



Board of Trustees

2:45 PM

December 11, 2019

President's Boardroom, Horace Mann Center

1. Call to Order	Board Chair Kevin Queenin
2. Approval of Minutes October 10, 2019	Board Chair Kevin Queenin
3. General Announcements	Board Chair Kevin Queenin
4. Student Trustee Report	Trustee Thalita Neves
5. President's Report	Dr. Ramon S. Torrecilha
<u>Advancement and Enrollment Management Committee</u>	Committee Chair Lydia Martinez-Alvarez
6. Items for Information	
7. Items for Action a. Motion: Staff Emeritus/a Status	
<u>Academic and Student Affairs Committee</u>	Committee Chair Dr. Robert Martin
8. Items for Information	
9. Items for Action a. Motion: Faculty Emeritus/a Status b. Motion: Bachelor of Science in Accounting c. Motion: Bachelor of Science in Finance d. Motion: Bachelor of Science in Management e. Motion: Bachelor of Science in Marketing	
<u>Finance and Capital Assets Committee</u>	Committee Chair Edward Sullivan
10. Items for Information	
11. Items for Action	

- a. Motion – FY21 Major Capital Project

Audit Committee

Committee Chair Paul Boudreau

12. Items for Information

13. Items for Action

- a. Motion – Uniform Guidance Report

Governance and Nomination Committee

Committee Chair Madeline Landrau

14. Items for Information

Executive Committee

Board Chair Kevin Queenin

15. Items for Information

16. Items for Action

- a. Motion – Presidential Evaluation for 2018-2019

Attachments:

- a. Minutes of October 10, 2019

Advancement and Enrollment Management Committee:

- b. Motion – Approval of Staff Emeritus/a Status and Staff Emeritus/a Justifications

Academic and Student Affairs Committee:

- c. Motion – Approval of Faculty Emeritus/a Status and Faculty Emeritus/a Status Justifications
- d. Request to Rename Degree Programs
- e. Motion: Bachelor of Science in Accounting
- f. Bachelor of Science in Accounting Draft BHE Application
- g. Motion: Bachelor of Science in Finance
- h. Bachelor of Science in Finance Draft BHE Application
- i. Motion: Bachelor of Science in Management
- j. Bachelor of Science in Management Draft BHE Application
- k. Motion: Bachelor of Science in Marketing
- l. Bachelor of Science in Marketing Draft BHE Application

Finance and Capital Assets Committee:

- m. Motion – FY21 Major Capital Project

Audit Committee:

- n. Motion – Uniform Guidance Report
- o. Uniform Guidance Report (Draft)

Executive Committee:

- p. Motion – Presidential Evaluation for 2018-2019
- q. Distributed at meeting: Draft Presidential Evaluation for 2018-2019 Academic Year
- r. 2018-2019 Self-Evaluation of President Ramon S. Torrecilha, Ph.D.
- s. Report of John M. Anderson, Ph.D., October 2019



BOARD OF TRUSTEES

Minutes

President's Boardroom, The Horace Mann Center
October 10, 2019

MEMBERS PRESENT: Chair Kevin Queenin, Vice Chair Edward Sullivan, Secretary Lydia Martinez-Alvarez and Trustees Paul Boudreau, James Hagan, Robert Magovern, Robert Martin and Thalita Neves

MEMBERS EXCUSED: Trustees Hill and Landrau

Dr. Ramon S. Torrecilha, President of Westfield State University, was also present.

The meeting was called to order at 1:49 PM by Chair Queenin.

MOTION made by Trustee Hagan, seconded by Trustee Sullivan, to approve the minutes of the June 20, 2019 Board of Trustees meeting. **Motion passed unanimously.**

Chair Queenin welcomed Trustees Boudreau and Neves to the first full Board meeting and asked Trustees to attend the DHE Trustees Conference on October 31 if possible.

Trustee Martin gave an overview of the Presidential Evaluation, which has been conducted by the Board three times since President Torrecilha has been at Westfield State. It is typically written by two-to-three Trustees and brought to the Board to review, discuss and approve. The Board of Higher Education (BHE) regulates that Boards should conduct a more comprehensive evaluation every three-to-five years. This year over the summer, it was decided it would be helpful to solicit the services of an external person to collect data from a larger group of community. The Pension Center, affiliated with the American Association of State Colleges and Universities (AASCU), provided us with the name of Dr. John Anderson, former president of Millersville University and Alfred State College, both state institutions. Trustee Martin spoke with Dr. Anderson by phone who indicated he had no professional or personal relationship with President Torrecilha, who also said the same. Dr. Anderson met with over 80 individuals as established by the Pension Center. Jean Beal, Assistant to the Board of Trustees, organized the names. Some names were picked by the title, others were chosen by random numbers. Dr. Anderson also met with representatives from the Foundation and Alumni Association and student leadership. He was presented with a whole range of written documents ranging from the Strategic Plan, prior evaluations, institutional data, and data available from the BHE. Dr. Anderson's task is to reflect back to us what he heard and what his recommendations are. Trustees Martin and Martinez-Alvarez will take the report and draft the Trustees' evaluation in about a month and bring it back to the Board for review and approval.

Chair Queenin stated the Executive Committee met on June 27 to review an Open Meeting Law complaint and that a motion was needed to ratify the actions taken at that meeting.

MOTION made by Trustee Queenin, seconded by Trustee Sullivan, to ratify the Executive Committee's action taken at its June 27, 2019 meeting to delegate to Rubin

and Rudman LLP the task of responding to the June 18, 2019 Open Meeting Law Complaint. **Motion passed unanimously.**

President's Report:

- President Torrecilha welcomed faculty and staff to the meeting, Trustees Boudreau and Neves to the Board, and Dr. Gloria Lopez as the Vice President for Student Affairs.
- The beginning of the year was marked by a tragedy in our campus. A student death on campus is something that we can never prepare for and he thanked community members for assisting each other.
- Institutions of higher education are forced to deal with demographic changes, skepticism about the value of higher education, reduced funding and escalating tuition and student debt.
- Many local colleges and universities have fallen short of enrollment projections. Westfield State did a little better with first-year, first-time students but fell behind on transfer students and had a drop in first-year to second-year retention. The decline will affect the budget and cabinet is developing a plan to address the shortfall in dialogue with the campus.
- Homecoming, Family Weekend and the Open House hosted over 1,500 people on campus.
- The Banacos Center celebrated 40 years, which speaks of the University's commitment to all learners.
- Westfield State continues to be elevated in the community with participation in the Regional Workforce Skills Cabinet, monthly column in *The Republican*, and civic engagement by the campus community, including hosting the Westfield mayoral debate later in the month between two distinguished alumni.
- An update was given on actions being implemented for priorities identified in the Strategic Plan's goals of 1) Student Experience, 2) Enrollment, 3) Culture, and 4) Resources. The report given will be refined and sent to the Trustees. Chair Queenin stated that it is the Board's role to monitor and measure on an annual basis the outcomes of the actions taken to meet the goals. He thanked the committees for following the Strategic Plan in their meeting agendas.

Academic and Student Affairs Committee: Trustee Martin stated that at the committee meeting they received an update on what has happened in the two divisions over the last year. Program review and specialty accreditation were discussed, which will be continued to the December meeting. In two years, there will be a major accreditation for the University and the Board's role is to make sure accreditation is getting done. Trustee Martin also gave a summary of the committee's agenda items for their meetings this year.

Finance and Capital Assets Committee: Trustee Sullivan stated that they had a productive and active committee meeting and invited the investment advisors to the table.

Mr. Robert Quinn and Mr. Duke Laflamme of Eaton Vance Investment Counsel gave a presentation on their investment plan and asset allocation target. It was suggested that Eaton Vance meet with the investment committee quarterly and give a presentation to the full Board annually.

MOTION made by Trustee Sullivan, seconded by Trustee Magovern, to ratify the Executive Committee's action taken at its August 19, 2019 meeting to approve and adopt the updated Westfield State University Investment policy (0430), as presented. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Sullivan, seconded by Trustee Magovern, to ratify the Executive Committee's action taken at its August 19, 2019 meeting to establish an account with Charles Schwab as custodian for Eaton Vance Investment Counsel, and to approve the

transfer of twenty million (\$20,000,000) dollars from Westfield State University's checking account at Berkshire Bank to the newly established Charles Schwab account for investment purposes. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Sullivan, seconded by Trustee Martin, to authorize the voluntary separation incentive program presently before the Board to be offered to the University's eligible members of the American Federation of State, County and Municipal Employees (AFSCME), Association of Professional Administrators (APA), Non-Unit Professionals (NUP), and Non-Unit Classified (NUC) employees. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Sullivan, seconded by Trustee Magovern, to establish a Money Market Account at Berkshire Bank, to approve the transfer of \$20,000,000 into the newly established account from the University's checking account at Berkshire Bank and to authorize the University to transfer funds between the two accounts if necessary. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Sullivan, seconded by Trustee Magovern, to eliminate the Affirmative Action, Equal Opportunity, Diversity Plan, Complaints Against University President Policy (2150) as it is no longer applicable. The provisions of this policy are covered in the Board of Higher Education's Equal Opportunity, Diversity and Affirmative Action Plan Policy (2170) as well as the University's Reporting Violations of Laws, Rules or Regulations (Whistleblower) Policy (0440). There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Neves, seconded by Trustee Sullivan, to eliminate the American Recovery and Reinvestment Act (ARRA) Funds Policy (0520) as it is no longer applicable. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Neves, seconded by Trustee Sullivan, to eliminate the Student Short-Term Loans Policy (0120) as it is no longer applicable.

Discussion: It was questioned what options students have if there is an emergency need. In those cases, Advancement, state funds or grants have been used. In the past, loans were given for the purchase of books before a student's aid came in. Some students do withdraw when the need is greater than the resources. **Motion passed unanimously.**

Advancement and Enrollment Management Committee: Trustee Martinez-Alvarez stated that in the committee meeting they received an update on a capital campaign, philanthropy awareness, opening numbers and new social media plans.

Audit Committee: Trustee Hagan stated that the committee had a good audit report from O'Connor and Drew, several items for information, and five motions.

MOTION made by Trustee Hagan, seconded by Trustee Sullivan, to accept the annual report for fiscal year ending June 30, 2019, as prepared by the university's Administration and Finance Division and to authorize the submission of this report to the State Comptroller's Office, the Massachusetts Department of Higher Education, and the State Auditor's Office, as required by the Massachusetts Department of Higher Education. This annual report includes the Westfield State University FY19 Financial Statements, audited by O'Connor & Drew, P.C.

Discussion: There were some good recommendations in the audit report which were discussed in detail. **Motion passed unanimously.**

MOTION made by Trustee Hagan, seconded by Trustee Martinez-Alvarez, to eliminate the Computer Viruses Policy (0040) as it is no longer applicable. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Hagan, seconded by Trustee Martinez-Alvarez, to eliminate the Equipment/Software Purchasing Policy (0070) as it is no longer applicable. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Hagan, seconded by Trustee Martinez-Alvarez, to eliminate the Identity Theft Prevention Policy (0540) as it is no longer applicable. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Hagan, seconded by Trustee Martinez-Alvarez, to eliminate the Telephone Use Policy (0310) as it is no longer applicable. There being no discussion, **Motion passed unanimously.**

MOTION made by Trustee Queenin, seconded by Trustee Sullivan, to confirm the appointment of Trustee Paul Boudreau as the Chair of the Audit Committee.

Discussion: Procedurally, the full Board needs to vote on this confirmation in accordance with the Audit Committee's charter. **Motion passed unanimously.**

There being no further business, **MOTION** made by Trustee Magovern, seconded by Trustee Martinez-Alvarez, to adjourn. **Motion passed unanimously.**

Meeting adjourned at 2:38 PM.

Attachments presented at this meeting:

- a. Minutes of June 20, 2019

Executive Committee:

- b. Motion – Ratification of directing Rubin & Rudman to Answer Open Meeting Law Complaint of June 18, 2019

Finance and Capital Assets Committee:

- c. Eaton Vance Presentation
- d. Motion – Ratification of Approval of Westfield State University Investment Policy (0430) and supporting documents presented by the Committee
- e. Motion – Ratification of Schwab Investment Account, Fund Transfer and supporting documents presented by the Committee
- f. Motion – Voluntary Separation Incentive Program and supporting documents presented by the Committee
- g. Motion – Money Market Account and supporting documents presented by the Committee
- h. Motion – Affirmative Action/Equal Opportunity/Diversity Plan/Complaints Against University President Policy (2150) and supporting documents presented by the Committee
- i. Motion – American Recovery and Reinvestment Act (ARRA) Funds Policy (0520) and supporting documents presented by the Committee

- j. Motion – Student Short-Term Loans Policy (0120) and supporting documents presented by the Committee

Advancement and Enrollment Management Committee:

- k. Marts & Lundy Presentation

Audit Committee:

- l. Motion – FY19 Audit Report and supporting documents presented by the Committee
- m. Motion – Computer Viruses Policy (0040) and supporting documents presented by the Committee
- n. Motion – Equipment/Software Purchasing Policy (0070) and supporting documents presented by the Committee
- o. Motion – Identity Theft Prevention Policy (0540) and supporting documents presented by the Committee
- p. Motion – Telephone Use Policy (0310) and supporting documents presented by the Committee
- q. Motion – Confirmation of Appointment of Audit Committee Chair

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees meeting held on October 10, 2019.

Lydia Martinez-Alvarez, Secretary

Date



Board of Trustees

December 11, 2019

MOTION

To approve the granting of Staff Emeritus/a status, effective December 11, 2019 to the following individuals:

Ms. Deborah Adams
Ms. Susan LaMontagne
Ms. Maureen McCartney
Dr. Carlton Pickron
Ms. Catherine Ryan

Kevin Queenin, Chair

Date

STAFF EMERITUS/A JUSTIFICATIONS

December 3, 2019

In December 2010, the Board of Trustees approved the development of a Staff Emeritus/a program for Westfield State University. The intent of the program is to honor and recognize retirees of the university whose careers at Westfield State were marked by distinguished and substantive achievement. To be eligible, employees must have been retired with a minimum of ten years of full-time service, and must not be currently employed as a full-time employee at any other college, school or university.

The Staff Emeritus/a Committee requested nominations from the campus community to be considered for Emeritus/a status. The committee met recently to review the submissions received this year from the campus. On behalf of this committee, I am delighted to submit the following names as their recommendations for staff emeritus/a status:

Deborah Adams

Deborah Adams was a dedicated employee of Westfield State for over two decades. She began as a Clerk IV in 1997 in the Graduate and Continuing Education Department. In 2006, she was appointed to a position in Payroll and in 2008 was promoted to an accountant position in Accounts Payable. She concluded her career as a Senior Accountant III position in 2013. She was responsible for the payment of vendors for the entire university and worked closely with all departments to ensure that bills were paid in an accurate and timely fashion.

Whether in Continuing Education or in Administration and Finance, she was committed to taking the extra step needed to help students and employees. Outside of the University, Deborah was a committed community volunteer, particularly with her work at the

Westfield Soup Kitchen.

Susan LaMontagne

Susan served Westfield State for over three decades in a variety of capacities within Student Affairs including two stints as Interim Vice President for Student Affairs. She was a tireless advocate, mentor and counselor for students and advocated on behalf of families during times of crisis. She was and is considered a leader both statewide and on campus in the areas of Student Conduct, FERPA, TITLE IX, Student Government and Affirmative Action. Her service to the institution goes beyond the strengths exhibited above to encompass the chairing or co-chairing of numerous campus wide committees, including accreditation, the Westfield State Experience, the First Year Experience, the crisis team and faculty/staff development. Beyond the campus borders, her positive influence was felt in her work with the Westfield Police, downtown landlords and students who live off-campus.

Maureen McCartney

Maureen McCartney began working at Westfield State in the President's office in 1983 handling a variety of activities with a number of permanent and interim presidents. From there she moved into service as the Executive Director of Experiential Education and Career Services. In this capacity, she helped to grow the University's involvement in The Washington Center in Washington, DC, where numerous students gained internship experience working at non-profits and government agencies in our nation's capital. This position led to her final one at the institution as Associate Dean of Academic Achievement, a position she held for nearly a decade. She oversaw the administrative departments dedicated to student success including Urban Education, TRiO Student Support Services, Academic Advising, Tutoring, the Learning Disabilities Program, Disabled Student Services, Reading and Writing Center and Supplemental Instruction. She over saw first-year initiatives including the First-Year Common Read, first-year only courses, and film and lecture series.

Carlton Pickron

Dr. Pickron began working at Westfield State University in February 1983 as a counselor in the Urban Education program, a role he fulfilled for six years. He then moved into the position of Associate Dean of Academic Affairs from 1989 until 2005 where he was instrumental in the creation of the Office of Academic Advising and Disabled Student Services. Dr. Pickron assisted hundreds of students in his many roles with the institution before becoming Vice President of Student Affairs where he oversaw Admissions, Athletics, Career Services, Counseling, Diversity and Inclusion, New Student Orientation and Residential Life.

His positive influence extended to serving on several dissertation committees for those pursuing doctoral degrees, authoring several publications on the doctoral process, preparing students for success and peer mentoring for students of color. Beyond academic support, Dr. Pickron served on numerous committees and even became assistant men's track and field coach. Beyond the campus, Dr. Pickron was a volunteer at the Boston Marathon, served on high school advisory boards and was District Representative for Omega Psi Phi.

Catherine Ryan

Catherine Ryan began her service to Westfield State in September of 1986 and served in the Financial Aid for her 33 years at the University. In her many years of service, Catherine helped countless students with making their goals of and education a reality. She worked tirelessly to ensure that the most deserving students received funding and routinely advocated for additional monies for students. She was involved in a variety of financial aid affiliates throughout the state. She was also committed to committee work here at Westfield including her service on the NEASC committee, the Enrollment Management Committee, and Administrative Council. Her knowledge and years of experience made her an invaluable member of every committee she served. She worked hand-in-hand with other campus departments on behalf of students and was an integral

part of the Last Mile Scholarship process ensuring that graduating senior were able to finish their degrees and not incur more debt doing so.



Board of Trustees

December 11, 2019

MOTION

To approve the granting of Faculty Emeritus/a status, effective December 11, 2019 to the following individuals:

Dr. David Doe, Department of Biology

Dr. Nitza Hidalgo, Department of Education

Dr. Ricki Kantrowitz, Department of Psychology

Mr. John Kurty, Department of Movement Science, Sport and Leisure Studies

Dr. David Lovejoy, Department of Biology

Dr. Ruth Ohayon, Department of Language and Culture Studies

Dr. Beth Ann Rothermel, Department of English

Dr. Jack Szpiller, Department of Psychology

Kevin R. Queenin, Chair

Date

Emeritus/a Justifications to the Board of Trustees
December 3, 2019

Every fall, the Office of Academic Affairs seeks nominations of former faculty and librarians to be considered for Emeritus/a status, a rank of honor and recognition.

To be eligible, faculty or librarians must have a minimum of ten years full-time service at the university; and be retired or resigned from full-time service and not currently employed as a full-time faculty or librarian at any other college, school, or university. They must have demonstrated substantive, sustained achievement in their careers at Westfield State University in one or more of the following areas: teaching, advising, scholarship, and professional service to the university, the community and/or the discipline. On behalf of the Emeritus Committee, I am pleased to recommend the following faculty to emeritus/a status:

PROFESSOR DAVID DOE to Professor Emeritus

Upon receiving his Ph.D. in Zoology from UNC Chapel Hill, Dr. David Doe began his career as a faculty member in the Department of Biology at Westfield State College in 1979. During the course of his 40 year career at WSU, Dr. Doe's impact has reverberated through the Department of Biology, the university campus, and indeed, the city of Westfield. A consistent advocate for the use of technology to advance both science and teaching, Dr. Doe worked through a variety of systems including connections to the U.S. Government and writing his own successful grant proposal to NSF, to secure both used and new equipment for our biology labs. Dr. Doe was a pioneer in today's pedagogical strategies including teaching online, changing the structure of his courses to more accurately mimic how research is conducted in the field and conducting workshops for students on applying for internships and graduate school. Indeed, Dr. Doe's own civic engagement serves as a model to our campus including his work on the city's school committee, Board of Directors for Stanley Park, Board of Directors for the Friends of Grandmother's Garden and importantly, his years of service on the Conservation Committee for the City of Westfield, including his work as chair of the committee.

PROFESSOR NITZA HIDALGO to Professor Emerita

For 25 years at Westfield state University, her intense dedication to critical multicultural education is the thread that has tied the teaching, scholarship and service of Dr. Nitza Hidalgo. Over the course of her career, Dr. Hidalgo conducted ground breaking research focused on the connection between family life, community and the school experience within the Latino community. Her work in this area was most recently recognized with the Antonia Pantoja Award, from the Latino Scholarship Association. Her expertise in Critical Multicultural education and her commitment to its importance was embodied in her everyday work sharing her expertise through her years preparing hundreds of students to enter the field of education, serving as a faculty liaison and as founding Director of the Westfield Professional Development School Network, and mentoring new faculty in our own Department of Education. Her current Department Chair attributes the education department's growing diversity in its faculty to the persistent advocacy and work of Dr. Hidalgo. Since receiving her Doctorate in Education from Harvard University, Dr. Hidalgo has fought tirelessly to reform our education system and we are fortunate that she spent a substantive portion of her career her at WSU.

PROFESSOR RICKI KANTROWITZ to Professor Emerita

Dr. Ricki Kantrowitz has served as a faculty in the Department of Psychology for over 35 years. During her career, Dr. Kantrowitz lent her considerable talents to a variety of areas on our campus, stepping forward at critical turning points. Dr. Kantrowitz led Westfield State in its efforts to fortify and expand the honors program where, as its director, she created connections across the commonwealth including student engagement in the Northeast Honors conference, establishing the program's newsletter and creating the base for honors housing on our campus. In addition to receiving three separate Fulbright-Hayes Summer Seminar Abroad awards Dr. Kantrowitz's expertise in global perspectives on mental health brought her to participate on NGOs for the UN including as NGO Representative for the World Federation for Mental Health at the United Nations. Her considerable expertise in this area led to her work as the Faculty Liaison for Internationalization, advocating for and supporting faculty international travel and integration of international perspectives in the curriculum. Dr. Kantrowitz's work as the purveyor of practicum experiences for psychology majors allowed her to bring her expertise in counseling to bear as she prepared and supervised students in their clinical practicum work. As her chair notes, if you happen to visit guidance offices, mental health clinics, hospitals, jails or human resource offices in the pioneer valley, over and over you will bump into WSU graduates who started those jobs as a result of Dr. Kantrowitz's practicum course.

PROFESSOR JOHN KURTY to Professor Emeritus

While many on our campus know of John Kurty as "Coach Kurty", he also served for over two decades as Professor Kurty on a faculty contract that included both traditional teaching and service obligations along with coaching responsibilities. Because of his legendary success as a coach, some on our campus are not aware that Professor Kurty was an integral part of our Movement Science Department teaching courses in physical education, the psychology of coaching, and the care and prevention of injuries. He played an important role in the development of the physical education major and served on several committees during his career at WSU. Whether serving as a teacher in the classroom, at a team meeting or on the field, Prof. Kurty was a mentor and advisor. The respect he earned from Westfield State students lead many of them to follow-in his footsteps, where they dominated the local soccer scene as coaches and teachers. The chair of MSSL Notes, "Quietly but effectively, John continued to mentor many of his students during their long and successful careers." A consummate professional in his field, in addition to his work with New England and National Intercollegiate Soccer Officials Associations where he received both service awards and a letter of commendation from the National Soccer Coaches Association, Professor Kurty was a member of the national and Massachusetts Associations for Health, Physical Education, Recreation and Dance. To have served so effectively as a full-time faculty member and legendary coach at the same time would be more than enough to fill the hours of the day, but Professor Kurty was also deeply committed to civic engagement through his work with the Westfield Parks and Recreation program, the Westfield Vocational School Building Committee, and the Board of Directors of the Western Massachusetts Baseball Umpires.

PROFESSOR DAVID LOVEJOY to Professor Emeritus

Dr. David Lovejoy served for almost fifty years in his role as a teacher-scholar in Westfield State University's Department of Biology. He has not only developed lab books for his own classes, but his course in Evolution, developed by him in 1975, has been taken by over 1300 students. Dr. Lovejoy's publication list is extensive, but what is most appreciated is his dedication to utilizing his expertise on a local level, studying and publishing about the flora in Springfield, Massachusetts, research that he is continuing in retirement. On an even more local level, Dr. Lovejoy is responsible for the creation of both WSU's biology museum and its herbarium; the former famous among anyone who has ever walked down the second floor of Wilson Hall and found themselves surrounded by, and often surprised by, displays of mammals, birds, and even insects. The "crown jewel" of this collection is a penguin that was obtained from the Byrd Expedition in 1918. The Westfield State University Herbarium, also located on the second floor of Wilson, boasts over 19,000 mounted plant specimens, about 65% of which are from New England. The collection from Hamden County specifically is the most complete existing collection of flora from that area. Dr. Lovejoy can still sometimes be seen visiting, and tending to, his specimens.

PROFESSOR RUTH OHAYON to Professor Emerita

Dr. Ruth Ohayon, *Professeur de Français* at Westfield State University for 31 years, was a leading voice of language studies at the Institution. Her course development not only in the languages but in gender studies helped shape both departments as they exist today. She worked diligently to promote interdisciplinary studies, collaborating with the English Department to develop several literature courses for the core curriculum, and with the Education Department to instate a French teacher preparation program. One of the most exceptional things about this devoted professor is her commitment to Holocaust Remembrance. For so many years, the Westfield State community has benefitted from her work organizing speaking engagements with Holocaust survivors, holding film screenings, and from her work on presentations by famed authors Alexandra Zapruder and Edith Velmans. Dr. Ohayon's tireless work with the WSU honors program, her initiation of the WSU branch of the French honor society, her nine-year tenure as chair, her extensive scholarship, and her service to the institution are to be celebrated.

PROFESSOR BETH ANN ROTHERMEL, to Professor Emerita

Dr. Beth Ann Rothermel arrived at Westfield State straight from the University of Texas in 1996, and would be an outstanding instructor in our English department until her retirement in 2019. With her focus on American Literature, and a scholarly interest in the history of pedagogy and the normal school, she taught many different courses here, notably in the subject of composition and rhetoric at the undergraduate and graduate level. Her courses in this specific field were crucial to students in our teacher preparation program, so many of whom benefitted from her expertise when they went on themselves, to become teachers. A John Nevins Outstanding Educator Award winner in 2007, Dr. Rothermel's service to the University shines as brightly as her substantial conference participation; she was involved in extensive committee work, both chairing and participating in such important groups as the TEC (Teacher Education Committee) and the Graduate Studies Committee. Dr. Rothermel was an incredible asset to the greater Westfield Community as a workshop organizer for the Massachusetts Writing project, and a member of the Friends of Westfield Athenaeum Board of Directors. She is truly an exceptional teacher, community member, and is wholeheartedly dedicated to her craft.

PROFESSOR JACK SZPILER to Professor Emeritus

Having taught in Westfield State's Department of Psychology as a full-time professor for 43 years, Dr. Jack Szpiler was as funny, engaging, and compelling outside of the classroom as he was in. His classes over this span of time were taken by so many educators, school principals, and political figures and Springfield Mayor Dominic Sarno proclaimed Thursday, May 2, 2019 "Dr. Jack Szpiler Day". Jack received nine teaching awards during his time at WSU, and has produced a plethora of publications that are not only important and relevant to his discipline, but helped to raise the profile of both the department and the institution. His dedication extended to the community at large, as he developed and hosted several stress management workshops for students, parents, staff, and the greater Westfield community.

Request to Rename Degree Programs
Department of Economics and Management
College of Education, Health, and Human Services

Proposal

Westfield State currently offers a Bachelor of Science in Business Management with concentrations in finance, accounting, marketing, or management. The attached proposals contain requests to rename these four concentrations, currently located within the Bachelor of Science in Business Management, to degrees. If successful, we will be able to offer the following degrees:

Bachelor of Science in Accounting
Bachelor of Science in Finance
Bachelor of Science in Management
Bachelor of Science in Marketing

Rationale

The renaming of the degrees will accomplish the following:

- (1) The renamed degrees will more accurately reflect the coursework, educational experiences, and consequent expertise of our students.
- (2) The renamed degrees will support both recruitment and retention efforts. Students and parents, rightly, articulate concern that our current, more generic degree title puts students at a disadvantage when compared with students whose degrees and resumes accurately reflect their specialized knowledge. Some of our sister institutions and the majority of our private school competitors offer the specific degree rather than the generic degree.
- (3) The renamed degrees will serve as a clear indicator of student expertise as they apply for internship opportunities and seek employment while approaching graduation and, indeed, for a lifetime.

Resources*

A review of the curriculum as noted in the preparatory material for the BHE/DHE demonstrates that no new resources are needed to make the proposed adjustments to the renamed degrees. The curriculum in each one of these concentrations in the current business management degree is the same as that which is offered to complete the full renamed degree. That is, no new courses or staffing are required to make the proposed changes to the degree title.

Market Demand

While general enrollment trends are on a downward slope, programs in the field of business remain among our strongest in attracting both full time and part time students. The current major in business management is the second largest major at Westfield State (i.e., current full-time enrollment is 631 majors in fall 2019). More detailed and historical data by content area are contained in the attached draft proposals for the BHE.

* Within the request to rename the Bachelor of Science in Business Management is also a request to add a concentration in human resources. This proposal is separate from the renaming (i.e., a different process and form from the BHE/DHE). For full disclosure, we are noting here that this new concentration will require the addition of one new course in advanced human resource management.



Board of Trustees

December 11, 2019

MOTION

To approve the Bachelor of Science in Accounting as described in attachment F.

Kevin R. Queenin, Chair

Date

**MASSACHUSETTS BOARD OF HIGHER EDUCATION
ONE ASHBURTON PLACE, ROOM 1401, BOSTON, MA 02108**

Request to Re-name Degree Program

Date of Submission:	
Institution:	Westfield State University
Current Degree Title:	Bachelor of Science in Business Management with a Concentration in Accounting
Current CIP Code:	52.0201
Proposed Degree Title:	Bachelor of Science in Accounting
Proposed CIP Code:	52.0301
Rationale for Retitle Request:	We propose retitling the Accounting degree as a B.S. in Accounting to better reflect the students' education. Currently, students are advised to list the accounting courses they have completed on their resumés so that employers can see that their preparation is equivalent to an accounting degree. We also anticipate that the retitling of the degree will be beneficial in the recruiting of students as it will clearly indicate our accounting offerings.
Describe Curriculum Changes and Attach Curriculum Outline:	No curricular changes are proposed. See attached curriculum outline.
Date of Trustee Board or President Approval:	
Contact Name and Title (CAO):	Diane Prusank, Provost/Vice President for Academic Affairs
Contact Email Address:	dprusank@westfield.ma.edu
Contact Phone:	(413) 572-5213

BHE approval required prior to announcement of program name change.

E-mail form to:

Angela Williams, Paralegal

awilliams@bhe.mass.edu

Phone: (617) 994-6963

Supporting Documentation: Westfield State University

Request to retitle the B.S. in Business Management with a Concentration in Accounting to a B.S. in Accounting

In accordance with the Department of Higher Education procedures, when institutions request a name change for a degree from an existing minor or concentration, they must include in their request for the preceding three years the following data, 1) enrollment data by concentration, 2) graduation date, and 3) alumni outcome data, and 4) evidence of accreditation.

Please see our responses below:

1. Enrollment Data

Term	Day Division Headcount	Continuing Education Headcount	Total
Fall 2016	76	15	91
Fall 2017	91	19	110
Fall 2018	99	20	119
Fall 2019	99	21	120

2. Graduation Data

Term	Day Division Headcount	Continuing Education Headcount	Total
AY 16-17	16	1	17
AY 17-18	29	3	32
AY 18-19	21	8	29

Enrollment and graduation data is provided by Westfield State University's Institutional Research Office.

3. Alumni Outcome Data

The Department of Economics and Management has not historically tracked the career paths of alumni. We are currently designing an outcome survey to collect this information.

We analyzed self-reported data from LinkedIn to provide an indication of the success of our graduates. The Westfield State University LinkedIn page includes information on 25,013 individuals who self-identified as WSU alumni (from 1900-2019). Data for the Accounting Concentration are provided below:

Number of Alumni	Percentage	Accounting Concentration
1874	7.5%	Alumni identified as Accounting
Where They Live		
678	36.2%	Greater Boston Area
603	32.2%	Springfield Area
Top Three Employers		
34		Mass Mutual
23		State Street
10		SS&C Technologies
Representative Job Titles		
Fund Accounting Specialist		
VP of Finance		
Assistant Controller		
Chief Financial Officer		
Audit Associate		

4. Evidence of accreditation

The Department of Economics and Management is not currently accredited separately. Westfield State University is regionally accredited by the New England Association of Schools and Colleges.

5. Curriculum: Current and proposed curriculum outlines are attached.

Undergraduate Program Curriculum Outline
Current Degree in Business Management with a Concentration in Accounting

Required (Core) Courses in the Major (Total # courses required = 25)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
Business Core Courses (39 Credits)		
MGMT 0107	Software Applications in Management	3
ACCT 0104	Principles of Accounting I	3
ACCT 0105	Principles of Accounting II	3
MGMT 0241	Business Law	3
MRKT 0231	Marketing Management	3
MGMT 0250	Quantitative Approaches to Business Decisions	3
FINC 0207	Financial Management	3
MGMT 0220	Production/Operations Management	3
MGMT 0221	Business Management	3
MGMT 0308	Organizational Development and Behavior	3
ACCT 0345	Accounting Information Systems	3
MGMT 0325	Business Policy and Strategy	3
MGMT 0338	International Business	3
Non-Business Required Courses (18 Credit Hours)		
ECON 0101	Principles of Macroeconomics	3
ECON 0102	Principles of Microeconomics	3
ENGL 0103	Speech	3
ENGL 0392	Business and Technical Writing	3
MATH 0108	Elementary Statistics	3
MATH0115	Mathematics for Business and Social Sciences	3
Sub Total Required Credits		57
Elective Courses (Total # courses required = 2-3) (attach list of choices if needed)		
Various	General Electives	5
Sub Total Elective Credits		5
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		18
Mathematics and the Natural and Physical Sciences		13
Social Sciences (ECON 0101 Macroeconomics, ECON 0102 Microeconomics fulfill Social Sciences requirements)		6

Diversity (MGMT 0338 International Business fulfills Global Diversity Requirement)		3
Sub Total General Education Credits		40
Curriculum Summary		
Total number of courses required for the degree		38-39
Total credit hours required for degree		120
Prerequisite, Concentration or Other Requirements:		
Accounting Concentration Required Courses (18 Credit Hours)		
ACCT 0310	Federal Income Taxation	3
ACCT 0311	Auditing	3
ACCT 0315	Financial Reporting I	3
ACCT 0316	Financial Reporting II	3
ACCT 0317	Cost Accounting	3
ACCT 0318	Financial Reporting III	3
Sub Total Required Credits		18

**Undergraduate Program Curriculum Outline
Proposed Accounting Degree**

Required (Core) Courses in the Major (Total # courses required = 25)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
Business Core Courses (39 Credits)		
MGMT 0107	Software Applications in Management	3
ACCT 0104	Principles of Accounting I	3
ACCT 0105	Principles of Accounting II	3
MGMT 0241	Business Law	3
MRKT 0231	Marketing Management	3
MGMT 0250	Quantitative Approaches to Business Decisions	3
FINC 0207	Financial Management	3
MGMT 0220	Production/Operations Management	3
MGMT 0221	Business Management	3
MGMT 0308	Organizational Development and Behavior	3
ACCT 0345	Accounting Information Systems	3
MGMT 0325	Business Policy and Strategy	3
MGMT 0338	International Business	3
Non-Business Required Courses (18 Credit Hours)		
ECON 0101	Principles of Macroeconomics	3
ECON 0102	Principles of Microeconomics	3
ENGL 0103	Speech	3
ENGL 0392	Business and Technical Writing	3
MATH 0108	Elementary Statistics	3
MATH0115	Mathematics for Business and Social Sciences	3
Sub Total Required Credits		57
Accounting Major Courses (18 Credit Hours)		
ACCT 0310	Federal Income Taxation	3
ACCT 0311	Auditing	3
ACCT 0315	Financial Reporting I	3
ACCT 0316	Financial Reporting II	3
ACCT 0317	Cost Accounting	3
ACCT 0318	Financial Reporting III	3
Sub Total Required Credits		75

Elective Courses (Total # courses required =2-3) (attach list of choices if needed)		
Various	General Electives	5
Sub Total Elective Credits		5
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		18
Mathematics and the Natural and Physical Sciences		13
Social Sciences (ECON 0101 Macroeconomics, ECON 0102 Microeconomics fulfill Social Sciences requirements)		6
Diversity (MGMT 0338 International Business fulfills Global Diversity Requirement)		3
Sub Total General Education Credits		40
Curriculum Summary		
Total number of courses required for the degree		38-39
Total credit hours required for degree		120
Prerequisite, Concentration or Other Requirements:		



Board of Trustees

December 11, 2019

MOTION

To approve the Bachelor of Science in Finance as described in attachment H.

Kevin R. Queenin, Chair

Date

**MASSACHUSETTS BOARD OF HIGHER EDUCATION
ONE ASHBURTON PLACE, ROOM 1401, BOSTON, MA 02108**

Request to Re-name Degree Program

Date of Submission:	
Institution:	Westfield State University
Current Degree Title:	Bachelor of Science in Business Management with a Concentration in Finance
Current CIP Code:	52.0201
Proposed Degree Title:	Bachelor of Science in Finance
Proposed CIP Code:	52.0801
Rationale for Retitle Request:	We propose retitling the Finance degree as a B.S. in Finance to better reflect the students' education. The retitling positions Westfield State University consistently with other respected business programs. We also anticipate that the retitling of the degree will be beneficial in the recruiting of students as it will clearly indicate our finance offerings.
Describe Curriculum Changes and Attach Curriculum Outline:	No curricular changes are proposed. See attached curriculum outline.
Date of Trustee Board or President Approval:	
Contact Name and Title (CAO):	Diane Prusank, Provost/Vice President for Academic Affairs
Contact Email Address:	dprusank@westfield.ma.edu
Contact Phone:	(413) 572-5213

BHE approval required prior to announcement of program name change.

E-mail form to:

Angela Williams, Paralegal

awilliams@bhe.mass.edu

Phone: (617) 994-6963

Supporting Documentation: Westfield State University

Request to retitle the B.S. in Business Management with a Concentration in Finance to a B.S. in Finance

In accordance with the Department of Higher Education procedures, when institutions request a name change for a degree from an existing minor or concentration, they must include in their request for the preceding three years the following data, 1) enrollment data by concentration, 2) graduation date, and 3) alumni outcome data, and 4) evidence of accreditation.

Please see our responses below:

1. Enrollment Data

Term	Day Division Headcount	Continuing Education Headcount	Total
Fall 2016	135	13	148
Fall 2017	142	9	151
Fall 2018	130	9	139
Fall 2019	130	12	142

2. Graduation Data

Term	Day Division Headcount	Continuing Education Headcount	Total
AY 16-17	18	4	22
AY 17-18	37	0	37
AY 18-19	41	1	42

Enrollment and graduation data is provided by Westfield State University's Institutional Research Office.

3. Alumni Outcome Data

The Department of Economics and Management has not historically tracked the career paths of alumni. We are currently designing an outcome survey to collect this information.

We analyzed self-reported data from LinkedIn to provide an indication of the success of our graduates. The Westfield State University LinkedIn page includes information on 25,013 individuals who self-identified as WSU alumni (from 1900-2019). Data for the Finance Concentration are provided below:

Number of Alumni	Percentage	Finance Concentration
1934	7.7%	Alumni identified as Finance
Where They Live		
806	41.7%	Greater Boston Area
520	26.9%	Springfield Area
Top Three Employers		
56		Mass Mutual
18		State Street
12		Fidelity Investments
Representative Job Titles		
Senior Finance Associate		
VP of Finance		
Executive Director, Finance & Operations		
Chief Financial Officer		
Finance Consultant		
Assistant Controller		

4. Evidence of accreditation

The Department of Economics and Management is not currently accredited separately. Westfield State University is regionally accredited by the New England Association of Schools and Colleges.

5. Curriculum: Current and proposed curriculum outlines are attached.

Undergraduate Program Curriculum Outline
Current Degree in Business Management with a Concentration in Finance

Required (Core) Courses in the Major (Total # courses required = 25)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
Business Core Courses (39 Credits)		
MGMT 0107	Software Applications in Management	3
ACCT 0104	Principles of Accounting I	3
ACCT 0105	Principles of Accounting II	3
MGMT 0241	Business Law	3
MRKT 0231	Marketing Management	3
MGMT 0250	Quantitative Approaches to Business Decisions	3
FINC 0207	Financial Management	3
MGMT 0220	Production/Operations Management	3
MGMT 0221	Business Management	3
MGMT 0308	Organizational Development and Behavior	3
MGMT 0321	Management Information Systems	3
MGMT 0325	Business Policy and Strategy	3
MGMT 0338	International Business	3
Non-Business Required Courses (18 Credit Hours)		
ECON 0101	Principles of Macroeconomics	3
ECON 0102	Principles of Microeconomics	3
ENGL 0103	Speech	3
ENGL 0392	Business and Technical Writing	3
MATH 0108	Elementary Statistics	3
MATH0115	Mathematics for Business and Social Sciences	3
Sub Total Required Credits		57
Elective Courses (Total # courses required = 2-3) (attach list of choices if needed)		
Various	General Electives	5
Sub Total Elective Credits		5
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		18
Mathematics and the Natural and Physical Sciences		13

Social Sciences (ECON 0101 Macroeconomics, ECON 0102 Microeconomics fulfill Social Sciences requirements)		6
Diversity (MGMT 0338 International Business fulfills Global Diversity Requirement)		3
Sub Total General Education Credits		40
Curriculum Summary		
Total number of courses required for the degree		38-39
Total credit hours required for degree		120
Prerequisite, Concentration or Other Requirements:		
Finance Concentration Required Courses (18 Credit Hours)		
FINC 0312	Investments: Security Analysis	3
FINC 0318	Advanced Financial Management	3
FINC 0319	Investments: Portfolio Management	3
FINC 0320	Money and Banking (crosslisted as ECON 0300)	3
FINC 0305	Introduction to Econometric Methods (crosslisted as ECON 0305)	3
VARIOUS	0300-Level Finance Elective	3

**Undergraduate Program Curriculum Outline
Proposed Finance Degree**

Required (Core) Courses in the Major (Total # courses required = 25)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
Business Core Courses (39 Credits)		
MGMT 0107	Software Applications in Management	3
ACCT 0104	Principles of Accounting I	3
ACCT 0105	Principles of Accounting II	3
MGMT 0241	Business Law	3
MRKT 0231	Marketing Management	3
MGMT 0250	Quantitative Approaches to Business Decisions	3
FINC 0207	Financial Management	3
MGMT 0220	Production/Operations Management	3
MGMT 0221	Business Management	3
MGMT 0308	Organizational Development and Behavior	3
MGMT 0321	Management Information Systems	3
MGMT 0325	Business Policy and Strategy	3
MGMT 0338	International Business	3
Non-Business Required Courses (18 Credit Hours)		
ECON 0101	Principles of Macroeconomics	3
ECON 0102	Principles of Microeconomics	3
ENGL 0103	Speech	3
ENGL 0392	Business and Technical Writing	3
MATH 0108	Elementary Statistics	3
MATH0115	Mathematics for Business and Social Sciences	3
Sub Total Required Credits		57
Finance Major Courses (18 Credit Hours)		
FINC 0312	Investments: Security Analysis	3
FINC 0318	Advanced Financial Management	3
FINC 0319	Investments: Portfolio Management	3
FINC 0320	Money and Banking (crosslisted as ECON 0300)	3
FINC 0305	Introduction to Econometric Methods (crosslisted as ECON 0305)	3
VARIOUS	0300-Level Finance Elective	3
Sub Total Required Credits		75

Elective Courses (Total # courses required = 2-3) (attach list of choices if needed)		
VARIOUS	General Electives	5
Sub Total Elective Credits		5
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		18
Mathematics and the Natural and Physical Sciences		13
Social Sciences (ECON 0101 Macroeconomics, ECON 0102 Microeconomics fulfill Social Sciences requirements)		6
Diversity (MGMT 0338 International Business fulfills Global Diversity Requirement)		3
Sub Total General Education Credits		40
Curriculum Summary		
Total number of courses required for the degree		38-39
Total credit hours required for degree		120
Prerequisite, Concentration or Other Requirements:		



Board of Trustees

December 11, 2019

MOTION

To approve the Bachelor of Science in Management as described in attachment J.

Kevin R. Queenin, Chair

Date

**MASSACHUSETTS BOARD OF HIGHER EDUCATION
ONE ASHBURTON PLACE, ROOM 1401, BOSTON, MA 02108**

Request to Re-name Degree Program

Date of Submission:	
Institution:	Westfield State University
Current Degree Title:	Bachelor of Science in Business Management
Current CIP Code:	52.0201
Proposed Degree Title:	Bachelor of Science in Management with a Concentration in Management
Proposed CIP Code:	52.0201
Rationale for Retitle Request:	We propose retitling the Management degree as a B.S. in Management to better reflect the students' education. The retitling positions Westfield State University consistently with other respected business programs. We also anticipate that the retitling of the degree will be beneficial in the recruiting of students as it will clearly indicate our management offerings.
Describe Curriculum Changes and Attach Curriculum Outline:	No curricular changes are proposed. See attached curriculum outline.
Date of Trustee Board or President Approval:	
Contact Name and Title (CAO):	Diane Prusank, Provost/Vice President for Academic Affairs
Contact Email Address:	dprusank@westfield.ma.edu
Contact Phone:	(413) 572-5213

BHE approval required prior to announcement of program name change.

E-mail form to:

Angela Williams, Paralegal

awilliams@bhe.mass.edu

Phone: (617) 994-6963

Supporting Documentation: Westfield State University

Request to retitle the B.S. in Business Management with a Concentration in Management to a B.S. in Management

In accordance with the Department of Higher Education procedures, when institutions request a name change for a degree from an existing minor or concentration, they must include in their request for the preceding three years the following data, 1) enrollment data by concentration, 2) graduation date, and 3) alumni outcome data, and 4) evidence of accreditation.

Please see our responses below:

1. Enrollment Data

Term	Day Division Headcount	Continuing Education Headcount	Total
Fall 2016	225	46	271
Fall 2017	216	41	257
Fall 2018	208	38	246
Fall 2019	208	27	235

2. Graduation Data

Term	Day Division Headcount	Continuing Education Headcount	Total
AY16-17	47	16	63
AY17-18	58	6	64
Ay18-19	67	21	88

1. Alumni Outcome Data

The Department of Economics and Management has not historically tracked the career paths of alumni. We are currently designing an outcome survey to collect this information.

We analyzed self-reported data from LinkedIn to provide an indication of the success of our graduates. The Westfield State University LinkedIn page includes information on 25,013 individuals who self-identified as WSU alumni (from 1900-2019). Data for the Management Concentration are provided below:

Number of Alumni	Percentage	Management Concentration
15,899	63.6%	Alumni identified as Management
Where They Live		
5739		Greater Boston Area
4647		Springfield Area
Top Three Employers		
203		Mass Mutual
76		Commonwealth of Massachusetts
64		Baystate Health
Representative Job Titles		
VP, Enterprise Data		
Director of Operational Risk Management		
Management Trainee		
Direct, Product Management		
Social Media Manager		
Field Underwriter		
VP of Talent Management		
VP of Data Management & Analytics		

2. Evidence of accreditation

The Department of Economics and Management is not currently accredited separately. Westfield State University is regionally accredited by the New England Association of Schools and Colleges.

3. Curriculum: Current and proposed curriculum outlines are attached.

Undergraduate Program Curriculum Outline
Old Degree in Business Management with a Concentration in Management

Required (Core) Courses in the Major (Total # courses required = 25)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
Business Core Courses (39 Credits)		
MGMT 0107	Software Applications in Management	3
ACCT 0104	Principles of Accounting I	3
ACCT 0105	Principles of Accounting II	3
MGMT 0241	Business Law	3
MRKT 0231	Marketing Management	3
MGMT 0250	Quantitative Approaches to Business Decisions	3
FINC 0207	Financial Management	3
MGMT 0220	Production/Operations Management	3
MGMT 0221	Business Management	3
MGMT 0308	Organizational Development and Behavior	3
MGMT 0321	Management Information Systems	3
MGMT 0325	Business Policy and Strategy	3
MGMT 0338	International Business	3
Non-Business Required Courses (18 Credit Hours)		
ECON 0101	Principles of Macroeconomics	3
ECON 0102	Principles of Microeconomics	3
ENGL 0103	Speech	3
ENGL 0392	Business and Technical Writing	3
MATH 0108	Elementary Statistics	3
MATH0115	Mathematics for Business and Social Sciences	3
Sub Total Required Credits		57
Elective Courses (Total # courses required = 2-3) (attach list of choices if needed)		
Various	General Electives	5
Sub Total Elective Credits		5
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		18
Mathematics and the Natural and Physical Sciences		13

Social Sciences (ECON 0101 Macroeconomics, ECON 0102 Microeconomics fulfill Social Sciences requirements)		6
Diversity (MGMT 0338 International Business fulfills Global Diversity Requirement)		3
Sub Total General Education Credits		40
Curriculum Summary		
Total number of courses required for the degree		38-39
Total credit hours required for degree		120
Prerequisite, Concentration or Other Requirements:		
Management Concentration Required Courses (18 Credit Hours)		
MGMT 0301	Labor Relations	3
MGMT 0314	Human Resource Management	3
MGMT 0342	Entrepreneurship	3
MGMT 0344	Project Management	3
MGMT 0346	Leadership	3
Various	0300-Level Management Elective	3

**Undergraduate Program Curriculum Outline
New Management Major**

Required (Core) Courses in the Major (Total # courses required = 25)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
Business Core Courses (39 Credits)		
MGMT 0107	Software Applications in Management	3
ACCT 0104	Principles of Accounting I	3
ACCT 0105	Principles of Accounting II	3
MGMT 0241	Business Law	3
MRKT 0231	Marketing Management	3
MGMT 0250	Quantitative Approaches to Business Decisions	3
FINC 0207	Financial Management	3
MGMT 0220	Production/Operations Management	3
MGMT 0221	Business Management	3
MGMT 0308	Organizational Development and Behavior	3
MGMT 0321	Management Information Systems	3
MGMT 0325	Business Policy and Strategy	3
MGMT 0338	International Business	3
Non-Business Required Courses (18 Credit Hours)		
ECON 0101	Principles of Macroeconomics	3
ECON 0102	Principles of Microeconomics	3
ENGL 0103	Speech	3
ENGL 0392	Business and Technical Writing	3
MATH 0108	Elementary Statistics	3
MATH0115	Mathematics for Business and Social Sciences	3
Management Major Courses (18 Credit Hours)		
MGMT 0301	Labor Relations	3
MGMT 0314	Human Resource Management	3
MGMT 0342	Entrepreneurship	3
MGMT 0344	Project Management	3
MGMT 0346	Leadership	3
Various	0300-Level Management Elective	3
Sub Total Required Credits		75

Elective Courses (Total # courses required = 2-3) (attach list of choices if needed)		
VARIOUS	General Electives	5
	Sub Total Elective Credits	5
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		18
Mathematics and the Natural and Physical Sciences		13
Social Sciences (ECON 0101 Macroeconomics, ECON 0102 Microeconomics fulfill Social Sciences requirements)		6
Diversity (MGMT 0338 International Business fulfills Global Diversity Requirement)		3
Sub Total General Education Credits		40
Curriculum Summary		
Total number of courses required for the degree		38-39
Total credit hours required for degree		120



Board of Trustees

December 11, 2019

MOTION

To approve the Bachelor of Science in Marketing as described in attachment L.

Kevin R. Queenin, Chair

Date

**MASSACHUSETTS BOARD OF HIGHER EDUCATION
ONE ASHBURTON PLACE, ROOM 1401, BOSTON, MA 02108**

Request to Re-name Degree Program

Date of Submission:	
Institution:	Westfield State University
Current Degree Title:	Bachelor of Science in Business Management with a Concentration in Marketing
Current CIP Code:	52.0201
Proposed Degree Title:	Bachelor of Science in Marketing
Proposed CIP Code:	52.1401
Rationale for Retitle Request:	We propose retitling the Marketing degree as a B.S. in Marketing to better reflect the students' education. The retitling positions Westfield State University consistently with other respected business programs. We also anticipate that the retitling of the degree will be beneficial in the recruiting of students as it will clearly indicate our marketing offerings.
Describe Curriculum Changes and Attach Curriculum Outline:	No curricular changes are proposed. See attached curriculum outline.
Date of Trustee Board or President Approval:	
Contact Name and Title (CAO):	Diane Prusank, Provost/Vice President for Academic Affairs
Contact Email Address:	dprusank@westfield.ma.edu
Contact Phone:	(413) 572-5213

BHE approval required prior to announcement of program name change.

E-mail form to:
Angela Williams, Paralegal
awilliams@bhe.mass.edu
Phone: (617) 994-6963

Supporting Documentation: Westfield State University

Request to retitle the B.S. in Business Management with a Concentration In Marketing to a B.S. in Marketing

In accordance with the Department of Higher Education procedures, when institutions request a name change for a degree from an existing minor or concentration, they must include in their request for the preceding three years the following data, 1) enrollment data by concentration, 2) graduation date, and 3) alumni outcome data, and 4) evidence of accreditation.

Please see our responses below:

1. Enrollment Data

Term	Day Division Headcount	Continuing Education Headcount	Total
Fall 2016	287	20	307
Fall 2017	299	18	317
Fall 2018	286	13	299
Fall 2019	286	24	310

2. Graduation Data

Term	Day Division Headcount	Continuing Education Headcount	Total
AY 16-17	55	8	63
AY 17-18	70	3	73
AY 18-19	71	4	75

Enrollment and graduation data is provided by Westfield State University's Institutional Research Office.

3. Alumni Outcome Data

The Department of Economics and Management has not historically tracked the career paths of alumni. We are currently designing an outcome survey to collect this information.

We analyzed self-reported data from LinkedIn to provide an indication of the success of our graduates. The Westfield State University LinkedIn page includes information on 25,013 individuals who self-identified as WSU alumni (from 1900-2019). Data for the Marketing Concentration are provided below:

Number of Alumni	Percentage	Marketing Concentration
5859	23.5%	Alumni identified as Marketing
Where They Live		
2369	40.4%	Greater Boston Area
1466	25.0%	Springfield Area
Top Three Employers		
56		Mass Mutual
20		TJX Companies, Inc.
17		Fidelity Investments
Representative Job Titles		
Marketing Consultant		
Marketing Coordinator		
Strategic marketing Partner		
Director of Sales & Marketing		
VP of Marketing & Sales		
Digital Marketing Analyst		

4. Evidence of accreditation

The Department of Economics and Management is not currently accredited separately. Westfield State University is regionally accredited by the New England Association of Schools and Colleges.

5. Curriculum: Current and proposed curriculum outlines are attached.

Undergraduate Program Curriculum Outline
Current Degree in Business Management with a Concentration in Marketing

Required (Core) Courses in the Major (Total # courses required = 25)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
Business Core Courses (39 Credits)		
MGMT 0107	Software Applications in Management	3
ACCT 0104	Principles of Accounting I	3
ACCT 0105	Principles of Accounting II	3
MGMT 0241	Business Law	3
MRKT 0231	Marketing Management	3
MGMT 0250	Quantitative Approaches to Business Decisions	3
FINC 0207	Financial Management	3
MGMT 0220	Production/Operations Management	3
MGMT 0221	Business Management	3
MGMT 0308	Organizational Development and Behavior	3
MGMT 0321	Management Information Systems	3
MGMT 0325	Business Policy and Strategy	3
MGMT 0338	International Business	3
Non-Business Required Courses (18 Credit Hours)		
ECON 0101	Principles of Macroeconomics	3
ECON 0102	Principles of Microeconomics	3
ENGL 0103	Speech	3
ENGL 0392	Business and Technical Writing	3
MATH 0108	Elementary Statistics	3
MATH0115	Mathematics for Business and Social Sciences	3
Sub Total Required Credits		57
Elective Courses (Total # courses required = 2-3) (attach list of choices if needed)		
Varies	General Electives	5
Sub Total Elective Credits		5
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		18
Mathematics and the Natural and Physical Sciences		13

Social Sciences (ECON 0101 Macroeconomics, ECON 0102 Microeconomics fulfill Social Sciences requirements)		6
Diversity (MGMT 0338 International Business fulfills Global Diversity Requirement)		3
Sub Total General Education Credits		40
Curriculum Summary		
Total number of courses required for the degree		38-39
Total credit hours required for degree		120
Prerequisite, Concentration or Other Requirements:		
Marketing Concentration Required Courses (18 Credit Hours)		
MRKT 0306	Logistics Management	3
MRKT 0307	Marketing Research Techniques	3
MRKT 0309	Sales and Sales Management	3
MRKT 0328	Principles of Advertising	3
MRKT 0337	Consumer Behavior	3
VARIOUS	0300-LEVEL Marketing Elective	3

**Undergraduate Program Curriculum Outline
Proposed Marketing Degree**

Required (Core) Courses in the Major (Total # courses required = 25)		
<i>Course Number</i>	<i>Course Title</i>	<i>Credit Hours</i>
Business Core Courses (39 Credits)		
MGMT 0107	Software Applications in Management	3
ACCT 0104	Principles of Accounting I	3
ACCT 0105	Principles of Accounting II	3
MGMT 0241	Business Law	3
MRKT 0231	Marketing Management	3
MGMT 0250	Quantitative Approaches to Business Decisions	3
FINC 0207	Financial Management	3
MGMT 0220	Production/Operations Management	3
MGMT 0221	Business Management	3
MGMT 0308	Organizational Development and Behavior	3
MGMT 0321	Management Information Systems	3
MGMT 0325	Business Policy and Strategy	3
MGMT 0338	International Business	3
Non-Business Required Courses (18 Credit Hours)		
ECON 0101	Principles of Macroeconomics	3
ECON 0102	Principles of Microeconomics	3
ENGL 0103	Speech	3
ENGL 0392	Business and Technical Writing	3
MATH 0108	Elementary Statistics	3
MATH0115	Mathematics for Business and Social Sciences	3
Sub Total Required Credits		57
Marketing Major Courses (18 Credit Hours)		
MRKT 0306	Logistics Management	3
MRKT 0307	Marketing Research Techniques	3
MRKT 0309	Sales and Sales Management	3
MRKT 0328	Principles of Advertising	3
MRKT 0337	Consumer Behavior	3
VARIOUS	0300-LEVEL Marketing Elective	3
Sub Total Required Credits		75

Elective Courses (Total # courses required = 2-3) (attach list of choices if needed)		
VARIOUS	General Electives	5
	Sub Total Elective Credits	5
Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)		# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages		18
Mathematics and the Natural and Physical Sciences		13
Social Sciences (ECON 0101 Macroeconomics, ECON 0102 Microeconomics fulfill Social Sciences requirements)		6
Diversity (MGMT 0338 International Business fulfills Global Diversity Requirement)		3
Sub Total General Education Credits		40
Curriculum Summary		
Total number of courses required for the degree		38-39
Total credit hours required for degree		120
Prerequisite, Concentration or Other Requirements:		



Board of Trustees

December 11, 2019

MOTION

To approve the submission of a proposal to the Division of Capital Asset Management for the FY21 Major Capital Project Process, to request \$4,843,125 to renovate a portion of the Scanlon building to create a Center for Equity, Diversity and Inclusion and to renovate and upgrade up to 3 - 4 classrooms/labs.

Kevin R. Queenin, Chair

Date



Board of Trustees

December 11, 2019

MOTION

To accept the audit report on the audit procedures required pursuant to the Office of Management and Budget (OMB) Uniform Guidance for fiscal year ending June 30, 2019 as prepared by the firm of O'Connor & Drew, P.C., and to authorize the submission of this report to the Federal Audit Clearinghouse and to other parties as required by OMB Uniform Guidance and the Commonwealth of Massachusetts.

Kevin R. Queenin

Date

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

**INDEPENDENT AUDITORS' REPORTS AS REQUIRED
BY THE UNIFORM GUIDANCE AND *GOVERNMENT*
AUDITING STANDARDS AND RELATED
INFORMATION**

JUNE 30, 2019

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

**Independent Auditors' Reports as Required by the Uniform Guidance and
Government Auditing Standards and Related Information**

June 30, 2019

C O N T E N T S

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Independent Auditors' Report on Internal Control Over Financial Reporting and on Compliance and Other Matters Based on an Audit of Financial Statements Performed in Accordance with <i>Government Auditing Standards</i>	4-5
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INDEPENDENT AUDITOR'S REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees of
Westfield State University
Westfield, Massachusetts

Report on Compliance for Each Major Federal Program

We have audited Westfield State University's (an Agency of the Commonwealth of Massachusetts) (the "University") compliance with the types of compliance requirements described in the *U.S. Office of Management and Budget ("OMB") Compliance Supplement* that could have a direct and material effect on each of the University's major federal programs for the year ended June 30, 2019. The University's major federal programs are identified in the summary of auditors' results section of the accompanying schedule of findings and questioned costs.

Management's Responsibility

Management is responsible for compliance with federal statutes, regulations, and the terms and conditions of its federal awards applicable to its federal programs.

Auditors' Responsibility

Our responsibility is to express an opinion on compliance for each of the University's major federal programs based on our audit of the types of compliance requirements referred to above. We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 U.S. *Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (the "Uniform Guidance"). Those standards and the Uniform Guidance require that we plan and perform the audit to obtain reasonable assurance about whether noncompliance with the types of compliance requirements referred to above that could have a direct and material effect on a major federal program occurred. An audit includes examining, on a test basis, evidence about the University's compliance with those requirements and performing such other procedures as we considered necessary in the circumstances.

We believe that our audit provides a reasonable basis for our opinion on compliance for each major federal program. However, our audit does not provide a legal determination of the University's compliance.

Opinion on Each Major Federal Program

In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2019.

Other Matters

The results of our auditing procedures disclosed instances of noncompliance, which are required to be reported in accordance with the Uniform Guidance and which are described in the accompanying schedule of findings and questioned costs as Finding 2019-001 and 2019-002. Our opinion on each major federal program is not modified with respect to these matters.

The University's responses to the noncompliance findings identified in our audit are described in the accompanying schedule of findings and questioned costs. The University's responses were not subjected to the auditing procedures applied in the audit of compliance and, accordingly, we express no opinion on the responses.

Report on Internal Control over Compliance

Management of the University is responsible for establishing and maintaining effective internal control over compliance with the types of compliance requirements referred to above. In planning and performing our audit of compliance, we considered the University's internal control over compliance with the types of requirements that could have a direct and material effect on each major federal program to determine the auditing procedures that are appropriate in the circumstances for the purpose of expressing an opinion on compliance for each major federal program and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, we do not express an opinion on the effectiveness of the University's internal control over compliance.

A deficiency in internal control over compliance exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis.

A material weakness in internal control over compliance is a deficiency, or combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be prevented, or detected and corrected, on a timely basis.

A significant deficiency in internal control over compliance is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a

federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies. We did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, however, material weaknesses may exist that have not been identified.

We identified deficiencies in internal control over compliance, as described in the accompanying schedule of findings and questioned costs as Finding 2019-001 and 2019-002 that we consider to be significant deficiencies.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Schedule of Expenditures of Federal Awards

We have audited the financial statements of the University, as of and for the year ended June 30, 2019. We issued our report thereon dated October 10, 2019, which contained an unmodified opinion on those financial statements. Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the basic financial statements as a whole.

**Certified Public Accountants
Braintree, Massachusetts**

DATE

(except for the Schedule of Expenditures of Federal Awards, for which the date is October 10, 2019)

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Westfield State University
Westfield, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Westfield State University (the "University"), which comprise the statement of net position as of June 30, 2019, the related statements of revenues, expenses and changes in net position and cash flows for the year then ended, and the related notes to the financial statements, which collectively comprise the University's basic financial statements and have issued our report thereon dated October 10, 2019.

Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting ("internal control") to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A deficiency in internal control exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**Certified Public Accountants
Braintree, Massachusetts**

October 10, 2019

**SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS**

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Expenditures of Federal Awards

For the Year Ended June 30, 2019

	CFDA Number	Pass-Through Entity	Pass-Through Entity Award Number	Federal Expenditures	Through to Subrecipients
STUDENT FINANCIAL ASSISTANCE CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Federal Supplemental Educational Opportunity Grant	84.007	N/A	N/A	\$ 295,448	\$ -
Federal Work-Study Program	84.033	N/A	N/A	370,068	-
Federal Pell Grant Program	84.063	N/A	N/A	7,938,937	-
Federal Perkins Loan Program (beginning of year)	84.038	N/A	N/A	586,572	-
Federal Perkins Loan Program (current year expenditures)	84.038	N/A	N/A	-	-
William D. Ford Federal Direct Loan Program (Note 4)	84.268	N/A	N/A	<u>32,811,289</u>	<u>-</u>
Total Student Financial Assistance Cluster				<u>42,002,314</u>	<u>-</u>
TRIO CLUSTER					
U.S. Department of Education:					
Direct Awards:					
Student Support Services	84.042	N/A	N/A	<u>284,044</u>	<u>-</u>
RESEARCH AND DEVELOPMENT CLUSTER					
National Science Foundation:					
Pass-through Awards:					
Education and Human Resources	47.076	California Polytechnic State University	1525058	54,875	-
U.S. Department of Health and Human Services					
Pass-through Awards:					
Mental Health Research	93.242	Auburn University	17-PSY-201309-WSU	<u>11,954</u>	<u>-</u>
Total Research and Development Cluster				<u>66,829</u>	<u>-</u>
NON-CLUSTER					
U.S. Department of Health and Human Services					
Direct Awards:					
Mental and Behavioral Health Education and Training	93.732	N/A	N/A	<u>456,632</u>	<u>-</u>
				<u>\$ 42,809,819</u>	<u>\$ -</u>

See accompanying notes to the Schedule of Expenditures of Federal Awards.

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Notes to the Schedule of Expenditures of Federal Awards

Year Ended June 30, 2019

Note 1 - **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the “Schedule”) includes the federal award activity of Westfield State University (the “University”) under programs of the Federal Government for the year ended June 30, 2019. The information on this Schedule is prepared in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the Schedule presents only a selected portion of the operations of the University, it is not intended to and does not present the financial position, changes in net position or cash flows of the University.

Note 2 - **Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance.

Note 3 - **Indirect Cost Rate**

The University has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 4 - **Federal Student Loan Programs**

Perkins Loan Program

The Federal Perkins Loan Program (“Perkins”) is administered directly by the University and balances and transactions relating to this program are included in the University’s basic financial statements. During the year ended June 30, 2019, there were no loans advanced under the Perkins program. During the year ended June 30, 2019, \$10,721 of administrative costs were incurred. As of June 30, 2019, loan balances receivable, net under Perkins was \$452,707.

There was no federal capital contribution or match by the University during the current year.

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Notes to the Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2019

Note 4 - **Federal Student Loan Programs - Continued**

Direct Student Loan Program

The University disbursed \$32,811,289 of loans under the Federal Direct Student Loans program, which include Stafford Subsidized and Unsubsidized Loans and Parent Plus Loans. It is not practical to determine the balances of the loans outstanding to students of the University under the program as of June 30, 2019. The University is only responsible for the performance of certain administrative duties and, accordingly, these loans are not included in the University's financial statements.

DRAFT

WESTFIELD STATE UNIVERSITY
 (an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs

Year Ended June 30, 2019

Section I – Summary of Auditors’ Results:

Financial Statements

Type of auditors’ report issued:	Unmodified	
Internal control over financial reporting:		
• Material weaknesses identified?	_____ yes	___x___ no
• Significant deficiencies identified that are not considered to be material weaknesses?	_____ yes	___x___ no
Noncompliance material to the financial statements noted?	_____ yes	___x___ no

Federal Awards

Type of auditors’ report issued on compliance for major programs:	Unmodified	
Internal control over major programs:		
• Material weaknesses identified?	_____ yes	___x___ no
• Significant deficiencies identified that are not considered to be material weaknesses?	___x___ yes	_____ no
Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?	___x___ yes	_____ no

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Identification of Major Programs

Name of Federal Program or Cluster	CFDA Number
Student Financial Assistance Cluster	
Federal Supplemental Educational Opportunity Grant Program	84.007
Federal Work-Study Program	84.033
Federal Perkins Loan Program (Note 4)	84.038
Federal Pell Grant Program	84.063
Federal Direct Student Loans (Note 4)	84.268
Non-Cluster	
Mental and Behavioral Health Education and Training	93.732

Dollar threshold used to distinguish between
type A and type B programs:

\$750,000

Auditee qualified as a low-risk auditee?

 x yes no

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Section II – Financial Statement Findings:

None

DRAFT

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Section III – Federal Award Findings and Questioned Costs:

Finding number: 2019-001
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #: 84.063 and 84.268
Award year: 2019

Criteria

According to 34 CFR 685.309(b)(2):

Unless Westfield State University expects to submit its next updated enrollment report to the Secretary within the next 60 days, a school must notify the Secretary within 30 days after the date the school discovers that –

- (i) A loan under title IV of the Act was made to or on behalf of a student who was enrolled or accepted for enrollment at the school, and the student has ceased to be enrolled on at least a half-time basis or failed to enroll on at least a half-time basis for the period for which the loan was intended; or
- (ii) A student who is enrolled at the school and who received a loan under title IV of the Act has changed his or her permanent address.

The Dear Colleague Letter GEN-12-6 issued by the U.S. Department of Education (“ED”) on March 30, 2012 states that in addition to student loan borrowers, Enrollment Reporting files will include two additional groups of students: Pell Grant and Perkins Loan recipients.

According to 2 CFR Part 200, Appendix XI Compliance Supplement updated June 2019:

Under the Pell Grant and loan programs, institutions must complete and return within 15 days the Enrollment Reporting roster file placed in their Student Aid Internet Gateway mailboxes sent by ED via the National Student Loan Data System (“NSLDS”). The institution determines how often it receives the Enrollment Reporting roster file with the default set at a minimum of every 60 days. Once received, the institution must update for changes in student status, report the date the enrollment status was effective, enter the new anticipated completion date, and submit the changes electronically through the batch

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2019

method or the NSLDS website. Institutions are responsible for timely reporting, whether they report directly or via a third-party servicer.

Condition

The Federal Government requires the College to report student enrollment changes to the National Student Loan Data System (“NSLDS”) within 60 days. During our testing, we noted one student, out of a sample of forty, that had an incorrect effective date reported to NSLDS, a second student, out of a sample of forty, not reported to NSLDS within 60 days, and noted a third student, out of the same sample of forty, whose status change was not reported to NSLDS.

Cause

The University did not have adequate procedures in place to ensure that students with status changes had their effective date correctly reported to NSLDS, the University did not have adequate procedures in place to ensure students were reported timely to NSLDS, and the University did not have adequate procedures in place to ensure that status changes were properly reported to NSLDS within the required timeframe.

Effect

The University did not report the correct effective date for one student's status change and did not report the status change of another student at all to NSLDS, which may impact the students' loan grace periods and enrollment reporting statistics collected by the Department of Education.

Questioned Costs

Not applicable

Perspective

Our sample was not, and was not intended to be, statistically valid. Of the forty students selected for testing, three students, or 7.5% of our sample, had issues with status change reporting to NSLDS, including one student with an incorrect effective date reported for the status change and another student whose status change was not reported to NSLDS.

Identification as a Repeat Finding, if applicable

Not applicable

Recommendation

The University should provide training to employees responsible for processing information for the NSLDS and ensure that they have adequate knowledge in the related rules and regulations. This training should include an explanation of the effective date of a student's withdrawal, the importance of reporting the correct effective date and the consequences of incorrect reporting.

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2019

This oversight should also ensure that the effective date reported to NSLDS is consistent with the date the student separated from the University.

View of Responsible Officials

The University agrees with the finding.

DRAFT

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Finding number: 2019-002
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #: 84.007, 84.063, and 84.268
Award year: 2019

Criteria

According to 34 CFR 668.164(1):

- (1) Notwithstanding any State law (such as a law that allows funds to escheat to the State), an institution must return to the Secretary any title IV, Higher Education Act (“HEA”) program funds, except Federal Work Study (“FWS”) program funds, that it attempts to disburse directly to a student or parent that are not received by the student or parent. For FWS program funds, the institution is required to return only the Federal portion of the payroll disbursement.
- (2) If an EFT to a student's or parent's financial account is rejected, or a check to a student or parent is returned, the institution may make additional attempts to disburse the funds, provided that those attempts are made not later than 45 days after the EFT was rejected or the check returned. In cases where the institution does not make another attempt, the funds must be returned to the Secretary before the end of this 45-day period.
- (3) If a check sent to a student or parent is not returned to the institution but is not cashed, the institution must return the funds to the Secretary no later than 240 days after the date it issued the check.

Condition

Federal regulations require an institution to return unclaimed Title IV funds issued by check or EFT within 240 days. During our testing, we noted 2 student(s), out of a sample of 10, that had unclaimed funds exceeding the federal day limit by 64-115 days.

Cause

The University has policies and procedures in place to monitor the outstanding check aging to ensure that the 240-day timeframe is met, however, in these cases the procedures were not completed properly.

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2019

Effect

The University did not return Title IV unclaimed funds to the Department of Education within the required 240-day time frame.

Questioned Costs

There were two outstanding check(s) totaled \$3.70, which pertained specifically to federal-sourced funds.

Perspective

Our sample was not, and was not intended to be, statistically valid. Of the 10 students selected for testing, 2 students, or 20% of our sample, had unclaimed funds pertaining to federal sources that were not returned to the Department of Education within the 240-day required time frame.

Identification as a Repeat Finding, if applicable

Not applicable

Recommendation

The University should examine its policies and procedures related to unclaimed funds including the process and time frame for identifying aged balances and the process for cancelling checks and returning funds to the Department of Education.

View of Responsible Officials

The University agrees with the finding.

ADMINISTRATION AND FINANCE

Management's Summary Schedule of Prior Audit Finding

Year Ended June 30, 2019

There were no audit findings noted in the prior year.

DRAFT

ADMINISTRATION AND FINANCE

Management's Corrective Action Plan

Year Ended June 30, 2019

Finding number: 2019-001
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #'s: 84.063 and 84.268
Award year: 2019

Corrective Action Plan:

The Registrar's Office will begin to work closer with the College of Graduate and Continuing Education to ensure that any graduates are correctly coded in Banner and subsequently reported out to the Clearinghouse. Beginning with Fall 2019 graduates, the Financial Aid Office will select a sample of graduates from each semester to check NSLDS to ensure students have been reported accurately. This check will occur no more than 60 days after graduates have been reported to the Clearinghouse.

The withdrawal process at the University is being streamlined to have only the Dean of Students and the Assistant Director for Retention work with students who are withdrawing from Westfield State. The Registrar's Office has been working with Housing to better capture students who walk away and do not complete the formal withdrawal process. Withdrawals are submitted and processed with the actual date of withdrawal, and the University is no longer backdating withdrawals. A yearly training will be provided to staff and offices involved in the withdrawal process to ensure that any change in procedure is communicated and that all offices have a documented copy of the withdrawal process.

The Registrar's Office will review withdrawal reports on a weekly basis for data entry errors and the accuracy of the effective date of the withdrawal submitted to the Clearinghouse. Beginning with Fall 2019 withdrawals, the Financial Aid Office will review the NSLDS record for each withdrawal for whom aid was given at the end of each semester to ensure students dates have been reported accurately. This check will occur no more than 60 days from the end of the semester.

ADMINISTRATION AND FINANCE

Management's Corrective Action Plan

Year Ended June 30, 2019

Timeline for Implementation of Corrective Action Plan:

The Registrar's Office and Financial Aid Office will begin to work collaboratively on checking the status of graduates in NSLDS beginning with Fall 2019 graduates.

The University began to revise the withdrawal process in Spring 2019 and will continue to work through the revisions and hold trainings throughout the 2019-2020 academic year.

Additional procedures have already been enacted to ensure accuracy in reporting to the Clearinghouse (and subsequently NSLDS).

Contact Person

Michael Mazeika, Director of Financial Aid

Monique Lopez, Registrar

DRAFT

ADMINISTRATION AND FINANCE

Management's Corrective Action Plan - Continued

Year Ended June 30, 2019

Finding number: 2019-002
Federal agency: U.S. Department of Education
Programs: Student Financial Assistance Cluster
CFDA #'s: 84.007, 84.063, and 84.268
Award year: 2019

Corrective Action Plan:

The University will continue to review the outstanding check list monthly to identify student refund checks outstanding by date. The University has established procedures concerning refunds that were a result of Title IV funds and those procedures will be shared again with both the Student Accounts Offices (both Day and CGCE). Staff will be re-trained to correctly identify refunds caused by Title IV aid and the University will review and update its current procedures as appropriate. The funds identified in this audit in the amount of \$3.70 were subsequently returned to the Department of Education in August 2019.

Timeline for Implementation of Corrective Action Plan:

The University continues to monitor the outstanding check list monthly. The Unclaimed Student Refund Check Procedures – Title IV Funds guidelines and procedures was shared with the respective Student Accounts Offices on November 12, 2019. A meeting will take place with staff involved in this process on November 26, 2019.

Contact Person

Michael Mazeika, Director of Financial Aid
Lisa Freeman, Associate Vice President of Finance

SENATE No. 2392

Senate, October 30, 2019 – Text of the Senate amendment to the House Bill support improved financial stability in higher education (House, No. 4099, amended) (being the text of Senate document number 2387, printed as amended)

The Commonwealth of Massachusetts

—
In the One Hundred and Ninety-First General Court
(2019-2020)
—

1 SECTION 1. Chapter 15A of the General Laws is hereby amended by adding the
2 following section:-

3 Section 45. (a) The board of higher education shall establish and implement a
4 comprehensive training program for members of the boards of trustees of public institutions of
5 higher education under section 5. The board shall provide instruction and training to the
6 members on the proper governance of a public institution of higher education. Instruction and
7 training shall include, but not be limited to, an overview of: (i) sections 18 to 25, inclusive, of
8 chapter 30A; (ii) clause Twenty-sixth of section 7 of chapter 4 and chapter 66; (iii) chapters
9 268A and 268B; (iv) state procurement laws; (v) state finance provisions under chapter 29; (vi)
10 fraud prevention; and (vii) fiduciary responsibilities. In developing instruction and training
11 programs under this section, the board shall consult with the attorney general and the inspector
12 general.

13 Members of a board of trustees of a public institutions of higher education shall complete
14 the comprehensive training program within 4 years of the date of the member’s last training;
15 provided, however, that the board shall establish a schedule that ensures that all appointed or

16 elected members of the boards of trustees of said public institutions complete the comprehensive
17 training program. Membership on a board of trustees of public institutions of higher education
18 shall terminate and a vacancy shall exist if a member fails to complete the comprehensive
19 training program within the period of time established by the board or fails to complete a training
20 program within 4 years of the date of the member's last training. A vacancy on a board that
21 exists as a result of this section shall be filled for the remainder of the term in the same manner
22 as the prior appointment and be consistent with section 21 and section 1A of chapter 75.

23 (b) Annually, each public institution of higher education shall post on its website the
24 institution's financial report required pursuant to section 13 of chapter 73, however termed,
25 together with a summary of the report that is in a format understandable by the general public.

26 SECTION 2. Chapter 69 of the General Laws is hereby amended by striking out section
27 31B, as appearing in the 2018 Official Edition, and inserting in place thereof the following
28 section:-

29 Section 31B. (a) As used in this section the following terms shall have the following
30 meanings unless the context clearly requires otherwise:

31 "Accrediting agency", an organization recognized by the United States Department of
32 Education to provide accreditation to an institution.

33 "Board", the board of higher education established in section 4 of chapter 15A.

34 "Financial screening", a review and evaluation of an institution's financial information,
35 conducted by the board or by an accrediting agency on behalf of the board, designed to assess
36 whether an institution's financial status indicates that it may be at risk of imminent closure.

37 “Governing body”, the group of persons at an institution that exercises authority and has
38 oversight or control of its matters or discharge functions of a fiduciary character for the
39 institution including, but not limited to, its board of trustees or equivalent.

40 “Imminent closure”, a determination based on the financial screening that an institution is
41 at risk of being unable to continue operations within a period of time established by the board.

42 “Institution”, an independent institution of higher education located in the commonwealth
43 and authorized to grant degrees pursuant to any general or special law.

44 (b)(1) An institution shall immediately notify the board of any known financial liabilities
45 or risks that are reasonably likely to result in the imminent closure of the institution or otherwise
46 negatively affect the institution’s ability to fulfill its obligations to current and admitted students.

47 (2) The board shall establish a process to annually assess each institution’s financial
48 information to identify whether an institution is at risk of imminent closure. The assessment shall
49 be based on a review of information received through an annual financial screening of the
50 institution as well as any additional information submitted under clause (ii) of paragraph (3).

51 Financial screenings may be conducted by: (i) an accrediting agency, pursuant to a memorandum
52 of understanding approved by the board; or (ii) the department of higher education.

53 (3) Upon either: (i) a determination by the board that an institution may be at risk of
54 imminent closure; or (ii) acceptance by the board of a determination made by an accrediting
55 agency that an institution may be at risk of imminent closure, the board shall provide the
56 institution with a summary of the basis for its determination. Upon receiving the summary, the
57 institution shall immediately: (i) inform the board of any known liabilities, risks or financial
58 issues; (ii) provide to the board any information necessary to accurately and fairly determine the

59 institution's financial status and likelihood of imminent closure and to monitor its condition; and
60 (iii) prepare a contingency plan for closure, which shall include a process for the institution or
61 the board, or both, as determined by the board, to provide appropriate notification to relevant
62 stakeholders, as determined by the board, including, but not limited to, enrolled students,
63 candidates who have submitted applications, recent graduates, faculty, staff and host
64 communities. The board shall establish requirements for contingency plans for closure that shall
65 include, but not be limited to: (i) arrangements for students to complete their programs of study;
66 (ii) a plan for the transfer and long-term maintenance of student records if the institution ceases
67 to exist; (iii) information about the rights and responsibilities of student loan borrowers; (iv)
68 information about the institution's financial condition, accreditation status and any outstanding
69 compliance issues regarding federal and state student financial aid programs; and (v) a plan that
70 assures the refund of deposits made by students in anticipation of enrolling or continuing their
71 enrollment at the institution and for the cost of protecting and maintaining student records
72 including, subject to criteria established by the board, a requirement that the institution furnish a
73 bond with surety or a letter of credit sufficient to meet the costs of so refunding and maintaining.
74 An institution required to submit a contingency plan for closure shall also provide the board with
75 access to all financial and other records upon request of the board.

76 (c) Upon a finding by the board that an institution has failed to comply with the
77 requirements of this section, the board may impose a fine not to exceed \$1,000 per day, order the
78 suspension of any state funding designated for the institution, suspend or revoke any degree
79 granting authority previously conferred upon the institution or impose other penalties the board
80 deems appropriate.

81 (d) Any information submitted to or developed by the board in furtherance of this section
82 shall not be a public record and shall be exempt from disclosure under clause Twenty-sixth of
83 section 7 of chapter 4 and section 10 of chapter 66.

84 (e) Each member of an institution's governing body shall receive instruction and training
85 in higher education financial metrics, legal and fiduciary responsibilities and applicable
86 standards for accreditation at least once every 4 years.

87 (f) Each institution shall post on its website a copy of the institution's annual financial
88 report or statement, required pursuant to section 8F of chapter 12 and a summary of the report,
89 however termed, that is written in terms that are understandable by the general public.

90 (g) The board shall establish rules and regulations to implement and enforce this section.

91 SECTION 3. Section 1A of chapter 75 of the General Laws, as so appearing, is hereby
92 amended by adding the following 2 paragraphs:-

93 Each elected or appointed member shall complete the comprehensive training program
94 developed by the board of higher education pursuant to section 45 of chapter 15A.

95 Annually, the university shall post on its website a copy of the institution's financial
96 report required pursuant to section 10 of chapter 75, however termed, and a summary of the
97 report that is written in terms that are understandable by the general public.



Board of Trustees

December 11, 2019

MOTION

To approve the presidential evaluation for the 2018-2019 academic year as presented by the Executive Committee on the above date and the submission of said evaluation to the Commissioner of the Department of Higher Education.

Kevin R. Queenin, Chair

Date

BOARD OF TRUSTEES

Annual Evaluation of President Ramon S. Torrecilha, Ph.D. for the 2018-2019 Academic Year Submitted by the Board of Trustees of Westfield State University December 11, 2019

I. Executive Summary

The Board of Trustees conducted a comprehensive evaluation of President Ramon Torrecilha, three and one-half years since his appointment, consistent with BHE guidelines on the evaluation of presidents. In addition to a review of the president's performance in the context of identified priorities and goals as agreed to by the president and the Board, the Board also contracted with an independent evaluator (Dr. John Anderson of AASCU's Penson Center) to conduct an independent assessment of President Torrecilha's leadership as experienced by the various university constituencies. The Board sees President Torrecilha as leading and directing the university community to anticipate and adapt to a changing higher education and societal landscape while managing the institution and ensuring that the resources are sufficient for university faculty and staff to achieve the university's mission. By most external indices and observations and an assessment of the president's success at meeting his annual goals, President Torrecilha has been extremely successful. On the other hand, as Dr. Anderson noted in his report and as the Board has seen and heard, there exists significant internal tension and discord around several key decisions and the president's leadership style. The Board believes that the president's strong drive to move the university forward and to do so in a timely manner needs to be balanced against the imperative to ensure that initiatives and proposals have sufficient support and ownership to be sustained.

II. Description of the Evaluation Process

Since President Torrecilha's hire in January 2016, he has been annually evaluated by the Board of Trustees in the summer or fall following each academic year. In this year the Board was mindful that the Board of Higher Education guidelines for the evaluation of college and university presidents state, "In addition to annual evaluations, more comprehensive reviews of Presidential performance must be conducted by local boards of trustees no less than three years from appointment for new presidents, and no less than every five years thereafter" (Compensation and Evaluation Guidelines and Procedures for State University and Community College Presidents, Massachusetts Board of Higher Education, June 2013). In addition, during spring 2019 concerns were expressed across campus, including a vote of no confidence in the president by the faculty, about several of the president's decisions and his leadership style. For these reasons, both the Board and President Torrecilha supported a more comprehensive review that would reflect the perspectives of the larger university community, including constituencies both on- and off-campus.

The Board contracted with the Penson Center for Professional Development, an AASCU-affiliated organization, for an evaluator who could obtain an independent assessment of President Torrecilha's leadership as perceived by those in the university community and those in the external community who are impacted by the university. Dr.

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John Anderson, most recently the former president of Millersville University in Pennsylvania and Alfred State College in New York, was presented by the Penson Center to serve as the evaluator. Both Dr. Anderson and President Torrecilha disclaimed any personal or professional relationship. Since President Torrecilha serves on AASCU's board, he consulted with the state's Ethics Commission and filed a disclosure statement both with the Ethics Commission and the Board stating that he had no involvement with the operation or management of the Penson Center. The Board also consulted with Commissioner Santiago prior to Dr. Anderson undertaking his assessment.

Dr. Anderson followed a standard assessment protocol used by the Penson Center for the evaluation of university presidents. The protocol identifies the extensive set documents that were reviewed and the procedures that were used to select the interviewed individuals. Over three days Dr. Anderson met with approximately 80 individuals representing all segments of the university. The protocol specified individuals to be interviewed, either based upon the positions/roles they hold (e.g., cabinet members, deans, union leadership, student government leadership) or selected randomly using a table of random numbers to represent particular constituencies (e.g., faculty, administrators, staff). The identification/selection of individuals was carried out by the administrative assistant to the Board who did this independently of any involvement by the president, his staff, or the Board. The Board's intent was that Dr. Anderson's review and visit would result in as fair and independent reflection of President Torrecilha's leadership and effectiveness as is reasonably possible. Dr. Anderson's report to the Board and the identification of the different groups interviewed are included as appendices to this evaluation.

In addition to Dr. Anderson's assessment, the Board also considered President Torrecilha's accomplishments against his identified priorities and goals that were established each year and endorsed by the Board. The Board focused on the president's performance over the past year, but also considered his performance over the three-and-a-half-year arc of his tenure at Westfield since this is intended to be a comprehensive review of his performance. Materials considered in this phase of the evaluation included the self-evaluation that President Torrecilha submitted and his annual reviews of institutional priorities (2016-2019). These documents were supplemented by discussions with President Torrecilha.

Finally, the Board also considered a variety of metrics related to institutional goals and priorities and the BHE equity agenda. Data from the BHE's Performance Measurement Reporting System (PMRS) and the University's Office of Institutional Research were used to supplement the President's narrative about institutional and system priorities. In particular, the Board focused on data that reflected educational accessibility and affordability, student success, educational cost, financial health of the university, and fundraising, as well as the university's success in closing achievement gaps among various demographic subgroups (BHE's equity lens).

Based upon these materials, the Board's evaluation of President Torrecilha was initially drafted by two Trustees both of whom have had extensive experience in educational administration. The draft, including Dr. Anderson's report and the president's submitted materials, were reviewed by the Executive Committee and then presented to the full Board for its formal approval and to President Torrecilha with opportunity to discuss its findings.

III. Leadership Style and Effectiveness

One evident conclusion from Dr. Anderson's report is that there are (at least) two audiences or perspectives on President Torrecilha's leadership.

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During his visit Dr. Anderson talked with a representative group of peer presidents in the western Massachusetts region, community and business leaders, elected officials, and members from the several university boards, including the trustees, alumni association, and WSU Foundation. By and large this external constituency has a positive perspective on both his leadership and effectiveness in representing and advancing university interests. As summarized by Dr. Anderson, comments reflecting this perspective include:

thoughtful in his approach and strategic in his thinking; visionary and innovative; astute in government relations; cares about student success...willingness to develop partnerships with high schools and community colleges to promote student success; town/gown relationships improving...has never done anything to publicly damage the reputation of the University or faculty; high engagement with community leaders...not only does he show up, but he is engaged; he seems to know where higher education needs to go and articulates that vision (for example, regular Op-Eds published in local papers).

On the other hand, some observers also noted issues with leadership style:

doesn't show empathy; not a warm and fuzzy; a top-down approach...not a lot of collaboration; lack of relationship building.

These latter observations mirror, but do not rise to the same level of concern or intensity, as those of several internal constituencies. With regard to this external group, Dr. Anderson concludes,

Overwhelmingly, they are pleased he is at Westfield State University though some indicate there a few inconsistencies when describing his personality.

The picture with regard to internal constituencies is decidedly mixed to negative. Dr. Anderson states,

When it comes to the myriad of internal constituencies, the issue is far more complex with a wide range of perceptions about President Torrecilha's leadership.

Negative perceptions of President Torrecilha's leadership cluster in several areas. Stylistic concerns paralleled those articulated by some external observers:

Willful stubbornness...his way or no way...digs his heels in; a bull in a china shop; shouldn't be transactional; very corporate; he can be overly direct; climate is punitive, not genuine; please improve sensitivity to process; monologue vs. dialogue; the president's personality is variable; communication is messaged, rather than genuine; efforts to change not perceived as genuine.

Concerns were also expressed with specific decisions or aspects of university operations. In particular, many comments, most often expressed by faculty commenters, related to decision making and the role of shared governance:

No explanation regarding senior administrator's bonuses, implying fiscal irresponsibility and rewarding loyalty; lack of transparency on budget, primarily surrounding expenditures; academic reorganization adds more administrators and costs and it is not clear how it benefits the University; confusion over provost hire...a four-year interim position?; lack of respect for faculty governance (ex. "Westfield Experience" not appropriately processed through governance system).

At the same time there were observers who noted strengths in the president's leadership and/or efforts to change and to respond to the concerns that have been raised:

Has an eye outside the institution; trying to soften his approach; has a 30,000 ft. perspective; represents WSU well outside the campus; has a clear vision; he understands where the university needs to go; he's trying to connect more; the president is extremely well—prepared...all the time; he encourages openness; direct communicator...decisive; his best strength is strategic thinking.

The picture that emerges from Dr. Anderson's assessment is of a president who prioritizes, who is working to address the challenges that the university confronts, who thinks strategically, and who has been particularly successful in developing positive external relationships, but has not established an internal base of support and consensus in which members of the university community feel a part of the process and are prepared to move forward together. Dr. Anderson concludes:

The fabric of a University is woven together by many threads of constituencies, students, faculty, administrators, staff, alumni, community leaders, and volunteers. The President is responsible for keeping that fabric tightly woven. It requires maintenance of effort to build the support of all constituencies or everything begins to unravel. As a relatively new President, he has faced what many new campus leaders face: a sense of urgency to address issues that potentially place the University in peril, while at the same time listening to the myriad of constituency concerns his first year and beginning a campus-wide process of strategic thinking. Unfortunately, the relationship with the faculty never gained a solid footing and remains extremely contentious, which consequently affects relationships with other constituencies....

IV. Success in Meeting University Priorities and Goals

The president's work in 2018-19 continues to demonstrate that he prioritizes strategies and goals with a clear vision of the demographic, financial and programmatic challenges that confront Westfield State University now and into the mid-term future (5-10 years). This section of the evaluation reviews the president's accomplishments with respect to the goals which he had previously established and were endorsed by the Board.

Strategic Plan. With the completion of the university's five-year strategic plan and its approval by the Board of Higher Education, the priorities which have been adopted reflect the input of constituencies across campus: building an excellent student experience (including, for example, the Westfield State Experience); diversifying enrollment; improving university culture; and expanding university resources. The president's annual goals and action items which he established at the beginning of the year when the plan was substantially completed are consistent with the plan's goals. These are reviewed below.

The university is to be commended for the completion of its strategic plan which contains important goals, relevant strategies, identification of milestones and metrics upon which to evaluate both the plan and the president's performance, and the identification of key personnel responsible for implementation of the strategies. In his approval letter Commissioner Santiago noted, "I commend and thank you and your team for the great care with which you fashioned a well-crafted proposal. You have been responsive to the need for Massachusetts public higher education institutions to work collectively toward meeting the overarching strategic goals of the Commonwealth, while at the same time, maintaining the unique characteristics and mission of Westfield State

University.” The president established the process and provided the resources for developing the plan but largely stayed out of the way in setting a direction. Every effort was made to be inclusive, so that the plan will hopefully have broad community support and buy-in. Building on the plan, action items have been identified that include establishment of a protocol and cycle for program assessment, continued implementation of the Westfield Experience, and most importantly, alignment of the budget with the priorities in the strategic plan. In his commitment to the developed action items and ensuring the financial resources to achieve these, the president is clearly on board with making the plan a guiding document and relevant to the work of the university. Continued success will also critically depend on whether a critical mass of university constituencies can see how their work continues to be critical and relevant to the plan’s success.

Operational Plan for Residential Life/Responding to Demographic Challenges. President Torrecilha continues to keep the demographic challenges in his focus and is having appropriate units of the university anticipate/react, respond, and evaluate the university’s strategies in meeting these challenges. Over the last several years Residential Life has experienced significant shortfalls in its occupancy targets, jeopardizing its budget. Residential Life is an “auxiliary” operation, with its own budget financed by its own revenues in the form of residence hall fees. It has restructured some operations to reduce operating expenses while using reserves from past years of high occupancy rates to keep its yearly budget in balance. Nevertheless, the demographic changes suggest that this is likely to be a continuing structural problem. Therefore, at the president’s initiation the university’s Residential Life operation was reorganized into two units to target problems identified through an external assessment by an independent group (Fresh Eyes): an office of residential engagement under Student Affairs to enhance the development of community and engagement in the residence halls; and an office of Housing Operations under Enrollment Management to deal with budget management and marketing of the halls. He has also thought effectively about how to use vacant space, partnering with neighboring community colleges to offer residential options and using parts of Scanlon Hall as swing space during the Parenzo Hall reconstruction. In Enrollment Management, both Admissions and Financial Aid have modified their operations to recruit different populations of students and to improve the yield on their work. Applicant outreach (Ruffalo Noel Levitz study) and communication have been improved with the implementation of a CRM package; the staff continues to be diversified to reflect the populations we are trying to reach, and use of financial aid to improve yield has been studied (EAB study) and subsequently revised. A dashboard has been developed so that progress and trends can be easily monitored.

Parenzo Hall Renovation. Last year’s evaluation noted the university’s and the president’s success in securing funding for the renovation of Parenzo Hall, the largest deferred maintenance need on campus as identified by Sightlines, the independent organization contracted by the state to identify deferred maintenance needs across campus. During the 2018-19 year plans moved forward with the selection of an architect, the execution of a space utilization study, and the creation and implementation of four working groups that represent affected constituencies. The working groups focus on: design of the center for student success; design of the center for entrepreneurship and innovation; design of space for academic departments; and for operations and logistical decisions (e.g., phased construction or all-at-once, what swing space to use). Several campus forums have been held to solicit input and feedback. Stepping back, Parenzo Hall has been one of the university’s facilities that desperately needed either a major renovation or new construction. As the Board noted last year, President Torrecilha’s strengths were readily apparent in his strategic and sustained efforts to secure funding for the project. These included, for example, the political skills in the form frequent contacts with key legislators, governor and lieutenant governor, DCAMM commissioner, and DHE staff. He also sold the proposal to external groups (local

community colleges and businesses) and got them on board as part of and in support of the proposal. Finally, he envisioned a set of centers (in addition to space for academic departments) that could advance part of the university's mission and give the university an edge in its proposal. The fact is that the \$21 million in funding, more than to any state university or community college, would not have been secured without these efforts and the reconstruction would not have happened without the state's funding. This is one aspect of the president's accomplishments where he has excelled. The Board would note that the creation and development of the proposal did not involve much collaboration from broad segments of the internal university community, particularly within the timelines that are often given for these proposal submissions. On the other hand, the process of executing the funded proposal over the 2018-19 year has demonstrated collaboration, shared effort, transparency, providing many opportunities for feedback from, and feedback to, the community.

College Structure. The transition to a new college structure for Academic Affairs was largely completed in 2018-19. This was an important goal of President Torrecilha's for the last several years and it can put the university in a better position to support student success and to plan in a changing environment. Significant accomplishments related to this goal included disaggregating the division budgets (travel, ESTF, adjunct budget) to the colleges, training the deans to manage these budgets, creating a process for the review of faculty line requests that is rational and transparent, transitioning to the deans' role in personnel evaluations. Deans also became involved in both student and faculty recruitment processes, in managing student academic issues within their colleges, in course scheduling, in program development, and in some external fundraising.

The Board has from the beginning been strongly supportive of efforts to develop the new college structure and continues to endorse this goal strongly. The Board has observed that virtually every other comparable institution nationally has made this transition, most a while ago. That should not be and is not reason enough. The Board believes that Westfield has become an increasingly complex organization to manage. The challenges have also become more numerous and more significant, including a diminishing and changing demographic, financial challenges, escalating costs of attendance, among others. The Board has seen universities managed effectively ("keeping the trains moving on time"), but that is no longer sufficient in the current environment. Universities need to plan for challenges and be prepared to evolve. The Board believes that work is best done with leadership at a level as close to the faculty as possible. This is where the need for resources should be discussed and prioritized, where program assessment and quality efforts should be placed, and where program development and modification can take place in response to changing circumstances.

The Board also acknowledges that the decision to create a new college structure and its subsequent implementation have received at best mixed reviews. We understand this to be a core issue in the faculty's vote of no confidence in President Torrecilha, focusing not only on the college structure itself but also on underlying issues of decision making and shared governance. The Board has seen the president take appropriate consultative steps as the college structure was developed, consistent with both the terms of the faculty's collective bargaining agreement and generally accepted principles of shared governance. The president accepted the fundamental recommendation of the advisory committee on academic planning that was tasked with considering whether a college structure was appropriate and what models should be considered, but he opted to create a three-college model along with a fourth college of graduate and continuing education. The Board expects that President Torrecilha will make decisions, and that he will do so in what he perceives to be the best interests of the whole university. The Board also believes that when he makes a decision which is contrary to recommendations that have been presented, the president should clearly communicate his reasons and consider the impact of the

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decision on support for the initiative going forward. The ongoing tensions around the college structure suggest that there is certainly more work to be done.

Westfield State Experience. When fully implemented, the Westfield State Experience is planned to consist of a four-year sequential, coherent student experience that would incorporate best educational and student support practices for all students to promote engagement in and out of the classroom, learning through high-impact practices, support for transitions through the different parts of a college, and preparation for the next phase after college. During the 2018-19 academic year, the focus of efforts was on the collaboration of Academic Affairs and Student Affairs to put in place the components of the years 1 and 2 of the Westfield State Experience and to scale these up for implementation in the current academic year. This was accomplished. The Westfield State Experience builds upon many initiatives and programs that were already in place, but pulls these together into a coherent, structured program that can be scaled up eventually to reach all students. Since his hire, President Torrecilha has been a champion for realizing this vision and has supported the collaboration between divisions and provided the resources necessary for the program. He has recognized that the long-term success of the program is dependent not only upon committing significant resources (the strategic plan/budget already reflects the start of this commitment), but also upon building broad-based support among the faculty and staff who will be implementing the different components of the program. There is evidence that this is happening in the different groups that are working on the various aspects of the Westfield Experience, and continued attention must be given to ensuring support and ownership.

Financial Stewardship. President Torrecilha has shown himself to be extremely adept at long-term financial planning and aligning financial resources with the priorities of the university. Shortly after his hire, he moved to the development of a five-year budget model, essential to identify resources for the continuing support of various university initiatives and to model the impact of various possible changes (e.g., enrollment and/or retention changes, state appropriation changes, student fees) on the university budget. More recently, the hire of a director of budget and financial planning has been important to aligning budgeting with the strategic plan. Efforts also continued to share more budget information with the university community and to involve more constituencies in the budget development process. The past year has also seen the continuation of efforts to diversify the university's revenue stream. Specifically, the president and the Board revised the investment policy to permit the conservative investment in equities and bonds, and an investment advisor (Eaton Vance) has been hired to manage an initial portfolio allocation of the \$20 million. The additional gain over money market rates should provide another important source of revenue support as the university manages other financial challenges. An initiative to study the organization of the office of grants and sponsored research was not completed in 2018-19, but is consistent with the president's efforts to diversify and improve the university's revenue streams.

President Torrecilha has also continued to focus on strengthening the capacity of the Institutional Advancement operations to increase fundraising (in FY 19, over \$1.5 million) by expanding the donor base, improving the quality of data, and cultivating major gift prospects. During his tenure these efforts have shown success as fundraising has consistently increased, professional staff has been added, and more donors, including faculty and staff, have contributed to the university. In fact, this past year the university was recognized with a CASE award for overall improvement in fundraising at a public, comprehensive university. Marts and Lundy, an advancement consulting group, was retained to review the structure and staffing of Institutional Advancement and to begin a campaign feasibility study to assess the potential for a capital campaign that focuses upon the Parenzo Hall renovation.

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Other Considerations. The sections above have focused on the key goals for 2018-19 that were articulated by President Torrecilha. The Board also wishes to comment on several other considerations that were an important part of the 2108-19 academic year. As noted in last year's evaluation, President Torrecilha has a special strength in maintaining his focus on the long-term health of the university in addition to short-term issues and in the consistency of his priorities from year to year. Under his leadership the Westfield Promise, an early college program, continued to expand, adding the towns of Agawam and West Springfield to Westfield, Springfield, and Holyoke. The program is recognized as one of the best in the state and its enrollment represents 21% of the total enrollment in these programs across Massachusetts. Recently the university was awarded \$191,000 from the Massachusetts Department of Higher Education. The Board sees the program as important not only in its own right for serving the students and towns, but also in helping to prepare the university to recruit and serve a different type of student. In the same vein the president continues to advocate for the development of articulation agreements; a new Biotechnology transfer agreement with STCC is an example of these efforts. He is recognized by his local community college peers for his efforts to collaborate and for the support he has given to improve the university's work in this area.

President Torrecilha has also been sensitive to, and focused on, the changing dynamics of higher education and its relation to the larger society. New academic programs have been added, particularly in the health sciences, that better position the university and its students. This is especially reflective in the college of Continuing Education's programmatic offerings. The addition of these has not been without some controversy, but a strong case was made for their addition and they were approved by college governance and the BHE. As noted by Dr. Anderson, much of the president's efforts have been outward-facing and his success in this area is especially noteworthy and commendable. External participants in Dr. Anderson's review are fairly consistent in this perspective and speak to his work to deepen workforce alliances with the university.

The 2018-19 year was also characterized by significant internal tension and discord on campus that culminated in and was reflected by the faculty's 211-6 vote of no confidence in President Torrecilha's leadership. President Torrecilha's self-evaluation acknowledged these issues head-on:

A February, 2019, vote of no confidence in my Presidency, and subsequent challenges to cabinet leadership, were early on fueled by an unresolved contract but revealed a much deeper set of issues on campus centered on trust, communication and leadership. Campus constituents communicated to the Board, to me, and to each other, anger and confusion over decisions regarding the newly implemented college structure, bonuses paid to several cabinet members at the end of FY18, leadership style, and philosophical differences regarding decision-making on campus.

The Board sees President Torrecilha as doing exactly what presidents are supposed to be doing: leading and directing the university community to anticipate and adapt to a changing higher education and societal landscape while managing the institution and ensuring that the resources are sufficient for university faculty and staff to achieve the university's mission. By most external indices and observations and an assessment of the president's success at meeting his annual goals, President Torrecilha has been extremely successful. [Parenthetically, the Board notes that the University's standing, as reflected in the *US News* rankings of higher education institutions, has improved significantly under President Torrecilha's leadership. In *US News*' 2020 rankings, Westfield State University ranked 86th among Regional Universities North, up from 112 in 2019 and 116 in 2018. This year's

ranking puts it ahead of its Massachusetts peers and also places it 23rd among public comprehensive universities. *Money* also ranks the university highly, placing it 187 of 744 universities nationally in value for the money.]

Despite these signs of success, there exists considerable discord on campus. Several presidential decisions (e.g., bonuses) were an important source of discontent, but they cannot be undone. The bonuses were well-intentioned and deserved, at least at some level, but the award at the time was ill-considered. Resentment around this issue continues to linger and should be addressed. Procedures subsequently put in place by the Board and endorsed by President Torrecilha should help to avoid a similar situation in the future. Other sources of the discontent focus on decision making and leadership style. The Board believes that President Torrecilha has been careful to follow the governance processes as established in the collective bargaining agreement. In any event there are procedures to follow (grievance article) in the event of an alleged violation. Nevertheless, these concerns may also reflect that the processes for developing proposals/initiatives and for vetting them needs to be both expanded and extended to make sure that all interested voices have the opportunity to be heard and considered. The need to accomplish something in a timely manner needs to be balanced against the imperative to ensure that proposals have sufficient support to be sustained. President Torrecilha understands the need to weigh these considerations and to be as transparent as is reasonably possible in his decision making.

V. Success in Addressing the BHE Equity Agenda/Metrics

The BHE's equity agenda affirms the state's commitment to maintaining high levels of educational attainment among the adult population while emphasizing equitable postsecondary outcomes for students from traditionally underserved backgrounds. This should be reflected in closing both opportunity gaps (measured by access and affordability) and achievement gaps (measured by success/completion indices such as timely completion of courses, retention, and graduation).

President Torrecilha has effectively incorporated these strategic priorities into the university's planning and strategic goals.

Access and Affordability. Specifically, several enrollment initiatives – the Westfield Promise, a retooling of the Admissions staff to reflect the populations we are trying to target, an analysis of how financial aid is being used – are intended both to grow enrollment and particularly to improve the representation of Latinx and African American students among our entering cohorts. While the most recent Performance Measurement Reporting System (PMRS) data show a slight decline in overall enrollment (in 2018, 5350, down 3.6% from the prior year), the percentage of Latinx, African American and Pell recipients has continued to show steady increases since 2004 -- in 2018, 11% (3% in 2004), 5% (3% in 2004), and 31% 19% in 2009), respectively. Nevertheless, the university's Institutional Research office reported that the total proportion of students of color declined by 5% in 2018. While changes in small numbers can show large fluctuations, this is concerning as it challenges the university's commitment and its future financial health. One possible explanation is the series of racial hate incidents in fall 2017 which may have impacted recruitment for the following fall. President Torrecilha has guided the university to respond assertively to these incidents and to move constructively past these.

The president's commitment to control the growth of fees (in the middle of MA state universities) and to improve its financial aid resources has had a positive impact on affordability measures. As shown in the PMRS, for 2017, the last year reported for these data, unmet financial need on direct costs is 3%, second lowest among the MA state universities. Student loan debt was \$17,756, the third lowest among the MA state universities.

WESTFIELD STATE UNIVERSITY BOARD OF TRUSTEES

Student Success and Completion-First-Year. The university continues generally to do well in measures of student success. In particular, for first-year retention for 2017, the last year for these data in PMRS, Westfield's first-year retention was 79%, behind only MCAD, MMA, and Worcester among the MA state universities and in the middle of its national peer group as established by NCHEMS/DHE (72%-86%). It should be noted that more recent data from the university's Institutional Research office shows a more recent decline from these figures, likely attributable to a higher admissions exemption rates that have in the last year been reversed.

However, the university has been less successful in closing the achievement gaps between white students and Latinx and African American students. The gap in first-year retention for Latinx and African American students is 3% and 5%, both comparable to the other MA state universities. While the gap for Latinx students has decreased from a high 9.6% in 2009, it appears to have plateaued and does not seem to be trending in any direction. For African American students the gap shows some signs of increasing, though this may be a reflection of small n's that exaggerate the fluctuations. This underscores the need for sustained and comprehensive initiatives. The Westfield Experience which focuses on student engagement, use of university support services and connection to the university in the first year should provide the framework for targeting interventions with these groups.

Student Success and Completion-Long-Term. Like first-year retention, Westfield has generally had strong six-year graduation rates, relative to the MA state universities and comparable to its national peers. Westfield's six-year graduation rate for 2017, the last year for these data in PMRS, was 65%, behind only MCAD and MMA among the MA state universities, and 5% above its national peer group average. Also positive is that the graduation rate has shown a steady increase since 2007. Similarly, the four-year transfer student rate is 67%, second only to MMA.

On the other hand, this success has not been extended to Latinx and African American students where gaps in the six-year graduation rate persist, are generally larger than our MA state university peers, do not appear to be trending in any direction either positively or negatively. For Latinx students, the gap is 12%, twice the gap for our sister universities; for African American students the gap is also 12%, comparable to our sister universities, but unacceptable. Again, acknowledging that small n's can result in large fluctuations, this is an area where President Torrecilha needs to commit resources, to support focused collaboration and coordination among student support units, and enjoin the faculty to participate in early identification and outreach efforts.

Fiscal Stewardship. This evaluation has previously discussed President Torrecilha's financial management of the university. Data in PMRS also provides insight into the president's success in this area. PMRS provides data which looks at the university's commitment of dollars to instruction and student support relative to dollars dedicated to institutional support. In the 2017 year for which data is most recently available, Westfield contributed \$6.22 toward instructional and student support for every dollar dedicated to institutional support. For comparison purposes, the mean figure for MA state universities is \$4.30 (Westfield has the highest dollar figure for instructional and student support) and Westfield's figure also places it near the top of its national peer group.

Kevin R. Queenin, Chair

December 11, 2019
Date

President Assessment

DR. RAMON TORRECILHA

WESTFIELD STATE UNIVERSITY

September 30 - October 2, 2019

John M. Anderson Ph. D.

Associate

Introduction

This is a formative assessment of President Ramon Torrecilha to assist the Westfield State University Board of Trustees in their annual evaluation. The protocol of the Penson Center for Professional Development was followed. The primary purpose of this evaluation is to assess and enhance the effectiveness of the President.

Ramon Torrecilha assumed the Office of President of Westfield State University in January 2016. This followed a national search conducted by the Board of Trustees with broad participation from the University community.

Methodology

Principles of constructiveness, fairness, and thoroughness were employed throughout this process. While open and broad-based, the consultant was mindful that this is a personnel matter and deserves careful, considerate treatment and professional behavior in demeanor and intent. The review focused on patterns of perceptions rather than individual views. Participants in the review process were asked to be open and were informed that all comments would be kept confidential and that no individual attribution of comments would be given in the report. The report serves as one component of the evaluation to be conducted by the Board of Trustees and submitted to the Massachusetts Commissioner of Higher Education.

Before conducting a campus tour and on-campus interviews September 30 – October 3, 2019, a document review was conducted (Appendix I) which led to the development of a series of interview questions for selected University constituencies. Those individuals who were not able to meet with the reviewer were invited to send written comments. In addition, a telephone pre-visit interview with Dr. Torrecilha was conducted on September 23, 2019.

Documents, of course, tell only part of the story. Listening to individuals reveal their accolades, emotions, passion, and concerns, is in many ways more revealing than assessing strategic plans, audit reports and fundraising outcomes. Detailing the

content of personal interviews contributed significantly to the validity of this assessment.

Approximately 80 people were interviewed over three days. Before each interview, participants were presented with a brief overview of the evaluative process and its purpose. A framework of questions was prepared for each group to ascertain and identify the common themes of Dr. Torrecilha's presidency. The purpose is to assist the President in advancing the University's mission and ensuring its success.

Special appreciation is extended to Jean Beal, Assistant to the Board of Trustees, Westfield State University, for serving as an exemplary coordinator for this process. She collected and forwarded numerous documents for review. Ms. Beal was particularly superb in coordinating all the logistics for the site evaluation including constituency interview schedules, tours and making the consultant welcome to the campus.

Review of President's Self-Assessment and Pre-Visit Interview

President Torrecilha was forthright in his self-assessment description of the campus "climate," citing racial incidents on campus, labor disputes, and a scarcity of public resources. He recognized that perhaps early on the discontent among faculty was related to contract-related disputes but acknowledged that the resulting vote of no confidence by faculty was also related to a lack of trust, communication, and leadership.

When his initial attempts at outreach to restore confidence in his leadership and build bridges with campus constituencies were admittedly ineffective, he issued a campus communique. In his message, President Torrecilha stated, *"...I and cabinet members are keenly aware of errors, opportunities not taken, and moments when we should have engaged differently."* He also included an offer to meet with union leaders and a list of opportunities to build communication and engagement. The President has

expressed some disappointment in the participation to date, however, it may be too early to assess the progress on these opportunities with the beginning of the fall semester still with us.

President Torrecilha is deeply concerned about the campus discontent and necessarily preoccupied with it, but to his credit, he continues to focus on institutional priorities. He recognizes a “sense of urgency” to move forward with important strategies. According to his self-assessment, there were many issues that he felt needed his immediate attention such as developing and implementing a Strategic Plan. His concerns about enrollment and budget were supported by data such as enrollment trends and financial information. According to his self-assessment, the plan is intended to prepare the university in addressing the areas of enrollment, public funding, and workforce needs. He states, *“Directly addressing our NECHE report need to align planning activities, the document charts strategic goals of creating an excellent student experience, diversifying enrollment, improving culture, and expanding resources.”*

Again, in the context of a highly charged campus atmosphere, President Torrecilha acknowledged the hard work and continuing efforts of the Board, cabinet, faculty, and staff in accomplishing the following:

- Recognizing academic issues related to the students of color academic achievement gap and enrollment declines with specific constituencies. Strategies are underway to address these issues.
- Securing funds for the renovation of Perenzo Hall. This is an exciting opportunity to develop a fully integrated student success center of innovation that will contribute to the strategic initiative of student success.
- Aligning budgets with planning. Several dashboards have been created to monitor progress.
- Recruiting two new partners to join the “Westfield Promise” program. Westfield State has an above-average participation rate among the nine state universities.
- Procuring \$190,000 from Massachusetts Department of Higher Education to support the “Westfield Promise.”
- Adding an additional transfer agreement with a community college.

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- The Provost is leading a process for program review.
 - The Center for Undergraduate Research and Creative Activities (CURCA) presented more than 200 works to the campus and guests.
 - Fundraising is successful in its efforts, resulting in a prestigious CASE award for overall improvement at a public comprehensive institution.

In addition to last year's self-assessment, campus documents reveal other major initiatives the President has initiated during his tenure which include:

- Hiring new cabinet members.
- Reorganizing academic areas into Colleges.
- Supporting the State-wide "Westfield Promise" program and garnering financial support.
- Initiating the "Westfield Experience" program.
- Developing a program for students with intellectual disabilities.
- Building partners with local high schools and Community Colleges.
- Engaging with many community leaders to build the presence and image of Westfield State University, including the Chamber of Commerce, Community Foundation of Western Massachusetts, Stanly Park Board, and "MassHire."
- Providing regular Op-Eds for the local media.
- Initiating the process for a comprehensive Strategic Plan for the University.

An important role of a president is to keep an eye toward the future in preparation for necessary changes that keep pace in an ever-increasing competitive higher education landscape. In his self-assessment, President Torrecilha clearly and passionately articulates his perspective on future challenges and the need for change in higher education, and how it relates to Westfield State University. His challenge will be to inspire all campus constituencies to engage in the adjustments needed to meet future challenges.

Review of Campus Interviews

The following questions served as a guide for discussions with each constituency group or individuals that were interviewed. Alignment with the skill clusters identified by AACSCU Penson Center informs the questions used in this assessment.

An in-depth interview process was employed for this assessment using an open-ended questioning method. For example, an initial question could lead to further development and discussion among the group.

In analyzing the results of constituency responses to in-depth interviews, patterns of responses were identified. A summary of that analysis follows in this section.

Areas of questioning:

1. **Leadership** (What is the leadership style?)
2. **Decision making** (What is the decision-making style?)
3. **Effective Change Leadership** (Do people feel inspired to follow a new vision?)
4. **Communication** (Ability to plan, organize, manage resources, and execute.)
5. **Administration** (Good at managing resources, both fiscal and human.)
6. **Human Relations** (Ability to work with others.)
7. **Entrepreneurship** (Innovator, capturing opportunities.)
8. **Stewardship** (Commitment to protecting the good name of the institution and the office, to **high ethical standards**, and the appropriate use of the institution's resources.)

Summary of constituency interviews:

Many external members of the community participated in the interviews. Constituents included peer presidents in the region, community leaders, elected officials, University volunteer Board members, and business leaders. There is a rather consistent agreement among **external** constituencies on many of Dr. Torrecilha's leadership skills and attributes.

- Thoughtful in his approach and strategic in his thinking.
- He listens, analyzes, then speaks.
- He is not afraid of making decisions.
- Very thoughtful in his approach.
- Visionary and innovative.
- A facilitator.
- His effort to be part of the community.
- Astute in government relations.
- Very thorough in his preparation.
- Student-centric.
- Has a good cabinet; he hires well.
- Passionate about Westfield State.
- Doesn't show empathy.
- Not a warm and fuzzy.
- A top-down approach, not a lot of collaboration.
- Not afraid to make a decision.
- Committed to economic development.
- Cares about student success...willingness to develop partnerships with high schools and community colleges to promote student success.
- Town/gown relationships improving. Has never done anything to publicly damage the reputation of the University or faculty.
- High energy. Many wonder how he keeps the pace he has established.
- High-engagement level especially with community leaders. Not only does he show up, but he is also engaged.
- Passion for and commitment to student success.
- We are lucky to have him!

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- Different than past University leaders, more corporate style and thoroughly understands the business side of the University.
 - He seems to know where higher education needs to go and articulates that vision (for example, regular Op-Eds published in local papers).
 - Came to campus in a time of chaos...needed a more autocratic style leader to make decisions.
 - He sees himself as the one to guide the change needed at the University.
 - An excellent communicator...well prepared.
 - “I was impressed when he came to my office for an introductory meeting...that was the first time a WSU president ever visited me!”

During the course of discussions, some concerns and suggestions were also shared:

- Would like even more visibility and should maybe delegate increased community engagement to cabinet members AND train those leaders on how to participate, more active rather than passive participation, i.e. “don’t just show up and sit in a corner.”
- Would like to have more community events on campus.
- Tour more businesses.
- Reestablish stability in the leadership of the organization. Turnover and interims cause turmoil and don’t promote leadership. It’s tough to lead if you are unsure of the security of the position.
- He doesn’t show empathy.
- Not a warm and fuzzy.
- A top-down approach, not a lot of collaboration.
- Lack of relationship building.

External constituencies appear to enjoy the participation of President Torrecilha in community projects, partnerships and see him as a cooperative and engaged facilitator leader. Overwhelmingly, they are pleased he is at Westfield State University though some indicate a there are a few inconsistencies when describing his personality.

When it comes to the myriad of **internal** constituencies, the issue is far more complex with a wide range of perceptions about President Torrecilha’s leadership. Internal constituencies interviewed included department chairs, union leaders, additional faculty, “blue and white” staff, mid-level administrators, students, cabinet, and deans.

In no particular order, the following are a sample of the paraphrased interview comments regarding President Torrecilha's leadership with subsequent summaries:

Faculty (includes Department Chairs as well as other faculty):

- The faculty were very adamant in describing President Torrecilha's leadership style as authoritative.
- No explanation regarding senior administrator's bonuses, implying fiscal irresponsibility and rewarding loyalty.
- Lack of transparency on budget, primarily surrounding expenditures.
- Positions not being filled creates dysfunction (too many interims)¹ in operations and seen by many as a way to save money.
- Post vote of no confidence attempts (office hours, town halls) to improve relations, appear to be disingenuous and scripted.
- The first year he was around campus then disappeared.
- A culture of us vs. them is very unsettling.
- Turnover and instability impacts reaccreditation for certain programs.
- Faculty are not necessarily averse to change; however, it needs to be relevant.
- Academic reorganization adds more administrators and costs and it is not clear how it benefits the University.
- Have a dialogue with faculty regarding some of his decisions like bonuses for cabinet members.
- Running on crisis mode.
- Too much time spent externally.
- Some think there are enough faculty wanting to resolve the conflict.
- Let the faculty respond to ideas.
- Not clear on vision.
- Email overload and many appear to be more self-promoting.
- Don't believe he can genuinely change.
- Monologue vs. dialogue.
- Lack of respect for faculty governance (ex. "Westfield Experience" not appropriately processed through governance system).

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- Noticed the attempt to change (for example, Town Hall meetings), however they seemed like a PR effort ...more presentation than Q&A.
 - Willful stubbornness...his way or no way...digs his heels in.
 - Communications are perceived as offensive at times citing the post attempted-Elizabeth Warren-visit communique.
 - Initial response to racial incidents was positive, although there were some different opinions on this.
 - Bring in a mediator.
 - Board of Trustees needs to take a more active role.
 - Disappointed in the board reaction to vote of no confidence.

Overall, the faculty was very sincere in explaining their concerns and some made suggestions on how the President can begin to build back trust with the faculty (these ideas follow in this report). When asked if there was hope for resolution, some faculty indicated they didn't think so. However, a couple of seasoned faculty expressed their belief that while there is a core of faculty who are adamant about having President Torrecilha removed from office, there is a larger, less vocal group who would rather see a resolution of conflict so the University can move forward and continue to serve the students in the best way possible.

Union Leadership (includes leaders from AFSCME, APA, and MSCA):

- Climate is punitive, not genuine.
- Lack of follow up with concerns.
- Inability to work with the union leadership.
- Don't understand why the Board thinks keeping the president is in the best interest of the University.
- During the search process, looking for approachability, vision, availability.
- Not very visible on campus except when the current evaluation was announced.
- Not listening to people with expertise.
- Efforts to change not perceived as genuine.
- It has never been this bad.

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- Too much of a like-minded cabinet.
 - Expect to be treated with respect.
 - Not collaborative.
 - A bull in a china shop.
 - Fear of retaliation.
 - Shouldn't be transactional.

It is very apparent that the union leaders feel the only solution to the conflict and discontent on campus is to remove the President from office. They are so steadfast in their position; they have begun to disengage in the governance process. For example, the faculty union leadership is not providing names of faculty to serve on the search committee for the upcoming Provost position. This type of dysfunction will harm the University's ability to find highly qualified and interested candidates for the position.

Mid-level administrators (two groups):

- He can be overly direct.
- Has an eye outside the institution.
- Respectful.
- Very "corporate."
- Trying to soften his approach.
- Has a 30,000 ft. perspective.
- He's fighting the culture of, "What can the University do for me?"
- Process is "driving the bus."
- The first year we were walking on eggshells...he's slowly changing now.
- He's trying to connect more.
- Wants WSU to be a player in the future.
- President shouldn't be the scapegoat.
- There has been some change...he's trying to be more visible.
- Needs to communicate better on big initiatives (for example, still confusion among faculty and administrators over Westfield Experience).
- His message during the crisis over the recent loss of a student was sincere and very much appreciated.

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- Represents WSU well outside the campus (for example, Op-Eds).
 - Very articulate and well-spoken.
 - Has made progress in “softening” his approach.
 - More sincere after the announcement of the evaluation.
 - Increased visibility on campus.
 - There is some communication fatigue.
 - Please improve sensitivity to process.
 - Faculty are discussing the conflict in the classroom.
 - Change happens when relationships are strong.
 - Has a clear vision.
 - Change takes a long time.
 - This is an unforgiving environment.
 - Changing behavior would enhance trust...up to the President.
 - This situation is affecting students.
 - I wish everyone could see the President I see, a compassionate understanding person.

There was a deep concern among the mid-level administrators over the current campus discontent. Many feel the stress and anxiety on campus and worry that the relationship with the faculty is irreversible. One comment exemplified the frustration of many mid-level administrators, who do not necessarily blame one party or another, but must navigate the tension: “It’s getting ridiculous!”

Students

- Not very outgoing.
- He seems to be uncomfortable being with students.
- Not very visible at athletic events.
- Good response to the racial incidents on campus.
- No contact with RAs.
- Hasn’t met student ambassadors.
- Pancakes with the President is great...he feels sincere and seems to enjoy himself.

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- He understands where the University needs to go.
 - Faculty informed students and shared their concerns about the vote of no confidence in their classes.

It seems that President Torrecilha transitioned from an “internal” president to an “external” president sometime after his first year. The ramifications for this change seem to be reflected in the students’ (and others) comments, i.e. less visibility. There is no presidential “formula” for how much time a president should spend on or off-campus. It is contextual and depends on the needs of the University at the time. For example, when a University decides to begin a fundraising campaign, there is an expectation that the president will increase his/her time off campus to raise money. It is a very difficult balance for a president to maintain: less time on-campus results in less visibility with campus constituencies while less time off campus results in fewer opportunities to build community partners. The choice depends on what priorities are in the Strategic Plan. In every instance, those priorities should be well communicated to the University community.

AFSCME members:

- After meetings with the President, there is no apparent follow-up.
- Concerns were expressed over the lack of standards, SOPs, clear expectations of responsibilities from supervisors.
- Too many additional administrators.
- Perception of retaliation of whistleblower regarding bonus issue.
- There is a lack of communication between departments...interdepartmental communications need to improve. Maybe share a calendar and have monthly meetings between departments?
- Planning is not disseminated down to departments.
- President should engage more at our level.
- Doesn’t acknowledge all. “Thank yous” would be nice.

Culture at every level is reflective of senior leadership, leading by example. At the service level, there is concern over process expectations and image, as well as very

little expression of appreciation over a job well done. This doesn't necessarily have to be from the President only, Vice Presidents could help with this initiative.

Cabinet:

- Direct communicator...decisive.
- Sets high expectations.
- Seen growth in his style...a better listener.
- Cabinet members feel free to disagree with the President.
- He encourages openness.
- Understands finance.
- His best strength is strategic thinking.
- With faculty union, we're stuck.
- The prior president gave away the store...now it's hard to get it back.
- It's hard to inspire those who don't want to try
- The president is extremely well-prepared...all the time.
- There has been a culture of lack of accountability in the past and now it's hard to establish that.

The cabinet is all relatively new to their positions and some are new to the University. They are a well-intentioned group and have a great deal of respect for the President. There seems to be a sense of frustration in making progress with the existing environment the way it is.

In other constituency interviews, the cabinet has sometimes been portrayed as a group of "yes men/women." This is a paradox of intention. A high-performing team is characterized as one that avoids "group-think" and is free to share alternative perspectives to make the best, well-informed decision possible. However, another characteristic of a high performing team is, once a decision has been made, support it throughout the organization. Thus, the paradox; free to argue points internally but show uniform support externally. From the outside, it may appear that the President has surrounded himself with people that only agree with him, even though that may not be the case. Cabinet members at Westfield State have described their decision-making process as one with healthy debate.

Deans:

- Authoritative, top-down administrative style.
- Leadership is filtered through the cabinet. How the cabinet behaves is how the president is perceived.
- The cabinet's mantra of "speaking with one voice," doesn't serve them well.
- Prior leadership gave what people wanted and was very personable.
- The President is very successful externally.
- The President is very organized.
- The number of interim positions leads to instability.
- There is a lack of dialogue between all constituencies.
- This University is like an orphan family...it needs a parent, i.e. a strong leader.
- Confusion over provost hire. A four-year interim position??
- The President's personality is variable...
- Communication is "messed," rather than genuine.
- Need to address the elephant in the room. Vote of no confidence was overwhelming.
- Questions and concerns have gone unanswered.

The Deans are in a unique position as being the closest to the faculty in an administrative role. However, there is uncertainty with so many being in interim positions. There is a great opportunity to understand faculty issues and concerns if there was more direct communication with this group. Taking care to not usurp the role of the Provost, the President should hear from this group periodically.

Conclusions

The fabric of a University is woven together by many threads of constituencies, students, faculty, administrators, staff, alumni, community leaders, and volunteers. The President is responsible for keeping that fabric tightly woven. It requires maintenance of effort to build the support of all constituencies or everything begins to unravel. As a relatively new President, he has faced what many new campus leaders face: a sense of

urgency to address issues that potentially place the University in peril, while at the same time listening to the myriad of constituency concerns his first year and beginning a campus-wide process of strategic thinking. Unfortunately, the relationship with faculty never gained a solid footing and remains extremely contentious, which consequently affects relationships with other constituencies. There is probably enough blame to be shared by all. Despite this toxic environment, the President has been able to establish and begin acting on strategic priorities through the new Strategic Plan and build significant positive relationships externally. However, to assure the future well-being of the University, the conflict between the President and faculty union needs to be addressed.

In this assessment, I have shared what I heard, assess what it means, and will make recommendations to assist the President and thus the University in accomplishing its mission and successfully serving its students.

This evaluation contains five recommendations, some of which originated from discussions in the interview process and suggested by caring and concerned members of this University.

Recommendation 1:

It is recommended that for the University to resolve the conflict between the President and the faculty union, an external expert in conflict resolution be engaged as soon as possible. It is recommended that the Board of Trustee Chair and President of the Faculty Union mutually agree on a mediator to proceed.

Recommendation 2:

In his efforts to be more engaging and enhance communication, the President initiated office hours. It is recommended that the President move his office hours from his office to other locations throughout the University.

Recommendation 3:

It is recommended that the format of “Town Halls” be changed. Town Halls should be more of a dialogue than a presentation and focus on one issue. For example, conduct an open discussion on the rationale behind bonuses handed out to senior administrators.

Recommendation 4:

To make the Strategic Plan more meaningful and promote buy-in, have Vice Presidents identify how all constituents of the University Community contribute to the Strategic Plan. This should promote buy-in at all levels of the organization.


Recommendation 5:

The President should attend critical group meetings of students throughout the year. For example, at or near the beginning of each semester, meet with RAs, student ambassadors, student government leaders, and at the beginning of each season, meet with student athletes. This provides an opportunity to show the interest of the President but also allows for an opportunity to remind students of the importance of their role.

APPENDIX I

List of documents that were reviewed:

Tab #:	Document Requested:	Detail:
1	President's Self-Assessment 2019	September 3, 2019
1	President's Institutional Priorities, Assessments and Self-Evaluations, together with Evaluations prepared by the Board of Trustees submitted to the Department of Higher Education	<ul style="list-style-type: none"> ●August 23, 2018 ●June 28, 2017 ●September 13, 2016 (including President's 100 Day Report)
2	President's Curriculum Vitae	Ramon S. Torrecilha, Ph.D.
3	Organizational Charts for entire University	As of July, 2019
4	Last regional accreditation visitors' report transmitted to the institution – NEASC	<ul style="list-style-type: none"> ●Report from April 1-4, 2012 Visit ●Letter dated January 24, 2013 ●5th Year Letter dated July 11, 2017
5	Names, officers & committee assignments of Board of Trustees	<ul style="list-style-type: none"> ●List of Board of Trustees & Officers ●Committee Assignments
6	<p>Last four regular full Board of Trustees & BOT committee meetings:</p> <p>Additional recent meetings:</p>	<ul style="list-style-type: none"> ●December 5, 2018 ●February 7, 2019 ●April 24, 2019 ●June 20, 2019 <hr/> <ul style="list-style-type: none"> ●April 10, 2019 Investment Subcommittee ●May 3, 2019 Audit Committee ●May 15, 2019 Special Board Mtg. ●June 3, 2019 Audit Committee ●June 27, 2019 Executive Committee
7	Strategic Plan 2019-2024	<p>Attached. Also link from website:</p> <p>http://www.westfield.ma.edu/images/uploads/strategicplan/StratPlan_Update_ApprovedVers-WEB.pdf</p>
8	Enrollment Management Plan	2017 to 2021

9	Summary of institution budget, w/ major revenues & allocations to major units identified. Auxiliaries, soft money, and operating moneys separated and identified.	<ul style="list-style-type: none"> ●FY20 Budget Narrative ●Cabinet Funding Recommendations ●Schedule of Annual Tuition & Fees ●FY20 Detailed Budget by Trust Fund ●FY20 Campus Budget
10	IPEDS data summarized by revenue & expenditure category compared with revenues & expenditures of the institution's national peer group and state peer group	
11	Student, faculty, & administrative databases or the Fact Book that contains these databases	2017-2018 Draft Fact Book
12	List of all Governance Committees & members	As of September 6, 2019
13	2017 Postgraduate Report	
14	CURCA catalog from May 3, 2019 Event	
15	Massachusetts Teachers Association/NEA Massachusetts State College Association (MSCA) Union Contract	<ul style="list-style-type: none"> ●July 1, 2014 to June 30, 2017 ●Tentative Agreement March 4, 2019 ●Second MOA April 10, 2019 ●Third MOA April 10, 2019
16	Association of Professional Administrators, MTA/NEA (APA) Union Contract	July 1, 2017 to June 30, 2020
17	American Federation of State and County and Municipal Employees (AFSCME) Union Contract	July 1, 2017 to June 30, 2020
	Links to Documents/Information:	
18	Undergraduate and Graduate Catalogues	Links from website: http://catalog.westfield.ma.edu/ click on drop down for graduate: 
19	Link to University's "view-book" (institutional overview)	http://www.westfield.ma.edu/about
20	Link to Parenzo Hall Renovation page	http://www.westfield.ma.edu/parenzorenovation

<p>21</p>	<p>DHE Email of 3/22/19 listing Statewide Priority Objectives-The Equity Agenda</p> <p>BHE Performance Measurements Reports (Data Dashboards) Background Approval 12/11/18</p> <p>Link to dashboards:</p> <p>Spotlight Reports:</p> <p>BHE Guidelines on Presidential Evaluations and Compensation</p>	<p><u>Attached</u></p> <p>https://www.mass.edu/bhe/lib/documents/BHE/03 BHE%2019-02%20Performance%20Measurement FINAL.pdf (background)</p> <p>http://www.mass.edu/datacenter/pmrs/home.asp</p> <p>http://www.mass.edu/datacenter/pmrs/home.asp#spotlight</p> <p>https://www.mass.edu/bhe/lib/documents/PresidentialCompensationandEvaluationGuidelinesandProcedures-FormattedforPublicDistributionF.pdf</p>
<p>22</p>	<p>Equal Opportunity, Diversity and Affirmative Action Plan</p>	<p>https://www.westfield.ma.edu/images/uploads/policies/2170 Equal Opportunity Diversity and Affirmative Action Plan (The Plan) (Final) 9-2018.pdf</p>

Westfield State University

Individuals or Groups interviewed by Dr. John Anderson

September 30 – October 2, 2019

	Individual or Group to be Interviewed per protocol by the Penson Center for Professional Development:
	The Campus President
	Two groups of six academic chairs from diverse units, selected at random
	Union leadership (MSCA, APA and AFSCME)
	A group of six to eight community or regional leaders
	A group of four blue collar and four white collar support staff, selected at random (AFSCME)
	Two legislators, preferably one State Senator and one Assemblyman or Representative who are familiar with the College/University
	A group of eight mid-level administrators from diverse units selected at random (APA & NUP)
	The President's Cabinet
	Six elected members of Student Government Association, plus student representatives from athletics, student clubs, and residential and commuter students
	Members of the leadership of the Board of Trustees, Alumni Association and Foundation Board
	Two to six elected officers of the Faculty (We chose from the elected Governance Committees)
	Two groups of six faculty from diverse academic units selected at random
	An additional group of six faculty who are highly regarded by colleagues and students because of the high quality of their teaching, scholarship and/or entrepreneurial successes. These should be your best faculty
	Six to ten individuals, in one group, whom the Reviewee believes it is essential that the Facilitator interview
	Academic Deans
	Exit interview with Campus President
	Exit interview with Board of Trustees Chair and Trustee(s) drafting Evaluation