

WORCESTER STATE UNIVERSITY

BOARD OF TRUSTEES MEETING

Tuesday, November 26, 2024

4:00 P.M.

Wellness Center, Room 204

Meeting Called By: Dr. Lisa Colombo (Chair)

Minutes: Nikki Kapurch

Board Members: Dr. Lisa Colombo (Chair); Maureen Power (Vice-Chair); Dr. Lawrence Sasso (Vice-Chair); Karen Lafond; David Tuttle; Dina Nichols; Amy Peterson; Kyram Pou, Jr.; Marina Taylor

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

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. Finance & Facilities Committee - October 22, 2024* 2. Full Board Meeting- October 22, 2024* C. MSCA Chapter President's Address - 10 minutes 1. DGCE BoT Request Letter*	Dr. Lisa Colombo Michelle Corbin	1. vote required 2. vote required 1. Informational
2. Equity, Diversity, and Inclusion Presentation - 15 minutes w/ Q&A A. Inclusive Excellence & Belonging Strategic Plan PowerPoint* B. Inclusive Excellence & Belonging Strategic Plan 2024-2029*	Edgar Moros	A. Informational B. Informational
3. Sabbatical Presentation -15 minutes w/ Q&A A. Title: 19th to early-20th Century American Theatre PowerPoint*	Lois Wims Adam Zahler	A. Informational
4. Academic & Student Development Committee Report A. November 26 Academic & Student Development Committee Meeting Packet* B. Approval of AY 2025-2026 Sabbatical Leave Proposals	Karen LaFond	A. Informational B. vote required
5. Administrative Updates A. Report of the Chair a. Next meeting: January 14, 2025 B. Report of the Student Trustee C. Report of the President a. President's Update* b. President Maloney Memo to Trustees* o Approval of Commencement Speaker Honorary Degree	Dr. Lisa Colombo Kyram Pou, Jr. Barry Maloney	a. Informational o vote required
6. Adjournment	Dr. Lisa Colombo	6. vote required

*Attachments

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
Finance & Facilities Committee Meeting
Meeting Minutes

CHAIR: Dr. Lawrence Sasso (Chair) DATE: October 22, 2024

LOCATION: Wellness Center, Rm 204 MINUTES BY: Nikki Kapurch

TIME: 3:00 PM

COMMITTEE MEMBERS PRESENT: Lawrence Sasso (Chair); Dina Nichols; Amy Peterson (remotely)

COMMITTEE MEMBERS ABSENT: Marina Taylor (Vice Chair)

BOARD MEMBERS PRESENT: Dr. Lisa Colombo (Chair)

WSU STAFF: Ashlynn Allain; Kathy Eichelroth; Ryan Forsythe; Nikki Kapurch;
Julie Kazarian; Stacey Luster; Barry Maloney; Sathi Mitra; Tom McNamara

The provision of General Laws, Chapter 30A, having been complied with and a quorum present, a meeting of the Finance and Facilities Committee was held on Tuesday, October 22, 2024, in room 204, located in the Wellness Center. Chair Sasso called the meeting to order at 3:03 p.m.

Administrative Business

APPROVAL OF THE MINUTES - June 11, 2024

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

VOTED: to approve the June 11, 2024, minutes of the Finance and Facilities Committee meeting as presented.

ROLL CALL VOTE: Lawrence Sasso; Dina Nichols; Amy Peterson

FINANCE & FACILITIES COMMITTEE REPORT

FY 2024 DRAFT FINANCIAL STATEMENT AUDIT REPORT

- Trustee Sasso called upon VP Kathy Eichelroth, who introduced Laura Pizzimenti from Bollus Lynch, LLP, to summarize the report.
- Laura walked trustees through the report.
- Audit the financial statements as of and for the years ended June 30, 2024, and June 30, 2023.
- Bollus Lynch, LLP, also audits the Worcester State Foundation's financial statements, and the report is included with this WSU audit.
- Management is responsible for preparing the financial statements, and the auditor's responsibility is to express opinions on the financial statements based on the audit.
- The University presents net position statements, revenues, expenses, and changes in net position and cash flows.
- The financial statements and related footnotes are presented separately from Management Discussion and Analysis.

WSU Board of Trustees
October 22, 2024

- This year, there are no new accounting standards. Ms. Pizzimenti indicated that she would send a written letter to the members of the Finance and Facilities Committee. This letter will address significant matters related to the audit and summarize various issues that must be communicated in accordance with generally accepted auditing standards in the United States.
- The audit opinion was clean, and there were no issues identified.
- Chair Sasso reported that Ms. Pizzimenti had discussed the report in detail with both President Maloney and VP Eichelroth and thanked the team for all their hard work.

The audit was thoroughly vetted by the Finance and Facilities Committee, and upon a motion made by Trustee Nichols and seconded by Trustee Peterson, it was unanimously

VOTED: **to recommend to the full Board the approval of the Worcester State University's FY 2024 Audited Financial Statements as prepared by the Certified Public Accounting firm of Bollus Lynch.**

ROLL CALL VOTE: **Lisa Colombo; Lawrence Sasso; Dina Nichols; Amy Peterson**

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

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

VOTED: **to adjourn the meeting at 3:32 p.m.**

ROLL CALL VOTE: **Lisa Colombo; Lawrence Sasso; Dina Nichols; Amy Peterson**

Respectfully submitted,


Barry M. Maloney
Secretary, Board of Trustees

WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES MEETING
Meeting Minutes

CHAIR: Dr. Lisa Colombo (Chair) DATE: October 22, 2024

LOCATION: Wellness Center, Room 204 MINUTES BY: Nikki Kapurch

TIME: 4:00 p.m.

BOARD MEMBERS: Dr. Lisa Colombo (Chair); Maureen Power (Vice-Chair); Dr. Lawrence Sasso (Vice-Chair); Karen Lafond; David Tuttle (remotely); Dina Nichols; Amy Peterson (remotely); Kyrarn Pou, Jr.

MEMBERS ABSENT: Marina Taylor

WSU STAFF: Barry Maloney; Ashlynn Allain; Kathy Eichelroth; Ryan Forsythe; Carl Herrin; Nikki Kapurch; Julie Kazarian; Stacey Luster; Tom McNamara; Lois Wims

The provision of General Laws, Chapter 30A, having been complied with and a quorum present, a meeting of the Board of Trustees was held on Tuesday, October 22, 2024, in room 204, located in the Wellness Center. Chair Colombo called the meeting to order at 4 p.m., reported that two trustees would participate remotely, and announced that all votes would be made by recorded roll call.

Administrative Business:

APPROVAL OF THE MINUTES - Human Resources Committee - June 11, 2024

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

VOTE: to approve the June 11, 2024, minutes of the Human Resources Committee meeting meeting as presented.

ROLL CALL VOTE: Maureen Power (Chair), Amy Peterson (Vice Chair), Dina A. Nichols, David Tuttle

APPROVAL OF THE MINUTES - Full Board Meeting - June 11, 2024

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

VOTE: to approve the June 11, 2024, minutes of the full Board meeting as presented.

ROLL CALL VOTE: Dr. Lisa Colombo (Chair); Maureen Power (Vice-Chair); Dr. Lawrence Sasso (Vice-Chair); Karen Lafond; David Tuttle (remotely); Dina Nichols; Amy Peterson (remotely); Kyrarn Pou, Jr.

Chair Colombo announced that we will be changing the order of the agenda.

Chair Colombo also introduced a new Trustee, Kyrām Pou, who will serve as the student trustee representative to the Board. Kyrām introduced himself and mentioned that one of his main focuses this year will be addressing food insecurity.

Finance & Facilities Committee Report

Trustee Sasso, chair of the Finance and Facilities Committee, reported that the group convened today at 3 p.m. to receive the DRAFT FY 2024 Independent Audit Report and Financial Statements. The committee thoroughly vetted the audit report, and Laura Pizzimenti from Bollus Lynch, LLP, reported that during the audit, they did not identify any deficiencies in internal controls that they consider to be material weaknesses. It was a clean audit.

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

VOTED: **to accept the recommendation of the Finance and Facilities Committee and approve the Worcester State University's FY 2024 Audited Financial Statements as prepared by the Certified Public Accounting firm of Bollus Lynch.**

ROLL CALL VOTE: Dr. Lisa Colombo (Chair); Maureen Power (Vice-Chair); Dr. Lawrence Sasso (Vice-Chair); Karen Lafond; David Tuttle (remotely); Dina Nichols; Amy Peterson (remotely); Kyrām Pou, Jr.

Appointment of Associate Vice President for Administration and Finance

Trustee Colombo called upon President Maloney to discuss the appointment of an Associate Vice President for Administration and Finance, as well as the materials included in the meeting packet.

- This position became vacant due to a retirement, and the board of trustees had previously approved the creation of this position in a past meeting. It has been our practice to present any position with the rank of dean or above to the Board for approval.
- Today, we seek the board's support for the appointment of Mary Beth McKenzie as the Associate Vice President for Administration and Finance, based on the terms outlined in her letter of appointment dated October 9, 2024.
- VP Eichelroth provided some background on the candidate, highlighting her extensive experience in higher education.
- The Associate Vice President for Administration and Finance will be responsible for managing and directing administrative and operational service units and staff, which include procurement, accounts payable, contracted auxiliary services, vendor management (such as food services, the bookstore, and transportation), contract management, and utilities.
- Trustee Power, who chairs the Human Resources Committee, mentioned that she spoke with President Maloney before the meeting to discuss this appointment in detail.

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

VOTED: **to approve the appointment of Mary Beth McKenzie as the Associate Vice President for Administration & Finance, upon the terms described in her letter of appointment dated October 9, 2024.**

ROLL CALL VOTE: Dr. Lisa Colombo (Chair); Maureen Power (Vice-Chair); Dr. Lawrence Sasso (Vice-Chair); Karen LaFond; David Tuttle (remotely); Dina Nichols; Amy Peterson (remotely); Kyram Pou, Jr.

MA State Universities Equal Opportunity, Non-Discrimination, and Title IX Plan (EOP) Presentation

Julie Kazarian, Vice President of Student Affairs and Dean of Students, introduced Jennifer Quinn, Associate Dean of Student Affairs, who presented a PowerPoint presentation included in the packet.

- Ms. Quinn indicated changes to our Equal Opportunity, Nondiscrimination, and Title IX Plan.
- New federal regulations were announced in April 2024 for implementation beginning August 1, prompting the state universities system-wide to develop this revised policy. The policy has since been presented to and approved by the Board of Higher Education.
- Ms. Quinn discussed Title IX: Key Projects and Developments.
- Chair Colombo reminded the Trustees that they are considered special employees, which makes them mandatory reporters.
- All employees undergo training once a year through an online module, while athletic trainers and student-athletes receive additional training.
- The revised Massachusetts State Universities Equal Opportunity, Non-Discrimination, and Title IX Plan (EO Plan), which has been approved by the Board of Higher Education (BHE) and the state, was also included in the packet for informational purposes.
- A vote of affirmation is being sought.

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

VOTED: to affirm that the Board of Trustees has read and understands the changes to the Massachusetts State Universities Equal Opportunity, Non-Discrimination, and Title IX Plan (EOP) Policy as presented.

ROLL CALL VOTE: Dr. Lisa Colombo (Chair); Maureen Power (Vice-Chair); Dr. Lawrence Sasso (Vice-Chair); Karen LaFond; David Tuttle (remotely); Dina Nichols; Amy Peterson (remotely); Kyram Pou, Jr.

EQUITY, DIVERSITY, AND INCLUSION PRESENTATION

Freedom of Speech and Demonstration Policy

President Maloney introduced Stacey Luster, J.D., General Counsel, and Assistant to the President. Ms. Luster presented a PowerPoint presentation that was included in the packet.

- She provided background on the development and revision of the University's Freedom of Speech and Demonstration Policy. On November 3, 2021, the University approved its Freedom of Speech Policy, which aligns with the First Amendment of the United States Constitution. This policy was amended to become the Freedom of Speech and Demonstration Policy on June 5, 2024.
- The purpose of this policy is to inform the campus community about the guidelines regarding speech and demonstrations. Efforts will be made this fall to raise awareness of the policy and the changes that have been implemented.

- This is a non-curriculum policy.

REPORT OF THE CHAIR

Committee assignment descriptions are included in the packet for your information. The following trustees have been assigned to their respective committees:

HUMAN RESOURCES COMMITTEE

- Maureen Power, Chair
- Amy Peterson, Vice Chair
- Dina A. Nichols
- David Tuttle

PLANNING AND DEVELOPMENT COMMITTEE

- David Tuttle, Chair
- Karen LaFond, Vice Chair
- Dr. Lawrence Sasso
- Marina Taylor

FINANCE AND FACILITIES COMMITTEE

- Dr. Lawrence Sasso, Chair
- Marina Taylor, Vice Chair
- Dina A. Nichols
- Amy Peterson

ACADEMIC AND STUDENT DEVELOPMENT COMMITTEE

- Karen M. LaFond, Chair
- Maureen Power, Vice Chair
- Marina Taylor
- Kyrām Pou, Jr.

The next meeting is scheduled for November 26, 2024. The timing of the meetings was discussed, and we will continue with a 4 p.m. start time. The University is celebrating its 150th anniversary.

REPORT OF THE STUDENT TRUSTEE

Kyram introduced himself and expressed his excitement about serving on this Board. He provided an update on student progress so far this school year, including issues related to food insecurity. He talked about Thea's Pantry, where he also works, and shared statistics regarding the number of students experiencing food insecurity. The dining service has implemented changes to the meal plan, allowing students a specific number of meal swipes each week. This adjustment helps students manage their meals throughout the semester without running out early on.

Additionally, on November 19 and 20, they will partner with Spirit Life to hold a clothing drive. The pantry,

located in the student center, is frequently used by students, and the food is sourced from food drives and donors.

PRESIDENT'S REPORT

- The President's Update was included in the packet.
- We included a link to the Academic Year Resource Guide in the packet. This guide was given to all employees at our Academic Year Kickoff event at the start of the academic year.
- At the state level, there is a significant focus on the FY24 closeout and planning for FY25 and FY26. We are advocating for closeout funds to be allocated to public education to support initiatives such as the Mass Grant, early college programs, and the endowment incentive.
- Additionally, we have been discussing the new free community college options and the 90-credit-hour bachelor programs that Johnson and Wales and Merrimack are hoping to launch.
- The Board of Trustees meeting scheduled for January 11 will highlight our enhanced partnership with EAB 360, an innovative approach to increasing applications and new student enrollment, along with a comprehensive presentation and a discussion on an upcoming fundraising campaign.
- Vice President Tom McNamara provided a brief update on fundraising efforts, focusing on campaign readiness and the potential impact of donor engagement. The Worcester State Foundation is celebrating its 30th anniversary and is currently collaborating with a consultant.
- Vice President Ryan Forsythe from Enrollment Management presented an enrollment update. We are seeing positive trends for Fall 2024, with enrollment remaining stable and reflecting a 2% increase.
- The packet contained a proposal to backfill the Assistant Vice President of Marketing and Communications position. The board has been informed about the plan to fill this role. Deborah Alvarez O'Neil, currently serving as the Director of Editorial Communications for Marketing and Communications, has agreed to step in as the interim leader. Additional background materials are available in the packet.

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 5:40 p.m.**

ROLL CALL VOTE: Dr. Lisa Colombo (Chair); Maureen Power (Vice-Chair); Dr. Lawrence Sasso
(Vice-Chair); Karen Lafond; Dina Nichols; Amy Peterson (remotely); Kyrin Pou, Jr.

Respectfully submitted


Barry M. Maloney

Secretary, Board of Trustees



Michelle Corbin
Worcester State Chapter President
Worcester State University
MSCA Chapter Union Office
Sullivan 216
Worcester, MA 01602

Office: (508) 929-8595
Email: president.worcester@mscaunion.org
mascaworcester@worchester.edu

November 2, 2024

Dear Trustees of Worcester State University,

We are writing today to raise your awareness about contract negotiations between the MSCA faculty union and the Council of Presidents. We are requesting 10 minutes at the November 26, 2024 board meeting to discuss our concerns. Recently, hundreds of our MSCA members sent letters to the nine state university presidents urging them to settle a fair contract for faculty teaching under the DGCE contract.

Our graduate and continuing education faculty give 100%, yet Instructors only earn 69% what they would be paid if they taught part-time under the Day contract. The financial proposal offered by the Council of Presidents is inadequate and will deepen the disparity between DGCE & Day course stipends by the end of the contract. It is simply unfair to increase profits for the university by paying DGCE faculty less.

We welcome an opportunity to answer questions about the Council of Presidents' proposal and our recently submitted counter-proposal.

Sincerely,

Michelle Corbin
MSCA Worcester State Chapter President

Charlotte Haller
MSCA Worcester State Chapter Vice President



Inclusive Excellence & Belonging Strategic Plan

Board of Trustees

November 26th, 2024



Office of Inclusive Excellence and Belonging

The Office of Inclusive Excellence and Belonging (IEB) is responsible for engaging and convening students, staff, and faculty with the purpose of implementing a Diversity, Equity, and Inclusion strategy, which moves the University towards a more inclusive climate by respecting and including the intellectual expertise and lived experiences of the Worcester State University community.



Stacey Luster

General Counselor, Assistant to the President for Employment and Equal Opportunity

sluster@worchester.edu | 508-929-8053 | 335

Department: **Office of President**



Edgar Moros

Executive Director for Inclusive Excellence and Belonging | Spanish

emoros@worchester.edu | 508-929-8784 | 335A

Department: **Inclusive Excellence and Belonging**

Pronouns: he/him/él



Omarthan Clarke

Assistant Director for Inclusive Excellence and Belonging

oclarke@worchester.edu | 508-929-8390 | 350

Department: **Inclusive Excellence and Belonging**



Tenere Taylor

Staff, Executive Assistant

ttaylor4@worchester.edu | 508-929-8053

Department: **Inclusive Excellence and Belonging**

Pronouns: She/Her/Hers

Presenter

- Dr. Edgar Moros - Executive Director for Inclusive Excellence and Belonging

President's Statement

We must not only enroll students from historically underrepresented identities, we must do all that we can to set them up for success. As has been said at our annual Unity Day – which is now embedded in our academic calendar – we are “better together,” and it is by working together that we will meet the goals of the Inclusive Excellence & Belonging Strategic Plan.

President Barry Maloney

Marginalized Groups/Protected Categories

Massachusetts State Universities'

Equal Opportunity, Nondiscrimination, and Title IX Plan

Bridgewater State University
Fitchburg State University
Framingham State University
Massachusetts College of Art and Design
Massachusetts College of Liberal Arts
Massachusetts Maritime Academy
Salem State University
Westfield State University
Worcester State University

Effective Date: August 1, 2024
Approved by the Massachusetts Board of Higher Education: August 1, 2024

- **Race**
- **Color**
- **National Origin**
- **Religion**
- **Sex**
- **Age**
- **Disability**
- **Genetic Information**
- **Marital/Parental Status**
- **Veteran Status**

IEB Strategic Plan



Inclusive Excellence & Belonging Strategic Plan 2024-2029



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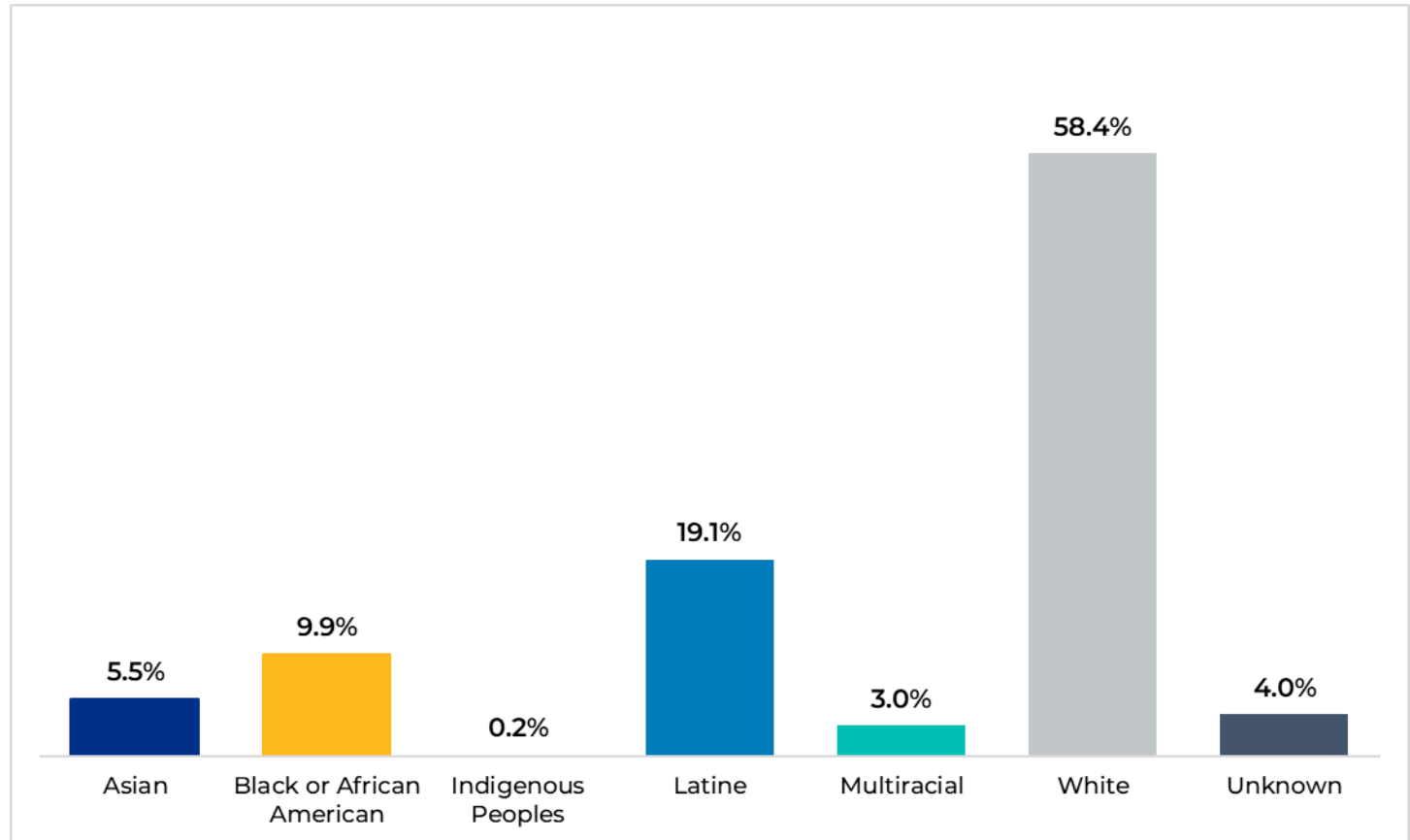
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Undergraduate Race/Ethnicity (Fall 2024)

↑ 22%
ALANA /
BIPOC
from 2020

↑ 40%
Latine
from 2020

↑ 19%
Black
from 2020

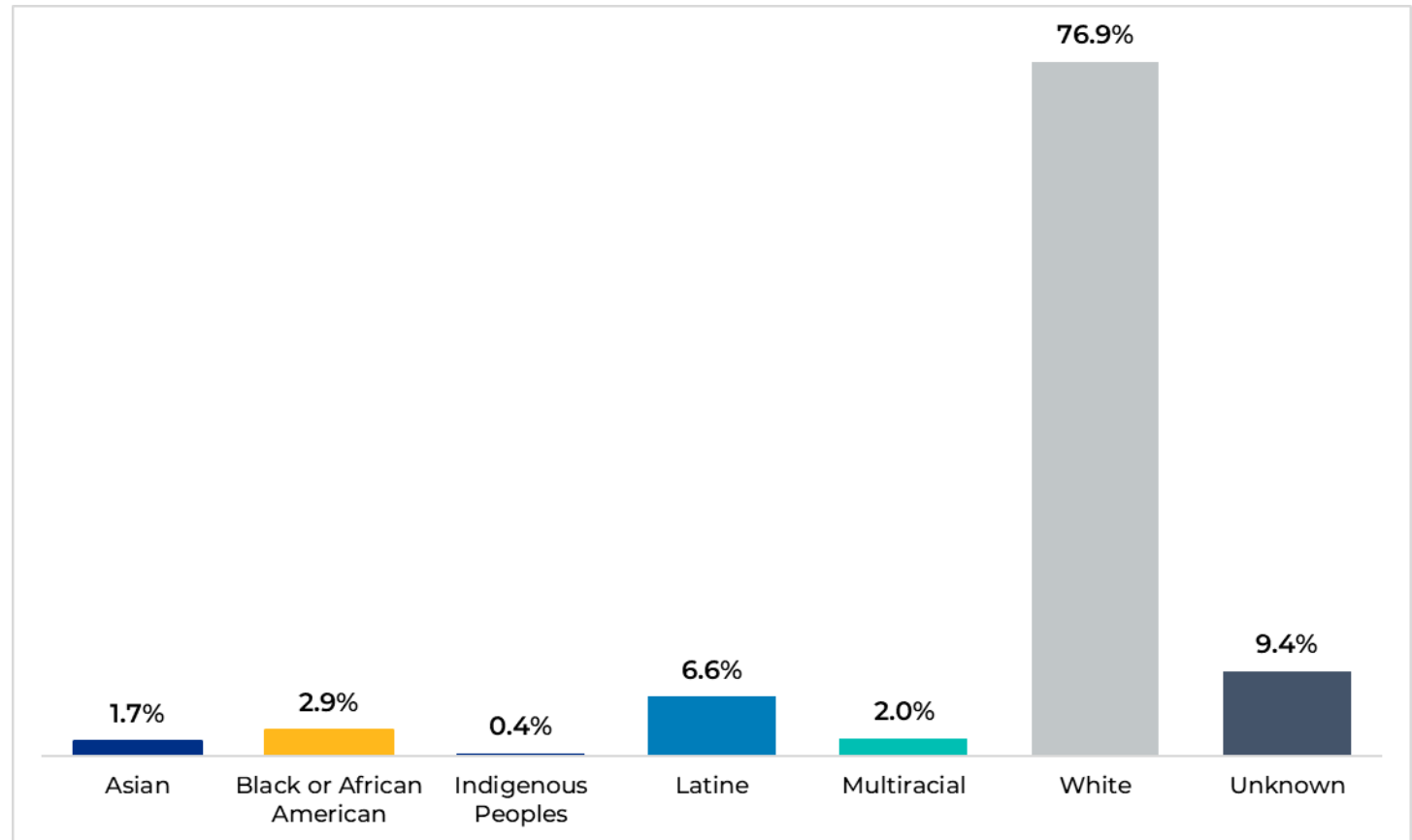


Graduate Race/Ethnicity (Fall 2024)

↑ 25%
ALANA /
BIPOC
from 2020

↑ 10%
Latine
from 2020

↑ 19%
Black
from 2020

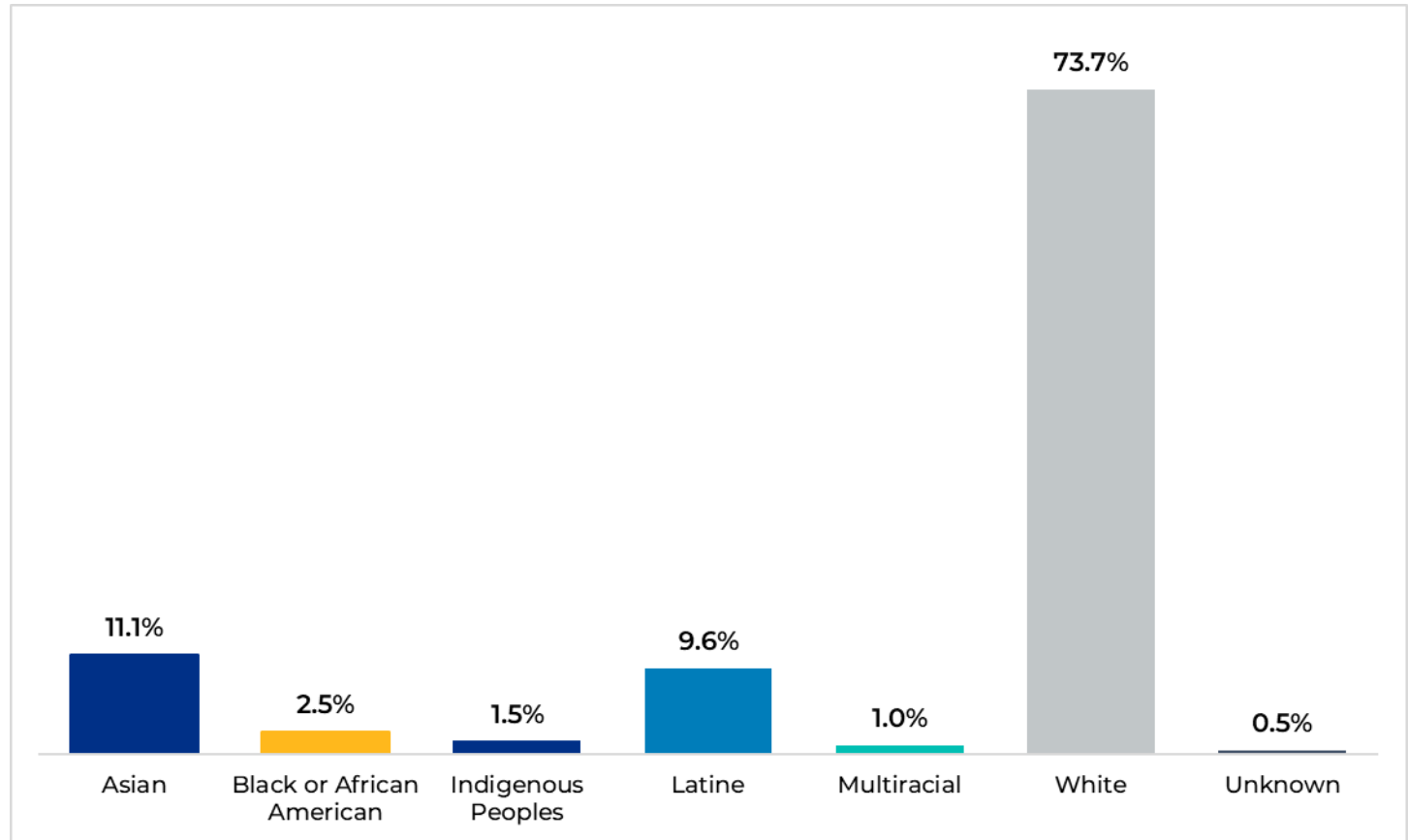


Full-Time Faculty Race/Ethnicity (Fall 2024)

↑ 4%
ALANA /
BIPOC
from 2020

↑ 2.5%
Latine
from 2020

↓ 40%
Black
from 2020

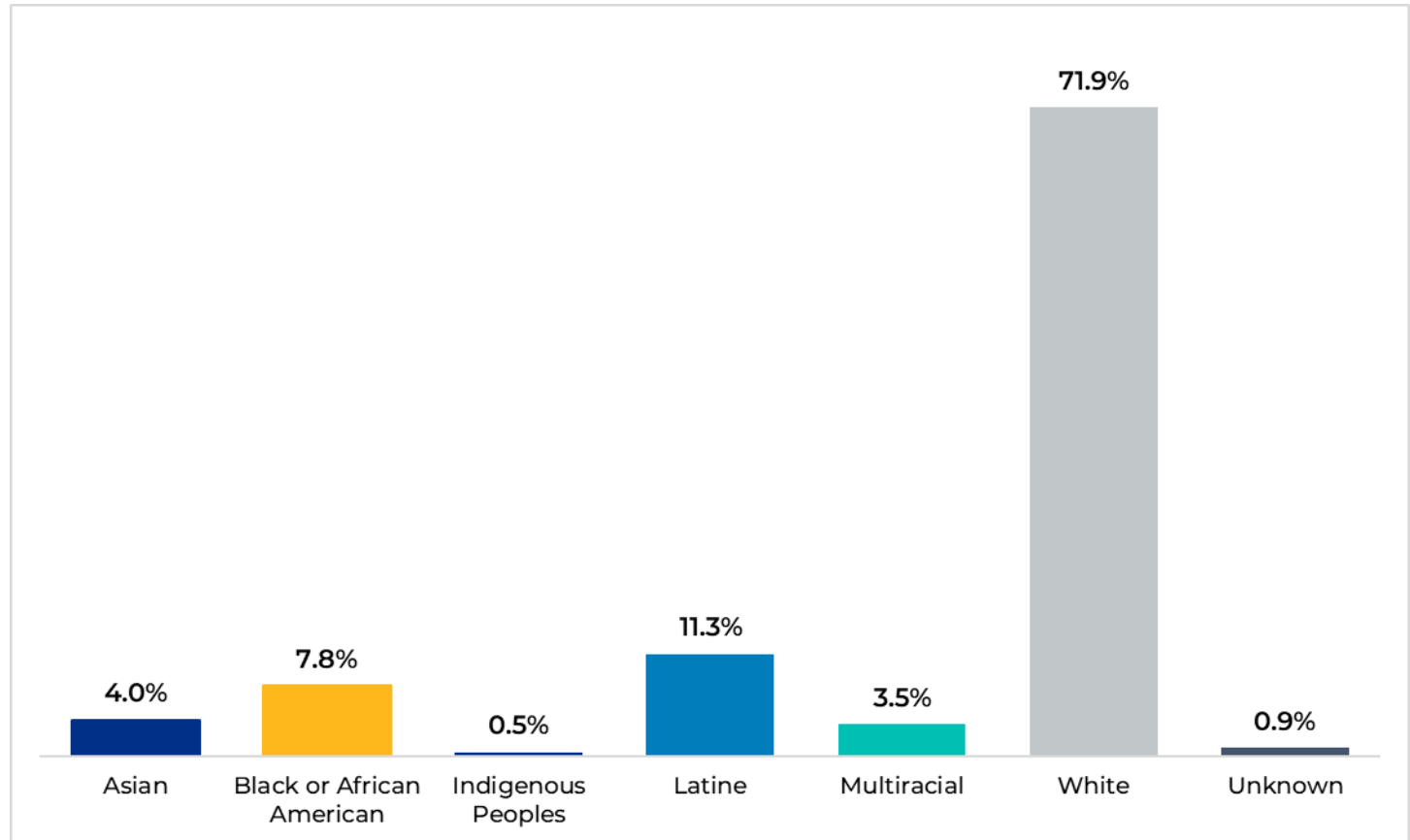


Full-Time Staff Race/Ethnicity (Fall 2024)

↑ 50%
ALANA /
BIPOC
from 2020

↑ 12%
Latine
from 2020

↑ 46%
Black
from 2020

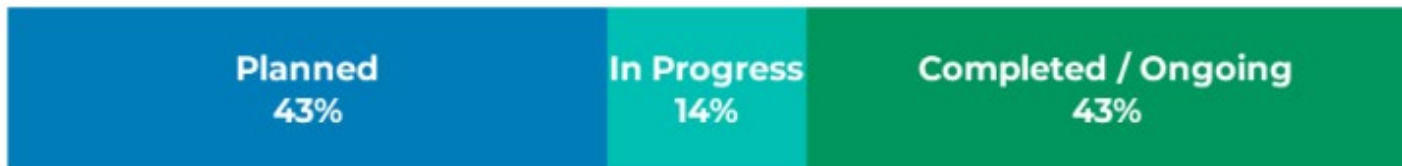


Strategic Plan Progress

Goal 1: Recruitment, Retention & Success



Goal 2: Curriculum, Assessment & Pedagogy



Goal 3: Campus Climate



Goal 4: Commitment, Transparency & Accountability



IEB Committees



Campus Climate Committee (CCC)



Co-Chairs : Rachel Graddy and Kym Meyer

This committee works collaboratively on a multi-stage approach to evaluating diversity, inclusion, and equity utilizing quantitative and qualitative data and proposes, designs and assesses short and long-term systemic initiatives consistent with the University's Strategic Plan. This committee is charged with effectuating the University's mission and implementing the President's Five Point+ Plan of Action.

Priorities:

1. Request that the call for committee be announced in the previous spring semester and request that committee appointments occur for rotating two-year terms.
2. Run the survey in the Fall semester instead of the Spring semester.
3. Incorporation of recruitment of diverse faculty from race, sex, gender, and sexuality-based organizations within fields.

Advisory Committee for Equal Opportunity, Diversity & Affirmative Action



Co-Chairs: Marc Wagoner and Katey Palumbo

This committee is explicitly derived from the state-wide Equal Opportunity, Diversity, and Affirmative Action Plan and it is charged with evaluating institutional compliance with respect to all equal opportunity, diversity, and affirmative action programs. The committee keeps informed as to federal and state laws and regulations as well as institutional policies impacting equal opportunity, diversity, and affirmative action and makes recommendations of appropriate strategies annually to the President and respective campus and governance committees.

Priorities:

1. Fund the Staff Navigator for Equity position
2. Reinvigorate the mini-grant program

Bias Incident Response Team (BIRT)



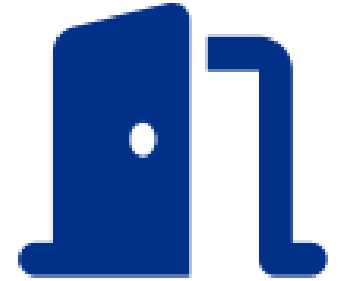
Co-Chairs : Nafisa Tanjeem and Jennifer Quinn

BIRT is responsible for providing a comprehensive approach to addressing incidents of bias that challenge the University's mission, core values, civility policies, policy against discrimination, discriminatory harassment, retaliation, and efforts toward improving campus climate. This committee is charged with promoting a safe and welcoming climate that is open to all, funneling reported incidents to the appropriate office for investigation and/or discipline, recommending programs that are both preventative and responsive to bias incidents, documenting and monitoring reported incidents of bias, and advising on the provision of care, support, resources, and education to individuals or groups who are the targets of bias incidents and to the campus community concerning the resulting impact.

Priorities:

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

LGBTQIA+ Advisory Group



Co-Chairs : Andrew Goins and Sarah Eagan

This advisory group advocates for the needs of the LGBTQIA+ community and works towards a campus culture where members of the LGBTQIA+ community are welcomed and respected. This committee's charge is to identify and provide educational resources and programs supporting and celebrating the LGBTQIA+ community and to collaborate with Worcester State offices, programs, and groups to address the needs of the LGBTQIA+ community.

Priorities:

1. Streamline the process to constitute the LGBTQIA+ Advisory Group (and other DEIJ committees) so we can begin our work promptly at the start of the academic year.
2. Include the Assistant Director, LGBTQIA+ Resource Center / Deputy Title IX Coordinator as a standing committee member to continue coordinated institutional efforts.
3. Expand our curricular offerings that center LGBTQIA+ experiences, histories, and theories.

Antiracism Subcommittee



Co-Chairs : Aldo García-Guevara and Amanda Wittman

This committee serves as a bridge between students, faculty, and administration regarding student service and support with intentionality around transparency, visibility, communication and giving voice to students' ideas and thoughts around cross racial and cultural topics for programming and workshops, with an explicit focus on issues of race.

Priorities:

1. Develop a yearlong series on anti-racist teaching and learning, and community engagement, working with models promoted by the MA Dept. of Higher Ed, and includes WSU faculty expertise.
2. Expand, develop and implement a calendar of workshops/trainings for APA, AFSCME, and NUP members specifically addressing cultural competence/race.
3. Develop a system and process to evaluate, improve and sustain strengths within Human Resources customer service model by campus constituents with emphasis on onboarding, supporting, and service to ALANA/BIPOC staff/faculty.

Accessibility Committee



Co-Chairs :

New in Academic Year 2024-2025. This committee advocates for the needs of disabled students, faculty, and staff. It proposes and oversees progress on issues related to accessibility on campus.

Military & Veteran Affairs Committee

Co-Chairs :

New in Academic Year 2024-2025. This committee advocates for the needs of Military and Veteran students. It oversees the progress and compliance of VISTA projects and gives feedback on these projects and their viability for the future.

Adult Learner Advisory Committee (Proposed)

Co-Chairs :

This committee advocates for the needs of post-traditional students, also known as adult learners.

Discussion & Questions



Thank you!

Dr. Edgar Moros
emoros@worchester.edu





WORCESTER
STATE
UNIVERSITY

Inclusive Excellence & Belonging

Strategic Plan 2024-2029



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PRESIDENT'S MESSAGE



The first seven years I served as Worcester State University president, the ALANA/BIPOC (African, Latine, Asian, Native American and/or Black, Indigenous, People of Color) percent of our student body doubled, and it has jumped significantly again the past three years. In Fall 2023, we enrolled the most diverse class of new students ever, with 43% of first-years identifying as ALANA/BIPOC. This statistic is particularly important to me and to Worcester State.

First, it speaks to our mission, as a public university located in the city of Worcester. As the University's 2020-2027 strategic plan states, we "champion academic excellence in a diverse, student-centered environment." A diverse student body is important, first, because we wish to provide equality of opportunity to historically underrepresented groups. And it is also important that all students learn from the different perspectives that are represented in our classrooms as a result. The future of our communities, and even our democracy, depends upon an understanding of "where others come from," in the broadest sense of that phrase. I am proud that Worcester State is providing that opportunity to students, and to see, as this report indicates, that we are also making strides on faculty and staff hiring. These are positive signs.

The strategic plan challenges us to go beyond the pursuit of diversity. We are zeroing in on measures of success and looking to ensure equity. We are measuring various groups' feelings of belongingness, so central for retaining students and employees. We must not only enroll students from historically underrepresented identities, we must do all that we can to set them up for success. As has been said at our annual Unity Day – which is now embedded in our academic calendar – we are "better together," and it is by working together that we will meet the goals of the Inclusive Excellence & Belonging Strategic Plan.

Sincerely,

A handwritten signature in black ink that reads "Barry M. Maloney". The signature is written in a cursive, flowing style.

Barry M. Maloney
President

STATEMENT FROM THE EXECUTIVE DIRECTOR FOR INCLUSIVE EXCELLENCE & BELONGING



It is an honor for me to serve as Worcester State University's Executive Director for Inclusive Excellence & Belonging, working closely in collaboration with university leaders who act as institutional inclusive excellence and belonging champions including administrators, faculty, and students. I am proud to present the 2024-2029 Inclusive Excellence & Belonging Strategic Plan which will ensure that inclusive excellence and belonging is infused through the existing structures at the institution.

The Office of Inclusive Excellence & Belonging is delighted to continue our work that increasingly demonstrates a strong commitment to inclusive excellence and belonging efforts at our campus and beyond. With that said, WSU has just reached the Emerging Hispanic Serving Institution (eHSI) status which is a great accomplishment. To be an eHSI, institutions must have 15 to 24.9 percent undergraduate full-time equivalent (FTE) Hispanic enrollment, which means WSU has the potential to become a Hispanic Serving Institution (HSI) in the next few years.

This document is intended to be a road map of where we have been and where we intend to go as we continue to focus on WSU's 2020-2027 Strategic Plan; The New Undergraduate Experience; and the Massachusetts Department of Higher Education Strategic Plan for Racial Equity 2023-2033.

A handwritten signature in black ink that reads "Edgar Moros". The signature is written in a cursive, flowing style.

Dr. Edgar Moros
Executive Director for Inclusive
Excellence & Belonging

OFFICE INCLUSIVE EXCELLENCE & BELONGING

The Office of Inclusive Excellence & Belonging is responsible for engaging and convening students, staff, and faculty with the purpose of implementing an inclusive excellence and belonging strategy, which moves the University towards a more inclusive climate by respecting and including the intellectual expertise and lived experiences of the Worcester State University community.

The office works with all departments and offices on campus and convenes the inclusive excellence & belonging committees each academic year and provides administrative and strategic support and leadership.



Stacey Luster, J.D.

General Counselor and
Assistant to the President for
Employment & Equal Opportunity



Edgar Moros, Ph.D.

Executive Director for Inclusive
Excellence & Belonging



Omarthan Clarke, M.A.

Assistant Director for Inclusive
Excellence & Belonging



Tenere Taylor

Executive Assistant

INCLUSIVE EXCELLENCE & BELONGING COMMITTEES

Campus Climate Committee (CCC) ¹	
Advisory Committee for Equal Opportunity, Diversity & Affirmative Action	Bias Incident Response Team (BIRT)
LGBTQIA+ Advisory Committee	Antiracism Subcommittee
Accessibility Committee	Military & Veteran Affairs Committee
Adult Learner Committee (Proposed)	

¹ Members appointed for AY 2024-2025

Campus Climate Committee (CCC)

This committee works collaboratively on a multi-stage approach to evaluating diversity, inclusion, and equity utilizing quantitative and qualitative data and proposes, designs and assesses short and long-term systemic initiatives consistent with the University’s Strategic Plan. This committee is charged with effectuating the University’s mission and implementing the President’s Five Point+ Plan of Action.

Advisory Committee for Equal Opportunity, Diversity & Affirmative Action

This committee is explicitly derived from the state-wide Equal Opportunity, Diversity, and Affirmative Action Plan and it is charged with evaluating institutional compliance with respect to all equal opportunity, diversity, and affirmative action programs. The committee keeps informed as to federal and state laws and regulations as well as institutional policies impacting equal opportunity, diversity, and affirmative action and makes recommendations of appropriate strategies annually to the President and respective campus and governance committees.

Bias Incident Response Team (BIRT)

BIRT is responsible for providing a comprehensive approach to addressing incidents of bias that challenge the University's mission, core values, civility policies, policy against discrimination, discriminatory harassment, retaliation, and efforts toward improving campus climate. This committee is charged with promoting a safe and welcoming climate that is open to all, funneling reported incidents to the appropriate office for investigation and/or discipline, recommending programs that are both preventative and responsive to bias incidents, documenting and monitoring reported incidents of bias, and advising on the provision of care, support, resources, and education to individuals or groups who are the targets of bias incidents and to the campus community concerning the resulting impact.

LGBTQIA+ Advisory Group

This advisory group advocates for the needs of the LGBTQIA+ community and works towards a campus culture where members of the LGBTQIA+ community are welcomed and respected. This committee's charge is to identify and provide educational resources and programs supporting and celebrating the LGBTQIA+ community and to collaborate with Worcester State offices, programs, and groups to address the needs of the LGBTQIA+ community.

Antiracism Subcommittee

This committee serves as a bridge between students, faculty, and administration regarding student service and support with intentionality around transparency, visibility, communication and giving voice to students' ideas and thoughts around cross racial and cultural topics for programming and workshops, with an explicit focus on issues of race.

Accessibility Committee

[New in Academic Year 2024-2025](#). This committee advocates for the needs of disabled students, faculty, and staff. It proposes and oversees progress on issues related to accessibility on campus.

Military & Veteran Affairs Committee

[New in Academic Year 2024-2025](#). This committee advocates for the needs of Military and Veteran students. It oversees the progress and compliance of VISTA projects and gives feedback on these projects and their viability for the future.

Adult Learner Advisory Committee

[Proposed](#). This committee advocates for the needs of post-traditional students, also known as adult learners.

INCLUSIVE EXCELLENCE & BELONGING PARTNERS

While all departments and offices at Worcester State are engaged in promoting inclusive excellence and belonging, several partners work closely with the Office of Inclusive Excellence & Belonging to engage the campus community while implementing an inclusive excellence and belonging strategy.

Office of Multicultural Affairs (OMA)

OMA's mission is to increase the access, retention, and graduation of first generation, low-income, and/or ALANA/BIPOC current and future college students by enhancing students' current knowledge and skills with a focus in academic, career, personal, social, and financial adjustment.

Latino Education Institute (LEI)

LEI's mission is to improve the academic achievement and well-being of Latino students (K-16) and their families from the City of Worcester. The institute was created in response to a call to action by the Worcester Working Coalition for Latino Students, a grassroots group representing community and elected leaders, concerned parents, and educators.

Urban Action Institute

The institute is the outreach and community action arm of Worcester State University's Urban Studies department. The Institute collaborates with students, faculty, and community partners to address social, political, and economic injustices through field-based learning and advocacy for a more equitable city. The Institute aims to contribute to a world where the collaborative approach it embraces becomes mainstream.

John K. Binienda Center for Civic Engagement

The center is dedicated to collaboration, academic support, guidance, and student-centered projects for our students, while connecting with volunteers and engaging in other experiential opportunities with community partners.

Center for Teaching and Learning (CTL)

The CTL provides faculty professional development opportunities related to inclusive excellence and belonging teaching, learning and assessment. The Faculty Fellow for Equity resides within the CTL and provides support to individual faculty, departments, and programs in the multiple aspects of inclusive excellence and belonging, intersectionality, and social justice efforts.

DEFINITIONS

Anti-racist

Actively identifying and eliminating racism in all its forms. This term acknowledges that simply being “not racist” or not participating in racism is not enough to eliminate racial discrimination; rather, antiracism is rooted in actively challenging the policies, practices, systems of belief, and norms that allow racism to thrive.

ALANA/BIPOC

African, Latine, Asian, Native American and/or Black, Indigenous, People of Color.

Cultural Humility

Cultural humility is a practice of self-reflection on how one’s own background and the background of others impact teaching, learning, research, creative activity, engagement, leadership, etc. It involves an ongoing process of self-exploration and self-critique combined with a willingness to learn from others. It means entering a relationship with another person with the intention of honoring their beliefs, customs, and values. It means acknowledging differences and accepting that person for who they are.

Diversity

Diversity includes all the ways in which people differ, encompassing the different characteristics that make one individual or group different from another. While diversity is often used in reference to race, ethnicity, sex, and gender, we embrace a broader definition of diversity that also includes age, national origin, religion, disability, sexual orientation, gender identity, socioeconomic status, first-generation status, education, marital status, veteran status, language, and physical appearance. Our definition also includes diversity of thought: ideas, perspectives, and values. We also recognize that individuals affiliate with multiple identities.

Equity

Equity is the fair treatment, access, opportunity, and advancement of all people, while at the same time striving to identify and eliminate barriers that have prevented the full participation of some groups. Improving equity involves increasing justice and fairness within the procedures and processes of institutions or systems, as well as in their distribution of resources. Tackling equity issues requires an understanding of the root causes of outcome disparities within our society.

Historically Marginalized Identities

We prefer “historically marginalized identities” as opposed to “people of color” or “minorities” to include all communities who have been historically marginalized. This preference reflects an understanding of “minority” status as socially constructed in specific societal contexts. We recognize that minoritization is continued and ongoing, rather than located in the past.

Inclusion

Inclusion is the act of creating environments in which any individual or group can be and feel welcomed, respected, supported, and valued to fully participate. An inclusive and welcoming climate embraces differences and offers respect in words and actions for all people. It is important to note that while an inclusive group is by definition diverse, a diverse group isn’t always inclusive. Increasingly, recognition of unconscious or ‘implicit bias’ helps organizations to be deliberate about addressing issues of inclusivity.

Justice

The systematic and proactive reinforcement of the policies, practices, and norms needed to achieve and sustain diversity, inclusion, and equity. Justice is not simply addressing individual acts of wrongdoing; rather, it is working proactively to change campus climate and culture such that fewer acts of wrongdoing are likely to occur.

LGBTQIA+

An acronym for lesbian, gay, bisexual, transgender, queer, intersex, and asexual with a "+" sign to recognize the limitless sexual orientations and gender identities used by members of the community.

Equity-Minded

The perspective or mode of thinking that calls attention to patterns of inequity. This includes critically reassesses one’s own practices and being aware of the social and historical context of exclusionary practices in American Higher Education.

Culturally Responsive Pedagogy

An approach to teaching and learning that facilitates the achievement of all students by recognizing that culture is a powerful force in shaping how we see ourselves and the world around us. In culturally responsive pedagogy, reflective teaching and learning occur in a culturally supported, learner-centered context, whereby the strengths students bring are identified, nurtured, and utilized to promote student achievement.

INCLUSIVE EXCELLENCE & BELONGING AT WORCESTER STATE

Points of Action Toward a More Inclusive Campus Climate

During the Fall 2015 semester, President Barry Maloney convened campus community members to discuss how the institution could build upon its existing programs and services to ensure that the university championed academic excellence in a diverse, student-centered environment while fostering scholarship, creativity, and global awareness.

In the Spring 2016 semester, the President announced his Five Point Plan of Action Toward a More Inclusive Campus Climate (renamed Points of Action moving forward) and stated that he would like to pursue a data-driven approach to evaluating WSU's campus climate. To that end, WSU partnered with NERCHE (New England Resource Center for Higher Education) at UMass Boston and the National Institute for Transformation and Equity (NITE) at Indiana University.

- **Classroom Context** to incorporate diverse perspectives and abilities to the classroom and Diversity as its own content area.
- **Student Engagement** to elicit student experiences and gauge the level of concern through student surveys and forums, as well as through formal and informal direct interactions.
- **Cross-Racial Interaction** with campus programming designed to enhance the experiences of all.
- **Cultural Humility Training** for all campus community members.
- **Diversity In all Hiring Processes**, focused on best practices and AA/EO goals.
- **Communications** for incident response.
- **Accountability** for all initiatives related to inclusive excellence and belonging.

Comprehensive Institutional Assessment

Following the Points of Action, the University embarked in a two-year multifaceted approach toward an institutional culture climate assessment, which included multiple campus interviews, presentations from NERCHE and the Campus Climate Committee, nearly 200 undergraduate student interviews, a survey with nearly a 25% response rate from full-time undergraduate students. Recommendations were compiled and presented to the community.

Board of Higher Education Equity Agenda

As a public higher education institution, Worcester State is also responsible for contributing to initiatives developed by the Massachusetts Board of Higher Education.

In 2018 the Massachusetts Board of Higher Education developed The Equity Agenda with an aim of raising the enrollment, attainment, and long-term success outcomes among Students of Color. The Equity Agenda outlined an action plan that covers five key areas: Policy Audit; Student Experience; Data and Evidence; Community of Practice; and Sustained Transformation. One of the major goals of Sustained Transformation was to develop state-wide strategic plan to advance racial equity.

Two additional projects, the New Undergraduate Experience Report that outlined a new Student Bill of Rights and the Support Services for Student Success Framework, which offers innovative strategies for achieving student success for Students of Color, informed the Strategic Plan for Racial Equity. The plan details the responsibilities of both the Department of Higher Education and the Massachusetts public institutions of higher education.

University Strategic Plan

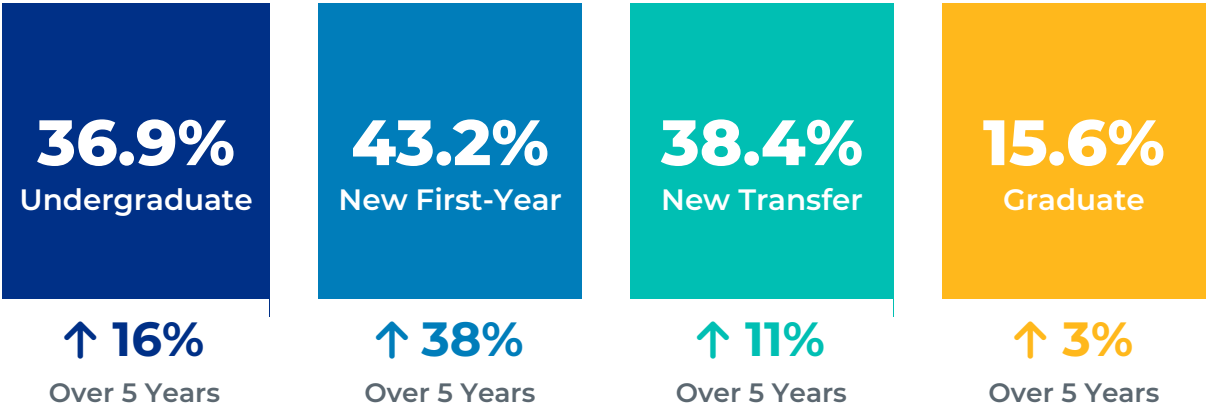
The Worcester State Strategic Plan (Beyond 150: Lead, Succeed Engage) was developed during the 2019-2020 academic year.

A major change to this plan from prior plans is that equity is the overarching lens through which all goals, strategies and initiatives were developed. Rather than relegating inclusive excellence and belonging to one goal or strategy, the Strategic Planning Steering Committee infused equity throughout the entire plan. All metrics and initiatives relating to inclusive excellence and belonging are tagged so that the progress of inclusive excellence and belonging within the strategic plan can be assessed on a yearly basis.

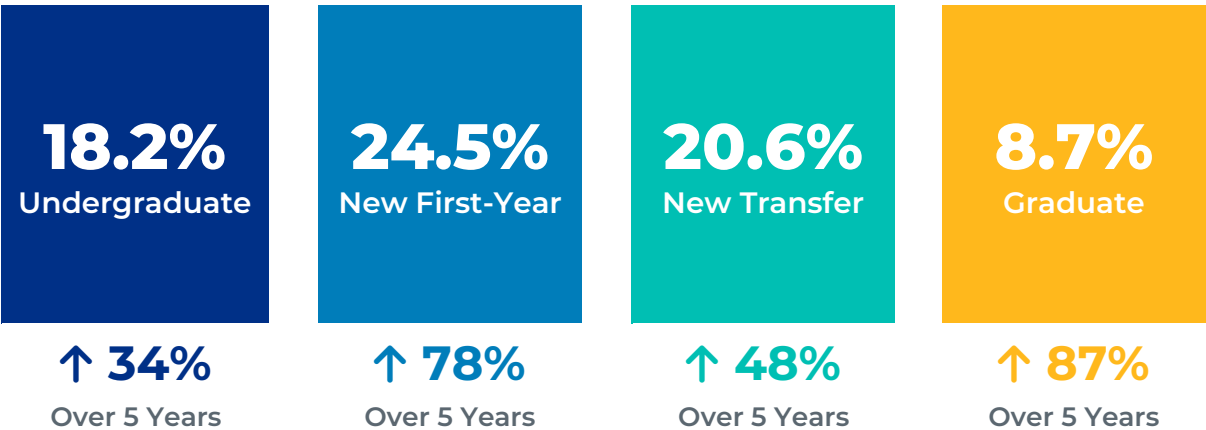
CURRENT STATE - FALL 2023

Degree-Seeking Students

ALANA/BIPOC

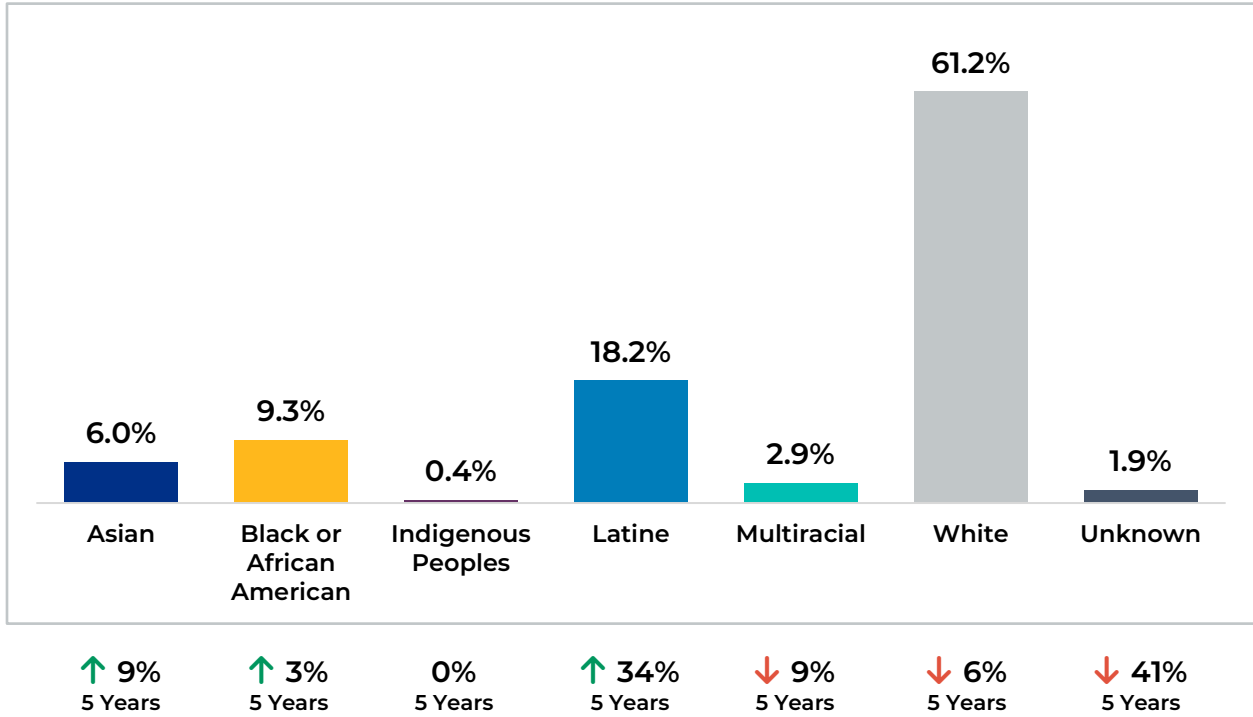


Latine (Any Race)

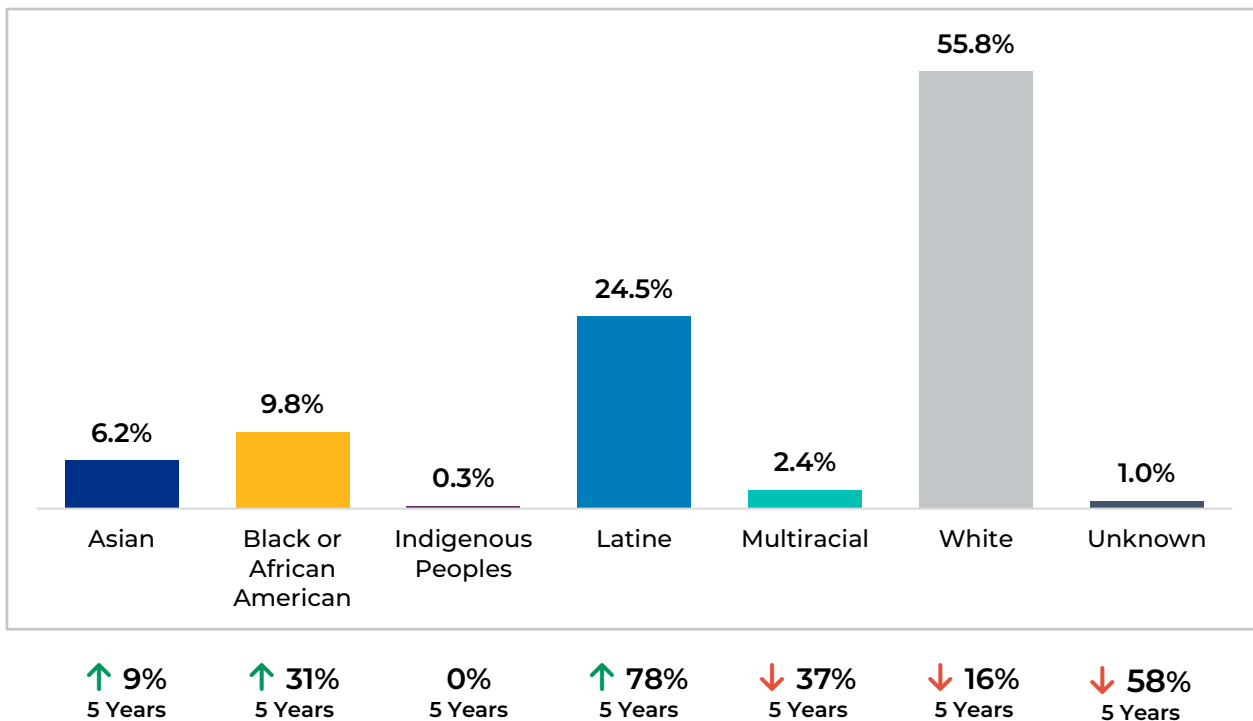


Note: Data in this document may not match other reports as US non-residents were grouped by race/ethnicity rather than citizenship status for these analyses.

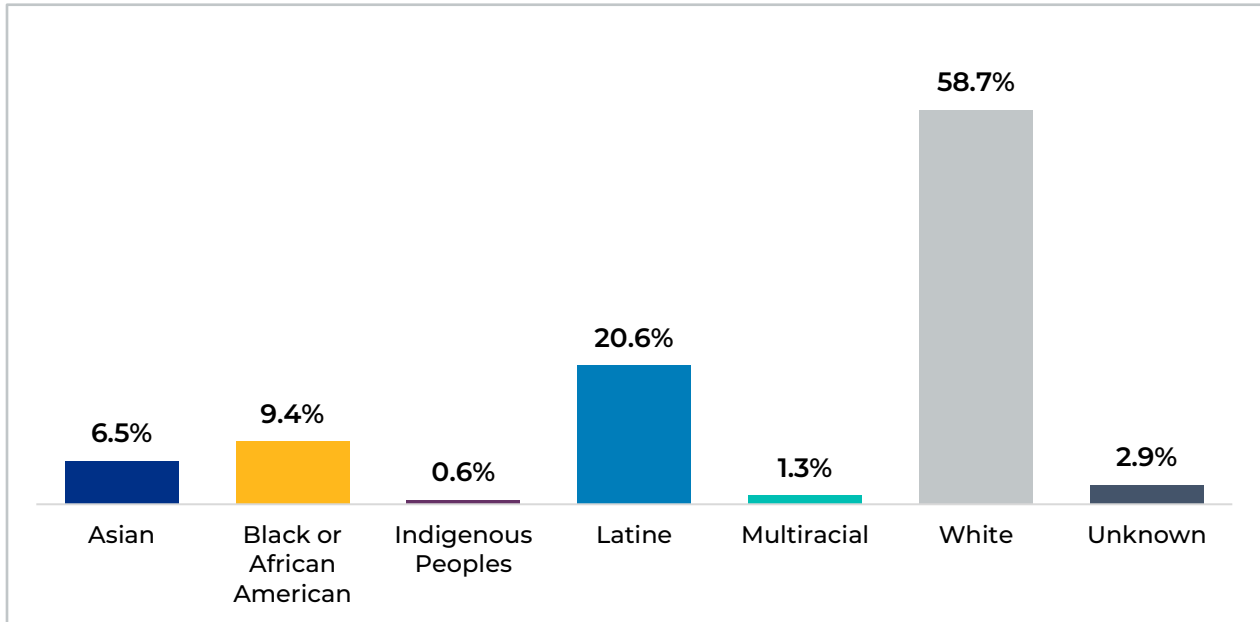
Undergraduate Race/Ethnicity



New First-Year Race/Ethnicity



New Transfer Race/Ethnicity



↑ 57%
5 Years

↓ 32%
5 Years

↑ 5%
5 Years

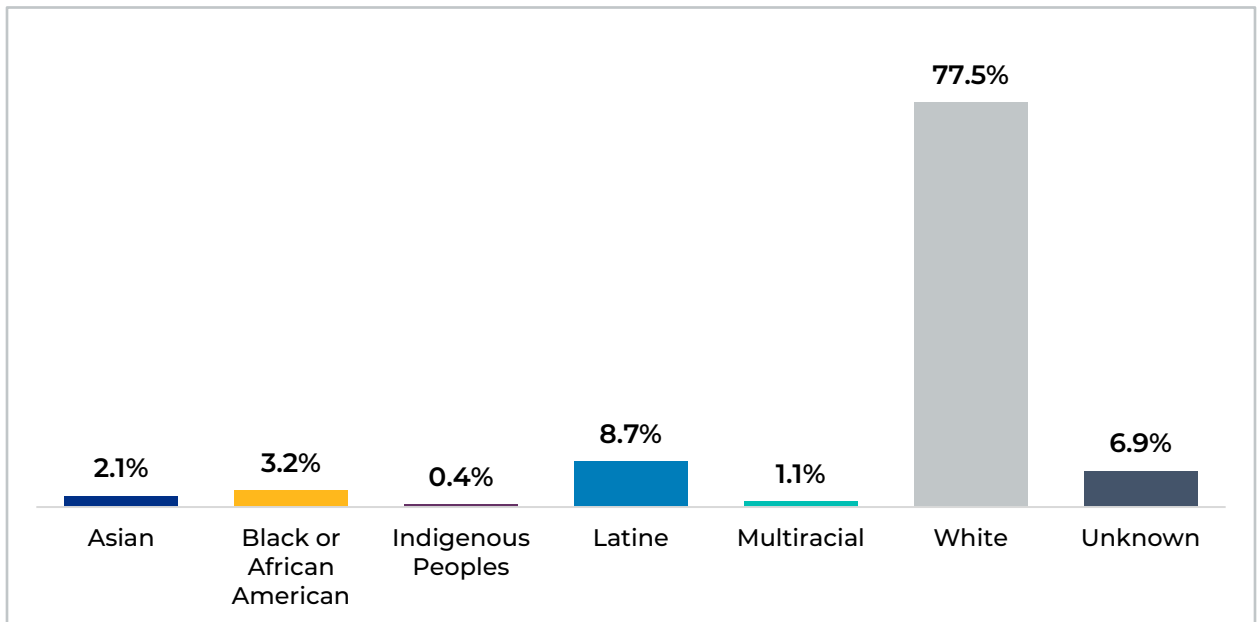
↑ 48%
5 Years

↓ 43%
5 Years

↓ 6%
5 Years

↑ 9%
5 Years

Graduate Race/Ethnicity



↓ 39%
5 Years

↓ 35%
5 Years

0%
5 Years

↑ 87%
5 Years

↓ 46%
5 Years

↓ 2%
5 Years

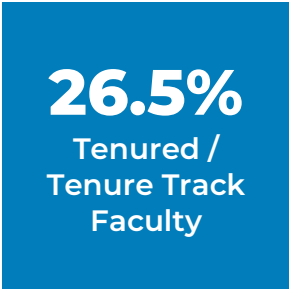
↑ 11%
5 Years

Full-Time Employees

ALANA/BIPOC



↑ 12%
Over 5 Years



↑ 14%
Over 5 Years

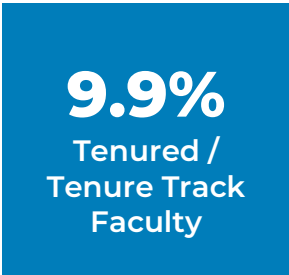


↑ 31%
Over 5 Years

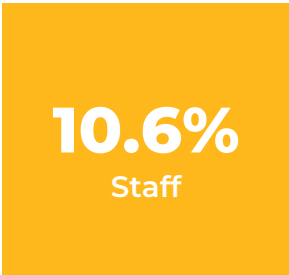
Latine (Any Race)



↑ 18%
Over 5 Years

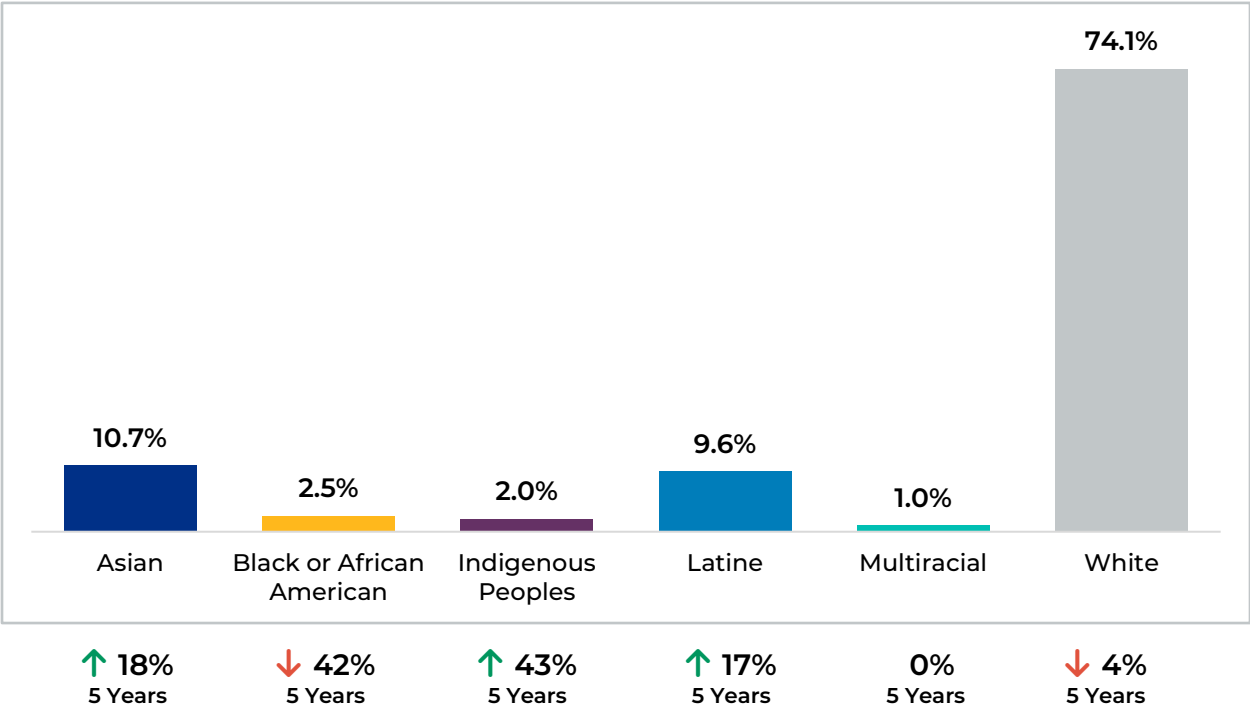


↑ 20%
Over 5 Years

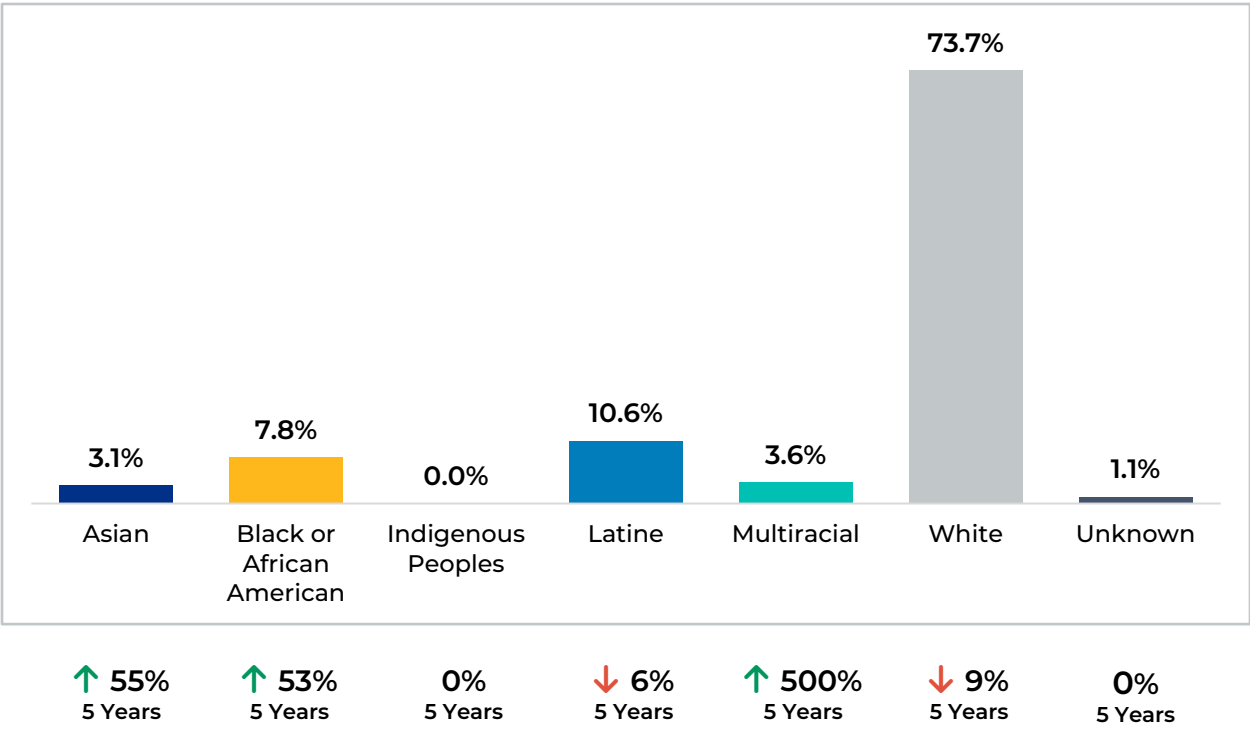


↓ 6%
Over 5 Years

Full-Time Faculty Race/Ethnicity



Full-Time Staff Race/Ethnicity



Campus Climate Assessments

Campus Climate Survey

As a result of many of the above efforts, and with active participation and leadership of the Campus Climate Committee, the University has conducted two comprehensive campus climate surveys to the entire campus community in spring 2021 and spring 2023. As a result of the pandemic, efforts were channeled and optimized by implementing a single survey instrument that incorporates quantitative as well as qualitative data to address climate at the institution.

Results from 2021 were re-coded into themes to compare with the new coding used in 2023. The questions used a 5-point Likert-type agreement scale. The themes compared here include:

Diversity & Inclusion

- Inclusion, diversity of community, commitment to diversity

Belonging

- Belonging, positive reflected appraisals, found community, and in-group identification.

Equity

- Student equity based on treatment in and out of classrooms.
- Faculty and staff equity based on promotion, resources, work distribution, compensation, and expectations.

Results *(see Appendix C for more detail)*

- In both years students tended to have higher ratings than faculty and staff.
- While ratings increased from 2021 to 2023, students, faculty, and staff from historically marginalized identities have lower average ratings than their counterparts.
- White, heterosexual, cisgender, abled, and Christian students, faculty, and staff had higher average ratings for all three themes.

Greatest Increases from 2021 to 2023

Theme	Group	Type	2021	2023
Belonging	Asian	Faculty	3.1	3.6
Belonging	Black/African American	Faculty	2.3	2.9
Belonging	Disability	Staff	3.5	3.9
Belonging	Underrepresented Religions	Staff	3.3	3.9
Belonging	Latine	Faculty	3.1	3.8
Belonging	Latine	Staff	3.5	3.9
Diversity	Asian	Students	3.5	3.8
Diversity	Black/African American	Faculty	2.5	3.3
Diversity	Latine	Faculty	2.4	3.8
Diversity	Latine	Students	3.4	4.0
Diversity	Multiracial	Faculty	2.7	3.6
Equity	Black/African American	Staff	2.5	3.5
Equity	Disability	Staff	2.6	3.8
Equity	Underrepresented Religions	Staff	2.8	3.4
Equity	Latine	Faculty	2.7	3.4
Equity	Multiracial	Faculty	3.0	3.8

Greatest Decreases from 2021 to 2023

Theme	Group	Type	2021	2023
Belonging	Disability	Faculty	3.8	3.4
Diversity	Asian	Staff	4.8	3.5
Diversity	Underrepresented Religions	Staff	3.7	3.3
Equity	Disability	Faculty	3.7	2.6
Equity	Underrepresented Religions	Faculty	3.8	3.1
Equity	Latine	Staff	3.5	2.6
Equity	LGBTQIA+	Faculty	3.5	3.1

Notes:

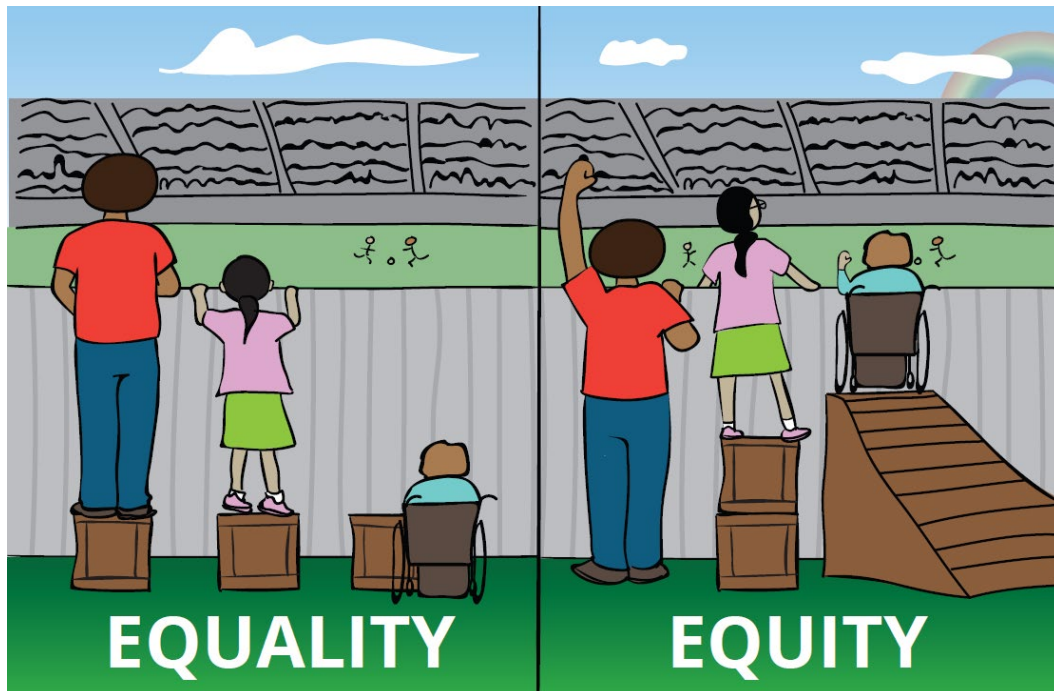
- Respondents self-identified demographic information.
- Underrepresented religions include Judaism, Islam, Sikhism, Buddhism, Taoism, Pagan, and Wiccan. Not Religious includes Atheist, Agnostic, and Spiritual but not religious.
- In 2021, 450 responses were submitted (263 students, 77 faculty, 110 staff).
- In 2023, 710 responses were submitted (512 students, 82 faculty, 116 staff).

Equity Audit

A campus-wide Equity Task Force was convened in fall 2021 and led by Dr. Akuoma Nwadike of Inclusivity Education to analyze and develop an action plan to close equity gaps on campus and to conduct an equity audit.

The following areas were highlighted as the Highest Priority Inclusive Excellence & Belonging Gaps/Growth Areas:

- Disproportionately high hiring gaps within departments compared to overall faculty/staff demographics and student body demographics.
- Inclusive excellence and belonging-related documents/artifacts focus more on “what” the University wants to do/wants outcomes to be without proper detailing of “how” changes will be implemented, which can result in performative action.
- Lack of measurement/KPI data to track inclusive excellence and belonging and anti-racism progress.
- Curriculum in theory focuses on culturally relevant pedagogy but in practice may be limited to just diversity/multiculturalism.
- Statistically different academic outcomes for Black and Latine students, particularly in STEM where they are increasingly enrolling (at a proportion greater than their white peers).



Campus Pride Index LGBTQ+ Audit

The Campus Pride Index is a national assessment tool assisting campuses in improving safety and campus climate for people who are LGBTQIA+ and shaping the educational experience to be more inclusive, welcoming and respectful of LGBTQIA+ and allies.

Worcester State received a rating of 4.5 out of 5 Stars. According to the Campus Pride Index, this score indicates that our campus has already made a significant commitment to LGBTQIA+ & ally people on campus. It is recommended that we focus on the following remaining areas of improvement:

- Full-time staff to support LGBTQIA+ students and increase campus awareness of LGBTQIA+ concerns as 50% or more of the job description.
- Option to self-identify sexual orientation on housing and alumni forms.
- Option to self-identify gender identity on housing and alumni forms.
- LGBTQIA+ alumni group supported by the institution's alumni office.
- Concerted effort to incorporate LGBTQIA+ issues into existing or new courses.
- Academically focused LGBTQIA+ student organizations (e.g., LGBTQIA+ Medical Association, oSTEM, Out Lawyers Association).
- Visible, active LGBTQIA+ representation in major student organizations.
- Visible, active LGBTQIA+ representation in student support offices through volunteer and/or paid student positions.
- University-recognized organization for LGBTQIA+ graduate students.
- University-recognized student organization that serves the needs of LGBTQIA+ people of color, LGBTQIA+ people of faith and LGBTQIA+ international students.
- LGBTQIA+ living space, theme floor, and/or living-learning community program.
- Easily accessible, visible, and known procedure for reporting LGBTQIA+ related bias incidents and hate crimes distinct from generic reporting procedures.
- Annual scholarships and/or awards specifically for LGBTQIA+ students.
- Annual Lavender or Rainbow Graduation
- LGBTQIA+ mentoring program to assist LGBTQIA+ students in transitioning to college life.
- Participate in at least one admissions event targeted toward LGBTQIA+ prospective students annually.

UPD Equity Audit

In February 2021, Renz Consulting spent roughly four months assessing, evaluating, and conducting a holistic equity audit of the Worcester State University Campus Police Department (UPD). This audit process involved significant participation from the Worcester State University (WSU) community and UPD members equally.

Recommendations from the audit include:

- Codify the department's policing philosophy.
- Create a Differential Response Policy.
- Create a Community Service Officer (CSO) Program.
- Move from the traditional paramilitary uniform to a softer, more approachable uniform of polo shirts and khakis.
- Increase cultural humility, community-oriented policing, and leadership training of all UPD officers and staff.
- Invest adequate resources to make UPD more campus-friendly such as reinstating the bicycle patrol.
- Reestablish regular training with Counseling Services and UPD on assisting students in distress and/or with mental health needs.
- Establish regular joint training sessions regarding the standards of liability of counselors, police, and the University.
- Counseling Services and UPD should meet regularly to discuss ongoing issues regarding the mental health needs of the students.
- Rotate Counseling Services staff so that more staff are on duty during off-hours when UPD is more likely to be involved in mental health calls.
- Create General Orders for traffic enforcement that focus on safety violations that affect the campus community and not minor equipment violations.
- Evaluate parking enforcement practices through the lens of racial equity.
- Develop a Bias-Free Policing Policy to formalize the requirement that UPD members perform their duties in a bias-free manner.
- Implement a fair and impartial policing and cultural humility training program to comply with current standards and practices in law enforcement.
- Adopt a policy that prohibits any emblems, signage, or symbols on UPD uniforms or face coverings that are not appropriate apparel.
- The large thin blue line flag in the UPD office should be replaced by signage that has less offensive meanings to members of the WSU community.

STRATEGIC PLANNING PROCESS

To develop the goals of the Inclusive Excellence & Belonging plan, we used a backwards design, utilizing the recommendations and initiatives brought forth by campus community through the Equity Audit, recommendations from the inclusive excellence and belonging committees, University Data, and Campus Climate assessments.

These recommendations and initiatives became our Action Items. From there, action items were organized by theme, to create the strategies. Strategies were then examined for themes to inform the goals of the plan.

Categories were created from the 5 Points of Action and the BHE's New Undergraduate Experience and the goals, strategies and action items were mapped to those categories.

Categories:

1. Student Recruitment, Retention & Support
2. Employee Recruitment, Retention & Support
3. Curriculum, Teaching & Assessment
4. Programming
5. Professional Development
6. Institutional Commitment and Resources
7. Accountability and Communication

Lastly, the goals, strategies, and action items were aligned with the University Strategic Plan goals and strategies. The mapping of the plan to the Action Categories and University Strategic Plan can be found in the Progress Table (Appendix A).

While many action items contribute to multiple goals and strategies, we assigned each action item to one primary goal/strategy to enable easier assessment of progress.

In addition, while we created action items based on the past recommendations of committees and assessments, we plan to add additional action items on a yearly basis as they arise.



Goal 1: Recruitment, Retention & Success

Improve the recruitment, retention, and success of students and employees from historically marginalized identities.

A. Develop outreach and recruitment processes to attract diverse student populations.

- Invest in a plan to recruit ALANA/BIPOC students, with an emphasis on becoming a Hispanic Serving Institution (HSI) (25% Hispanic students).

B. Improve support (academic, financial, social, emotional) for students from historically marginalized identities.

- Create a mentoring program for student members of the BIRT committee and ambassadors.
- Pursue donors to establish a dedicated scholarship and/or achievement award for LGBTQIA+ students.
- Encourage the hiring of diverse counselors or counselors with expertise in engaging with marginalized populations.

C. Identify and reduce equity gaps in retention, graduation, and other measures of student success.

- Collect and analyze disaggregated data related to student withdrawal from classes, majors, and the institution.
- Develop a microphone policy for the deaf and hard of hearing.
- Expand student awareness of Student Accessibility Services.



D. Attract and retain diverse employees through intentional recruitment, offering non-traditional employment benefits, and providing comprehensive support.

- Create an Adjunct to Tenure pipeline.
- Evaluate our Employee Services customer service model with an emphasis on onboarding, supporting, and service to ALANA/BIPOC staff/faculty.
- Use language to attract and retain a diverse workforce.
- Conduct new staff and faculty searches with an emphasis on diversifying the University.
- Support broad and targeted advertising of positions, moving beyond an over-reliance on personal networks for recruiting candidates.
- Fund incentive programs that make new positions attractive and demonstrate a commitment to diverse candidates, such as startup funds, covering relocation costs, course releases/APRs in first two years, and/or partner hires.
- Hire historically minoritized faculty in the Interdisciplinary Studies Department.





Goal 2: Curriculum, Assessment & Pedagogy

Promote and support inclusive, equity-minded, anti-racist, and culturally responsive curriculum, assessment, and pedagogy.

A. Review and expand inclusive excellence and belonging curricular offerings.

- Investigate the feasibility of offering discipline specific coursework on Intercultural Communication.
- Work with faculty to increase the number of diversity content courses or courses that support the diversity education goals of the University.
- Conduct an analysis of courses to identify where diversity is taught, and what is identified as diversity.
- Develop diversity SLOs and draft a new diversity content area proposal.

B. Increase support and recognition for the inclusion of inclusive excellence and belonging in curriculum.

- Create an instructional design position in the CTL to develop best practices for universal design and including diverse experiences and cultural inclusivity in courses.
- Increase student awareness of diversity content courses.
- Develop a curated set of library resources that support D inclusive excellence and belonging goals.
- Develop a year-long series on anti-racist teaching, learning, and community engagement including WSU faculty expertise.
- Create a diversity support navigator and faculty fellow.
- Ensure resources allocated to the CTL are adequate to support excellence in teaching with specific reference to the University's diversity goals in instruction.
- Ensure the Interdisciplinary Studies Department is provided with adequate funding and staffing.

C. Provide professional development opportunities and resources related to culturally responsive curriculum, assessment, and pedagogical methods.

- Offer professional development on how to include ALANA/BIPOC experiences across all courses.
- Support Membership to the National Center for Faculty Development and Diversity.
- Support Membership to the North Star Collective.





Goal 3: Campus Climate

Advance a campus climate that respects and empowers employees and students from historically marginalized identities.

A. Develop and implement programs, services, and spaces that cultivate a climate of inclusiveness, equity, and respect.

- Develop a list of diversity speakers.
- Encourage faculty and staff acceptance of the externally created and internally maintained disparity in academic outcomes between ALANA/BIPOC students and their white counterparts, and the responsibility of faculty and staff to change these disparities.
- Establish and fully support a Women's Center, including allocating space for students to congregate on campus as well as hiring a full-time coordinator.
- Enhance support toward dedicated awareness month activities that celebrate the histories and contributions of women, people of color, persons with disabilities, and LGBTQIA+.
- Establish a more regular series of LGBTQIA+ programming and events throughout the year.
- Offer a Lavender Graduation ceremony for LGBTQIA+ students.
- Offer book clubs and guided monthly meetings/conversations around race in Student Affairs retreats.
- Offer multicultural common spaces that promote innovation, difficult dialogues, and foster a welcoming visible identity.
- Re-launch the Hate Has No Home Here campaign.
- Support LGBTQIA+ community through the purchase of an LGBTQIA+ Flag and a flag raising ceremony.
- Launch the LGBTQIA+ Resources web page highlighting services, policies, offices, curriculum, local and national resources of interest to the LGBTQIA+ community and allies.
- Highlight LGBTQIA+ concerns through a one-day conference on transgender issues and anti-transgender legislation.

D. Provide professional development opportunities and training to improve cultural humility and empower campus members to incorporate inclusive excellence and belonging principles into daily life.

- Design and implement an in-house inclusive excellence and belonging certificate open to the public.
- Offer a series of intercultural communication workshops through CTL and OMA, especially on difficult topics.
- Provide University Police training on student rights under the code of conduct as well as their intersection with state and local law.
- Implement a yearlong Student Affairs training series and develop a statement of inclusivity, which includes language expressing Student Affairs commitment to BIPOC/ALANA students.
- Require University Police to participate in cultural awareness and competency training, which may be provided by WSU faculty.
- Update Everfi student inclusive excellence and belonging training module to link to additional resources, including BIRT.
- Offer a Diversity & Inclusion focused tiered training through DICP (Clark U certificate).
- Offer LGBTQIA+ Awareness training for academic departments.
- Conduct regular training for BIRT committee members.
- Redesign the Safe Space train the trainer model.
- Offer training for Resident Assistants on supporting LGBTQIA+ students.



E. Foster collaboration between curricular and co-curricular inclusive excellence and belonging efforts.

- Formalize the relationship between the Interdisciplinary Studies Department and inclusive excellence and belonging work and secure funding through earmarked and foundation resources.
- The Urban Action Institute, in collaboration with the Binienda Center, the LEI, and other departments, will identify resources for students interested in doing social justice and/or antiracist work in the community.
- Explore collaborations with local mental health and advocacy organizations with expertise in serving marginalized populations.
- Improve the communication and connection between the LGBTQIA+ Advisory Group, the WSU LGBTQ+ Alliance, and other interested parties on campus.
- The Counseling Center's Multicultural Outreach Counselor will participate in OMA's Brotherhood and Sisterhood affinity groups and co-host co-curricular programs within spaces occupied by BIPOC/ALANA students.



F. Value, support, and promote scholarly activities, service, and leadership that advance inclusive excellence and belonging.

- Create APRs and/or course releases to support inclusive excellence and belonging work done by ALANA/BIPOC faculty and/or faculty who co-chair inclusive excellence and belonging committees.
- Implement a Diversity Advocates Initiative.
- Provide financial incentives for students to participate in inclusive excellence and belonging committees, focus groups, and/or other equity work on campus.
- Increase diversity within all levels of leadership across the institution, particularly historically minoritized individuals (race, age, language etc.).
- All university wide committees will strive to represent, in their composition, the diversity of the campus community and employee groups (classified/non classified).
- Expand, develop and implement a calendar of workshops/trainings for employees to address cultural humility including but not limited to unconscious bias, racial trauma, racial healing, understanding race, and building & evaluating inclusive policies.
- Establish and fully support an LGBTQIA+ Center including allocating space for students to congregate on campus and hiring a full-time coordinator.





Goal 4: Commitment, Transparency & Accountability

Strengthen institutional commitment, transparency, and accountability of inclusive excellence and belonging efforts.

G. Regularly assess the impact of inclusive excellence and belonging initiatives.

- Broaden the campus climate survey to include students, faculty, and staff.
- Improve survey response by engaging with participants in multiple ways (i.e., emails, raffles, personal reminders).
- Identify and define the administration of faculty/staff focus groups.
- Create a single instrument for the Campus Climate Survey for faculty, staff, and students to be employed every two years.
- Retain a vendor to design and conduct focus groups, in person and/or remotely.

A. Examine policies and practices to identify and remove barriers and increase access.

- Assess the impact of the Major+ requirement of the RASE plan on students from historically marginalized identities.
- Implement the recommendations from the UPD equity audit.
- Develop a progress report detailing advancement towards the UPD equity audit recommendations.
- Assess the efficacy of wraparound student services and make recommendations for more culturally aware wraparound services.
- Review BIRT recommendations for practices to better capture and addresses bias incidents occurring on our campus.
- Utilize the Campus Pride Index to audit policies relating to LGBTQIA+ students and employees.
- Implement the Chosen Name and Pronoun Policy for students, faculty, and staff.
- Conduct an equity audit with a similar level of funding and support as the RASE plan.

H. Regularly communicate inclusive excellence and belonging opportunities, initiatives, and outcomes.

- Administration & Finance should provide a detailed presentation of the university's budget and how financial decisions are made to faculty, staff, and students.
- University administration should provide presentations describing the scope and power of the newly formed oversight committee and ensure it includes adequate campus representation.
- Inclusive excellence and belonging committees will report annual recommendations to the different bodies on campus, including SGA, Deans/Chairs, Cabinet, AUC, and the University President.
- Share data and analyses related to inclusive excellence and belonging provided by Institutional Research with the campus community.
- Create a visual representation campaign.
- Create new communication methods for continuously engaging the campus community around incident reporting.
- Disseminate the purpose of BIRT.
- Include a module in FYS explaining student rights under the Student Code of Conduct as well as a module on student rights under the law.
- Communicate progress on the inclusive excellence and belonging strategic plan annually.
- Routinely update the campus community on BIRT actions.
- Share BIRT (and other cases) dashboard on the WSU website.
- Create definitions of diversity, equity, and inclusion for campus-wide usage.



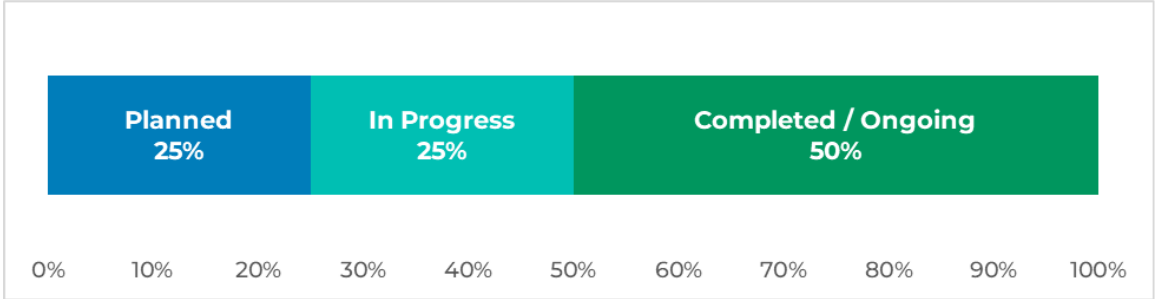
I. Review the university structure, financial support, and personnel support for inclusive excellence and belonging work.

- Recommend a Dean of Diversity and Inclusion position to centralize student inclusive excellence and belonging within Academic Affairs.
- Decentralize and secure funding at the beginning of the fiscal year to expand antiracist and multicultural programming.
- Increase mini-grant maximums from \$500- \$1,000.
- Explore a Graduate Assistantship and/or Faculty APR to support the LGBTQIA+ Resource Center and advocate for LGBTQIA+ student needs and initiatives.
- Recommend minimum terms, staggered membership, and/or multi-year terms, to ensure continuity of the work of the inclusive excellence and belonging committees.
- Create a budget line for initiatives that impact inclusive excellence and belonging.
- Rebrand BIRT.
- Ensure that inclusive excellence and belonging are prioritized in Financial Sustainability Task Force recommendations.

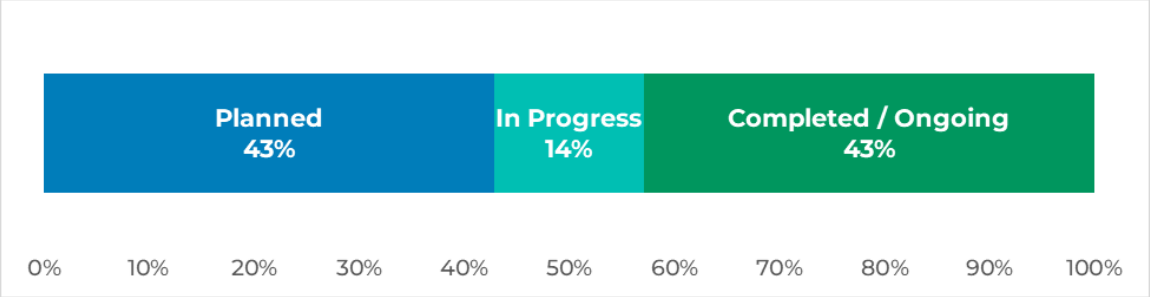


INCLUSIVE EXCELLENCE & BELONGING STRATEGIC PLAN PROGRESS

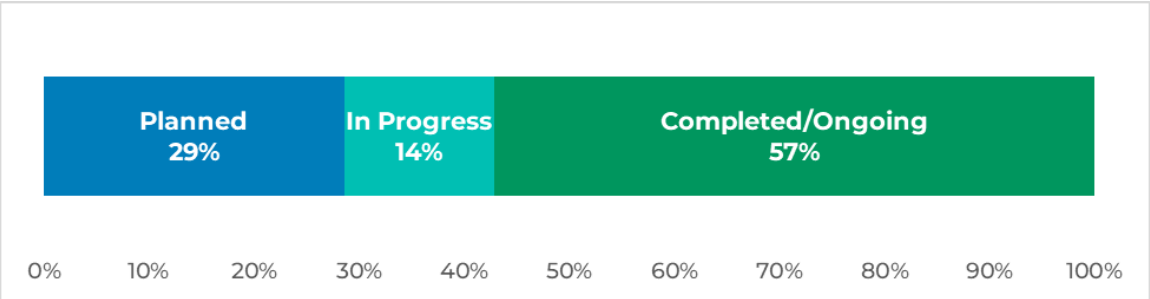
Goal 1: Recruitment, Retention & Success



Goal 2: Curriculum, Assessment & Pedagogy



Goal 3: Campus Climate



Goal 4: Commitment, Transparency & Accountability

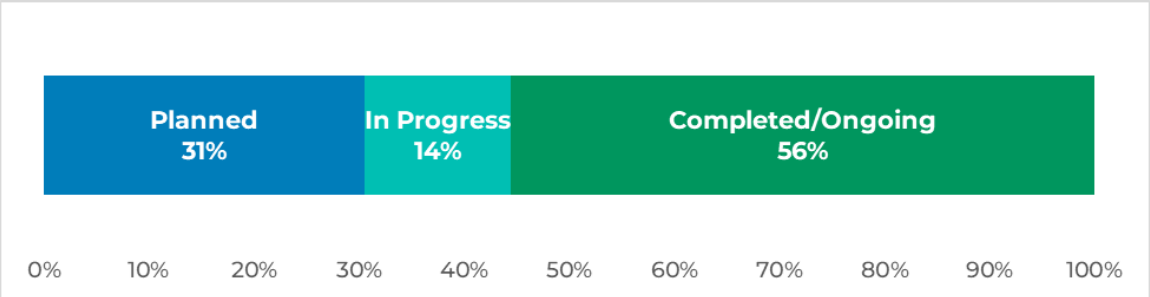


TABLE KEY

Mapping

Action items are grouped by goal and strategy and mapped with the categories from the Points of Action and New Undergraduate Experience and the University Strategic Plan goals and strategies.

Categories

1. Student Recruitment, Retention & Support
2. Employee Recruitment, Retention & Support
3. Curriculum, Teaching & Assessment
4. Programming
5. Professional Development
6. Institutional Commitment and Resources
7. Accountability and Communication

Status

Planned: Initiatives that have been recommended but not yet implemented.

In Progress: Initiatives that have been started.

Ongoing: Initiatives that have been implemented and will continue in the future. Note that many inclusive excellence and belonging initiatives will never be “complete” as they are continuous improvements.

Completed: Initiatives that had a finished product that has been completed and will be monitored and revised as necessary.

APPENDIX A

Inclusive Excellence & Belonging Strategic Plan Mapping & Progress

GOAL 1: Recruitment, Retention, and Success				
Strategy	Action Item	Status	Category	Strategic Plan
A	Invest in a plan to recruit ALANA/BIPOC students, with an emphasis on becoming a Hispanic Serving Institution (HSI) (25% Hispanic students).	In Progress	1	3.4, 3.5, 3.6
B	Create a mentoring program for student members of the BIRT committee/ambassadors.	Planned	1	2.1, 2.2
B	Pursue donors to establish a dedicated scholarship and/or achievement award for LGBTQIA+ students.	In Progress	1	5.1, 6.1, 6.2
D	Encourage hiring diverse counselors or counselors with expertise in engaging with marginalized populations.	Ongoing	2	3.3, 5.2, 5.3
C	Collect and analyze disaggregated data related to student withdrawal from classes, majors, and the institution.	Ongoing	1	5.1, 5.5
C	Develop a microphone policy for the deaf and hard of hearing.	In Progress	1	2.3, 2.4, 5.1
C	Expand student awareness of Student Accessibility Services.	In Progress	1	2.3, 2.4, 5.1
D	Create an Adjunct to Tenure pipeline.	Planned	2	5.2
D	Evaluate our Employee Services customer service model with an emphasis on onboarding, supporting, and service to ALANA/BIPOC staff/faculty.	Planned	2	5.4, 5.5, 5.6
D	Use language to attract and retain a diverse workforce.	In Progress	2	3.3, 5.2
D	Conduct new staff and faculty searches with an emphasis on diversifying the university.	Ongoing	2	3.3, 5.2
D	Support broad and targeted advertising of positions, moving beyond an over-reliance on personal networks for recruiting candidates.	Ongoing	2	3.3, 5.2
D	Fund incentive programs that make new positions attractive and demonstrate a commitment to diverse candidates such as: Startup funds for research and/or creative practice; Covering relocation costs; Course releases or alternative assignments in first two years; Partner hires where applicable; Opportunity hires.	Ongoing	2	3.3, 5.3
D	Hire historically minoritized faculty in the Interdisciplinary Studies Department.	Ongoing	2	3.3, 5.2

Goal 2: Curriculum, Assessment & Pedagogy				
Strategy	Action Item	Status	Category	Strategic Plan
A	Investigate the feasibility of offering discipline specific coursework on Intercultural Communication.	Planned	3	1.2
A	Work with faculty to increase the number of diversity content courses or courses that support the diversity education goals of the University.	In Progress	3	1.4, 1.5
A	Conduct an analysis of courses to identify where diversity is taught, and what is identified as diversity.	Ongoing	3	1.4
A	Develop diversity SLOs and draft a new diversity content area proposal.	Completed	3	1.4, 1.6
B	Create an instructional design position in the CTL to develop best practices for universal design and including diverse experiences and cultural inclusivity in courses.	Planned	3	1.2
B	Increase student awareness of diversity content courses.	Planned	3	1.4, 5.3
B	Develop a curated set of library resources that support inclusive excellence and belonging goals.	Planned	3	1.7
B	Develop a year-long series on anti-racist teaching, learning, and community engagement including WSU faculty expertise.	Planned	3	1.2, 5.1, 5.3
B	Create a diversity support navigator and faculty fellow.	Planned	3	5.2
B	Ensure resources allocated to the CTL are adequate to support excellence in teaching with specific reference to the University's diversity goals in instruction.	Ongoing	3	1.2, 5.2
B	Ensure the Interdisciplinary Studies Department is provided with adequate funding and staffing.	Ongoing	3	3.3, 5.2
C	Offer professional development on how to include ALANA/BIPOC experiences across all courses.	In Progress	3	5.1,
C	Support Membership to the National Center for Faculty Development and Diversity.	Ongoing	3	1.2, 5.2
C	Support Membership to the North Star Collective.	Ongoing	3	3.3, 5.2

Goal 3: Campus Climate				
Strategy	Action Item	Status	Category	Strategic Plan
A	Develop a list of diversity speakers.	Planned	4	5.1
A	Encourage faculty and staff acceptance of the externally created and internally maintained disparity in academic outcomes between ALANA/BIPOC students and their white counterparts, and the responsibility of faculty and staff to change these disparities.	Planned	4	2.1, 2.2, 2.3, 2.5
A	Establish and fully support a Women's Center, including allocating space for students to congregate on campus as well as hiring a full-time coordinator.	Planned	1	5.1
A	Enhance support toward dedicated awareness month activities that celebrate the histories and contributions of women, people of color, persons with disabilities, and LGBTQIA+.	Ongoing	4	5.4
A	Establish a more regular series of LGBTQIA+ programming and events throughout the year.	Ongoing	4	5.1
A	Offer a Lavender Graduation ceremony for LGBTQIA+ students.	Ongoing	4	5.1
A	Offer book clubs and guided monthly meetings/conversations around race in Student Affairs retreats.	Ongoing	4	5.3
A	Offer multicultural common spaces that promote innovation, difficult dialogues, safe and brave space, as well as foster a welcoming visible identity.	Ongoing	1	2.4, 6.3, 6.4
A	Re-launch the Hate Has No Home Here campaign.	Ongoing	4	5.1
A	Support LGBTQIA+ community through the purchase of an LGBTQIA+ Flag and a flag raising ceremony.	Ongoing	4	5.1
A	Launch the LGBTQIA+ Resources web page highlighting services, policies, offices, curriculum, local and national resources of interest to the LGBTQIA+ community and allies.	Completed	1	5.1
A	Highlight LGBTQIA+ concerns through a one-day conference on transgender issues and anti-transgender legislation.	Completed	4	5.3

Goal 3: Campus Climate, continued				
Strategy	Action Item	Status	Category	Strategic Plan
B	Design and implement an in-house diversity certificate open to public.	Planned	5	5.3
B	Offer a series of intercultural communication workshops through CTL and OMA, especially on difficult topics.	Planned	5	5.2, 5.3
B	Provide University Police training on student rights under the code of conduct as well as their intersection with state and local law.	Planned	5	5.3
B	Implement a yearlong Student Affairs training series and develop a statement of inclusivity, which includes language expressing Student Affairs commitment to BIPOC/ALANA students.	In Progress	5	2.2
B	Require University Police to participate in cultural awareness and competency training, which may be provided by WSU faculty.	In Progress	5	5.3
B	Update Everfi student training to link to additional resources, including BIRT.	In Progress	5	2.3, 2.4, 4.2
B	Offer Diversity & Inclusion Focused tiered training through Clark University.	Ongoing	5	5.3
B	Offer LGBTQIA+ Awareness training for academic departments.	Ongoing	5	5.3
B	Conduct regular training for BIRT committee members.	Ongoing	5	2.2, 5.3
B	Redesign the Safe Space train the trainer model.	Completed	5	5.2
B	Offer LGBTQ+ Awareness and Support training (previously Safe Space)	Ongoing	5	5.2
B	Offer training for Resident Assistants on supporting LGBTQIA+ students.	Ongoing	5	5.1, 5.3
C	Formalize the relationship between the Interdisciplinary Studies Department and inclusive excellence and belonging work and secure funding through earmarked and foundation resources.	Planned	6	1.5, 1.6
C	The Urban Action Institute, in collaboration with the Binienda Center, the LEI, and other departments, will identify resources for students interested in doing social justice and/or antiracist work in the community.	Planned	1	1.6, 5.3
C	Explore collaborations with local mental health and advocacy organizations with expertise in serving marginalized populations.	Ongoing	4	4.2
C	Improve the communication and connection between the LGBTQIA+ Advisory Group, the WSU LGBTQ+ Alliance, and other interested parties on campus.	Ongoing	7	4.1, 4.2
C	The Counseling Center's Multicultural Outreach Counselor will participate in OMA's Brotherhood and Sisterhood affinity groups and co-host co-curricular programs within spaces occupied by BIPOC/ALANA students	Ongoing	4	2.3

Goal 3: Campus Climate, continued				
Strategy	Action Item	Status	Category	Strategic Plan
D	Create APRs and/or course releases to support inclusive excellence and belonging work done by ALANA/BIPOC faculty and/or faculty who co-chair inclusive excellence and belonging committees.	Planned	2	5.2
D	Implement a Diversity Advocates Initiative.	Planned	2	5.3
D	Provide financial incentives for students to participate in inclusive excellence and belonging committees, focus groups, and/or other equity work on campus.	In Progress	6	2.2
D	Increase diversity within all levels of leadership across the institution, particularly historically minoritized individuals (race, age, language etc.).	In Progress	6	5.1, 5.2, 5.3
D	All university-wide committees will strive to represent, in their composition, the diversity of the campus community and employee groups (classified/non classified).	Ongoing	6	5.1, 5.3
D	Expand, develop and implement a calendar of workshops/trainings for employees to address cultural humility including but not limited to unconscious bias, racial trauma, racial healing, understanding race, and building & evaluating inclusive policies.	Ongoing	5	5.1, 5.2, 5.3
D	Establish and fully support an LGBTQIA+ Center including allocating space for students to congregate on campus and hiring a full-time coordinator.	Ongoing	6	5.1

Goal 4: Commitment, Transparency & Accountability				
Strategy	Action Item	Status	Category	Strategic Plan
A	Broaden the campus climate survey to include students, faculty, and staff.	Ongoing	7	5.1, 5.5
A	Improve survey response by engaging with participants in multiple ways (i.e., emails, reminders in listservs, personalized reminders to directors, department chairs, as well as raffles).	Ongoing	7	5.1, 5.5
A	Identify and define the administration of faculty and staff focus groups.	Completed	7	5.1, 5.5
A	Create a single instrument for the Campus Climate Survey for faculty, staff and students to be employed every two years.	Completed	7	5.1, 5.5
A	The Campus Climate Committee will retain a vendor to design and conduct focus groups, in person and/or remotely.	Completed	7	5.1, 5.5
B	Assess the impact of the Major+ requirement of the RASE plan on students from historically marginalized identities.	Planned	7	5.1, 5.5
B	Implement the recommendations from the UPD equity audit, including expanding police data to include incidences beyond parking enforcement.	Planned	7	5.1, 5.4, 5.5
B	Develop a progress report detailing advancement towards the UPD equity audit recommendations.	Planned	7	5.1, 5.4, 5.5
B	Assess the efficacy of wraparound student services and make recommendations for more culturally aware wraparound services.	Planned	7	2.2
B	Develop policies and services focused on cultural sensitivity and competency for student support offices.	Planned	7	2.2
B	Review BIRT recommendations for practices to better capture and addresses bias incidents occurring on our campus.	Ongoing	7	5.1, 5.3
B	Utilize the Campus Pride Index to audit policies relating to LGBTQ+ students and employees.	Ongoing	7	5.2
B	Implement the Chosen Name and Pronoun Policy for students, faculty, and staff.	Completed	7	5.1, 5.3
B	The Executive Director for Inclusive Excellence & Belonging will oversee and propose policies for diversity across the University.	Ongoing	7	5.2, 5.3
B	Conduct an equity audit with a similar level of funding and support as the RASE plan.	Completed	7	5.5

Goal 4: Commitment, Transparency & Accountability, continued				
Strategy	Action Item	Status	Category	Strategic Plan
C	Create a marketing position that primarily focuses on designing, disseminating, and communicating the university's diversity-related efforts.	Planned	7	5.2, 5.3
C	Administration & Finance should provide a detailed presentation of the university's budget and how financial decisions are made to faculty, staff, and students.	Planned	7	6.4
C	University administration should provide presentations describing the scope and power of the newly formed oversight committee and ensure it includes adequate campus representation.	Planned	7	5.4
C	Communicate progress on the Inclusive Excellence & Belonging Strategic Plan annually.	Planned	7	5.4
C	Inclusive excellence and belonging committees will report annual recommendations to the different bodies on campus, including SGA, Deans/Chairs, Cabinet, AUC, and the University President.	In Progress	7	5.4
C	Share data and analyses related to inclusive excellence and belonging provided by Institutional Research with the campus community.	In Progress	7	5.1, 5.5
C	Create a visual representation campaign.	Ongoing	7	5.4
C	Create new communication methods for continuously engaging the campus community around incident reporting.	Ongoing	7	4.2
C	Disseminate the purpose of BIRT.	Ongoing	7	2.1, 2.2, 4.2, 5.1, 5.4
C	Include a module in FYS explaining student rights under the Student Code of Conduct as well as a module on student rights under the law.	Ongoing	7	2.2
C	Routinely update the campus community on BIRT actions.	Ongoing	7	4.2
C	Share BIRT (and other cases) dashboard on the WSU website.	Ongoing	7	2.3, 2.4, 4.2
C	Create definitions of diversity, equity and inclusion for campus-wide usage.	Completed	7	5.4, 5.5

Goal 4: Commitment, Transparency & Accountability, continued				
Strategy	Action Item	Status	Category	Strategic Plan
D	Recommend a Dean of Diversity and Inclusion position to centralize student diversity and inclusion within Academic Affairs.	Planned	7	5.2, 5.3
D	Decentralize and secure funding at the beginning of the fiscal year to expand antiracist and multicultural programming.	Planned	7	5.3, 6.4
D	Increase mini-grant maximums from \$500 to \$1,000.	In Progress	6	6.4
D	Explore a Graduate Assistantship and/or Faculty APR to support the LGBTQIA+ Resource Center and advocate for LGBTQIA+ student needs and initiatives.	In Progress	6	5.1
D	Recommend minimum terms, staggered membership, and/or multi-year terms, to ensure continuity of the work of the inclusive excellence and belonging committees.	In Progress	7	5.4
D	Create of a budget line for initiatives that impact inclusive excellence and belonging.	Ongoing	7	6.4
C	Rebrand BIRT.	Completed	7	2.4, 4.2
D	Ensure that inclusive excellence and belonging is prioritized in Financial Sustainability Task Force recommendations.	Completed	6	6.4

APPENDIX B

Campus Climate Survey Comparison

Diversity & Inclusion			Belonging			Equity		
Student	2021	2023	Student	2021	2023	Student	2021	2023
African American/Black	3.7	3.6	African American/Black	3.7	3.6	African American/Black	3.5	3.7
Asian	3.4	3.8	Asian	3.4	3.7	Asian	3.7	3.8
Latine	3.4	4.0	Latine	3.4	3.7	Latine	3.8	3.9
Multiracial	3.5	3.6	Multiracial	3.5	3.6	Multiracial	3.6	3.7
White	3.9	4.1	White	4.0	4.0	White	4.2	4.2
Faculty			Faculty			Faculty		
African American/Black	2.5	3.3	African American/Black	2.3	2.9	African American/Black	3.3	2.9
Asian	3.0	3.7	Asian	3.1	3.6	Asian	3.4	3.7
Latine	2.4	3.8	Latine	3.1	3.8	Latine	2.7	3.4
Multiracial	2.7	3.6	Multiracial	3.7	3.6	Multiracial	3.0	3.8
White	3.6	3.8	White	4.0	3.9	White	3.6	3.1
Staff			Staff			Staff		
African American/Black	2.8	3.0	African American/Black	3.7	3.8	African American/Black	2.5	3.5
Asian	4.8	3.5	Asian	3.8	3.7	Asian	4.5	4.2
Latine	3.0	3.1	Latine	3.5	3.9	Latine	3.5	2.6
Multiracial	3.2	3.4	Multiracial	3.8	3.7	Multiracial	2.5	2.8
White	3.6	3.9	White	3.9	4.0	White	3.1	3.2
Student			Student			Student		
LGBTQIA+	3.6	3.8	LGBTQIA+	3.7	3.7	LGBTQIA+	3.9	3.9
Not LGBTQIA+	3.9	4.1	Not LGBTQIA+	3.9	4.0	Not LGBTQIA+	4.1	4.2
Faculty			Faculty			Faculty		
LGBTQIA+	3.4	3.4	LGBTQIA+	3.9	3.6	LGBTQIA+	3.5	3.1
Not LGBTQIA+	3.5	3.9	Not LGBTQIA+	3.9	3.9	Not LGBTQIA+	3.5	3.3
Staff			Staff			Staff		
LGBTQIA+	3.2	3.5	LGBTQIA+	3.8	3.6	LGBTQIA+	2.9	3.2
Not LGBTQIA+	3.5	3.8	Not LGBTQIA+	3.8	4.0	Not LGBTQIA+	3.1	3.1
Student			Student			Student		
Disability	3.5	3.8	Disability	3.6	3.8	Disability	3.7	3.8
No Disability	3.9	4.1	No Disability	3.9	4.0	No Disability	4.1	4.1
Faculty			Faculty			Faculty		
Disability	3.3	3.1	Disability	3.8	3.4	Disability	3.7	2.6
No Disability	3.5	3.8	No Disability	3.9	3.9	No Disability	3.4	3.3
Staff			Staff			Staff		
Disability	3.1	3.3	Disability	3.5	3.9	Disability	2.6	3.8
No Disability	3.5	3.8	No Disability	3.8	4.0	No Disability	3.2	4.1

Diversity & Inclusion

Student	2021	2023
Underrepresented Religions	3.4	3.7
Not Religious	3.8	4.0
Christian	3.9	4.1

Belonging

Student	2021	2023
Underrepresented Religions	3.5	3.8
Not Religious	3.7	3.8
Christian	4.0	4.0

Equity

Student	2021	2023
Underrepresented Religions	3.7	3.6
Not Religious	4.0	4.1
Christian	4.1	4.1

Faculty	2021	2023
Underrepresented Religions	3.1	3.4
Not Religious	3.2	3.4
Christian	3.8	4.0

Faculty	2021	2023
Underrepresented Religions	4.0	3.7
Not Religious	3.5	3.8
Christian	4.2	3.8

Faculty	2021	2023
Underrepresented Religions	3.8	3.1
Not Religious	3.0	3.5
Christian	3.6	3.0

Staff	2021	2023
Underrepresented Religions	3.7	3.3
Not Religious	3.3	3.6
Christian	3.4	3.8

Staff	2021	2023
Underrepresented Religions	3.3	3.9
Not Religious	3.8	3.7
Christian	3.8	4.1

Staff	2021	2023
Underrepresented Religions	2.8	3.4
Not Religious	2.9	3.0
Christian	3.2	3.2

Notes:

Underrepresented religions include Judaism, Islam, Sikhism, Buddhism, Taoism, Pagan, and Wiccan.

Not Religious includes Atheist, Agnostic, and Spiritual but not religious.



WORCESTER
STATE
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Worcester State University

486 Chandler Street

Worcester, MA 01602

508-929-8000

worcester.edu

FROM THE LYCEUM THEATRE NEW YORK,

LYCEUM THEATRE

19th to early-20th Century American Theatre

Anecdotes and Database

THE WIFE

Foundation: a collection of theatre memorabilia - 1817 to 1920s

Images – over 400 items

Photos: Cabinet Cards, Cartes de Visite, Postcards, Books, Miscellany

Ephemera – almost 200 items

Broadsides, Programs, Clippings, Newspapers and Journals

Autographs – over 40 items

Anecdotes – 200,000 words

Culled from 25 Memoirs, Autobiographies, Biographies, and etc.



**HOW MANY DEGREES
SEPARATE YOU FROM...**

JOHN WILKES BOOTH

EMPIRE THEATRE BROADWAY AND
40th STREET
CHARLES FROHMAN, MANAGER

Also Manager of the Criterion and Garrick Theatres, New York City,
and the Duke of York's, Globe and Comedy Theatres, London, England.

MONDAY AND TUESDAY—APRIL 24 AND 25

CHARLES FROHMAN PRESENTS

William Gillette

IN THE FARICAL COMEDY,

THE PRIVATE SECRETARY

AS PERFORMED BY MR. GILLETTE
FOR MORE THAN 2,000 NIGHTS

PEOPLE CONCERNED.

REV. ROBERT SPAULDING THE NEW PRIVATE SECRETARY.

	WILLIAM GILLETTE
MR. CATTERMOLLE A RICH EAST INDIAN.....	WM. RILEY HATCH
DOUGLAS CATTERMOLLE HIS NEPHEW.....	CLIFFORD BRUCE
MR. MARSLAND, M. F. H. A COUNTRY SQUIRE.....	FRANK ANDREWS
HARRY MARSLAND HIS NEPHEW.....	ALBERT PARKER
MR. SYDNEY GIBSON A BOND STREET TAILOR.....	CHAS. H. BRADSHAW
JOHN A FOOTMAN.....	A. LIONEL HOGARTH
KNOX A WRIT SERVER.....	STEWART ROBBINS
EDITH MR. MARSLAND'S DAUGHTER.....	LOUISE RUTTER
EVA EDITH'S FRIEND AND COMPANION.....	JOSEPHINE BROWN
MISS ASHFORD SPINSTER AND CHAPERONE.....	MARIE WAINWRIGHT
MRS. STEAD A LANDLADY.....	MARION ABBOTT
MRS. SPAULDING A WIFE.....	MARGARET GREENE

ACT I—DOUGLAS CATTERMOLLE'S CHAMBERS, LONDON—MORNING

ACT II—DRAWING ROOM AT MARSLAND MANOR, EDGINTON—EVENING

ACT III—SAME PLACE—NEXT MORNING

Sabbatical Work

1. Creation of Website
Anecdotes
Database
2. Creation of Database
3. Research on Emily Stanton, the only
theatre-goer identified in the material

April 24 & 25, 1911

The Website: americantheatreanecdotes.org



American Theatre
Anecdotes

Image | Reset | Header type



[The Anecdote Archive](#)

A collection of anecdotes about the American Theatre from the 19th to early-20th centuries.

[Database](#)

A searchable archive of productions, people, and theaters from the 19th to early-20th centuries.



William Gillette
IN THE FARICAL COMEDY,
THE PRIVATE SECRETARY
AS PERFORMED BY MR. GILLETTE
FOR MORE THAN 2,000 NIGHTS
PEOPLE CONCERNED.
REV. ROBERT SPAULDING THE NEW PRIVATE SECRETARY.

Anecdote Content Pages

A Life in the Theatre

Acting

Animals in the Theatre

Audience

Benefits

Business

Changes in the business

Children on Stage

Costumes and Makeup

Critics

Deaths

Debuts

Definitions

Disputes in rehearsal and on stage

Famous Stage Families

Famous Stage Personalities

Farewells to the stage

Getting the job...or not

Green Room

Guying and tomfoolery

Life on stage and backstage

Lighting

Lines of Business

Managers

Marketing

A Few Choice Words

No Shows

On stage mistakes and foolishness

Other stage folk

Payday

Opening Night

Playing the Role

Playwrights & Scripts

Public opinion of the theatre

Rehearsal

Scenery & Properties

Slavery and the Civil War

Staging

Supernumeraries

Theaters

Touring

Tragedies and near disasters

122	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Daly	Augustin	Sole Proprietor and Manager	
123	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Fiske	Stephen	Business Manager	
124	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique		Dodworth	H.B.	Original Music	
125	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique		Kelly	Thomas	Mechanical Effects	
126	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Fisher	Charles		Matthew Standish
127	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Harkins	D.H.		Captain Arthur Standish
128	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Brougham	John		Doctor Gossitt
129	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Barrymore	Maurice		Mr. Raymond Lessing
130	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Lewis	James		Sammy Dymple
131	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Drew	John		Thorsby Gyll
132	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Hardenberg	Frank		Ragmoney Jim
133	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Davidge	William		Padder
134	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Rockwell	Charles		Picker Bob
135	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Beekman	W.		Rattlin
136	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Mr.	Deveau	I.		Captain Speers
137	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Miss	Davenport	Fanny		Mabel Renfrew
138	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Miss	Rigl	Emily		Lucille Renfrew
139	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Miss	Jeffreys-Lewis			Mary Standish
140	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique		Gilbert	G.H.		Aunt Dorothy
141	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Miss	Cowell	Sydney		Raitch
142	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Miss	Holland	Kate		Mother Thames
143	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique	Miss	Griffiths	Lizzie		Sylvie
144	B0022	Daly's Fifth Avenue Theatre	New York	1876	Feb 14? - 19	Pique		Wharton	Belle		Little Arthur

Mr. Maurice Barrymore

Mr. John Drew

Emily Stanton Picher

1877 - Born in New Brighton,
PA

1891 – Family moved to
Pasadena, CA

1903 – married Oliver Picher
and moved to Joplin, MO



EMILY STANTON PICHER
Mother of Oliver Stanton Picher
Picture taken in 1935



OLIVER STANTON PICHER
Age 4. Taken in Joplin, Mo.



OLIVER SHEPPARD PICHER
Father of Oliver Stanton Picher
Picture taken in 1905



ELLEN IRISH STANTON PICHER
Grandmother of Oliver Stanton Picher
Picture taken in 1893

Still to come:

Creation of the database

Spring '25

Planned: Exhibit in the Worcester State Library
Accompanying Lecture/Presentation

Addition of more material to the collection is
ongoing



WORCESTER STATE UNIVERSITY
BOARD OF TRUSTEES
Academic and Student Development Meeting
Tuesday, November 26, 2024
3:00 P.M.
Wellness Center, Room 204

Meeting Called By: Karen LaFond (Chair)

Minutes: Nikki Kapurch

Board Members: Karen M. LaFond (Chair), Maureen Power (Vice Chair), Marina Taylor, Kyram Pou, Jr.

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

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

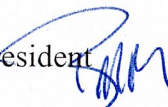
AGENDA		
ITEM	RESPONSIBLE	ACTION
1. <i>Administrative Business</i> A. Call to Order	Karen LaFond	
2. <i>Academic and Student Development Committee Report</i> A. President memo to BOT* B. Provost memo to President* C. Sabbatical Summary and Proposal Summaries PowerPoint* D. Approval of AY 2025-2026 Sabbatical Leave Proposals	Karen LaFond Lois Wims	A. Informational B. Informational C. Informational D. vote required
3. <i>Administrative Updates</i> A. Other Business	Karen LaFond	
4. <i>Adjournment</i>	Karen LaFond	4. vote required

*Attachments



WORCESTER
STATE
UNIVERSITY

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

TO: Members, WSU Board of Trustees
FROM: Barry M. Maloney, President 
RE: Sabbatical Leaves AY 2025 - 2026
DATE: October 29, 2024

I am pleased to support Provost Wims' recommendation and am forwarding eighteen (18) proposals for sabbatical leave.

This year, a total of nineteen proposals were submitted. Of those, seven are recommended for the fall of 2025, eleven are recommended for the spring of 2026, and one proposal was not recommended by Provost Wims.

The department chairs have confirmed that the individual study plans for each candidate will enhance their respective department's course offerings. I also agree with Dr. Wims that each area of study will significantly contribute to the professional development of the scholars and teachers involved, ultimately benefiting Worcester State University and its students.

Enclosed is a copy of Dr. Wims' recommendation along with a brief summary of the proposed sabbatical projects.



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: October 28, 2024

RE: Sabbatical Recommendations AY 25/26

APPROVED

OCT 29 2024

BARRY M. MALONEY
PRESIDENT

I recommend the following sabbaticals for the 25/26 Academic Year:

Fall 2025:

Mariana Calle	Health Science
Pamela Hollander	Education
Brittany Jeye	Psychology
Hyesun Kim	Criminal Justice
Tanya Trudell	Occupational Therapy
Don Vescio	English
Lingling Wang	Business Administration & Economics

Spring 2026:

Diane Cooke	Education
Mary Fowler	Mathematics
Hy Ginsberg	Mathematics
Ross Griffiths	Library
Jennifer Hood-DeGrenier	Biology
Christina Kaniu	Education
Kyle Martin	Visual and Performing Arts
Mim Plavin-Masterman	Business Administration & Economics
Joseph Quattrucci	Chemistry
Brandi Silver	Psychology
Emily Soltao	Psychology

Cc: Sathi Mitra
Michelle Corbin



WORCESTER
S T A T E
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: October 28, 2024
RE: Sabbatical Recommendation AY 25/26

Lois A. Wims

I do not recommend the following sabbatical for the 25/26 Academic Year:

Fall 2025: John Tahiliani Criminal Justice

CC: Sathi Mitra
Michelle Corbin



SABBATICAL LEAVES

2025 - 2026

SABBATICAL PROCESS AT WSU

- Sabbatical leave provides an opportunity for a period of study and research for full-time faculty after every six full years of faculty service to WSU.
- Sabbaticals serve as an important component of faculty professional development, ensuring that faculty members stay current in their fields and advance their scholarship, enhancing their contribution to the students and the university.
- Eligibility for sabbatical leave is explained in the collective bargaining agreement (Article XV, A-F.)
- Sabbatical proposals are submitted by eligible faculty members to their department chairs each October 1st.
- Chairs forward their recommendation to the Provost. The Provost then reviews the proposals and recommends approval or denial to the President, who submits those recommended to the Board of Trustees for approval at the November Board meeting.
- If approved, faculty may also choose to defer to a later semester by notifying the President in writing of their intention to defer. Deferral is possible for six semesters from the award.

REVIEW OF SABBATICAL APPLICATIONS

- 19 new proposals were received this fall, joining the 15 awarded for 2024/25 by action of the Board last year.
- 18 are recommended by President Barry Maloney to the Board for approval for the 25/26 Academic Year.
- 0 are recommended by the President for deferral to the 26/27 Academic Year.

REVIEW OF SABBATICAL APPLICATIONS

- Faculty on sabbatical leave for one semester receive their full salary during the period of the leave.
- Those on full year sabbatical leave, receive one-half salary for the full year.
- The cost to the institution for awarding sabbatical leave is for hiring part time, adjunct faculty to teach some of the courses that the faculty member on leave would have taught. Typically, not every course that would have been taught is offered during the sabbatical semester because some elective type courses can be postponed and taught during a later semester. Chairs are asked to certify that the department can sustain the courses needed in the absence of the faculty member.
- Recipients of a sabbatical commit in writing to return to the institution for an academic year following the sabbatical and will be responsible to reimburse the university should they not return for the required timeframe.
- Recipients also must report on the sabbatical activities upon their return.

ESTIMATED COST FOR 2025-2026

- Approximately 180 course sections will need to be covered by adjuncts for the sabbaticals.
- Sections are offered based on student demand, not on faculty availability, and the number of courses offered each spring are lower than fall semesters with approximately a 2 to 5% drop in the need for adjunct coverage in the spring. Given that more than half of the proposed sabbaticals are for the spring semester, the cost may be less than estimated.
- Average cost of \$6,000 per section, this equals \$360,000 for these.
- Funds to cover this expense will be included in the adjunct line of the FY 25 and FY 26 budget.

OVERVIEW OF SABBATICAL PROPOSALS RECOMMENDED TO THE BOARD OF TRUSTEES

Semester	Faculty Member	Department
Fall 2025	Mariana Calle	Health Science
Fall 2025	Pamela Hollander	Education
Fall 2025	Brittany Jeye	Psychology
Fall 2025	Hyesun Kim	Criminal Justice
Fall 2025	Tanya Trudell	Occupational Therapy
Fall 2025	Don Vescio	English
Fall 2025	Lingling Wang	Business Administration & Economics

FALL 2025 | MARIANA CALLE

HEALTH SCIENCE DEPARTMENT

“Preventive Nutrition in Cardio-Metabolic Disease: Visiting Scholar”

- Visiting Scholar at Harvard TH Chan School of Public Health
- Addressing the disparate impact of metabolic diseases on the Hispanic/Latine population
- Grant application and engagement with the Worcester community

FALL 2025 | PAMELA HOLLANDER

EDUCATION DEPARTMENT

“Worcester Arts Magnet School Student Fashion Career Project”

- Burncoat Arts Magnet School collaboration with faculty, a professional designer and students
- Grant application
- Literature review, planned culminating fashion show

FALL 2025 | BRITTANY JEYE

PSYCHOLOGY DEPARTMENT

“Understanding the Neural Timing Associated with Inhibition in Long-term Memory Using EEG”

- Investigating regions of brain and memory
- Utilizing existing data sets and exploring the potential for additional investigations at WSU
- Literature review, new analysis line, and mentoring undergraduate students in EEG exploration

FALL 2025 | HYESUN KIM

CRIMINAL JUSTICE DEPARTMENT

“Anti-Asian Hate Crime Book Project”

- Examining COVID impact on anti-Asian crime increases
- Comprehensive literature review and collaboration with other scholars
- Prepare proposal, outline, chapters and data collection
- Lexington Books exploration of contract

FALL 2025 | TANYA TRUDELL

OCCUPATIONAL THERAPY DEPARTMENT

“An Ostomy Care Pilot Program: Enhancing Ostomy Recovery, Community Connections and Student Success”

- Experiential learning opportunities for WSU OT students to work with this increasing population of ostomy recipients
- Creation of ostomy care pilot program
- Scholarly paper and presentation potential

FALL 2025 | DON VESCIO

ENGLISH DEPARTMENT

“AI in Higher Education: Developing OER Textbooks and Advancing Institutional Strategies”

- Creation of two open course textbooks for use at WSU and beyond
- Incorporating diverse perspectives to foster inclusivity in OER materials
- Develop comprehensive report on AI integration in higher education in the Commonwealth

FALL 2025 | LINGLING WANG

BUSINESS ADMINISTRATION & ECONOMICS DEPARTMENT

“Research on Artificial Intelligence Tools and Techniques for Enhancing Business Analytics”

- Mixed methods review and research into the current uses of AI
- Development of course materials for a special topics course
- Best practices potential scholarly submission

OVERVIEW OF SABBATICAL PROPOSALS RECOMMENDED TO THE BOARD OF TRUSTEES

Semester	Faculty Member	Department
Spring 2026	Diane Cooke	Education
Spring 2026	Mary Fowler	Mathematics
Spring 2026	Hy Ginsberg	Mathematics
Spring 2026	Ross Griffiths	Library
Spring 2026	Jennifer Hood-DeGrenier	Biology
Spring 2026	Christina Kaniu	Education
Spring 2026	Kyle Martin	Visual & Performing Arts
Spring 2026	Mim Plavin-Masterman	Business Administration & Economics
Spring 2026	Joseph Quattrucci	Chemistry
Spring 2026	Brandi Silver	Psychology
Spring 2026	Emily Soltano	Psychology

SPRING 2026 | DIANE COOKE

EDUCATION DEPARTMENT

“Social Justice in School Psychology Training Curriculum”

- Survey of recent alumna/e and analysis of course content
- Rubrics developed for assessing social justice learning outcomes
- Manuscript preparation for journal submission

SPRING 2026 | MARY FOWLER

MATHEMATICS DEPARTMENT

“A Study of Racial Bias and Equity in Jury Selections from a Legal and Statistical Perspective in the Commonwealth of Massachusetts”

- Building on racial profiling work in Massachusetts
- Collaboration with co-authors to study several courthouse selection processes
- Reviewing the uses of peremptory challenges

SPRING 2026 | HY GINSBERG

MATHEMATICS DEPARTMENT

“Latin Squares: Research into Two Open Questions”

- Examination of two unsolved questions in mathematics
- Utilizing Stinson’s “design theory”
- Potential publication for success in solving either of the questions OR for the development of techniques towards solution

SPRING 2026 | ROSS GRIFFITHS

LIBRARY DEPARTMENT

“The Road to Heritage: How Automobile Travel Influenced Heritage Tourism in New England, 1900-1920”

- Building skills and knowledge about scholarly sources to heritage site development in New England
- Sharpening research and writing skills in a long form paper
- Contributing to public history through presentation, paper, and conferences

SPRING 2026 | JENNIFER HOOD-DEGRENIER

BIOLOGY DEPARTMENT

“Building Collaboration Between WSU and UMass Chan Medical School to Enhance Cancer Research Opportunities for Students and to Build a Ph.D. Pipeline”

- Grant funded research into the Twist1 protein, which directs the expression of other genes and plays a role in metastasis
- Collaboration in cutting-edge research on breast cancer with opportunities for students to engage
- Working with UMass Chan to help WSU students to consider and demystify experience a Ph.D. program in biomedical sciences

SPRING 2026 | CHRISTINA KANIU

EDUCATION DEPARTMENT

“Kenya Trip Initiative Expansion”

- To bring teachers/librarians from Ol Kalou areas to WSU to learn about our education system
- Expand existing biannual Kenya trip and course in literacy, research funding support for graduate and undergraduate students
- Develop organizations partners and business plan

SPRING 2026 | KYLE MARTIN

VISUAL AND PERFORMING ARTS DEPARTMENT

“Bridging Music Cognition. Theoretical Analysis, and 21st Century Composition”

- Analysis of film scores, classical and contemporary composers
- Creation of compositions that blend contemporary and classical forms
- Incorporation of digital tools to prepare students for music education

SPRING 2026 | MIM PLAVIN-MASTERMAN BUSINESS ADMINISTRATION & ECONOMICS DEPARTMENT

“Seeing and understanding Implications of Social Class Differences in the Undergraduate Management Classroom”

- Collaboration with colleagues to examine who goes to what college and why and the approach to students of varying backgrounds
- Survey students, their choice of major and minor, their needs for support
- Publishable material on pedagogy and submission to two major conferences in the field

SPRING 2026 | JOSEPH QUATTRUCCI

CHEMISTRY DEPARTMENT

“Electronic Structure Calculations of the Dissociative Chemisorption of Molecular Hydrogen Over Graphene Doped with Transition Metal Clusters” and “Development of a Quantum Dynamics Code for the Investigation of Hydrogen Storage on Graphitic Materials”

- Will utilize the Vienna ab-initio Simulation Package (VASP) to perform time consuming calculations
- Examining the dynamics of a process using coding and testing, moving to publication of results
- Bringing new opportunities to WSU students regarding the energetics of a system

SPRING 2026 | BRANDI SILVER

PSYCHOLOGY DEPARTMENT

“The Effects of Fentanyl Overdose on Anhedonia and Relapse in Rats”

- Library research and data collections in three experiments on fentanyl impacts of rats
- Collaboration with Tufts University researchers
- Exploring the implications of anhedonia and substance abuse disorder and overdose risk

SPRING 2026 | EMILY SOLTANO

PSYCHOLOGY DEPARTMENT

“The Impact of a Learning Assistant Model on Student Metacognition and Course Content”

- Learning assistants usage protocols and literature review
- Qualitative analyses combined with quantitative analyses of impact on learning assistants themselves and impact on students in courses which utilizes learning assistants
- Focus on increasing diversity and learning differences and Generation Z students

Questions?

Worcester State University

President's Update

November 2024

President's Message



Worcester State University's excellence and reputation has been on the rise for some time, due primarily to our outstanding faculty. They are dedicated to their students, engaging them through coursework as well as engaging with them, and their scholarly endeavors bear fruit in many ways.

If you check out online "chatter" about Worcester State, it won't be long before you

read a testimonial about our committed faculty. The students I come into contact with tell similar anecdotes. These stories may not make the media – social or otherwise – yet I am certain our faculty's student-centered approach has played a significant role in our persistence rate climb of three percentage points this year (see my mention of this achievement in this [article](#)). Especially since the pandemic, faculty have been diligent about identifying and reaching out to students who show signs of apathy, academic struggle, or other "warning sign" behaviors. Caring faculty keep their students engaged – within and beyond the classroom - and on a path toward graduation, leading to student success.

Continuous improvement in pedagogy also makes a difference. The investments we've made in the Center for Teaching and Learning are paying off, as its staff offer an increasing number of opportunities for faculty to learn from each other – from "faculty chats," to annual Alden teaching awardee presentations, to sessions on AI, which CTL: the Faculty Development Center kicked off last year. The series has been well-attended and organically moved well beyond AI as a cause of academic dishonesty, covering topics such as generative AI platforms ChatGPT and Gemini.

Our faculty are experts in their fields; 95% of those who are full-time permanent employees hold a terminal degree (generally an MFA in Fine Arts, a doctorate in other disciplines). Contractually guaranteed sabbaticals provide opportunities for intensive and sustained scholarly



Contents

Enhancing Student Experiences	3
Community Engagement and Outreach	6
Faculty Achievement and Sabbatical Research	8
Advancing Research and Scholarship	10
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PRESIDENT'S OFFICE

Worcester State University
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Worcester, MA 01602
508-929-8000
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endeavors that result in published papers, works of art, presentations at research conferences – all of which improve our academic reputation and enrich our faculty's understanding, which in turn enriches the student learning experience. Research grants are on the rise, as well, with a growing number of donors supporting university-based research funding.

Meeting students where they are, helping them succeed, while imparting knowledge gained through long-term immersion in research and scholarship – that's our faculty. They make Worcester State proud!



Enhancing Student Experiences

At Worcester State University, we strive to provide our students with engaging and enriching experiences that extend beyond the classroom. Through innovative programs, research opportunities, and community partnerships, we aim to foster a well-rounded education that prepares our students for success in their future endeavors.

Field Science Program

Dr. Laura Reynolds (Earth, Environment, and Physics) has developed a robust field science program since joining Worcester State in 2020, offering students unique opportunities to learn through hands-on experiences. In October, Dr. Reynolds led a group of students enrolled in GS180/380 (Field Geology) on a weekend trip to Camden, Maine, to study the geological history of the coastal region. The students camped at Camden Hills State Park and participated in field trips organized by the [New England Intercollegiate Geological Congress](#), collaborating with geology departments from other universities. During the trip, students gained a deeper understanding of the complex geological processes that shaped the coast of Maine, learning about the formation of the coastline from pieces of Earth's crust that originated along ancient Africa, and how glaciers sculpted the landscape during the last ice age. The trip also offered an unexpected and awe-inspiring moment, as the aurora borealis made a surprise appearance in the night sky, adding an extra layer of excitement to the already enriching educational experience.

NOAA-Funded Summer Program

Dr. Nabin Malakar (Earth, Environment, and Physics) and Dr. Daron Barnard (Biology) are co-PIs (Principle Investigators) for a grant from the National Oceanic and Atmospheric Administration (NOAA), focusing on enhancing diversity and inclusion in STEM through a summer program at Worcester State. In the second year of the program, they redesigned the curriculum based on feedback from the first year and successfully launched a six-week summer research experience for incoming first-year students, attracting a diverse group of underrepresented STEM undergraduates. Participants gained hands-on experience in the newly developed interdisciplinary course, Special Topics in Environmental Science (EV199), acquiring valuable laboratory and computational skills. The students also connected with NOAA scientist Dr. Jon Hare, who provided valuable insights about the impact of climate on the fishing industry. By the end of the summer, the students produced commendable research contributions, evident in their final projects, which enhanced their understanding of environmental science topics. This progress aligns with the goal of building a sustainable model for recruiting to Worcester State, and retaining, diverse STEM talent.

Aisiku Summer Research Fellows

During the summer of 2024, the [Aisiku STEM Center](#) funded the research of student/faculty teams, which included five faculty members and nine students, making it the busiest summer since the Center's establishment. In addition to conducting research, the students attended a regularly scheduled professional development seminar series, hosted by the faculty, to enhance their knowledge of tools and skills needed for the research process. The students' work will be presented at the spring 2025 Worcester State [Celebration of Scholarship and Creativity](#) and the [Massachusetts Undergraduate Research Conference](#), showcasing their achievements and contributions to the scientific community.

STEM Week

Worcester State participated in the [6th Annual Massachusetts STEM Week](#) from October 21-25, offering a variety of engaging events that were featured on the statewide website. This year's events included two informative faculty panels: "What's Your Exit Plan?" which explored opportunities for students after completing their bachelor's degree, such as graduate school, industry, and academia, and "How to Get Involved with Research" which introduced students to research opportunities at WSU. Hands-on activities like T-Shirt Dyeing and Cyanotyping, a Teaching Garden Clean Up, and a tour of the [Worcester State greenhouse](#) provided students with interactive experiences. Additionally, seven students presented their research findings during two afternoons of oral presentations, showcasing their accomplishments in STEM fields.

Currents in Teaching and Learning Journal

[Currents in Teaching and Learning](#), Worcester State's peer-reviewed, open-access journal focused on the scholarship of teaching and learning (SoTL) within higher education, continues to contribute to a culture of educational excellence under the new editorship of Dr. Riley McGuire (English). Since 2008, the journal has facilitated instructional improvement and innovation across disciplines through the publication of dynamic research. The upcoming issue presents the work of educators in six different countries on a range of topics, from concrete strategies for making online learning as engaging as possible to the paramount importance of pedagogical kindness. As editor, Dr. McGuire is committed to both continuing and expanding the journal's mission, with efforts underway to promote Currents more broadly through various professional networks in order to increase submissions and readership. In addition, planning has begun for creating special topic issues on the subjects most germane to contemporary higher education.

Currents also provides a vibrant professional opportunity for Worcester State students. This semester, Dr. McGuire piloted a new internship program for students interested in the realm of editing and

publishing, offering hands-on training in copyediting, soliciting peer reviews, advertising new issues, and more—essential skills for their future careers. The journal remains deeply intertwined with our community, relying on and contributing to Worcester State's emphasis on high-quality instruction. For faculty and students alike – both on our campus and well beyond it – Currents continues to contribute to a culture of educational excellence.



Community Engagement and Outreach

Worcester State University is committed to fostering strong connections with our local and regional communities. Through outreach programs, partnerships, and events, we aim to engage with prospective students, address important societal issues, and contribute to the intellectual and cultural vibrancy of our community.

Engaging Prospective Students

During the Fall 2024 semester, Worcester State hosted [two Open House recruitment events](#) for prospective students. Altogether, the University welcomed 369 students and over 900 total attendees to campus, an increase over last year. For the first time, the University hosted an Open House on a Sunday, which saw both an increase in registrations and attendees compared to the Saturday Open House. Faculty and staff from across campus played a critical role in bringing our campus to life and putting our best foot forward. With almost every academic department and almost all student services represented, the Open Houses offered comprehensive experiences for our prospective families. Both events were successful, and feedback from prospective students and families who attended has been positive.

Youth Leaders in Gambling Prevention Project

Dr. Andrew Piazza (Health Sciences) and Mary Jo Marion (Associate Vice President of University and Community Engagement) are the recipient and co-PIs of a \$700,000 (annually for four years) grant through the Massachusetts Office of Problem Gambling Services (OPGS) to address youth gambling in Central Massachusetts. The [Youth Leaders in Gambling Prevention](#) project will build programs that empower young people to lead and develop problem gambling prevention, advocacy, and community strategies to raise awareness of problem gambling and related health issues throughout the state.

Free Speech: Myth and Reality Event

As part of the University's celebration of our 150th anniversary, the Office of Academic Affairs and the School of Humanities and Social Sciences co-organized the "[Free Speech: Myth and Reality](#)" event on November 14, 2024. This roundtable discussion featured Worcester State University faculty experts contributing to the conversation from the perspectives of Political Theory, American and World History, Political Science, Journalism Ethics, and Rhetoric. Humanities and Social Sciences faculty participating in the roundtable included Dr. Nathan Angelo, associate professor of Political Science; Dr. Erika Briesacher, professor of History; Dr. Charlotte Haller, professor of History; Dr. Carter Hardy, assistant professor of Philosophy; Dr. Matt Ortoleva, professor of English; Dr. Jamie Remillard, associate professor of English; and Dr. Cleve Wiese, associate professor of English. The event also included a Q&A session with the audience, providing an opportunity for further engagement and discussion. "Free Speech: Myth and Reality" marks the first in a planned four-event series exploring various topics throughout the 2024-25 academic year.



Faculty Achievement and Sabbatical Research

The faculty at Worcester State University continue to demonstrate their dedication to research, teaching, advising, and community engagement through their diverse achievements and sabbatical proposals. These accomplishments not only contribute to their respective fields, but also enrich the educational experience of our students.

Faculty Sabbatical Proposals

The proposals for sabbaticals this month span the diverse interests and achievements of our outstanding faculty. Applicant topics range from laboratory research to applied and community-based scholarship, with plans for scholarly papers, presentations, and books. In all cases, our students will benefit from their returning faculty's engagement with current techniques and renewed passion for their teaching.

Professor Adam Zahler's Sabbatical Research

Dr. Adam Zahler will be presenting an overview of his recent sabbatical work at November's Board meeting. His research is one of several notable projects emerging from last year's sabbatical round, exemplifying the dedication, rigor, and creativity of Worcester State faculty. Dr. Zahler's work highlights the valuable contributions that sabbatical research brings to our academic community, serving as a testament to the innovation and scholarly excellence fostered at Worcester State.

For his sabbatical during Spring 2024, Prof. Zahler conducted research, organized, and cataloged his collection of nineteenth and early twentieth century theatre artifacts and memorabilia. He developed a website of nineteenth and early twentieth century theatre anecdotes that will eventually house a database of the productions, performers, and artists involved in the shows documented in the material. In Spring 2025, he and the library plan an exhibit of his material with an accompanying lecture. Eventually, all the material will be donated to Worcester State as an archive for future research.

This database, however modest in comparison to larger collections like the New York Public Library for the Performing Arts and the Internet Broadway Database, will provide researchers with another avenue to research actors, managers, playwrights, productions, etc. to create a broader picture of the plays and players during this time period. Similarly, while much of the material in the Anecdote Archive is available, there is no central location that allows a researcher to find primary sources detailing aspects of the 19th – early-20th-century theatre. With the archive, a researcher can find reflections and stories on almost every facet of the theatre – from Charlotte Cushman to that "hideous abomination known as the 'third tier'" – from the people who lived and worked at that time.

In the end, the collection, the database, and the [website](#) will be a resource for theatre research that will be housed at Worcester State, giving the University a prominent place in this field of theatre history.



Advancing Research and Scholarship

Worcester State University faculty continue to secure prestigious grants and awards, advancing research and scholarship across various disciplines. These grants support innovative projects, collaborative research, and the development of new programs that enhance our academic offerings and provide valuable opportunities for our students and community.

Faculty Grants and Awards

- **National Science Foundation - The Faculty Early Career Development Program**

Dr. Anne Armstrong, assistant professor of Human Geography in the Department of Earth, Environment, and Physics, received a \$100,146 grant from the National Science Foundation's Faculty Early Career Development (CAREER) Program. The grant period runs for 60 months, from February 1, 2024, to February 28, 2029. Dr. Armstrong is partnering with Clark University on this project. The CAREER Program is the National Science Foundation's most prestigious award, supporting early-career faculty who have the potential to serve as academic role models in research and education and to lead advances in the mission of their department or organization.

- **National Endowment for the Humanities - Spotlight on Humanities in Higher Education**

Dr. Rita Mookerjee, assistant professor of Interdisciplinary Studies, received a \$24,927.56 grant from the [National Endowment for the Humanities Spotlight on Humanities in Higher Education](#) program. The project is titled "Mapping our Future: Building Engaged Humanities Minors Through Civic Engagement." Dr. Mookerjee is collaborating with co-Principal Investigators Dr. Amanda Whitman, director of the [John J. Binianda Center for Civic Engagement](#), and Dr. Emily Soltano, [director of CTL: the Faculty Development Center](#). The Spotlight on Humanities in Higher Education program supports small projects that help students from underserved populations gain access to and benefit from the humanities at colleges and universities with fewer than 10,000 undergraduate students, including community colleges, minority-serving institutions, rural colleges and universities, or colleges and universities with more than 40% of students receiving Pell grants.

- **Spencer Foundation**

Dr. Jacquelyn N. Raftery-Helmer, associate professor in the Department of Psychology, has proposed a \$60,000 project titled "The Feedback Dilemma: Providing Motivationally Enhancing Feedback to Diverse Students." The project aims to help with student retention by exploring how to provide feedback that conveys useful information about competence, without undermining confidence and motivation - particularly for first-year students at risk of dropout and minoritized students who may perceive feedback through negative stereotypes about their intellectual abilities. This project seeks to improve the limited understanding of how to provide motivationally enhancing feedback to diverse students.

- **National Science Foundation - Education Core Research Program.**

Dr. Benjamin D. Jee, associate professor in the Department of Psychology, has submitted a pending \$226,389 research application to the [National Science Foundation's Education Core Research Program](#). The project, titled "Collaborative Research: A Cross-Cultural Investigation of Children's Cognition About Local and Global Environmental Change," aims to explore how children in climate-affected regions understand and reason about environmental changes, considering their unique exposure. The research will focus on children's conceptual frameworks, including cultural and religious influences, and identify potential biases in their understanding of complex systems. The final phase will pilot instructional methods to develop adaptable educational strategies that can improve science education and prepare children for environmental challenges. This is a sub-award with the College of the Holy Cross.



Appendix

Fall Open House

ADMISSIONS OFFICE
Shaughnessy Administration Building
486 Chandler Street
Worcester, MA 01602
508-929-8040
admissions@worchester.edu
worchester.edu/admissions

**Welcome to
Fall Open House**
Sunday, November 3

X
@WorcesterState

Instagram
@WorcesterState

YouTube
@WorcesterState

Facebook
@WorcesterStateUniversity

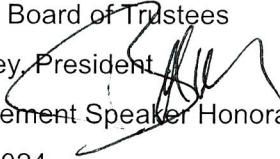
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@WorcesterState





WORCESTER
STATE
UNIVERSITY

President's Office
Phone: 508-929-8020
Fax: 508-929-8191
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TO: Members, WSU Board of Trustees
FROM: Barry M. Maloney, President 
RE: 2025 Commencement Speaker Honorary Degree
DATE: November 12, 2024

Having accepted the recommendation of the Senior Class Committee, I inform you of the choice of Debra Maddox, Psy.D., to serve as our 2025 undergraduate Commencement speaker and seek your approval to award her an honorary degree. Dr. Maddox's nomination has been vetted through the Speaker/Awards Committee and approved by the All University Committee.

Dr. Debra Maddox, is the founder, President and CEO of Multicultural Wellness Center, which she founded in 2005. The MWC is a non-profit behavioral health clinic that specializes in the treatment of consumers from diverse cultural backgrounds who have been historically underserved and underrepresented in the mental health field. Since 2009, MWC has employed and trained over 150 community members to work with that unique population. Most recently, in 2017, Dr. Maddox expanded services to Las Vegas, Nevada, by opening Multicultural Wellness West, which is a behavioral health clinic.

Dr. Maddox is licensed as a mental health counselor in the Commonwealth of Massachusetts, She is also a licensed marriage and family therapist, licensed rehabilitation counselor, certified school psychologist, nationally certified rehabilitation counselor, licensed school psychologist and licensed clinical professional counselor in the state of Nevada.

Dr. Maddox received a B.A. in Psychology from Worcester State University, an M.A. in Rehabilitation Counseling from Assumption College and a Psychology Doctorate (Psy.D.) from Antioch New England Graduate School, in Keene, New Hampshire.

Dr. Maddox has served on a number of community board, including recently, the Diocese of Worcester, Catholic School Board, Worcester District Attorney's Opioid Task Force, and the Worcester City Manager's Coalition Against Bias and Hate. Dr. Maddox was awarded the President's Volunteer Service Award under President Barack Obama, as well as local awards in the city of Worcester. Dr. Maddox has offered trainings and presentations to schools, and mental health providers on topics including racial trauma, cultural competence, and working with people from diverse cultural backgrounds in the treatment of addictions and family therapy.

Dr. Maddox's clinical interests are in race, culture and the impact of culture on adjustment and acculturation. In addition, Dr. Maddox developed and implemented a mentoring program named the Broader Horizons Program for Black males., It is part of a Rites of Passage program that focuses on social and emotional learning and cultural identity development. Dr. Maddox has clinical experience in the treatment of adults and adolescents as well as family therapy. She is trained in the areas of trauma-informed care and the treatment of substance use and gambling use disorders, as well as in Eye Movement Desensitization Reprocessing (EMDR), Ego Psychology and cultural trauma.

I ask for your favorable action on this recommendation to grant Dr. Debra Maddox an honorary degree at the November 26, 2024, board meeting.