.81

Descriptive Statistics by Student, Faculty, Staff Status (Continued)

	Student	Faculty	Staff
Housing (Percent)			
Commuter	57.52		
Resident	42.48		
Generation Status (Percent)			
First Generation	37.97	20.25	32.67
Continuing Generation	40.76	34.18	29.7
Legacy	21.27	45.57	37.62
Experiences (Means)			
Bias Incidents	1.08	2	0.99
Events	0.79	1.59	1.8
School (Percent)			
Humanities and Social Sciences		44.59	
Science, Technology and Health		37.84	
Other		17.57	
Age (Means)	23.74	47.72	47.73
Diversity and Inclusion (Means)			
Inclusion	19.68	18.33	18.17
Diversity	15.36	14.2	13.59
Commitment	16.14	15.04	15.43
Too Much DEI	2.63	2.95	2.63
Belongingness (Means)			
Belongingness	20.08	19.86	21
Found Community	15.85	15.44	16.16
Positive Appraisals		9.63	9.38
Considered Leaving WSU	2.31	2.67	2.49

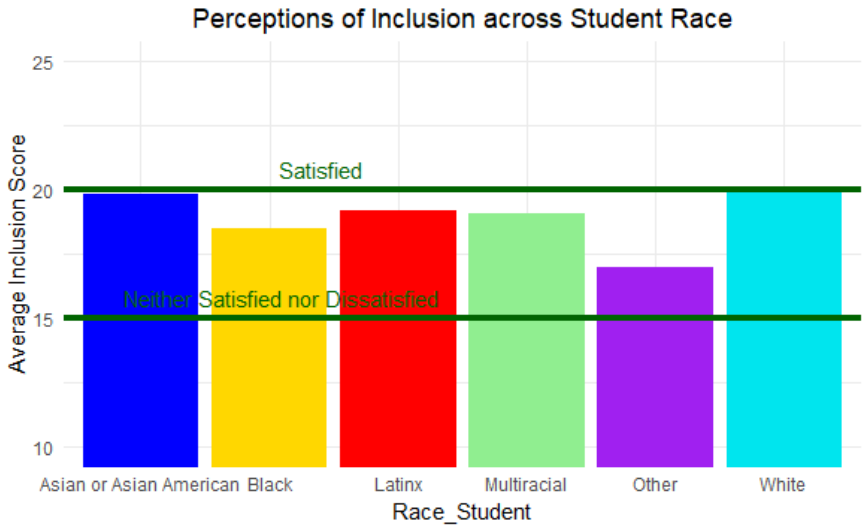
1. Unreported scales are due to certain scales only be asked of particular groups
2. Certain groups are condensed due to sample size. While I am not a supported of the “Other” category when doing DEIJ work, given the nature of this work and the trust respondents place in research similar to this, the “Other” category is designed to help maintain anonymity and prevent the use of this work in identifying any particular individual.

Overview: Students by Race

Black students express lower perceptions of diversity within the university, while White students perceive higher levels of structural commitment to Diversity, Equity, Inclusion, and Justice (DEIJ) issues. Notably, White students are the *only* racial group analyzed whose average score on perceptions of equity within the University hover around "Agree" (*all* other groups average below the statement of "Agree" in relation to perceptions of equity). There are concerning indications of diminished belongingness among multiracial[2], Black, and Other racialized students. Furthermore, White students are significantly more likely to see their own reflections in the university's structure (related in previous work to issues of completion and retention on campus (Tesfay and Briesacher, 2017).

Given the results of the survey, there seems to be space within the University for more targeted promotions of different racial identities beyond Unity Day (whose target is the University as a whole), and outside of Heritage/History months.

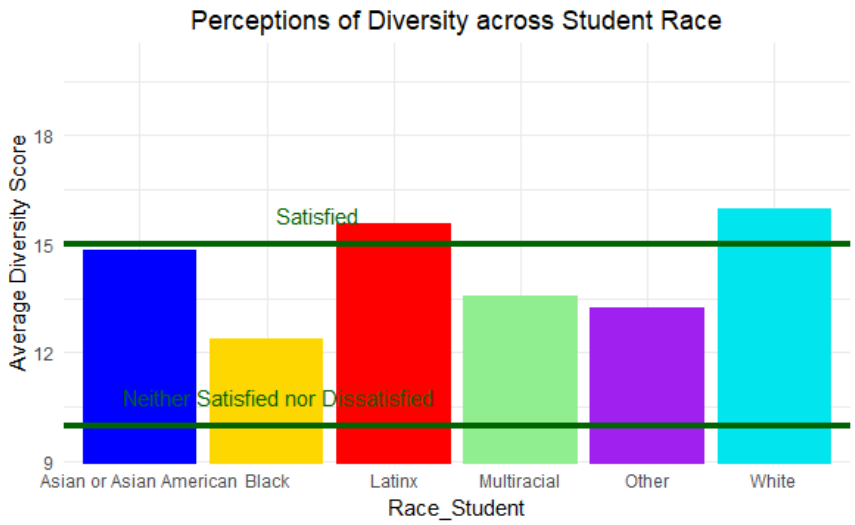
Visualizations for Dimensions of Diversity and Inclusion[3]:



Perceptions of Inclusion are significantly lower for respondents in the "Other" category as compared to both white and Asian Students.

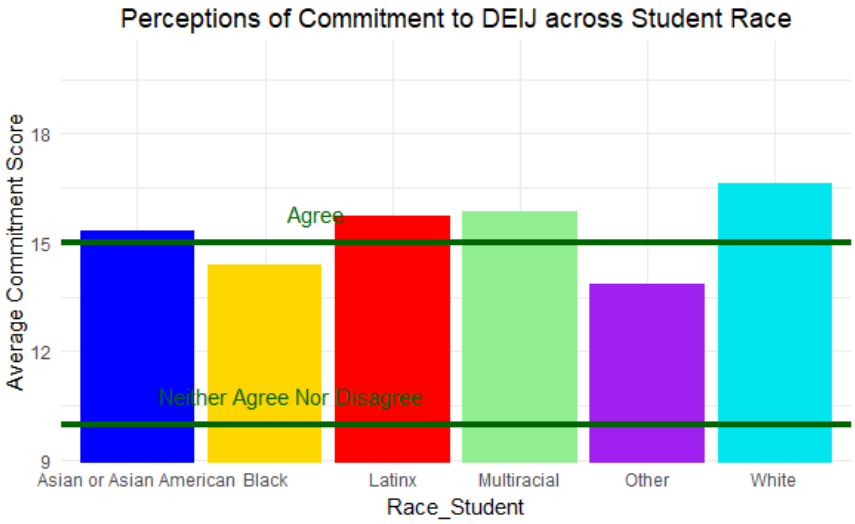
[2] "Multiracial" students include any student that identifies with multiple racial categories within the survey. Given the work of the Latino Education Institute on campus, it is important to note that 52% of multiracial students on campus include a Latinx identity.

[3] In order to protect potential respondent anonymity due to low numbers, Alaskan Natives, Middle Eastern, Native American, Native Hawaiian, Pacific Islander, and Unidentified students were combined into the "Other" category.



Black students have significantly lower perceptions of Diversity as compared to Latinx and white Students.

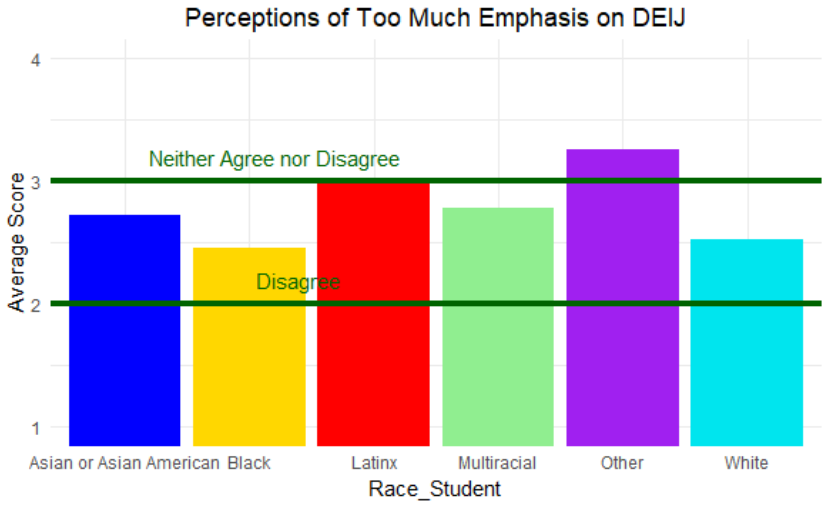
White students have significantly higher perceptions of Diversity as compared to Black, Multiracial, and students in the “Other” category.



White students have significantly higher perceptions of university commitment to DEIJ as compared to Asian, Black, and students identifying in the “Other” category.

Students in the “Other” category have significantly lower levels of perceptions of university commitment to DEIJ as compared to Multiracial, white, and Latinx students.

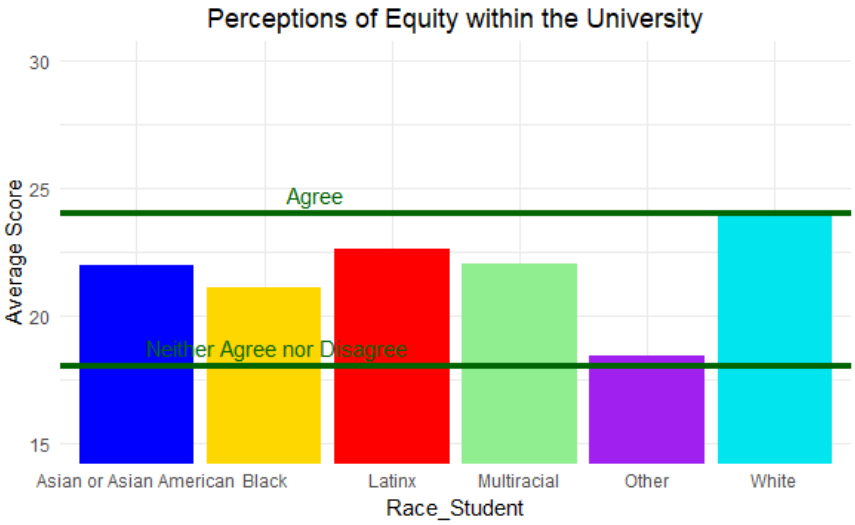
Black students have significantly lower levels of perceptions of university commitment to DEIJ as compared to white and Multiracial students.



Students that identify in the "Other" category are significantly more likely to think the University places too much emphasis on DEIJ issues as compared to Black and white students.

Latinx students are significantly more likely to think the University places too much emphasis on DEIJ issues as compared to white students.

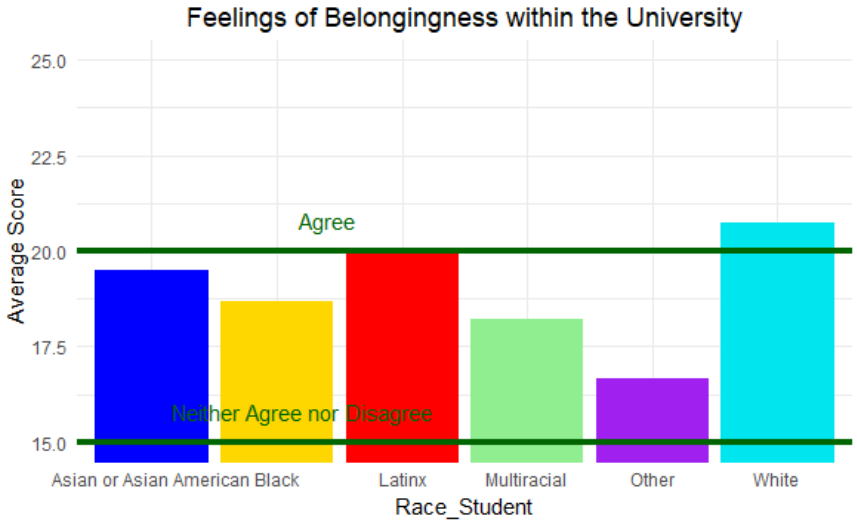
Visualizations for Perceptions of Equity:



Students that identify with a race outside of Asian, Black, Latinx, Multiracial, or white have significantly lower perceptions of equality within the university.

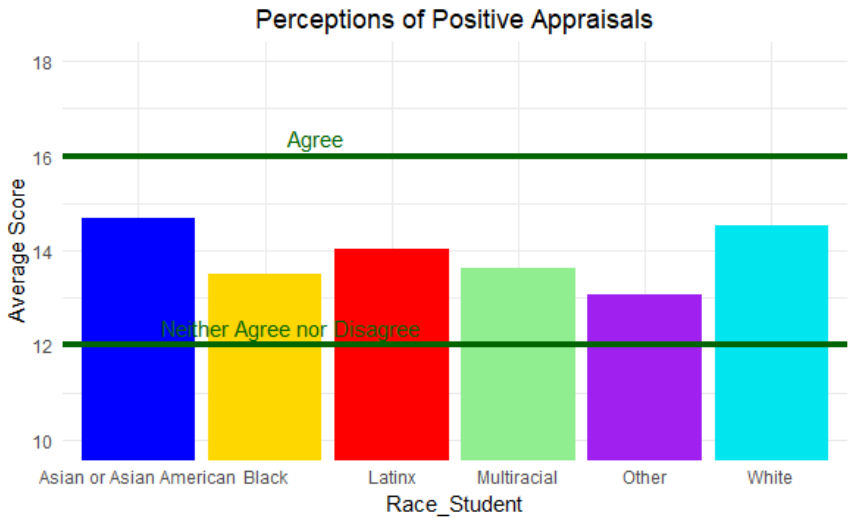
White students have significantly higher perceptions of equity within the university as compared to Asian, Black, Multiracial, and students in the Other category.

Visualizations for Dimensions of Belongingness:

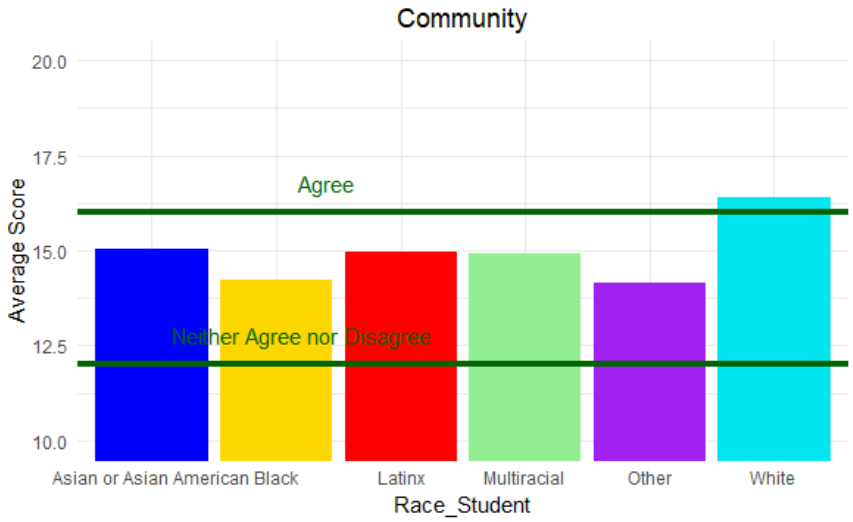


White students experience significantly higher levels of belongingness within the university as compared to Black, Multiracial, and students within the “Other” category.

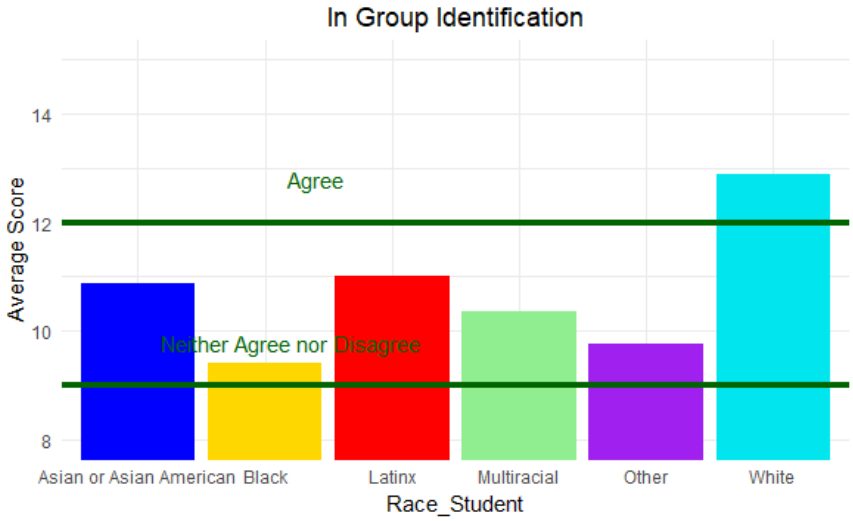
Students within the “Other” category experience significantly lower levels of belongingness within the University as compared to Asian, Latinx, and white students.



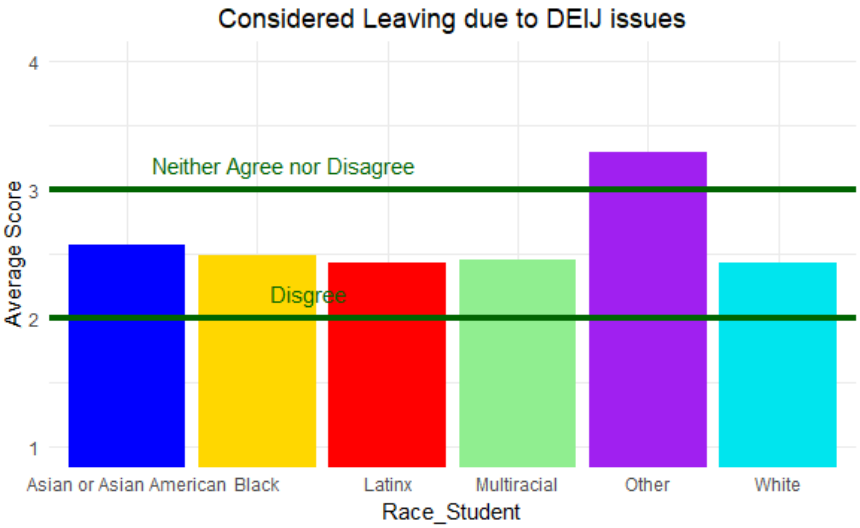
White students significantly higher levels of positive appraisals as compared to students within the “Other” category.



White students are more likely to experience feelings of community at the university as compared to Black, Latinx, Multiracial, and students in the “Other” category.

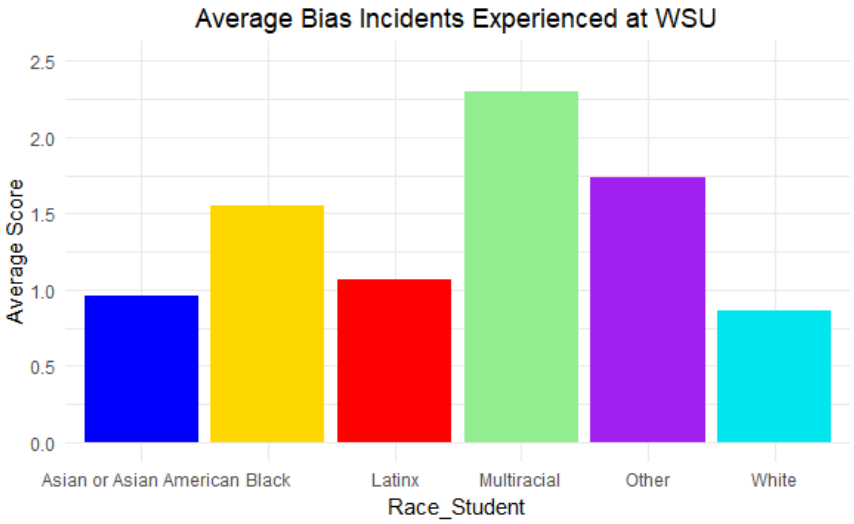


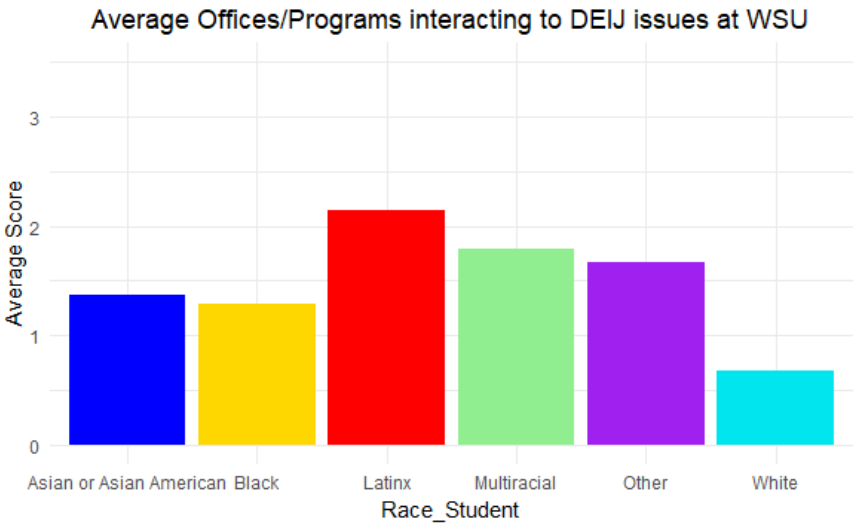
White students are more likely to see themselves within the structure of the university as compares to any other racial group on campus.



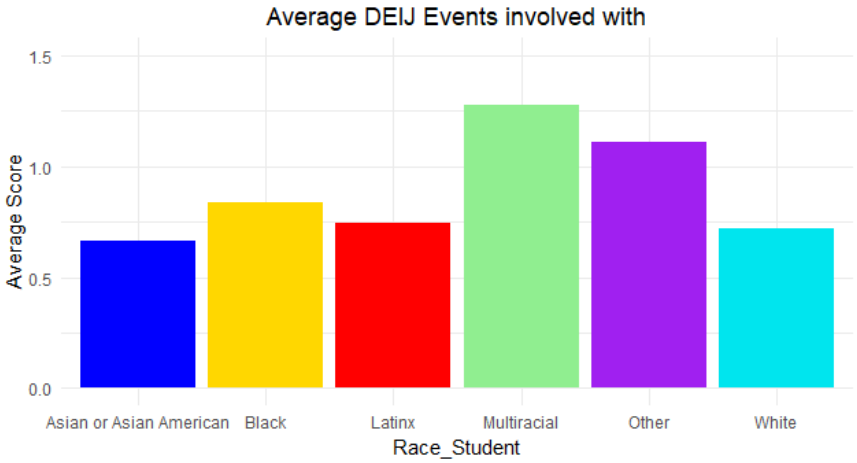
Respondents in the “Other” category were significantly more likely to consider leaving the university due to DEIJ issues as compared to Black, Latinx, Multiracial, and White respondents.

Visualizations for Experiences:





White students are significantly less likely to interact with offices pertaining to DEIJ issues then Latinx, Multiracial, and students in the “Other” category.



Means by Student Race:

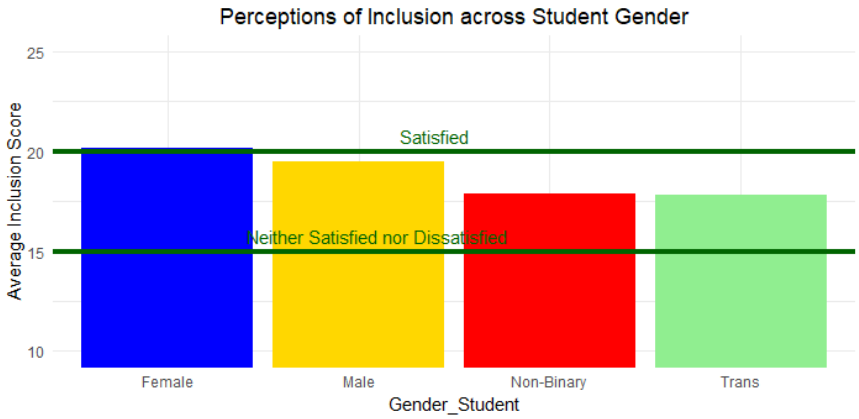
Diversity and Inclusion	Asian or Asian American	Black	Latinx	Multiracial	Other	White
Inclusion	19.82	18.52	19.2	19.08	17	20.11
Diversity	14.83	12.38	15.57	13.58	13.26	15.98
Commitment	15.32	14.37	15.71	15.87	13.85	16.61
Too much emphasis on DEIJ Issues	2.73	2.45	3.02	2.78	3.26	2.52
Equity						
Perceptions of Equity	21.95	21.1	22.6	22.05	18.44	24.04
Belonging						
Belongingness	19.48	18.68	20.02	18.2	16.67	20.74
Positive Appraisals	14.68	13.52	14.05	13.62	13.08	14.51
Found Community	15.04	14.21	14.95	14.93	14.15	16.4
In-Group Identification	10.86	9.42	11	10.36	9.76	12.89
Considered Leaving WSU due to lack of Belonging	2.57	2.48	2.43	2.45	3.3	2.43
Bias Incidents						
Count Average	0.96	1.55	1.07	2.3	1.74	0.86
DEIJ Work						
Offices	1.38	1.29	2.15	1.79	1.67	0.67
Events Attended	0.67	0.84	0.74	1.28	1.11	0.72

Overview: Students by Gender[4]

A focus on non-normative identities, particularly Non-Binary and Trans students, is necessary. These individuals report significantly lower levels of belongingness compared to their male and female peers, indicating a pressing issue of inclusivity. Additionally, Non-Binary students face significantly lower levels of positive appraisals on campus relative to other gender groups, underscoring the need for targeted support. While the data indicates significantly higher perceptions of equity on campus among female students, this result may be reflective of self-segregated majors on campus (Tesfay and Briesacher 2017)[5]. Non-Binary and Trans students also encounter significantly higher rates of bias incidents compared to their male and female counterparts, emphasizing the urgency of addressing bias and fostering a safer, more inclusive campus environment for all gender identities.

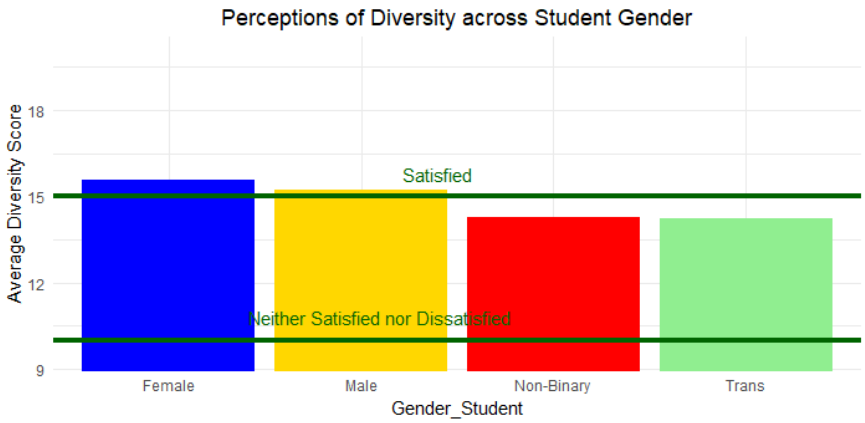
The data seems to indicate a need for a two-tiered approach moving forward: First, the significantly higher number of bias incidents on campus targeted at Non-Binary and Trans students highlights a greater need for more of a campus wide campaign to shift the climate around these students toward a more positive atmosphere. Second, greater promotion/emphasis of groups supporting non-Normative gender identities (specifically, non-Binary identities) would go a long way at helping create and promote a safe space for these students (see the discussion below on Students by Activities).

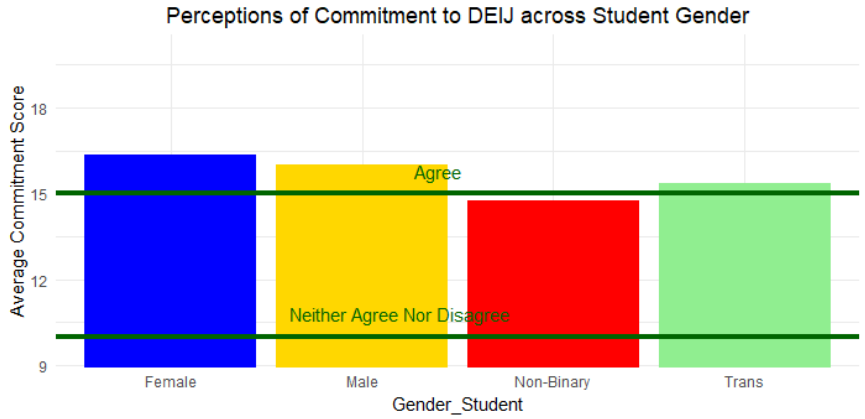
Visualizations for Dimensions of Diversity and Inclusion:

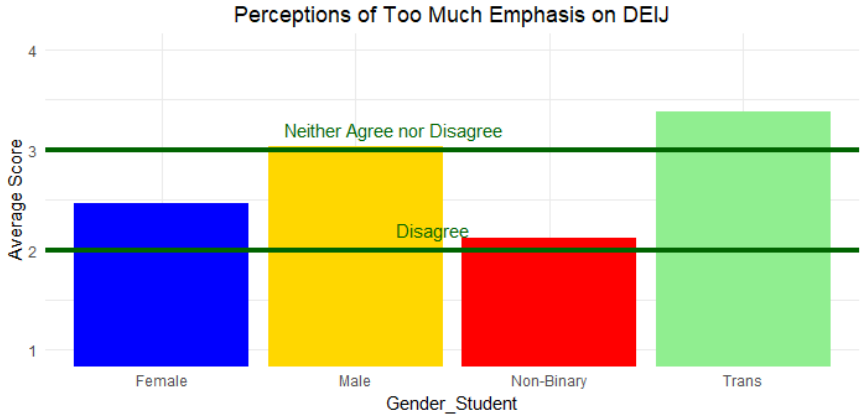


[4] Trans-Male and Trans-Female students were combined into a singular "Trans" category in order to protect respondent anonymity due to small numbers

[5] Controlling for self-segregated majors is not something that is done in this analysis.



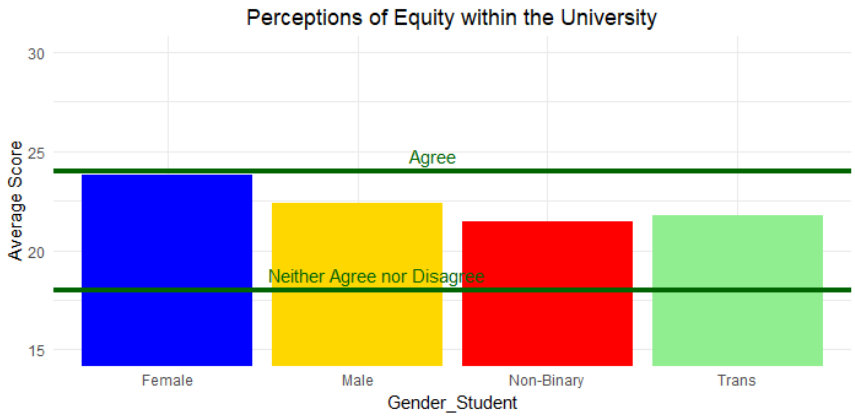




Male students are significantly more likely to perceive too much emphasis on DEIJ issues within the University as compared to Female and Non-Binary students.

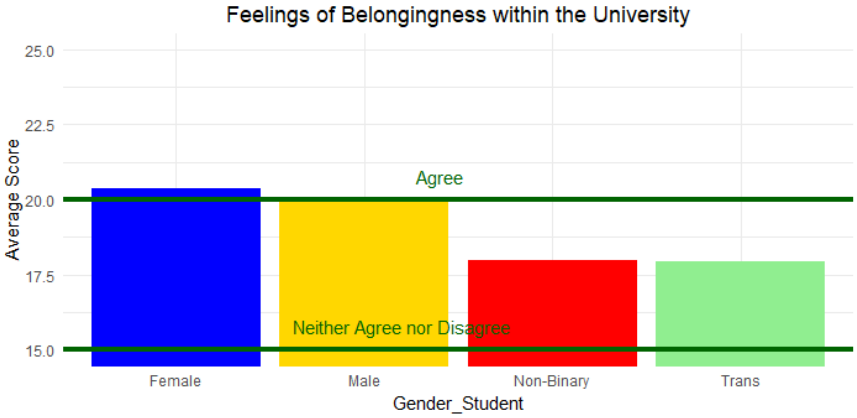
Trans students are significantly more likely to perceive too much emphasis on DEIJ issues within the University as compared to Female and Non-Binary students.

Visualizations for Perceptions of Equity:

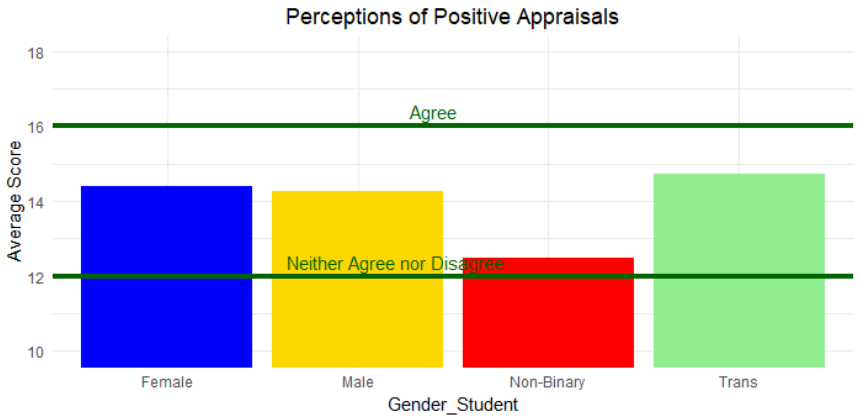


Female students are significantly more likely to have high perceptions of equity then Male, Non-Binary, and Trans students.

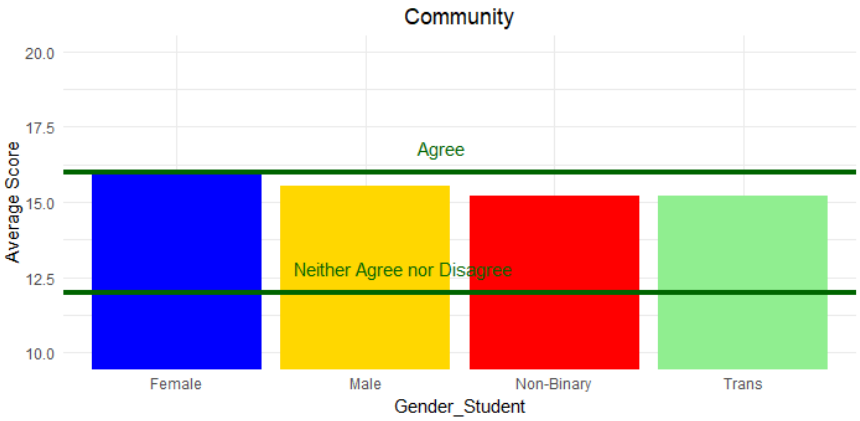
Visualizations for Dimensions of Belongingness:

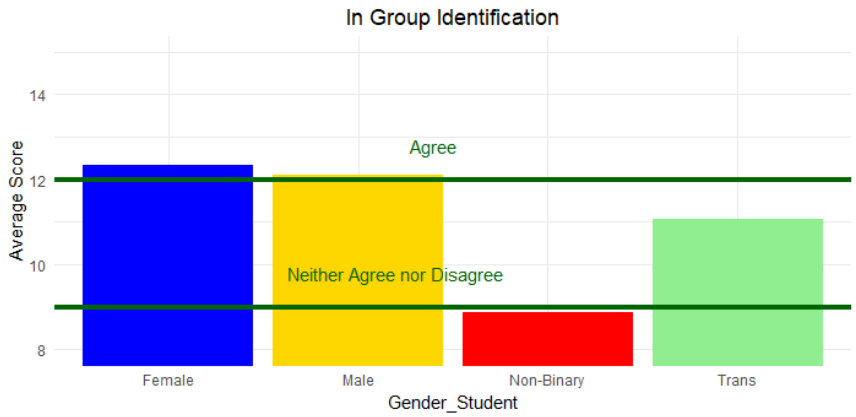


Non-Binary and Trans students both experience significantly lower levels of belongingness as compared to Male and Female students.

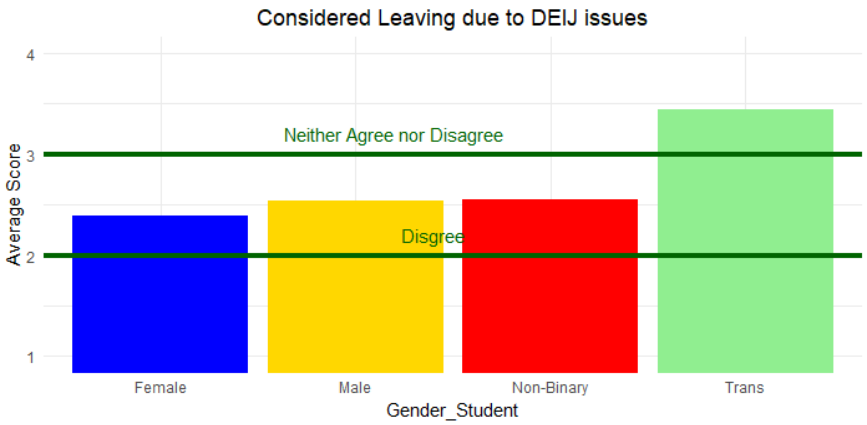


Non-Binary students experience significantly lower levels of positive appraisals on campus as compared to any other gender group.



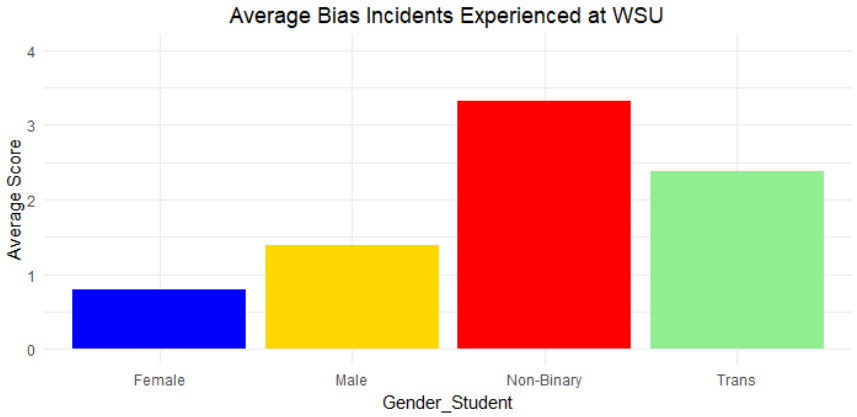


Non-Binary students are significantly less likely to see themselves reflected within the structure of the university when compared to Female and Male students.



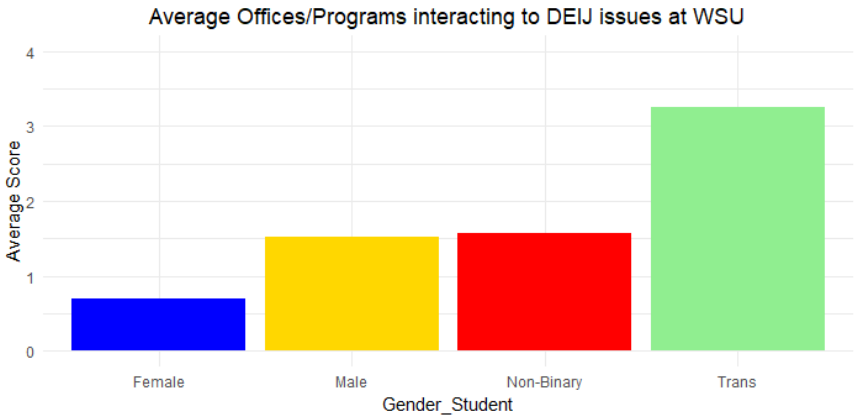
Trans students are significantly more likely to have considered leaving the University due to DEIJ issues as compared to Male and Female students.

Visualizations for Experiences:

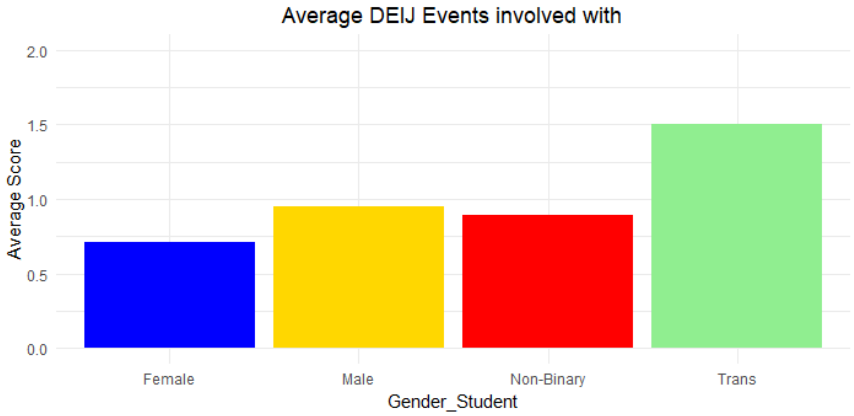


Non-Binary and Trans students experience significantly higher levels of bias incidents on campus as compared to both Male and Female students.

While significantly lower than Non-Binary and Trans students, Male students experience significantly higher levels of bias incidents on campus as compared to female students.



Female students are significantly less likely to interact with offices or programs on campus pertaining to DEIJ issues on campus then Male, Non-Binary, and Trans students.



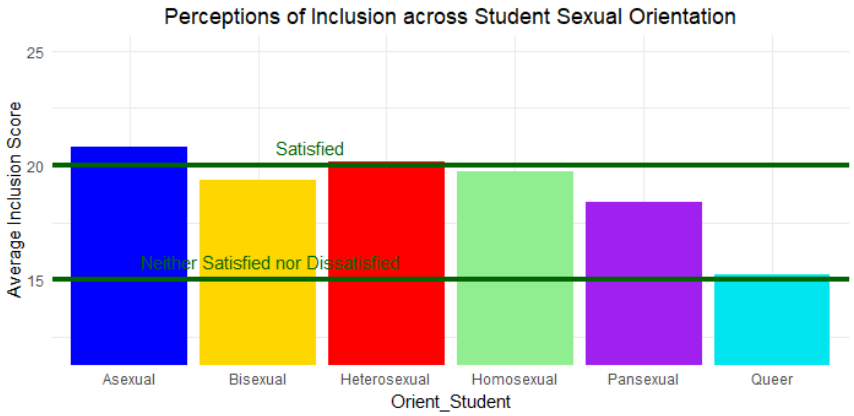
Means for Students by Gender Identity:

Diversity and Inclusion	Female	Male	Non-Binary	Trans
Inclusion	20.14	19.45	17.89	17.81
Diversity	15.56	15.25	14.28	14.25
Commitment	16.36	15.99	14.76	15.38
Too much emphasis on DEIJ Issues	2.47	3.02	2.12	3.38
Equity				
Perceptions of Equity	23.8	22.38	21.44	21.79
Belonging				
Belongingness	20.37	20.05	18	17.94
Positive Appraisals	14.41	14.28	12.5	14.71
Found Community	16.07	15.53	15.22	15.19
In-Group Identification	12.37	12.11	9.78	11.35
Considered Leaving WSU due to lack of Belonging	2.39	2.54	2.56	3.44
Bias Incidents				
Count Average	0.8	1.4	3.32	2.37
DEIJ Work				
Offices	0.69	1.53	1.58	3.25
Events Attended	0.71	0.95	0.89	1.5

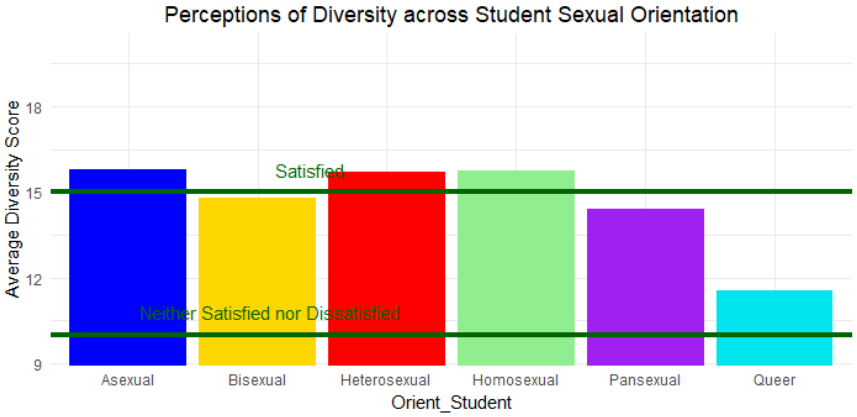
Overview: Students by Sexual Orientation[6]

In an examination of specific LGBTQ+ experiences on campus, the analysis uncovers some notable disparities. Queer students consistently report significantly lower levels of diversity, inclusion, and belongingness within the university, along with a diminished sense of seeing themselves reflected in the institutional structure. Bisexual students, in particular, express significantly lower levels of community, which may be reflective of Bisexual erasure (discussed in the 2017 Campus Climate report). Moreover, gay and lesbian students frequently engage with a greater number of offices related to Diversity, Equity, Inclusion, and Justice (DEIJ) issues. Despite these findings, it does appear that a lot of work has been completed in closing some of the gaps between Asexual, Bisexual, Heterosexual, and Gay and Lesbian students discussed in the 2017 Campus Climate report.

Visualizations for Dimensions of Diversity and Inclusion:

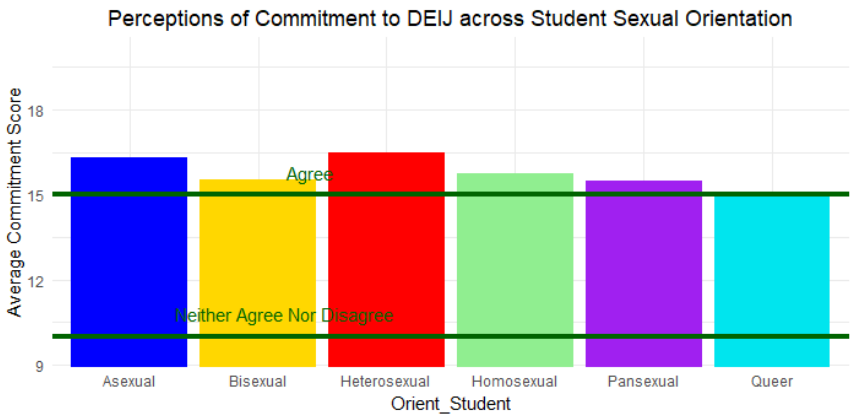


Queer students report significantly lowers levels of diversity as compared to Asexual, Bisexual, Heterosexual, and Homosexual students.

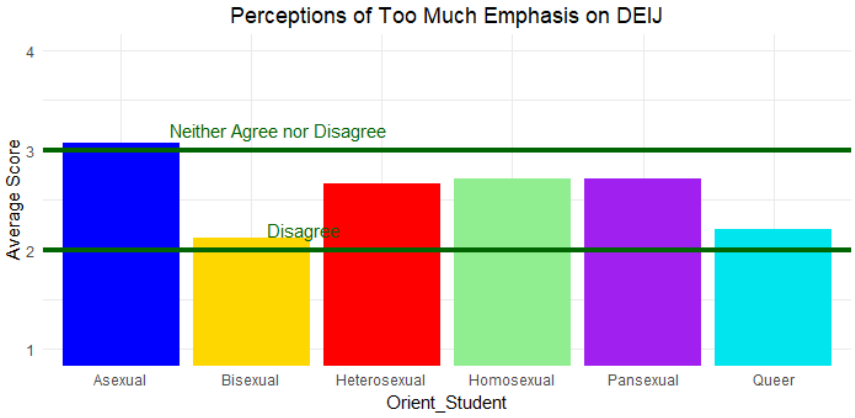


[6] Students that identified their sexual orientation as "Questioning" were removed due to low response numbers in order to ensure anonymity.

Queer students report significantly lower perceptions of diversity as compared to all other sexual orientations on campus.

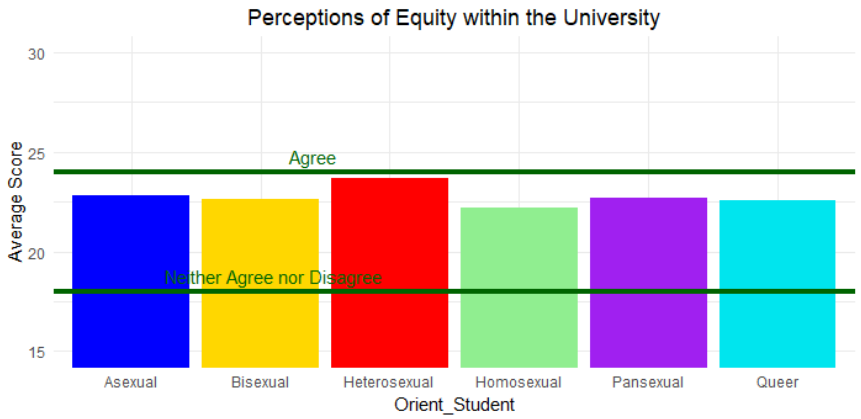


Heterosexual students report significantly higher levels of university commitment to DEIJ issues as compared to Bisexual and Queer students.

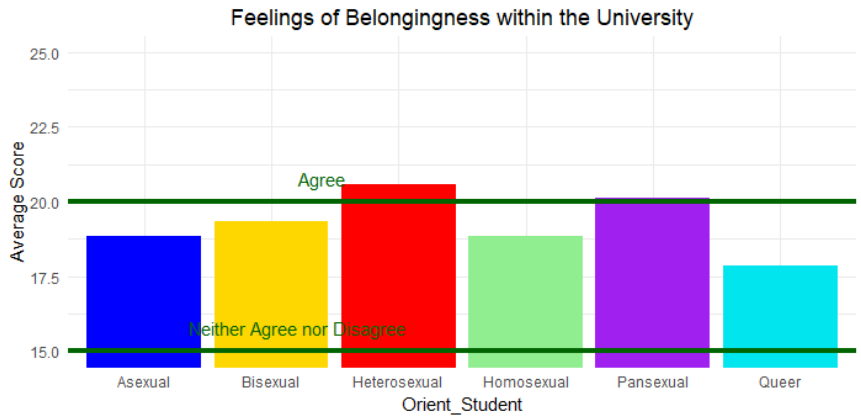


Bisexual students report significantly lower averages to perceptions of too much emphasis on DEIJ issues as compared to Asexual and Heterosexual students.

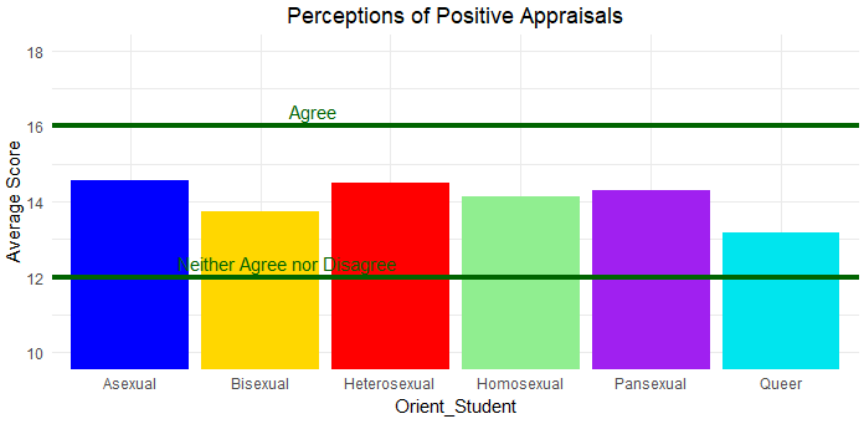
Visualizations for Perceptions of Equity:



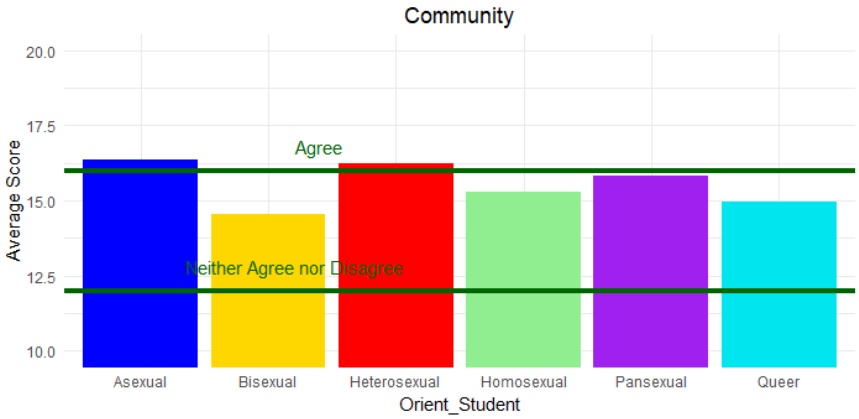
Visualizations for Dimensions of Belongingness:



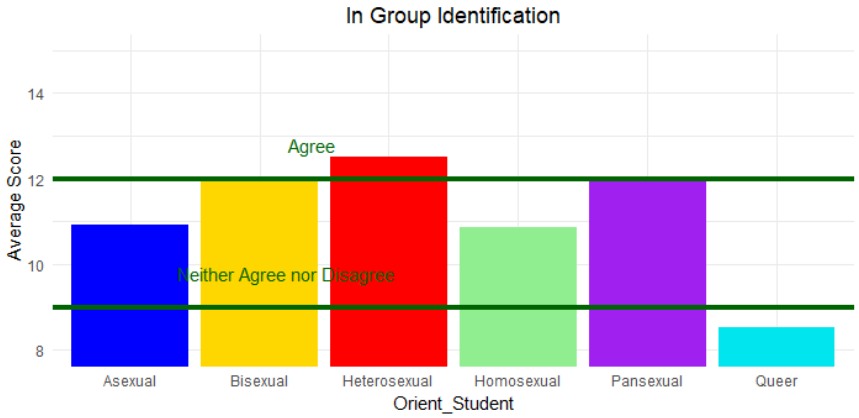
Queer students report significantly lower levels of belongingness as compared to Heterosexual and Pansexual students.



Heterosexual students report significantly higher levels of positive appraisals then Queer students.

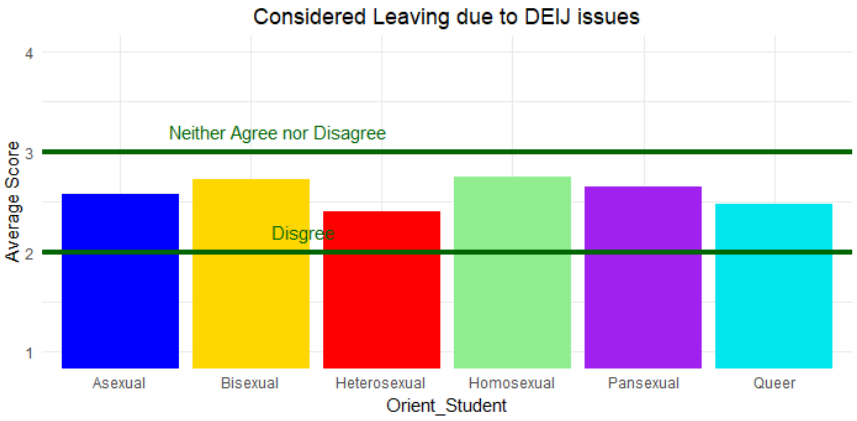


Bisexual students report significantly lower levels of feelings of community then Asexual or Heterosexual students.

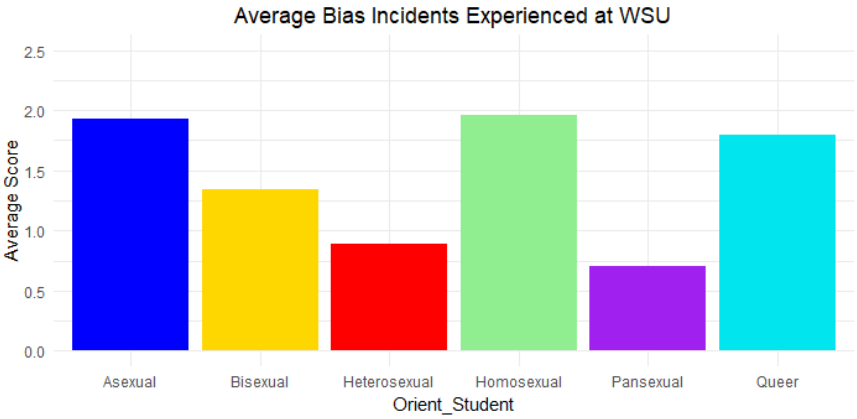


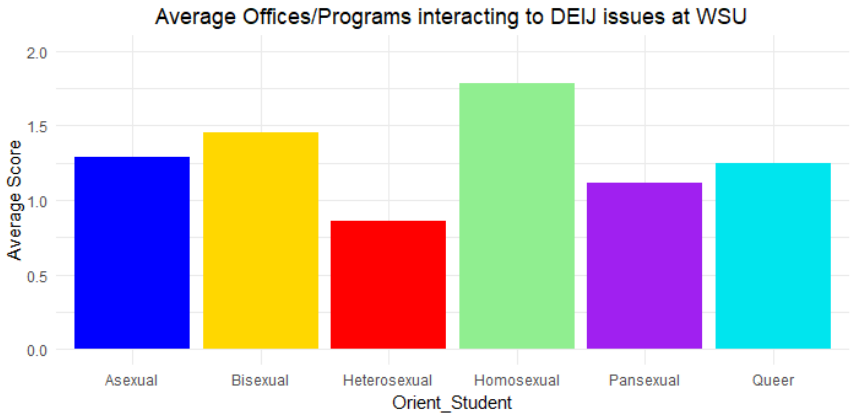
Queer students are significantly less likely to see themselves reflected within the structure of the University as compared to Bisexual, Heterosexual, Homosexual, and Pansexual students.

Heterosexual students are significantly more likely to see themselves reflected within the structure of the University as compared to Homosexual students.

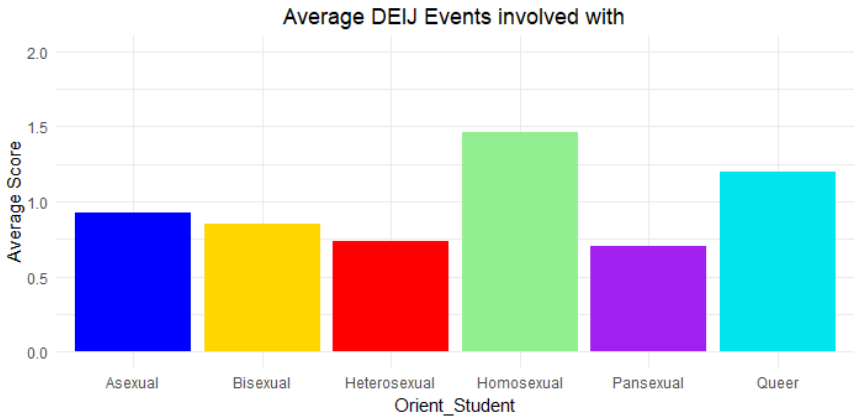


Visualizations for Experiences:





Homosexual students interact with significantly more offices pertaining to DEIJ issues then Heterosexual students.



Means for Student Sexual Orientation:

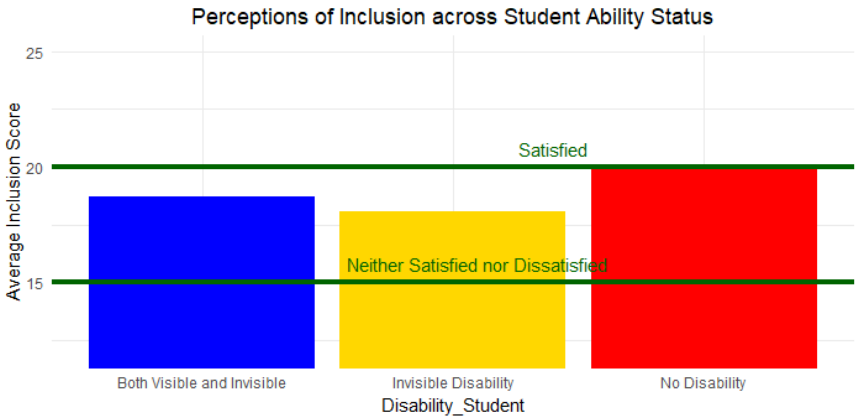
Diversity and Inclusion	Asexual	Bisexual	Heterosexual	Homosexual	Pansexual	Queer
Inclusion	20.79	19.36	20.15	19.73	18.38	15.25
Diversity	15.79	14.81	15.69	15.75	14.41	11.55
Commitment	16.31	15.52	16.47	15.75	15.5	15.11
Too much emphasis on DEIJ Issues	3.07	2.12	2.66	2.71	2.71	2.2
Equity						
Perceptions of Equity	22.79	22.63	23.7	22.27	22.69	22.59
Belonging						
Belongingness	18.86	19.33	20.57	18.83	20.12	17.84
Positive Appraisals	14.57	13.74	14.48	14.13	14.31	13.19
Found Community	16.36	14.57	16.26	15.29	15.81	14.95
In-Group Identification	11.57	11.87	12.52	10.96	12.25	9.53
Considered Leaving WSU due to lack of Belonging	2.57	2.72	2.4	2.75	2.65	2.47
Bias Incidents						
Count Average	1.93	1.35	0.89	1.96	0.71	1.8
DEIJ Work						
Offices	1.29	1.45	0.86	1.78	1.12	0.71
Events Attended	0.93	0.85	0.73	1.46	0.71	1.2

Overview: Students by Ability Status[7]

In the analysis focusing on student ability status, it's important to note that due to sample size constraints, students with invisible disabilities were examined separately, while students with visible disabilities had to be grouped with those having both visible and invisible disabilities for analysis. Notably, students with invisible disabilities face significantly lower levels of inclusion, diversity, perceived commitment to diversity, perceptions of equity within the university, and belongingness compared to their peers without disabilities. It's worth mentioning that the lack of statistical significance among students in the "Both Visible and Invisible" disability group may be attributed to a smaller sample size for this subgroup rather than an absence of differences in their experiences on campus.

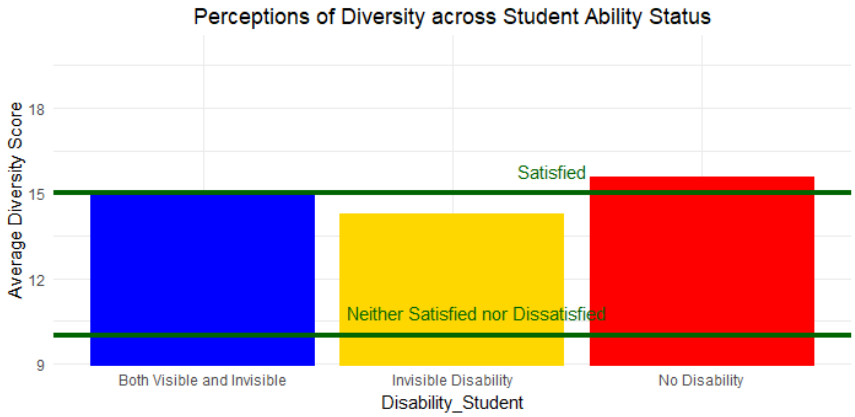
Moreover, an alarming finding is that students with disabilities, regardless of visibility status, encounter significantly higher levels of bias incidents on campus as compared to student without disabilities. These significantly higher levels identify the need for a broader campus push surrounding students with disabilities to raise awareness pertaining to issues and bias directed at these students.

Visualizations for Dimensions of Diversity and Inclusion:

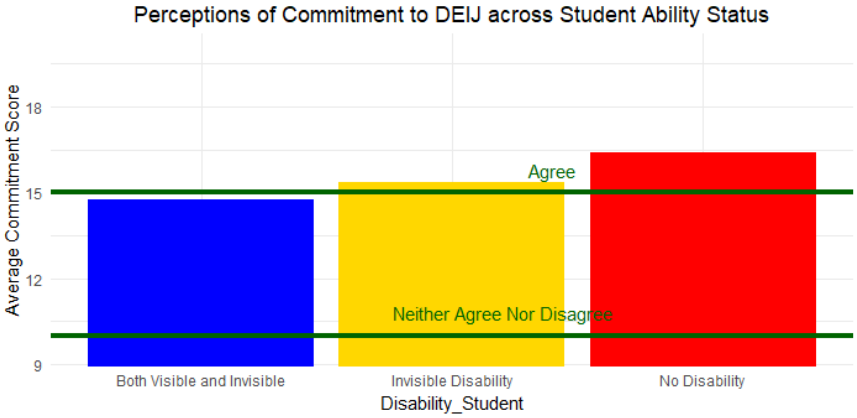


Students with invisible disabilities have significantly lower levels of inclusion then students reporting no disabilities.

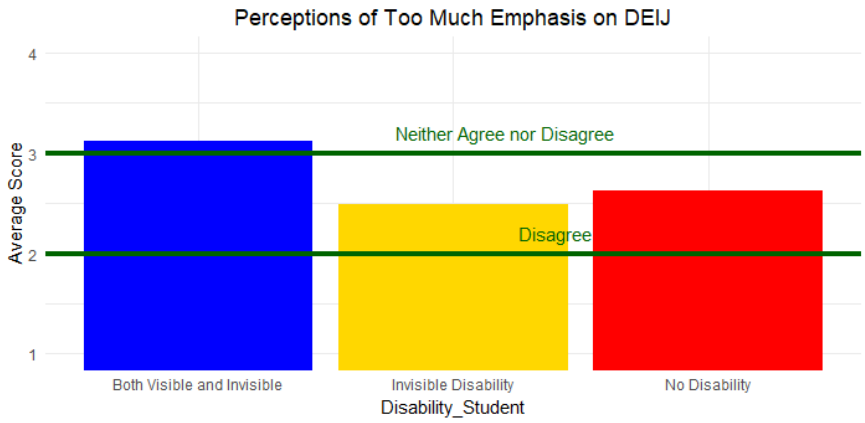
[7] Students with visible disabilities and students with both visible and invisible disabilities were collapsed into the category “Students with both Visible and Invisible Disabilities” due to low response numbers of each group to ensure anonymity of both groups.



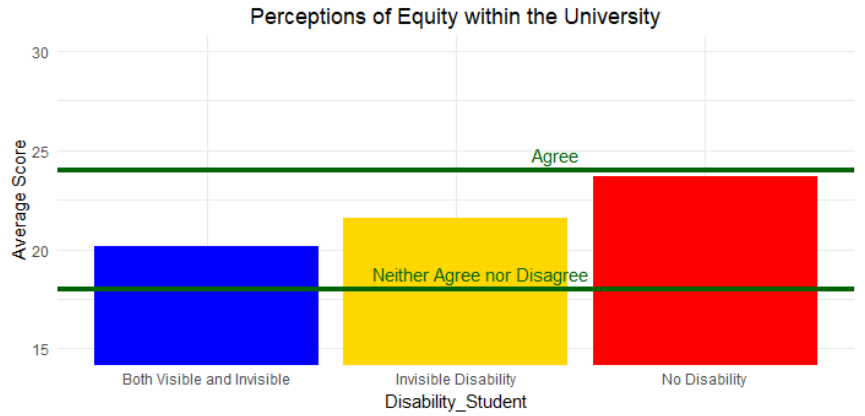
Students with invisible disabilities perceive significantly lower levels of diversity within the university as compared to students reporting no disabilities.



Students with invisible disabilities report significantly lower perceptions of commitment to DEIJ issues as compared to students reporting no disabilities.

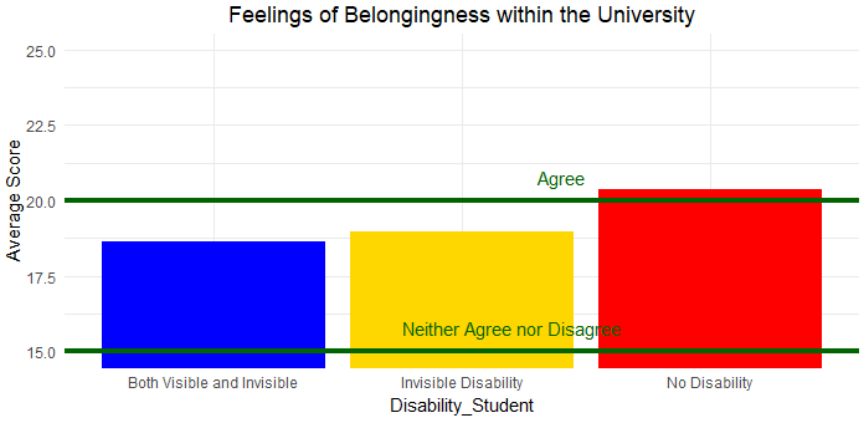


Visualizations for Perceptions of Equity:

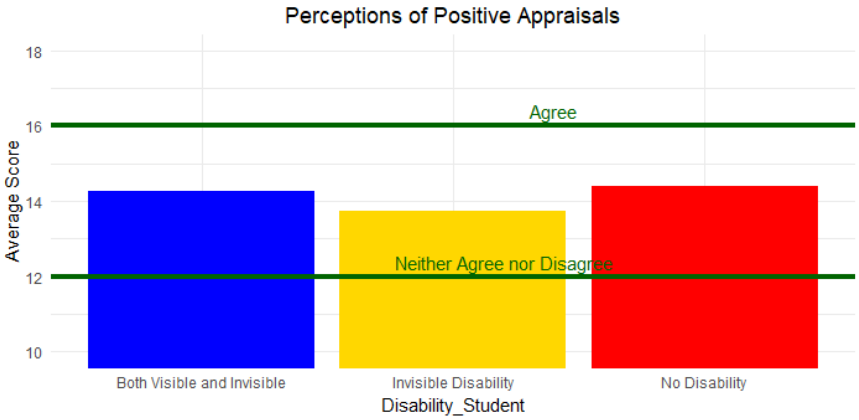


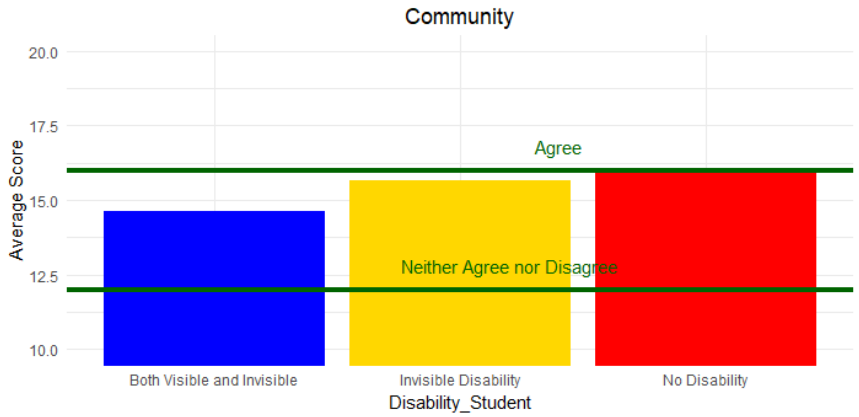
Students reporting no disabilities have higher perceptions of equity within the University as compared to all other students.

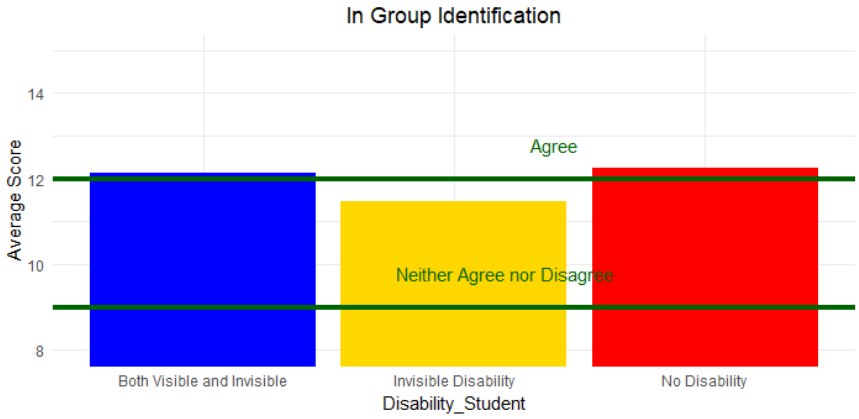
Visualizations for Dimensions of Belongingness:

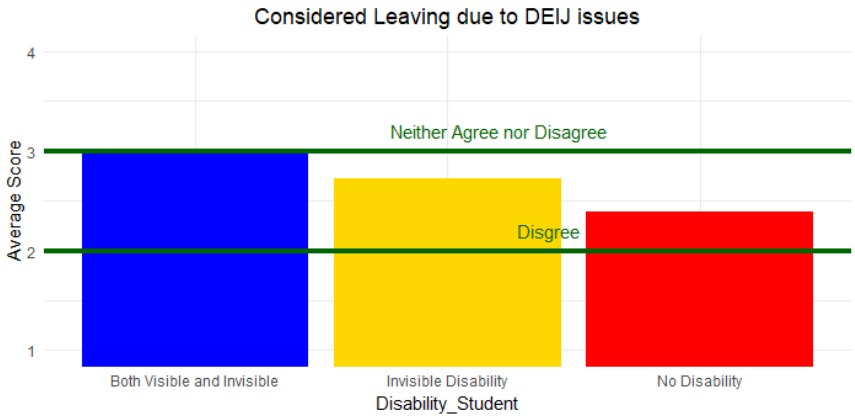


Students with invisible disabilities report significantly lower levels of belongingness within the University as compared to students not reporting a disability.

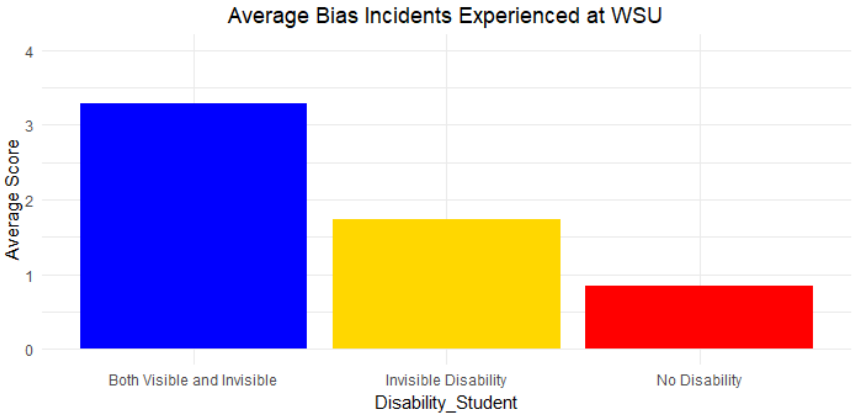

Perceptions of Positive Appraisals
18
16
14
12
10
Average Score
Agree
Neither Agree nor Disagree
Both Visible and Invisible
Invisible Disability
No Disability
Disability_Student


Community
20.0
17.5
15.0
12.5
10.0
Average Score
Agree
Neither Agree nor Disagree
Both Visible and Invisible
Invisible Disability
No Disability
Disability_Student

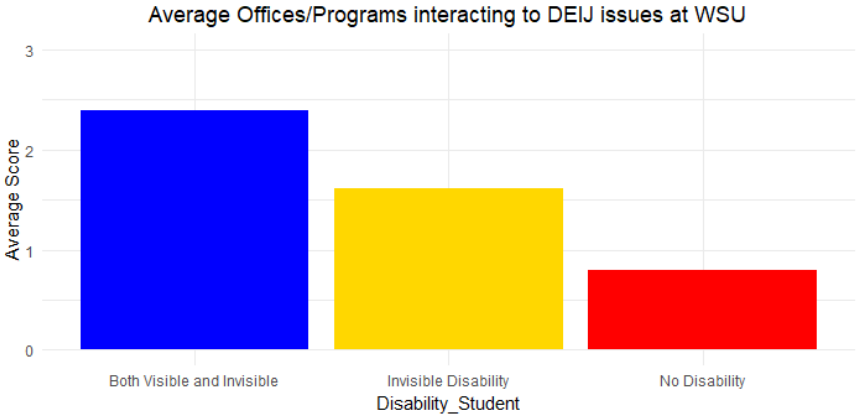

In Group Identification
14
12
10
8
Average Score
Agree
Neither Agree nor Disagree
Both Visible and Invisible
Invisible Disability
No Disability
Disability_Student



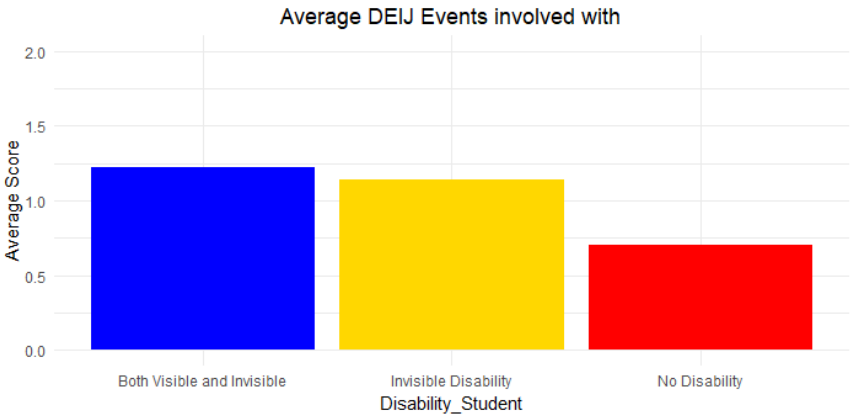
Visualizations for Experiences:



Students not reporting disabilities experience significantly fewer bias incidents on campus as compared to all other students.



Students with both visible and invisible disabilities interact with significantly more offices/programs on campus pertaining to DEIJ issues then students reporting no disabilities.



Students with invisible disabilities report participating in significantly more DEIJ events on campus then students reporting no disabilities.

Means for Students by Ability Status:

Diversity and Inclusion	Both Visible and Invisible	Invisible	None
Inclusion	18.71	18.05	20.08
Diversity	14.94	14.26	15.56
Commitment	14.76	15.38	16.38
Too much emphasis on DEIJ Issues	3.12	2.49	2.62
Equity			
Perceptions of Equity	20.12	21.57	23.7
Belonging			
Belongingness	18.65	18.97	20.36
Positive Appraisals	14.25	13.75	14.38
Found Community	11.65	15.64	15.94
In-Group Identification	11.75	11.64	12.3
Considered Leaving WSU due to lack of Belonging	3	2.73	2.39
Bias Incidents			
Count Average	3.28	1.74	0.85
DEIJ Work			
Offices	2.39	1.62	0.8
Events Attended	1.22	1.14	0.7

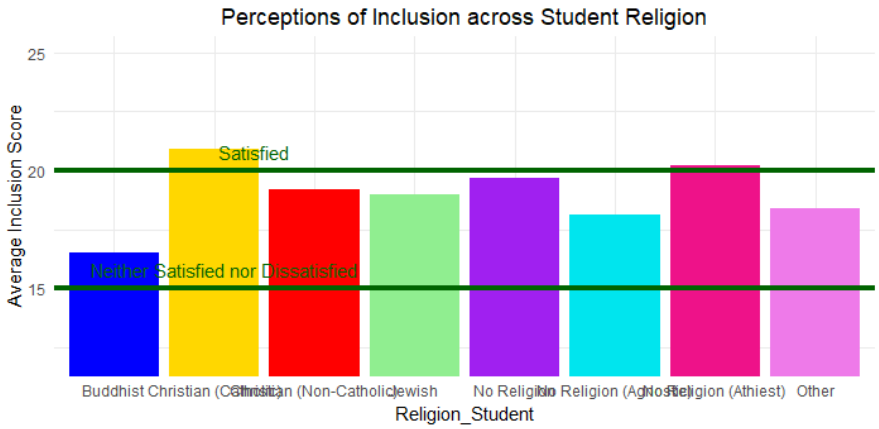
Overview: Students by Religion[8]

The analysis of religious affiliations among students at Worcester State University paints a nuanced picture of campus climate. Catholic students report significantly higher levels of inclusion, diversity, commitment to Diversity, Equity, Inclusion, and Justice (DEIJ), belongingness, and positive appraisals on campus. In contrast, Buddhist students express significantly lower levels of inclusion and perceptions of commitment to DEIJ. Jewish students, on the other hand, perceive some of the lowest levels of equity on campus, suggesting areas for improvement in addressing their concerns.

Notably, students identifying with a religion in the "Other" category are significantly less likely to see themselves reflected within the university compared to various other religious or non-religious groups, highlighting a potential need for greater representation and inclusivity efforts. Additionally, Buddhist students are significantly more likely to have considered leaving the university, underscoring the importance of addressing the unique challenges faced by this group.

Given the extensive diversity of religious affiliations on campus, the incorporation of qualitative feedback is deemed necessary to gain a more comprehensive understanding of the dynamics at play and to inform targeted initiatives that promote inclusivity and a sense of belonging for all students of diverse faiths and beliefs.

Visualizations[9] **for Dimensions of Diversity and Inclusion:**



Christian (Catholic) students experience significantly higher levels of inclusion then Buddhist, Christian (Non-Catholic), Jewish, and No Religion (Agnostic) students.

Buddhist students experience significantly lower levels of inclusions then Christian (Catholic), No Religion, and No Religion (Atheist) students.

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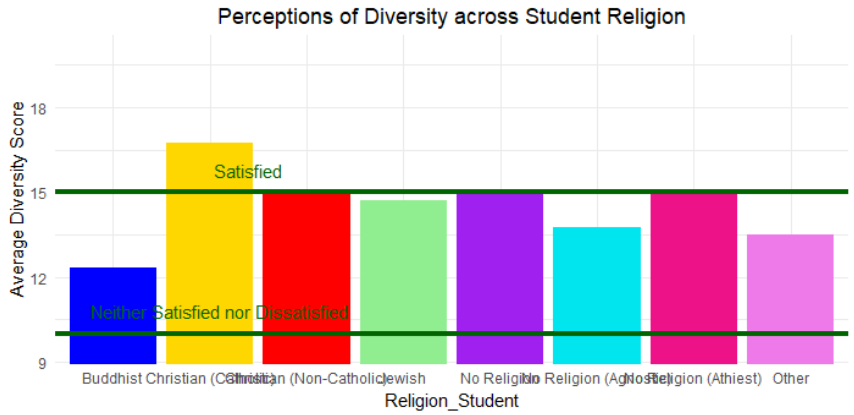
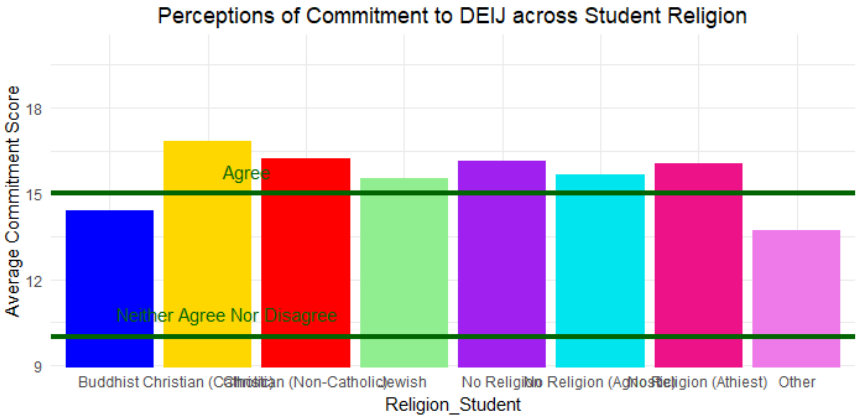
[8] Given issues with respondent numbers and in order to protest respondent anonymity, students identified as Hindu, Muslim, Taoist, and other religions not listed in the survey have been grouped into the “Other” category.

[9] For readability, given the number of groups, Buddhist is blue, Christian (Catholic) is yellow, Christian (Non-Catholic) is red, Jewish is light green, No Religion is purple, No Religion (Agnostic) is light blue, No Religion (Atheist) is pink, and Other is light purple.



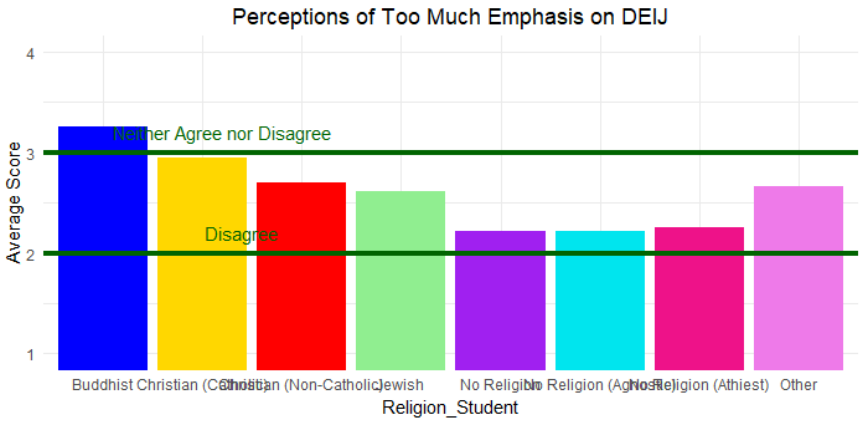
Christian (Catholic) students perceive significantly higher levels of diversity within the University compared to every other religious group on campus.



Students that identify with religion within the “Other” category perceive significantly lower commitments to DEIJ as compared to Christian (Catholic), Christian (Non-Catholic), No Religion, and No Religion (Atheist) students.

Buddhist students perceive significantly lower levels of commitment to DEIJ issues as compared to Christian (Catholic) and Christian (Non-Catholic) students.

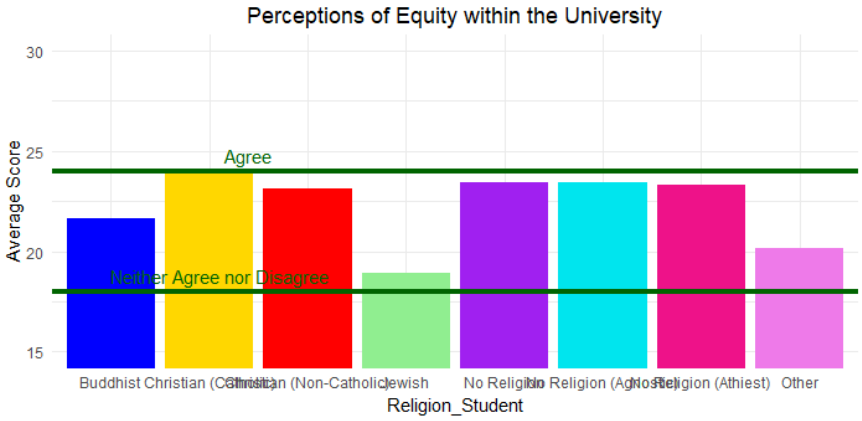
Christian (Catholic) students perceive significantly higher levels of commitment to DEIJ then No Religion (Agnostic) students.



Buddhist students are significantly more likely to believe there is too much focus on DEIJ issues as compared to students identifying with No Religion, No Religion (Agnostic), and No Religion (Atheist).

Christian (Catholic) students are significantly more likely to believe there is too much focus on DEIJ issues as compared to students identifying with No Religion, No Religion (Agnostic), and No Religion (Atheist).

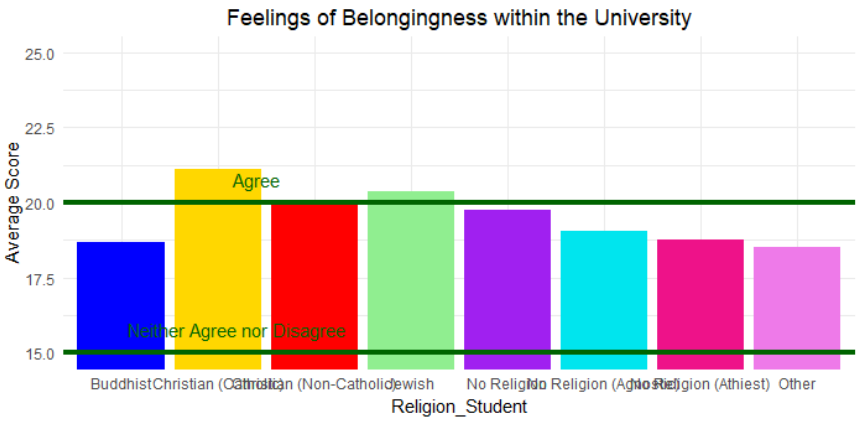
Visualizations for Perceptions of Equity:



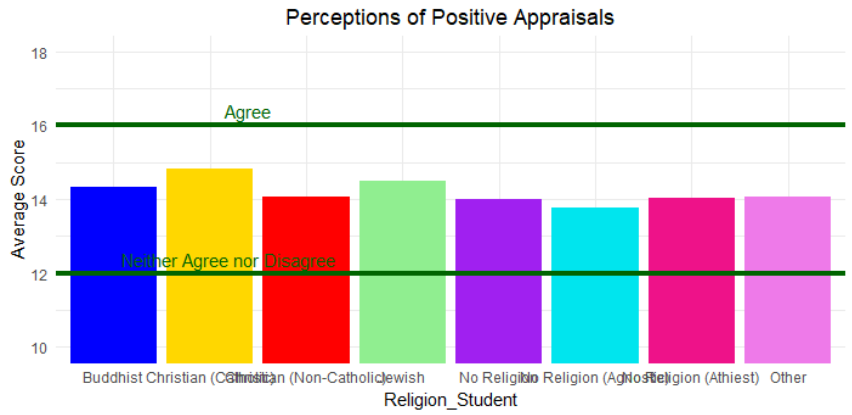
Christian (Catholic) students perceive significantly higher levels of equity within the University as compared to Jewish students, and students within the “Other” category.

Students identifying with the “Other” category perceive significantly lower levels of equity within the University as compared to students identifying with No Religion, No Religion (Agnostic), and No Religion (Atheist).

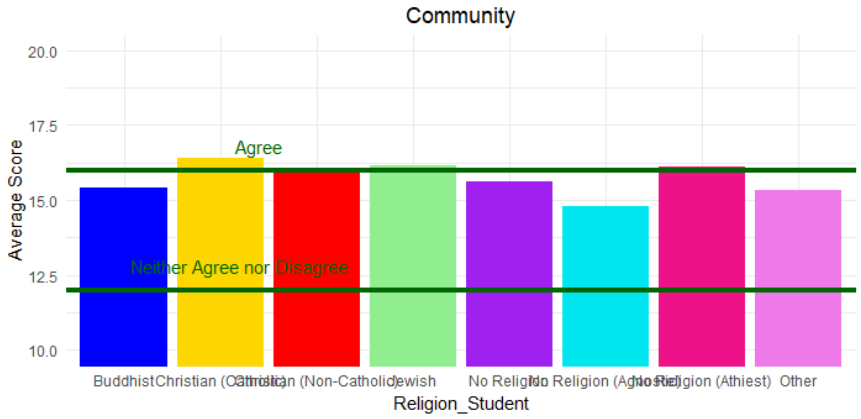
Visualizations for Dimensions of Belongingness:



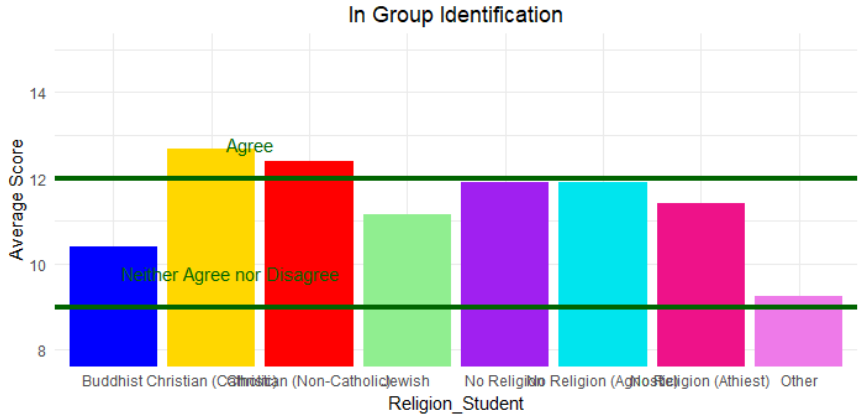
Christian (Catholic) students experience significantly higher feelings of belongingness as compared to Buddhist, Christian (Non-Catholic), No Religion, No Religion (Agnostic), No Religion (Atheist), and Other students.



Christian (Catholic) students experience significantly higher levels of positive reflected appraisals as compared to Christian (Non-Catholic), No Religion, and No Religion (Agnostic) students.



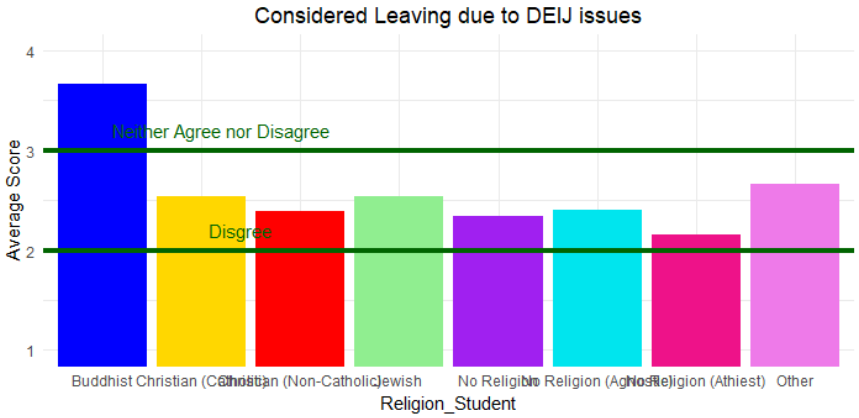
Christian (Catholic) students are significantly more likely to have found a community at Worcester State as compared to No Religion (Agnostic) students.



Buddhist students are significantly less likely to see themselves reflected within the university as compared to Christian (Catholic), Christian (Non-Catholic), and students that identify with No religion.

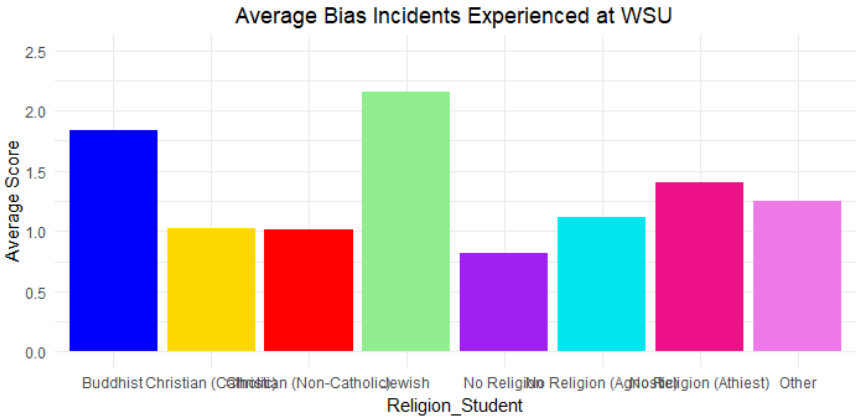
Christian (Catholic) students are significantly more likely to see themselves reflected within the university as compared to Buddhist, No Religion, No Religion (Atheist) and Other students.

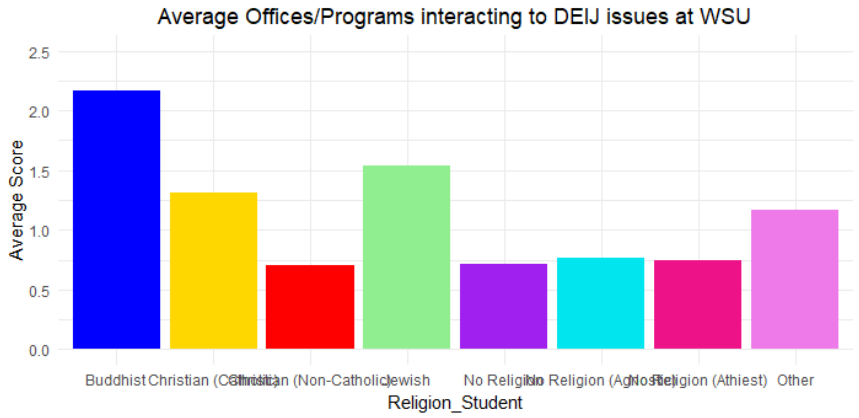
Students that identify with a religion in the “Other” category are significantly less likely to see themselves reflected within the University as compared to Christian (Catholic), Christian (Non-Catholic), No Religion, and No Religion (Agnostic) students.

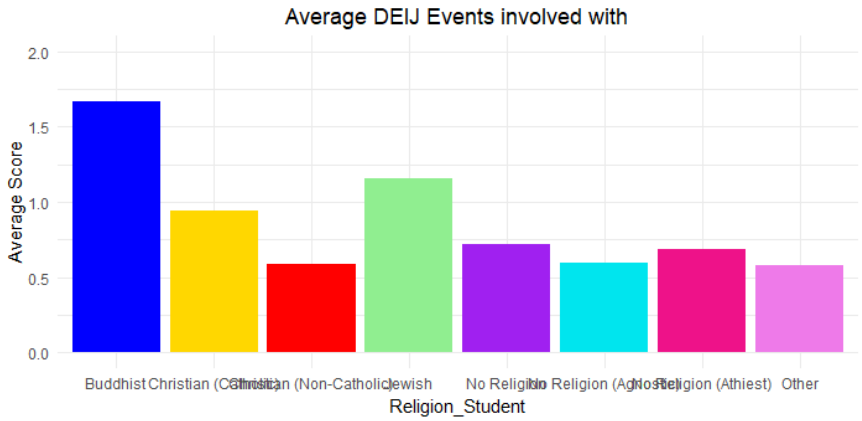


Buddhist students are significantly more likely to have considered leaving the university as compared to students identifying within the “Other” category.

Visualizations for Experiences:







On average, Buddhist students attend significantly more DEIJ events then Christian (non-Catholic) students.

Means by Student Religion:

Diversity and Inclusion	Buddhist	Christian (Catholic)	Christian (Non-Catholic)	Jewish	No Religion	No Religion (Agnostic)	No Religion (Athiest)	Other
Inclusion	16.5	20.89	19.21	19	19.7	18.12	20.23	18.42
Diversity	12.33	16.73	14.92	14.69	14.99	13.76	14.91	13.5
Commitment	14.42	16.84	16.24	15.53	16.14	15.67	16.06	13.73
Too much emphasis on DEIJ Issues	3.25	2.95	2.7	2.62	2.22	2.21	2.25	2.67
Equity								
Perceptions of Equity	21.67	23.93	23.14	18.92	23.44	23.41	23.31	20.17
Belonging								
Belongingness	18.67	21.09	19.94	20.38	19.74	19.04	18.78	18.5
Positive Appraisals	14.33	14.83	14.06	14.5	14.01	13.77	14.03	14.08
Found Community	15.42	16.4	15.92	16.15	15.64	14.8	16.1	15.33
In-Group Identification	10.42	12.69	12.39	11.17	11.9	11.91	11.42	9.25
Considered Leaving WSU due to lack of Belonging	3.67	2.54	2.39	2.54	2.34	2.4	2.16	2.67
Bias Incidents								
Count Average	1.83	1.03	1.01	2.15	0.82	1.12	1.41	1.25
DEIJ Work								
Offices	2.17	1.31	0.71	1.54	0.72	0.77	1.17	0.75
Events Attended	1.67	0.94	0.59	1.15	0.72	0.6	0.58	0.69

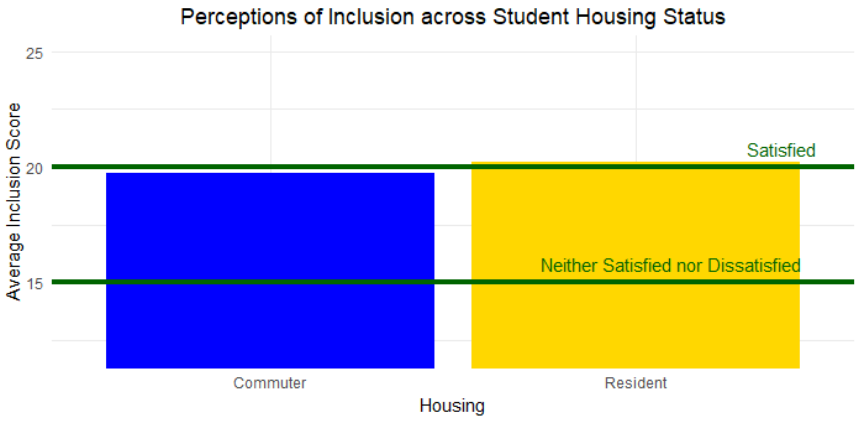
Overview: Students by Housing Status

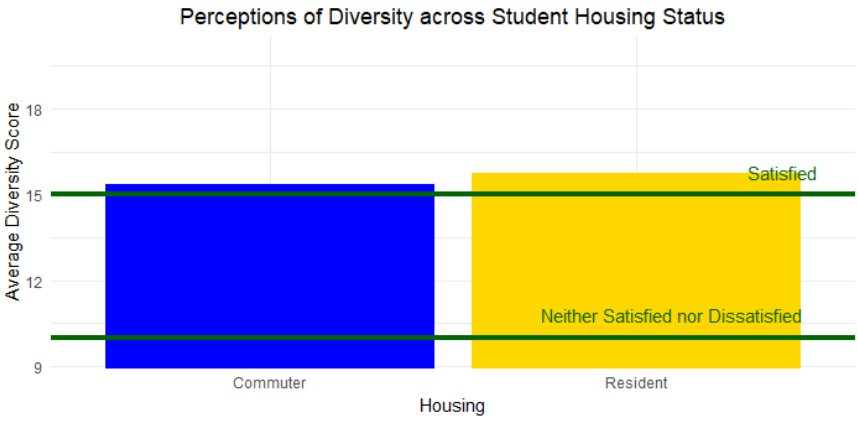
In comparing residential and commuter students, the analysis suggests relatively few differences in their campus experiences. However, one significant distinction is that residential students are notably more likely to have found a sense of community within the university, potentially due to their closer proximity and increased opportunities for engagement. The lack of differences between these groups seems to be able to be interpreted in a couple different ways:

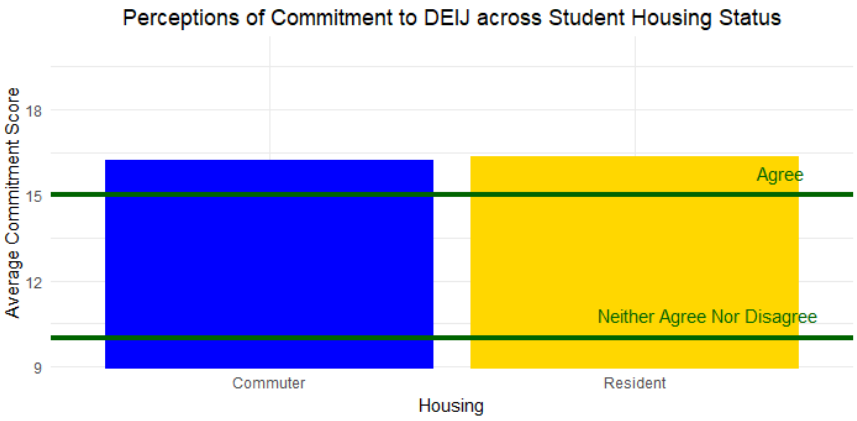
First, the work of commuter groups on campus to promote inclusion of non-residential students has been as success in leveling out the inequalities between the groups.

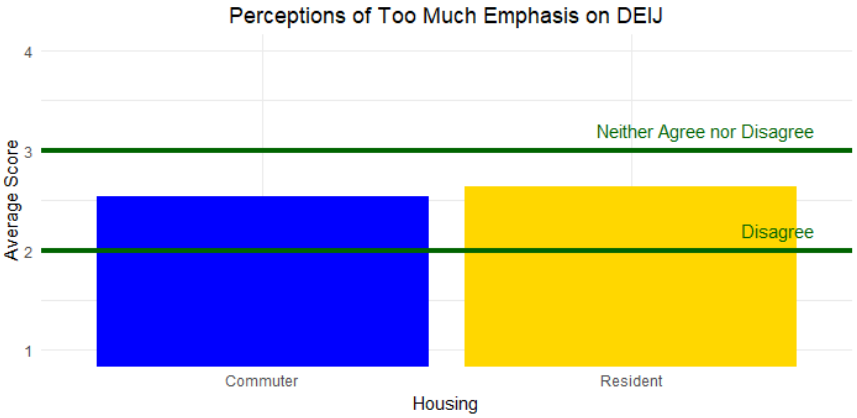
Second, the lack of differences between the groups might be concerning – Residential students, in theory, spend a lot more time on campus potentially engaging and interacting with different groups and branches of the University. The lack of difference between Residential and non-Residential students may be reflective that more needs to be done to in order to make Worcester State feel more like home for Residential students then non-Residential students.

Visualizations for Dimensions of Diversity and Inclusion:

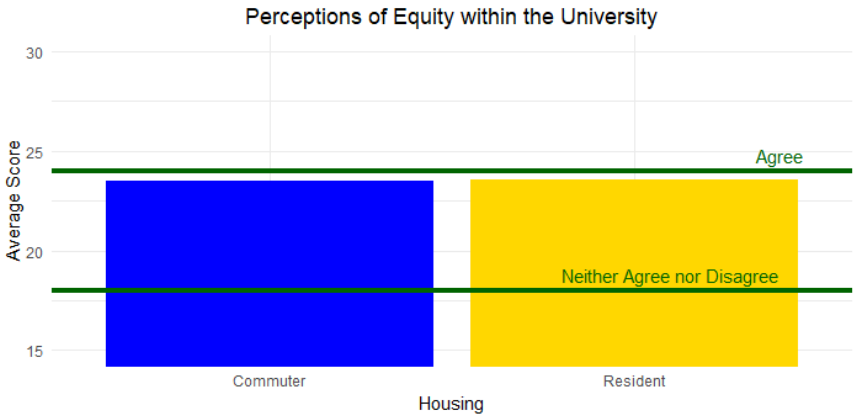




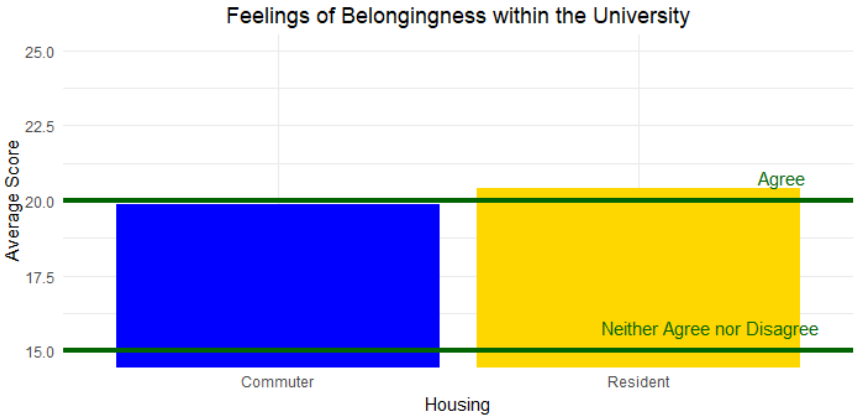


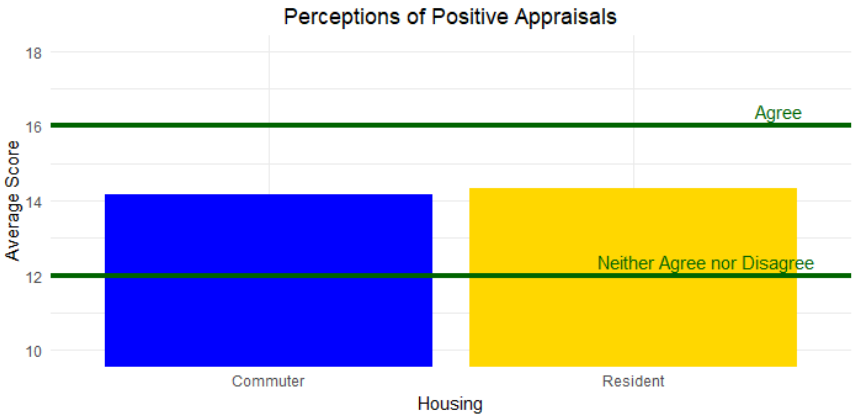


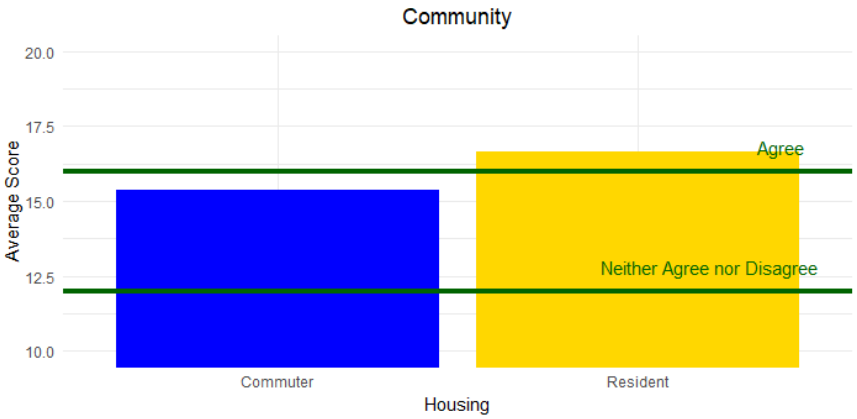
Visualizations for Perceptions of Equity:



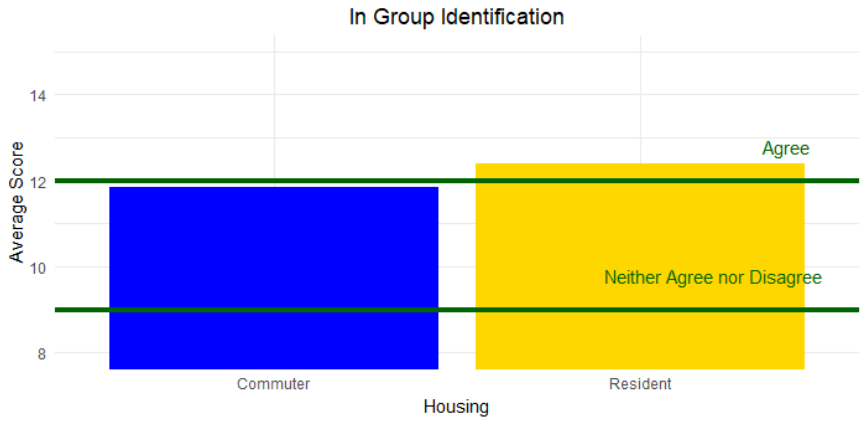
Visualizations for Dimensions of Belongingness:

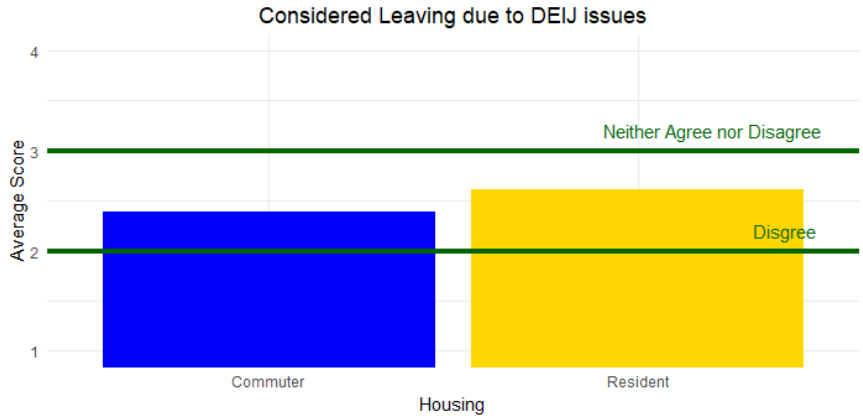




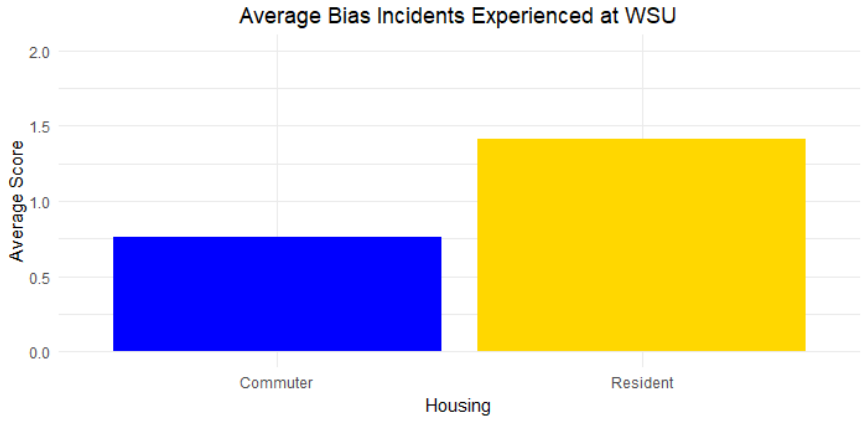


Residential students are significantly more likely to have found a community within the university as compared to commuter students.

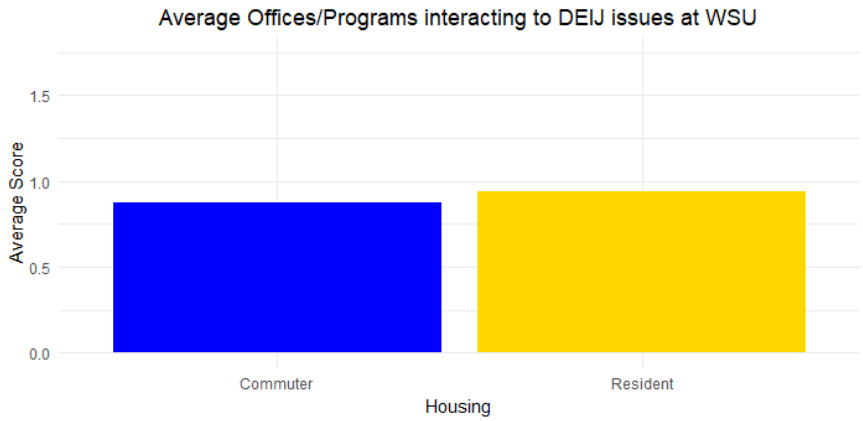


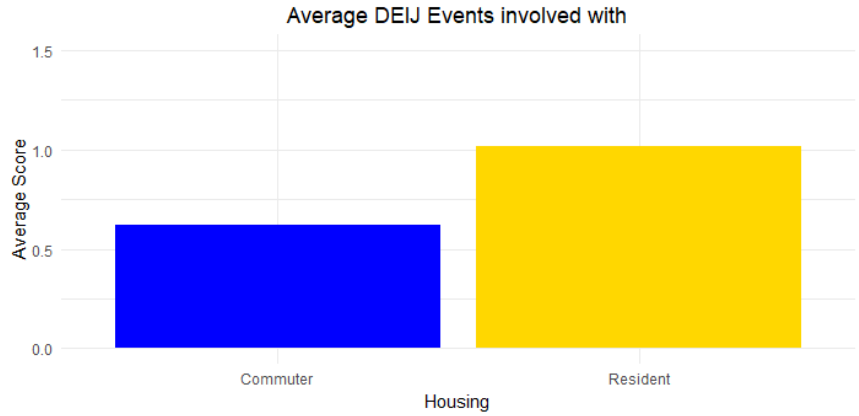


Visualizations for Experiences:



Residential students experience significantly more bias incidents on campus as compared to commuter students.





Residential student attend significantly more events pertaining to DEIJ as compared to commuter students.

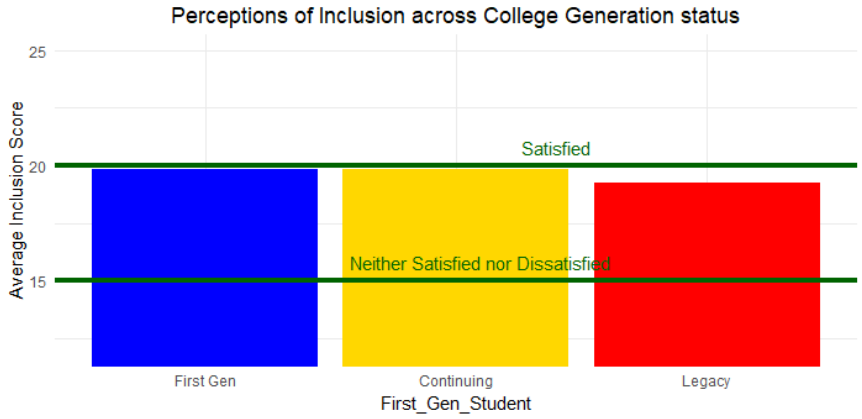
Means by Student Housing Status:

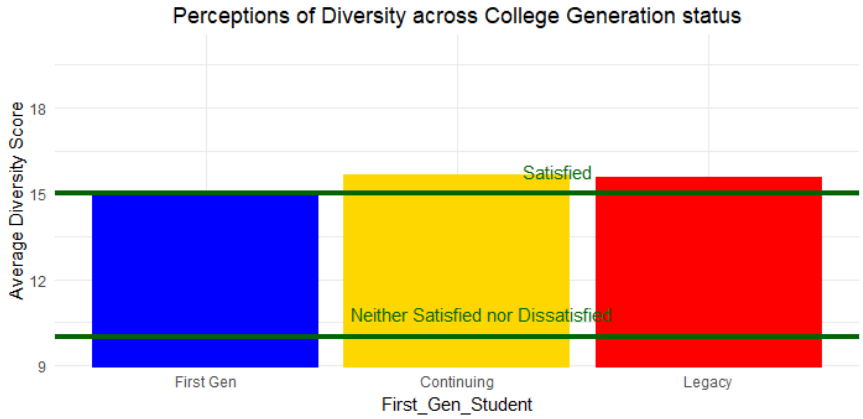
Diversity and Inclusion	Commuter	Resident
Inclusion	19.72	20.21
Diversity	15.38	15.74
Commitment	16.24	16.35
Too much emphasis on DEIJ Issues	2.53	2.64
Equity		
Perceptions of Equity	23.46	25.52
Belonging		
Belongingness	19.87	20.42
Positive Appraisals	14.15	14.34
Found Community	15.36	16.65
In-Group Identification	11.84	12.39
Considered Leaving WSU due to lack of Belonging	2.38	2.61
Bias Incidents		
Count Average	0.76	1.41
DEIJ Work		
Offices	0.88	0.94
Events Attended	0.62	1.02

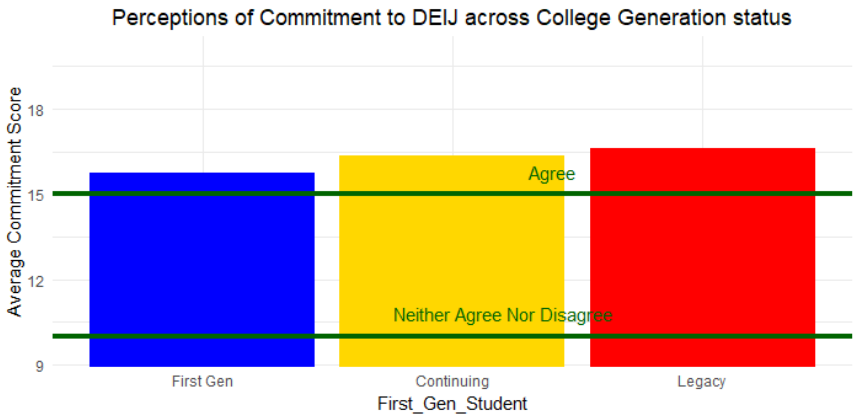
Overview: Students by Generation Status

The data indicates notable disparities in the experiences of First Generation to College students compared to their Legacy counterparts. First Generation students perceive significantly lower levels of commitment to diversity within the university. Additionally, First Generation to College students report significantly lower levels of community inclusion compared to Continuing Generation and Legacy students, highlighting potential challenges in building a sense of belonging. Moreover, First Generation to College students are significantly less likely to see themselves reflected within the faculty, staff, and administration of the university, underlining the need for enhanced representation and inclusivity efforts to address this disparity and promote a more diverse and inclusive leadership and support structure within the institution.

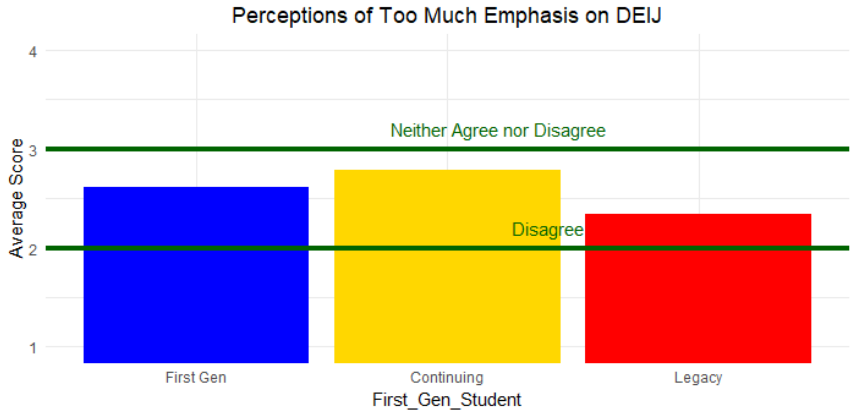
Visualizations for Dimensions of Diversity and Inclusion:





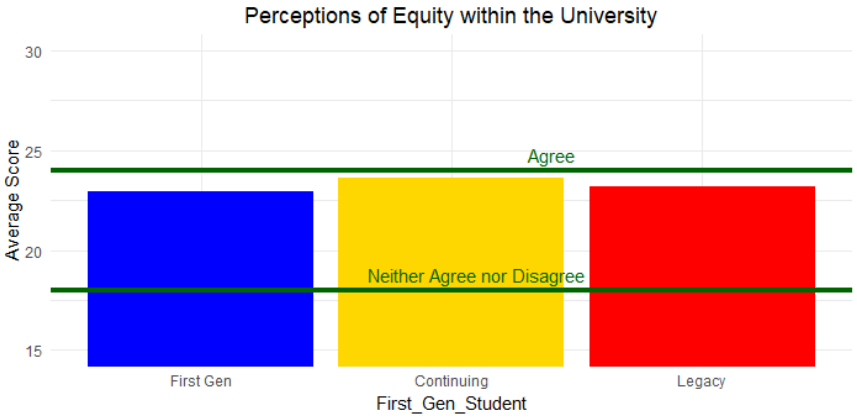


First Generation to College students perceive significantly lower levels of commitment to diversity as compared to Legacy students.

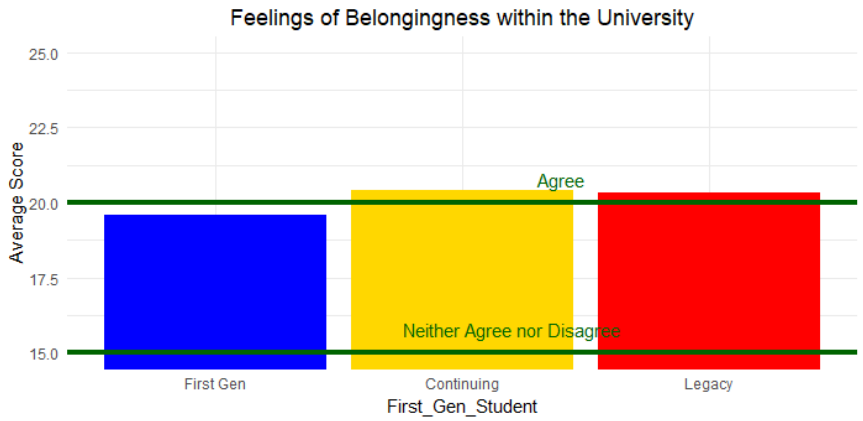


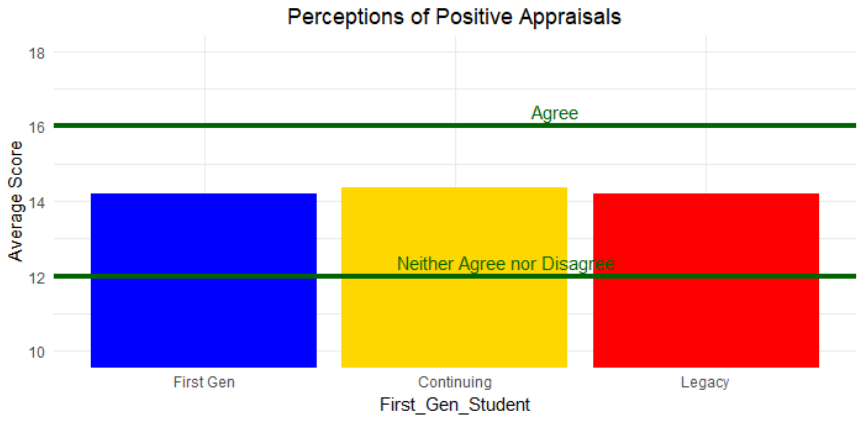
Continuing Generation students are more likely to perceive the university is placing too much of a focus on DEIJ issues as compared to Legacy students.

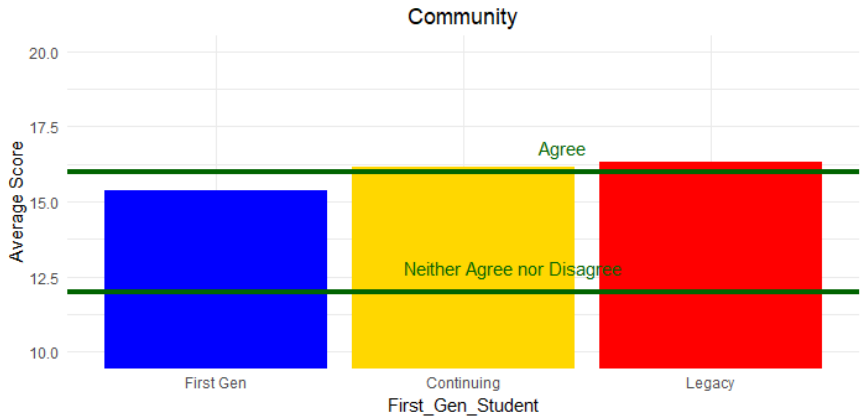
Visualizations for Perceptions of Equity:



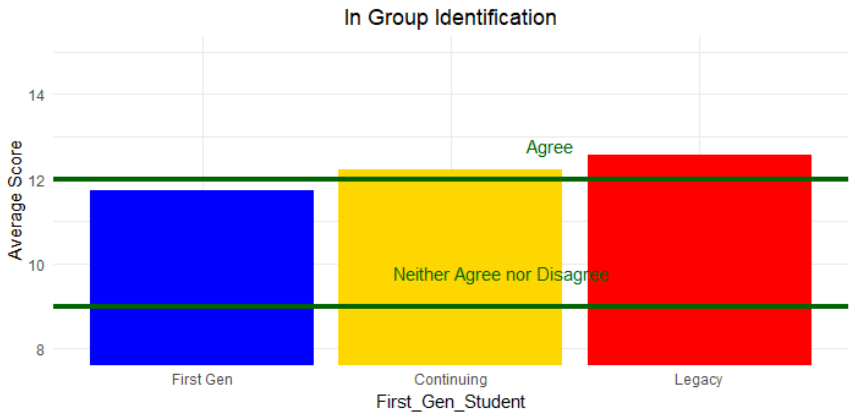
Visualizations for Dimensions of Belongingness:



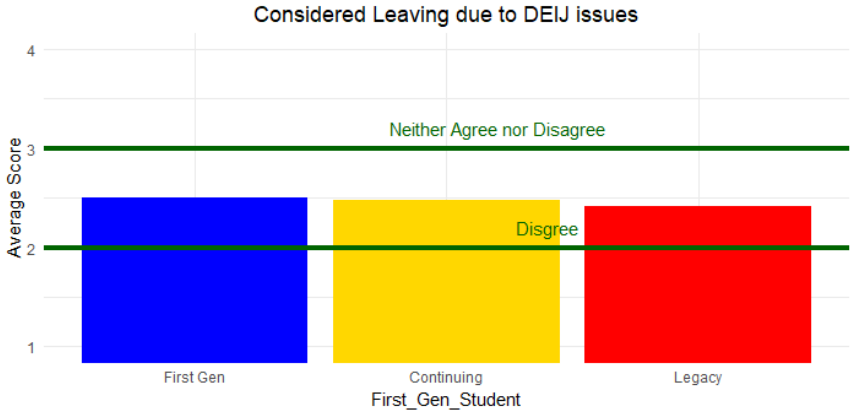




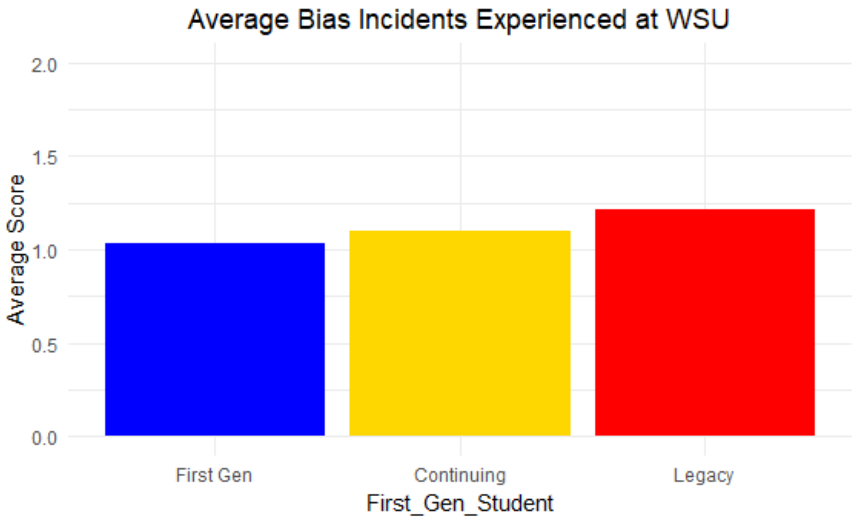
First Generation to College students have significantly lower levels of community inclusion then Continuing Generation or Legacy students.

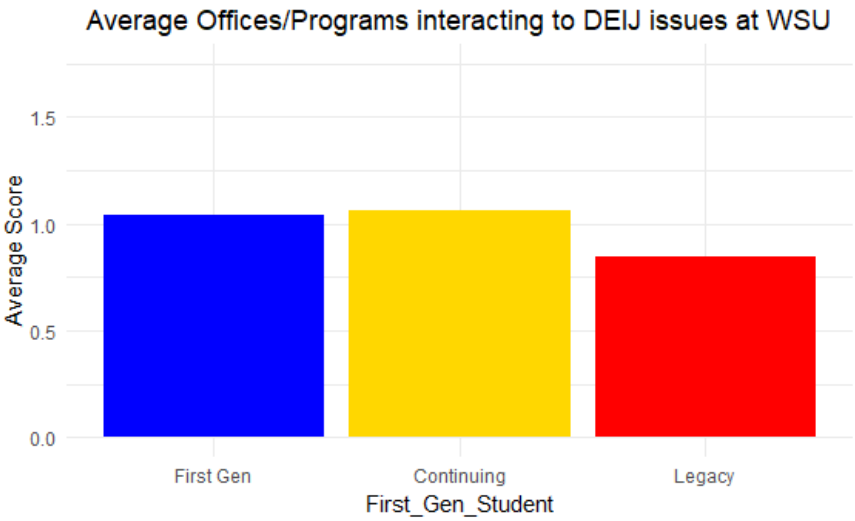


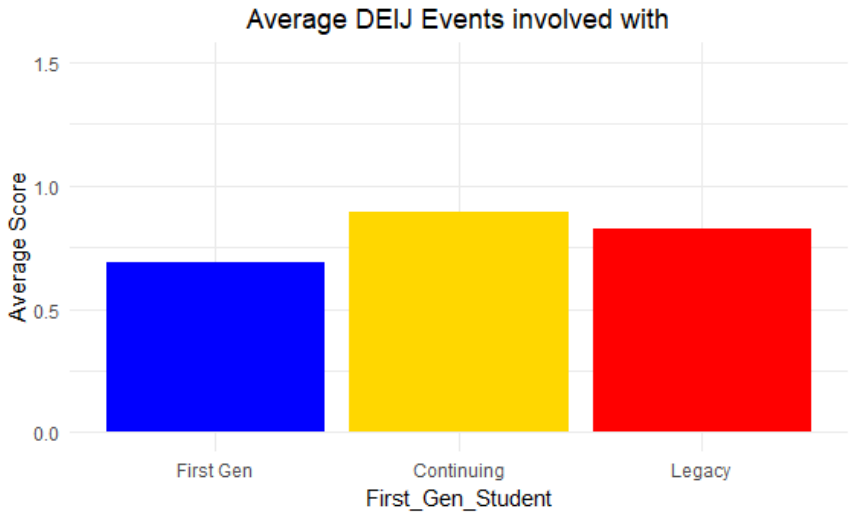
First Generation to College students are significantly less likely to see themselves reflected within the faculty, staff, and administration of the university as compared to legacy students.



Visualizations for Experiences:







Means by Generation Status[10]:

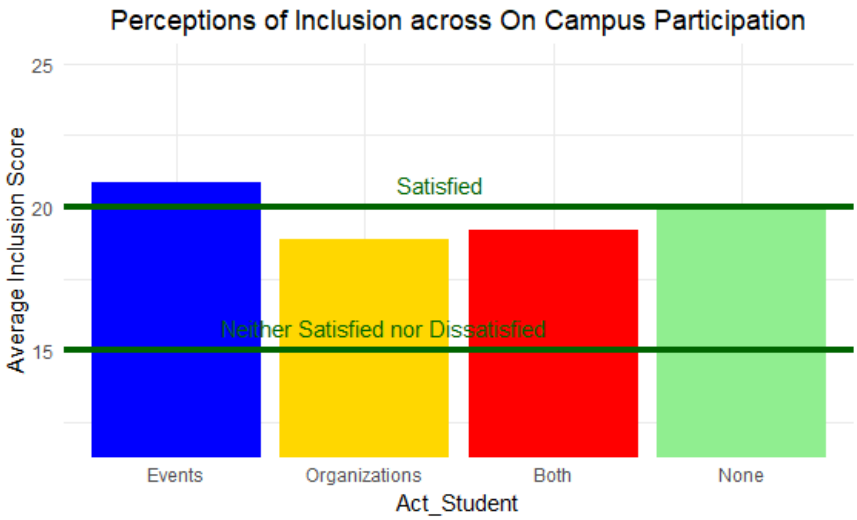
[10] First Generation to College includes students who do not have a parent that has completed a Bachelor's degree, while Legacy students have parents that have completed a graduate degree or higher.

Diversity and Inclusion	First Generation	Continuing Generation	Legacy Generation
Inclusion	18.83	19.85	19.25
Diversity	14.93	15.65	15.57
Commitment	15.76	16.37	16.6
Too much emphasis on DEIJ Issues	2.61	2.79	2.34
Equity			
Perceptions of Equity	22.92	23.62	23.16
Belonging			
Belongingness	19.59	20.41	20.34
Positive Appraisals	14.21	14.37	14.18
Found Community	15.37	16.17	16.3
In-Group Identification	11.72	12.21	15.56
Considered Leaving WSU due to lack of Belonging	2.5	2.47	2.41
Bias Incidents			
Count Average	1.04	1.1	1.21
DEIJ Work			
Offices	0.85	1.06	0.85
Events Attended	0.69	0.89	0.82

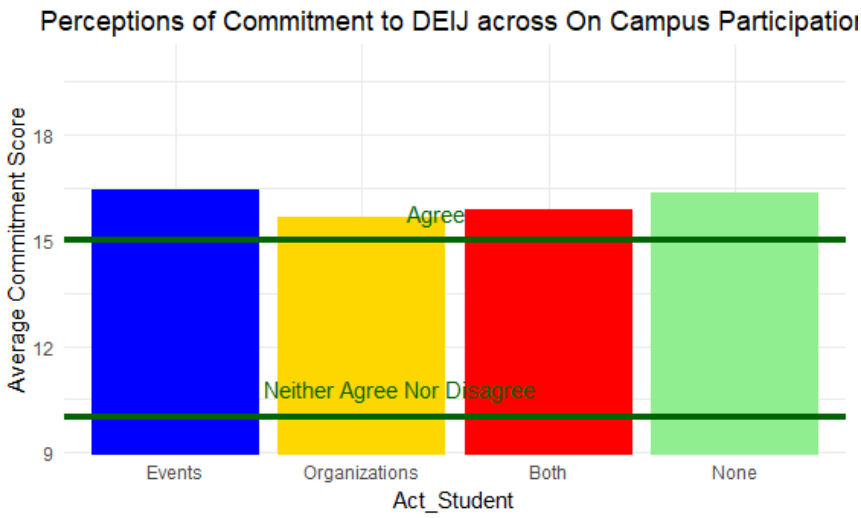
Overview: Students by Activities

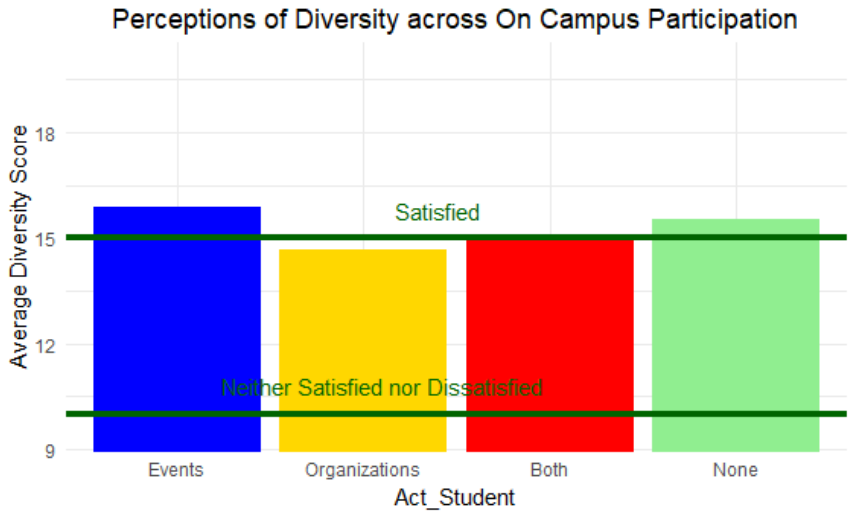
The interpretation of student involvement in relation to Campus Climate is a bit more complex. Organizations and events run on campus create homes for students that may be targeted by discriminatory acts as a safe space where students have the ability to find their people and discuss and navigate the structure of the University (Tajfel and Turner 1979). The significantly higher count of bias incidents experienced by students participating in these organizations *should* indicate lower levels of belongingness and inclusion, but they do not. Continued investment in and potential expansion of these programs into areas that the University may be seeing inequalities arise (everything discussed prior to this section) could serve to create a support network for students struggling with bias on campus in order to help them navigate through the University and find a support and psychologically healthy community to engage.

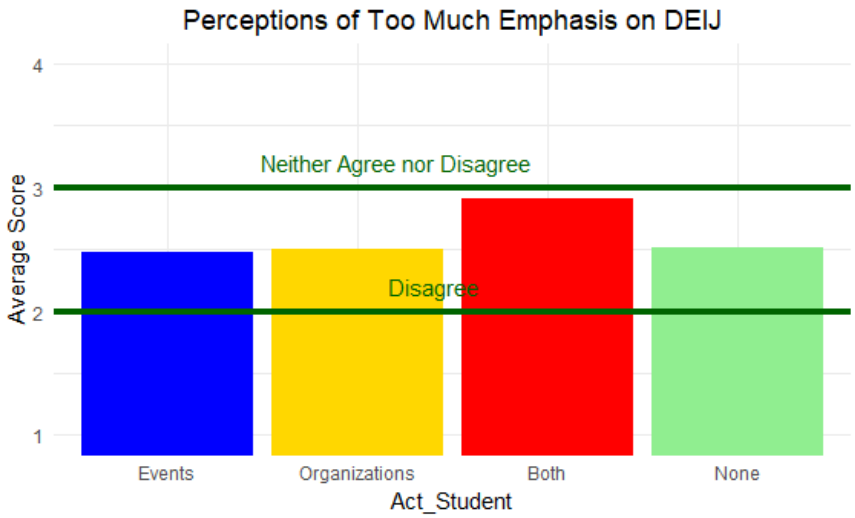
Visualizations for Dimensions of Diversity and Inclusion:



Students only attending Events on campus pertaining to DEIJ issues have significantly higher perceptions of inclusion on campus as compared to students only involved in Organizations and students in both Organizations and attending Events.

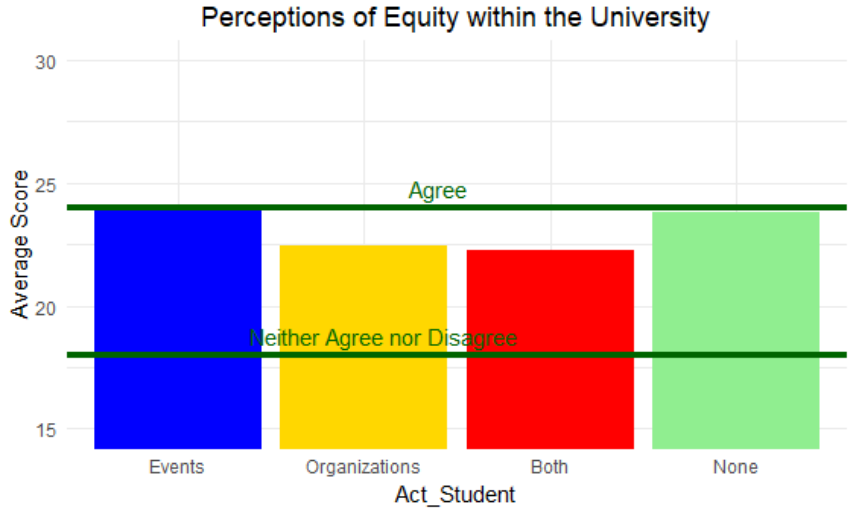

Perceptions of Commitment to DEIJ across On Campus Participatio
Average Commitment Score
18
15
12
9
Agree
Neither Agree Nor Disagree
Events
Organizations
Both
None
Act_Student


Perceptions of Diversity across On Campus Participation
Average Diversity Score
18
15
12
9
Satisfied
Neither Satisfied nor Dissatisfied
Events
Organizations
Both
None
Act_Student



Students attending both DEIJ events and involved with DEIJ organizations on campus have significantly higher perceptions of too much emphasis on DEIJ issues then students attending neither DEIJ Events or involved in Organizations. Despite this result, students involved in both events and organizations, on average, lean more toward “Neither Agree nor Disagree” when asked if there is too much emphasis placed on DEIJ.

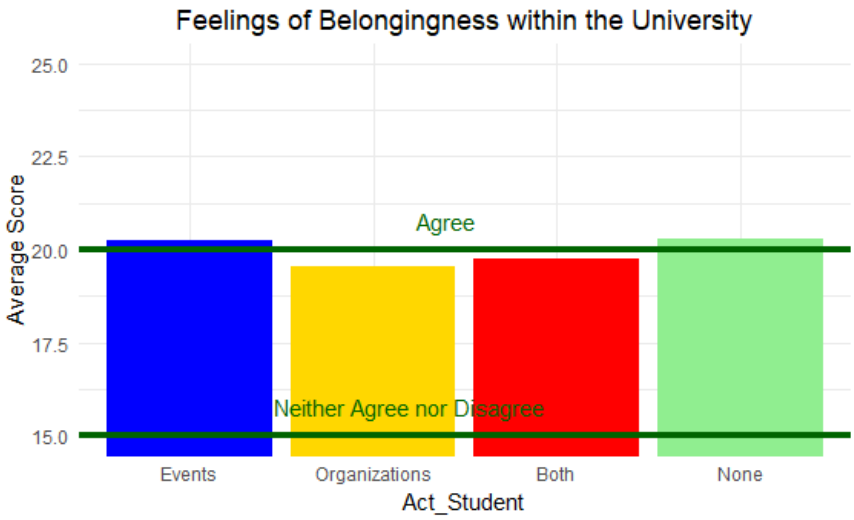
Visualizations for Perceptions of Equity:

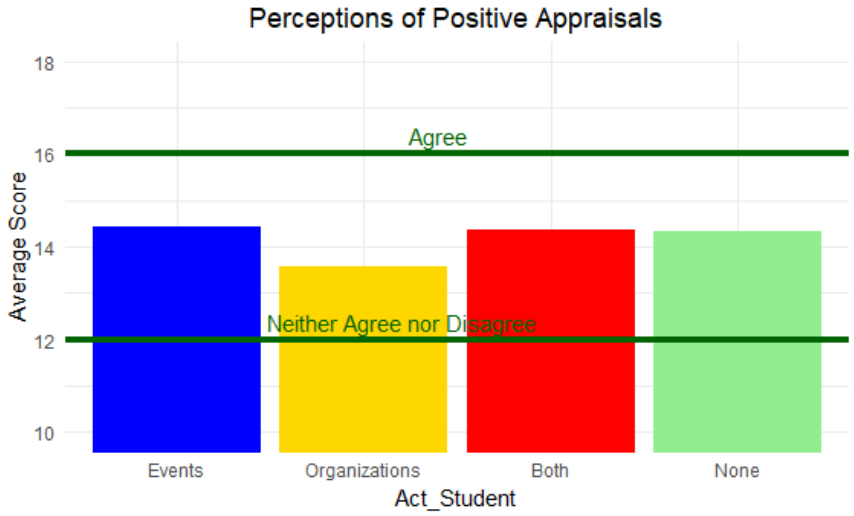


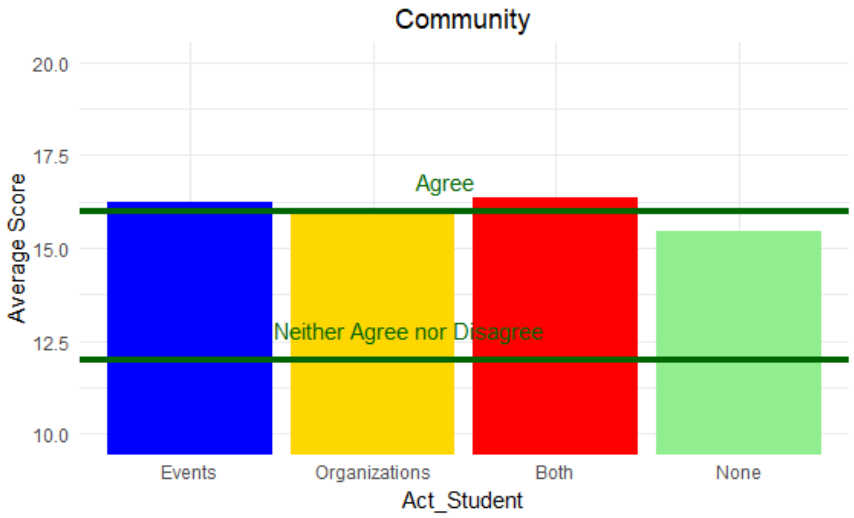
Students attending DEIJ events and participating in Organizations have significantly lower perceptions of equity within the University as compared to students only attending DEIJ events.

Students attending DEIJ events and participating in Organizations have significantly lower perceptions of equity within the University as compared to students who do not attend events or are involved with organizations.

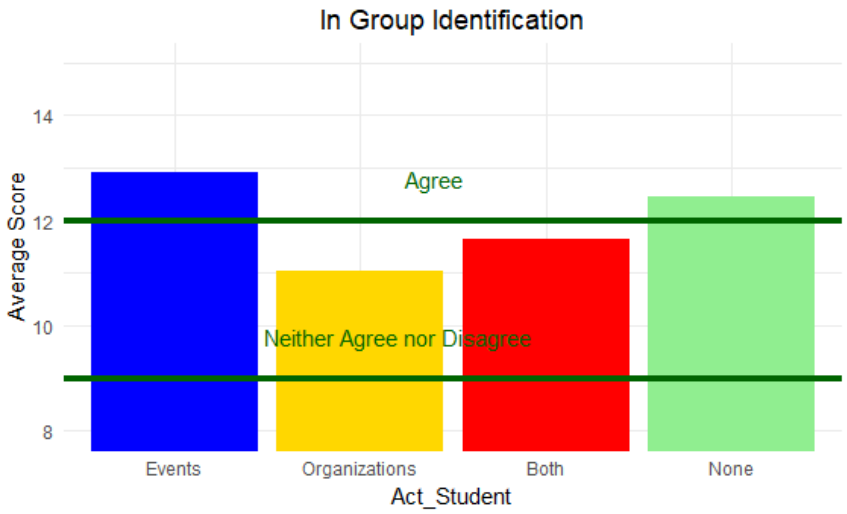
Visualizations for Dimensions of Belongingness:





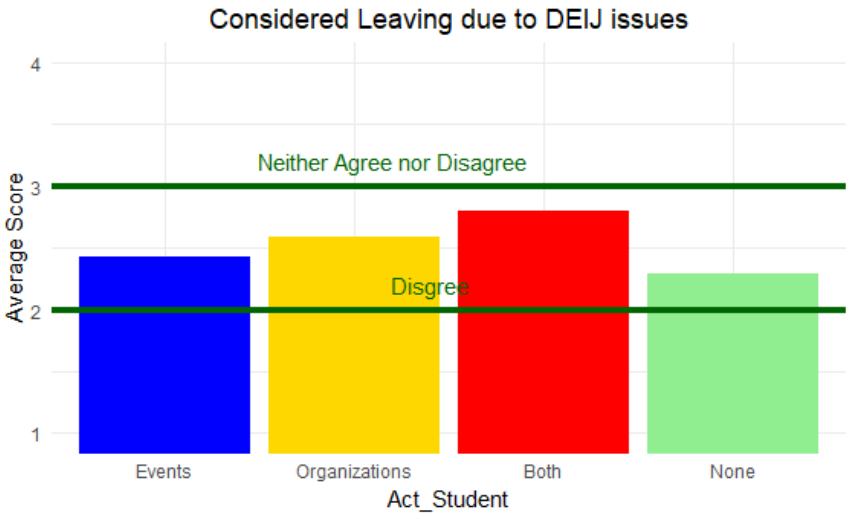


Students participating in both DEIJ events and organizations have significantly higher perceptions of community at Worcester State then students that attend neither.



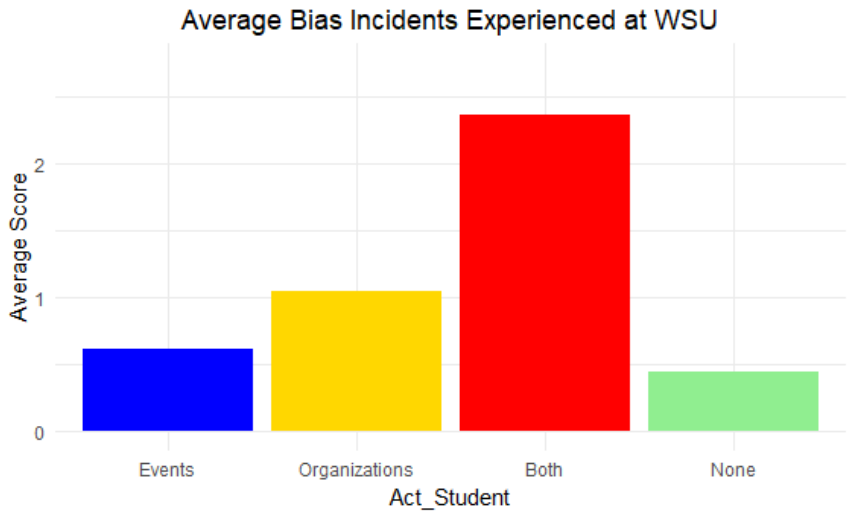
Students that do not participate in either DEIJ events and organizations have significantly higher levels of in-group identification on campus as compared to those involved with DEIJ organizations *or* those students involved in both organizations and attending events.

Students attending DEIJ events have significantly higher levels of in-group identification then students that are only involved with DEIJ organizations *and* students that are both involved with organizations and attending events.

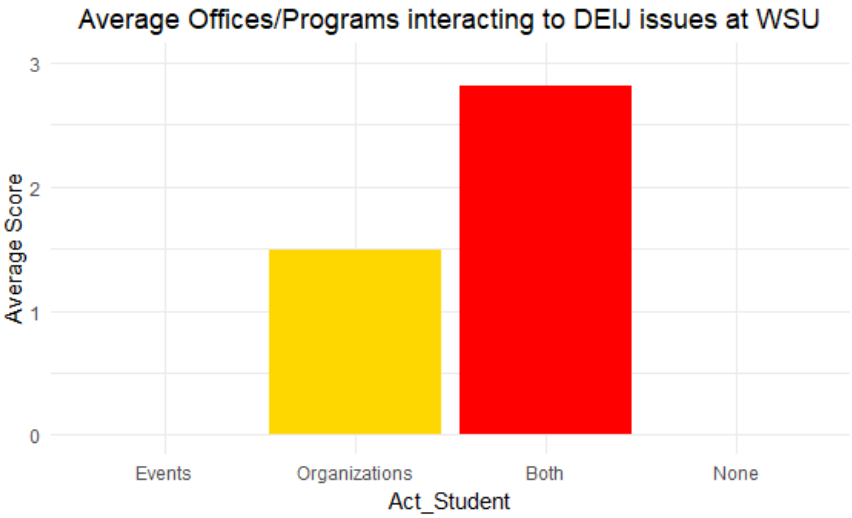


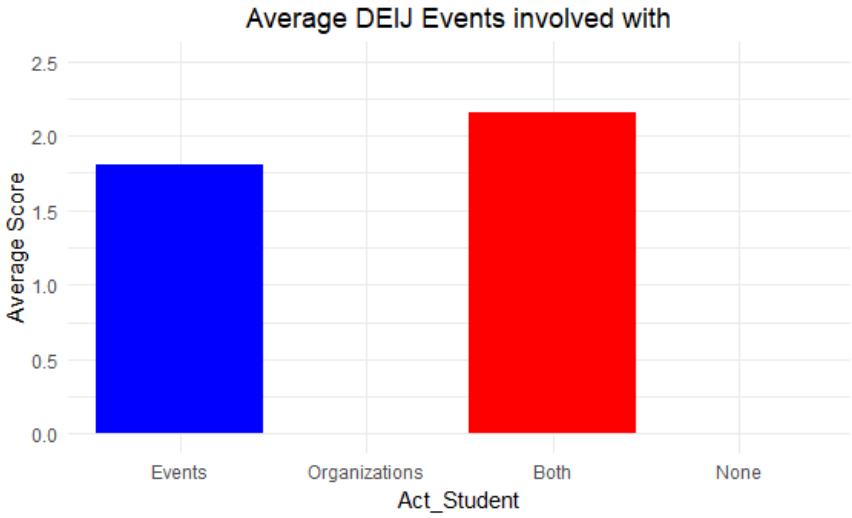
Students attending both DEIJ events and organizations are significantly more like to have considered leaving Worcester State due to DEIJ issues as compared to students that do not attend events or participate in organizations.

Visualizations for Experiences:



Students participating in organizations *and* attending DEIJ events have experienced significantly more bias incidents on campus then any other group analyzed in this section.





Means by Student Activities[11]:

Diversity and Inclusion	None	Events	Organizations	Both
Inclusion	19.91	20.85	18.85	19.18
Diversity	15.52	15.86	14.67	15.07
Commitment	16.34	16.43	15.66	15.88
Too much emphasis on DEIJ Issues	2.51	2.48	2.5	2.91
Equity				
Perceptions of Equity	23.81	24.08	22.44	22.23
Belonging				
Belongingness	20.29	20.24	19.54	19.77
Positive Appraisals	14.32	14.43	13.59	14.36
Found Community	15.45	16.24	15.93	16.34
In-Group Identification	12.44	12.9	11.03	11.64
Considered Leaving WSU due to lack of Belonging	2.28	2.43	2.59	2.8
Bias Incidents				
Count Average	0.44	0.62	1.05	2.36

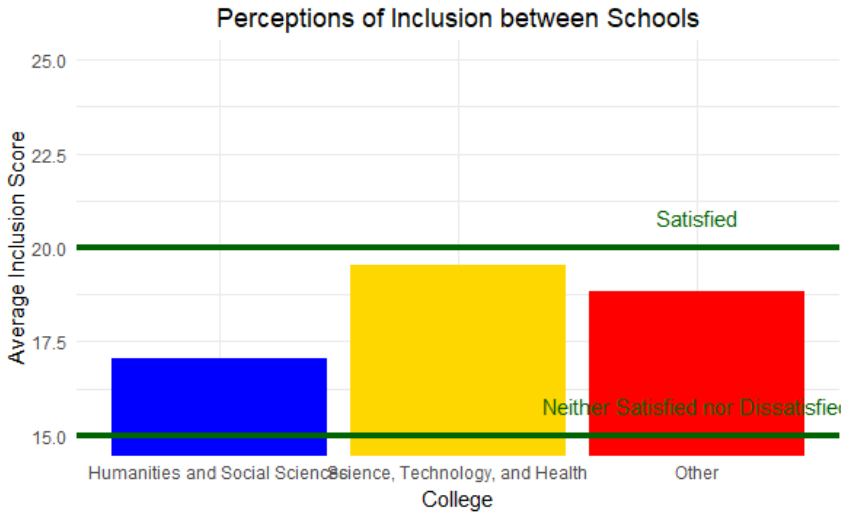
[11] In order to be included in "Events" a student needed to identify at least one DEIJ event they attended. In order to be included in "Organizations" a student needed to identify at least on DEIJ organization that they participated. In order to be included in "Both," a student needed to be in *both* "Events" and "Organizations" (students in "Both" are *not* included in the "Events" and "Organizations" categories – they are in their own category).

Overview: Faculty and Staff by College

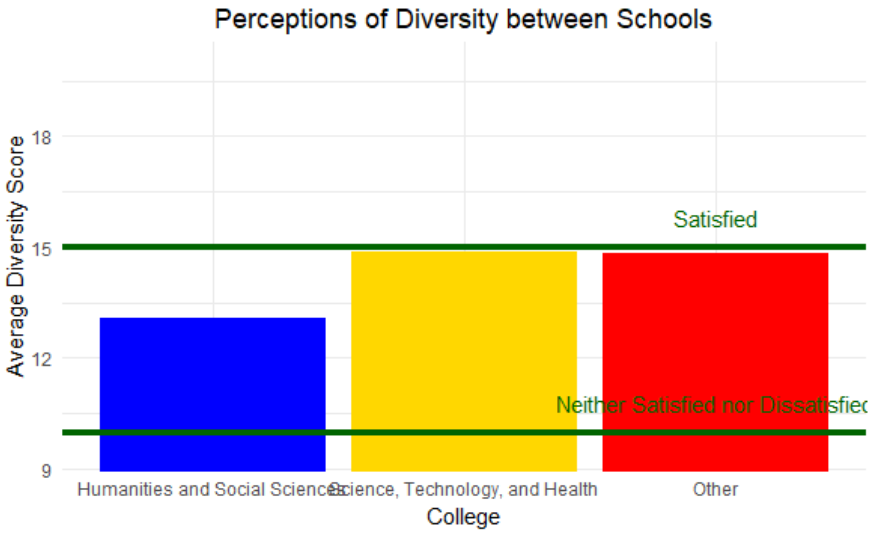
A Tale of Two Colleges

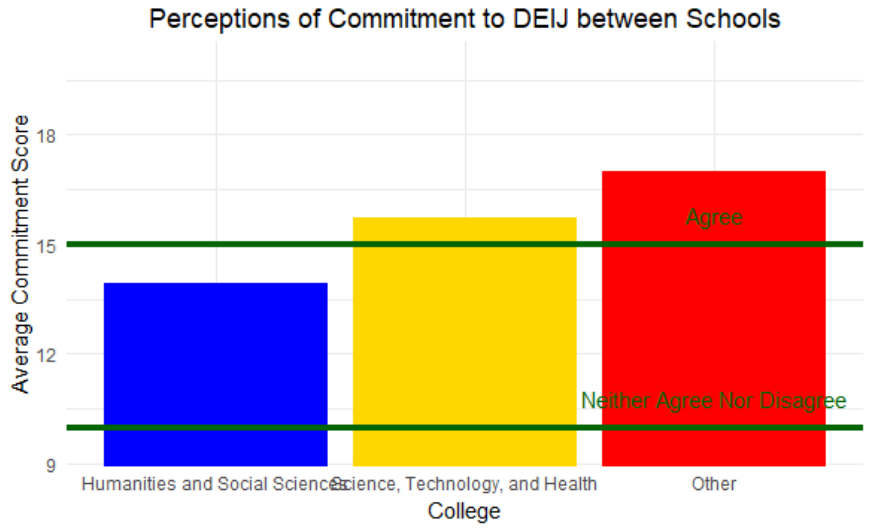
The analysis of employee experiences at Worcester State University, encompassing faculty, staff, and administrators, reveals significant variations across different schools within the institution. Due to a small sample size in the Education, Liberal, and Interdisciplinary Studies (ELIS) school, respondents from ELIS, Graduate and Continuing Education, and "Prefer not to Answer" are grouped into an "Other" category for analysis purposes. When analyzing across colleges, Worcester State really becomes a tale of two schools, with HSS significantly lower on measures of Inclusion, Diversity, and Belongingness. While STH have significantly higher perceptions of equity as compared to the rest of the University, respondents from STH still averaged *below* "Agree" on perceptions of equity within the University.

Visualizations for Dimensions of Diversity and Inclusion:

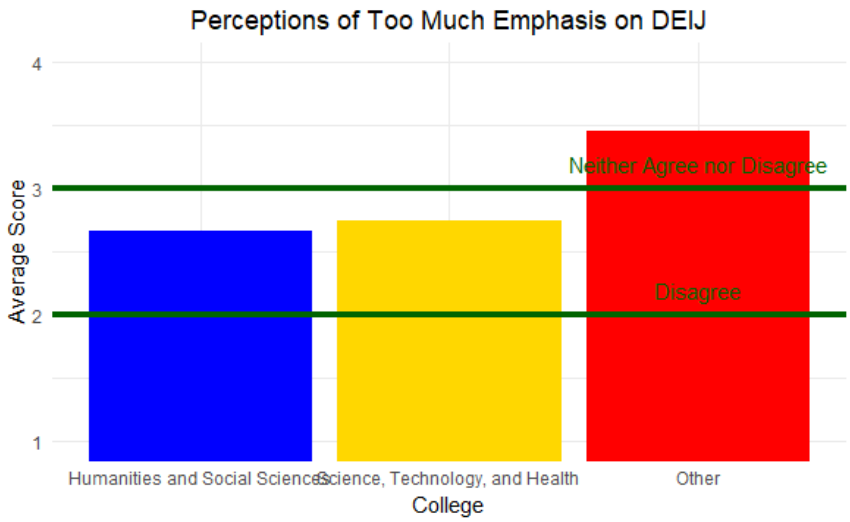


Measures of inclusivity are significantly higher in Science Technology and Health as compares to Humanities and Social Sciences.

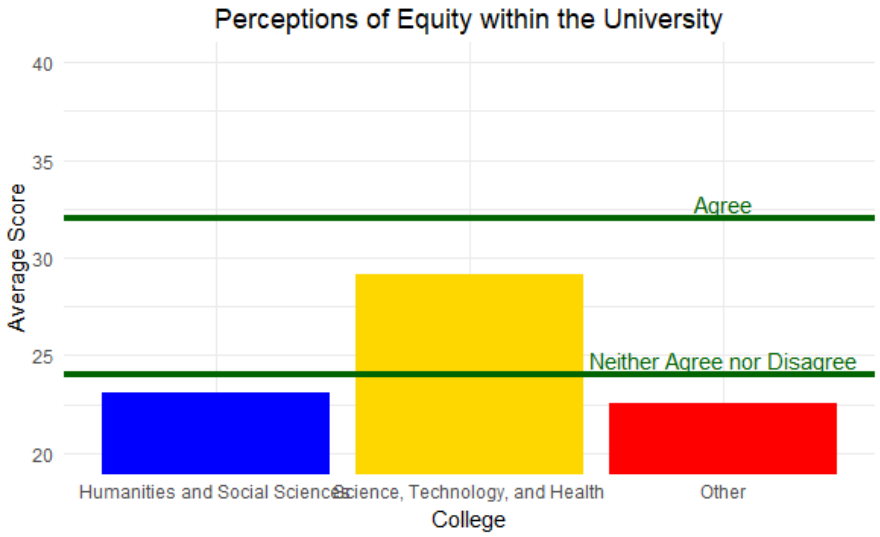




Perceptions of University commitment to diversity are significantly lower in Humanities and Social Sciences as compared to Science, Technology, and Health, and Other faculty.

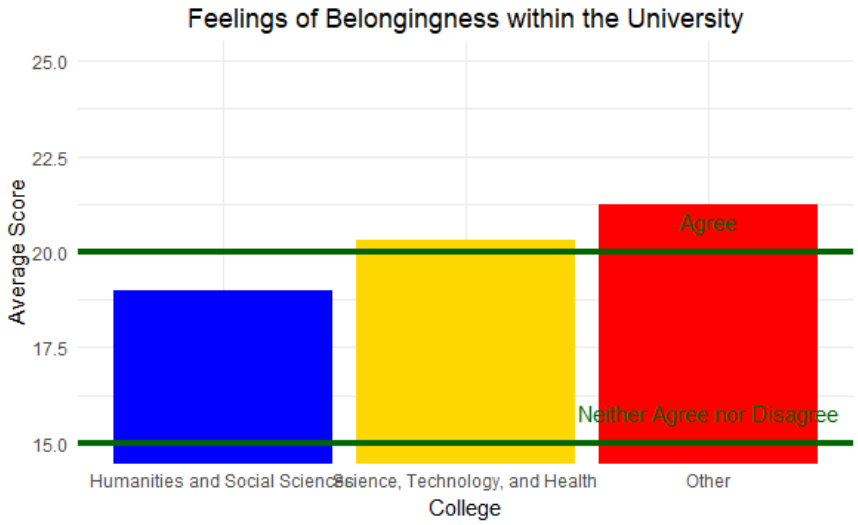


Visualizations for Perceptions of Equity:

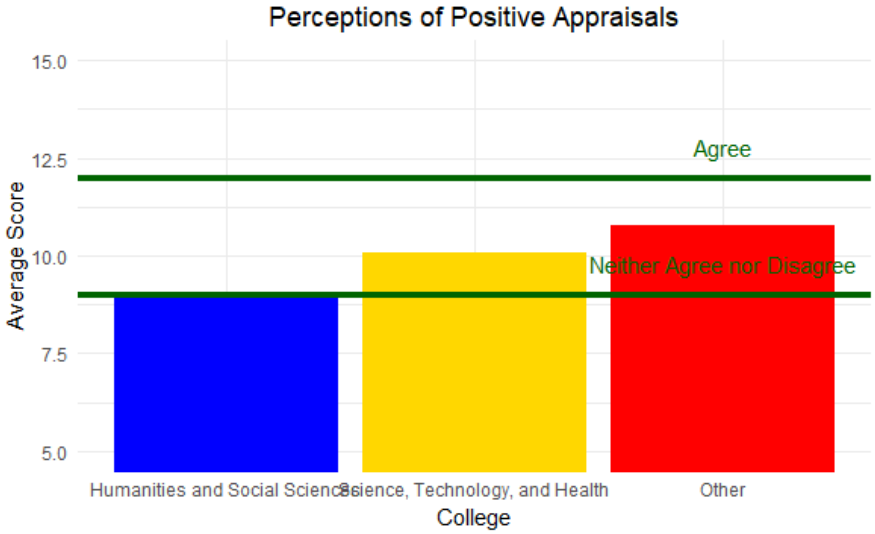


Perceptions of Equity are significantly higher within Sciences, Technology, and Health as comparted to Humanities and Social Sciences

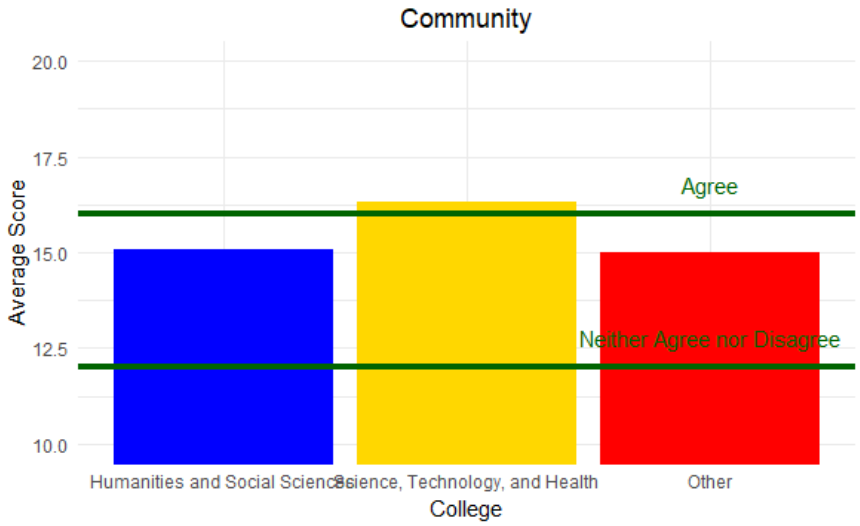
Visualizations for Dimensions of Belongingness:

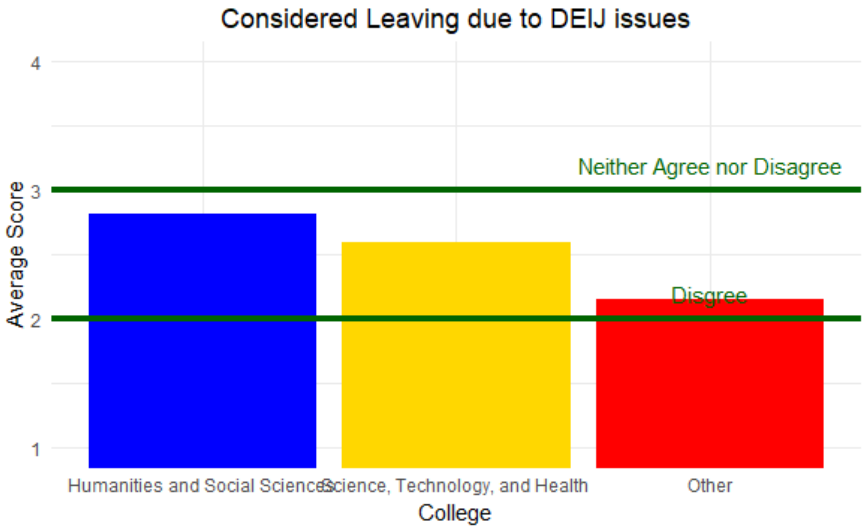


Respondents within the Humanities and Social Sciences have significantly lower levels of Belongingness as compared to the rest of the University.

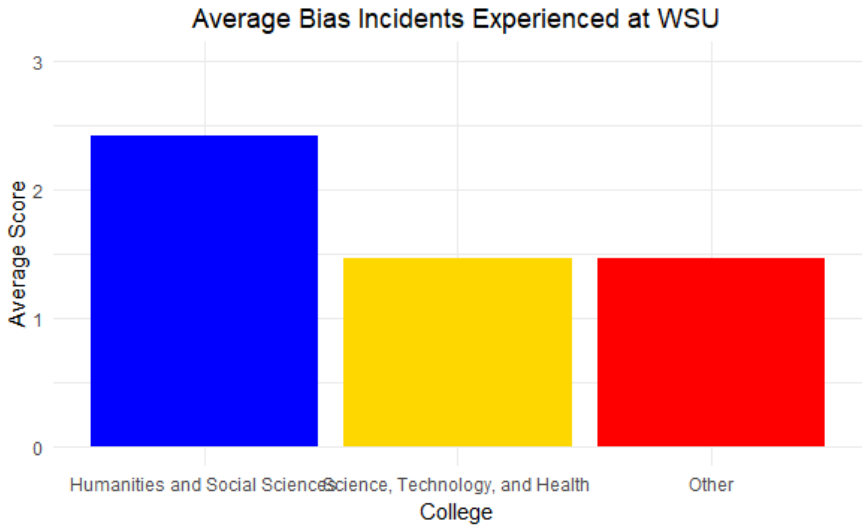


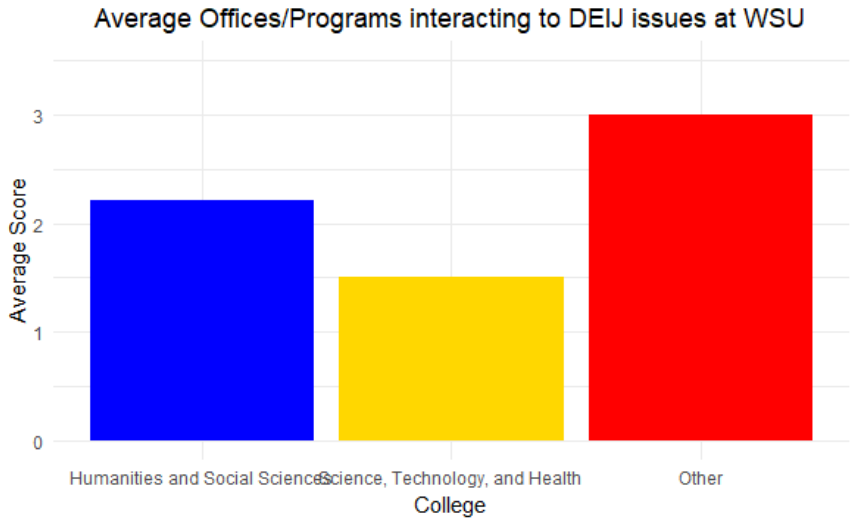
Respondents within the Humanities and Social Sciences have significantly lower levels of Positive Reflected Appraisals as compared to the rest of the University.

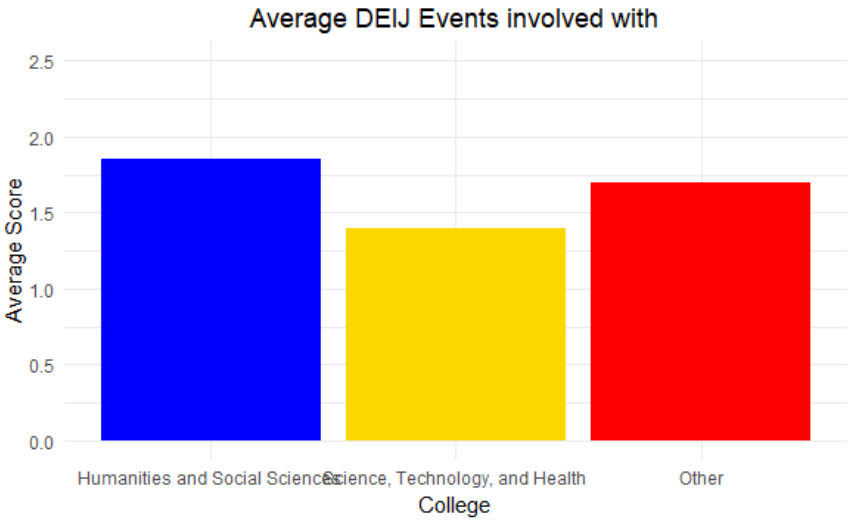




Visualizations for Experiences:




Average Offices/Programs interacting to DEIJ issues at WSU
Average Score
0
1
2
3
Humanities and Social Sciences
Science, Technology, and Health
Other
College


Average DEIJ Events involved with
Average Score
0.0
0.5
1.0
1.5
2.0
2.5
Humanities and Social Sciences
Science, Technology, and Health
Other
College

Means by School[12]:

Diversity and Inclusion	HSS	STH	Other
Inclusion [a]	17.06	19.54	18.83
Diversity	13.09	14.86	14.85
Commitment [a, b]	13.94	15.71	17
Too much emphasis on DEIJ Issues	2.67	2.75	3.46
Equity			
Perceptions of Equity [a]	23.06	29.16	22.54
Belonging			
Belongingness [a, b]	19	20.32	21.23
Positive Reflected Appraisals [a, b]	9	10.07	10.77
Found Community	15.09	16.33	15
Considered Leaving WSU due to lack of Belonging	2.82	2.59	2.15
Bias Incidents			
Count Average	2.42	1.46	1.46
DEIJ Work			
Committee Count	2.21	1.5	3
Event Count	1.85	1.39	1.69

a = There is a signficant difference between HSS and STH

b = There is a signficant difference between HSS and Other

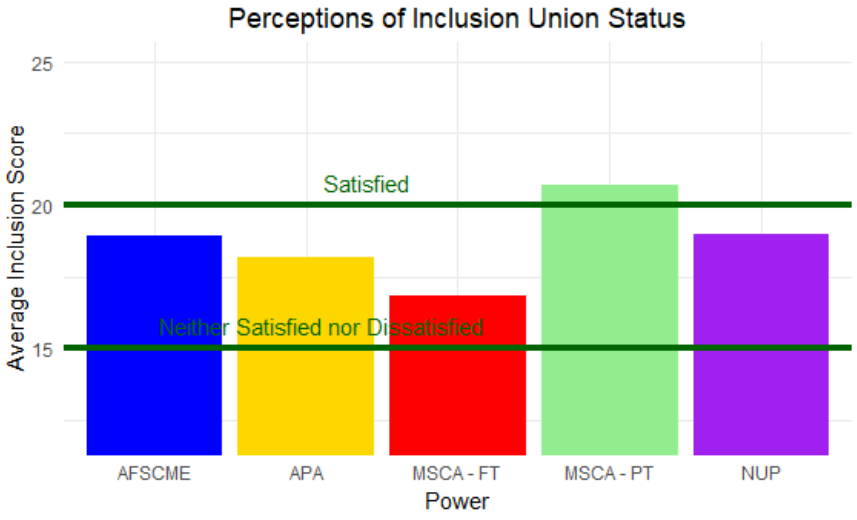
[12] The "Other" category contains respondents that were part of the Library, Education and Interdisciplinary Studies, and respondents who would prefer not to identify which school they were apart of.

Overview: Faculty and Staff by Union Status

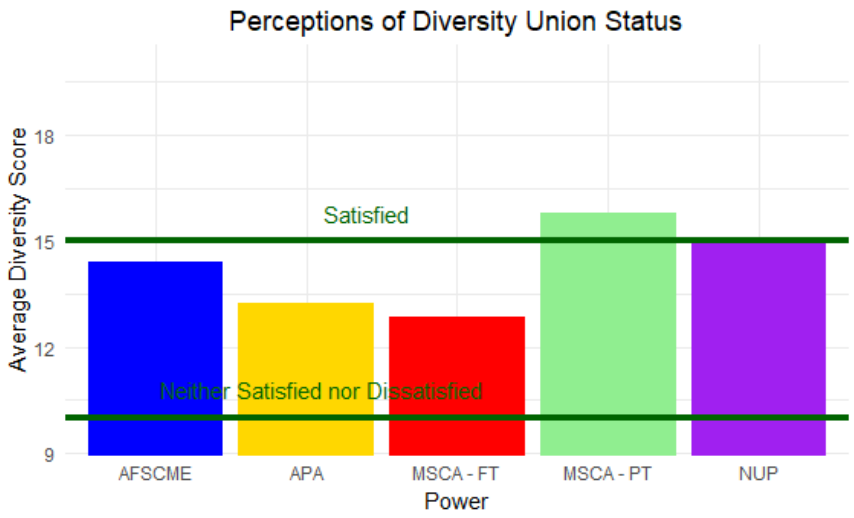
The goal of analyzing Union status in this report is really meant to look at the potential impact of power dynamics within the University. Due to sample size, part time employees in MSCA are the only non-full time employees that can be separated out within their union, and the differences are telling --- While MSCA part time faculty have the highest measures of inclusion and diversity, MSCA full time faculty have some of the lowest measures in this dimension. This result is most likely due to existence in different structures within the University (adjunct faculty primarily exist within their department, while full time faculty are required to take on extra-departmental work). This distinction is most evident in perceptions of equity within the University which, while low across all groups with the exception of Non-Union Personnel (NUPs), is the lowest amongst adjunct faculty. The average number of bias incidents experienced is significantly higher amongst MSCA full time faculty as compared to any other group on campus.

The data does seem to indicate the potential for alienation (in the Marxist sense) within AFSCME and MSCA members, in particular. Low perceptions of Equity, and positive appraisals within the University help explain lower levels of community and belongingness felt by these employees. What appears to be happening is that MSCA and AFSCME members do not see the University as an equitable space, and do not see their work as validated through positive feedback from within the larger structure of the University. These conditions define the basis for worker alienation (Kohn 1976) and, if not dealt with, could have serious consequences in the long term.

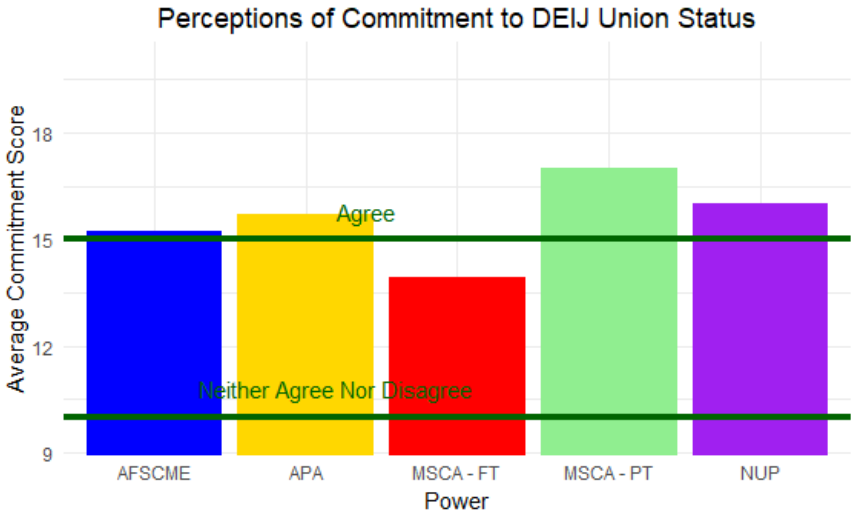
Visualizations for Dimensions of Diversity and Inclusion:



MSCA-part time faculty have significantly higher perceptions of inclusion then APA members and MSCA-full time members.

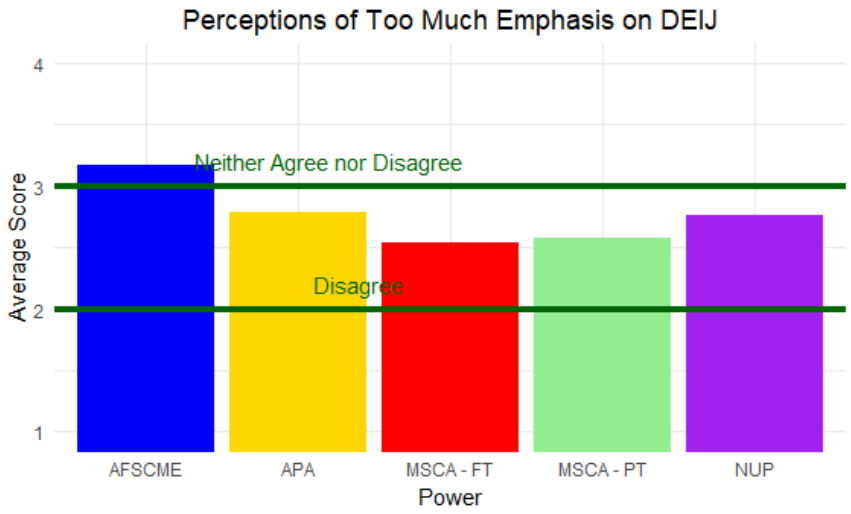


MSCA-part time faculty members have significantly higher perceptions of diversity then APA, NUP, and MSCA Full time faculty.



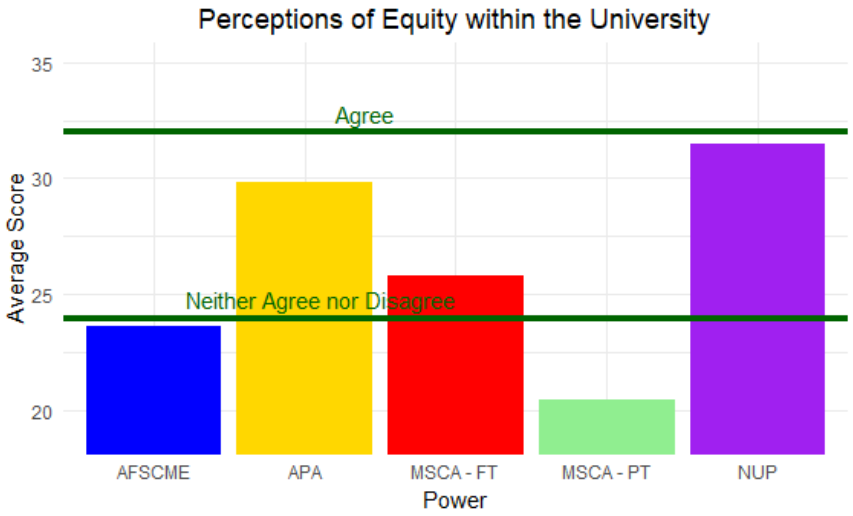
MSCA Full time faculty have significantly lower perceptions of commitment to diversity as compared to APA and MSCA-Part time members.

MSCA Part time faculty have significantly higher levels of perceptions of commitment to diversity then non-union personnel.



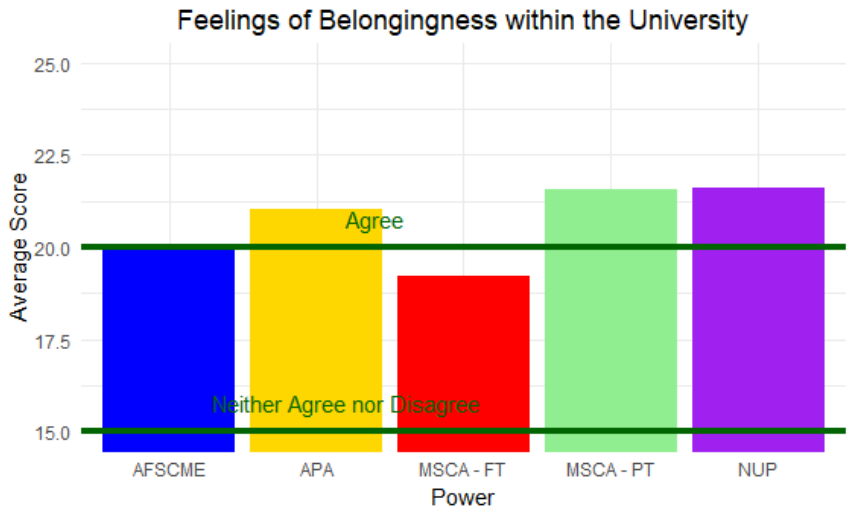
AFSCME members are significantly more likely to perceive too much emphasis on DEIJ issues as compared to MSCA Full time faculty.

Visualizations for Perceptions of Equity:

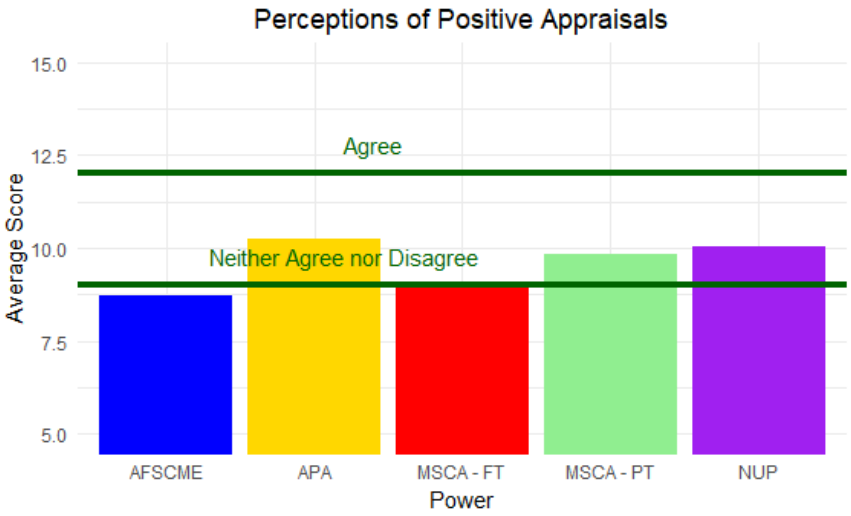


MSCA-Part time faculty perceive significantly lower levels of equity within the University as compared to non-union personnel.

Visualizations for Dimensions of Belongingness:



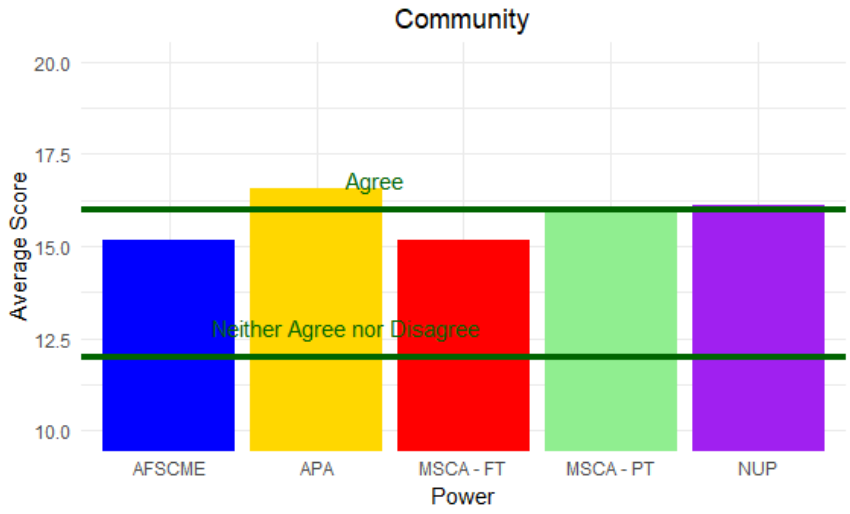
MSCA Full Time members have significantly lower levels of belongingness with the University as compared to APA and MSCA Part time members.



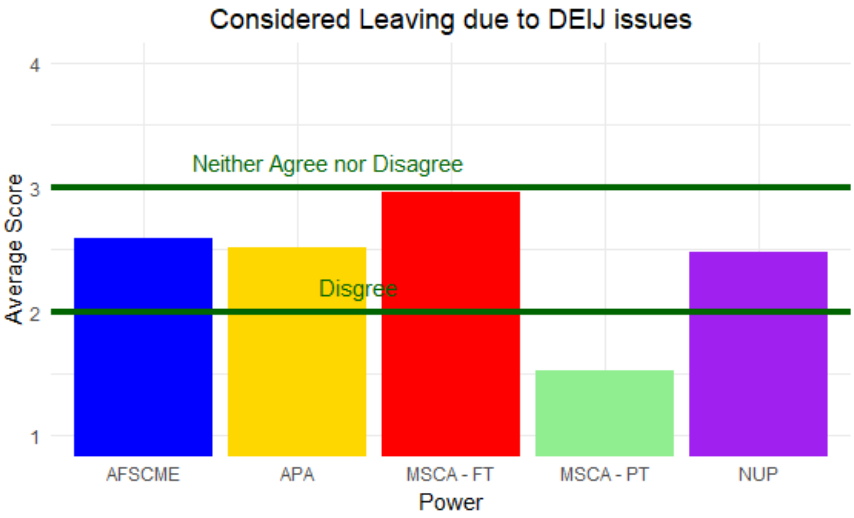
AFSCME member perceive significantly lower levels of positive appraisals as compared to APA and non-union personnel.

MSCA Full time members perceive significantly lower levels of positive appraisals as compared to APA.

MSCA Part time members receive significantly lower levels of positive appraisals as compared to non-union personnel.

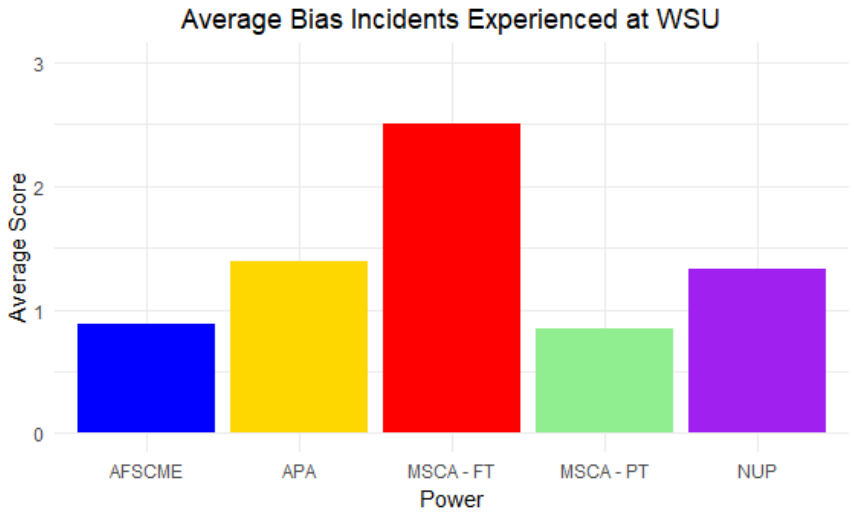


APA experience significantly higher levels of community as compared to AFSCME and MSCA Full time members.



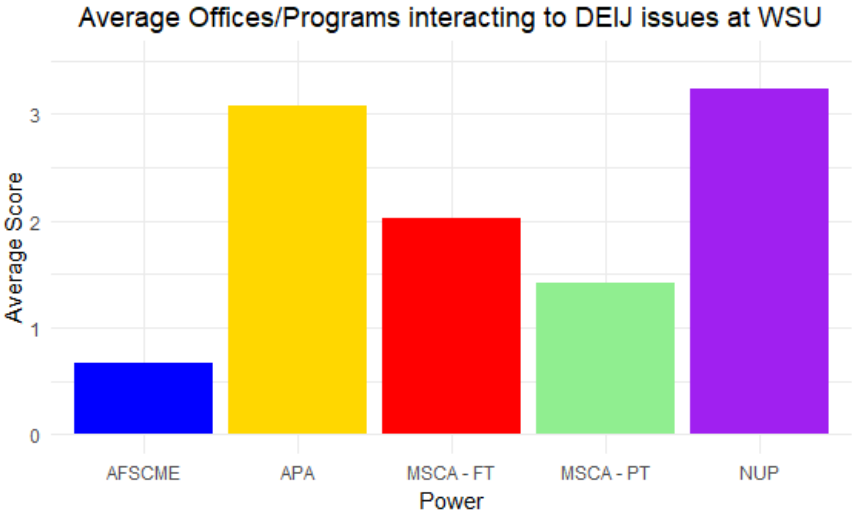
MSCA Part time faculty are significantly less likely to have considered leaving the University due to DEIJ issues as compared to every other group.

Visualizations for Experiences:



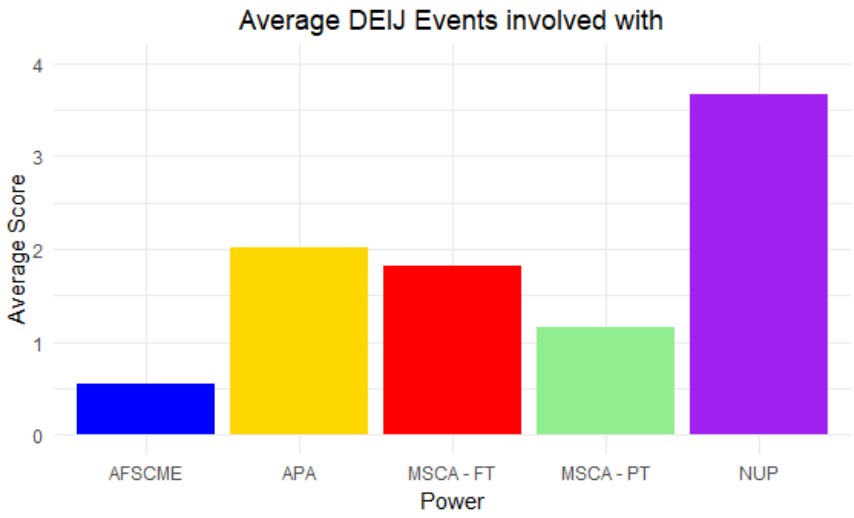
MSCA Full time members have experienced significantly higher levels of bias incidents as compared to AFSCME, APA, and MSCA Part time members.

MSCA part time members have experienced significantly fewer bias incidents as compared to non-union personnel.



AFSCME members work with significantly less offices and programs pertaining to DEIJ issues at Worcester State then APA, MSCA, and non-union personnel.

APA members work with significantly more offices and programs pertaining to DEIJ issues at Worcester State as compared to MSCA-part time members.



AFSCME members attend significantly fewer events pertaining to DEIJ issues as compared to APA, MSCA, and non-union personnel.

APA member attend significantly more events pertaining to DEIJ issues as compared to MSCA part time.

Non-union personnel attend significantly more DEIJ events as compared to MSCA members.

Means by Power within the University[13]:

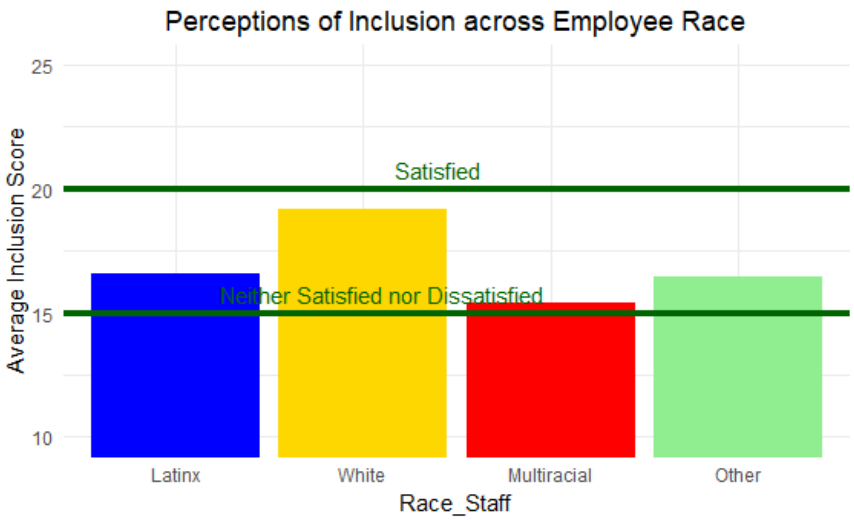
Diversity and Inclusion	AFSCME	APA	MSCA-FT	MSCA-PT	NUP
Inclusion	18.94	18.16	16.87	20.68	19
Diversity	14.41	13.25	12.87	15.79	15.05
Commitment	15.21	15.7	13.91	17	16
Too much emphasis on DEIJ Issues	3.17	2.78	2.54	2.58	2.76
Equity					
Perceptions of Equity	23.67	29.86	25.8	20.5	31.5
Belonging					
Belongingness	19.91	21.02	19.23	21.58	21.62
Positive Appraisals	8.72	10.24	8.93	9.83	10.05
Found Community	15.15	16.55	15.17	16.05	16.1
Considered Leaving WSU due to lack of Belonging	2.59	2.51	2.96	1.53	2.48
Bias Incidents					
Count Average	0.89	1.39	2.5	0.84	1.33
DEIJ Work					
Offices	0.67	3.08	2.02	1.42	3.24
Events Attended	0.56	2.02	1.83	1.16	3.67

[13] MSCA Part time and Full time are separated because the sample sizes were large enough for analyses to take place. For all other, full time and part time employees are grouped by union status.

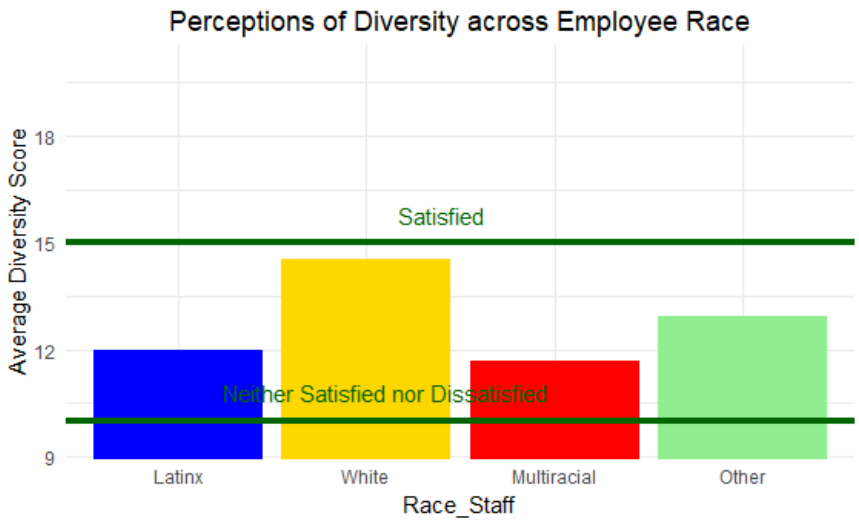
Overview: Faculty and Staff by Race within the University

The analysis of faculty and staff experiences at Worcester State University reveals notable patterns related to diversity and inclusion. Limited sample sizes for Latinx, White, and Multiracial categories suggest potential diversity challenges among the university's employees. White employees generally report higher levels of inclusion, indicating a greater sense of belonging. In contrast, Latinx and multiracial employees report lower levels of diversity, suggesting a need for increased efforts to enhance representation. Notably, employees categorized as "Other" (non-White, non-Latinx, and non-Multiracial) face the lowest levels of belongingness, underscoring the importance of fostering inclusion and community for this group. These findings highlight the imperative of promoting diversity and inclusivity among faculty and staff to create a more equitable and welcoming work environment.

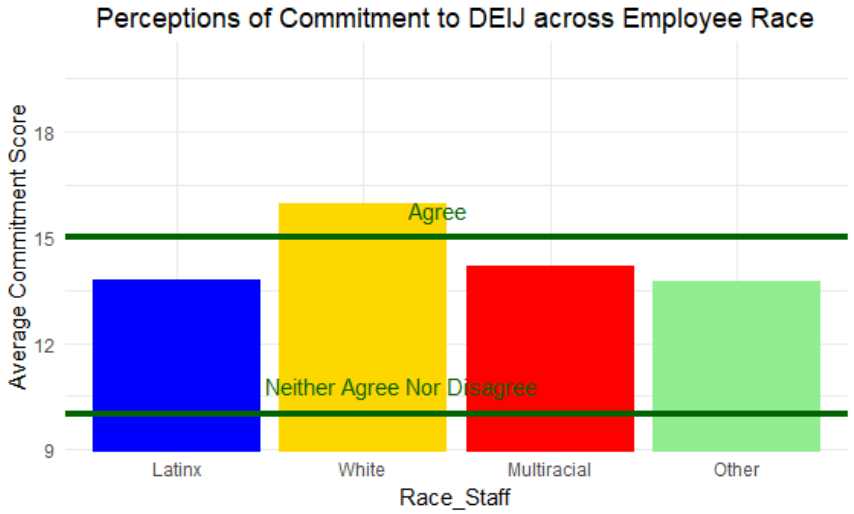
Visualizations for Dimensions of Diversity and Inclusion:



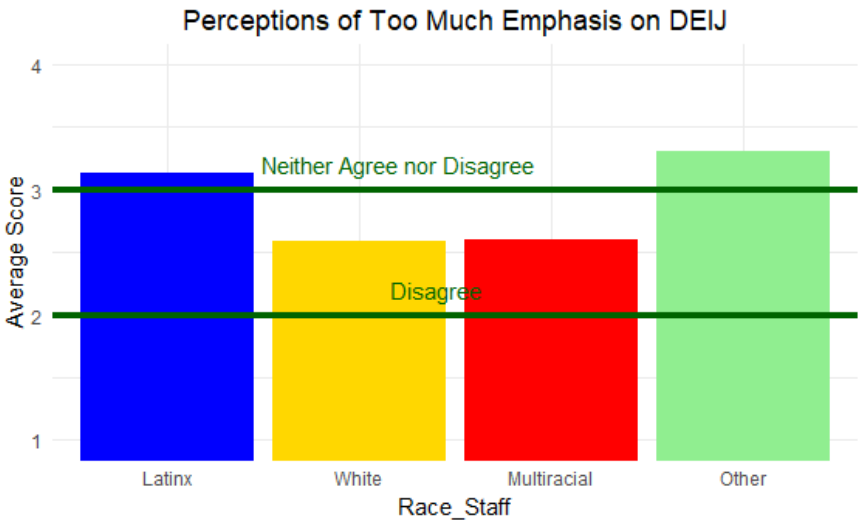
White employees experience significantly higher levels of inclusion compared to all other racial groups.



Latinx and Multiracial employees perceive significantly lower levels of diversity as compared to White employees.

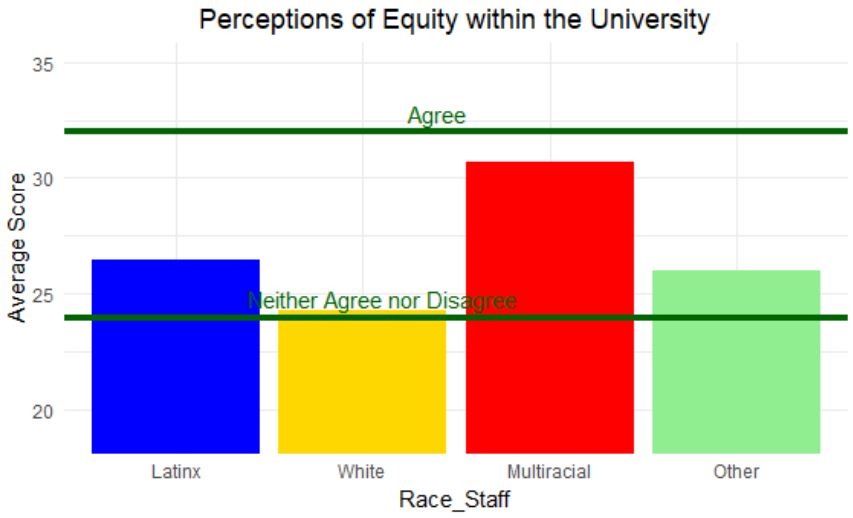


White employees are more likely to perceive a higher commitment to diversity as compared to Latinx and Other employees.

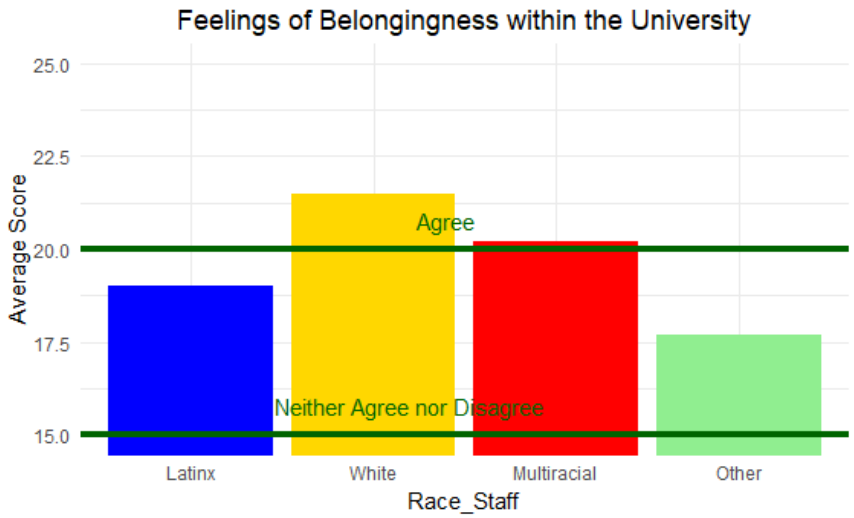


Other employees are more like to perceive too much emphasis on DEIJ as compared to White employees.

Visualizations for Perceptions of Equity:

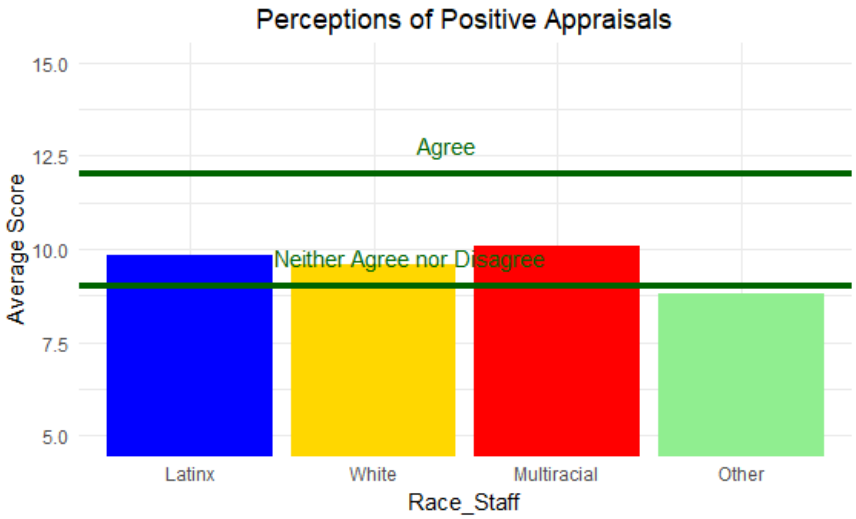


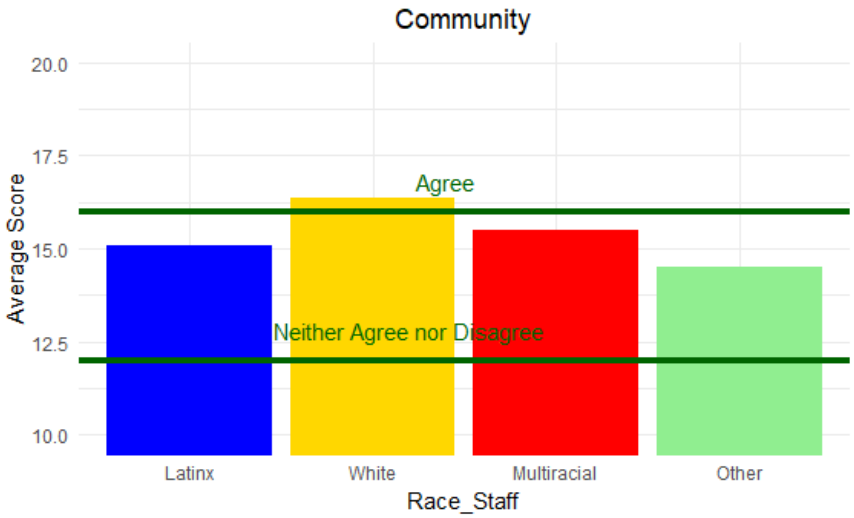
Visualizations for Dimensions of Belongingness:



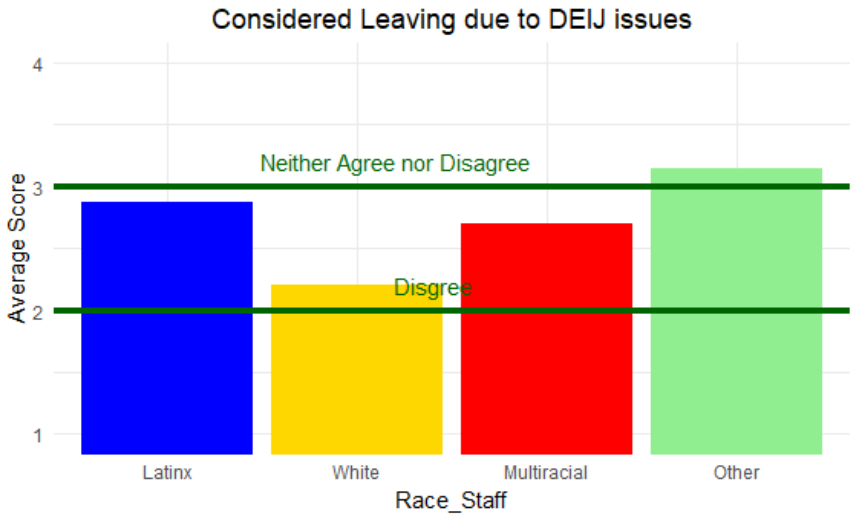
White employees are significantly more likely to feel they belong in the University as compared to Latinx and Other employees.

Multiracial employees are significantly more like to feel they belong in the University as compared to Other employees.



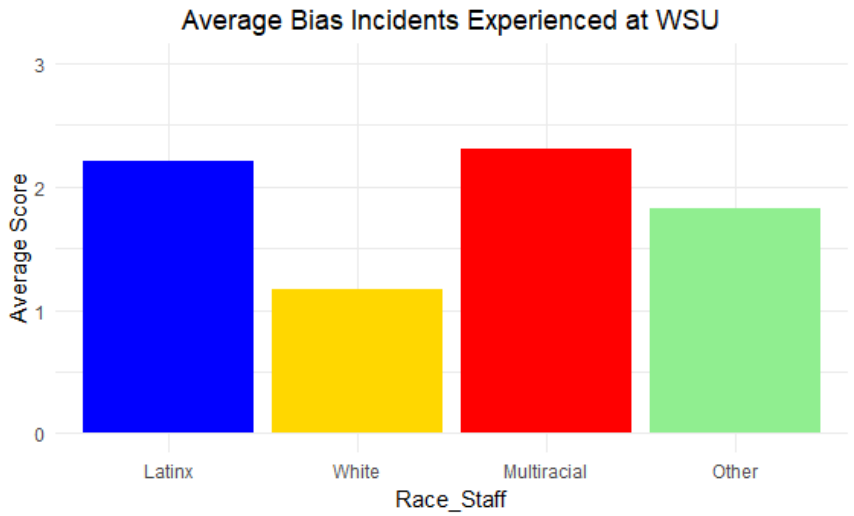


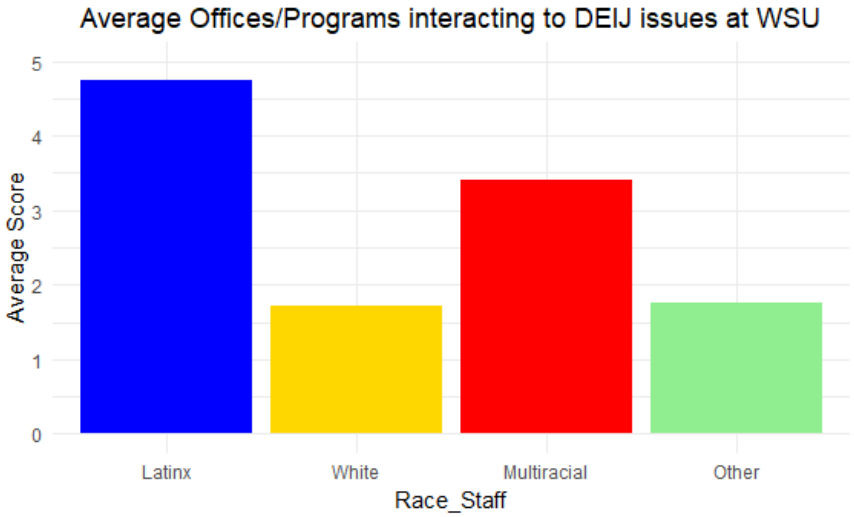
White employees experience significantly higher level of community as compared to Other employees.



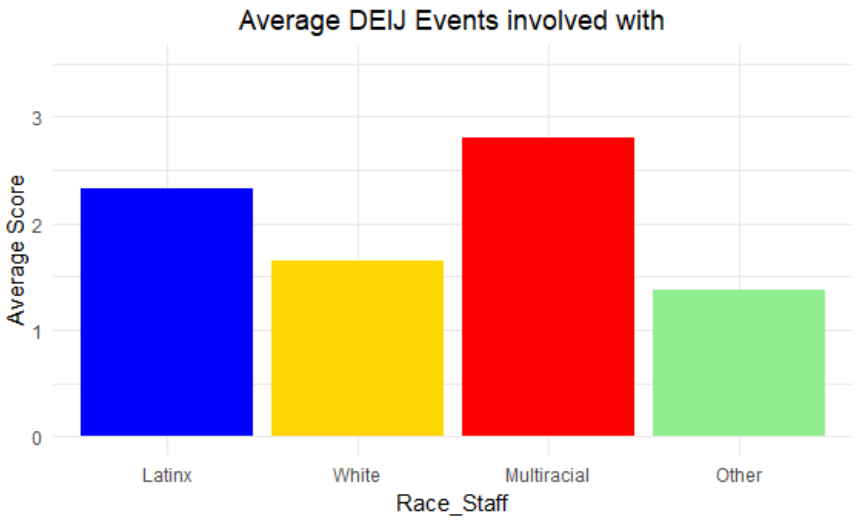
Other employees are significantly more likely to consider leaving Worcester State as compared to White employees for DEIJ issues.

Visualizations for Experiences:





Latinx employees are significantly more likely to be involved with offices and programs pertaining to DUIJ issues then White and Other employees.



Means by Employee Race[14]:

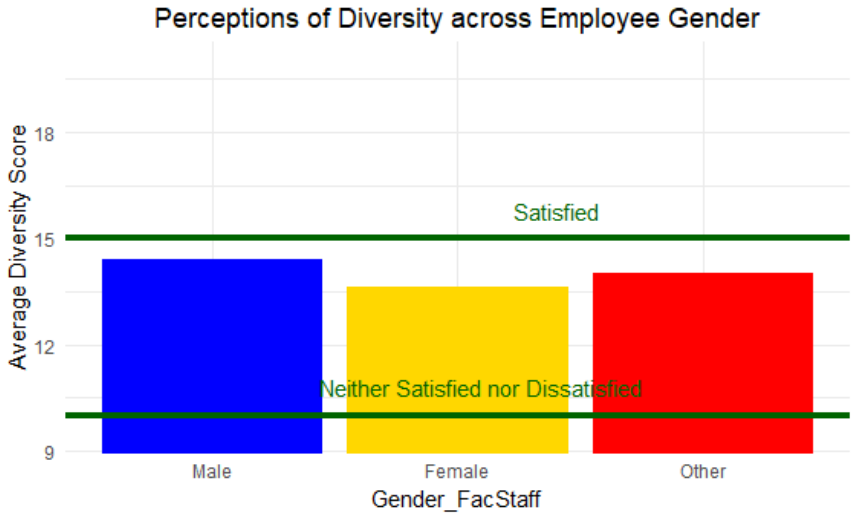
Diversity and Inclusion	Latinx	Multiracial	Other	White
Inclusion	16.6	15.4	16.47	19.14
Diversity	12	11.7	12.94	14.52
Commitment	13.8	14.2	13.74	15.94
Too much emphasis on DEIJ Issues	3.13	2.6	3.3	2.59
Equity				
Perceptions of Equity	26.5	30.67	26	24.3
Belonging				
Belongingness	19	20.2	17.71	21.46
Positive Appraisals	9.86	10.1	8.79	9.6
Found Community	15.07	15.5	14.5	16.36
Considered Leaving WSU due to lack of Belonging	2.87	2.7	3.14	2.21
Bias Incidents				
Count Average	2.2	2.3	1.825	1.17
DEIJ Work				
Offices	4.75	3.4	1.75	1.72
Events Attended	2.33	2.8	1.38	1.65

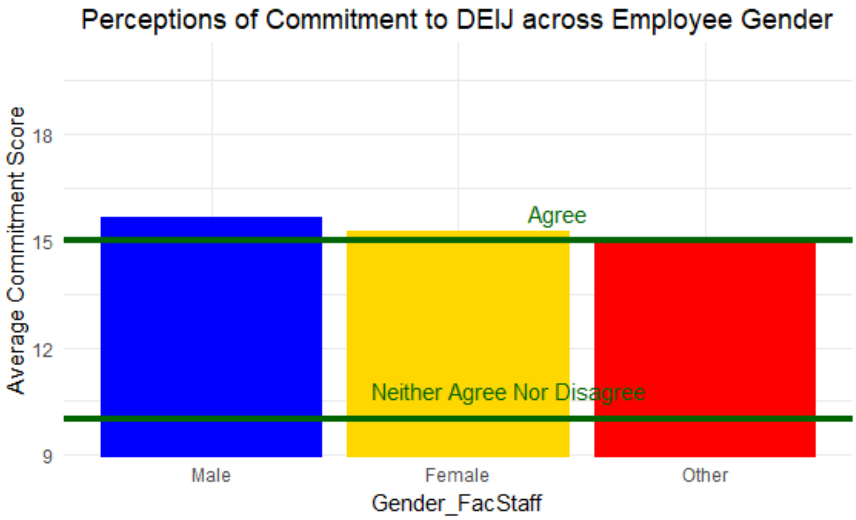
[14]Employee race categories are White, Latinx, Multiracial, and Other due to sample size issues. While "Other" could have been broken up into smaller categories, its division could have identified members on campus.

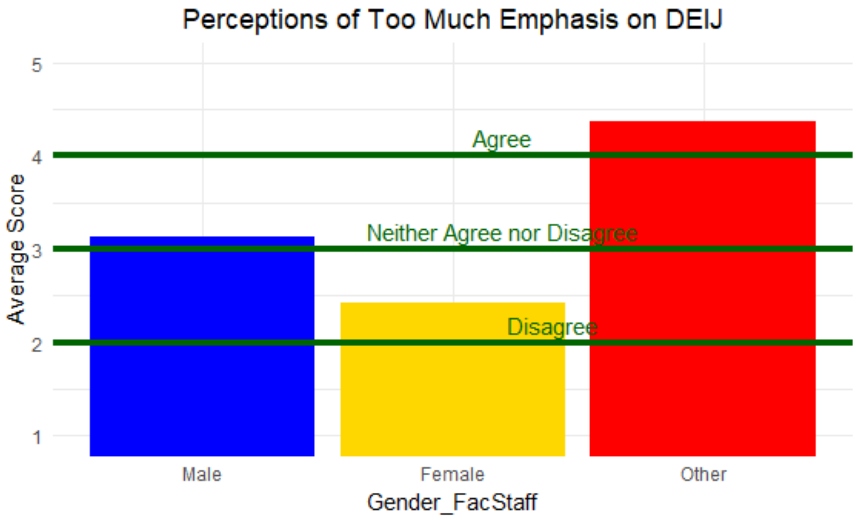
Overview: Faculty and Staff by Gender

When interpreting the findings related to faculty and staff by gender, it's important to exercise caution, particularly in light of the predominantly female composition of the AFSCME sample. Similar to the gender analysis among students, the primary gender differences among employees predominantly revolve around non-Male and non-Female gender identities. Male and Female employees tend to experience significantly lower levels of positive appraisals compared to their non-Male/non-Female counterparts. Furthermore, non-Male/non-Female employees are significantly more likely to have considered leaving Worcester State due to Diversity, Equity, Inclusion, and Justice (DEIJ) issues and are also more likely to report experiencing bias incidents, highlighting the need for targeted support and initiatives to address the unique challenges faced by this group of employees.

Visualizations for Dimensions of Diversity and Inclusion:

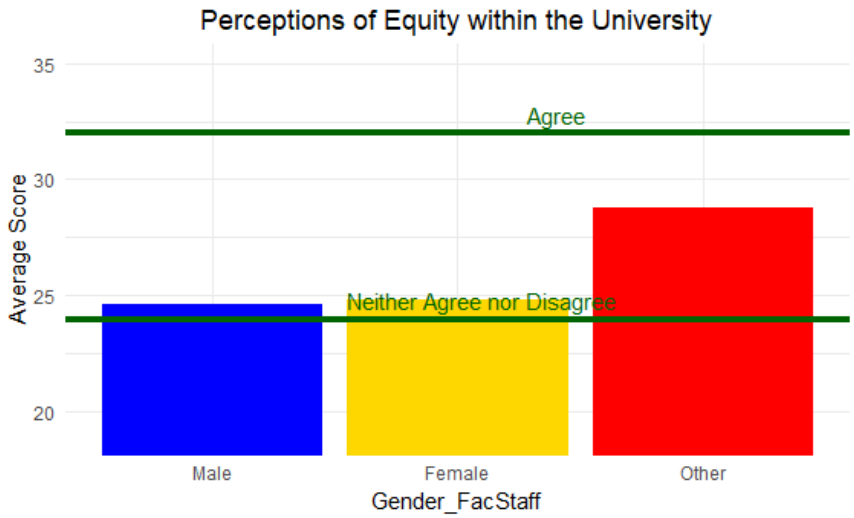




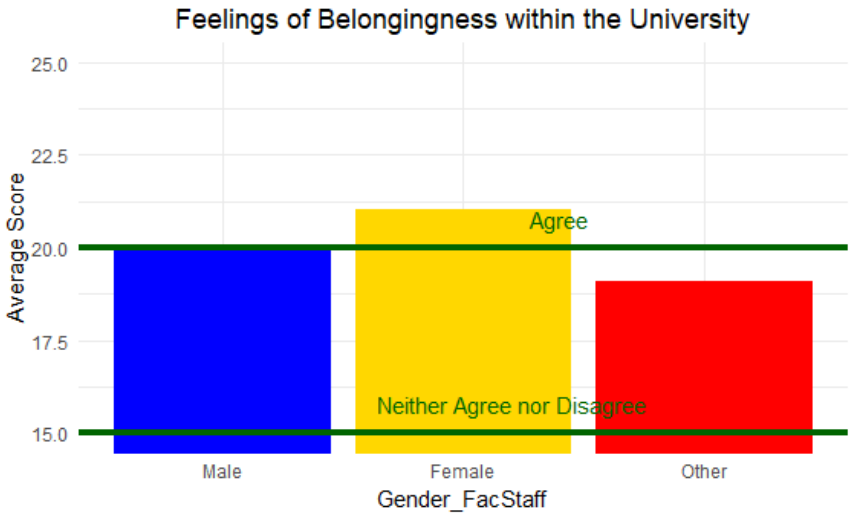


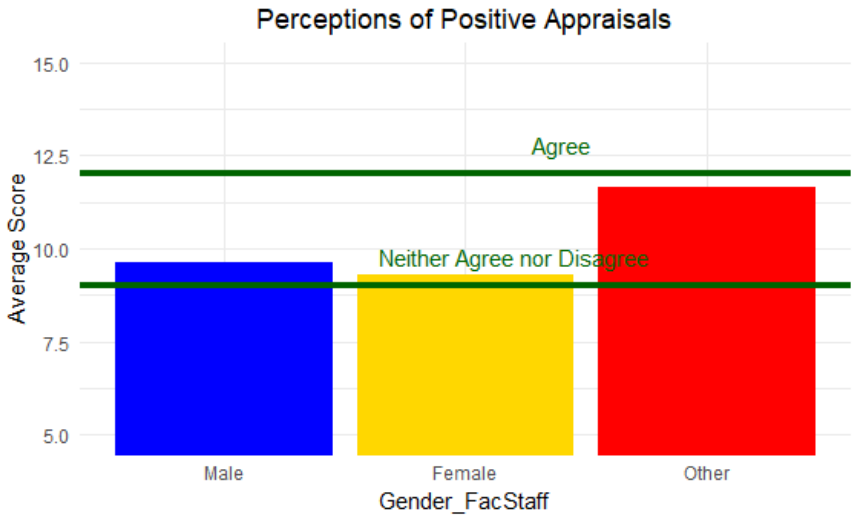
Each group is significantly different from each other. Female employees are significantly less likely to perceive too much emphasis on DEIJ issues the Male employees, who are significantly less likely to perceive too much emphasis on DEIJ issues compared to non-male/non-female employees.

Visualizations for Perceptions of Equity:

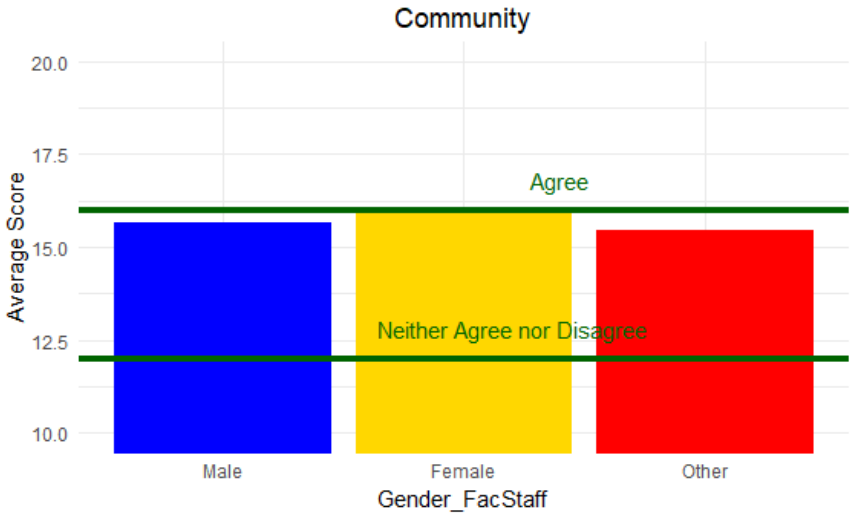


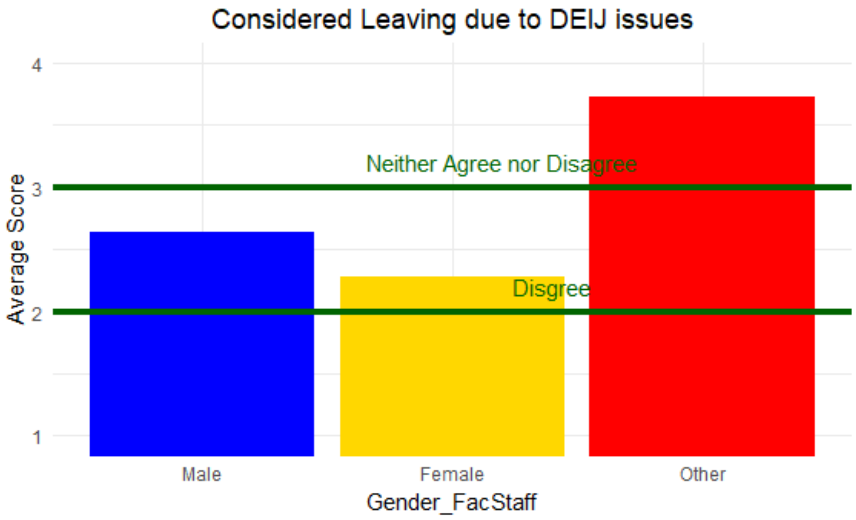
Visualizations for Dimensions of Belongingness:





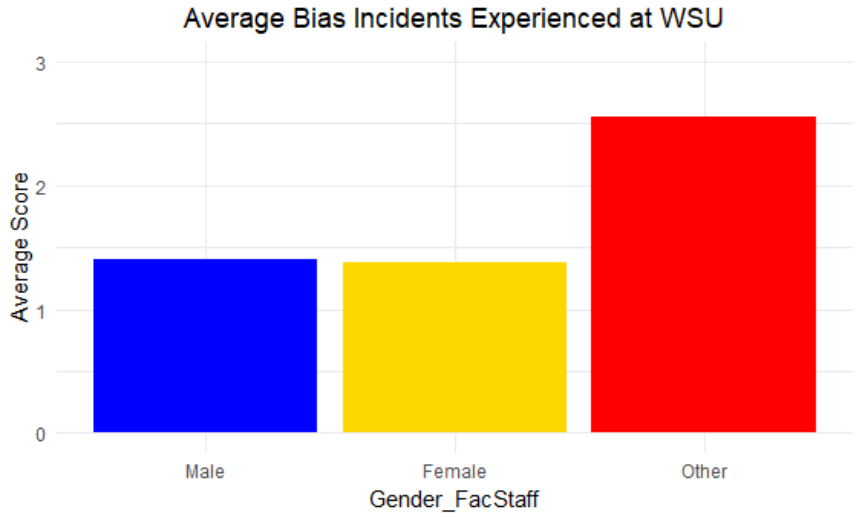
Male and Female employees experience significantly lower levels of positive appraisals as compared to non-Male/non-Female employees.



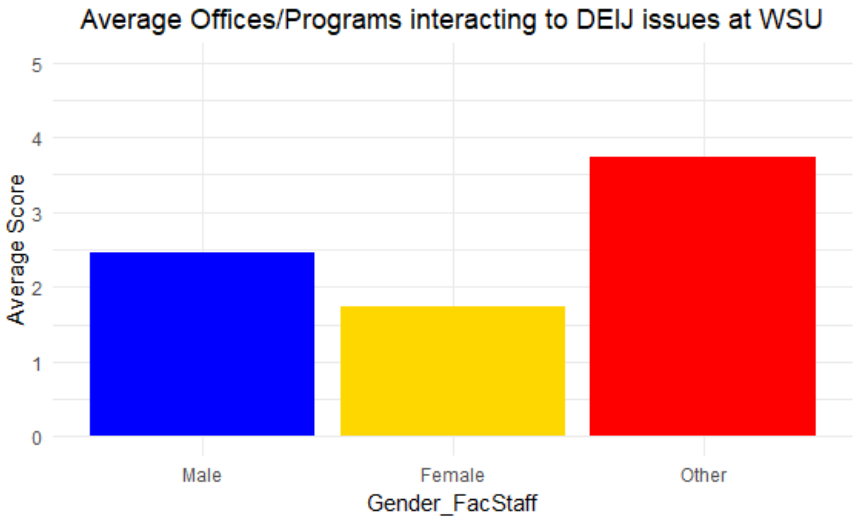


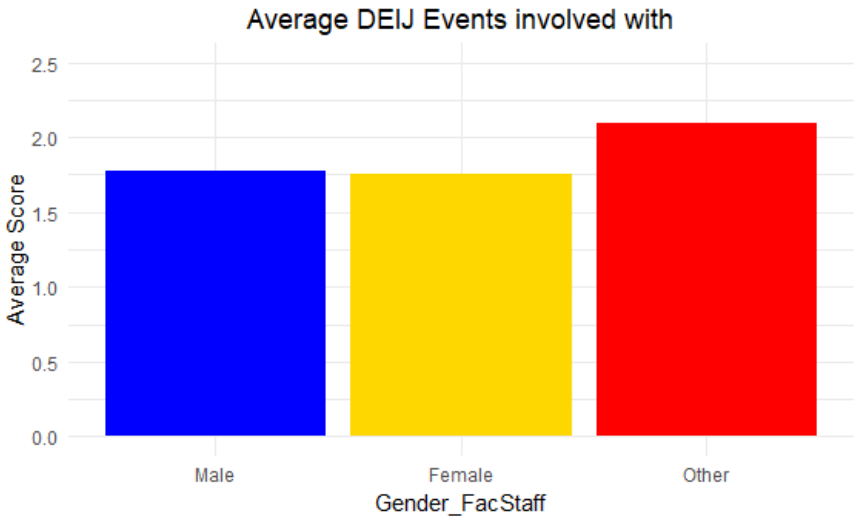
Non-Male/Non-Female employees are significantly more likely to have considered leaving Worcester State due to DEIJ issues as compared to Male and Female employees.

Visualizations for Experiences:



Non-Male/Non-Female employees are significantly more likely to experience bias incidents at Worcester State as compared to their Male and Female counterparts.





Means by Employee Gender[15]:

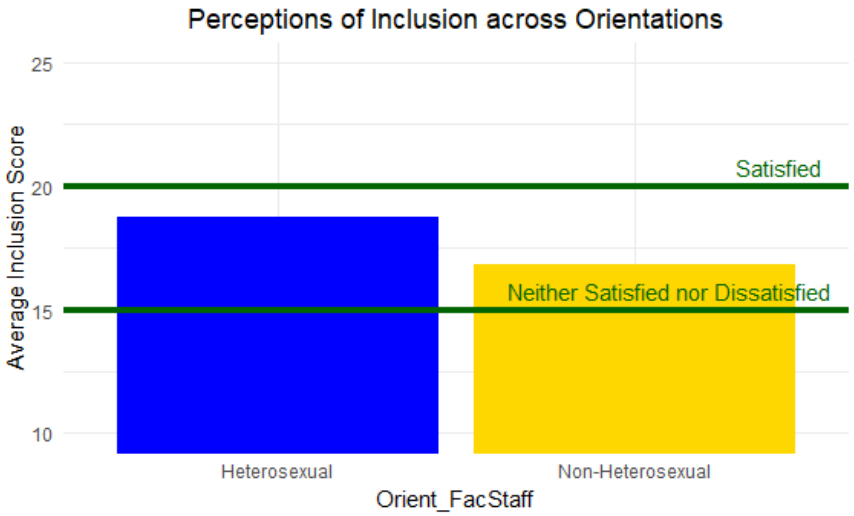
[15] Gender is coded "Male," "Female," and "Other," Due to the small sample of individuals identifying with non-Male and non-Female genders, they have been combined into an "Other" category for the sake of anonymity.

Diversity and Inclusion	Female	Male	Other
Inclusion	18.56	18.04	17.67
Diversity	13.64	14.4	14
Commitment	15.28	15.68	15.09
Too much emphasis on DEIJ Issues	2.42	3.13	4.36
Equity			
Perceptions of Equity	24.82	24.61	28.78
Belonging			
Belongingness	21.02	20	19.09
Positive Appraisals	9.3	9.65	11.64
Found Community	15.96	15.67	15.45
Considered Leaving WSU due to lack of Belonging	2.28	2.63	3.73
Bias Incidents			
Count Average	1.38	1.4	2.55
DEIJ Work			
Offices	1.75	2.46	3.73
Events Attended	1.76	1.77	2.09

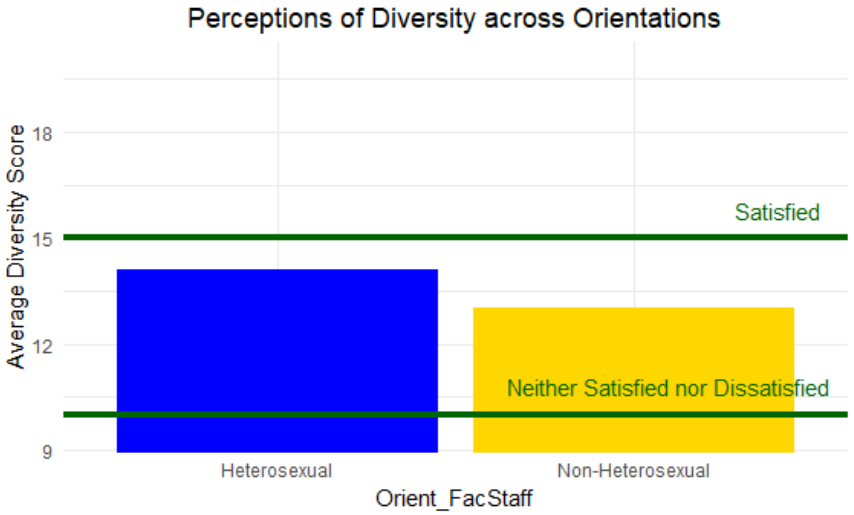
Overview: Faculty and Staff by Sexual Orientation

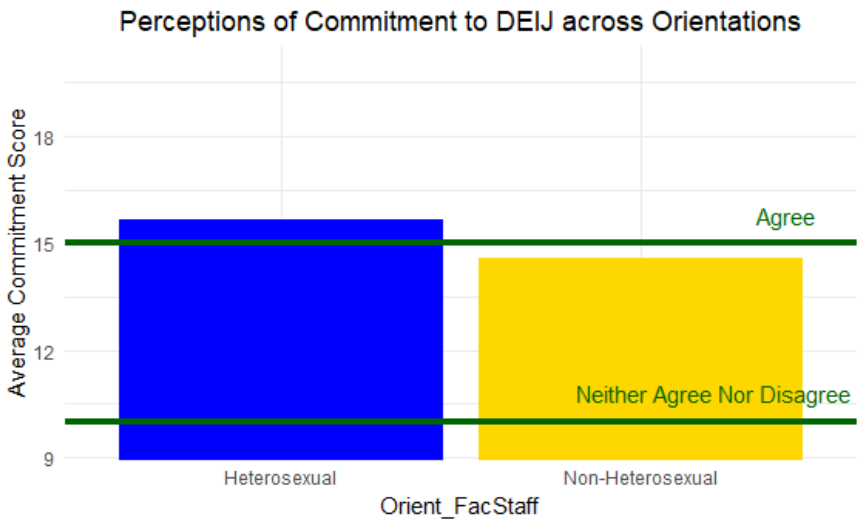
Given the lack of diversity surrounding Sexual Orientation, analysis amongst employees needs to be divided between Heterosexual and non-Heterosexual identities. Heterosexual employees perceive significantly higher levels of inclusion and belongingness as compared to their non-Heterosexual counterparts. Given the lack of diversity within the sample to dig into non-Heterosexual identities, continuation of this research should emphasize qualitative experiences while the employee population becomes more diverse.

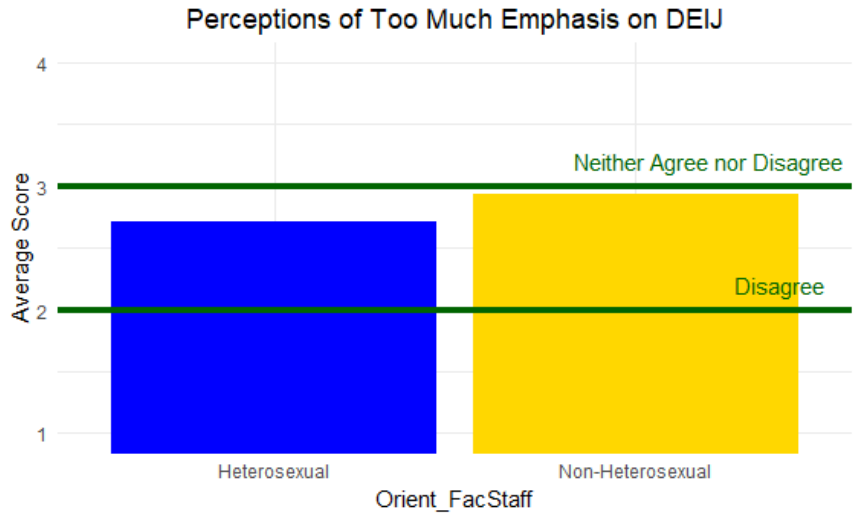
Visualizations for Dimensions of Diversity and Inclusion:



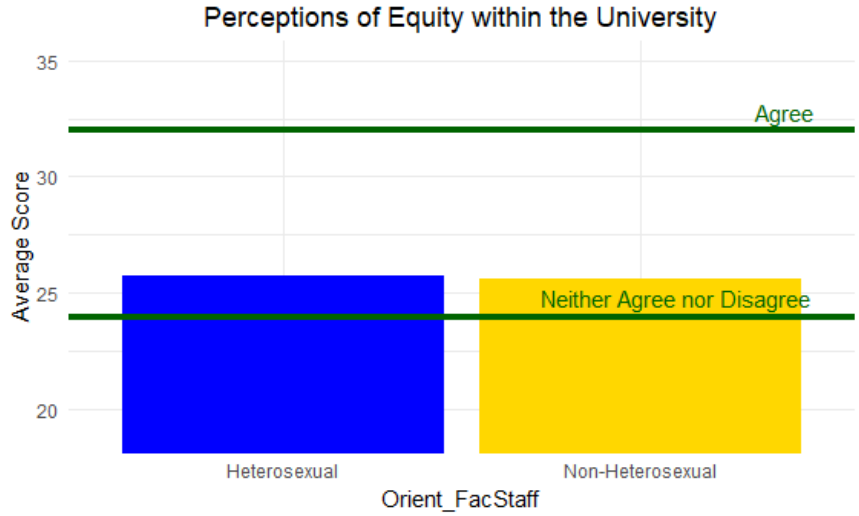
Heterosexual employees perceive significantly higher levels of inclusion then non-Heterosexual employees.



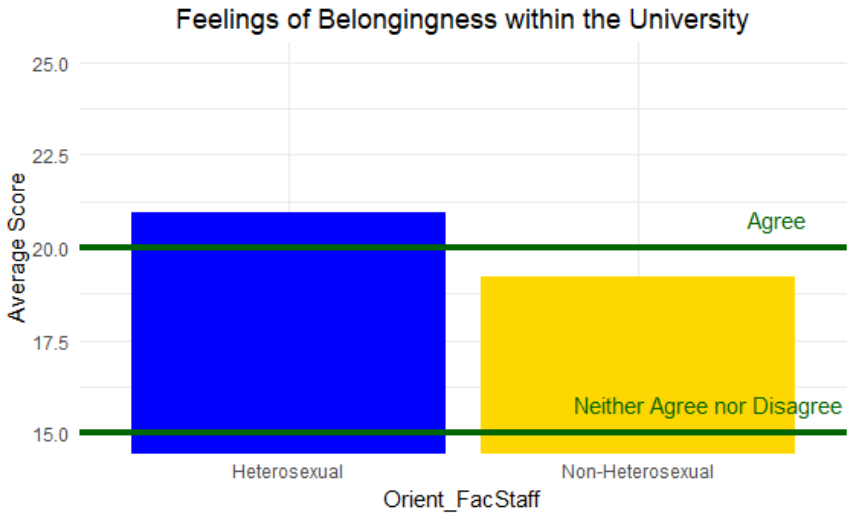




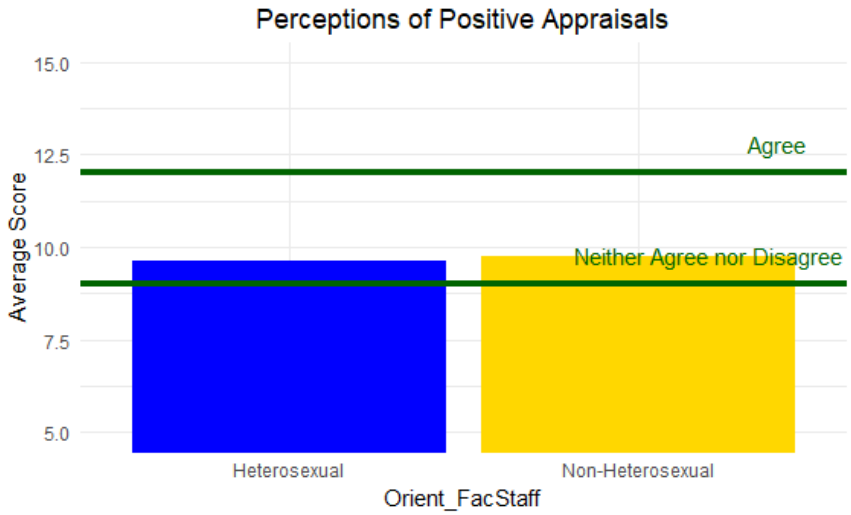
Visualizations for Perceptions of Equity:

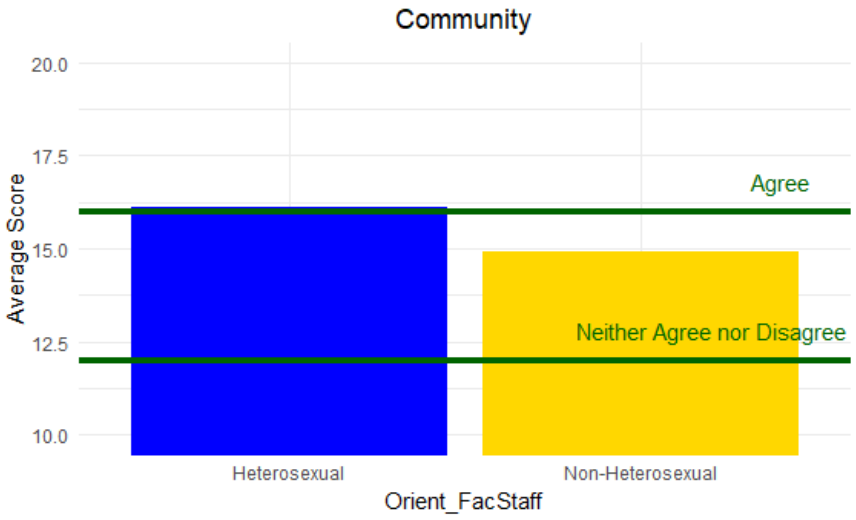


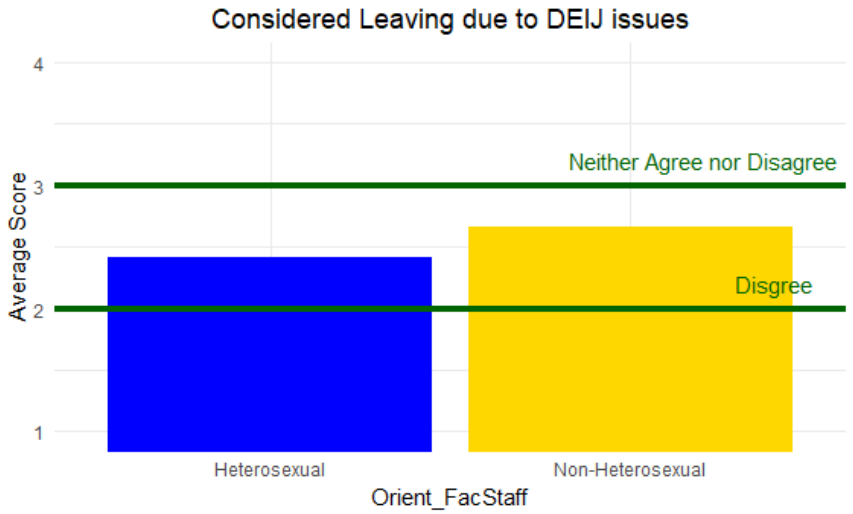
Visualizations for Dimensions of Belongingness:



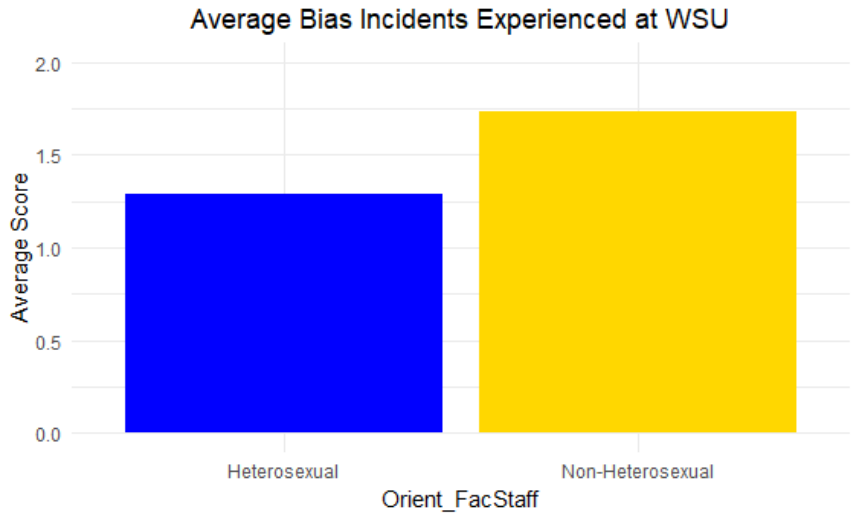
Heterosexual employees have significantly higher levels of belongingness within the University as compared to non-Heterosexual employees.

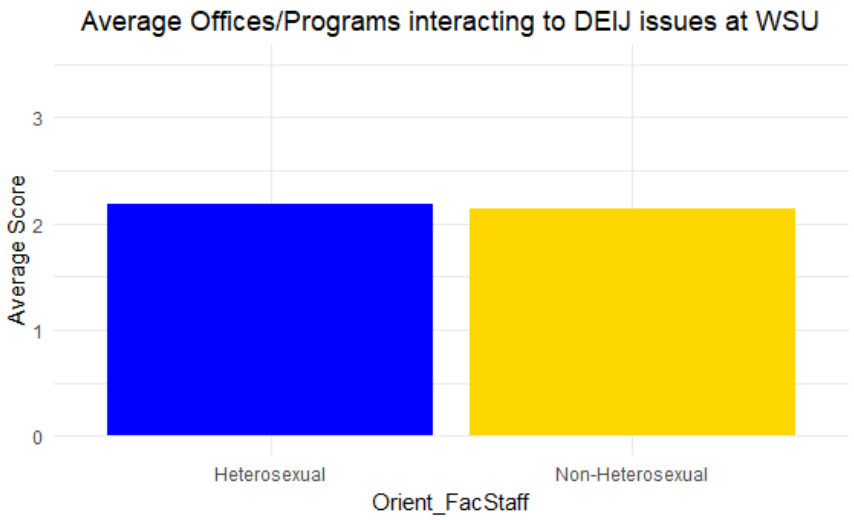


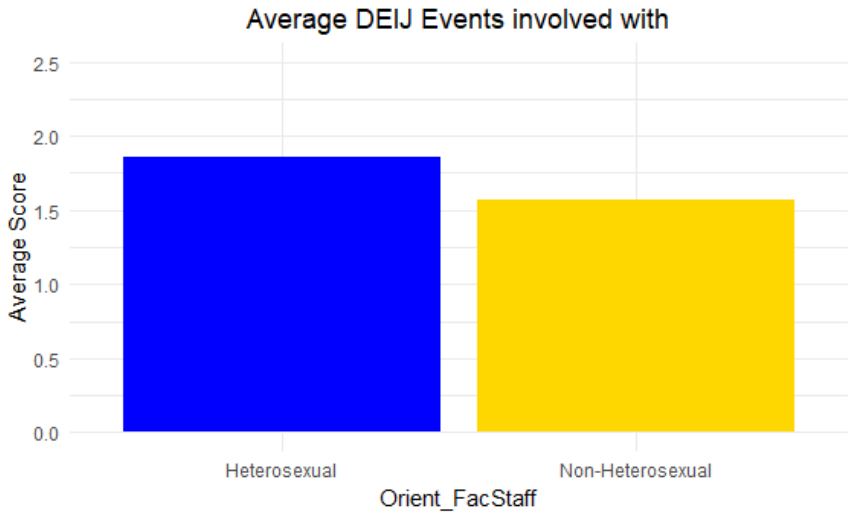




Visualizations for Experiences:







Means by Employee Sexual Orientation[16]:

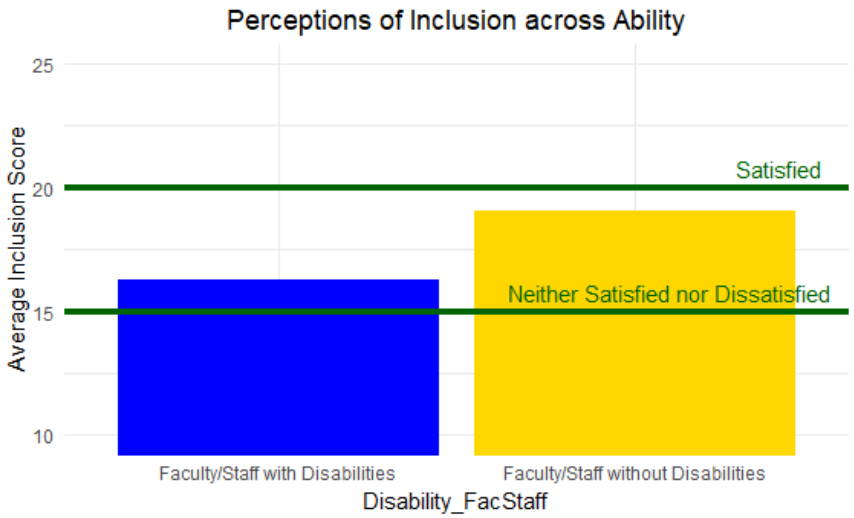
Diversity and Inclusion	Heterosexual	Non-Heterosexual
Inclusion	18.76	16.83
Diversity	14.09	13.03
Commitment	15.66	14.6
Too much emphasis on DEIJ Issues	2.71	2.93
Equity		
Perceptions of Equity	25.72	25.611
Belonging		
Belongingness	20.96	19.23
Positive Appraisals	9.63	9.77
Found Community	16.12	14.9
Considered Leaving WSU due to lack of Belonging	2.41	2.67
Bias Incidents		
Count Average	1.29	1.73
DEIJ Work		
Offices	2.18	2.13
Events Attended	1.86	1.57

[16] Due to lack of diversity in sexual orientation within the faculty and staff, groups needed to be collapsed to Heterosexual and non-Heterosexual in order to maintain respondent anonymity.

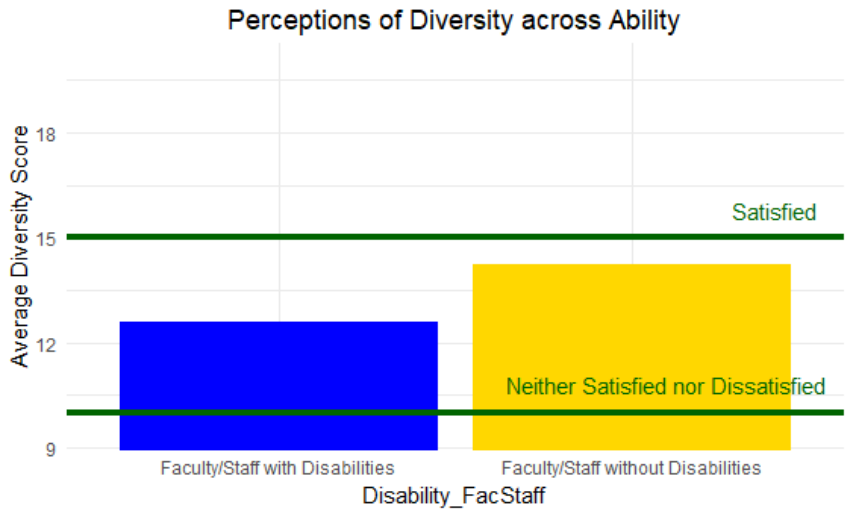
Overview: Faculty and Staff by Ability Status

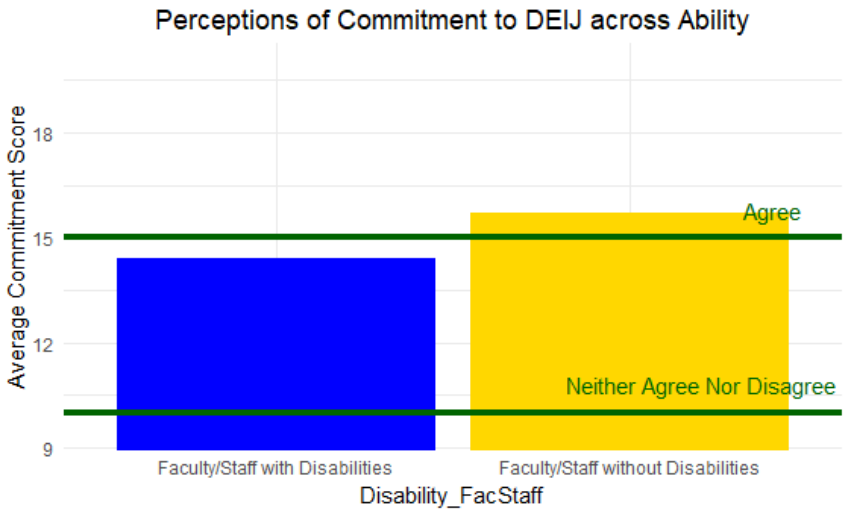
Given sample size issues, the depth of analysis within the student section of this report cannot be extended to employee levels. As a result, employees with either/both visible and invisible disabilities were combined into a single category. Employees with disabilities experience lower levels of inclusion and belongingness then non-Heterosexual employees.

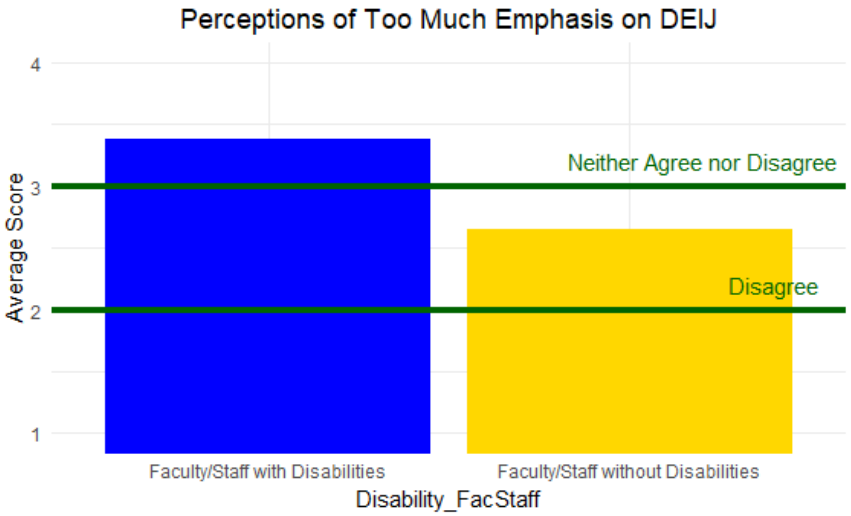
Visualizations for Dimensions of Diversity and Inclusion:



Employees without disabilities experience higher levels of inclusion as compared to employees with disabilities.

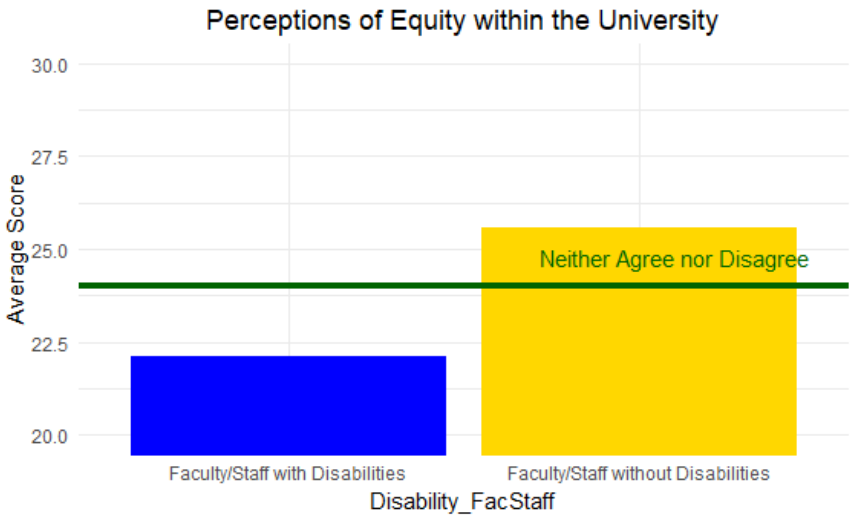




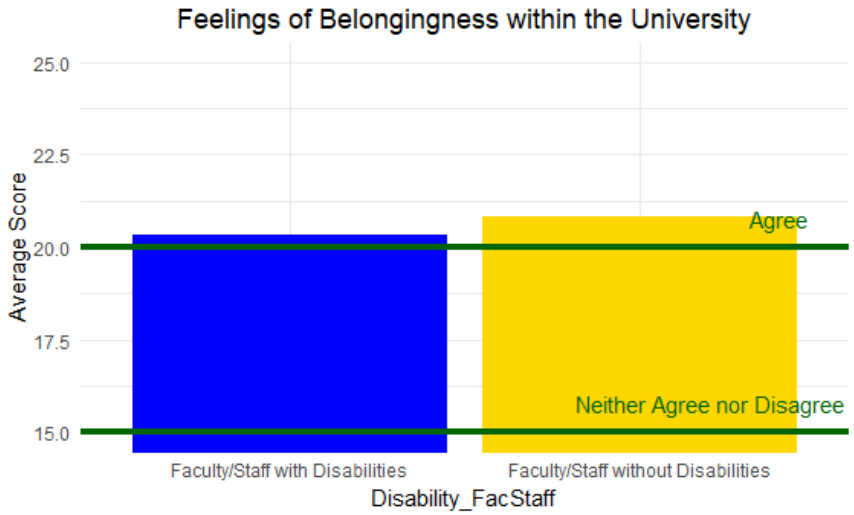


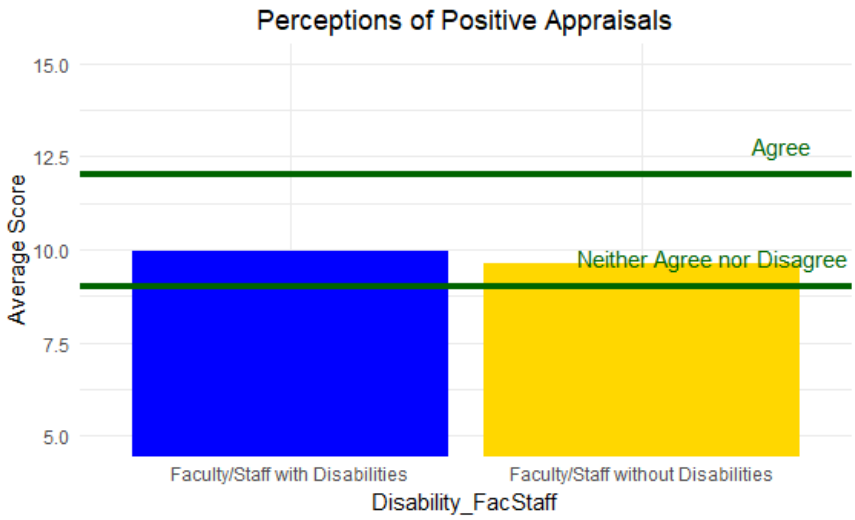
Employees with disabilities have significantly higher perceptions of too much emphasis on DEIJ issues as compared to employees without disabilities.

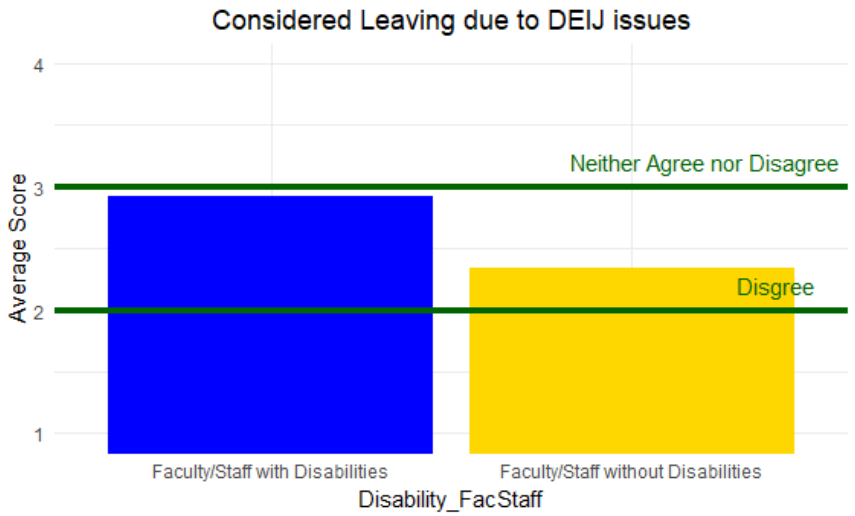
Visualizations for Perceptions of Equity:



Visualizations for Dimensions of Belongingness:

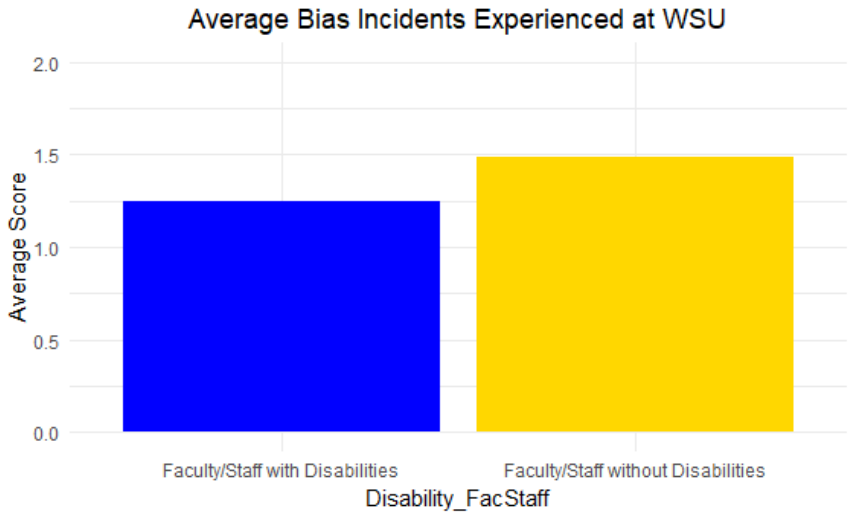


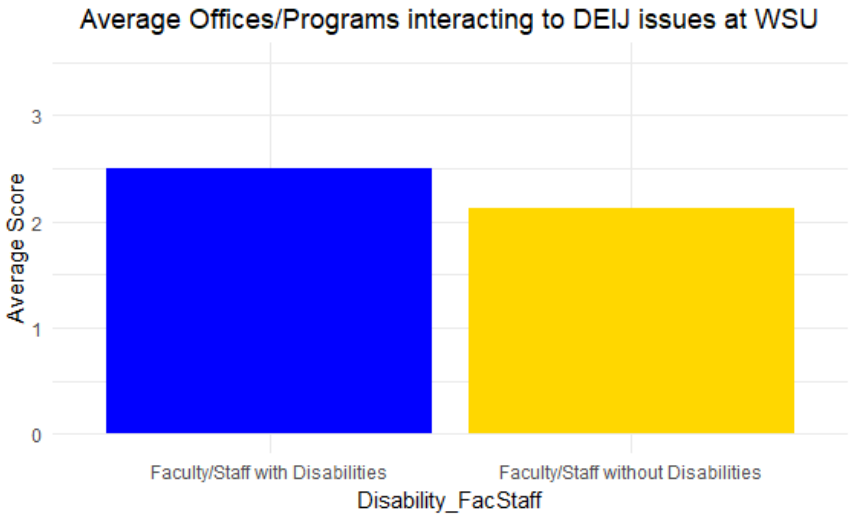


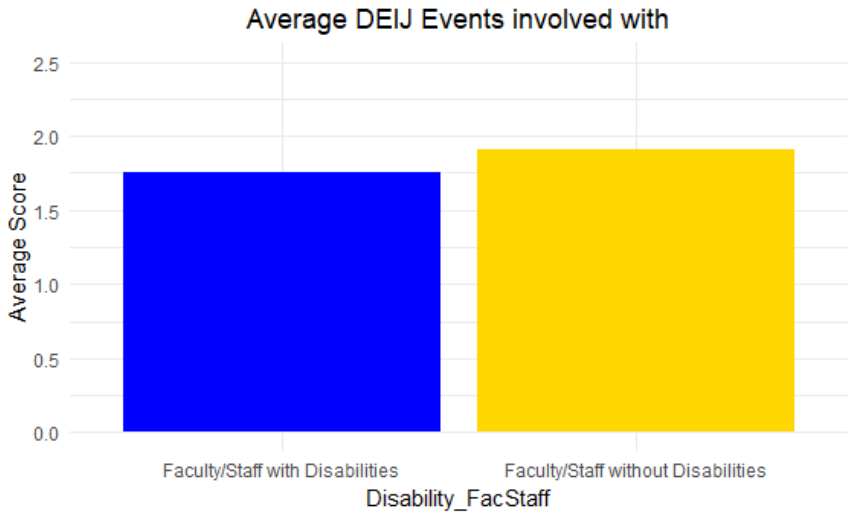


Employees with disabilities are significantly more likely to have considered leaving the University due to DEIJ issues then Employees without disabilities.

Visualizations for Experiences:







Means by Employees and Ability Status[17]:

Diversity and Inclusion	Employees with Disabilities	Employees without Disabilities
Inclusion	16.29	19.03
Diversity	12.58	14.22
Commitment	14.42	15.69
Too much emphasis on DEIJ Issues	3.38	2.65
Equity		
Perceptions of Equity	22.11	25.6
Belonging		
Belongingness	20.33	20.83
Positive Appraisals	9.96	9.61
Found Community	14.79	16.04
Considered Leaving WSU due to lack of Belonging	2.92	2.34
Bias Incidents		
Count Average	1.25	1.48
DEIJ Work		
Offices	2.5	2.12
Events Attended	1.75	1.91

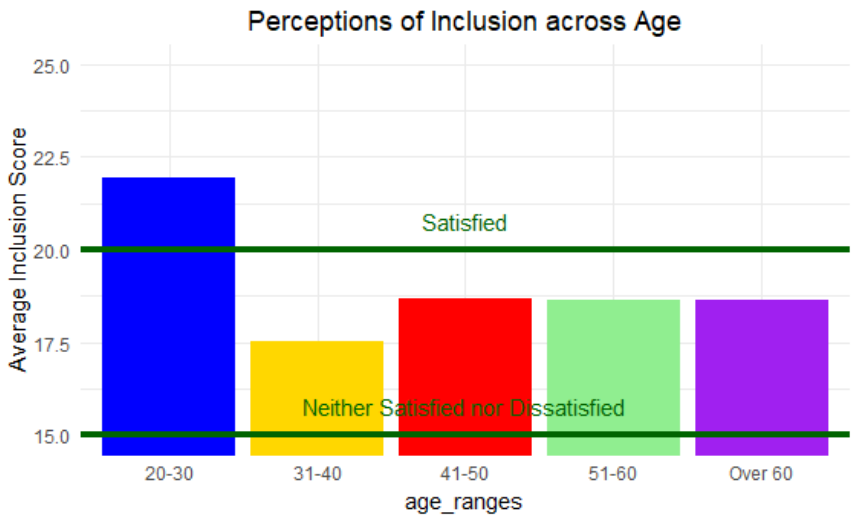
[17] Employees identifying with either visible or invisible disabilities were combined into a single category due to sample size issues.

Overview: Faculty and Staff by Age

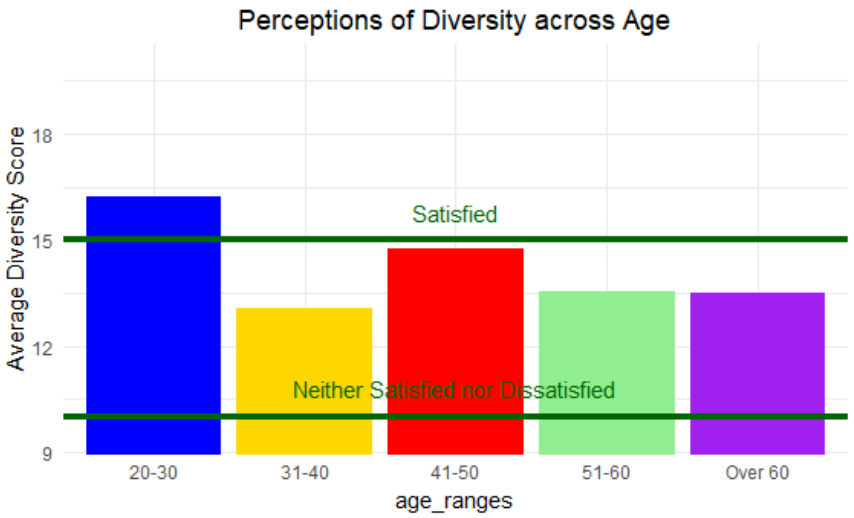
For the purpose of interpretation, the analysis of employee age is segmented into 10-year intervals, facilitating a clearer visualization of the relationship between age and various categories. There is a lot going on when analyzing this section, both in terms of who feels included/excluded within the University. Some notables include:

- While younger faculty experience higher perceptions of inclusion and diversity, they are more likely to experience bias incidents.
- There is a striking drop in perceptions of equity within the University among employees over the age of 50 where employees are closer to the “Disagree” range then a more neutral level.
- More mid-career employees (in their 40s) report significantly higher levels of belongingness compared to other groups.

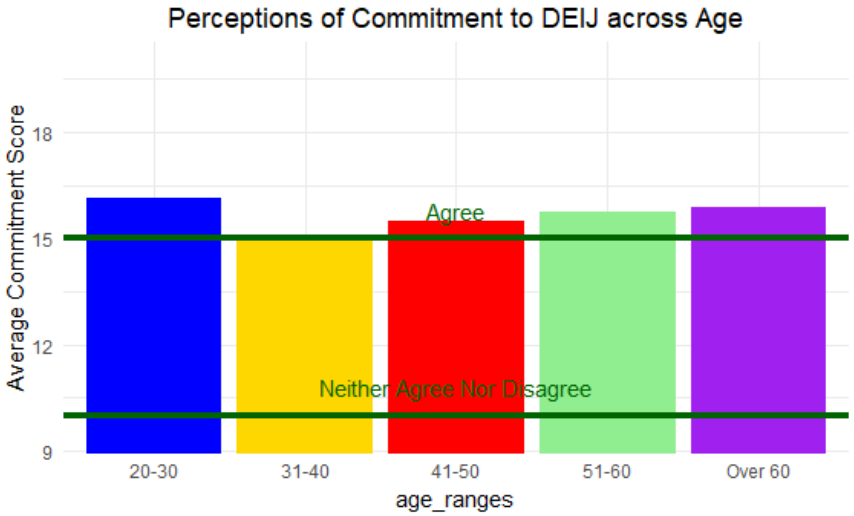
Visualizations for Dimensions of Diversity and Inclusion:

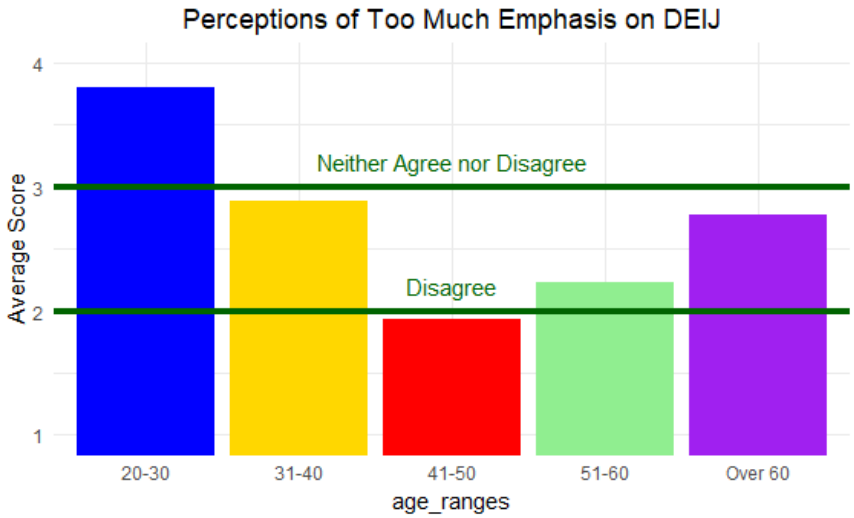


Employees between the ages of 20-30 have higher perceptions of inclusion then all other age ranges.



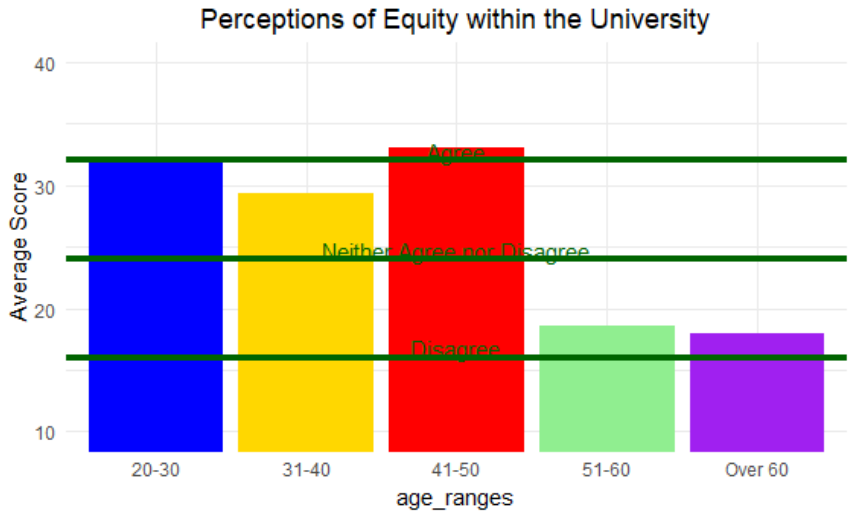
Employees in their 20s perceive significantly greater levels of diversity then those in their 30s, 50s, and over 60.





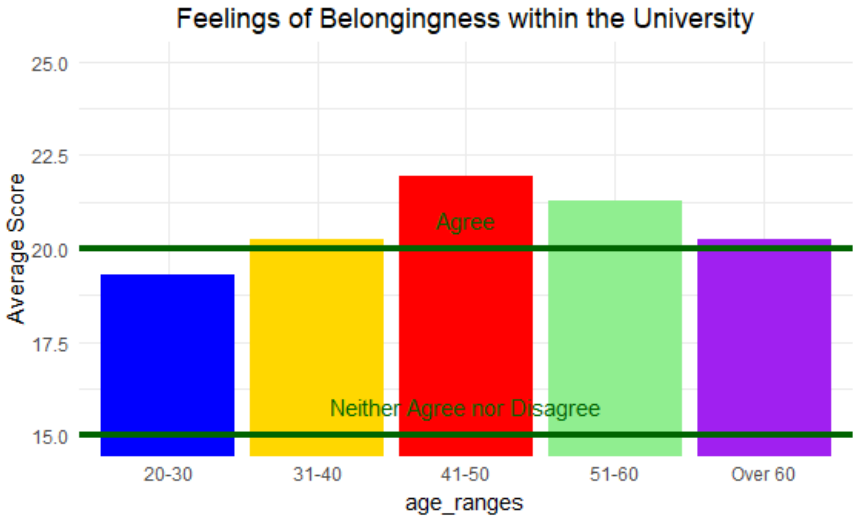
Employees in their 20s are significantly more likely to perceive too much emphasis on DEIJ as compared to all other age groups.

Visualizations for Perceptions of Equity:

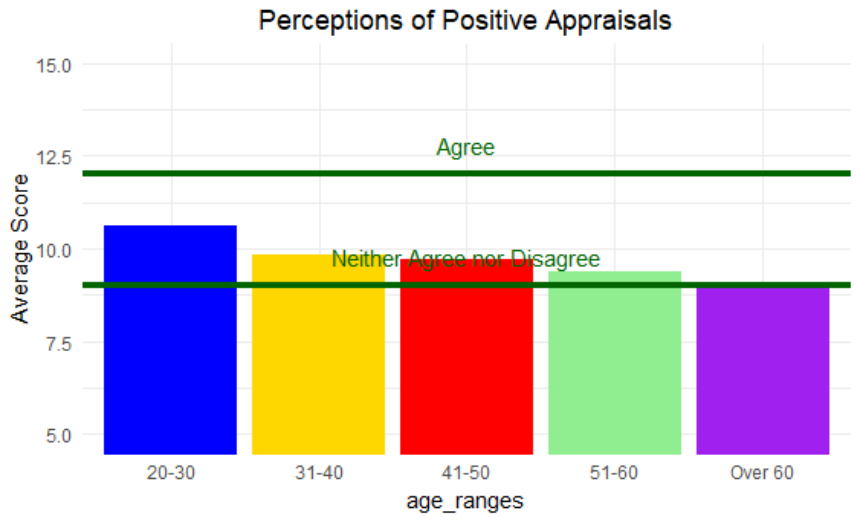


Employees over 50 have significantly lower perceptions of equity in the University as compared to those under 50.

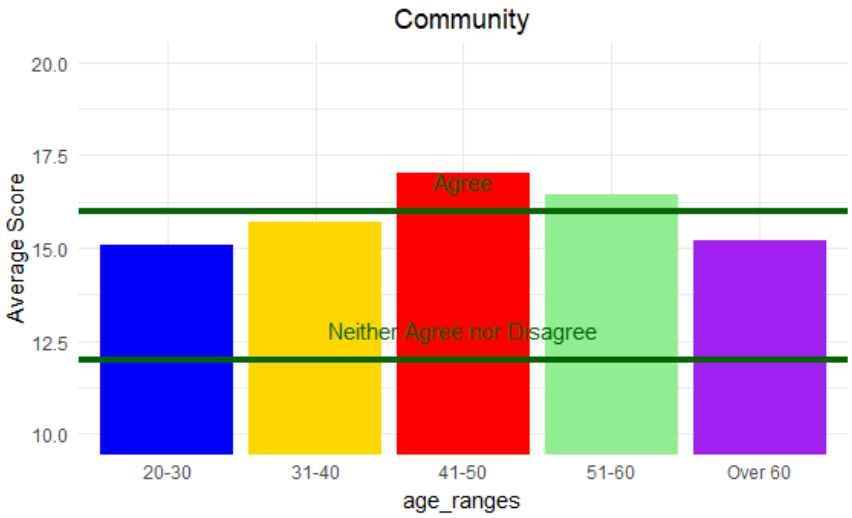
Visualizations for Dimensions of Belongingness:



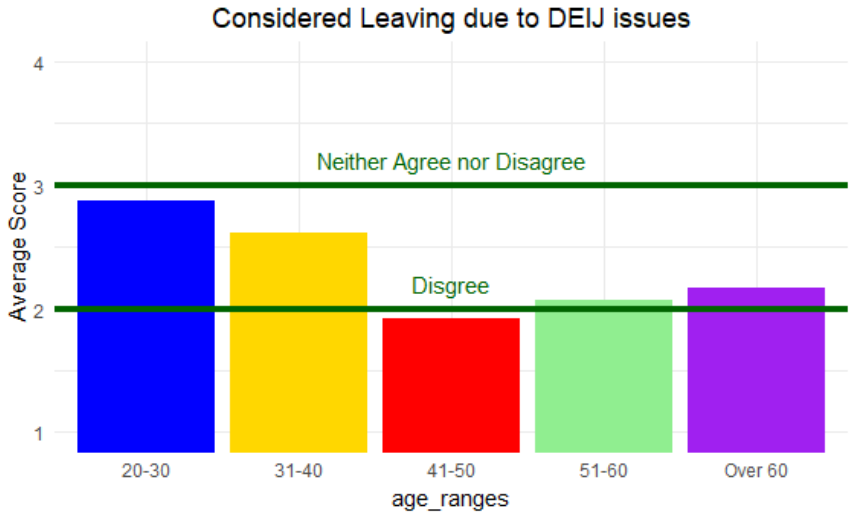
Employees in their 40s have significantly higher levels of belongingness in the University as compared to those in their 20s and 30s.



As employees age, their perceptions of positive appraisals from the University declines.

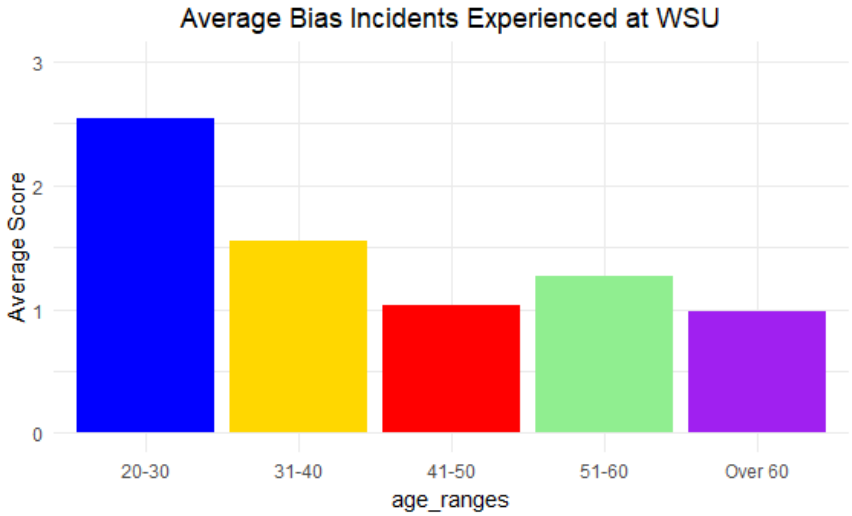


Employees in their 40s are significantly more likely to have found community within the University as compared to those in their 20s or over 60.

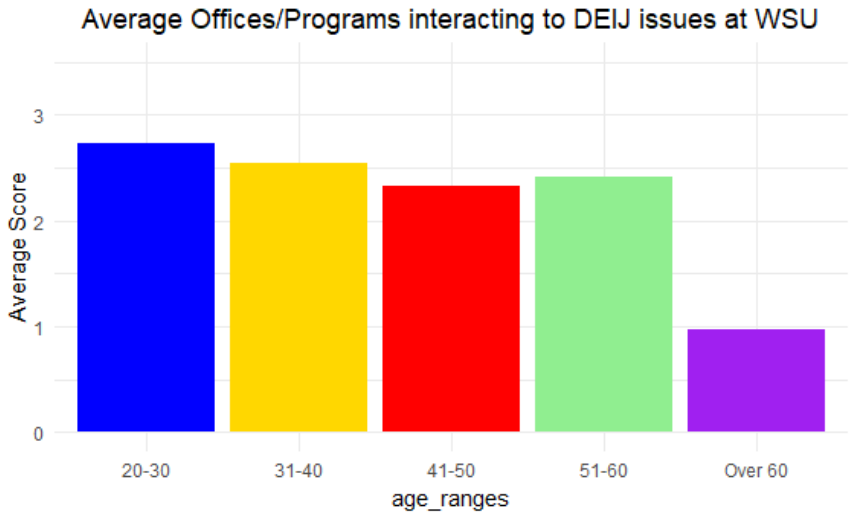


Younger employees are significantly more likely to have considered leaving the University due to DEIJ issues as compared to older employees.

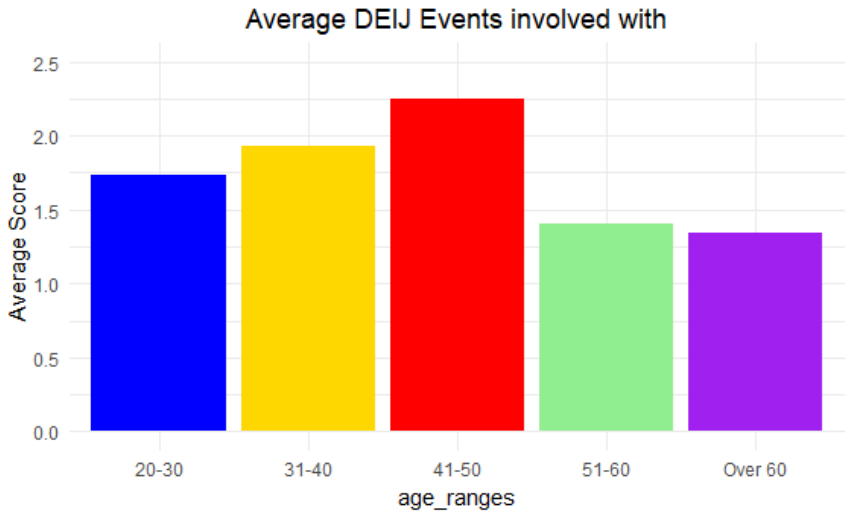
Visualizations for Experiences:



Employees in their 20s are significantly. more likely to have experienced bias incidents on campus then those in their 40s or over 60.



Employees over 60 are significantly less likely to be involved with offices and programs pertaining to DEIJ issues on campus then those in their 30s or 50s.



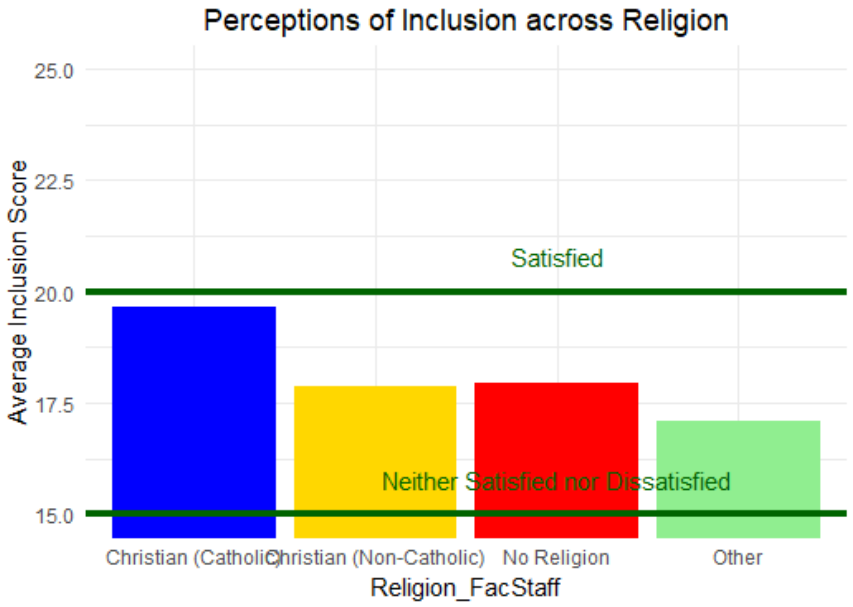
Means by Employees and Age:

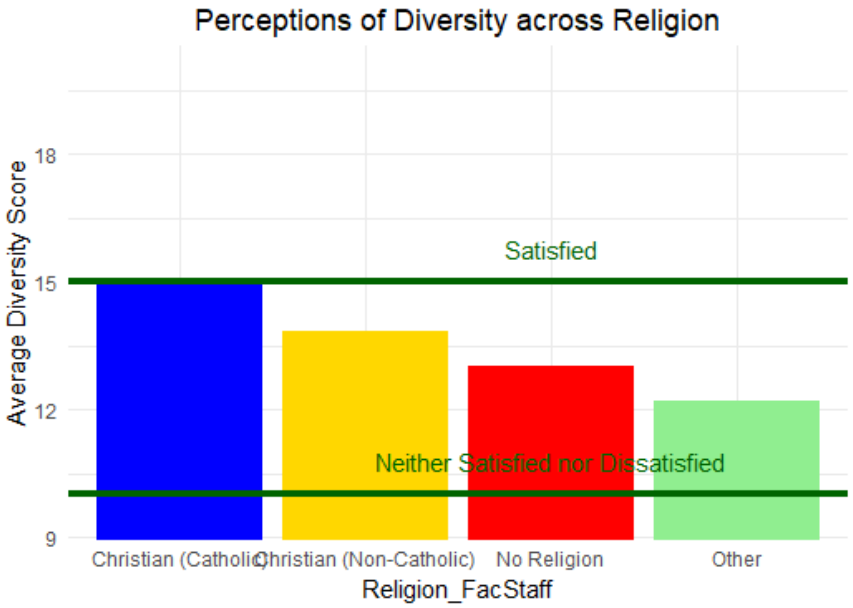
	Employee Age Categories				
Diversity and Inclusion	**20-30**	**31-40**	**41-50**	**51-60**	**Over 60**
Inclusion	21.93	17.54	18.68	18.63	18.66
Diversity	16.2	13.05	14.75	13.55	13.5
Commitment	6.13	15.07	15.5	15.73	15.88
Too much emphasis on DEIJ Issues	3.8	2.89	1.93	2.23	2.77
Equity					
Perceptions of Equity	32.29	29.38	33	18.63	17.95
Belonging					
Belongingness	19.29	20.26	21.93	21.27	20.25
Positive Appraisals	10.6	9.82	9.71	9.4	9.07
Found Community	15.07	15.71	17	16.43	15.21
Considered Leaving WSU due to lack of Belonging	2.87	2.61	1.93	2.07	2.16
Bias Incidents					
Count Average	2.53	1.55	1.04	1.27	0.98
DEIJ Work					
Offices	2.73	2.55	2.32	2.41	0.98
Events Attended	1.73	1.93	2.25	1.4	1.34

Overview: Employee by Religion

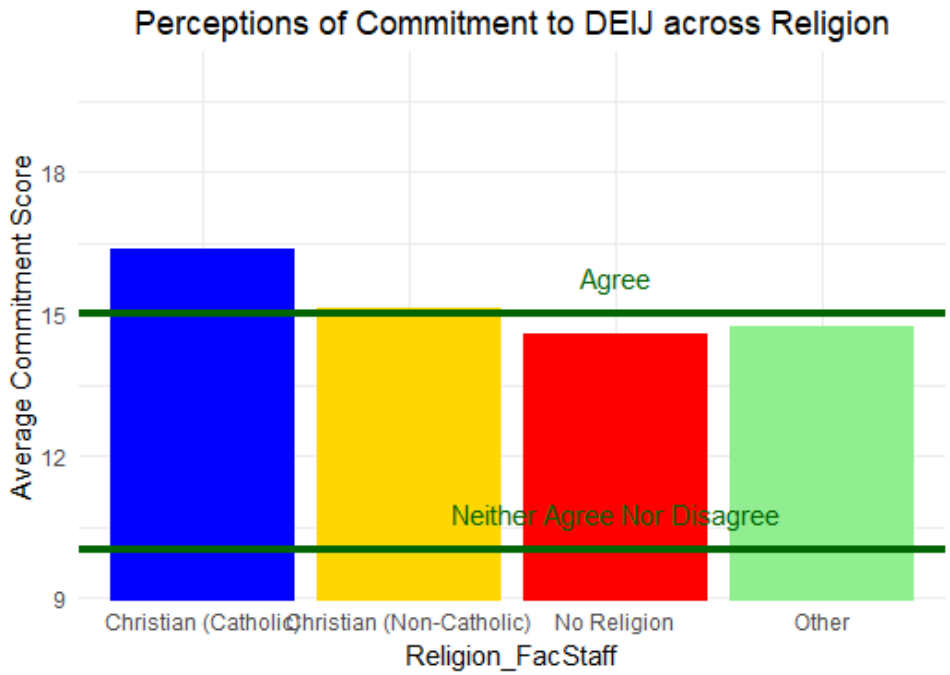
Lots of coding took place in order to clean up employee religion. Employees at Worcester State are primarily Christian (Catholic and Non-Catholic), but, non-Christian religions make up about 30% of the religions, there is just not enough of any one non-Christian group to analyze and maintain respondent anonymity. While this is a section that I would most definitely leave for deeper analysis from people more familiar with this field, the religious diversity of employees should be considered and promoted as an asset to the University in order to help promote different elements of inclusion when navigating the student section religious differences in this report.

Visualizations for Dimensions of Diversity and Inclusion:

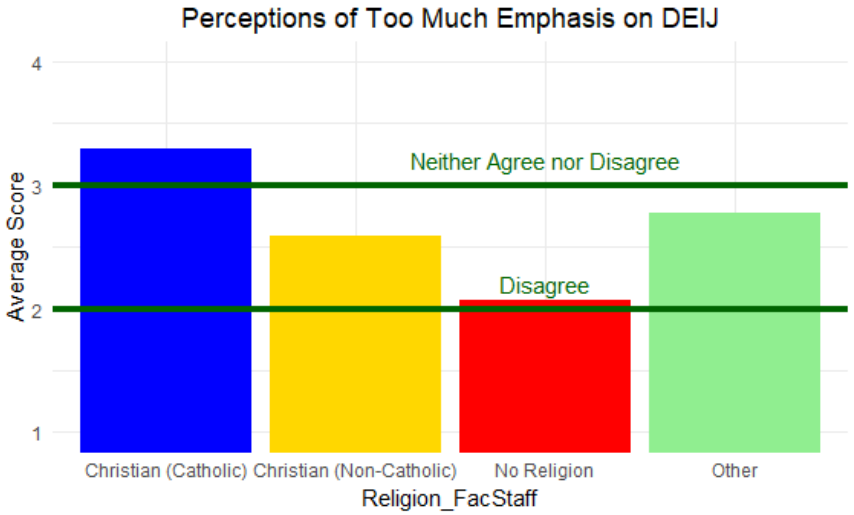




Catholic employees have significantly higher perceptions of diversity then those who identify with an Other religion.



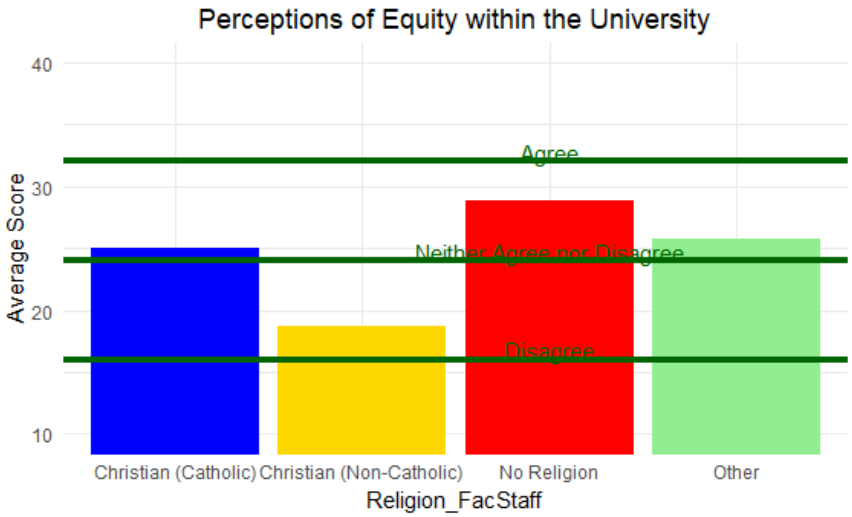
Catholic employees perceive a significantly higher level of university commitment to diversity then those who identify with no religion or an Other religion.



Employees identifying with no religion are significantly less likely to see too much emphasis on DEIJ as compared to all other groups.

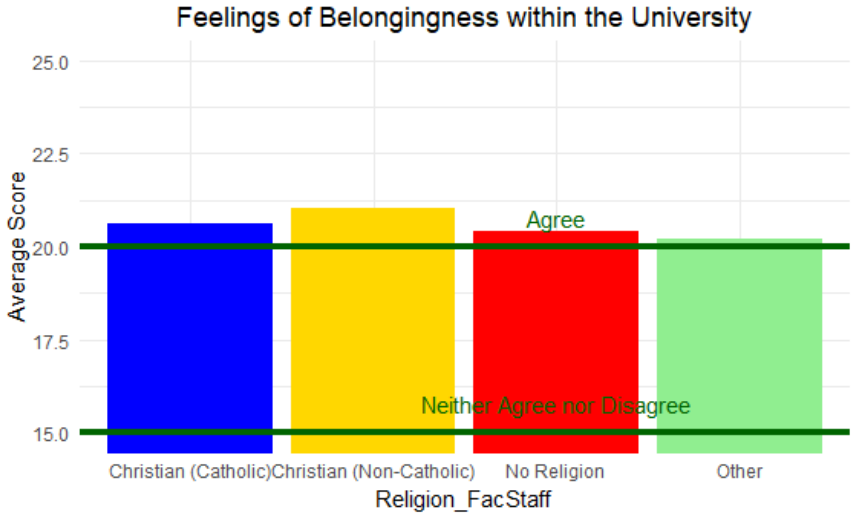
Catholic employees are significantly more likely to perceive too much emphasis on DEIJ as compared to all other groups.

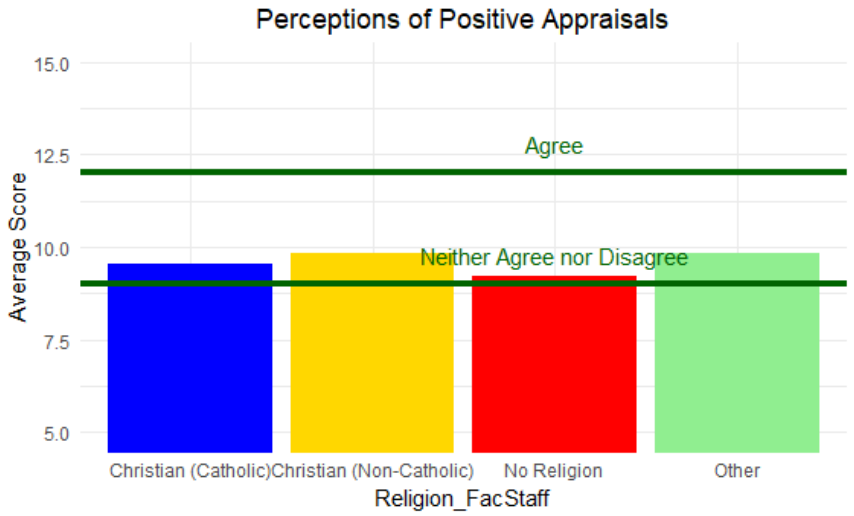
Visualizations for Perceptions of Equity:

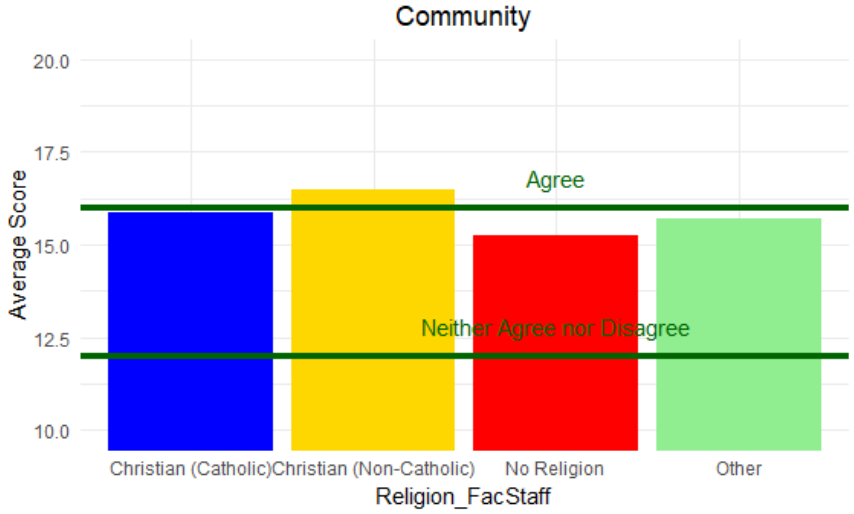


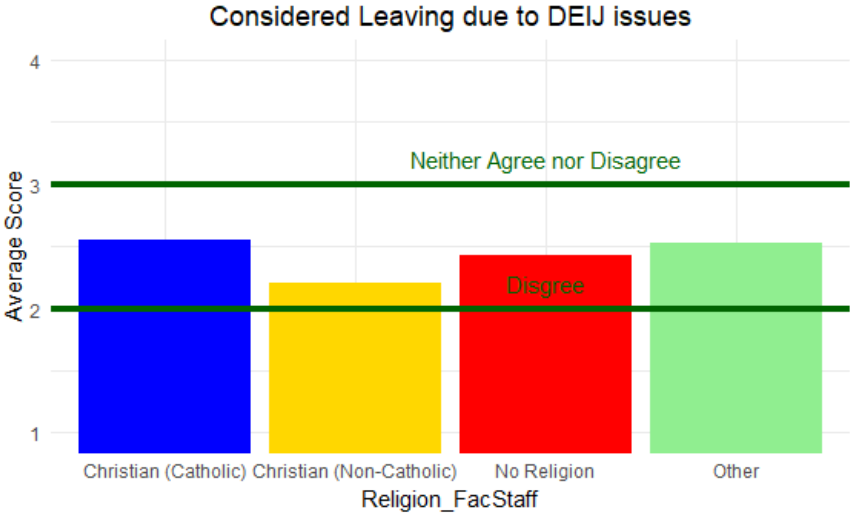
Non-Catholic Christian employees are significantly less likely to perceive equity within the University as compared to employees with that identify with no Religion.

Visualizations for Dimensions of Belongingness:

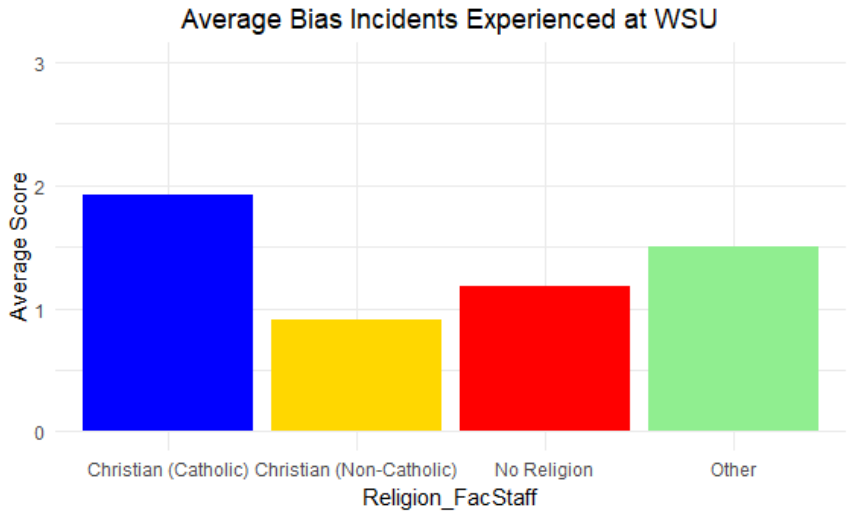



Perceptions of Positive Appraisals
15.0
12.5
10.0
7.5
5.0
Average Score
Agree
Neither Agree nor Disagree
Christian (Catholic)
Christian (Non-Catholic)
No Religion
Other
Religion_FacStaff

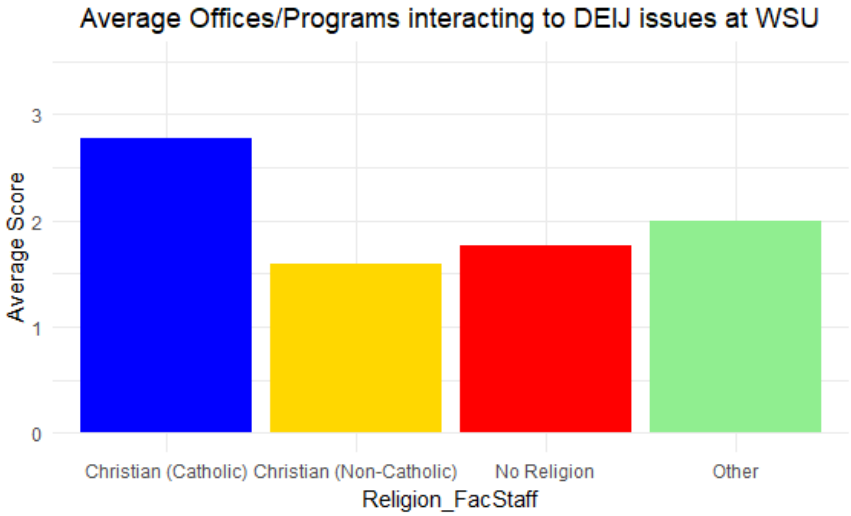

Community
20.0
17.5
15.0
12.5
10.0
Average Score
Agree
Neither Agree nor Disagree
Christian (Catholic)
Christian (Non-Catholic)
No Religion
Other
Religion_FacStaff

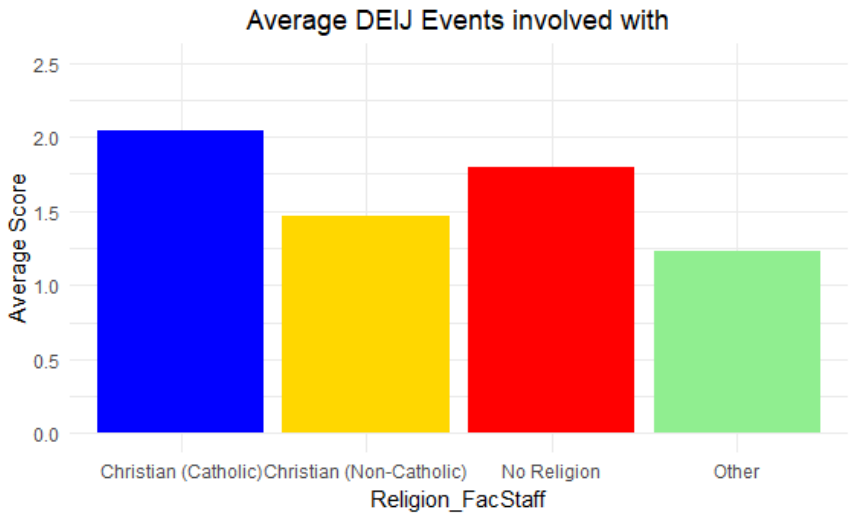

Considered Leaving due to DEIJ issues
4
3
2
1
Average Score
Neither Agree nor Disagree
Disgree
Christian (Catholic)
Christian (Non-Catholic)
No Religion
Other
Religion_FacStaff

Visualizations for Experiences:



Catholic employees have a significantly higher number of bias incidents as compared to non-Catholic employees.





Catholic employees attend significantly more events involving DEIJ as compared to those identifying with an Other religion.

Means by Employee Religion[18]:

Diversity and Inclusion	Christian (Catholic)	Christian (Non-Catholic)	No Religion	Other
Inclusion	19.64	17.88	17.93	17.09
Diversity	15	13.85	13.02	12.18
Commitment	16.37	15.13	14.57	14.71
Too much emphasis on DEIJ Issues	3.29	2.59	2.07	2.77
Equity				
Perceptions of Equity	25.04	18.67	28.82	25.69
Belonging				
Belongingness	20.61	21.05	20.43	20.23
Positive Appraisals	9.56	9.83	9.2	9.82
Found Community	15.85	16.48	15.25	15.7
Considered Leaving WSU due to lack of Belonging	2.56	2.2	2.43	2.52
Bias Incidents				
Count Average	1.92	0.9	1.18	1.5
DEIJ Work				
Offices	2.77	1.59	1.76	2
Events Attended	2.05	1.46	1.8	1.23

[18] Due to sample size, Christian (Catholic), Christian (Non-Catholic), and No Religion were the only categories with enough respondents to safely construct. All other religious affiliations are grouped within the Other category.

WORCESTER STATE UNIVERSITY
FINANCE & FACILITIES COMMITTEE MEETING
Tuesday, April 9, 2024
10:00 A.M.
REMOTE PARTICIPATION
Join Zoom Meeting
https://worcester.zoom.us/j/91560689567?pwd=aUpncSsxVXkyRVpVVVRMY2NRL3pqQT09
Meeting ID: 915 6068 9567
Passcode: 951662

Meeting Called By: Lisa Colombo (Chair) **Minutes**: Nikki Kapurch

Board Members: Lisa Colombo (Chair); Lawrence Sasso (Vice-Chair); Dina Nichols; Amy Peterson

WSU Staff: Barry Maloney; Kathy Eichelroth; Carl Herrin; Nikki Kapurch; Ashlynn Allain

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

AGENDA

ITEM	RESPONSIBLE	ACTION
1. *Administrative Business* A. Call to Order	Lisa Colombo	
2. *Finance & Facilities Committee Report* A. FY 2024 Quarter 2 Financial Reports* B. FY 2024 Budget Resource Discussion*	Lisa Colombo Kathy Eichelroth	A. Informational B. **vote required**
3. *Administrative Updates* A. Other Business	Lisa Colombo	
4. *Adjournment*	Lisa Colombo	4. **vote required**

*Attachments

FY 2024 Quarter 2 Financial Reports

All Trust Funds
Year-to-Date Revenue through December 31, 2023
Year-to-Date Expenses through December 31, 2023

Operating Budget (***State Appropriations and General Purpose Trust Fund***)
Year-to-Date Revenue through December 31, 2023
Year-to-Date Expenses through December 31, 2023

Resident Hall Trust Fund
Year-to-Date Revenue through December 31, 2023
Year-to-Date Expenses through December 31, 2023

All Trust Funds

Worcester State University
All Trust Fund Report - Quarter 2
FY24 Budget vs Actuals
Revenues 12/31/2023

Account Description	Original Budget - BOT	Amendment #1 Budget - BOT	Revenue Budget Excluding Transfers	Revenue Earned Actual	Percent of Budget Earned	Unearned
General Trust Fund (400)	48,843,584.00	48,843,584.00	42,727,511.00	38,865,975.93	90.96%	3,861,535.07
Capital Improvement Trust Fund (405)	2,729,601.00	2,729,601.00	2,729,601.00	2,484,299.21	91.01%	245,301.79
Parking Garage Operating Fund (408)	701,206.00	701,206.00	-	-	0.00%	-
Strategic Plan Trust Fund (410)	89,000.00	60,000.00	-	-	0.00%	-
Wellness Center Trust Fund (429)	100,490.00	100,490.00	42,328.00	31,747.67	75.00%	10,580.33
Parking Fines Fund (439)	90,000.00	90,000.00	50,477.00	43,185.00	85.55%	7,292.00
Health Services Trust Fund (442)	1,004,473.00	1,004,473.00	1,004,473.00	966,857.84	96.26%	37,615.16
Resident Hall Trust Fund (445 & 444)	11,976,996.00	11,976,996.00	11,976,996.00	11,317,419.99	94.49%	659,576.01
Student Activities Trust Fund (446)	440,735.00	440,735.00	233,139.00	224,126.12	96.13%	9,012.88
Residence Hall Technology and Equipment Trust Fund (448)	272,910.00	272,910.00	272,910.00	270,820.00	99.23%	2,090.00
	66,248,995.00	**66,219,995.00**	**59,037,435.00**	**54,204,431.76**	**91.81%**	**4,833,003.24**

Approved Budget	66,219,995.00
Amount is not earned revenue but transfers to fund current activity	(701,206.00)
Amount is not earned revenue but reserve balances budgeted to fund current activity	(365,281.00)
Amount Transferred in from Reserves	(6,116,073.00)
Amount Transferred in from ARPA Allocation	-
	59,037,435.00
Variance	-

Worcester State University
All Trust Fund Report - Quarter 2
FY24 Budget vs Actuals
Expenses 12/31/2023

Account Description	Original Budget - BOT	Amendment #1 Budget - BOT	Expenditure Budget	Expenditure Actual	Percent of Budget Spent	Available
General Trust Fund (400)	48,843,584.00	48,843,584.00	48,843,584.00	22,870,429.73	46.82%	25,973,154.27
Capital Improvement Trust Fund (405)	2,729,601.00	2,729,601.00	536,617.00	-	0.00%	536,617.00
Parking Garage Operating Fund (408)	701,206.00	701,206.00	701,206.00	130,107.91	18.55%	571,098.09
Strategic Plan Trust Fund (410)	89,000.00	60,000.00	60,000.00	39,830.29	66.38%	20,169.71
Wellness Center Trust Fund (429)	100,490.00	100,490.00	100,490.00	32,551.78	32.39%	67,938.22
Parking Fines Fund (439)	90,000.00	90,000.00	90,000.00	26,445.16	29.38%	63,554.84
Health Services Trust Fund (442)	1,004,473.00	1,004,473.00	621,992.00	4,476.19	0.72%	617,515.81
Resident Hall Trust Fund (445 & 444)	11,976,996.00	11,976,996.00	11,929,332.00	4,400,717.03	36.89%	7,528,614.97
Student Activities Trust Fund (446)	440,735.00	440,735.00	440,735.00	107,442.07	24.38%	333,292.93
Residence Hall Technology and Equipment Trust Fund (448)	272,910.00	272,910.00	221,880.00	96,865.25	43.66%	125,014.75
	66,248,995.00	**66,219,995.00**	**63,545,836.00**	**27,708,865.41**	**43.60%**	**35,836,970.59**

Approved Budget	66,219,995.00
Amount reflects a budgeted transfer from fund 405 to fund 408	(701,206.00)
Reflects a transfer to fund balance to increase reserves in fund 442	(382,481.00)
Reflects a transfer to fund balance to increase reserves in fund 405	(1,491,778.00)
Reflects a transfer to fund balance to increase reserves in fund 445	(47,664.00)
Reflects a transfer to fund balance to increase reserves in fund 448	(51,030.00)
	63,545,836.00
Variance	-

Operating Budget

Worcester State University
FY24 Budget vs Actuals - Quarter 2
Revenues 400, 111, & Closing Sources
12/31/2023

Description	Original Budget - Upload	Amendment #1 Budget - BOT	Revenue Budget Excluding Transfers	Revenue Earned Actual	Percent of Budget Earned	Unearned
Academic Fees	(35,939,865.45)	(35,939,865.45)	(35,939,865.45)	(33,066,411.01)	92.00%	(2,873,454.44)
Fee Waivers	824,638.32	824,638.32	824,638.32	791,846.30	96.02%	32,792.02
Tuition	(7,489,969.87)	(7,489,969.87)	(8,389,969.87)	(6,544,944.72)	78.01%	(1,845,025.15)
Tuition Waivers	298,616.00	298,616.00	298,616.00	217,122.75	72.71%	81,493.25
Activity Income	(110,913.00)	(110,913.00)	(110,913.00)	(1,950.45)	1.76%	(108,962.55)
Other Student Charges	(310,017.00)	(310,017.00)	(356,607.00)	(420,371.14)	117.88%	63,764.14
State Maintenance	(50,755,206.00)	(50,805,206.00)	(50,805,206.00)	(34,162,399.82)	67.24%	(16,642,806.18)
	(93,482,717.00)	**(93,532,717.00)**	**(94,479,307.00)**	**(73,187,108.09)**	**77.46%**	**(21,292,198.91)**

Approved Budget	(99,648,790.00)
Amount Transferred in from Reserves	6,116,073.00
Amount Transferred in for ARPA Allocation	-
Sources Closing to 400	(946,590.00)
	(94,479,307.00)
Variance	-

Worcester State University
FY24 Budget vs Actuals - Quarter 2
Expenses 400, 111, & Closing Sources
12/31/2023

Account Description	Object	Original Budget - BOT	Amendment #1 Budget - BOT	Current Budget	Actual	Percent of Budget Spent	Available
Regular Employees	AAA	46,254,709.00	46,254,709.00	46,260,609.00	21,715,873.72	46.94%	24,544,735.28
Employee Related Expenses	BBB	601,853.00	614,853.00	673,931.89	352,849.06	52.36%	321,082.83
Temporary Part-Time Employees	CCC	9,579,855.00	9,588,855.00	9,589,150.28	4,620,477.22	48.18%	4,968,673.06
Staff Benefit Expenses	DDD	21,343,174.00	21,343,174.00	21,343,174.00	9,533,932.50	44.67%	11,809,241.50
Administrative Expenses	EEE	3,042,988.00	3,043,488.00	3,037,147.10	1,166,854.19	38.42%	1,870,292.91
Facility Operation Supplies	FFF	2,099,362.00	2,111,262.00	1,877,755.98	563,394.94	30.00%	1,314,361.04
Energy/Space Rental	GGG	2,053,000.00	2,053,000.00	1,934,193.54	835,161.00	43.18%	1,099,032.54
Professional Services	HHH	994,652.00	1,006,652.00	1,993,020.58	1,410,823.89	70.79%	582,196.69
Operational Services	JJJ	1,018,004.00	1,018,004.00	1,015,566.27	951,899.79	93.73%	63,666.48
Equipment Purchase	KKK	-	-	15,273.98	43,180.59	0.00%	(27,906.61)
Equipment Lease, Maintenance, Repair	LLL	1,117,192.00	1,120,792.00	1,255,475.75	567,396.26	45.19%	688,079.49
Infrastructure & Building Improvements	NNN	5,171,100.00	5,171,100.00	5,241,846.69	2,054,531.13	39.19%	3,187,315.56
Educational Assistance	RRR	2,457,611.00	2,457,611.00	2,461,611.00	1,146,483.00	46.57%	1,315,128.00
Debt Service	SSS	325,000.00	325,000.00	325,000.00	344,521.36	106.01%	(19,521.36)
Technology Expenses	UUU	3,540,290.00	3,540,290.00	3,571,623.94	2,056,250.28	57.57%	1,515,373.66
		99,598,790.00	**99,648,790.00**	**100,595,380.00**	**47,363,628.93**	**47.08%**	**53,231,751.07**

Approved Budget	99,648,790.00
Sources Closing to 400	946,590.00
	100,595,380.00
Variance	-

Residence Hall Trust Fund

Worcester State University
FY24 Budget vs Actuals - Quarter 2
Residence Hall Trust Fund Revenue (Source 445 & 444)
12/31/2023

Description	Original Budget - Upload	Revenue Budget Excluding Transfers	Revenue Earned Actual	Percent of Budget Earned	Unearned
Academic Fees	-	-	61,550.00	0.00%	(61,550.00)
Res Hall Room Charges	11,976,996.00	11,976,996.00	11,129,569.36	92.92%	847,426.64
Other Student Charges	-	-	126,300.63	0.00%	(126,300.63)
	11,976,996.00	**11,976,996.00**	**11,317,419.99**	**94.49%**	**659,576.01**

Approved Budget	11,976,996.00
Amount reflects a transfer from fund balance	-
	11,976,996.00
Variance	-

Worcester State University
FY24 Budget vs Actuals - Quarter 2
Residence Hall Trust Fund Expenses (Source 445 & 444)
12/31/2023

Account Description	Object	Original Budget - BOT	Current Budget	Actual	Percent of Budget Spent	Available
Regular Employees	AAA	1,506,627.00	1,506,627.00	663,855.80	44.06%	842,771.20
Employee Related Expenses	BBB	-	5,000.00	1,870.47	0.00%	3,129.53
Temporary Part-Time Employees	CCC	225,000.00	225,000.00	99,092.00	44.04%	125,908.00
Staff Benefit Expenses	DDD	631,126.00	631,126.00	270,712.96	42.89%	360,413.04
Administrative Expenses	EEE	37,000.00	37,000.00	4,725.13	12.77%	32,274.87
Facility Operation Supplies	FFF	240,000.00	235,000.00	73,233.84	31.16%	161,766.16
Energy/Space Rental	GGG	8,158,131.00	8,158,131.00	2,482,163.33	30.43%	5,675,967.67
Professional Services	HHH	6,200.00	10,200.00	2,833.00	27.77%	7,367.00
Operational Services	JJJ	-	-	-	0.00%	-
Equipment Purchase	KKK	-	-	-	0.00%	-
Equipment Lease, Maintenance, Repair	LLL	37,500.00	37,500.00	3,995.76	10.66%	33,504.24
Infrastructure & Building Improvements	NNN	629,748.00	621,748.00	446,141.46	71.76%	175,606.54
Educational Assistance	RRR	434,000.00	434,000.00	349,470.88	80.52%	84,529.12
Technology Expenses	UUU	24,000.00	28,000.00	2,622.40	9.37%	25,377.60
		11,929,332.00	**11,929,332.00**	**4,400,717.03**	**36.89%**	**7,528,614.97**

Approved Budget	11,976,996.00
Amount reflects a transfer to fund balance to increase reserves in fund 445	(47,664.00)
Amount reflects a transfer to cover facilities expenses in fund 445	-
	11,929,332.00
Variance	-

Memorandum

DATE: March 26, 2024

TO: Barry M. Maloney, President

FROM: Kathleen Eichelroth, Vice President for Administration and Finance

RE: **FY 2025 BUDGET RESOURCE DISCUSSION**

Governor Healey released her spending plan for FY 2025 which has annualized all FY 2024 state funding into a FY 2025 base funding line. The annualized base includes collective bargaining increases that were rolled out in FY 2024 and our FY 2024 allotment of performance funding. The Governor has not proposed resources in FY 2025 for performance funding or the internship incentive and endowment incentive programs.

FY 2025 will be the first year since COVID that we do not have any one-time operating grants available to offset operating expenses. We are in the process of firming up the estimates for campus generated revenue while evaluating the status of revenue generation compared to budget for FY 2024. We anticipate we will need to address a continuing budget shortfall. The extent to which we will need to rely on a budgeted reserve draw to fill a revenue gap is not known at this time. We are quantifying savings that have been achieved during the current year and evaluating other opportunities to suspend or eliminate expenses in FY 2025.

While planning for operating expenses in FY 2025 we have returned to a deliberative process of soliciting funding requests. The budget process had been limited to level funding over the past four years in response to COVID. The last deliberative process that included a prioritization of funding requests occurred in the winter of 2020 in preparation of the FY 2021 budget. The decision to engage the campus at the division level in a process of requesting and prioritizing funds is driven by the need to align resources with strategic plan priorities. It is unclear at this point in time how, or if, any new resources will be allocated to a prioritized list of new initiatives. At the conclusion of the prioritization process we will have initiatives that will have been vetted and ready to execute should additional new resources be identified as we close out the budget process or continue in to the new year.

Outside of a prioritized list there is a need to increase several spending categories due to loss of budget capacity in a level funded situation as a result of increased inflation. We have not provided any inflationary increases to spending categories since 2016. The struggle that budget managers have experienced attempting to sustain departmental operations with resources that have remained static for years has been acknowledged and will be alleviated somewhat by a 6% increase to certain budget categories.

Through the efforts of our Operational Excellence (OpEx) initiative an estimated $1.6M in savings have been identified in FY 2024 which will be offset in the FY 2025 budget. The OpEx team continues to work through the 70 FSTF recommendations, the two demonstration projects and other just in time events to increase campus efficiencies and quantify savings. In conjunction with the FY 2025 budget presentation to the Board of Trustees in June, a comprehensive update on OpEx operations will be presented.

As we work on reconciling the budget it is important to recognize that we will continue to program reserves into the funding equation. In addition, we are asking for consideration of an annual General Fee increase of up to $500 in FY 2025.

WSU last increased its General Fee by a vote of the Board of Trustees in March 2023. An annual General Fee increase of $500 was approved for FY 2024 bringing the amount assessed annually for a full-time undergraduate student to $9,298. The General Fee, which is the largest institutional source of revenue provides the majority of local revenue to operate the university. The General Fee is one of several mandatory fees assessed to undergraduate students. Total mandatory fees in FY 2023 include the General fee, the Student Activity fee ($72 per year), the Student Health Service fee ($310 per year), and the Capital Improvement fee ($636 per year), for the total cost of mandatory fees of $10,316. Mandatory fees assessed by the state universities are reported annually to the Department of Higher Education. Mandatory fees at the state universities are comparable to tuition assessed by private institution's, where the funds are the primary source of revenue to operate the institution.

A rolling ten-year trend is maintained on the DHE website, an excerpt of which is attached. The table is intended to provide context with regard to rate setting history, trends prior to, during, and after COVID, and positioning with regard to "cost of attendance".

This proposed increase in the General Fee will place WSU at the higher end of mandatory fees among the state university institutions if the other campuses do not increase their rates. The Commonwealth's continued investment in state funded student financial aid will cover the additional cost of attendance for the neediest students. Increased financial aid from the Commonwealth will also provide the opportunity for WSU to better leverage campus scholarship dollars to address the resource gaps of other students.

We believe the strategy described above is prudent as we continue to work on quantifying the budget gap for the coming year and prepare the FY 2025 budget plan for the June Board meeting.

Mandatory Fees at Massachusetts Public Colleges and Universities
(Based on Fall Resident Undergraduate State-Supported Rates)

Segment	Institution	FY-2015	FY-2016	FY-2017	FY-2018	FY-2019	FY-2020	FY-2021	FY-2022	FY-2023	FY-2024	1 Yr % Chg	FY 25 increase	WSU difference
State Universities	Bridgewater State University	$7,444	$8,018	$8,718	$9,102	$9,458	$9,822	$9,822	$9,822	$10,146	$10,480	3%	$0	($336)
State Universities	Fitchburg State University	$8,290	$8,964	$9,164	$9,184	$9,384	$9,534	$9,684	$9,684	$9,950	$10,074	1%	$0	($742)
State Universities	Framingham State University	$7,354	$7,734	$8,374	$8,950	$9,550	$10,130	$10,410	$10,410	$10,410	$10,660	2%	$0	($156)
State Universities	Massachusetts College of Art and Design	$10,194	$10,694	$11,170	$11,670	$12,170	$12,670	$13,170	$13,170	$13,540	$13,930	3%	$0	$3,114
State Universities	Massachusetts College of Liberal Arts	$7,946	$8,446	$8,846	$9,106	$9,530	$9,900	$10,276	$10,276	$10,560	$10,854	3%	$0	$38
State Universities	Massachusetts Maritime Academy	$5,778	$6,076	$6,374	$6,684	$7,946	$8,182	$8,424	$8,570	$8,782	$9,038	3%	$0	($1,778)
State Universities	Salem State University	$7,736	$8,336	$8,826	$9,368	$9,972	$10,374	$10,764	$10,764	$11,068	$11,068	0%	$0	$252
State Universities	Westfield State University	$7,712	$7,846	$8,306	$8,746	$9,460	$9,880	$10,170	$10,170	$10,530	$10,912	4%	$0	$96
State Universities	**Worcester State University**	**$7,588**	**$7,888**	**$8,232**	**$8,562**	**$9,192**	**$9,192**	**$9,616**	**$9,616**	**$9,816**	**$10,316**	**5%**	**$500**	$10,816
Weighted Average	State Universities*	$7,710	$8,153	$8,634	$9,023	$9,572	$9,901	$10,151	$10,149	$10,435	$10,726	3%		
Weighted Average	State Universities excludes MCAD and MMA**	$7,660	$8,118	$8,621	$9,016	$9,524	$9,849	$10,080	$10,072	$10,338	$10,608	3%		

Page created 12/6/2023

Source: Massachusetts Department of Higher Education

Weighted data calculated based on % Undergraduate FTE of total Segment and overall. (FTE figures used for calculation are one year in arrears due to reporting schedules.)

Mass Maritime and Mass College of Art and Design are reported separately because they are specialty schools and for purpose of Performance Measurement are not compared to other MA state colleges.

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
ACADEMIC & STUDENT DEVELOPMENT COMMITTEE MEETING
Tuesday, April 9, 2024
9:00 A.M.
REMOTE PARTICIPATION
Join Zoom Meeting
https://worcester.zoom.us/j/7507433002
Meeting ID: 975 0743 3002

Meeting Called By: Karen LaFond (Chair) **Minutes**: Nikki Kapurch

Board Members: Karen LaFond (Chair); William Mosley; Maureen Power (Vice Chair); Lawrence Sasso; Kaitlin Schott

WSU Staff: Barry Maloney; Lois Wims; Ashlynn Allain; Carl Herrin; Nikki Kapurch; Stacey Luster

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

AGENDA

ITEM	RESPONSIBLE	ACTION
1. *Administrative Business* A. Call to Order	Karen LaFond	
2. *Academic and Student Development Committee Report* Discussion Regarding Tenure and Promotion a. President Maloney Memo to Trustees* b. Provost Wims Memo to President* c. 2023-2024 Powerpoint Presentation*	Karen LaFond Lois Wims	Recommendation to the Full Board **- 3 votes required** a. Informational b. Informational c. Informational
3. *Administrative Updates* A. Other Business	Karen LaFond	
4. *Adjournment*	Karen LaFond	4. **vote required**

*Attachments

WORCESTER STATE UNIVERSITY

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

TO: Members, WSU Board of Trustees

FROM: Barry M. Maloney, President

RE: Tenure/Promotion Recommendations

DATE: March 15, 2024

Following the recommendation of Dr. Lois Wims, Provost and Vice President for Academic Affairs, I am pleased to submit for your consideration and approval the following faculty members to be promoted and/or awarded tenure, effective September 1, 2024:

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

Julia McNeil	Nursing
Yan Hu	Biology
Frank Boardman	Philosophy

The following tenure-track faculty are recommended for **Promotion to Associate Professor:**

Laura Kane	Philosophy
Mark Beaudry	Criminal Justice
Nada Alsallami	Computer Science
Tanya Trudell	Occupational Therapy

The following tenure-track faculty are recommended for Promotion to **Full Professor:**

Alex Briesacher	Sociology
Aimee Delaney	Criminal Justice
Antonio Guijarro-Donadios	World Languages
Daniel Hunt	Communication
Francisco Vivoni	Sociology
Martin Fromm	History & Political Science
Miriam Plavin-Masterman	Business Administration & Economics
Jeremy Andreatta	Chemistry
Susan Mitroka-Batsford	Chemistry

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

cc: L. Wims
E. Briesacher
S. Mitra

WORCESTER STATE UNIVERSITY

Provost and Vice President for Academic Affairs
Phone: 508-929-8038
Fax: 508-929-8187

APPROVED
MAR 07 2024
BARRY M. MALONEY
PRESIDENT

TO: President Barry Maloney

FROM: Lois A. Wims, Provost

DATE: March 8, 2024

RE: Recommended for Tenure with Promotion to Associate Professor

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The following tenure-track faculty are recommended for tenure with promotion to associate professor:

Julia McNeil

Yan Hu

Frank Boardman

CC: Sathi Mitra
Erika Briesacher

WORCESTER STATE UNIVERSITY

Provost and Vice President for Academic Affairs
Phone: 508-929-8038
Fax: 508-929-8187

TO: President Barry Maloney

FROM: Lois A. Wims, Provost

DATE: March 8, 2024

RE: Recommended for Promotion to Associate Professor

APPROVED
MAR 07 2024
BARRY M. MALONEY
PRESIDENT

The following tenure-track faculty are recommended for promotion to associate professors:

Laura Kane
Mark Beaudry
Nada AlSallami
Tanya Trudell

CC: Sathi Mitra
Erika Briesacher

WORCESTER STATE UNIVERSITY

Provost and Vice President for Academic Affairs
Phone: 508-929-8038
Fax: 508-929-8187

TO: President Barry Maloney

FROM: Lois A. Wims, Provost

DATE: March 8, 2024

RE: Recommendation for Promotion to Full Professor

APPROVED
MAR 07 2024
BARRY M. MALONEY
PRESIDENT

The following tenure-track faculty are recommended for promotion to full professors:

Alex Briesacher

Aimee Delaney

Antonio Guijarro-Donadios

Daniel Hunt

Francisco Vivoni

Martin Fromm

Miriam Plavin-Masterman

Jeremy Andreatta

Susan Mitroka-Batsford

CC: Sathi Mitra
Erika Briesacher

Tenure & Promotion Process

2023-2024

TENURE PROCESS AT WSU

- Each tenure-track faculty member is evaluated every year

- Process is governed by the MSCA Contract and includes:
  - Classroom Observation
  - Peer Evaluation
  - Chair Evaluation
  - Dean Evaluation and Recommendation
  - Provost Recommendation
  - President Recommendation and Approval

- At each of the first 5 years, a recommendation is made regarding reappointment to the next year

TENURE PROCESS AT WSU

- During the sixth year, candidates **must** come up for tenure

- Each tenure candidate produces an extensive portfolio of accomplishments in:
  - Teaching Excellence
  - Scholarship / Creative Activity
  - Professional Service
  - Alternative Assignments

TENURE PROCESS AT WSU

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

FACULTY MEMBERS RECOMMENDED FOR TENURE WITH PROMOTION TO ASSOCIATE PROFESSOR

Faculty Member	Degree	Department
Frank Boardman	Ph.D.	Philosophy
Yan Hu	Ph.D.	Biology
Julia McNeil	M.S.N	Nursing

FACULTY MEMBER FOR TENURE WITH PROMOTION TO ASSOCIATE PROFESSOR

Frank Boardman, Ph.D.

- Department of Philosophy
- Ph.D., The City University of New York Graduate Center
- Ontology of Film Areas Editor, *PhilPapers*
- Co-Editor, *Current Controversies in the Philosophy of Art*
- Department Chair, 2020 to present

FACULTY MEMBER FOR TENURE WITH PROMOTION TO ASSOCIATE PROFESSOR

Yan Hu, Ph.D

- Department of Biology
- Ph.D., Wuhan University
- Early Career Teaching Fellows (ECTF) Mentor, 2023
- Tri-Beta Honors Society faculty advisor, 2019–22
- Aisiku Undergraduate Summer Research Fellowship Advisor Award, 2023

FACULTY MEMBER FOR TENURE WITH PROMOTION TO ASSOCIATE PROFESSOR

Julia McNeil, M.S.N.

- Department of Nursing
- M.S.N., University of Phoenix
- Sigma Theta Tau, Mu Chapter, research grant recipient, 2016
- Student Nurses Association faculty advisor, 2021 to present
- Graduate Education Council, 2019 to present

QUESTIONS?

PROMOTION PROCESS AT WSU

- All hires who have the terminal degree in their field are appointed at the Assistant Professor rank

- After a contractual time period, Assistant Professors may apply for promotion:
  - April 1st of prior year notification
  - Candidates may request consideration for promotion early

- Associate Professors, after a contractual time period, may apply for promotion to Professor

- Promotion to Professor requires a higher level of merit

PROMOTION PROCESS AT WSU

- The promotion process requires:

  - Classroom Observation
  - Peer Evaluation (Department)
  - Chair Evaluation
  - University-wide Promotion Committee Vote
  - Dean Evaluation and Recommendation
  - Provost Recommendation
  - President Recommendation
  - Board of Trustees Decision

PROMOTION PROCESS AT WSU

- Each promotion* increases the base salary by academic rank by whichever is the greater amount equal to 5% of the current salary or to the corresponding rate below:

Academic Ranking	Base Salary Increase		Faculty Candidates		Annual Cost to WSU
Associate Professor/Librarian	$4,462.00	x	7	=	$31,234.00
Full Professor	$4,977.00	x	9	=	$44,793.00
			Annual Total	=	$76,027.00

**These rates are effective as of September 2020*

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO ASSOCIATE PROFESSOR

Faculty Member	Degree	Department
Nada AlSallami	Ph.D.	Computer Science
Mark Beaudry	Ph.D.	Criminal Justice
Laura Kane	Ph.D.	Philosophy
Tanya Trudell	Ed.D.	Occupational Therapy

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO ASSOCIATE PROFESSOR

Nada AlSallami, Ph.D

- Department of Computer Science
- Ph.D., University of Technology, Iraq
- LASC Advisory Committee, 2022–23
- University Curriculum Committee, 2023-24
- Faculty Research Advisor, Aisiku Summer Research Project, 2022

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO ASSOCIATE PROFESSOR

Mark Beaudry, Ph.D

- Department of Criminal Justice
- Ph.D., Capella University
- Coordinator of Forensic Science Minor, 2020–23
- Strategic Planning Committee, 2019–20
- George I. Alden Excellence in Teaching Award nominee, 2023

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO ASSOCIATE PROFESSOR

Laura Kane, Ph.D

- Department of Philosophy
- Ph.D., The Graduate Center, City University of New York
- George I. Alden Excellence in Teaching Award nominee, 2022
- Faculty supervisor, Massachusetts Undergraduate Research Conference, 2023
- Committee Member, University Curriculum Committee, 2022 to present

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO ASSOCIATE PROFESSOR

Tanya Trudell, Ed.D

- Department of Occupational Therapy
- Ed.D., Johnson & Wales University
- Neuro-Developmental Treatment/Bobath Certification, 2014, 2023
- MOT Graduate Program Coordinator, 2020–23
- Department Chair, 2023 to present

QUESTIONS?

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Faculty Member	Degree	Department
Jeremy Andreatta	Ph.D.	Chemistry
Alex Briesacher	Ph.D.	Sociology
Aimee Delaney	Ph.D.	Criminal Justice
Martin Fromm	Ph.D.	History & Political Science
Antonio Guijarro-Donadios	Ph.D.	World Languages
Dan Hunt	Ph.D.	Communication
Susan Mitroka-Batsford	Ph.D.	Chemistry
Miriam Plavin-Masterman	Ph.D.	Business Administration & Economics
Francisco Vivoni	Ph.D.	Sociology

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Jeremy Andreatta, Ph.D.

- Department of Chemistry
- Ph.D., Texas A&M University
- George I. Alden Excellence in Teaching Award, 2016
- Chair, ACS Central Massachusetts Section, 2016 and 2018
- First-prize poster presentation in Chemistry, Celebration of Scholarship and Creativity, 2014

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Alex Briesacher, Ph.D.

- Department of Sociology
- Ph.D., Kent State University
- George I. Alden Excellence in Teaching Award, 2018
- Co-Chair, Campus Climate Committee, 2021–22
- Chair, University Curriculum Committee, SP 2022

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Aimee Delaney, Ph.D.

- Department of Criminal Justice
- Ph.D., University of New Hampshire
- Worcester State Foundation Research Grant recipient, 2023
- Program Evaluator, Local Drug Crisis Grant, Raymond Coalition for Youth, 2021–26
- Outstanding Book Award, International Section, Academy of Criminal Justice Sciences, 2023

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Martin Fromm, Ph.D.

- Department of History and Political Science
- Ph.D., Columbia University
- George I. Alden Excellence in Teaching Award nominee, 2017, 2022, 2023
- Extraordinary Dedication Award, Worcester State University, 2018
- Editor, *Currents in Teaching and Learning*, 2015-2019

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Antonio Guijarro-Donadios, Ph.D.

- Department of World Languages
- Ph.D., University of Connecticut
- Worcester State Foundation Research Grant recipient, 2023
- Extraordinary Dedication Award, Worcester State University, 2017
- Department Chair, 2022 to present

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Dan Hunt, Ph.D.

- Department of Communication
- Ph.D., University of Connecticut
- Director, Center for Community Media (2015-2022)
- Faculty adviser to the Communication Club
- Department Chair, 2023 to present

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Susan Mitroka-Batsford, Ph.D.

- Department of Chemistry
- Ph.D., Virginia Polytechnic Institute and State University
- Co-Coordinator of the Biotechnology Program, 2016–21
- Worcester State Diversity and Inclusion Award, 2020
- Faculty Mini-Grant recipient, 2014, 2015, 2018

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Miriam Plavin-Masterman, Ph.D.

- Department of Business Administration and Economics
- Ph.D., Brown University
- NEA Learning & Leadership Grantee Grant recipient, 2018
- Faculty affiliate, Worcester State Center for Social Innovation, 2013 to present
- Open Educational Resources Initiative Grant recipient, 2016–17

FACULTY MEMBERS RECOMMENDED FOR PROMOTION TO FULL PROFESSOR

Francisco Vivoni, Ph.D.

- Department of Sociology
- Ph.D., University of Illinois at Urbana-Champaign
- Advisory Board Member, Latino Education Institute, 2019 to present
- Faculty advisor, My Voice My Community Summer Academy, 2018
- Department Chair, 2021 to present

QUESTIONS?

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
HUMAN RESOURCES COMMITTEE MEETING
Thursday, April 4, 2024
9:00 A.M.
REMOTE PARTICIPATION
Join Zoom Meeting
https://worcester.zoom.us/j/95280058421
Meeting ID: 952 8005 8421

Meeting Called By: Dina Nichols (Chair) **Minutes**: Nikki Kapurch

Board Members: Dina A. Nichols (Chair), Maureen Power (Vice Chair), Amy Peterson, David Tuttle

WSU Staff: Barry Maloney; Ashlynn Allain; Nikki Kapurch

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

AGENDA		
ITEM	**RESPONSIBLE**	**ACTION**
1. *Administrative Business* A. Call to Order	Dina Nichols	
2. *Human Resources Committee Report* A. 2023 - 2024 President Maloney's annual self-evaluation* B. Memo from Commissioner Ortega*	Dina Nichols	A. Informational and **vote required**
3. *Adjournment*	Dina Nichols	3. **vote required**

*Attachments

WORCESTER STATE UNIVERSITY

Self-Evaluation, July 2023 - June 2024

President Barry M. Maloney

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Barry M. Maloney
Self-Evaluation
Evaluation period July 2023 - June 2024

Overview

In submitting this 2023-2024 Self Evaluation, I offer an "Overview" followed by responses to the items I am charged with addressing by the Department of Higher Education. I hope you will find this layout to be helpful in providing context for those responses.

I sincerely appreciate the Board's guidance. It has helped me – and by extension, the University – meet challenges as well as reach, and sometimes exceed, the milestone markers we set for ourselves as the year began.

As I embark on the process of self-evaluation as the President of Worcester State University, I am compelled to reflect on the past year with a sense of both pride and humility. Serving at the helm of this esteemed institution has been a privilege and a profound responsibility, one that requires continuous introspection, adaptability, and a relentless commitment to our mission and values. In this self-assessment, I aim to provide a candid and comprehensive overview of my leadership, accomplishments, challenges, and areas for growth, with the ultimate goal of fostering transparency, accountability, and continuous improvement within our University community.

Additionally, to assist the Board with its review, you will find the following reports in the following appendices:

- Appendix A: WSU Financial Sustainability Report Phase 1 & 2
- Appendix B: The 2020-2027 Strategic Plan, “Beyond 150: Lead, Succeed, Engage”
- Appendix C: WSU Strategic Enrollment Management plan
- Appendix D: Social Media Engagement
- Appendix E: Culture of Respect Report – WSU results
- Appendix F: JED Campus/Healthy Minds

The reports are included to provide greater detail about the highlights below, in the key areas of financial sustainability; recruitment, retention, and strategic planning; equity work; and communications about all of these areas.

1. Retention and Student Success

(Numeric Rating 5)

Worcester State University welcomed its most diverse incoming new student class and saw a significant rebound in first-year student enrollment in Fall 2023 – a number that tied our previous record, set in 2017, for new first-years. When considering both first-years and new transfers, which were down

slightly from last year, we welcomed 1,219 new students (909 first-year students and 310 transfers) from 20 states and four countries. This represents a significant recovery from pandemic-period new student levels. Nearly 51% of newly enrolled students were the first generation in their families to attend college, and 41.8% identified as African, Latine, Asian, Native American and/or Black, Indigenous, People of Color (ALANA/BIPOC).

As for total enrollment, in Spring 2024 (as of March 12), we had 5,516 undergraduate and graduate students. This represents a 4.9% increase over Spring 2023 (point-in-time comparison). **Our persistence rate (retention) is also up, having improved from 85.63% last year to 87.16% for those persisting from Fall 2023 to Spring 2024.** I am encouraged that the initiatives we've implemented to boost applications and enrollment, and to help students stay in school and on track toward graduation, are paying off. Worcester State is making headway toward meeting our ambitious 2027 enrollment target of 6,500, as called for in the Strategic Enrollment Management plan.

As for our admissions processes, we continue to experience positive results from implementation of the Common App and initiatives such as fee-free-application days. Worcester State's overall undergraduate applications for Spring 2024 have continued to rise, with an 8.7% increase this year on top of the nearly 12% increase we experienced last year. Our undergraduate acceptance rate for Spring was 51.2%.

Highlights:

- Designed and launched the 2022-2027 Strategic Enrollment Management plan, a comprehensive initiative designed to enhance our undergraduate and graduate student body over the next five years. We aim to:
    - Attract traditional-aged students and transfer students, but also actively seek to expand the enrollment of adult learners, non-traditional students, and graduate students. We also will engage faculty in enrollment efforts, developing a parent/family association and communication plan.
    - Implement various other initiatives. We are targeting different student populations, including ALANA/BIPOC students and dual enrollment students, addressing the effects of demographic shifts and the pandemic.
- Have continued work on Common Application, and the MajorPlus program, which redesigned the undergraduate curriculum to help students graduate with two majors or a major and a minor within four years.
- MajorPlus was cited by 65% of new students who responded to a survey as somewhat important, important, or very important (14%) in considering WSU and was one of the reasons some out-of-state students chose Worcester State.
- Incoming Fall '23 Class Profile, Degree-Seeking First-Time First-Years:
    - GPA 3.4
    - Female 59%
    - Male 41%
    - ALANA/BIPOC 43%
    - In-state 92%; Out-of-State or International 8%
    - First Generation 53%

- We continue to make gains in the percentage of ALANA/BIPOC students, with 43% of the Fall 2023 incoming class identifying as such – critically important to us, knowing that the only growing Massachusetts high school population demographic is those who identify as Latine.
- The six fully online, accelerated graduate school programs have been an area of enrollment growth. This has provided us with an important new revenue stream and attracted students who, for a host of reasons, cannot attend classes in person.
- Following the FSTF Phase II recommendations, created a full-time position and hired a Head Coach and Coordinator of Operations, Men's & Women's Cross Country/Track & Field/Recruiting Coordinator-Hired September 2023. The position was deemed to be a critical step for increasing enrollment and retaining high-performing students who are connected to campus life and therefore likely to persist and succeed.
- Women's Ice Hockey won their third consecutive ECHA Championship.
- Women's Field Hockey won the MASCAC title.
- Men's basketball returned to NCAA DIII Tournament, after capturing a second straight MASCAC title.
- Made changes to New Student Orientation.
- Added an additional session of New Student Fall Welcome, which was structured to act as a bridge between the traditional June program and the beginning of classes. The goal of this day-long experience to was to aid students in establishing a connection to the Worcester State community and gain the knowledge and skills to set them up for having a successful first semester.
- The Academic Convocation ceremony, with 1033 students in attendance, was our largest Academic Convocation ceremony yet.
- Worcester State hosted a Commonwealth-wide gathering of all who serve student Veterans, to share best practices and support for this student population.
- Hired a full-time Director for Military Affairs and Veterans Services/Deputy Title IX Officer in August 2023.
- WSU has been awarded the following national designations:
    - 2024-2025 Military Friendly School Designation -Silver Status and
    - 2024-2025- Military Spouse Friendly School Designation -Silver Status.
- Student athletes excelled academically.
    - 115 Student Athletes made the Fall MASCAC All-Academic Team
    - 89 Student Athletes made the Winter MASCAC All-Academic Team
    - All 11 women's teams had GPA's above 3.0
    - 12 teams total had a GPA above 3.0
    - The total GPA for all student athletes was 3.16 (women 3.41, men 2.89)
    - 29 Student athletes had a GPA of 4.0 in Fall 2023 (20 women, 9 men)
- University compliance work included:
    - Compliance with Chapter 337 of the Acts of 2020, also known as the 2021 Campus Sexual Assault Law.
      Two major sections:
      1.) The institution conducted a sexual misconduct climate survey (at least once every four years per M.G.L. c. 6, §168D).
      2.) WSU complied with specific policy, procedure, and reporting requirements on

institutions' efforts to identify, prevent, and respond to sexual misconduct (M.G.L. c. 6, §168E).
    - WSU completed its first Sexual Misconduct Climate Survey in December 2023.
    - Established a Sexual Misconduct Response Team (SMRT). This collaborative multi-disciplinary team focused on a comprehensive approach to evaluating and improving the campus response, policies, and protocols of sexual and gender-based misconduct and discrimination.
    - The Sexual Assault Violence Education (SAVE) Task Force has completed over thirty in-classroom presentations or passive programming initiatives to raise awareness around sexual violence prevention and Title IX.

Challenges/Opportunities:

- Transfer student enrollment declined. The reasons for that are complex and largely dependent on the economy and community college enrollments. This and other enrollment challenges are addressed via the strategic enrollment management plan (see appendix).
- Adult learners represent a potential new market for us, and we have a plan for attracting and retaining them.

2. Academic Management and Leadership

(Numeric Rating 4)

One of the primary goals outlined in our 2020-2027 Strategic Plan: Beyond 150 is to achieve "Academic Excellence and Distinction." I am pleased to report that we have made significant progress towards this goal, thanks in large part to the exceptional leadership of our faculty.

Highlights:

Academic Excellence:

- The Lillian R. Goodman Nursing Department program once again came in first in Registered Nursing.org's ranking of 20 nursing schools in Massachusetts. The 2024 ranking analyzed the 2017-2021 pass rates on the National Council Licensure Examination (NCLEX) for registered nurses, the test all nurses must pass to be licensed. https://news.worcester.edu/worcester-state-nursing-program-earns-no-1-ranking-in-massachusetts/
- The Goodman Nursing Department was awarded $1,000,000 in September 2023 for nursing education expansion. We have begun the purchase of roughly $600,000 that is allotted for updated or new equipment for state-of-the-art student training.
- The WSU Elementary Reading program continues to receive accolades, after a Boston Globe story last June indicating that the way we teach Reading is based on the science. The story was based on a National Council on Teacher Quality report that ranked ours as one of the three best elementary reading programs in the state of Massachusetts and the 35th best in the country.

https://news.worcester.edu/worcester-state-ranked-among-states-three-best-for-elementary-reading-education/

Academic Management Successes:

- The Division of Graduate and Continuing Education (DGCE) was reorganized and it paused two of its areas: the Center for Business and Industry and the Intensive English Language Institute. DGCE will take on the Early College and Dual Enrollment programs for the University under its new structure, supporting the Commonwealth's expansion of college-level learning for high school students.
- The University concluded a collaborative effort with the faculty collective bargaining unit, the MSCA, having chosen a new evaluation instrument for all courses at the University that will be administered online.
- Have appointed a team of faculty who are engaged in a deep review and recommendation process to overhaul general education at Worcester State University.
- The Association for Advancing Quality of Educator Preparation (AAQEP) self-study has been completed and its accreditation team visited in March 2024, for national accreditation of Barbara (Hickey) O'Brien '57 Department of Education programs.
- Classes were able to resume smoothly on the Tuesday immediately following the Saturday October 28 campus shooting – a testament to the professionalism of our faculty and to the leadership of the Provost and her deans.

Expanding Academic Offerings and Academic Innovation:

- The Spanish Master's degree was approved for wholly online delivery.
- Multiple new minors, some interdisciplinary, were added to the array available so that students are able to meet the Major Plus requirement to either double major or complement their major course. Our undergraduate programs – majors and minors – now total more than 90.

Experiential Learning and International Experiences:

- Education majors are partnering with the Guild of St. Agnes, at a new early childhood center that is close to campus, to provide experiential learning for the students and quality child care for constituents. https://news.worcester.edu/guild-of-st-agnes-and-worcester-state-open-doors-to-new-early-childhood-education-learning-lab/
- A new grant with WPI and the Nursing department is aimed at increasing the student nurse's awareness of and experience with new technology associated with health care, including robotics.
- An Advanced Research Projects Agency grant, from the U.S. Department of Education, of $70K was awarded to the Urban Action Institute and the Student Affairs Division to work collaboratively to address food insecurity through the Campus Grocery Project.
- After a COVID-era lull, faculty and students resumed study abroad in Portugal, Ireland, and the Dominican Republic in Spring 2024.
- WSU has established a WSUTPP Paraeducators pathway from an Associate's degree to a Bachelor's degree with an initial license. Pathway has been developed for Worcester Public Schools, and participation is being sought from other contiguous towns.

https://news.worcester.edu/wsu-and-worcester-public-schools-partner-to-offer-new-opportunities-for-instructional-aides/

- The Binienda Center for Civic Engagement welcomed the new leadership of Dr. Amanda Wittman, who brings over twenty experience and education, and numerous new programs are underway. https://news.worcester.edu/new-binienda-center-director-focused-on-community-engagement-for-students/

Retention:

- The Alternatives for Individual Development (AID) program utilized $600,000 of grant funding to triple the number of students served by the program – to 100 in the summer of 2023 and for the cohorts in the full 2023-2034 academic year.
- Students were hired as peer mentors for the First Year Experience courses, which research tells us is a key factor for retaining students. Students and faculty report a positive experience and learning enhancement, as well.

Early College:

- Increased the number of early college classes to 61 in Spring 2024 (a University high). Growth in this area is expected to continue in future years.
- Increased the number of early college partner high schools to 20 in Spring 2024 (also a University high). We are in conversations with numerous additional high schools/districts, which will likely result in additional high school partners in future years.
- Have experienced success in administering the Department of Education's $1M Fund for the Improvement of Postsecondary Education (FIPSE) grant for the expansion of early college programming in central Massachusetts, as supported by Congressman Jim McGovern.
- Established significant relationships with school districts that desire early-college-like programming, often in advance of seeking DHE/DESE (state) early college designation, including, but not limited to, the Springfield Empowerment Zone Partnership (SEZP), South Shore Early College Consortium (SSECC), and multiple other individual school districts.

Challenges/Opportunities:

- Worcester State University recently held its first faculty meetings to discuss the implications of AI on higher education. The group, consisting of more than 25 faculty members from diverse disciplines, aims to explore how this emerging technology can be used ethically and responsibly to benefit students.

3. Assessment

(Numeric Rating 4)

We are moving forward to address focus areas identified at the end of the last academic year by the New England Commission of Higher Education (NECHE) as a result of our comprehensive self study, which was a university-wide review of our institution that is conducted every ten years and resulted

in a 10-year full re-accreditation. Worcester State University's self-study report was the result of an open, collaborative process involving the entire university community and facilitated by the provost and vice president for Academic Affairs. The Self Study focused on the description, assessment, and projection of our performance on each of NECHE's nine standards for accreditation. Nine subcommittees – one dedicated to each standard – were formed. Each subcommittee's co-chairs, the provost and vice president for Academic Affairs, the assistant vice president for Assessment and Planning, and two representatives of our Board of Trustees made up the Self Study Steering Committee, which was co-chaired by Dr. Noah Dion and Dr. Emily Soltano.

Highlights:

- A comprehensive General Education/Liberal Arts and Sciences Curriculum (LASC) review is underway, having launched in Spring 2024 with a team of 35 faculty led by Associate Vice President for Academic Affairs Henry Theriault. The General Education group has conducted surveys of faculty regarding the definition of a baccalaureate-educated person within the context of Worcester State's mission and values. The team will look to align the Major Plus academic framework and the commitment to diversity, equity, and inclusion through the general education core offerings.
- The Lillian R. Goodman Department of Nursing's program received a ten-year reaccreditation from the Commission on Collegiate Nursing Educations (CCNE) and from the American Association of Colleges of Nursing, without any areas of sanction. https://news.worcester.edu/nursing-program-receives-10-year-reaccreditation/
- The installation of, training on, and use of the University's new data warehouse to support data-driven decision-making ramped up, in order to keep the University community better informed on matters of enrollment, among other topics, and to meet Massachusetts Department of Higher Education expectations for data submission and transparency. The Student Success modules will be completed this year and the Finance module is on deck.
- Deans and department chairs are working with Academic Affairs administration to develop new data sets for program review.
- Public Tableau Dashboards have been created and are in the final stages of revisions.
- The Strategic Plan has been updated to indicate strategies/initiatives related to Operational Excellence, and new metrics have been created to measure the success of Operational Excellence. (Specific data will be in the Strategic Plan Progress Report filed with the BOT in June 2024.)
- The Institutional Research Office has collaborated with multiple departments to assist in data collection, storage, and quality including: the Latino Education Institute, the Office of Multicultural Affairs, the Honor's Program, the Military and Veteran's Affairs Office, DGCE, and those working in the Early College/Dual Enrollment area.
- More academic departments are requesting and receiving data/assistance for decision-making. Notable examples:
    - For the History and Political Science and Psychology departments' examination of past enrollment patterns, in order to inform how they schedule courses;

- For the Biology department's evaluation of the effect of the policy that was implemented in Fall 2019 that requires students to earn at least a grade of C- in core courses of the Biology/Biotech majors in order to move on to higher-level courses that require them as prerequisites, and the department's assessment of summer course offerings by looking at past summer enrollment;
- For the Earth, Environment and Physics department's investigation of enrollment in LASC courses for their majors;
- For the English department's review of First Year Writing success by demographics, to inform changes to the First Year Writing courses; and
- For the Interdisciplinary Studies department, provided the the number of majors, minors, and concentrators in IDS programs as well as the number of graduated students, to inform the department's decision making.

Challenges/Opportunities:

- Continued implementation of the 2020 -2027 WSU Strategic Plan, "Beyond 150."
- Complete, in a timely fashion, the review of the LASC common core.
- Continue work on recommendations coming out of the NECHE Self Study – assessment, budget oversight, and enrollment management, in particular.
- Strengthen campus involvement in the Strategic Plan Review Committee process.

4. Infrastructure

(Numeric Rating 4)

While we explored demolition options for the May Street building, we continued to take advantage of the support from the Massachusetts Higher Education Bond bill to complete deferred maintenance projects, and we **were able to invest about $5 million in campus capital improvements**.

Highlights:

We refurbished key campus spaces, as follows:

- Completed two-year project to replace all ceilings and lighting fixtures on the first floor of the Learning Resource Center
- Completed renovation of Eager Auditorium
- Completed Counseling suite renovation
- Completed replacement of all wet-lab fume hoods, as well as reconfiguring of mechanical infrastructure to the hoods to realize energy savings
- Completed Admissions Welcome Center
- Completed Math Department faculty office suite expansion
- Completed Sullivan Auditorium renovation
- Completed replacement of Learning Resource Center roof
- Completed repairs to Dowden Hall/Chandler Village heating loop

- Completed replacement of boiler plant for Sullivan Building/Administration Building
- Completed Phase I of planning the campus' decarbonization roadmap
- Completed refurbishment of the Ghosh Science and Technology Center greenhouse
- Completed programming and cost estimation of renovation of the Student Center

Challenges/Opportunities:

- Coordinate and modify the City of Worcester's plans to redesign Chandler Street.
- Comply with the new State Energy Sustainability expectations.
- Finalize development of funding strategies to implement May Street renovations and campus classroom technology work.

5. Fiscal Management and Budgeting

(Numeric Rating 4)

To address the deficit that emerged in FY22, largely because of a sharp enrollment downturn due to the pandemic, I convened the Financial Sustainability Task Force (FSTF) in January 2022. The FSTF ultimately involved 70 members of our community serving on various work groups. By the end of 2022, they had offered 70 recommendations that they deemed likely to result in efficiencies/cost savings and/or revenue enhancement over the next few years. Some of those we were able to act upon immediately, for roughly $3M in savings to our FY23 campus budget. The remainder we began to implement in the period covered by this evaluation. An outfall from the FSTF process is that not only senior administration, but dozens of our faculty and staff have come to recognize the need for adopting a culture of continuous improvement on campus. We are pursuing it, via the principles laid out by Prof. Bill Balzer in his book, *Lean Higher Education,* and in a manner that leads to Operational Excellence, an approach that builds upon the lean and "Six Sigma" approaches many organizations have used successfully. We began that transition this year by using OpEx principles as we pursue the FSTF's remaining recommendations.

Highlights

- Established an Operational Excellence team, led by an existing employee, and supported by two new hires. The team is charged with aggressively pursuing the remaining recommendations of the FSTF process, while establishing new processes and business practices across campus that will help us achieve Operational Excellence.
- In Spring 2023, those conversant in Lean Higher Education principles and Operational Excellence led Rapid Improvement Events, whereby cross-divisional teams, over an intensive five-day period, tackled two inefficiencies identified through the FSTF process: the course scheduling process and the early alert software and associated processes.
    - For course scheduling, 13 action items were pursued over the summer and fall of 2023, so that by registration time this spring, students were able to develop a two-semester minimum planning schedule and several other objectives were able to be met. The goal is to ensure the correct number of sections and courses are offered each semester, supporting students' academic progress by maximizing undergraduate course schedule

enrollment, which in turn should positively impact retention, graduation, and persistence rates.
    - For the early alert/support software and processes RIE, held in June 2023, 53 action items were created and addressed during the summer, fall, and spring terms. As a result, WSU's early alert system, Starfish, will be utilized to a greater extent and have more positive effects on our students for retention purposes. Goals of this RIE include rebranding Starfish to students, staff, and faculty; redesigning the flow of early alert information to all stakeholders; improving functionality of the system for improved communication; soliciting feedback for continuous improvement; and improving student outcomes.
- Realized $1.6M in savings/efficiencies for the FY24 budget from the FSTF recommendations. Below are the savings directly tied to the recommendations from the workgroup:
    - Center for Business and Industry positions (141,597)
    - IELI position (153,337)
    - Grad continuing ed positions (161,687)
    - Fringe (on eliminated positions above) (206,895)
    - Eliminate shuttle cost (55,000)
    - Eliminate off parking cost (211,557)
    - Bank fees (300,000)
    - Adjunct Savings (400,275)

- Despite a new challenge of covering the fringe costs and other on-campus expenses related to an 8% salary increase across collective bargaining units, we balanced the University's FY24 budget. We were able to do so, unlike many other universities, without resorting to across-the-board budget cuts, furloughs, and/or layoffs of permanent employees,
- Had another successful, clean audit for both the University and the Foundation.
- Maintained the University's A bond rating with Standard & Poor's.
- Hired a new Controller, who has been working tirelessly to eliminate inefficient and ineffective fiscal practices and to streamline processes. The Controller is working across areas with IT, Budget, Employee Services, and OpEx staff to maximize system automation with regard to payroll posting, project detail postings, time reporting, and position control and management.
- In coordination with the Director of Student Accounts, implemented a third-party credit card process eliminating more than $300,000 in credit card processing fees, while expanding options for student bills to be paid.
- OpEx and the Director of Student Accounts created a test process for third-party billing and recording of AR and Revenue using our Colleague system, instead of decentralized spreadsheets. That process will be rolled out over the next few months.
- Significant time and effort has been spent on review and analysis of grant records in Colleague Projects, for the accounting and reconciling of grant funds and billings against grant award documents. A positive result is that the relationship between Fiscal Affairs and the Grants Office has been strengthened.
- University departments utilized approximately $160,000 of Worcester State Foundation funds to use as part of their budgets in FY24. Many of the expenses covered by Foundation dollars offset what would have been university budget cuts. It allowed for items such as the purchase of

server licenses for clinical therapy and covering the Massachusetts teacher licensing (MTEL) exam costs for students; the hiring of a social media specialist for the Center for Teaching & Learning; obtaining speakers for class lectures; the purchasing of classroom materials, laboratory supplies, and software licenses; and expenditures on items for student events and for student travel.

Challenges/Opportunities

- Develop a cost/benefit grid to assess the true cost of all academic programs.
- Develop a financing plan for the demolition and re-use of the May Street site.
- Continue the institutional transition to an organization that operates within the Operational Excellence paradigm, as we work to close the remaining $7+ million budget gap created by the enrollment decline that resulted from the COVID pandemic.
- Procurement/Accounts Payable staffing has turned over 100% since 2021. A high-priority effort is underway to train employees and stabilize operations while still experiencing a vacancy in the critical contracting role.

6. Communication

(Numeric Rating 4)

In my role as University president, I prioritize clear and transparent communication strategies to foster collaboration, engage stakeholders, and ensure alignment with the institution's vision and objectives.

Therefore, I have continued to focus on student's success as the most important goal in everything we do as an institution**. Continuing in FY24, I attempted to keep transparent lines of communication accessible to students and employees, even as we established Operational Excellence project working groups for course scheduling and first alert software. The emphasis on broad participation from all corners of the campus was as important as developing cost savings plans.** Additionally, we engaged with Matter Communications to assist our campus with the response to the October 28th shooting incident. The partnership proved to be an important piece of helping our campus stay aware of the situation and heal after the shooting.

Highlights:

- Held an Academic Year Kickoff Meeting for all employees in September, offering a "State of the University," which was heard also by our keynote speaker for the event, Massachusetts Secretary of Education Dr. Patrick Tutwiler.
- Thereafter, Campus Conversations (CC) open to all faculty, staff, and students were held monthly during the academic year, continuing with a format that worked well during the pandemic. Acting President Wims led the CC in October, a special one related to the shooting incident the day after it occurred, and the November CC, while I was on leave. I led the December session, as well as monthly sessions in the Spring semester.

- Tied opinion pieces to timely news topics to generate traditional and social media attention to WSU:
    - August 2023, Telegram guest column relaying that the Supreme Court decision striking down affirmative action in admissions processes would not affect Worcester State's admissions process, that we continue to enroll higher percentages of students of color.
    - February 2024, Telegram guest column followed by appearance on Hank Stolz's Talk of the Commonwealth, explaining why Worcester State will not be reinstating the requirement to submit SAT scores for admission.
- Two positive outcomes of our media relations efforts over the past several years:
    - VP for Enrollment Management Ryan Forsythe garnered earned media while I was on leave: a cover story in the Worcester Business Journal, and a follow up story, touting both the influx of financial aid via the MassGrant program as well as the rebound WSU experienced in enrollment of first-year students in Fall 2023. Subsequent to these stories, we met with the editor in chief and the publisher; since, WBJ has named me to this year's "Power 100" list (embargoed for external release until the end of April).
    - Garnered traditional and social media coverage of our hiring of the first Diversity Fellow, Malcom X's daughter Ilyassah Shabazz, notably from the Worcester Business Journal and Worcester Telegram. Her affiliation with us is gaining exposure beyond the region as well, due to college campus appearances around the country, including Springfield (WLLP TV and MassLive) and Chattanooga, TN, St. Louis, MO, and Kalamazoo, MI.
- In early April, I will kick off the day-long program for accepted students and their families, offering a message about the value of a WSU education.
- Held regular meetings with union leaders and with student leaders, and regularly attended campus events. I continued to maintain an open-door policy for meetings upon request.
- The OpEx website is launching (March), with a strategic communications plan to follow.
- Since hiring of a social media coordinator and alignment with WSU News, we've experienced a significant increase in social media engagement. See Appendix D.
- An Executive Cabinet Retreat Media Training was provided in August 2023, and one for second-in-command in the Divisions was held in September 2023.
- October 28 Communications Responses included:
    - A special Campus Conversation held October 29. About 200 WSU students, parents/guardians, faculty, and staff turned out on Zoom.
    - A crisis communications firm was immediately engaged to assist with messaging.
    - In addition to crisis alerts, messages were emailed out to the campus community beginning mid-morning on the 28th, on the 29th, the 30th, the 31st, Nov. 1st, Nov. 2nd, and Nov. 3rd (to alumni). Most of these are captured on a special Web page.

Challenges/Opportunities:

- Develop and execute a communication plan focused on the implementation phase of the Financial Sustainability work, including our WSU Rapid Improvement Events (RIE).
- Seek more exposure in all forms of media – social, web, print, news outlets, etc.
- Launch and implement 150th anniversary Communications and Marketing plan.

7. Administrative Management and Leadership

(Numeric Rating 4)

Administrative challenges included empowering a second in command, with support from the Vice Presidents and all of Executive Cabinet, to lead the University while I was out on leave for nearly two months and continuing to address a structural, multi-million-dollar budget gap which resulted from the decline in enrollment precipitated by the pandemic. With the Board's continued support, and through the newly launched OpEx platform, we continued to aggressively implement recommendations of the 2022 Financial Sustainability Task Force (FSTF).

Highlights:

- Commend the WSU leadership team, most directly Provost Wims, for leading the institution during my medical leave and through the response to the incident that took place on October 28, 2023.
- Initiated an after-action review process related to the October 28th shooting incident, with the help of Healy +, and a nationally recognized security group, to help better improve campus safety (policy, physical campus and response preparedness training).
- Initiated Year One of WSU's Operational Excellence program (OpEx) process, which will play a significant role in setting direction for WSU's post-pandemic economic recovery strategy.
- Continued to enlist the help of EAB, a nationally recognized strategic thought partner, to assist University leadership with the strategic decision-making process post COVID. Topics included: orientation on state of the sector priorities for higher education fiscal planning, enrollment management, data usage and governance, and Board engagement.

Challenges/Opportunities:

- Ongoing engagement and cultivation of the Board of Trustees.
- Spend time recruiting new BOT members to present to the Governor for consideration, as several current members' terms will expire between 2024 and 2025.
- Continue to orientate new Board of Trustees members.
- Continue to cultivate "rising stars" for the administrative team – beyond the Executive Cabinet level - that is supportive of each other and the mission of the institution and to establish a bench for the university to pull talent from, when opportunities arise.

8. Decision Making and Problem Solving

(Numeric Rating 4)

As the University president, I am entrusted with the responsibility of leading our institution with integrity, vision, and a commitment to excellence. Central to my role is effective decision-making and problem-solving, which are essential skills in navigating the complex challenges facing higher education today. In evaluating my performance in these areas, I have consistently strived to approach decision-

making with careful consideration of diverse perspectives, data-driven analysis, and long-term implications. By fostering an environment of collaboration and open communication, I have sought to harness the collective wisdom of our faculty, staff, students, and stakeholders in making informed decisions that align with our institutional mission and values. Moreover, I have endeavored to cultivate a culture of adaptability and built a leadership team based on shared values and innovation, recognizing that the landscape of higher education is constantly evolving. In confronting challenges such as budget constraints, demographic shifts, and technological advancements, I have embraced a proactive approach to problem-solving, seeking creative solutions and opportunities for growth. Through ongoing reflection and feedback, I am committed to continuously refining my decision-making and problem-solving skills, ensuring that I am effectively serving the needs of the WSU community and advancing our shared goals of academic excellence, equity, and student success.

In the twelve-plus years I have served Worcester State, we have used broad-based, participatory processes to develop our campus's guiding documents. With the Board of Trustees' support, we have adapted those participatory models to the FSTF process, now known as Operational Excellence, so we can address the budget gap thoughtfully and strategically, rather than quickly and reflexively. In this manner, we surfaced the best recommendations for closing our budget deficit and have initiated the organizational change necessary for fostering a culture of assessment and continuous improvement – an approach that we must embrace in order to remain a financially healthy university, one ready and able to provide quality academic programs for the students of tomorrow.

Highlights:

- Promptly hired Healey + to perform an after-action review of the October 28th shooting incident.
- Revised the membership of the University's Cabinet group in order to formally include representatives from all three unions and the Student Government Association President.
- Successes from the participatory FSTF and Operational Excellence process are bearing fruit in terms of cost savings/revenue raising to address our budget deficit. We realized savings of $3 million in FY23 due to changes at the Worcester Center for Crafts and closing out our lease of the Goddard Lot and an additional $1.6 million in the current fiscal year.
- A highly qualified team is in place to transition the University to one that pursues Operational Excellence, building upon the success of the Rapid Improvement Events that demonstrated the value of the model.

Challenges/Opportunities:

- All three unions will soon begin the next collective bargaining process to finalize successor agreements for each collective bargaining unit, and we must appropriately deal with the byproducts of those discussions.
- Carry forward lessons we have learned about making timely, grounded decisions and involving more staff members in making and carrying out those decisions. We will need to apply these lessons moving forward with strategic planning goals, for example, and in furthering the adoption of the Operational Excellence business model across divisions and departments.
- Develop tools and strategies to keep morale high/avoid burnout from those who served as decision-makers, as well as implementers, on an all-hours basis over the past 38 months.

- Address the challenges of employee morale amidst a continued tight labor market, while ensuring we remain committed to a more diverse faculty and staff.
- Continue to hone a culture of continuous improvement.
- Evaluate, prioritize, and develop an implementation timetable for new safety recommendations connected to the Healy + review of WSU.

9. Fundraising

(Numeric Rating 4)

University Advancement continues to be an area where I have stayed closely connected with the division. The tight job market has been particularly challenging in the Advancement field, and the division has faced significant staffing challenges. Despite that, our fundraising efforts remained strong. Growth of scholarship dollars continues to be a significant factor in our retention efforts, as students who receive even one scholarship award graduate at a significantly higher percentage than non-scholarship peers. **Lastly, the WSU Office of Grants and Sponsored Research continues paying off, with over $1 million dollars received.**

DONOR ENGAGEMENT

- University Advancement continues to engage with donors of all levels through personalized video messaging. During this fiscal year, 2,991 videos have been delivered to donors with a 66.8% open rate (industry average is 21.33%).
- In an effort to increase engagement and retention with first-time donors and include multiple touch-points, a special Valentine's Day video was sent to 69 first-time donors. The open rate for this video message was 77.3%, significantly above the industry average.
- As we continue to build a culture of philanthropy across campus, we tripled our thank-a-thon locations this year during "Phil Day" – so-called in order to celebrate national philanthropy day, while honoring a WSU benefactor, the late Phil Wasylean '63. We significantly increased the number of students who engaged, and approximately 1,500 postcards were hand-signed by students and mailed to donors in time for Thanksgiving – roughly 500 more than last year.
- In July 2023, 59 new Loyal Lancers were inducted into the Loyal Lancer Society, established in FY21 to recognize donors who consistently support the university, regardless of gift amount. This annual stewardship event at President Maloney's home has been well-attended for the last two years. Approximately 500 donors are currently Loyal Lancers.
- In an effort to create meaningful, well-attended student/donor events, we initiated a new event in Fall 2023, an **Advancement Open House,** to encourage scholarship recipients to learn about the scholarship process and to dispel any anxiety regarding donor events. Twenty-five new scholarship recipients attended, met with staff, and had their questions answered, setting expectations for a successful event with their donors a few weeks later.

FUNDRAISING AND ENDOWMENT HIGHLIGHTS

FUNDRAISING:

- $2,584,617 in support raised from 1,993 donors.
- So far in FY24, The Worcester State Foundation has supported the University with over $1.2 million, including $500,000 in direct student support.
- Created 14 new funds in FY24.
- Over $600,000 was raised in scholarships and academic awards this fiscal year, and in the fall of FY24, The Worcester State Foundation awarded 380 scholarships
- The 2024 Chandler's Challenge successfully raised over $37,179 from 863 donors. There was increased participation with 35 teams from across campus involved in this year's event.

ENDOWMENT:

- The Foundation's support for scholarships, awards, and internships is on track to again exceed the $800,000 level. For five years in a row, WSU has sustained that level of support.
- Due to the strength of our fundraising efforts, the Foundation will be eligible to receive a Commonwealth endowment match of $555,555 from the state this fiscal year.
- At the end of December 2023, the endowment/market value of funds under management reached a record high of $45 million. This significant milestone is reflected in the Foundation Board treasurer's report.
- In National Association of College and University Budget Officer's (NACUBO) current report, when compared to the nationwide four-year public universities at the master's degree level, **Worcester State Foundation ranks in the top 3**% in change to the endowment market value.
- We have seen a healthy 23% increase in "endowment market value," according to the NACUBO-Communfund study on endowments. This represents the change in market value from one year to another. This change reflects the net impact of various factors, including the withdrawal of funds for institutional expenses/support, payment of endowment fees, additions from donor gifts, and investment gains or losses. It places us in a favorable position relative to the nearly 670 schools nationwide that contribute data to the annual analysis. It shows we are outperforming other colleges in Worcester and underscores our commitment to fiscal responsibility and institutional sustainability.

MAJOR GIFT HIGHLIGHTS

- $250,000 from the Estate of Robert E. Mullin to support the Robert E. Mullin Scholarship Fund
- $60,000 from Ruth Rubin '52 to establish The Allen & Ruth Rubin '52 Meal Plan Support Fund and continued support to The Ruth Rubin '52/The Allen and Ruth R. (Sadick) Rubin '52 Endowed Scholarship
- $50,000 paid towards a $250,000 pledge from John J. Connolly, Ed.D. '62 toward the John J. Connolly '62, Ed.D. & Ingrid Connolly Presidential Lecture Series
- $50,000 gift from Gene and Julianne DeFeudis to the DeFeudis Wellness Center Naming Fund
- $25,188 from Gregg '86 and Pam '87 Rosen in their continued support to the Rosen Cancer Awareness Support Fund
- $25,000 gift from Santander Bank to establish the Santander First-Generation Scholarship
- $24,500 from Diane M. Aramony '73 to support several funds, including The Aramony Family European Study Abroad Stipend, The Aramony Student Teacher Stipend Fund, The Dr. Jennie M. Celona Study Abroad Stipend Fund and The Kahlil Gibran Scholarship

- $20,000 from Kevin ’73 and Kathy ’73 Campbell to support the Office of Military Affairs and The Worcester State Fund
- $16,607 anonymous gift from an alumna to support the audiology department in purchasing new equipment and towards the Adopt-a-Scholar program
- $10,000 from John and Kelley (Gallagher) Joseph '87 to the John and Kelley (Gallagher) Joseph '87 Endowed Scholarship for Elementary Education
- $10,000 from Vivianne Holmes, Ph.D. ’69 to the Florence Vivian "Tippie" Holmes Scholarship
- $10,000 from Tom and Claudia ’68 Corcoran to the International Programs Fund
- $10,000 from Lionel Lamoureux to the Finish Line Fund
- $10,000 pledge with $2,500 paid to date from David Cawley ’74 to The Thomas P. Cawley Sr. Memorial Scholarship and the Rita Cawley Memorial Scholarship

GRANT HIGHLIGHTS

Awarded:

- $589,200 Massachusetts Department of Elementary and Secondary Education - Career Technical Service Organization – Health Occupations Students of America – Future Health Professionals – Department of Health Sciences
- $172,156 National Science Foundation – Collaborative Research Leveraging Simple Card Games to Promoted Children’s – Department of Psychology
- $95,260 Behavioral and Mental Health - Massachusetts Department of Higher Education to support programming for students’ mental and behavioral health including Resilient U and activities for mental health awareness and building supported and safe environments for all students - Counseling Services
- $94,757 Early College – Massachusetts Department of Higher Education – in support of Early College initiatives including College Dual Enrollment - Enrollment Management
- $37,000 Hunger Initiative - Massachusetts Department of Higher Education to support the Hunger Initiative: addressing food insecurity efforts on campus through provision of meals, food, and personal care items to students in need - Office of Student Affairs
- $427,903 - Latino Education Institute (LEI)
- $102,000 Nellie Mae Education Foundation in support of Youth Civics Union
- $75,000 The Fred Harris Daniels Foundation for support of the One Circle program
- $60,000 Massachusetts Department of Elementary & Secondary Education
- $42,168 Massachusetts BioTech Initiative – to increase diversity in STEM

Other Major Submission Highlights – Pending as of March 2024

- $494,299 Spencer Foundation – Large Research Grant: School Segregation in Massachusetts' Gateway Cities: A Transdisciplinary Approach to Exploring Education and its Effects in Small- to Mid-Sized Cities – three-year research project - Urban Studies Department
- $175,000 National Endowment for the Humanities K- 12 Institutes, Making America: Humanizing Immigration 1945 to present – 15-month project - Education Department $72,532
- NASA ROSES 2023: A Comprehensive Approach to Modeling Non-thermal Desorption: The Key to Linking Cosmic Ices with their Surroundings; a three-year project Earth Environment and Physics Department proposal

Continuing support from Multi-Year Grants

- $900,000 U.S. Department of Education Early College Central Massachusetts Year II. The goals of the ECW program are to increase the percentage of students who are college ready, receive a high school diploma, enroll in college in the fall, and persist in college - Enrollment Management
- $400,000 Nursing Pathways Expansion Massachusetts Workforce Skills Cabinet Year II. Purchases for equipment that will lead to increases in the numbers of nursing students. Included are: Patient simulators - Manikins and high-level fully-integrated, mobile medication stations with lockable drawers that replicate bedside point-of-care delivery - Nursing Department
- $174,458 National Oceanic and Atmospheric Association Year II to support efforts to increase diversity, equity, and inclusion in sciences by providing a pathway to STEM education to a diverse population of students from Worcester and other Massachusetts communities - Earth Environment and Physics Department
- $129,074 National Science Foundation AGEP Year II to support the creation of a national model to recruit and retain diverse STEM faculty with the goal of creating a systematic model for recruiting and advancing early-career AGEP-population (AP faculty are those who are African Americans, Hispanic Americans, American Indians, Alaska Natives, Native Hawaiians, and/or Native Pacific Islanders) in the STEM professoriate – School of Science, Technology and Health

DIRECT SUPPORT

- The Foundation has provided $1.25 million to support University priorities so far this fiscal year.
- $15,640 has been raised this fiscal year for the Student Emergency Fund. So far, over $8,000 has been given to 30 students to assist with the purchase of books, laptops, food, and bills.
- Scholarship, award, and internship support is on track to exceed $800,000 for the fifth consecutive year.
- The President's Office and Provost's Office were given an additional $80,000 during FY24 for specific initiatives. Some of these initiatives include Greater Worcester Land Trust agreement to serve Department of Earth, Environment, and Physics; class trips to WAM and the Worcester Historical Museum; sponsoring student conference presentations; and support for faculty to attend professional conferences.
- In FY24, the Worcester State Foundation has so far granted over $500,000 in scholarships and awards to 380 recipients.
- Generous donations of over $6,400 were received to provide support for Thea's Pantry, our on-campus student food pantry.
- Two donors have generously funded a program to provide meal swipes in the cafeteria for students experiencing food insecurity.

Latino Education Institute, Highlights

- $750,000 UMass Determination of Need: Promotoras de Salud – Health Ambassadors for three-year training program that builds on LEI's successful REACH Initiative work.
- $2,799,308 Massachusetts Department of Public Health – Youth Leaders in Problem Gambling, initial 4-year contract with the Department of Health Sciences for the design/implementation of a four-year program that uses peer leaders to address the problem of youth gambling.
- $40,000 Greater Worcester Community Foundation, including operational support for LEI and support of LEI's LIDER program

- $108,735 the United Way of Central Massachusetts in support of several key programs including Club E - Club Educación; ISLA (Innovative Services for Latino Achievers); LASOS (Latina Achievers in Search of Success); and the Aspire Summer Academy.

ALUMNI ENGAGEMENT

- Alumni Relations and University Advancement organized 28 events, attracting a total of 419 unique attendees. Over 1,749 attendees (not unique) turned out for 28 events (virtual and in-person) through February 29, 2024.
- During our Backpacks to Briefcase series, organized in collaboration with Career Services, over 40 students participated in our LinkedIn headshot photograph night, thanks to the generous funding provided by Gregg ’86 and Pam ’87 Rosen. Three professional headshots suitable for LinkedIn profiles or other professional uses were provided to each. This initiative is designed to benefit all students by providing these, free of charge. By offering this resource, we empower every student with a valuable advantage as they transition into the professional world. Additionally, this service will be available to our alumni, further supporting their professional endeavors beyond graduation.

Challenges/Opportunities:

- Successfully onboard three new hires – Director of Major Gifts, Director of Grants and Sponsored Research, and Alumni Coordinator.
- Learn from best practices on remote alumni and donor engagement.
- Revamp alumni/donor trips to strategically align with priorities.
- Develop a strategic plan to prepare for a new campaign celebrating WSU’s 150th anniversary.
- Finish Phase One of the May Street property renovation – razing of current structure – and resolve the associated cell tower easement.

10. Equity Work/Campus Climate

(Numeric Rating 4)

Since my arrival in 2011, I have approached the internal relationships portion of my job by, simply, talking with as many of my colleagues as possible. In order to move the institution forward, I needed to establish the following: ensure and demonstrate that the President’s Office is actively engaged in the health and wellbeing of each department of campus, build levels of trust between the administration with faculty and students, and come up with an operational plan towards building a more inclusive campus, one that can engage with civility and respect. Additionally, starting in 2016, the University has made some strides towards the campus climate goals stated in the WSU Seven Points of Action. In the years since then, we have assessed – in many areas, annually – the feelings of belongingness of various groups who had been traditionally underrepresented, and acted upon what the assessments and surveys revealed.

The University's inclusion strategy, informed by the Commonwealth's Strategic Plan for Racial Equity, aims to eliminate disparities experienced by historically marginalized populations. It incorporates feedback from on-campus Committees dedicated to those concerns as well as responses from student and employee surveys.

The strategy consists of four strategic goals and twelve action priorities:

Strategic Goals

1. Recruitment and retention of students and employees from historically marginalized identities.
2. Development of inclusive, equity-minded, anti-racist, and culturally responsive curricula, assessments, and pedagogies.
3. Empowerment of employees and students from historically marginalized identities.
4. Enhancement of accountability & communication.

Action Priorities

1. Co-curricular: Establish a consistent calendar inclusive of all historically marginalized identities.
2. Communications and Marketing: Focus on student outreach.
3. Curriculum: Implement inclusive pedagogies and content.
4. DEIJ Committees: Increase spring appointments and student participation.
5. Departmental Self-Study: Include both academic and administrative aspects.
6. Hiring and Retention: Emphasize recommendations from all DEIJ committees, surveys, and a Town Hall.
7. Professional Development: Make it mandatory and tiered.
8. Resources: Ensure equitable distribution and expansion.
9. Student Leadership: Encourage development and provide compensation.
10. Student Recruitment & Retention: Analyze trends in student movement.
11. Vision/Mission: Update for University and departments.
12. Wrap-around Services: Expand and center on equity.

We have also been addressing issues related to affordability and the implementation of new financial aid programs and their potentially adverse impact on traditionally marginalized groups:

- Kept costs down, benefitting low-income populations and traditionally underrepresented groups.
- Touted the affordability and access that WSU provides via stories in WBJ, op eds in Telegram, and radio appearance advertising that WSU provides substantial financial aid, remains SAT-optional and boasts a diverse student body
- MassGrant – awarding of these funds is assisting lower-income, first-generation, and underrepresented populations.
- Increasing access, such as through new admissions practices, early college, or similar programs;
- **Early College** is strong and growing, and is benefitting highly diverse populations within Worcester, especially. We hosted a professional development day for Worcester Public Schools middle- and high-school counselors focused on Early College. https://news.worcester.edu/early-college-worcester-program-receives-two-grants-from-the-mass-department-of-elementary-and-secondary-education/
- **Unity Day: we have** maintained and expanded it, and are embedding it as an all-university annual event, growing in participation. It is becoming a "must-attend" event for students and the entire campus. https://news.worcester.edu/campus-celebrates-unity-day-2023-with-artwork-pride-flag-raising-and-student-voices/
- Full time staff people are now making a difference in both the LGBTQ+ Resource Office and Veteran's Affairs Office, helping us to serve both populations of students.

Multicultural mental health outreach has been another area of emphasis, playing a crucial role in fostering students' mental well-being. Particularly in predominantly white institutions, racial and ethnic representation greatly impacts identity and development. By seeing themselves reflected in others, students receive validation that they belong and can succeed. This year, WSU's Counseling Services led a NASPA Student Affairs Administrator **Culture of Respect Cohort 7 Evaluation** (see Appendix E) in an effort to provide WSU with a baseline evaluation and develop a pathway forward helping the institution address sexual violence on campus. The work brought in outside evaluators to review WSU's policies and procedures associated with dealing with sexual violence. Additionally, WSU maintained its JED **campus status and mental health telehealth platform** (see Appendix F).

Highlights:

- WSU has achieved ***emerging*** Hispanic Serving Institution status, based upon at least 15% Hispanic/Latinx student enrollment.
- Hired Ilyasah Shabazz, inaugural DEI Fellow, who gave presentations at Unity Day and African American Read-In Day, and she is teaching within the history department.
- President has appointed DEIJ Committee members for two years, to promote continuity and their meetings kicked off in September.
- The Inaugural DEIJ Strategic Plan is currently under campus review and includes an increased emphasis on accessibility, veterans, religious inclusion, and older students.
- The Office of DEI curates and provides customized continuing education programs for academic and administrative departments, individual employees, and DEIJ Committees, as well regularly scheduled programs for new employees and search committees. The office is in the process of developing automated on-demand continuing education options.
- Partnered with the JED campus program to assess student mental health needs and develop a strategic plan that enhanced existing strengths, implementing strategies to improve student mental health. Completed the 4-year Jed Foundation campus program/assessment.
- Continued to leverage state-funded grant resources to support a comprehensive approach to student mental health services, including an extension of the Counseling Center, in an effort to increase accessibility,
- "Resilient U" is an all-encompassing wellness platform that consists of a 24/7/365 telehealth support line, telehealth appointments, and the "Headspace" app. This is the first full academic year with teletherapy resources.
- Continued to ensure compliance with Title IX and University policy compliance.
- Completed the first year of NASPA's Culture of Respect Initiative, led by the Office of Title IX and the Counseling Center, aimed at ending campus sexual violence. This two-year program is supported by a Student Behavioral and Mental Health Grant award.
- Positioned WSU to be a local source of expertise on current events, including Food Insecurity (Adam Saltsman), Artificial Intelligence (Chatterjee), Supreme Court decision on Affirmative Action (Maloney), Historic Lesbians (Mookerjee), Sarah Ella Wilson, class of 1894 (Rebecca Cross), Not so Fast on Reinstating the SAT (Maloney); Police racial profiling (Fowler), etc.

Challenges/Opportunities:

- Continue to work on closing achievement gaps for ALANA & BIPOC students.
- Increase collaboration, membership, and education among the DEIJ committees.
- Develop new ways to address the 17% increase in students accessing mental health services compared to last year.
- Fully implement the Diversity Content Area (formerly Diversity Across the Curriculum) and ensure diversity courses meet new student learning outcomes and as well as pass governance.
- Explore incentives for hiring diverse faculty and whether there is a need to expand funding for DEIJ initiatives.
- Increase our emphasis on data and transparency, especially for student outcomes, by race, by major.

11. External Relationships/Leadership in the Community

(Numeric Rating 4)

During my thirteenth year on the job, I continue to prioritize developing external relationships. Over nights and weekends, during breakfasts, lunches, or dinners, I attended countless community events, meeting leaders, listening to stakeholders, and trumpeting Worcester State's stories. I am supported in this effort by my family. My wife Laura has agreed to serve on my behalf when asked to by groups, and my children happily engage with alumni, students, visitors, and other stakeholders to assist in our efforts at fostering good relationships. **I find it valuable to listen to stakeholders and community representatives and take advantage of these opportunities to tell Worcester State's stories** to the external world.

Highlights:

- Service learning and community engagement – including internships and research experiences, as well as volunteerism – remain mission-critical functions for the University. We were successfully reapproved by the Carnegie Foundation as a community-engaged campus, with 35-40 percent of students volunteering or otherwise engaged in service every year, and well more than a hundred students running more than 40 organizations. Leadership training is provided for them.
- A new director of the Binienda Center for Civic Engagement (https://news.worcester.edu/new-binienda-center-director-focused-on-community-engagement-for-students/) was brought on in Fall 2023. She has been introducing significant new programming, such as partnering with the Urban Studies Department to host the statewide Housing Justice Summit (https://news.worcester.edu/worcester-state-university-announces-housing-justice-summit-open-to-the-community/) on campus and partnering with the Office of Multicultural Affairs to initiate days of service inspired by MLK in conjunction with the annual MLK Breakfast.
- WSU's MLK Breakfast, which annually draws hundreds to campus and celebrates city youth, received an award from the City of Worcester at a council meeting (mentioned near end of this

article: https://theworcesterguardian.org/f/wps%E2%80%99-alternative-education-program-praised-scrutinized). The award is for 30 years of commitment to hosting the MLK breakfast.

- Continue to serve on the boards of Saint Vincent Hospital, the Wilbraham & Monson Academy, the Greater Worcester Community Foundation, and was recently selected to serve on the Worcester Art Museum board.
- Supported Mechanics Hall's portraits project, to include portraits of Frederic Douglass, Sojourner Truth, and William and Martha Brown, Black American leaders from the 19th Century, in the Great Hall.
- Featured the state's Secretary of Education Dr. Patrick Tutwiler at our September State of the University event.
- Attended LEI legislative luncheon, participated in HECCMA legislative meetings holding federal and state level conversations, to advocate for the Worcester community, and participated on several State University Council of Presidents delegation visits to Beacon Hill.

Challenges/Opportunities include:

- With the help of our newly hired director of the Binienda Center for Civic Engagement, strategically expand WSU efforts within Greater Worcester to benefit student learning.
- Raise visibility of the University inside and outside of the Central Massachusetts market.
- Develop and maintain the Latino Education Institute's presence in other markets in Massachusetts (currently in Springfield).
- Balance community needs against limited resources of the University.

Appendix A: WSU Financial Sustainability Report Phase 1 & 2

Download Document

Financial Sustainability Task Force

Phase One Report
May 30, 2022

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Appendix B: The 2020-2027 Strategic Plan, “Beyond 150: Lead, Succeed, Engage”

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Appendix C: New WSU Enrollment Management Plan

Access to the Enrollment Management Plan is restricted and requires login with WSU username and password.

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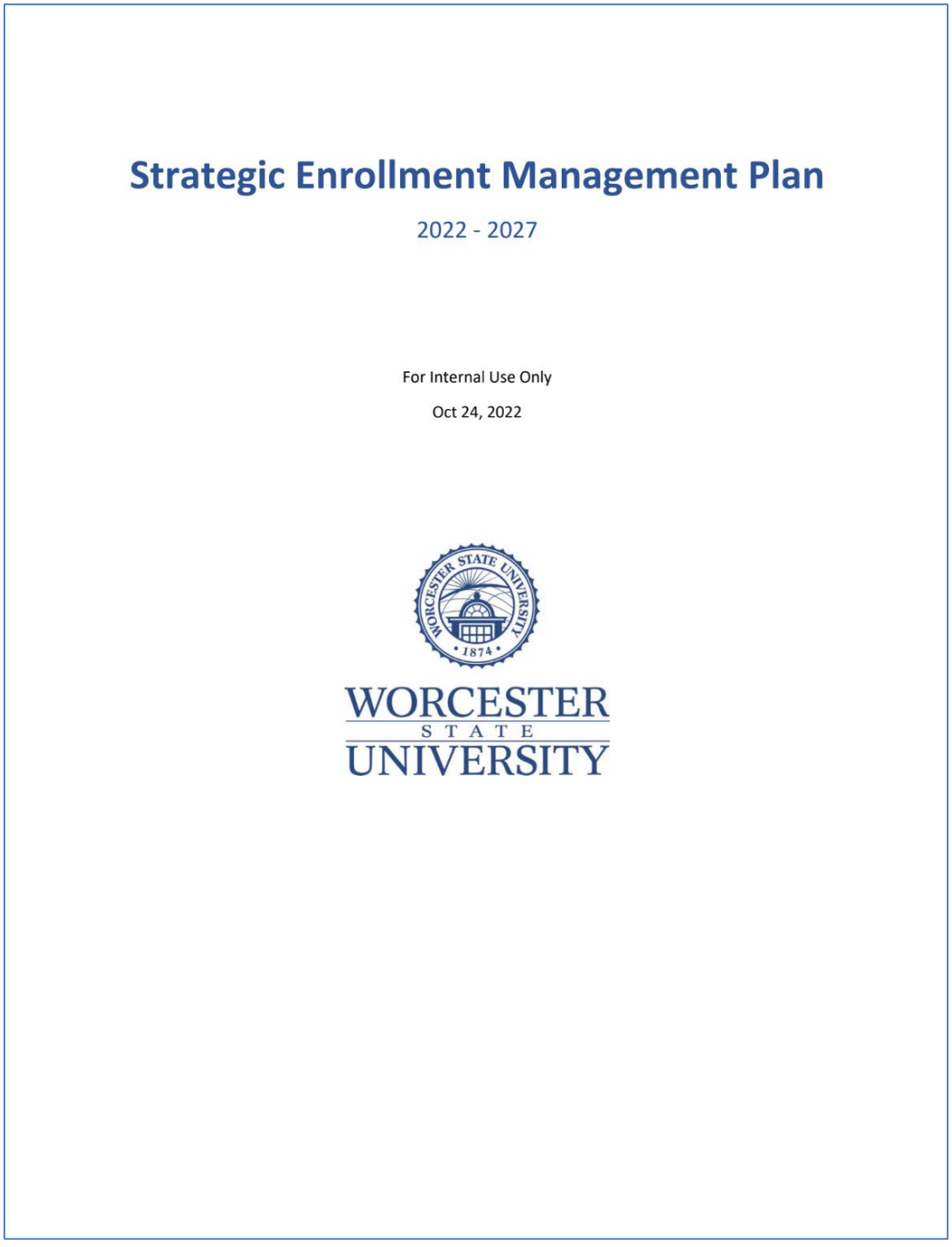

Strategic Enrollment Management Plan

2022 - 2027

For Internal Use Only

Oct 24, 2022

WORCESTER STATE UNIVERSITY

Appendix D: Social Media Engagement

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Appendix E: Culture of Respect Report – WSU Results

Access to the Culture of Respect Report is restricted and requires login with WSU username and password.

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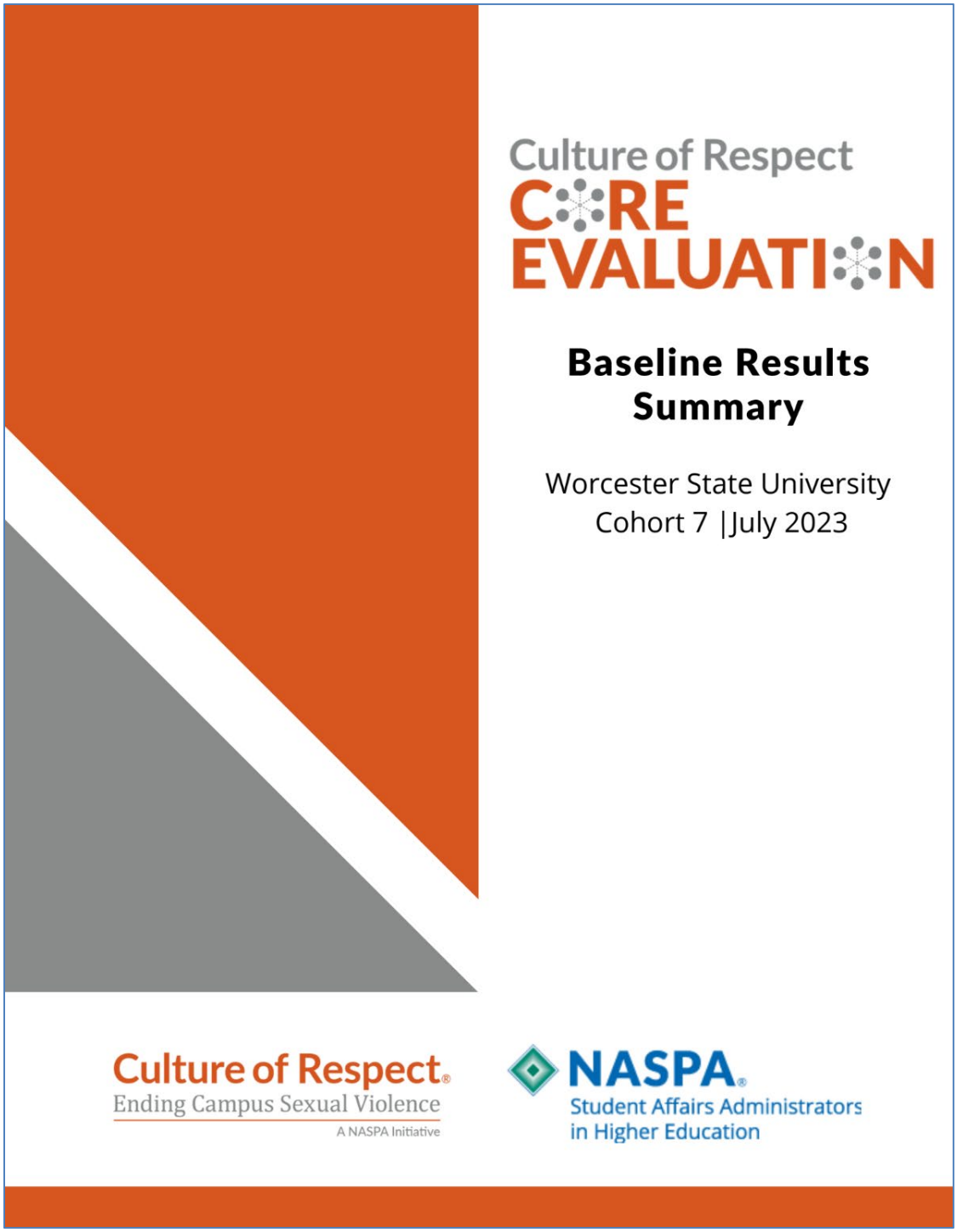

Appendix F: JED Campus/Healthy Minds

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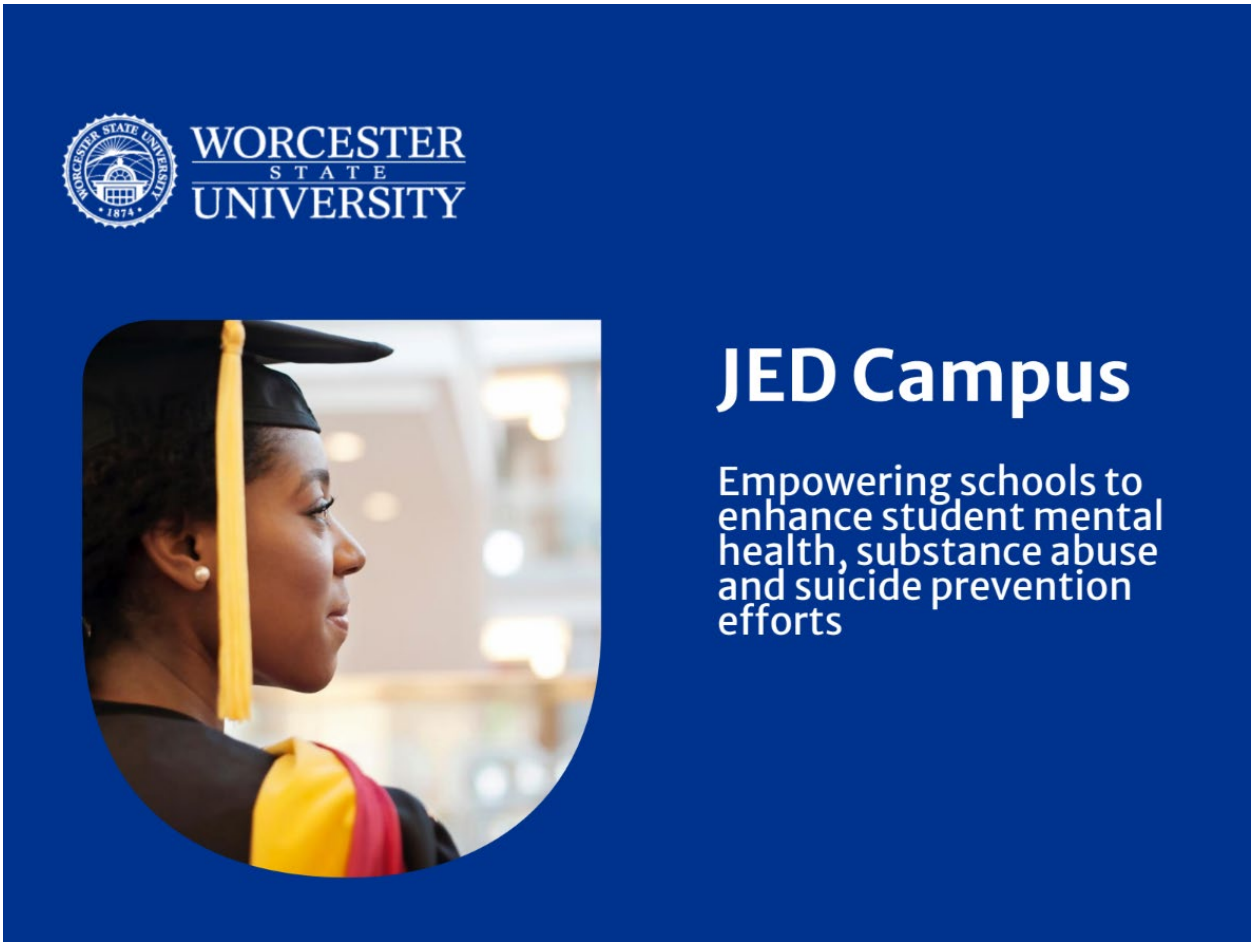

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Noe Ortega
Commissioner

Chris Gabrieli
Board Chair

MEMORANDUM

TO: Community College Board Chairs
State University Board Chairs

FROM: Noe Ortega, Commissioner

CC: Community College Presidents
State University Presidents

DATE: January 22, 2024

SUBJECT: **FY2024 Presidential Evaluations – Statewide Priorities and Procedures for Annual Reviews**

As stewards of your individual institutions, you bear significant statutory and fiduciary obligations in guiding your institution, encompassing the oversight and assessment of the work advanced by your respective presidents. The purpose of this memo is to 1) describe the BHE's system-level priorities, or statewide priorities, for the academic year, and 2) provide the timeline for conducting annual presidential evaluations for FY2024 performance. Resources informing this process, including the BHE Presidential Compensation and Evaluation Guidelines, can be accessed on the Department's website.

In response to feedback we received from trustees and presidents, I asked my team to organize a webinar on the FY24 presidential evaluation procedures in early spring. Department staff will also review the three different types of Presidential compensation adjustments (e.g., annual, comprehensive, and equity) during the webinar to provide greater clarity around the criteria and process related to each.

Statewide Priorities.

For FY2024, the statewide priorities, also called system-level goals, will continue to build on the previous years' priorities. On behalf of the BHE and the Department, I ask that each local Board of Trustees continue to focus on our commitment to significantly raise the enrollment,

attainment, and long-term success outcomes of equity populations. For this year's evaluation, I ask that you continue to provide three to five examples of initiatives that highlight how your president has worked to make your institution more learner-ready and equity-minded with regards to:

- Addressing issues related to affordability and the implementation of new financial aid programs;
- Increasing access, such as through new admissions practices, early college, or similar programs; and
- Efforts to scale access and use of wraparound support services.

Please include relevant data, either quantitative or qualitative, on your institution's progress, highlighting in your narrative the leadership efforts of the President of your respective institutions. To that end, you may find the following material helpful as you frame your submission:

- Post SFFA Overview and Guidance
- Strategic Plan for Racial Equity
- Support Services for Student Success Framework

These examples will offer important insight to me and my team as we work to create the conditions of success for our institutions and their leaders.

Procedural Guidance.

Process.

As we prepare for the FY24 presidential evaluation process and given that we are restructuring the Office of Trustee Relations, I want to acknowledge that this process remains in transition.

Boards must submit brief executive summaries of the president's evaluation, and the executive summary should include the following:

- A description of the process your board used to conduct the review;
- Performance data used to support your board's conclusions and recommendations;
- Your board's recommendation regarding a proposed compensation adjustment; and
- A summary which addresses presidential responsibility at the institutional and state levels (*e.g.,* one section for institutional goals and objectives, and a separate section on statewide priorities).

Please also attach the president's self-evaluation in this year's submission. Other supporting materials and documents should be submitted only to the extent that they relate to points addressed in the executive summary.

Performance Measurement Reports (Data Dashboards).

The BHE Presidential Evaluation Guidelines require that evaluations of presidential work consider and include institutional data linked to system-level goals and metrics. (See Section III.B). In May 2019, DHE launched the Performance Measurement Reporting System (PMRS), a public-facing data tool intended to prompt constructive conversations about performance and accountability between and among DHE, the institutions, boards of trustees, legislators, and others, and specifically to assist institutions in fulfilling this requirement of the Presidential Evaluation Guidelines.

The Reports summarize each institution's performance on a robust set of key indicators approved by the BHE in December 2018, including comparisons where appropriate to the institution's segmental peers in Massachusetts or a national peer group of similarly situated institutions. The Reports also support inquiry into an institution's performance related to disparities between different racial/ethnic, gender and income groups. The PMRS dashboards will be refreshed by the end March. In addition, through Tableau, your Institutional Research directors have access to extensive data through our Higher Education Information Resource System (HEIRS) for trend and benchmarking purposes, and these data are refreshed year-round as the various HEIRS collections are completed.

Timeline.

Our requested deadline for the completion and submission of presidential evaluations for FY2024 performance is June 30, 2024. We recognize, however, that the timing of your presidential evaluation committee meetings, local board schedules, and other competing priorities may make it challenging to complete this important work within this timeframe. Exceptions are permitted on a case-by-case basis and Assistant Commissioner Quiroz-Livanis is available to provide any support. Please note that while extensions of time are readily granted, our goal is to have all evaluations completed and submitted no later than December 1st.

If you have any questions, I invite you to contact me or Assistant Commissioner Elena Quiroz-Livanis.

I want to thank you for your patience and understanding as we undergo staffing transitions in the Office of Trustee Relations (OTR). I look forward to convening an OTR Advisory Committee this year that will help evaluate our current processes in this space. I believe the Committee will be a critical partner as we work to build cohesive structures that encourage collaboration and innovation. Each of you plays a vital role in shaping and maintaining the excellence of our public higher education system and I am grateful for your ongoing partnership.

President's Update

April 2024

President's Message

Academic quality is exemplified in many ways. At Worcester State, it begins with the classroom experience. Ask a student, and you'll hear tales of everyday excellence, moments in which a faculty member took the time to work one-on-one with them, helping them understand a difficult concept and sometimes even sparking a passion for the discipline.

Our education program – a hallmark since our founding as the Worcester Normal School in 1874 – earned high praise last year for how we teach future elementary reading teachers, due to a National Council on Teacher Quality report that ranked ours as one of the three best elementary reading programs in the state of Massachusetts and the 35th best in the country. Likewise, the Lillian R. Goodman Nursing Department's program once again came in first in Registered Nursing.org's ranking of 20 nursing schools in Massachusetts.

Meanwhile, a dedicated group is engaged in a deep review and recommendation process to overhaul general education at Worcester State University. We want it to align, especially, with our MajorPlus academic framework, and also want to ensure those core courses teach critical thinking, offer diverse content, and provide a basis of knowledge that Lancer alumni become known for, building upon our already strong reputation for being intelligent, adaptable employees. My hope is that all of our graduates are able to problem-solve through challenges, having earned the confidence and learned the tools for meeting workplace challenges, as well as those facing our society. Our updated general education program can set them on that path.

These are just some of the ways groups of our faculty are making a difference at Worcester State. You will learn about outstanding individual endeavors in the pages that follow.

WORCESTER STATE UNIVERSITY

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Faculty Highlights

At Worcester State University, our faculty members are the driving force behind our institution's success and reputation. Their dedication to teaching, research, and service not only enriches the learning experience for our students but also contributes to the advancement of their respective fields. In this Faculty Highlights section, we showcase the achievements and contributions of four exceptional faculty members: Dr. Luis Rosado, Dr. Naida Saavedra, Brittany Severance, and Dr. Meghna Dilip.

Luis Rosado--Biology

Luis Rosado, Ph.D., assistant professor of biology, is a pre-tenure faculty member who earned his terminal degree at UMass Amherst. He has significantly improved the coordination of Anatomy & Physiology (A&P) sections as the department coordinator and standardized the curriculum, introduced innovative teaching tools, and provided excellent support to instructors. Dr. Rosado is actively engaged in the national Human Anatomy & Physiology Society (HAPS), serving as Eastern Regional Director and a member of the HAPS DEI committee. He is involved in educational research and outreach activities to diversify HAPS membership and decrease success gaps for underrepresented students.

At Worcester State, Dr. Rosado established the Human Performance and Learning Lab (HPALL), which uses virtual reality to study human visual perception and movement. He mentors undergraduate students in interdisciplinary research. Dr. Rosado is also active in DEIJ issues on campus, serving on various committees. He was recently named an Alliances for Graduate Education and the Professoriate (AGEP) faculty fellow, an National Science Foundation (NSF) program dedicated to growing a more capable and diverse research workforce.

Dr. Rosado's achievements enhance Worcester State's reputation, attract new faculty and students, and contribute to the University's strategic goal of "Academic excellence and distinction."

Naida Saavedra--World Languages

Naida Saavedra, Ph.D., a tenured associate professor of Spanish, earned her terminal degree from Florida State University. As a novelist, short fiction writer, and digital humanities specialist, she has made significant contributions to the Spanish program and the University's Latin American and Latinx Studies minor.

In the classroom, Dr. Saavedra teaches advanced courses in Spanish for heritage speakers and courses in Latinx literature and culture. She also teaches in the University's pre-college programs. As an advisor, she guides students in the Spanish major and has overseen the Spanish placement examination and Commonwealth Seal of Biliteracy results for granting students advanced academic credits.

Currently on sabbatical leave, Dr. Saavedra is pursuing two projects: creating an online database documenting the New Latino Boom, a 21st-century literary movement in Spanish in the United States, and continuing work on a novel. Her published works include a collection of short fiction, contributions to other literary works, a book of literary criticism, and articles and chapters in journals and edited books.

Dr. Saavedra's service to the University and community is noteworthy. She led the development of the University's Latin American and Latinx Studies minor and co-organized two undergraduate research conferences on campus. Additionally, she serves as a Resident Scholar for the Latino History Project of Worcester, an online resource documenting the Latinx experience in Worcester since the mid-1800s.

Brittany Severance--Communication

Brittany Severance, in her second year on the tenure track, holds her field's terminal degree (MFA) in Film and Media Arts from Emerson College. As a visual artist and award-winning filmmaker, she brings a wealth of expertise to her teaching and mentoring roles.

In the classroom, Severance teaches both theoretical and applied Communication courses, covering topics such as the theory, practice, and history of classic and contemporary cinema, as well as film and video production. She also teaches media writing and scriptwriting courses. Her dedication to teaching has earned her a nomination for the university's George I. Alden Excellence in Teaching Award.

As an advisor, Severance guides students in the Communication major and serves as the director of the University's Center for Community Media, overseeing students who produce video content for various purposes. She also actively mentors students by involving them in her own creative projects.

Severance's creative work in the last year has been impressive. Her creative images have been placed in seven juried or solo exhibitions, and her films have been screened at two regional film festivals. Additionally, her creative images and text have been incorporated into three print publications. She is currently working on a documentary film in post-production and has been invited to contribute a chapter to an edited collection of academic essays. Her contributions to the university and the wider community showcase her dedication to fostering creativity and supporting emerging talent in the field of film and media arts.

Meghna Dilip--Chemistry

Meghna Dilip, Ph.D., professor of chemistry and chair of the department, earned her terminal degree from the University of Alabama, and has been a leader at Worcester State University since 2008. She has also made significant contributions to green chemistry research and education. Her research focuses on developing greener solutions to chemical problems and incorporating sustainability into the chemistry curriculum. She has mentored over 30 students, published several peer-reviewed papers, and recently received the 2024-2025 American Chemical Society - Committee for Environment and Sustainability Award for Incorporating Sustainability into Chemistry Education.

Dr. Dilip's recent sabbatical involved collaborations with scientists at the Poznański Park Naukowo-Technologiczn in Poznan, Poland, where she designed and synthesized a star-shaped polyester using non-toxic ingredients. She is currently writing up her results for a peer-reviewed publication. Additionally, she co-developed a workshop titled "Green Chemistry and the UN Sustainability Goals: Harnessing Their Combined Power," which has been offered to students in Thailand and Poland.

Passionate about educating younger generations, particularly women, on the benefits of green chemistry, Dr. Dilip has organized green chemistry activities for upper elementary school-age girls as part of the Geek is Glam STEM Expo since 2012. She also contributes to interdisciplinary research projects, such as the Aisuku Summer Interdisciplinary Grant on water quality and biological diversity, and serves her department and the University in various capacities, including securing grants for equipment purchases in the Biotechnology/Biology and Chemistry Departments. Dr. Meghna Dilip was awarded Worcester State's 2020 Extraordinary Dedication Award.

Winthrop State University
2023 Academic Achievement Award

A Strong Commitment

Faculty are often involved in the recruitment of new students, and their efforts serve to improve Worcester State's reputation, which in turn helps us attract new faculty, as well as students. In the past year, faculty involvement has included but is not limited to 35 faculty who participated in Fall Open Houses, 21 faculty serving as admissions liaisons (answering inquiries and completing outreach to prospective and accepted students), 12 faculty offering classroom visits to accepted students, two World Languages Department faculty offering "greetings" in Spanish at admission events, four faculty (Psychology and Chemistry) serving on panels at admissions events, and more. Such endeavors also lead to recognition of our faculty's expertise by external organizations. Twenty-eight faculty are expected to participate in WSU's largest accepted student event, Congratulations Day, on Saturday, April 6. The commitment to Worcester State exhibited by these faculty enhance our students' learning and help us achieve one of our six overarching Strategic Plan goals: "Academic excellence and distinction."

During the past year, faculty have played a significant role in numerous retention efforts, which serve to enhance our students' outcomes. Four faculty members participated in the Summer 2023 Rapid Improvement Event (RIE) for Early Support, leading to positive changes in the University's early alert efforts and use of the Starfish, our early alert, scheduling, and case management system. In Fall 2023, 45% of faculty completed the University's mid-semester failure warning progress survey, resulting in extra support for at-risk currently-enrolled students. Lastly, close to all faculty have participated in academic advising efforts, which has a significant effect on retention. These achievements showcase our faculty's dedication to student success and their commitment to fostering an environment in which students succeed.

Dr. Kaushik Mukherjee (Business Admin. & Econ.) and Dr. Nabin Malakar (Earth, Environ., & Physics) were chosen as faculty fellows by the North Star Collective, a program created by ALANA/BIPOC (African, Latine, Asian, Native American and/or Black, Indigenous, People of Color) faculty members for ALANA/BIPOC faculty in New England. The fellowship promotes racial trauma healing by providing a nourishing community of care, mentorship, and professional development, focusing on supporting academic writing and publishing. Such endeavors lead to recognition of our faculty's expertise by external organizations and serve to improve Worcester State's reputation, which in turn helps us attract new faculty, as well as students.

Dr. Daron Barnard (Biology), Dr. Emily Soltano (Psychology), and Dr. Eihab Jaber (Chemistry) play key roles in the AGEP Massachusetts University System Alliance (AGEP-MUS Alliance), which aims to transform institutions to be more supportive and culturally sensitive, enabling faculty to successfully advance along early career pathways to tenure. The alliance includes Bridgewater State University, Framingham State University (the lead institution), and Worcester State University.

Dr. Mark Beaudry (Criminal Justice), Dr. Charlotte Haller (History), and Dr. Mary Fowler (Mathematics) are enrolled in the 2022-2024 Clark University's Diversity and Inclusion Certificate cohort. This program provides a valuable professional development opportunity for staff, faculty, and graduate students. Building an inclusive environment that promotes diversity, equity, and inclusion requires the active participation of everyone on campus. Clark's program is designed to offer participants an in-depth examination and greater understanding of how we can and should work together to build a stronger and more inclusive campus community. Participants gain valuable knowledge and skills that will enable them to work more effectively and lead in the workplace.

Dr. Charlotte Haller (History), Dr. Mark Beaudry (Criminal Justice), and Dr. Lori Dawson (Psychology) participate in the Racial Equity and Justice Institute (REJI), a consortium committed to hopeful, data-driven strategies to create racially equitable change in higher education. This program showcases our faculty's commitment to fostering diversity, equity, and inclusion, which can re-ignite a professor's passion for their discipline and lead to insights and an updated body of knowledge that pays dividends in their classrooms for years to come.

Financial Recognition

Dr. Elinor Fondell (Health Science) secured $24,000 in funding (a $12,000 gift from SWEA Boston and a $12,000 grant from the Barbro Osher Pro Suecia Foundation) to support her efforts in leading a collaboration that draws on the study abroad/study away programs. Dr. Fondell is working with Director of International Programs Katey Palumbo and Dr. Syamak Maottari (Chair, Health Sciences) to enable students to travel to Sweden this summer.

Dr. Heather Treseler (English) obtained a gift from the Fuller Foundation in the amount of $15,000 that allowed her to continue her leadership efforts in a partnership between Worcester State and the Worcester Art Museum (WAM). This partnership has existed since 2012, a first among Worcester-area colleges, and through the years it has brought hundreds of Worcester State students into meaningful connection with the museum. Funding provided transportation for students to visit the Worcester Art Museum as part of specific curricular projects.

Dr. Jaime F. Vallejos, (Health Sciences) successfully competed for a six-year, $589,200 grant from Massachusetts Department of Elementary and Secondary Education - Career Technical Service Organization – Health Occupations Students of America – Future Health Professionals (HOSA- FHP). Career and Technical Student Organizations (CTSO) are critical partners in furthering student learning and building networks in the careers students are preparing for while in high school. Under Dr. Vallenjos's leadership, HOSA- FHP has been located at Worcester State University for more than a decade. Dr. Vallejos' successful application ensures that this CTSO will remain at Worcester State. The program currently serves 650 students from 27 high schools across Massachusetts.

Dr. Sarah Eagan (Psychology) and Dr. Jaime Mancilla (Biology) continued to pursue their aspirations for the professoriate through support from the AGEP grant (National Science Foundation (NSF) Collaborative Research: The AGEP Massachusetts State University System Equity Minded Model for Recruiting and Advancing Early Career Faculty in the STEM Professoriate) which provided course buyouts, materials, and mentoring. Their participation in this multi-year effort strengthens our institution through implementation of a proposed theory of change that will create a true systematic model for recruiting and advancing early career AGEP-population (AP) faculty that mirrors our student demographics.

Dr. Nabin Malakar (Earth, Environ., & Physics) is working on a transformative experiential learning model aimed at addressing the underrepresentation of students from the City of Worcester and surrounding communities in STEM fields at the undergraduate level. This initiative includes a summer research fellowship program designed to support and engage these students. Dr. Malakar's work is funded by the National Oceanic and Atmospheric Administration (NOAA) through a grant titled "A Sustainable Pathway to Increase Diversity and Inclusion in STEM Undergraduate Education: A Climate Change Initiative." This project showcases Dr. Malakar's commitment to promoting diversity and inclusion in STEM education, which serves to improve Worcester State's reputation and helps attract a more diverse student body, as well as new faculty.

William Chadbourne (Chair, Nursing) is working to establish a clear pathway for nursing students to Worcester State University. This initiative is part of the Nursing Pathways Expansion Grant, funded by the Massachusetts Workforce Skills Cabinet. The primary objective of this project is to increase the number of nursing students graduating from Worcester State University, addressing the growing demand for qualified nurses in the healthcare sector. By establishing these pathways and collaborating with sending institutions, Professor Chadbourne aims to streamline the process for students transitioning to Worcester State's nursing program, ultimately contributing to the development of a skilled nursing workforce in the region.

Under the auspices of the Aisiku STEM Center, the Interdisciplinary Research Program has awarded $40,900 to Dr. Yan Hu (Biology), Dr. Jeremy Andreatta (Chemistry), Dr. Maura Collins (Biology), and Dr. Margaret Kerr (Chemistry) for their proposal titled "Green Microwave Synthesis of Novel Antibacterial and/or Anticancer Molecules." This support for interdisciplinary faculty collaboration is a hallmark of the commitment made by Worcester State alumnus and world-renowned neurosurgeon, Dr. Imoigele P. Aisiku, MD, '92, through his support of the STEM center bearing his name. In addition to this award, the Aisiku STEM Center gift will fund another full summer of faculty/student research projects. These projects bring together students and faculty to conduct research while providing stipends for faculty, wages for students, and covering the costs of materials and equipment.

The Worcester State Foundation has consistently supported faculty research, travel, and supplies for the past 10 years. This year, in addition to the grants secured through collaborations between faculty and the Office of Grants and Sponsored Research, the Foundation has awarded funding to 20 individual faculty members and groups. The Foundation's program supports well-defined projects or ongoing agendas in research, scholarship, or creative activity. In total, the Foundation has provided nearly $20,000 in awards this academic year. Brief descriptions of the funded projects and faculty members can be found in the Appendix of this Update.

Spelling Bee

Appendix

Worcester State Foundation Research, Scholarship & Creative Activity Applications for FY24 Fall

First Name	Last Name	Major/ Department	Project Title	Amount Req.	Amount Approved	School	Summary	Faculty/Student	Notes	
Nafisa	Tanjeem	Interdisciplinary Studies	Attendance at National Women's Studies Association Conference	$1,779.42		IDS/E	Travel to present research at the National Women's Studies Association Conference in Baltimore MD	Faculty		
Lagnajita	Chatterjee	Business Administration	Cryptocurrencies, decentralized finance (DeFi), and consumer vulnerability in the marketplace	$1,000.00		HSS	European Association of Consumer Research Conference registration and hotel stay	Faculty		
Kathryn	Frazier	Psychology	Qualitative mentoring and scholarship software update	$1,000.00		HSS	Upgrade existing license to NVivo 14	Faculty		
Aldo	Garcia Guevara	History and Politcal Science	Gender and power in the courtrooms, streets, and bedrooms of El Salvador, 1910-1950	$1,000.00		HSS	International flight, per diem	Faculty		
Jacquelyn N.	Raftery-Helmer	Psychology	Understanding Parental Control and Structure in Anxious and Non-Anxious Children: Disentangling the Direction of Effects	$920		HSS	Statistical Consulting 4 hours of statistical consulting ($200 per hour plus 15% tax)	Faculty		
Catriona	Standfield	History and Politcal Science	The Politics of Women, Peace, and Security in United Nations Mediation	$1,000		HSS	page indexing, rate per page	Faculty		
Tanya,Joanne & Sarah	Trudell, Gallagher-Worthly & DiMeo	Occupational Therapy	The Effectiveness of Video-Based Reflection for Competency in Clinical Skills	$1,972		STH	Purchase of Apple iPad pro coupled with Apple Care for use in digital recordings to record formative evaluations	Faculty	This purchase will require the approval of the IT department	
Jennifer	Hood-DeGrenier	Biology	Characterizing phosphorylation site mutants of the transcription factor Twist1 a prompoter of cancer metastsis	$683.62		STH	Presenting research at the American Society for Cell Biology 2023 Annual Meeting in Boston MA	Faculty		
Adam	Helfenbein	Biotechnology	Generation of Triple Anthelmintic Resistant Caenorhabditis elegans via CRIPSPR/Cas9	$850.13		STH	Creating a triple drug resistant C.elegans for anti-worm drug screening	Student		
Aspen	Zheng	Biology	Characterizing phosphorylation site mutants of the transcription factor Twist1 a prompoter of cancer metastsis	$825.00		STH	Continuing cancer research as part of an independent study	Student		

Worcester State Foundation Research, Scholarship & Creative Activity Applications for FY24 Spring

WSF Research, Scholarship & Creative Activity Applications- Spring 2024

First Name	Last Name	Major/ Department	Project Title	Amount	Amount	School	Summary	Faculty/
Kristine	Camacho	Education	Understandng the Nature of Threat Assessment in K-12 Public Schools	$1,000.00		ELIS	100 $10 Amazon gift cards for research participants	faculty
Sue	Foo	Education	Trauma Informed Teaching and Spreading Kindness Project	$1,000.00		ELIS	Transportation, food, and teaching materials for visit to Eugene, OR public schools	faculty
Christina	Dwyer	School Psychology	Educator Perceptions on Effectiveness of School Safety Strategies	$3,000.00		HSS	National Association of School Psychologists 2024 Annual Conference: reg fees, hotel, and airfare for eight	student
Alix	Barry	Psychology	The Intergenerational Transmision of Intensive Parenting Beliefs Among Contemporary Mothers	$1,000.00		HSS	Registration fee, travel, lodging, and meals expenses related to attending the National Conference on Undergraduate Research	student
Erika	Briesacher	History and Political Science	Ongoing Quantitative Analysis for Make Me a Mask: Material/Culture of a Pandemic	$1,000		HSS	50 hours statistical analysis, $20 per hour	faculty
Suzanne	Gainer	Communication	Production materials for exhibition	$1,000		HSS	Ink, paper, printing, and framing services	faculty
Joshua	Koenig	History and Political Science	Our Shared Vision: Representations of the trans-Mississippi American West	$1,000		HSS	flights (Boston/LA), lodging in LA	faculty
Riley	McGuire	English	Figures of Speech: Vocal disability in Nineteenth Century Literature	$1,000.00		HSS	High resolution image copies and reprint permissions, membership & registration fees, transportation costs	faculty
Kaushik	Mukherjee	Business Administration & Economics	Strategic Implications of Sustainability and Corporate Social Responsibility	$1,000.00		HSS	Text analysis software, journal submission fee	faculty
Ana	Perez-Manrique	World Language	NeMLA Conference. Panel Chair: "Espanol e ingles, lenguas y culturas en contacto: implicaciones para la traduccion" ("Spanish and English, Languages and Cultures in Contact: Translation Considerations")	$563.92		HSS	hotel, gas mileage, meals	faculty
Christina	Santana	English	Two presentations at the Campus Compact Conference	$1,000		HSS	flight and lodging	faculty
Champika	Soysa	Psychology	Concurrent Cognitive Mediators of the Threat Appraisal - Stress Relationship Across Generational Status and the COVID-19 Pandemic	$1,000.00		HSS	conference registration fee, flights, lodging, airport shuttles	faculty
Colleen	Sullivan	Psychology	Bringing the Library Home: Fostering Library Engagement and Family InvolvementjPhase 2)	$1,000.00		HSS	craft supplies, children's books, student transportation to and from libraries	faculty
Sunny	Ruggeri	Nursing	The RESILIENT Study: A Retrospective, Descriptive, Correlational Investigation of Rate and Correlates of Oral Endocrine Therapy Adherence in Older Women with Breast Cancer	$1,000.00		STH	equipment, membership fee, lodging, conference registration fee	faculty

WORCESTER STATE UNIVERSITY

President's Office
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TO: Members, WSU Board of Trustees

FROM: Barry M. Maloney, President

RE: 2024 Commencement Speaker Honorary Degree

DATE: March 1, 2024

Having accepted the recommendation of the Senior Class Committee, I inform you of the choice of Adrianne Haslet-Davis to serve as our 2024 undergraduate Commencement speaker and seek your approval to award her an honorary degree. Ms. Davis's nomination has been vetted through the Speaker/Awards Committee and approved by the All University Committee.

Adrianne Haslet-Davis is a dancer and motivational speaker. She was a competitive dancer and ranked 3rd in the world in ballroom dancing. Adrianne had her leg amputated in 2013 following the Boston Marathon bombing and faced many medical challenges after being hit by a car while running in 2019 while training for the Boston Marathon. She has since run the Boston Marathon three times (in 2016, 2018, and 2022) and was the second amputee to complete it after losing their leg in the marathon bombing. Haslet-Davis refuses to be labeled as a victim and strives to motivate and encourage people to "complete their marathon" no matter what it is.

Just a week after losing her leg, she made a vow that she would dance again in an interview with Anderson Cooper. That became Anderson Cooper's most-viewed interview and inspired The Survivor Series, which the two worked on together in 2014, which followed Adrianne through her recovery. She also has advocated for Limbs for Life, which provides prosthetics for people who cannot afford them, and raises awareness about the challenges that amputees face. Adrianne has been giving speeches for the past few years, focusing on topics such as hard work, determination, and overcoming obstacles.

I ask for your favorable action on this recommendation to grant Adrianne Haslet-Davis an honorary degree at the April 9, 2024, board meeting.