Board of Trustees  
April 30, 2020  
1:45 PM  

Virtual Meeting via Zoom  


1. Call to Order  
   Board Chair Kevin Queenin  

2. Approval of Minutes  
   February 6, 2020  
   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  

Academic and Student Affairs Committee  

6. Items for Information  
   a. 29 Who Shine Recognition and Proclamation  

Audit Committee  

7. Items for Action  
   a. Motion – Tenure  
   b. Motion – Promotion  

8. Items for Information  

Audit Committee  

9. Items for Action  
   a. Motion – Audit Firm Selection  

Committee Chair Paul Boudreau
Advancement and Enrollment Management Committee

Committee Chair Lydia Martinez-Alvarez

10. Items for Information

Finance and Capital Assets Committee

Committee Chair Edward Sullivan

11. Items for Information
a. Parenzo Hall Renovation Update
MDS / DCAMM

Other Business

Board Chair Kevin Queenin

12. Items for Discussion and Action
a. Interim President Discussion
b. Motion – Appointment of Interim President
c. Motion – Authorization to Negotiate Compensation
d. Permanent President Search Committee Discussion

Attachments :
a. Minutes of February 6, 2020
Academic and Student Affairs Committee:
b. 29 Who Shine Proclamation
c. Tenure and Promotion Criteria
d. Motion – Tenure
e. Tenure Recommendations and Justifications
f. Motion – Promotion
g. Promotion Recommendations and Justifications
Audit Committee:
h. Motion – FY20 Audit Firm Selection
i. O’Connor & Drew Engagement Letter
Finance and Capital Assets Committee:
j. Parenzo Hall Renovation Update Presentation
Other Business:
k. Motion – Appointment of Interim President
l. Motion – Authorization to Negotiate Compensation
BOARD OF TRUSTEES
Minutes
President’s Boardroom, The Horace Mann Center
February 6, 2020

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

MEMBERS PARTICIPATING REMOTELY: Trustee Madeline Landrau

MEMBERS.excused: Trustee Robert Magovern

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

The meeting was called to order at 2:16 PM by Chair Queenin who stated that Trustee Landrau was participating in the meeting remotely and asked for a motion to approve minutes.

MOTION made by Trustee Hagan, seconded by Trustee Martin, to approve the minutes of the December 11, 2019 Board of Trustees meeting.

There being no discussion, ROLL CALL VOTE taken:

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Motion passed with one abstention.

Student Trustee’s Report: Trustee Neves reported that the Student Government Association (SGA) has rolled out Part 2 of their whiteboard initiative, resulting in good questions being asked. (Trustee Boudreau left the meeting at 2:18 and returned at 2:22 PM.) The SGA is struggling to find leadership with the hall representatives. A club listing was handed out, with over 50 clubs represented. It is hoped to get the list online to keep it updated faster and easier. Although there is currently not a schedule for all the club meetings, an app is being considered to include dates and times of meetings. Trustee Neves talked about the “F word” (FUN) and said the Campus Activities Board is doing well but the sense of community is missing, which ties to the cohort conversation discussed earlier in the day. With the loss of some long-time employees in Student Affairs, some of the sense of community feels lost. Trustee Neves encouraged all faculty and staff to continue to do their part to support the students who need the sense of family on campus to grow intellectually and as a person. This is an all-university effort.

Chair Queenin asked Dr. Terrell Hill to join him at the front of the room to be recognized for his years of service on the Board of Trustees. Chair Queenin expressed gratitude for Dr. Hill’s engagement and voice in

Draft Minutes Pending Approval

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representing the Board, the students, and the faculty and staff of Westfield State University. Trustee Martin read a commendation in appreciation for Dr. Hill's service. Dr. Hill expressed his appreciation for the honor of serving on the Board of Trustees for seven years.

President’s Report: President Torrecilha stated he trusted all had seen the announcement of his retirement in August, 2020, stating that after thirty years in Higher Education, it is truly time for him to retire. He continued that it has been an honor to serve Westfield State University and he is proud of the collective work and accomplishments that have been done. His presidency was about student success, institutional change, and positioning Westfield State locally, regionally and nationally. There is plenty left to do to move the University forward in transition. State appropriations for the next few years is expected to be flat, if not decreased. The Council of Presidents (COP) has taken the call for access and affordability on behalf of students. Additional resources are being sought to fund financial aid with new legislation being spoken about supporting an endowment match to all donors, not just new ones. There is a focus on student retention with many initiatives from Academic and Student Affairs. Westfield State has a retention challenge, not an enrollment problem, and retention is everyone’s business. President Torrecilha thanked everyone for supporting the work to almost close the budget gap. He also mentioned that the University submitted a Major Project Capital Request to the Division of Capital Asset Management and Maintenance (DCAMM) in December. The proposal included a request for nearly $5 million to fund a Center for Equity, Diversity and Inclusion to better centralize the University’s efforts in support of these prioritized areas.

Chair Queenin stated we have come a long way and need to continue with the implementation of the Strategic Plan, work on retention and enrollment management, and discussions on the college structure and fundraising. The good news is that President Torrecilha has brought together a competent team to carry on and the Board will continue the same expectation in performance and collectively we will continue to be aggressive over the next few months and years.

Chair Queenin continued that when President Torrecilha was interviewed for this job, he said he would focus on students and gave a concise blueprint of what we have seen him do over the last four years. The President has done a terrific job in taking the message of Westfield State University to the local community, and to the state and national level. In today’s newspaper there is an article about taking Westfield State to the community. Recognizing the state of transition, there is a lot of work to do. The Board intends to be inclusive, thoughtful, and deliberate, and needs to listen and be patient in the process. Significant decisions need to be made which will affect students, faculty and staff today and in the future. It is important to make sure the process is clearly thought out and defined. The best way to move forward is to send initial discussions of a presidential search to the Executive Committee, which will meet in an open meeting, with all Board members invited to participate. The Board of Higher Education has been consulted to get the standard process they recommend for a search and we intend to reach out to other institutions for their procedures, taking the best to incorporate into our process, which will be two-fold: 1) hiring an interim president between now and August; and 2) hiring a permanent president.

Advancement and Enrollment Management Committee: Trustee Martinez-Alvarez stated the committee did not meet earlier in the day due to the weather delay. Dr. Erica Broman, Vice President for Institutional Advancement, stated there was a robust response to the survey for Marts & Lundy.

Academic and Student Affairs Committee: Trustee Martin stated at the committee meeting there was a presentation from the Provost and college deans on the college structure and on the deans’ roles and how they are perceived. Academic Affairs is interested in providing metrics on how the college structure is doing, focusing on student success and stewardship of resources. There was also a presentation from Dr. Gloria Lopez, Vice President for Student Affairs, on retention and the programs being provided by Student Affairs. There was discussion about the “student in the middle” who may not be part of a cohort and may

Draft Minutes Pending Approval
fade into the background. Reaching these students is fundamental to the sustainability of the institution.

**Finance and Capital Assets Committee:** Trustee Sullivan stated that in the committee meeting they reviewed second quarter financials, a budget balancing update, travel expenses for the President and cabinet, and received updates on the Parenzo Hall project and December water emergency on campus. The Investment subcommittee’s commitment to raise additional revenue for the University is moving in a positive way. In the FY21 budget update, Residence Life strategies moving forward were discussed as well as the current budget model for FY21. There were two motions that were approved to be brought for vote by the full Board as follows.

**MOTION** made by Trustee Sullivan, seconded by Trustee Boudreau, to approve the FY21 annual tuition and fees schedule for undergraduate students and College for Graduate and Continuing Education (CGCE) students, as presented.

**Discussion:** Supporting documents are in the packet of materials. The average is a 2.8% increase in the cost of attendance for residential students. The vote will lock in the increase since there is a need to package financial aid, which rests on the price.

**ROLL CALL VOTE** taken:

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**Motion passed with nine yes votes and one no vote.**

**MOTION** made by Trustee Sullivan, seconded by Trustee Martin, to close the University’s bank accounts at Peoples Bank and Massachusetts Municipal Depository Trust (MMDT), investment account at Commonfund, and Berkshire Bank certificate of deposit at maturity date 3/7/2020 and to approve the transfer of those funds to the University’s money market account at Berkshire Bank.

**Discussion:** Policy requires Board approval to open or close accounts. The interest rate is less at other banks than what we can get at Berkshire Bank. It is the goal to move funds from underperforming accounts elsewhere to better performing accounts.

**ROLL CALL VOTE** taken:

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**Motion passed unanimously.**

**Governance and Nominating Committee:** Trustee Boudreau stated the committee will provide input at the next meeting on the Board Grid, Process for Nominating New Trustees, and the Statement of Commitment and Responsibilities. Proposed Divisional Informational Session dates with the vice presidents will be sent out.

Chair Queenin reminded all those in the room that we still have conflict on campus. As the campus
community moves forward, it needs to be together in a healing process.

There being no further business, **MOTION** made by Trustee Sullivan, seconded by Trustee Alvarado, to adjourn.

**ROLL CALL VOTE** taken:

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**Motion passed unanimously.**

Meeting adjourned at 2:59 PM.

Attachments presented at this meeting:

a. Minutes of December 11, 2019

**Finance and Capital Assets Committee:**

b. Motion – FY21 Schedule of Annual Tuition and Fees (Undergraduate and CGCE)

c. FY21 Schedule of Annual Tuition and Fees (Tuition and Fee Recommendations)
d. FY21 Schedule of Annual Tuition and Fees (Undergraduate)
e. FY21 Schedule of Annual Tuition and Fees (CGCE)
f. FY21 Schedule of Annual Tuition and Fees (Comparison State Universities FY20)
g. FY21 Schedule of Annual Tuition and Fees (CGCE Request)
h. FY21 Schedule of Annual Tuition and Fees (Nursing Fee Memo)
i. FY21 Schedule of Annual Tuition and Fees (Baystate Notification)
j. FY21 Schedule of Annual Tuition and Fees (Nursing Fee Increase Calculations)
k. FY21 Schedule of Annual Tuition and Fees (Student and Faculty Resources)
l. Motion – Consolidation of Bank Accounts
m. Memo – Consolidation of Bank Accounts
n. Handout: SGA’s Westfield State University Clubs – Updated Spring 2020

**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 February 6, 2020.

___________________________________________  ___________________
Lydia Martinez-Alvarez, Secretary                     Date
Tenure*

**Purpose:** “The principal purpose of tenure is to safeguard academic freedom, which is necessary for all who teach and conduct research in higher education. When faculty members can lose their positions because of their speech or publications or research findings, they cannot properly fulfill their core responsibilities to advance and transmit knowledge” ([https://www.aaup.org/issues/tenure](https://www.aaup.org/issues/tenure)).

“The serious decision of granting tenure demands that the President, before making recommendations to the Board, have substantial evidence, determined through professional evaluation, that the candidate will be a constructive and significant contributor to the continuous development of high-quality education in the institution. It is the responsibility of the candidate for tenure to produce such substantial evidence based on his/her prior academic and professional work” (Article IX).

**Eligibility:** Serve as a full-time tenure-track faculty member for a period of six consecutive years. Generally, faculty are evaluated for tenure during the sixth year.

**Process of Evaluation:** Candidates for tenure will have been evaluated each year prior to the sixth-year evaluation for tenure. The tenure evaluation period encompasses the entire period of the candidate’s employment as a tenure track faculty member at Westfield State. Candidate submits materials which are reviewed by several individuals and committees on the campus including: academic department chair, (department based) peer evaluation committee, college dean, (university-wide) committee on tenure, vice president for academic affairs, president, and board of trustees. It is worth noting that the candidate meets with the Committee on Tenure to discuss his/her case and answer questions. This process takes nearly the course of the entire academic year beginning in late September and ending in April.

**Criteria for Evaluation:** Teaching effectiveness (in addition to submitting written materials for review such as a teaching philosophy, copies of syllabi, etc., candidates submit the results of course evaluations completed by students as well as in-person observations conducted by the department chair and the peer evaluation committee), academic advising, continuing scholarship (including presentation and publication of professional work) and other activities which contribute to the growth and development of the university community (including service on committees at various levels) (Article VIII, A, 1).

**Outcomes:** A positive decision by the various evaluating bodies and the institution affords the tenured faculty member with assurance of academic freedom and employment for the remaining period of their professional career except in the case of a finding of just cause (Article IX, E, 1). A negative decision on tenure by dept. chair, committee on tenure, the dean or the vice president renders the candidate ineligible for tenure (Article VIII, J, 3). A negative decision by the institution results in the issuance of a terminal contract. The bargaining agreement stipulates the attendant salary increase.

*Detailed information regarding the process for tenure and promotion can be found in Articles VIII and IX of the MSCA bargaining agreement. The most recent versions of the agreement provide for a coupling of tenure with automatic promotion.*
Promotion*

Purpose: Promotion rewards meritorious achievement by the faculty and each level of promotion indicates a higher order of quality. Generally, tenure-track faculty are hired at the level of Assistant Professor. The two subsequent levels of promotion are Associate Professor and Full Professor.

Eligibility: The MSCA bargaining agreement sets eligibility requirements for promotion. Faculty seeking promotion from Assistant to Associate Professor are expected to hold a terminal degree in their discipline, have no less than six years of full-time teaching experience and no less than three years at the level of Assistant Professor. Promotion to Full Professor requires the terminal degree, no less than eight years of full-time teaching experience, and no less than four years at the rank of Associate Professor (Article XX, B, 1).

Process of Evaluation: The process for evaluation for promotion consists of a thorough review of the candidate’s work since their last review for promotion or initial hiring date. Candidate submits materials which are reviewed by several individuals and committees on the campus including: academic department chair, (department based) peer evaluation committee, college dean, (university-wide) committee on promotion, vice president for academic affairs, president, and board of trustees.

Criteria: The evaluation of a candidate for promotion is based upon the contractual categories of evaluation (i.e., teaching effectiveness, academic advising, continuing scholarship and contributions to the growth and development of the university community). The agreement notes that “Whenever any unit member is being evaluated as a candidate for promotion, such criteria shall be applied together with the requirements applicable to promotion to the rank for which such person is a candidate, it being the understanding of the parties that for promotion to each higher rank, a higher order of quality may properly be demanded” [emphasis added(Article VII, A, 4)].

Outcomes: Faculty supported for promotion are provided with the salary increase denoted in the bargaining agreement. Faculty who are not supported for promotion are able to submit a new request in the following academic year.

*Detailed information regarding the process for promotion can be found in Articles VIII and XX of the MSCA bargaining agreement.
MOTION

To approve the granting of tenue with automatic promotion, effective September 1, 2020, to:

Dr. Leonardo Andrade Psychology
Dr. Maria del Mar Farina Social Work
Dr. Christopher Gullen Communication
Dr. Phillip Hart Economics and Management
Dr. Jesse Johnson Mathematics
Dr. Erica Morin History
Dr. Dristi Neog Geography, Planning, and Sustainability
Dr. Mark Nimkoff Communication
Dr. Kimberly Sherman Economics and Management
Dr. Shirley Wong English

To approve the granting of tenure, effective September 1, 2020, to:

Dr. Karen Sladyk Health Science

Kevin R. Queenin, Chair
Date
March 20, 2020

Dr. Ramon S. Torrecilha
President

Dear President Torrecilha:

For your approval, I recommend the granting of tenure with automatic promotion effective September 1, 2020, to:

- Dr. Leonardo Andrade, Psychology
- Dr. María del mar Farina de Parada, Social Work
- Dr. Christopher Gullen, Communication
- Dr. Phillip Hart, Economics and Management
- Dr. Jesse Johnson, Mathematics
- Dr. Erica Morin, History
- Dr. Dristi Neog, Geography, Planning, and Sustainability
- Dr. Mark Nimkoff, Communication
- Dr. Kimberly Sherman, Economics and Management
- Dr. Shirley Wong, English

I also recommend the granting of tenure effective September 1, 2020, to:

- Dr. Karen Sladyk, Health Sciences

Each individual has been evaluated by his or her chair, by a Dean, and by the Committee on Tenure. I have reviewed each evaluation, as well as the faculty portfolios. All who have served as evaluators believe that these individuals will remain dedicated and contributing members of the faculty; as such, I recommend them for tenure.

I certify that all procedures as prescribed in The Agreement have been complied with in accordance with Article VIII, Section H.

Sincerely,

[Signature]
Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

Approved:

[Signature]
Dr. Ramon S. Torrecilha, President

577 Western Avenue (413) 572-5213
PO Box 1630 (413) 572-5537(f)
Westfield, MA westfield.ma.edu
01086-1630 3-26-2020
TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: LEONARDO ANDRADE

RANK/DEPARTMENT: ASSISTANT PROFESSOR/PSYCHOLOGY

CURRENT SALARY: $70,599.63

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:

- B.A. Instituto Braziliense de Analise do Comportamento 2002
- M.S. Universidade de Brasilia 2005
- Ph.D. University of Florida 2010

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Andrade as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Tenure and Dean Mills. I concur with their conclusions that Dr. Andrade has met the criteria established by the Agreement.

I recommend Dr. Andrade be granted tenure with automatic promotion.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs
APPENDIX G-1
DEAN'S
EVALUATION AND RECOMMENDATION

Name: Leonardo Andrade
Department: Psychology
Date of Last Evaluation: 2/15/19
University: Westfield State University
Date of This Evaluation: 12/12/19
Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. Andrade for tenure with automatic promotion.

Dr. Andrade was initially employed as Assistant Professor in the Department of Psychology in September of 2014. He is now a candidate for Tenure with Automatic Promotion to Associate Professor.

Areas of Evaluation

Effective Teaching Evidence:
All documents presented with the tenure portfolio, including the Peer Evaluation Committee (PEC) review, Department Chair review, SIR II evaluations, formal observations of teaching, and any included teaching narratives from the candidate or those assigned to formally review teaching effectiveness demonstrate evidence of clear teaching effectiveness.

Dr. Andrade submitted a comprehensive narrative that provided a clear sense of his philosophy, course development process, and his ability to assess what it means to be an effective educator. Dr. Andrade supports the undergraduate and graduate programs and has been nominated by students twice for the John Nevins Outstanding Educator Award through the College of Graduate and Continuing Education. The SIRII scores not only support Dr. Andrade’s effectiveness as an educator, but the time-series analyses provided by Dr. Andrade also show his growth as an educator. Dr. Andrade listed clear goals for his courses, ensuring that students think critically, are able to evaluate scientific evidence, and articulate ideas. His PEC observed that Dr. Andrade holds students to high academic standard and engages them in an engaging, positive classroom environment. Dr. Andrade’s department chair commends him on his ability to take challenging or “dry” courses and create an active learning environment for the students.

Effective Advising Evidence:
Dr. Andrade advises approximately 25 undergraduate students and is sought by many students who are interested in Applied Behavior Analysis. Students find him approachable and knowledgeable and he is willing to make connections across campus to ensure the students’ needs are being met.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: Contribution to the content of the discipline
Dr. Andrade’s PEC stated that he is a “prolific scholar” as demonstrated by the significant
contributions made to the scientific community. Dr. Andrade presented at five different conferences during the review period, including an international web conference (Boteco Behaviorista), at the Association for Behavior Analysis Convention, and a paper was also presented at the Connecticut Association for Behavior Analysis Conference in New Haven (2015). Dr. Andrade is an active contributor in the field of Applied Behavior Analysis and he mentors his students to be actively involved as well. Two conference presentations (2016, 2018) were co-authored by students and presented at regional meetings through the Berkshire Association for Behavior Analysis and the UMass Statewide Undergraduate Research Conference, respectively. In addition, three of Dr. Andrade’s students have presented at CURCA.

During the review period, Dr. Andrade mentored one graduate student thesis and has served on a committee for 8 others (part of his day load). He also served as a reviewer for 8 manuscripts from four different journals during the review period.

**Category I: Research as demonstrated by published or unpublished work**
Dr. Andrade investigates how behavioral principles positively impact health behaviors as well as in areas of contingency management. Dr. Andrade published seven times since arriving at Westfield State in 2014, serving as the first author on six. It is important to note that three of the manuscripts are research studies and one article titled “Substitution effects in a generalized token economy with pigeons” was published in a prestigious journal, the *Journal of the Experimental Analysis of Behavior*.

**Category II: Contributions to the professional growth and development of the university community.**

Dr. Andrade is an active member of his department and the University. He is presently serving on multiple departmental committees, including the Bill Duval Scholarship Award Committee, a Faculty Search Committee, Curriculum Committee, and Graduate Committee. During the review period, he also served on the Research Methods Committee and a previous faculty search committee. He serves the students through sharing his expertise and mentorship as the co-Advisor for the Psychology Club, and has participated in student orientation and open house events. He volunteered on two separate occasions to serve on a panel for students interested in attending graduate school.

With collaboration in his department, Dr. Andrade and his colleagues offer a very successful ABA Master’s program. The Applied Behavior Analysis Program Guide ranks the program 10th in the country due to high pass rates.

Dr. Andrade’s PEC stated that he is a “wonderful colleague and a good citizen” and it was clear that the department chair concurs with their assessment.

Signature of Dean  
December 12, 2019  
Date

This is to certify that I have read this evaluation.
Signature of Unit Member __________________________ Date ________________
February 5, 2020

Dr. Diane Prusank, Provost, VP Academic Affairs
Academic Affairs
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Leonardo Andrade, Assistant Professor in the Psychology Department, was held on January 8, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Andrade for tenure, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. Andrade for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. Andrade has taught 37 classes at both the undergraduate and graduate level. These classes have ranged from the basic foundational courses in Psychology such as Introduction to Psychology, and Research Methods, to more specialized courses created by Dr. Andrade, such as Choice, Impulsivity, and Addiction for the undergraduate curriculum, and Verbal Behavior for the graduate curriculum. Dr. Andrade is regarded as an excellent instructor by his peers, his department chair, and by his students, as evidenced by his consistently high departmental teaching evaluations as well as his SIR II evaluations. As further evidence of his teaching excellence, Dr. Andrade has been nominated two times for the John F. Nevins outstanding educator award.

Advising: Dr. Andrade meets the contractual requirements for advising and typically advises 50 - 60 students per year.

Scholarship: Since his time at WSU, Dr. Andrade has maintained an impressive record of scholarship, with six first author, and one second author publications in the past five years. Aside from the number of publications, it is equally impressive to see where these papers have been published. For example, one of these papers was published in the Journal of the Experimental Analysis of Behavior, which is widely considered to be the top journal in the field of behavior analysis, and one of his book chapters appears in the American Psychological Association’s Handbook of Clinical Psychology. In addition to his publications, Dr. Andrade has presented at two conferences, and has worked with undergraduate students to have them present their work at local psychology conferences and CURCA.

Service: Dr. Andrade has shown an impressive record of service at both the departmental and university level. He continues to be an active member of the Academic Policies Committee since 2015, and served on the Graduate Education Council from 2015 – 2019. At the departmental level, Dr. Andrade serves on numerous committees at both the undergraduate and graduate level. He is currently a member of the Curriculum Committee, Graduate Committee, Applied Behavior Analysis Committee, the Bill Duval Scholarship Award Committee, and is co-advisor of the Psychology Club. He has also served on the departmental Research Methods Committee, and has been a member of two Faculty Search Committees (one that is currently ongoing). Aside from his committee work, Dr. Andrade has been an essential component of the Master’s program in Applied Behavior Analysis. He assists with review of applications and interviews, designing and grading the comprehensive exams, as well as mentoring student research projects and serving as a member on at least eight different Master’s thesis review committees.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,
Drs. Sophia Sarigianides & Diana Schwartz, Co-Chairs
Committee on Tenure

cce: Dr. Andrade

I ___________________________ acknowledge receipt of this letter on ____________.

Please sign and send one copy to Academic Affairs, attn: Susan Davignon.
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: MARIA DEL MAR FARINA

RANK/DEPARTMENT: ASSISTANT PROFESSOR/SOCIAL WORK

CURRENT SALARY: $ 65,981.80

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:
- B.S. Westfield State College 1994
- M.S.W. Smith College 1998
- M.B.A. Western New England College 2001
- Ph.D. Smith College 2015

JUSTIFICATION:
In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. del Mar Farina as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Tenure and Dean Mills. I concur with their conclusions that Dr. del Mar Farina has met the criteria established by the Agreement.

I recommend Dr. del Mar Farina be granted tenure with automatic promotion.

Approved:

__________________________ 4/13/2020
Diane T. Prusank, Ph.D. Date
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN’S
EVALUATION AND RECOMMENDATION

Name: Maria del Mar Farina  Department: Social Work
Date of Last Evaluation: 2/15/19  University: Westfield State University
Date of This Evaluation: 12/12/19
Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. del Mar Farina for tenure with automatic promotion.

Dr. del Mar Farina was initially employed as Assistant Professor in the Department of Social Work in September of 2014. She is now a candidate for Tenure with Automatic Promotion to Associate Professor.

Areas of Evaluation

Effective Teaching Evidence:
Dr. del Mar Farina’s teaching foci is based on assisting students with the development of a professional and personal identity while acquiring the relevant conceptual knowledge for the field of Social Work. Dr. del mar Farina teaches primarily in the Masters of Social Work (MSW) program in the subject areas of Child Welfare Policy Analysis, Mental Health and Children, Diversity and Social Justice and Trauma and Clinical Social Justice.

Dr. del Mar Farina’s experience in non-profit management and as a Clinician and Outpatient Psychotherapist provides a strong foundation that informs her teaching and practice. Dr. del Mar Farina integrates multiple social justice and cultural frameworks into her teaching of Social Work training and practice as well as mezzo and macro level social work content into classroom instruction. Dr. del Mar Farina teaches in both in-person and online formats and has developed related pedagogy to enhance online instruction in the field of Social Work to support diverse student learning styles.

All documents presented with the promotion portfolio, including the Peer Evaluation Committee (PEC) review, excellent SIR II evaluations, formal observations of teaching, personal teaching narrative and assessment from those assigned to formally review her teaching efficacy provides demonstrable evidence of clear teaching effectiveness. Dr. del Mar Farina’s teaching excellence is highlighted by her five nominations for the Westfield State University John F. Nevins Outstanding Educator Award in the years 2013, ’14, ’16, ’18 and ’19 respectively.

Dr. del Mar Farina is to be commended for her meritorious teaching performance.
Effective Advising Evidence:

Dr. del Mar Farina currently advises approximately 33 students in the department of Social Work where she views her role in advising Bachelor in Social Work (BSW) students as going beyond the standard advising appointment and working with students to “address ongoing learning interests,” and/or “emerging obstacles.” With MSW students, Dr. del Mar Farina provides ongoing mentorship aimed at developing their “social work professional identities, clinical work and future plans upon graduation.”

Dr. del Mar Farina meets her contractual obligation in advising.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Contribution to the content of the discipline

   Dr. del Mar Farina is a prolific Social Work scholar. Since joining Westfield State University in 2013, Dr. del Mar Farina has published six articles in notable journals with another three manuscripts accepted for publication. These publications include “Constructing Critical Conversations in Social Work Supervision: Creating Change,” in Clinical Social Work Journal and “Mixed-Status Families and Immigration Interior Enforcement Policies: Effects on Clinical Practice and the Intraethnic Therapeutic Dyad,” in Smith College Studies in Social Work. Dr. del Mar Farina has also presented 12 conference papers, given 16 invited presentations, and served as guest editor for the Smith College Studies in Social Work special issue on “Perspectives of Clinicians of Color: Clinical Studies.” Dr. del Mar Farina is peer reviewer for the Journal of Political Psychology, Social Work Journal and is a Rutgers University Press book prospectus reviewer. She is also a recipient of the Westfield State University 2018 University Research Grant Award.


   Dr. del Mar Farina is commended for her contributions in this important national and international conversation.

2. Professional Activities
   a. Public Service

   In the wider community, Dr. del Mar Farina designed and presented in-service training for medical interpreters on “Mental Health: Interpreter as a Cultural Broker” (2013-present) and “Mental Health Medical Interpreting: Mood Disorders and Complex Trauma” (2014-15, 2018). Dr. del Mar Farina served as a W.E.B. DuBois post-graduate fellowship mentor at the University of
Massachusetts Amherst Center for Counseling and Psychological Health and provided training to counseling staff at Amherst College. Dr. del Mar Farina works to continue to promote Westfield State's cross-collaboration with other university entities.

Dr. del Mar Farina is commended for her public service work.

Dr. del Mar Farina is an active contributor to the life of Westfield State University at both the department and wider university level. At the department level, Dr. del Mar Farina is a member of the Social Work Department Committee and the MSW Program Committee. At the university level Dr. del Mar Farina has served on the Graduate Education Council and the Academic Review Committee.

Dr. del Mar Farina has successfully met the criteria for tenure with automatic promotion to the rank of Associate Professor at Westfield State University. I am pleased to recommend her for this promotion.

[Signature of Dean]  
December 12, 2019  
Date

This is to certify that I have read this evaluation.

[Signature of Unit Member]  
Date
February 5, 2020

Dr. Diane Prusank, Provost, VP Academic Affairs
Academic Affairs
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Maria del Mar Farina, Assistant Professor in the Social Work Department, was held on January 14, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. del Mar Farina for tenure, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. del Mar Farina for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. del Mar Farina has contributed to the Social Work Department by teaching in both the MSW and BSW programs. Although she has been responsible for a broad range of courses, her teaching has focused on her passions, which are clinical practice with children, individuals and families; as well as, multicultural concepts and social justice issues, which she threads throughout the curricula with pedagogical skill and sophistication. The PEC acknowledged her rapport with students stating, “It is obvious that students feel comfortable with Maria and enjoy her classes.” Dr. del Mar Farina has received five nominations for the John F. Nevins Outstanding Educator award, demonstrating her commitment to teaching and learning.

Advising: Dr. Maria del Mar Farina meets the contractual requirements for advising a total of 33 students from the MSW and BSW programs.

Scholarship: Dr. del Mar Farina has a very active research agenda. Her PEC remarked, “She has established herself as an expert on immigration reforms.” Her book, titled White Nationalism, Ethnic Identity and US Immigration Policy Reforms: American Citizenship and Children in Mixed Status Hispanic Families was published in 2018. In addition to this text, she has published three journal articles and a book chapter, while also contributing 25 international, national, regional, and state presentations and trainings during the evaluation period. In 2019, Dr. Maria del Mar Farina received a book contract to complete a new text titled Psychological Boarders in Europe and the United States: Contemporary nationalism, nativism, and populism, demonstrating her commitment to continuing scholarship.

Service: Dr. del Mar Farina’s public service work is commendable. She has developed and implemented trainings for medical interpreters, while also serving as a W.E.B. Dubois post-graduate fellowship mentor at the University of Massachusetts Amherst Center for Counseling and Psychological Health. Dr. del Mar Farina has collaborated with the Boys and Girls Club in Springfield, MA and was a member of the Western New England Department of Social Work Advisory Board. In short, Dr. del Mar Farina has made it a priority to be of service to her department, the university, and profession.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

Dr. Sophia Tatiana Sarigianides & Dr. Diana Schwartz, Co-Chairs, Committee on Tenure

cc: Dr. Maria del Mar Farina

I ___________ acknowledge receipt of this letter on ___________.

Please sign and send one copy to Academic Affairs. attn: Susan Davignon.

577 Western Avenue
P.O. Box 1630
Westfield, MA
01086-1630
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: CHRISTOPHER GULLEN

RANK/DEPARTMENT: ASSISTANT PROFESSOR/COMMUNICATION

CURRENT SALARY: $64,855.19

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:
- B.S. Lawrence Technological University 1999
- M.A. Wayne State University 2006
- Ph.D. Wayne State University 2012

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Gullen as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Tenure and Dean Todd. I concur with their conclusions that Dr. Gullen has met the criteria established by the Agreement.

I recommend Dr. Gullen be granted tenure with automatic promotion.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

4/13/2020
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name:  Dr. Christopher Gullen        Department:  Communication

Date of Last Evaluation:  2-15-19        University:  Westfield State University

Date of This Evaluation:  12-12-19

Personnel Action Being Considered:  Tenure with Automatic Promotion

RECOMMENDATION:  I am pleased to recommend Dr. Gullen for tenure with promotion.

Dr. Christopher Gullen was initially employed as Assistant Professor in the Department of Communication in September of 2014. He is now a candidate for Tenure with Automatic Promotion to Associate Professor. In connection with that candidacy, he has been evaluated by Department Chair, Sinuk Kang, and by his Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for Tenure with Automatic Promotion. After my thorough review of his materials, I can state with confidence that Dr. Gullen has met the criteria for Tenure with Automatic Promotion to Associate Professor through a meritorious record of teaching, advising, scholarship, service, and alternative professional responsibilities. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Gullen successfully teaches a broad range of courses for the Communication Department, including Introduction to Communication Technology; Media Criticism; Introduction to Film Studies; Social Media, Social Context; among other courses. His department chair describes his “teaching effectiveness as outstanding,” noting that he has an “exceptional capacity to engage students in conversation” and is a “passionate and energetic teacher.” One of his Peer Evaluation Committee members refers to his “great charisma” in the classroom. In his narrative, Dr. Gullen describes his courses as “living,” and this characterization speaks to his commitment to evolving as a professor—updating and revising his courses in response to new technologies and new developments in the field. Over the years, he has designed infographic-style syllabi. These engaging course materials with clear learning outcomes presented in a graphically-engaging way provide evidence of his interest in connecting with students. “One of the great rewards of education is witnessing your students succeed,” Dr. Gullen writes in his narrative, and he has supported many undergraduate research opportunities, internships, and directed studies for Communication majors. Notably, Dr. Gullen has received two Innovative Pedagogical Grants to support his development as an educator, and was also selected to represent Westfield at one of our international partner institutions (Krosno State College in Poland) where he taught for a week last spring. Many of SIR IIs are above comparative mean (some significantly so), and some hover around the comparative mean (slightly above or below).
Effective Advising Evidence:

Dr. Gullen advises at least 30 students each semester, and his Peer Evaluation Committee refers to him as a “thoughtful and attentive advisor.” In his narrative, Dr. Gullen describes advising as “fulfilling work.” His department chair characterizes the connection he develops with students and his efforts to support students and adds that Dr. Gullen is careful to help students fulfill graduation requirements in a timely way.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Research as demonstrated by published or unpublished work

Dr. Gullen has met with significant success as scholar during his career, publishing three contributions to edited volumes and presenting at seven professional conferences, including three international conferences. Most recently he has returned from Florence University of the Arts where he delivered a paper entitled “A Tale of Two Cities: Gentrification, Colonialism, and the New Detroit.” It is notable that Dr. Gullen has committed to this international research agenda and has most recently received a grant for a project connected with the Florence University of the Arts. For all these reasons, his department chair characterizes him as an “active and engaged scholar” and his Peer Evaluation Committee describes him as an “accomplished scholar.”

Category II: PROFESSIONAL ACTIVITIES

Contributions to the professional growth and development of the university community (including academic advising of students in excess of 30 assigned at the beginning of a semester)

Dr. Gullen serves on the university-wide Curriculum Committee and has been co-chair of the Communication Department’s Curriculum Committee. He currently serves as the faculty sponsor for the Jewish Student Organization (a position he has held since 2015). In 2017 Dr. Gullen was the invited speaker for First-Year Convocation. He has also been highly active in the MSCA union, serving as a member of the MSCA Board of Directors and as campus organizer for the WSU chapter of Public Higher Education Network. Finally, he routinely advises more than 30 students.

Category III: ALTERNATIVE ASSIGNMENTS

Article XII, Section D, Alternative Professional Responsibilities Assignment

Dr. Gullen serves as the Program Area Chair of Liberal Studies, and he meets with nearly all 70-plus students in the program once a semester to help them chart their course of study. As Program Area Chair, as he documents in his 2018-2019 annual report (included in his binder under “Service/APR”), he is proposing exciting changes to move the Liberal Studies major to a more purposefully-designed interdisciplinary program for students. It is impressive that he has not only carried out advising responsibilities but has also undertaken program development.
This is to certify that I have read this evaluation.

Signature of Unit Member

Date
COMMITTEE ON TENURE

January 29, 2020

Dr. Diane Prusank, Provost, VP Academic Affairs
Academic Affairs
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Chris Gullen, Assistant Professor in the Communications Department, was held on January 14, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Gullen for tenure, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. Chris Gullen for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Dr. Gullen’s commitment to teaching is evidenced throughout his materials. His work with students resulting in poster presentations at the Celebration of Undergraduate Research and Creative Activity (CURCA) is one strong example of his attempts to engage students in their learning using high impact practices. In addition, Dr. Gullen earned two Innovative Pedagogy Initiative Grants (IPI) to support his efforts to stay current with rapidly changing technology. As an instructor, he developed and teaches the COMM318: Social Media, Social Context course, a course Dr. Gullen states “changes at lightning speed.” Dr. Gullen’s concern for student learning and teaching excellence is also evident in his continued professional development which he specifically directs to course changes to enhance student learning.

Advising: Dr. Gullen meets the contractual requirements for advising and typically advises an estimated 30 Communication majors per year.

Scholarship: As stated by his department chair, Dr. Gullen is a “productive scholar.” During the evaluation period, he has published three chapters, while presenting at seven conferences. At present, he has one journal article submitted for review and one book review forthcoming. Additionally, ever since 2016, he has served as the book review editor for The Information Society: An International Journal. Finally, in 2019, Dr. Gullen received a grant from the Florence University of Arts to complete a project entitled “Commodification of Place: A Comparative Case Analysis of Gentrification in Florence, Italy, to Boston, USA,” a grant he has received to collaborate with other WSU colleagues.

Service: Dr. Gullen’s service to the WSU community is exceptional. He has advised the following student organizations: Communications Club, Lambda Pi Eta, Jewish Student Organization, and the WSU Chapter of Public Higher Education Network. His university service has included serving on the university-wide Curriculum Committee, MSCA Board of Directors, and MSCA Executive Council. At the department level, he is co-chair of the Curriculum Committee and was the director of the department promotional video shoot.

Alternative Professional Responsibilities: Since 2018, Dr. Gullen has served as the Program Chair of Liberal Studies. As such, he advises approximately 70 students from various backgrounds. As noted by his dean, “he is proposing exciting changes to move the Liberal Studies major to a more purposefully-designed interdisciplinary program for students.” The evidence presented supports that Dr. Gullen is a committed and engaged leader of the Liberal Studies program.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

577 Western Avenue
P.O. Box 1630
Westfield, MA
01086-1630
Dr. Sophia Tatiana Sariganides, Co-Chair
Dr. Diana Schwartz, Co-Chair
Committee on Tenure

cc: Dr. Chris Gullen
TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: PHILLIP HART

RANK/DEPARTMENT: ASSISTANT PROFESSOR/ECONOMICS & MANAGEMENT

CURRENT SALARY: $109,950.25

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:
B.S. Christian Brothers University 2005
M.B.A. University of Memphis 2007
Ph.D. University of Memphis 2013

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Hart as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Tenure and Dean Mills. I concur with their conclusions that Dr. Hart has met the criteria established by the Agreement.

I recommend Dr. Hart be granted tenure with automatic promotion.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

4/13/2020
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Phillip Hart

Department: Economics & Management

Date of Last Evaluation: 2/15/19

University: Westfield State University

Date of This Evaluation: 12/12/19

Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. Hart for tenure with automatic promotion.

Dr. Hart was initially employed as Assistant Professor in the Department of Economics and Management in September of 2014. He is now a candidate for Tenure with Automatic Promotion to Associate Professor.

Areas of Evaluation

Effective Teaching Evidence:

Dr. Hart's teaching is underpinned by his philosophy of guiding students to be "self-motivated" and "lifelong learners." All documents presented with the tenure portfolio, including the Peer Evaluation Committee (PEC) review, Department Chair review, SIR II evaluations, formal observations of teaching, and any included teaching narratives from the candidate or those assigned to formally review teaching effectiveness demonstrate evidence of clear teaching effectiveness.

Dr. Hart teaches in the areas of consumer behavior, social media marketing, advertising, and marketing research. Dr. Hart is an engaging, dynamic, and inspirational instructor focused on enabling students to critically evaluate and examine marketing theories, and current issues and trends using real-world scenarios. His high caliber course materials and instruction delivery approaches include students engaging in community-based projects such as "The Influence of Slogans on the Effectiveness of Real Estate Logos" and "Perceptual Mapping of Local College Brands," providing students with applicable knowledge and skills in the field as well as engaging the local community in the life of the University. His PEC notes, "Business owners have commended Dr. Hart for an exceptional experience..." enhancing that business.

Dr. Hart is simply a stellar instructor, focused on educating Westfield State students for success in the marketing field, gaining cross applicable analysis skills and expounding their creativity while ensuring they are prepared for careers in the field. The Department Chair notes that Dr. Hart continues to maintain the highest student response to instruction in the department. It must also be noted that until fall 2019, Dr. Hart was the only tenure-track full-time faculty member in the area of marketing. With 250+ students, Marketing is among the largest concentrations within the Economics and Management Department and the University.

Dr. Hart was nominated for the Westfield State University annual teaching showcase in 2018 and
was a presenter in 2019. He has also been nominated the University’s Center for Instructional Technology for Best Practices in Online Education.

Dr. Hart is commended for his outstanding work as an instructor.

**Effective Advising Evidence:**

Dr. Hart is currently advising 50+ students per semester. In tandem, over the course of his time at Westfield State University, Dr. Hart has also written 60+ student recommendation letters. Dr. Hart is commended for this work.

Dr. Hart meets his contractual obligation in advising.

**Appendix A-1 Areas for Evaluation (as designated by faculty member)**

1. **Continuing Scholarship**
   
   a. Research as demonstrated by published or unpublished work

Dr. Hart is a productive scholar and contributor in the field of marketing primarily in the area of consumer decision making and perception. At Westfield State University, Dr. Hart has produced eight collaborative publications (four journal publications and four conference proceedings) including “Sales promotions for preorder products: The role of time-of-release,” in *Psychology & Marketing* and “Being Human: How Anthropomorphic Presentations Can Enhance Advertising Effectiveness” in the *Journal of Current Issues & Research in Advertising*. He presented at the *American Marketing Association Summer Educators Annual Conference* on “Price Promotion for a Pre-Ordered Product: Moderators and mediators,” and at the *Academy of Marketing Science Annual Conference*.

Dr. Hart’s eleven unpublished works, with three in progress, include numerous collaborations with our university students. These efforts have been presented at the Westfield State University annual Pathways to Excellence Celebration, “YCB: First Impressions of an NPO Food Brand,” and at Celebration of Undergraduate Research and Creative Activity, “First Impressions of Squirrel Stash Nuts and Seeds.”

Dr. Hart is commended for his continued scholarship in the field of marketing and advertising.

2. **Professional Activities**
   
   a. Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).

Dr. Hart is applauded for his continuous service to the Economics and Management Department and to Westfield State University. Dr. Hart is a member of the department’s curriculum committee, the founder of the student chapters of the WSU American Marketing Association (AMA) Collegiate Chapter, and the faculty advisor for the Marketing Club. Dr. Hart has revamped the department’s marketing brochure and has served on the department’s faculty search committees.
Dr. Hart is commended for this important work.

Dr. Hart’s teaching, scholarship and service highlights a unique contribution to Westfield State University. I am pleased to recommend Dr. Hart for tenure with automatic promotion to Associate Professor.

Signature of Dean

December 12, 2019

Date

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
February 5, 2020

Dr. Diane Prusank, Provost
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Phil Hart, Assistant Professor in the Economics and Management department, was held on January 6, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Hart for tenure, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. Hart for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. Hart's teaching focused on three 300-level marketing courses, Consumer Behavior, Marketing Research Techniques and Principles of Advertising. All are required courses for the Business Management Degree (B.S.) with a concentration in Marketing. His teaching received high evaluations both from students (SIR-II instrument) and from faculty (chair and PEC reports). Dr. Hart seeks formative assessment from his students while teaching his courses, reflecting on his teaching practices and striving for continuous improvement. A substantial part of Dr. Hart's teaching is online, and the way he has adopted courses for an online mode has been showcased, and used as example, during WSU's Webcamp training. Dr. Hart has incorporated high impact practices into his course assignments, working with local businesses to provide authentic tasks for his students as they hone their marketing skills.

Advising: Dr. Hart advises more than 50 students each semester. He also advises CGCE students.

Scholarship: Dr. Hart has been active in continuing scholarship as demonstrated by publishing his research in peer-review journals such as Journal of Retailing and Consumer Services and Indian Journal of Marketing. He also presented research at various conferences such as the Academy of Marketing Science Annual Conference. His research is ongoing and collaborative, with three manuscripts in preparation targeting journals such as Behavioral Research Methods and Journal of Advertising. He also has been active in collaborating with his students on research that has been presented to business owners and at the local CURCA celebration events.

Service: Dr. Hart has served on departmental committees, notably several faculty search committees and the curriculum committee. He has been the faculty advisor to the WSU Marketing Club, inviting several guest speakers to campus. His responsibilities include academic advising of students in excess of the 30 assigned at the beginning of a semester. Since 2016, he has been a CGCE Program Chair. The lack of service on university-wide governance committees is offset by the volume of service contributions to the department, and by other types of service to the university community such as his role in helping students to present extracurricular projects to companies, to the campus community at CURCA events and at the Pathways to Excellent Gala.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

Dr. Sophia Tatiana Sarigianides & Dr. Diana Schwartz, Co-Chairs, Committee on Tenure

cc: Dr. Phil Hart

I acknowledge receipt of this letter on .

Please sign and send one copy to Academic Affairs, attn. Susan Davignon.

577 Western Avenue  westfield.ma.edu
P.O. Box 1630
Westfield, MA
01086-1630
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: JESSE JOHNSON

RANK/DEPARTMENT: ASSISTANT PROFESSOR/MATHEMATICS

CURRENT SALARY: $65,439.83

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:
B.S. Center College 2008
M.S. University of Notre Dame 2011
Ph.D. University of Notre Dame 2013

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Johnson as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Tenure and Dean Hanselman. I concur with their conclusions that Dr. Johnson has met the criteria established by the Agreement.

I recommend Dr. Johnson be granted tenure with automatic promotion.

Approved:

Diane T. Prusank, Ph.D. 4/13/2020
Date
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Jesse Johnson

Department: Mathematics

Date of Last Evaluation: 2/15/19

University: Westfield State University

Date of This Evaluation: 12/12/19

Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. Johnson for tenure with automatic promotion.

Dr. Andrade was initially employed as Assistant Professor in the Department of Mathematics in September of 2014. He is now a candidate for Tenure with Automatic Promotion to Associate Professor.

Areas of Evaluation

Effective Teaching Evidence:
All documents presented with the tenure portfolio, including the Peer Evaluation Committee (PEC) review, Department Chair review, SIR II evaluations, formal observations of teaching, and any included teaching narratives from the candidate or those assigned to formally review teaching effectiveness, demonstrate evidence of clear teaching effectiveness.

Dr. Johnson reflected upon his teaching philosophy, noting that his two fundamental principles are activity and adaptability. His materials provide evidence of active learning, allowing for students to truly be involved in the learning process. In mathematics, he notes that he must be adaptable in both delivery of content and assessment. Students respond well to his courses, as noted in positive, improving SIRII scores. Dr. Johnson has taught twenty different courses, including independent study supervision and those taught by special arrangement. As he reflected upon his course offerings, he categorized them in a way that understands the motivation and purpose of each course. Dr. Johnson’s reflection captures his desire to engage students in the course content and ensure student learning through meaningful exercises that are not “Google-able”. It is also important to note that Dr. Johnson teaches in-person and online and his online MATH 0108 course was acknowledged as a “Course of Distinction” in 2019.

Effective Advising Evidence:

Dr. Johnson advises the standard department advising load in particular those students who are considering actuarial sciences. Dr. Johnson advised forty-nine undergraduate students during the review period. He directs the Actuarial Program and his PEC notes that he is responsible for recruiting and advising students.
Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: Contribution to the content of the discipline
Dr. Johnson’s research interests include mathematical logic, error-correcting codes, and actuarial sciences. He stays current in the actuarial sciences and has passed four exams during the review period.

During the review period, Dr. Johnson published three articles (2014, 2015, 2015) on categoricity. In addition, Dr. Johnson has delivered three invited talks, one to describe his online course of distinction, and the others focused on mathematical logic and computability. Dr. Johnson attended the MAA/AMS Joint Meeting in Seattle, WA in 2016, presenting two talks: “Teaching Calculus Through ‘Astronomical’ Mistakes”, and “Teaching to the Actuarial Exams: One fo the Few Times Teaching to an Exam is Okay”. In 2017, Dr. Johnson presented two talks at the Hudson River Undergraduate Mathematics Conference, “I Lost the Election Because of Math!” and “Infinite Natural Numbers”.

Dr. Johnson was honored as a Project NExT fellow in 2014 and with a University Research Grant in 2015.

Category II: Contributions to the professional growth and development of the College community.

Dr. Johnson is an active member of the Mathematics Department and the University community, contributing to curriculum, course scheduling, and the Actuarial Program. He provided evidence of assisting with recruitment into the Actuarial Program in 2014. He served on his department’s curriculum committee (2014-2015 and 2017-2019) and faculty search committees. Dr. Johnson served on the following University committees: Honorary Degree Committee (2013-2016), Grants and Awards Committee (2014-2017), Academic Policies Committee (2018-2019).

Signature of Dean

December 12, 2019

Date

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
COMMITTEE ON TENURE

February 5th, 2020

Dr. Diane Prusank, Provost
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Jesse Johnson, Assistant Professor in the Economics and Management department, was held on January 15, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Johnson for tenure, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. Johnson for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. Johnson has taught a wide variety of courses spanning from proof-based topics to calculus to actuarial science. He carefully choses his teaching style to match what the students need in each of these courses, as documented in his careful reflections on each course. Dr. Johnson has single-handedly created the courses in the actuarial science concentration, having taken most of the exams of the Society of Actuaries himself to better prepare his students for them. Dr. Johnson has initiated an open-educational resource – a “hub of learning” – for our actuarial science students and students from other institutions, work that he will continue during his sabbatical this semester.

Advising: Dr. Johnson has a special role in advising mathematics majors with a concentration in Actuarial Sciences. He also advises mathematics majors outside of the concentration, students in continuing education and in the graduate program.

Scholarship: Dr. Johnson has been active in continuing scholarship through contributions to the content of the discipline. He has published four papers in the area of his Ph.D. research and has given four invited talks. He was the local organizer of the 2017 Hudson River Undergraduate Mathematics Conference hosted on our campus that year. Dr. Johnson has undertaken substantial postgraduate training (self-guided study) to support teaching the Actuarial Sciences courses, and has received a University Research Grant in support of taking the relevant professional exams.

Service: Dr. Johnson’s professional activities come in the form of contributions to the university community. He has been the advisor of the student Math Club. He served on the university-wide Academic Policies, Grants and Awards, and Honorary Degree committees. Within his department, he has served on the curriculum committee and on three search committees. He was instrumental in adding four Westfield courses to the list of approved courses by the Society of Actuaries, and for renewing this approval when the requirements were updated by the society.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

Dr. Sophia Tatiana Sarigianides, Co-Chair
Committee on Tenure

Dr. Diana Schwartz, Co-Chair
Committee on Tenure

cc: Dr. Jesse Johnson

______________________________ acknowledge receipt of this letter on __________.

Please sign and send one copy to Academic Affairs, attn: Susan Davignon.

577 Western Avenue, westfield.ma.edu
P.O. Box 1630
Westfield, MA
01086-1630
TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: ERICA MORIN

RANK/DEPARTMENT: ASSISTANT PROFESSOR/HISTORY

CURRENT SALARY: $64,855.19

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:
- B.A. SUNY Plattsburg 2004
- M.A. Purdue University 2007
- Ph.D. Purdue University 2012

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Morin as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Tenure and Dean Todd. I concur with their conclusions that Dr. Morin has met the criteria established by the Agreement.

I recommend Dr. Morin be granted tenure with automatic promotion.

Approved:

Diane T. Prusank, Ph.D. 4/13/2020
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Dr. Erica Morin Department: History
Date of Last Evaluation: 2-15-2019 University: Westfield State University
Date of This Evaluation: 12-12-2019
Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. Erica Morin for Tenure with Automatic Promotion.

Dr. Erica Morin was initially employed as Assistant Professor in the Department of History in September of 2014, and is now a candidate for Tenure with Automatic Promotion. In connection with that candidacy, she has been evaluated by Department Chair, Mara Dodge, and by her Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for Tenure with Automatic Promotion. After my thorough review of her materials, I can state with confidence that Dr. Morin has met the criteria for Tenure with Automatic Promotion to Associate Professor through a meritorious record of teaching, advising, scholarship, and service. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Morin has met with exceptional success as a professor at Westfield State. She teaches a broad range of courses for the History Department (from core to required courses for the major to elective courses) and she demonstrates an impressive commitment to student success and engagement. One of her Peer Evaluation Committee members refers to her as “one of the best educators I have had the pleasure to observe,” and another notes that “I wish I had a History professor like Dr. Morin when I was in college.” Her department chair describes her as “a teacher of the highest caliber—the type of educator who has a lifelong impact on her students.” What is striking in Dr. Morin’s detailed narrative about her teaching is the love she has for her work: she clearly brings passion to the task of preparing the best classes, research experiences, and engaging learning experiences that she can for her students. She writes about her commitment to connecting with students (learning their names right away, finding out how they learn), preparing “organized, accessible” course materials, and bringing “enthusiasm and excitement for the material” into her courses. The materials she includes in her binder—carefully-prepared syllabi, samples of student work, notes from students—all attest to her success in achieving these goals. She has had particular success encouraging undergraduate research, with 40 of her students having presented posters at CURCA and undergraduate research conferences. She has also created innovative assignments and civic engagement courses (Gender and Environment in US History). Dr. Morin’s SIR IIs are consistently well above the comparative mean (with many scores marked in the top 10%), and even still she engages directly with any feedback she receives that indicates need for improvement, as she did in response to
scores for her online version of History 132: US Since 1865, and she turned those scores around “dramatically” after making changes to the class.

Effective Advising Evidence:

Dr. Morin has between 10 and 15 advisees and she takes an organized and thoughtful approach to this contractual responsibility. Her department chair describes the “strong rapport” Dr. Morin has with her advisees, and her materials include examples of her clear communication with them and her commitment to helping them connect to opportunities (undergraduate research, graduate school, career pathways). As further evidence of her advising success, she has served as an advisor to the History Club and has helped to make it an active club with many community-building activities. Again, just as she expresses her love for teaching, she writes, “I honestly love advising our history majors,” and this dedication to her advisees is clear in her narrative.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Research as demonstrated by published or unpublished work

Dr. Morin has been an engaged and productive scholar, publishing two chapters in peer-reviewed edited volumes and an interpretive review article in Journal of Urban History (a well-respected, peer-reviewed journal), as well as presenting her research at national and regional conferences. Evidence of the ways that her teaching and research inform one another can be seen in that one of her publications grows out of her teaching, a book chapter entitled “Location, Location, Location! Analyzing Residential Development in Environmentally-Fragile Areas,” in the collection entitled Learner-Centered Teaching Activities for Environmental and Sustainability Studies. Dr. Morin’s department chair notes that she “has exceeded reasonable expectations for scholarship” and that in addition to her research as demonstrated by published and unpublished work, she has served on the editorial board for the Historical Journal of Massachusetts.

Category II: PROFESSIONAL ACTIVITIES

Contributions to the professional growth and development of the university community (including academic advising of students in excess of 30 assigned at the beginning of a semester)

Dr. Morin has been a highly active member of her department and the larger university community, contributing significantly to the professional growth and development of Westfield State. Within the History Department, she has been a member of the Graduate Committee, Curriculum Committee, a search committee, as well as a committee on space. At the university-level, she has been on a total of four governance committees, serving for multiple years on many of them. Currently, she is the secretary for the University’s Curriculum Committee, a member of the Faculty Center Committee, and is on the Honors Advisory Council. Her department chair notes that she “go[es] far beyond the call of duty,” stepping up to attend open houses, redesigning the History Department’s bulletin board in Bates Hall, as well as reviewing scholarship applications for the Dickens scholarship.
Category III: ALTERNATIVE ASSIGNMENTS

Article XII, Section D, Alternative Professional Responsibilities Assignment

In 2017, Dr. Morin received Alternative Professional Responsibility (APR) to study "Student Recruitment and Retention in the History Department." Working with Susan Leggett (then Dean of Faculty) and Lisa Plantefaber (Associate Dean, Institutional Research), Dr. Morin created surveys and gathered data to prepare a 40-page report to inform the department's recruitment and retention initiative. She includes well-prepared materials to document this work in her binder.

Signature of Dean

December 12, 2019

Date

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
February 5, 2020

Dr. Diane Prusank, Provost, VP Academic Affairs  
Academic Affairs  
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Erica Morin, Assistant Professor in the History Department, was held on January 8, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Wong, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. Morin for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. Morin has taught fifteen different courses, including the creation of a large number of new courses that have enriched her department’s offerings. Dr. Morin’s SIR II evaluations have followed a positive pattern. Notably, Dr. Morin reflects deeply on the data in her SIR II evaluations, sharing meaningful changes made to her pedagogy to improve new efforts to teach online courses, for examples, changes that immediately led to improved student evaluations. Dr. Morin is a highly creative educator. She identifies challenges in a course and crafts engaging, content-rich exercises that guide students towards deeper learning. Such practices include asking students to rewrite the Constitution in their own words to help them feel less daunted by its status as a document to improve the work of history education majors, or inviting students to draw connections between President F.D. Roosevelt’s changes in policies during his presidency and their impact on our world today. Members of Dr. Morin’s PEC commented enthusiastically on her teaching: “Dr. Morin is by far one of the best educators I have had the pleasure to observe over my 20+ year career as a professor/instructor.” “I wish I had a history professor like Dr. Morin when I was in college.” Dr. Morin’s chair describes her as “a teacher of the highest caliber.”

Advising: Dr. Morin meets the contractual requirements for advising and typically advises more than 40 students per year. Both her chair and her colleagues commented on the way that Dr. Morin uses advising to shepherd students towards career goals, making her the kind of advisor students request on their own volition.

Scholarship: During this evaluation period, Dr. Morin has published a book chapter, “Location, Location, Location! Analyzing Residential Development in Environmentally Fragile Areas”, and two book reviews, and she conducted three conference presentations (in 2015, 2016 and 2018). In addition, she is working on a book manuscript, Forever Wild. Forever Contested: Environmental Policy and Politics in New York State’s Adirondack Park, for which five of six chapters are completed.

Service: Dr. Morin has engaged in abundant service during the evaluation period. Within her department, she is the History Club advisor (since 2015), has served on the Curriculum Committee (since 2015), the Graduate Committee (since 2015), and a Search Committee. Within the wider university, Dr. Morin has served on the Curriculum Committee since 2015, as secretary since 2018; the Faculty Center Committee; the Honors Advisory Council; the Bates Hall Space Committee; and the Dickens Scholarship Committee. Within the broader professional community, Dr. Morin’s service includes serving on the Editorial Board of the Historical Journal of Massachusetts.

Alternative Professional Responsibilities: For a total of three course credits, Dr. Morin conducted a study on retention and recruitment for the History Department which led to a 40-page report which the department continues to draw upon to inform their practices.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

577 Western Avenue  
P.O. Box 1630  
Westfield, MA  
01086-1630
Sincerely,

[Signature]

Dr. Sophia Tatiana Sarigianides, Co-Chair
Dr. Diana Schwartz, Co-Chair
Committee on Tenure

c: Dr. Morin

I __________________________ acknowledge receipt of this letter on ______________________.

Please sign and send one copy to Academic Affairs, attn: Susan Davignon.
TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: DRISTI NEOG

RANK/DEPARTMENT: ASSISTANT PROFESSOR/GEOGRAPHY, PLANNING AND SUSTAINABILITY

CURRENT SALARY: $66,548.83

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:
- B.Arch. Jawaharlal Nehru Technological University 2001
- M.C.R.P. The University of Texas 2003
- Ph.D. Florida State University 2009

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Neog as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Tenure and Dean Todd. I concur with their conclusions that Dr. Neog has met the criteria established by the Agreement.

I recommend Dr. Neog be granted tenure with automatic promotion.

Approved:

[Signature]

Diane T. Prusank, Ph.D. 4/13/2020
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN’S

EVALUATION AND RECOMMENDATION

Name:  Dr. Dristi Neog  Department:  Geography, Planning and Sustainability

date of Last Evaluation:  2/15/2019  University:  Westfield State University

Date of This Evaluation:  12/12/2019

Personnel Action Being Considered:  Tenure with Automatic Promotion

RECOMMENDATION:  I am pleased to recommend Dr. Neog for Tenure with Automatic Promotion.

Dr. Neog was initially employed as Assistant Professor in the Department of Geography and Regional Planning in September of 2014. She is now a candidate for Tenure with Automatic Promotion. In connection with that candidacy, she has been evaluated by Department Chair Brian Conz, and by her Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for Tenure with Automatic Promotion. After my thorough review of her materials, I can state with confidence that Dr. Neog has met the criteria for Tenure with Automatic Promotion to Associate Professor through a meritorious record of teaching, advising, scholarship, and service. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Neog successfully teaches a range of classes for the Department of Geography, Planning, and Sustainability, including World Regional Geography, Introduction to Community Planning, Land Use Planning, and Resource Management, among other core and major courses. In her narrative, she describes that her “approach has transformed from being content centric to student centric” and her Peer Evaluation Committee also notes the transformation that she has made to her teaching as she has adapted from teaching at a university in India (modeled on the British system) to a teaching-intensive institution in the United States. The result of the transformation has been an improvement in her SIR II evaluations, which were sometimes below the comparative mean earlier in her teaching career at Westfield but have been more recently at or above the comparative mean. In her narrative, she devotes significant time to analyzing and reflecting on student evaluations. Her department chair refers to her as “an instructor of the highest caliber,” noting that she is exceptionally well organized and has a “commanding presence in the classroom.” Her Peer Evaluation Committee notes in a classroom observation form that she “excelled at balancing lecture, low stake[s] writing, classroom discussion, and activities to engage students.” The materials that she includes in her binder demonstrate that she designs her courses carefully and prepares engaging, challenging, accessible PowerPoint presentations, “full of moving images and graphics,” notes her department chair. Dr. Neog has participated in civic engagement activities and has brought in area guest speakers to talk about issues in regional planning and sustainability. Notably, 11 of her students have presented undergraduate research.
Effective Advising Evidence:

Dr. Neog has an advising load of five to six students, and her Peer Evaluation Committee describes her as an attentive advisor who shows care and concern for her students. In her narrative, she describes herself as an “academic guardian” and her focus is on paying careful attention to helping students “carv[e] out their own roadmaps for their academic journey.”

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Contribution to the content of the discipline

Research as demonstrated by published or unpublished work

With a focus on sustainable transportation, Dr. Neog has an active and highly impressive research agenda. Most notably, she published a textbook entitled *Shaping Our Future: Community Planning Basics for Happier, Healthier and More Sustainable Cities* (Cognella Publications). In addition, she has given nine scholarly presentations, many of which have been at leading conferences in her field (Association of Collegiate Schools of Planning, American Association of Geographers, and Southern New England Chapter of the American Planning Association). She has also published a book review in *Northeastern Geographer*, serves as a peer reviewer for *Transport Research Record*, and she has given multiple public and campus presentations. She was the recipient of the highly competitive STARS fellowship in spring 2019 and has several manuscripts both in-progress or under review, many of which are collaborative projects. Her published work and contributions to the discipline are significant.

Category II: PROFESSIONAL ACTIVITIES

Contributions to the professional growth and development of the university community (including academic advising of students in excess of 30 assigned at the beginning of a semester)

Within the department, Dr. Neog has served on two faculty search committees, the department’s Curriculum Committee (which she chaired one year), and the Marketing, Recruiting, and Student Activities (MRSA) Committee. At the University level, she has served on four committees, including three governance ones (Academic Policies, Student Affairs, and Curriculum). As part of the city of Westfield’s 350th series, Dr. Neog presented a First-Year Read event on the Geographies of Racism, Part II. She has also conducted outreach to various community organizations, including the Pine Hill Cemetery in Westfield and the Pioneer Valley Regional Planning committee. Her department chair calls her service to the department “indispensable,” and her track record at the university level shows a high amount of activity.

Category III: ALTERNATIVE ASSIGNMENTS

Other: Faculty Center Coordinator

She is currently the Faculty Center Coordinator, a position she began this current academic year. In this role, she has already met with success in programming and outreach, offering new workshops and professional development opportunities for faculty, as she documents in her narrative.
This is to certify that I have read this evaluation.

Signature of Unit Member

Date
2/5/20

Dr. Diane Prusank, Provost, VP Academic Affairs
Academic Affairs
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Dirsti Neog, Assistant Professor in the Geography and Regional Planning Department, was held on January 14, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Neog for tenure, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. Neog for tenure by unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

**Teaching:** During her time at Westfield State University, Dr. Neog has taught a total of 7 different courses, both on-line and in-person. She is described by her department chair as being, “an instructor of the highest caliber,” and by her peers, as “an educator with deep concern for the well-being of her students.” Dr. Neog also provides unique experiences for her students by incorporating real-world projects, such as providing street redesign recommendations in Springfield, Massachusetts for the Pioneer Valley Planning Commission. Dr. Neog is a thoughtful instructor who clearly values and incorporates feedback into her continual efforts to improve her teaching.

**Advising:** Dr. Neog meets the contractual requirements for advising and typically advises 5-6 students per year.

**Scholarship:** During her time at Westfield State University, Dr. Neog has been actively involved in scholarship. Her most notable accomplishment has been the publication of a textbook, currently in its preliminary edition, that is already being utilized within her department. In addition, she has completed a book review, has several papers in progress, and has given a total of nine presentations in a variety of settings including conferences, campus, and community events. In spring of 2019, Dr. Neog was awarded the Semester Time Award for Research and Scholarship (STARS), during which she completed a project investigating how the Pioneer Valley region and Westfield is currently served in terms of public transit, and specifically how public transportation serves senior citizens from Westfield. These findings were presented at a lecture series during Westfield’s 350th celebration.

**Service:** Dr. Neog has an outstanding record of service at both the departmental and university level. She has been a member of a number of university committees including academic policies, student affairs, honorary degrees, and currently serves as a member of the curriculum committee. Within her department, Dr. Neog also serves on the curriculum committee, has served on two search committees, and helps with marketing, recruiting, as well as a variety of student activities. In addition to these activities, Dr. Neog has been actively involved with several community organizations such as the Pine Hill Cemetery.

**Alternative Professional Responsibilities:** Dr. Neog was appointed as the faculty coordinator for the Faculty Center for Teaching and Learning during the Fall of 2019. In addition to the day-to-day operations of the Faculty Center, Dr. Neog organized mini-workshops for faculty on the tenure process, how to serve on a Peer Evaluation Committee (PEC), and how to effectively design a curriculum vitae (CV), all within her first month.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

577 Western Avenue westfield.ma.edu
P.O. Box 1630
Westfield, MA 01086-1630
Drs. Sophia Sarigianides & Diana Schwartz, Co-Chairs
Committee on Tenure

cc: Dr. Neog

I ___________________ acknowledge receipt of this letter on __________.

Please sign and send one copy to Academic Affairs, attn: Susan Davignon.
TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: MARK NIMKOFF

RANK/DEPARTMENT: ASSISTANT PROFESSOR/COMMUNICATION

CURRENT SALARY: $ 66,588.60

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES: A.B.J. University of Georgia 1997
          Ph.D. University of Illinois 2008

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Nimkoff as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Tenure and Dean Todd. I concur with their conclusions that Dr. Nimkoff has met the criteria established by the Agreement.

I recommend Dr. Nimkoff be granted tenure with automatic promotion.

Approved:

Diane T. Prusank, Ph.D. 4/13/2020
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Mark Nimkoff
Department: Communication

Date of Last Evaluation: 10-2018
University: Westfield State University

Date of This Evaluation: 2-12-2019

Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. Nimkoff for Tenure with Automatic Promotion.

Dr. Mark Nimkoff was initially employed as Assistant Professor in the Department of Communication in September of 2014. He is now a candidate for Tenure with Automatic Promotion. In connection with that candidacy, he has been evaluated by Department Chair, Sinuk Kang, and by his Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for Tenure with Automatic Promotion. After my thorough review of his materials, I can state with confidence that Dr. Nimkoff has met the criteria for Tenure with Automatic Promotion to associate professor through a meritorious record of teaching, advising, scholarship, and service. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Nimkoff successfully teaches a range of classes for the Communication Department, including Introduction to Mass Communication (a core class), Communication Ethics, Fundamentals of Audio Production, Representation in the Media, and Writing for Interactive Media. In a classroom observation form, his department chair describes his class as “a model for demonstrating active student learning and engagement through conversation and discussion,” and a member of the Peer Evaluation Committee notes his “thoughtful probing questions” and “well-structured lessons.” Dr. Nimkoff writes thoughtfully and reflectively about his goals for his teaching stating that “collaboration resides at the heart of my pedagogy.” His syllabi are carefully prepared, and he makes many opportunities possible for students. Two senior honors projects grew out of his classes, including one that resulted in a website [www.wemustbebroken.com] that developed an international readership.) His SIR IIs are mostly around the comparative mean, sometimes lower and sometimes slightly above. To reflect on and improve his teaching, Dr. Nimkoff gives students self-designed evaluation forms and uses the students’ detailed feedback and suggestions (“model more examples of interactive publications” or “offer a larger proportion of open-ended writing prompts”). In sum, Dr. Nimkoff provides evidence to illustrate his thoughtfully-structured classes and his dedication to helping students develop the knowledge and skills necessary to be successful media practitioners.
Effective Advising Evidence:

Dr. Nimkoff has about 30 advisees and approaches his advising responsibilities with a high level of dedication. His department chair appreciates his “willingness to always help [his] students feel more connected to [the] department.” In addition to his regular advising responsibilities, Dr. Nimkoff has also supervised internships and advised senior honors projects.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Contribution to the content of the discipline

Dr. Nimkoff has asked to be evaluated on his “contribution to the content of the discipline,” and he has included a range of evidence to support this contribution, including recent conference presentations (three in the past two years), a complete manuscript entitled “Fragments and Fallen Heroes: History and Memory at the Newseum” (currently in revise and resubmit at Critical Studies in Media Communication), and evidence of his work as an invited reviewer for Journalism and Critical Studies in Communication. Through these various activities, he has contributed to conversations on the “creative economy” and “digital civics.” His Peer Evaluation Committee notes that his continuing scholarship offers “a clear indication of how Professor Nimkoff is connecting his teaching and research,” and his chair also comments that “Dr. Nimkoff’s research not only makes a significant contribution to his discipline, but also supports and enlivens his teaching and campus service.”

Category II: PROFESSIONAL ACTIVITIES

Contributions to the professional growth and development of the university community
(including academic advising of students in excess of 30 assigned at the beginning of a semester)

Through active participation in committees and especially impressive dedication to the student newspaper (The Voice) and Radio Station (WSKB), Dr. Nimkoff has made significant contributions to the professional growth and development of the university community. At the university-level, he has served as a member of the Curriculum Committee since 2016 and was a member of that committee’s by-laws subcommittee. At the department-level, he has co-chaired the Communication Department’s Curriculum Committee, helping to lead a major revision to the curriculum. He served on a search committee and has also participated actively in recruitment events. Perhaps most significant, though, is his service as advisor to the WSKB radio station, helping to lead the station to “a golden age” (according to his department chair last year), and his service as advisor to The Voice, which he helped to bring back to life after it had ceased publication. These two organizations on campus contribute to the overall vibrancy of our university’s culture. Finally, he contributed to larger discussions of media by organizing a Higher Ed/Higher Ground event entitled “Critical Media Literacy for Racial Justice.”

Category III: ALTERNATIVE ASSIGNMENTS

n/a
This is to certify that I have read this evaluation.

Signature of Unit Member ______________________ Date ______________________
COMMITTEE ON TENURE

February 5, 2020

Dr. Diane Prusank, Provost, VP Academic Affairs
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Mark Nimkoff, Assistant Professor in the Communication Department, was held on January 15, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Nimkoff for tenure, as required by Article VII, Section H, Subsection I:

The Tenure Committee recommends Dr. Nimkoff for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. Nimkoff has taught a total of seven different courses, ranging from first-year introductory material, to more upper-level coursework. Dr. Nimkoff approaches teaching through a blend of lectures, discussions, and workshops, with an overall focus on giving students an experiential learning opportunity. Some of the projects in his classes have turned into large-scale publications attracting an international readership. For example, a student’s project entitled, Dear Hope, focusing on the topic of mental health has been accessed more than 100,000 times and can be found at www.wemust beboken.com. Aside from the experiences that Dr. Nimkoff provides for his students, he clearly values feedback, as evidenced by the fact that he uses his own evaluations, in addition to the SIR II evaluations, to make improvements in his classes.

Advising: Dr. Nimkoff meets the contractual requirements for advising and typically advises 30 students per year.

Scholarship: During his time at Westfield State University, Dr. Nimkoff has been actively involved in scholarship through a number of different avenues. He currently has a manuscript in the revise and resubmit phase, and has had four presentations at reputable conferences throughout the United States. In addition, Dr. Nimkoff serves as an invited reviewer for a highly competitive journal in his field.

Service: Dr. Nimkoff has made substantial contributions to both the university and his department. At the university level, Dr. Nimkoff has been a member of the curriculum committee since 2016, and served as a member of the curriculum committee by-laws subcommittee for one year. He has also served as a co-organizer for a Higher Ed/Higher Ground event entitled, Critical Media Literacy for Racial Justice, and currently serves as the faculty advisor for The Westfield Voice and the campus radio station. Dr. Nimkoff is also actively involved within his department as evidenced by his work in the curriculum committee, honors committee projects as both an advisor and reader, member of a faculty search committee, and serving as the faculty sponsor for the communication department internships.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

[Signature]

Drs. Sophia Sariganides, Diana Schwartz, Co-Chairs
Committee on Tenure

cc: Dr. Nimkoff

I ___________________________ acknowledge receipt of this letter on

Please sign and send one copy to Academic Affairs, attn: Susan Davignon.

577 Western Avenue
P.O. Box 1630
Westfield, MA
01086-1630

westfield.ma.edu
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION/FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: KIMBERLY SHERMAN

RANK/DEPARTMENT: ASSISTANT PROFESSOR/ECONOMICS & MANAGEMENT

CURRENT SALARY: $ 105,084.98

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:
B.A. University of Massachusetts 1987
Ph.D. University of Massachusetts 2015

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Sherman as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Tenure and Dean Mills. I concur with their conclusions that Dr. Sherman has met the criteria established by the Agreement.

I recommend Dr. Sherman be granted tenure with automatic promotion.

Approved:

Diane T. Prusank, Ph.D. 4/13/2020
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Kimberly Sherman
Department: Economics & Management
Date of Last Evaluation: 2/15/19
University: Westfield State University
Date of This Evaluation: 12/12/19
Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. Sherman for tenure with automatic promotion.

Dr. Sherman was initially employed as Assistant Professor in the Department of Psychology in September of 2014. She is now a candidate for Tenure with Automatic Promotion to Associate Professor.

Areas of Evaluation

Effective Teaching Evidence:
Dr. Sherman teaches in the areas of Organizational Behavior and Development (MGMT 0308) and Human Resources Management (MGMT 0314). Dr. Sherman's philosophical approach to teaching and learning is based on inclusive pedagogy, support environment, and equality of access to learning. Dr. Sherman thus works to create a strong sense of community in her classroom to encourage learning by engaging students in self-awareness to become more effective learners, providing guidance with minimal surprises to help students stay on track and be less stressed, and translating theory into “real-life” applications, building career-ready students.

Dr. Sherman is a highly effective educator. All documents presented with the tenure portfolio, including the Peer Evaluation Committee (PEC) review, Department Chair review, SIR II evaluations, formal observations of teaching, and any included teaching narratives from the candidate or those assigned to formally review teaching effectiveness demonstrate evidence of clear teaching effectiveness. Dr. Sherman's excellence in instruction is evidenced by her presentation at the Westfield State University 2018 Annual Teaching Showcase.

Dr. Sherman also has interests in entrepreneurship and innovation, and has developed an Honors seminar, “The Theory and Practice of Creativity and Innovation,” designed to assist Westfield State University with building its foci on the teaching of innovation, creativity and entrepreneurship.

Dr. Sherman is commended for her dedication to teaching and her tremendous efforts in inclusive instruction.
Effective Advising Evidence:

Dr. Sherman is a highly-sought advisor in the Department of Economics and Management. She currently advises an average of 50 students annually. The chair of the Economics and Management Department states, "Dr. Sherman is a conscientious advisor, ensuring that the information she provides to students is accurate, appropriate, given the student’s concern."

Dr. Sherman is commended for her work in advising.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Contribution to the Content of the Discipline

Dr. Sherman has made significant contributions to the content of the discipline of management through her work in diversity and inclusion and entrepreneurship and innovation. Dr. Sherman is the recipient of a Westfield State University 2016 STARS Grant exploring “Black Americans' experiences of incivility in the workplace.”

b. Research as demonstrated by published or unpublished work

Dr. Sherman focuses on diversity and inclusion within organizations in her scholarly work and published since her arrival at Westfield State University one journal article (2014) “Toward a more complete understanding of offshoring: Bringing employees into the conversation,” in The International Journal of Human Resource Management (online). Dr. Sherman is currently revising for resubmission to the Organization Management Journal the manuscript "Workplace Incivility: One Size May Not Fit All." Dr. Sherman has also made four research conference presentations including “Using a multi-modal approach to teaching negotiations,” at the International Management and Organizational Behavior Teaching Society conference, Maynooth University in Ireland.

Dr. Sherman is commended for her scholarship.

2. Professional Activities
   a. Public Service

Dr. Sherman’s public service is focused on supporting the mission and goals of non-profits. At the University of Massachusetts Alumni Association (UMAAA), she is currently President-elect and previously served in numerous roles including chairing the Board Assessment and Training Committee, the Compensation Committee, the Career Services Committee, and the Leadership Development Committee.

Dr. Sherman represents Westfield State University at Valley Venture Mentors (VVM) in Springfield, MA, an important collaborator in the Western Massachusetts entrepreneurship ecosystem. At VVM, Dr. Sherman assisted with annual program assessments (2016 & 2017) and engages in activities and events.

Dr. Sherman co-chaired the diversity committee of The Common School in Amherst, MA. from 2017 – 2018, planning monthly meetings and community learning events.
b. Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).

Dr. Sherman contributes significantly to the professional growth of the department of Economics and Management and the overall university community. Dr. Sherman’s narrative, PEC and Department Chair Evaluation note her tremendous service which are categorized for ease in three areas: operational excellence, academic & educational experiences, and student experiences. In operational excellence, Dr. Sherman currently serves on the university Curriculum Committee and formerly served on the Academic Policies Committee. Dr. Sherman, in Spring 2019, assisted the chair of her home department with the execution of a case development workshop. The department faculty aim to develop cases for use in classroom instruction and eventual publication in the CASE Journal. Dr. Sherman served as a member of the Center for Innovation (the CoLab) white paper development committee. The CoLab will be included in the renovations of Parento Hall. Dr. Sherman also served on the successful marketing and management faculty search committees as well as the search for the Founding Dean of the College of Education, Health, and Human Services.

Dr. Sherman previously developed the proposal for the Center for Entrepreneurial and Leadership Initiatives (CELI) at Westfield State University and is leading the charge in collaboration with the Dean of CEHHS and the Chair of the Economics and Management department to develop an internal and external advisory board for entrepreneurship and innovation. The goal of the committee is to leverage external expertise in Western Massachusetts and identify Westfield State’s niche in the field, creating greater collaborations and communications across the campus and with other institutions. Dr. Sherman is also assisting in the formation of the advisory board for the Department of Economics and Management.

Dr. Sherman is currently engaged in charting the development of academic and education experiences in the area of innovation and entrepreneurship and overall student experiences. She is the Advisor for the WSU Entrepreneurship Club (2015-2019) and is the Academic Advisor at WSU for the Grinspoon Entrepreneurship Initiative, that engages and supports student entrepreneurs. Under Dr. Sherman’s leadership an average of 40 Westfield State students attend the Grinspoon Celebration. In the past two years, four Westfield State students have won awards at this annual event. In addition to advising 50+ students, Dr. Sherman reviews their resumes and cover letters. She served as an Honors second reader on two projects focused on human resource management, decision-making, and gender diversity in organizations.

Dr. Sherman is commended for her exemplary service.

Dr. Sherman’s teaching, scholarship, and service highlights a unique contribution to Westfield State University. The PEC notes that Dr. Sherman is an invaluable member of the Department of Economics and Management. I am pleased to recommend Dr. Sherman for tenure with automatic promotion to Associate Professor.

[Signature]

Signature of Dean

December 12, 2019

Date
This is to certify that I have read this evaluation.

<table>
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<tr>
<th>Signature of Unit Member</th>
<th>Date</th>
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COMMITTEE ON TENURE

February 5, 2020

Dr. Diane Prusank, Provost
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Kimberly Sherman, Assistant Professor in the Economics and Management department, was held on January 6, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Sherman for tenure, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. Sherman for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. Sherman’s teaching has focused on two courses, Human Resource Management and Organizational Development & Behavior. She has been innovative in using case studies in her classroom, and in creating case studies for others to use. Her teaching received strong evaluations both from students (SIR-II instrument) and from faculty (chair and PEC reports).

Advising: Dr. Sherman advises more than 50 students each semester.

Scholarship: Dr. Sherman has been active in continuing scholarship through contributions to the content of the discipline and through published and unpublished work. Dr. Sherman completed her Ph.D. in management in her first year of the evaluation period. She was awarded a STARS grant for Fall 2016, which she used to expand her doctoral research in preparation for publication. She has presented her work on incivility in the workplace and on teaching negotiations at national and international conferences. Dr. Sherman plans to extend her research on incivility in the work place to incivility in the classroom. As she straddles disciplinary boundaries, we encourage her to immerse herself in the research literature on diversity and inclusion from other disciplines.

Service: Dr. Sherman’s professional activities include public service and contributions to the university community. She is the President of the Board of Directors of the University of Massachusetts, Amherst Alumni Association. She is also Co-Chair of the Diversity Committee of The Common School, Amherst. In her service to the university community, she has been the local academic advisor for the Grinspoon Entrepreneurship Initiative, supporting student entrepreneurship on campus through networking and grants. She has been a member of university-wide committees such as the Academic Policies Committee, the Parnoza Hall renovation committee and the search committee that selected Dr. Juline Mills as Founding Dean. She has also served her department on search committees and other departmental initiatives. Finally, Dr. Sherman’s responsibilities include academic advising of students in excess of 30 assigned at the beginning of a semester.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

Dr. Sophia Tatiana Sarigianides, Co-Chair
Committee on Tenure

Dr. Diana Schwartz, Co-Chair
Committee on Tenure

cc: Dr. Kimberly Sherman

I _______________________ acknowledge receipt of this letter on _____________.

Please sign and send one copy to Academic Affairs, attn: Susan Davignon.
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: TENURE WITH AUTOMATIC PROMOTION /FACULTY

FUNDING SOURCE: STATE FUNDED

NAME: SHIRLEY WONG

RANK/DEPARTMENT: ASSISTANT PROFESSOR/ENGLISH

CURRENT SALARY: $ 67,706.21

DATE OF HIRE: SEPTEMBER 1, 2014

TENURE EFFECTIVE: SEPTEMBER 1, 2020

DEGREES:
B.A. Columbia University 2006
M.A. New York University 2010
Ph.D. New York University 2012

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Wong as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Tenure and Dean Todd. I concur with their conclusions that Dr. Wong has met the criteria established by the Agreement.

I recommend Dr. Wong be granted tenure with automatic promotion.

Approved:

Diane T. Prusank, Ph.D. 4/13/2020
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Dr. Shirley Wong

Department: English

Date of Last Evaluation: 2-15-19

University: Westfield State University

Date of This Evaluation: 2-9-19

Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. Shirley Wong for Tenure with Automatic Promotion.

Dr. Shirley Wong was initially employed as Assistant Professor in the Department of English in September of 2014. She is now a candidate for Tenure with Automatic Promotion to Associate Professor. In connection with that candidacy, she has been evaluated by Department Chair, Stephen Adams, and by her Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for promotion. After my thorough review of her materials, I can state with confidence that Dr. Wong has met the criteria for Tenure with Automatic Promotion to Associate Professor through a meritorious record of teaching, advising, scholarship, service, and alternative responsibilities. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Wong successfully teaches a broad range of core classes and courses for the major, including British literature surveys, contemporary poetry, postcolonial literature and theory, among others. Her department chair describes her as an “excellent and sought-after teacher” and praises her “exceptional organization, intellectual rigor, and meaningful student work.” In her review, her Peer Evaluation Committee notes “her meticulous organization and structure for her classes” and comments that “she continuously experiments with course readings and new kinds of assignments” to keep her classes relevant to non-majors and majors alike. Dr. Wong’s own narrative is highly reflective about her goals for the different courses she teaches for the department. For Introduction to British Literature, she describes the presentations and class activities she uses to engage non-English majors in literature classes. For her Global Women Writers class, she has foregrounded anti-racist pedagogy and has developed new exercises (“critical geography” and an educational autobiography) to help students make connections with literature from the Caribbean, Africa, and the U.K. that might well have been unfamiliar to them when they started the class. Her SIR II student evaluations are generally above the comparative mean, some of them significantly so.

Effective Advising Evidence:

Dr. Wong advises around seven or eight English majors, sometimes more, and her familiarity
with the new curriculum (because she played a key role in revising it) puts her in a strong position to help students design a course of study that keeps them on track in meeting major requirements. She takes especial pride in preparing students for graduate study and creating undergraduate research opportunities for students (conference travel, poster presentations, etc.).

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Contribution to the content of the discipline
Participation in or contribution to professional organizations and societies
Research as demonstrated by published or unpublished work

Dr. Wong’s continuing scholarship is exceptional. She has chosen to be evaluated according to three areas in this category (see above), and she has provided strong evidence for all three. As her chair observes, “Dr. Wong has been an impressively productive scholar since she arrived at Westfield, building a coherent and progressive body of scholarship in her areas of interest [20th- and 21st-century British and Anglophone literatures, poetry and poetics, Irish literature].” She has contributed to the content of the discipline through her role as editor for two special issues (a special issue entitled “Globalizing the Province: Rethinking Place and Scale” for Global South in 2017 and a special issue in progress for NOVEL: A Forum on Fiction. She has presented at 15 conferences, both national and international ones, demonstrating her active engagement in professional organizations. Finally, she has published two peer-reviewed articles, including one in Global South (2014) and the other in Cambridge Journal of Postcolonial Literary Inquiry (2018), and she has secured a book contract from SUNY Press for her manuscript entitled Poetics of the Local: Globalization, Place, and Contemporary Irish Poetry, with a publication date of 2021. With this active scholarly agenda, Dr. Wong connects to colleagues nationally and internationally and brings her learning back to Westfield. Her Peer Evaluation Committee observes that “Dr. Wong’s scholarship would be considered remarkable at a major research institution with fewer teaching responsibilities,” and it is true that her record of scholarly engagement is highly impressive. She is also a recipient of multiple grants, including the competitive STARS grant.

Category II: PROFESSIONAL ACTIVITIES

Contributions to the professional growth and development of the university community (including academic advising of students in excess of 30 assigned at the beginning of a semester)

Dr. Wong has contributed significantly to the professional growth and development of the university community through her work on committees for the department and the university. At the department-level, she chaired the department’s Curriculum Committee and led a successful major revision of the English major curriculum (for all concentrations). Within the department, she has also focused on recruiting and marketing, with a particular focus on diversity recruiting. At the university-level, she has been a member of the Advisory Committee for Equal Opportunity, Diversity, and Affirmative Action Plan and has played an important role in preparing for and searching for the new Diversity Officer. She has also been a speaker at multiple events (including First-Year Convocation and a Board of Trustees meeting), and she herself has organized events (outside her responsibilities for Higher Ed/Higher Ground).
Category III: ALTERNATIVE ASSIGNMENTS

Article XII, Section D, Alternative Professional Responsibilities Assignment

Since fall 2017, Dr. Wong has had reassignment credits for her work as the first-ever director for Higher Ed/Higher Ground. As the first director, she built the infrastructure for the program (building the website, archiving events, setting up relationships with speaker agencies). In this role, she has organized several significant events on campus, some with packed audiences, and through these events has encouraged campus dialogue “around issues of racism, xenophobia, and other forms of oppression on campus.” In addition to organizing events, she has also developed assignments for faculty to share with students who attend in order to help students engage as fully as possible with the issues raised by these outside speakers. In this role as Higher Ed/Higher Ground director, Dr. Wong has also worked on smaller events, including student-initiated ones (such as the presentation on the Center for Equity and Identity that she describes in her narrative). Finally, as she writes in her narrative, she has worked to develop relationships with “a diverse group of faculty, students, and staff,” and she has been a point person on campus, especially in the wake of the racist incident in fall 2017. As her chair notes about her APR work, “she has shown a strong ability to plan, organize, and accomplish initiatives [in this role] that will serve the department and university well in the future.”

signature of Dean

December 12, 2019

Date

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
February 5, 2020

Dr. Diane Prusank, Provost, VP Academic Affairs
Academic Affairs
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Shirley Wong, Assistant Professor in the English Department, was held on January 14, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Wong for tenure, as required by Article VII, Section H, Subsection I:

The Tenure Committee recommends Dr. Wong for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. Wong has taught ten different courses, some for majors and some for non-majors. Dr. Wong’s teaching style merges creative pedagogical practices with rigorous content, often piquing student interest in difficult or seemingly esoteric topics through popular culture or other familiar texts, using those as a bridge to the less familiar or more complex. Her pedagogical strengths have been recognized by her department colleagues, with one member of her PEC commenting on “the wonderful rapport with the class as a whole” and another that “[s]tudent energy and interest in discussion remained high throughout the class.” Dr. Wong’s chair comments that “[h]er courses are rigorous and sophisticated, and yet they receive course evaluations well above the mean and are sought after by majors and non-majors alike.” Dr. Wong’s pedagogical prowess has also been recognized by the campus community through a Campus Teaching Showcase.

Advising: Dr. Wong meets the contractual requirements for advising and typically advises up to 16 students per year, with 7 currently in her roster.

Scholarship: Dr. Wong has an impressive publication record. In the review period for tenure, she has published four articles in peer-reviewed journals. Additionally, she has been the guest editor of a special issue of an esteemed journal in her field, The Global South, for which she also wrote the framing essay, “Globalizing the Province: Rethinking Place and Scale.” She also has a book contract with SUNY Press for Poetics of the Local: Globalization, Place, and Contemporary Irish Poetry, whose publication is expected in Fall 2021. Finally, she has presented 15 papers at conferences. Her scholarship has also been recognized by her field through an invited keynote lecture for Spring 2020 at Villanova’s Center for Irish Studies. Her chair commented that “[Dr. Wong’s] record as a scholar stands out… and would be impressive at a more research-intensive university with a lighter teaching load.”

Service: Dr. Wong has been involved in ample provided campus service during the evaluation period. Within her department, she chaired the Curriculum Committee for two years, leading the department to adopt a deep revision of courses to amplify options for students and foreground engagement with more diverse texts. She has also served on committees focused on recruitment, on enrollment, and on diversity and inclusion. Within the wider university, she was invited to work on a campus-wide committee on improving diversity and was recognized for this work with the Sankofa Faculty Award for Diversity.

Alternative Professional Responsibilities: Dr. Wong has earned between 6-9 credits per year for the last two years for her responsibilities as the inaugural Director of Higher Ed/Higher Ground. In this position, Dr. Wong’s responsibilities include generating campus-wide programming meant to address race and racism. To do this work, Dr. Wong has invited and completed all arrangements for campus visits and talks of well-known speakers like Nikole Hannah-Jones and artists like Javier Avila. For these campus visits, Dr. Wong ensures that students of color on campus have priority of access to the guests. Her work also involves shaping and leading campus reading and work groups for faculty and staff, like this year’s reading group focused on antiracism.

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P.O. Box 1630
Westfield, MA
01086-1630
As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

[Signature]

Dr. Sophia Tatiana Sarigianides, Co-Chair
Dr. Diana Schwartz, Co-Chair
Committee on Tenure

cc: Dr. Wong

I ______________________ acknowledge receipt of this letter on ____________

Please sign and send one copy to Academic Affairs, attn: Susan Davignon.
WESTFIELD STATE UNIVERSITY  
BOARD OF TRUSTEES PERSONNEL ACTION  
April 30, 2020  

TYPE OF ACTION: TENURE /FACULTY  
FUNDING SOURCE: STATE FUNDED  
NAME: KAREN SLADYK  
RANK/DEPARTMENT: ASSOCIATE PROFESSOR/HEALTH SCIENCES  
CURRENT SALARY: $ 88,434.00  
DATE OF HIRE: SEPTEMBER 1, 2017  
TENURE EFFECTIVE: SEPTEMBER 1, 2020  
DEGREES:  
A.S. Manchester Community College 1978  
M.S. Southern Connecticut State University 1986  
Ph.D. University of Connecticut 1997  

JUSTIFICATION:  
In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Sladyk as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Tenure and Dean Mills. I concur with their conclusions that Dr. Sladyk has met the criteria established by the Agreement.  

I recommend Dr. Sladyk be granted tenure.  

Approved:  

Diane T. Prusank, Ph.D.  
Provost and Vice President, Academic Affairs  

4/13/2020  Date
APPENDIX G-1

DEAN’S

EVALUATION AND RECOMMENDATION

Name: Karen Sladyk

Department: Health Sciences

Date of Last Evaluation: 2/15/19

University: Westfield State University

Date of This Evaluation: 12/12/19

Personnel Action Being Considered: Tenure with Automatic Promotion

RECOMMENDATION: I am pleased to recommend Dr. Sladyk for tenure with automatic promotion.

Dr. Sladyk was initially employed as Associate Professor in the Department of Psychology in September of 2017. She is now a candidate for Tenure with Automatic Promotion to Full Professor.

Areas of Evaluation

Prior to Westfield State University, Dr. Sladyk was Full Professor of Occupational Therapy at Bay Path University (1996 -2017) and served as founding chair of said program from 1996 to 2009. Dr. Sladyk is Associate Professor of Health Science at Westfield State University. Dr. Sladyk was first hired in September 2017 to develop the Master’s Degree in Occupational Therapy. The pursuance of this program development was relinquished in spring 2018 by the university; subsequently, Dr. Sladyk began teaching in the undergraduate Bachelor of Science in health science program in fall 2018.

Effective Teaching Evidence:

Dr. Sladyk teaches in the area of health sciences and occupational therapy. Dr. Sladyk’s teaching philosophy is grounded in adult education theory underpinnings of “challenging,” “motivating,” and “transformative.” Dr. Sladyk believes in pushing students outside their comfort level (challenging), engaging students in active listening and questioning (motivating), and showcasing pride in conversational knowledge of the subject matter (transformative). Dr. Sladyk uses integrative projects in course instruction as the foundation tool for executing her teaching philosophy. A licensed occupational therapist in the states of Connecticut and Massachusetts, Dr. Sladyk’s provides a strong foundation that informs her practice.

Dr. Sladyk’s dedication to use and development of engaging “learning by doing” course assignments and content is the cornerstone of her teaching in the Health Sciences. All documents presented with the tenure portfolio, including the Peer Evaluation Committee (PEC) review, department chair review, SIR II evaluations, formal observations of teaching, and any included teaching narratives from the candidate or those assigned to formally review teaching effectiveness demonstrate evidence of clear teaching effectiveness.

In academic year 2018-2019, Dr. Sladyk was charged with the development and instruction of the five major required core courses in the new Bachelor of Science in Health Science program. These
courses are as follows: Introduction to Health Sciences (HESC 101), Human Assessment (HESC 201), Medical Ethics (HESC 250), Health Science Research (HESC 350), and Public Health Interventions (HESC 380). Although general outlines for these new courses were approved via campus governance when the program was first proposed, Dr. Sladyk was tasked with development of the courses included selection of teaching materials, development of assignments and activities and the daily schedule for each of these five courses.

Dr. Sladyk is currently engaged in the development of a cross-university collaborative health science concentration in community health.

Dr. Sladyk is commended for her innovative and rigorous approach to instruction and successful teaching of the required courses in the inaugural year of the Bachelor of Science in Health Sciences.

Effective Advising Evidence:
Dr. Sladyk is currently the only full-time tenure-track faculty member in the Bachelor of Science in Health Science degree program. She currently advises 97 students per semester. Dr. Sladyk is commended for this work.

Dr. Sladyk meets her contractual obligation in advising.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Contribution to the content of the discipline
      Dr. Sladyk is renowned for her publications in occupational therapy education. Since arriving at Westfield State University, Dr. Sladyk has developed the workbook “Medical Terminology Doodle for OT, PT, and Speech,” currently in press by Slack Inc., and is revising “The Successful Occupational Therapy Fieldwork Student,” also being published by Slack Inc. press. Dr. Sladyk has presented at the American Occupational Therapy Association 2019, 2018 and 2017 national conference. Her most recent presentations include “Motivation and meaning of work to the people of Old Havana,” and “H.E.L.P Camp: Health career camp for high school students.”

      Dr. Sladyk is commended for her continued scholarship and discipline curriculum improvements.

   b. Participation in or contribution to professional organizations and societies

      Dr. Sladyk is a Fellow of the American Occupational Therapy Association.

2. Professional Activities
   Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).

      Dr. Sladyk is actively engaged in the life of the institution. At Westfield State University, Dr. Sladyk has been a key asset at undergraduate Open House and Accepted Student Days events. She assists with the Physician Assistant Program’s Admissions Day – reviewing 100+ applications in one day, providing de-stressor activities to the Military Excellence Center and fundraising with FACES and “That Time of the Month” with TRIO to provide assistance for students in need. Dr.
Sladyk founded the “Bates Hotel, An Alcohol-Free Halloween Event” that engages students in health science content attracting 150+ students and Westfield community members. Dr. Sladyk is commended for this important work.

Dr. Sladyk’s teaching, scholarship, and service highlights a unique contribution to Westfield State University. I am pleased to recommend Dr. Sladyk for tenure with automatic promotion to Professor.

Signature of Dean

December 12, 2019
Date

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
COMMITTEE ON TENURE

February 5, 2020

Dr. Diane Prusank, Provost, VP Academic Affairs
Academic Affairs
Westfield State University

Dear Dr. Prusank:

The Committee on Tenure for Dr. Karen Sladyk, Associate Professor in the Health Sciences department, was held on January 22, 2020. The committee would like to make the following statement with regard to its recommendation of Dr. Sladyk for tenure, as required by Article VII, Section H, Subsection 1:

The Tenure Committee recommends Dr. Sladyk for tenure by a unanimous vote.

This recommendation is based on the qualifications presented in the materials submitted by the candidate and on-file in the Office of Academic Affairs. These qualifications are highlighted below.

Teaching: Over the course of the evaluation period, Dr. Sladyk made the transition from instructing students at the graduate level to working primarily with undergraduates. As a reflective practitioner, she has refined her teaching strategies to better meet the needs of undergraduate students. For instance, students in her undergraduate courses have more choice regarding the assignments they select to complete when compared to her more structured graduate classes. Dr. Sladyk views teaching and learning as a transformative process. Hence, as stated by her 2nd year reappointment PEC, “Dr. Sladyk creates an environment that goes beyond the typical dissemination of information to provide students with a real learning experience.” Dr. Sadyk has also been responsible for the refinement and implementation of the Bachelor of Science in Health Science program.

Advising: As noted by her PEC, Dr. Sladyk “works with all 97 students in the Health Science major as well as students in other majors interested in Occupational Therapy.” Her previous experience in Occupational Therapy as a practitioner and educator position her as an invaluable resource for students interested in pursuing Occupational Therapy as a career path.

Scholarship: As stated in the Dean’s evaluation of this candidate (Appendix G-1), “Dr. Sladyk is renowned for her publications in occupational therapy education.” Notably, a project she completed with students resulting in the development of a scale called the “Current Anxiety Level Scale (CALM)” has recently captured the attention of researchers within the Federal Bureau of Investigations. More recently she authored a text entitled “Medical Terminology Doodle for OT, PT, and Speech” and is in the process of revising her earlier work “The Successful Occupational Therapy Fieldwork Student.” Dr. Sladyk stated in her narrative that six out of her first eight texts have been contracted for 2nd or 3rd editions. Finally, she is a Fellow of the American Occupational Therapy Association and has presented at its last three national conferences.

Service: Dr. Sladyk has participated in a variety of events and activities at the departmental and university levels. For example, she has been involved with WSU Open House and Accepted Student Days, Physician Assistant Program’s Admissions Day, and fundraising with FACES. She developed and implemented the “Bates Hotel, An Alcohol-Free Halloween Event” bringing together over 150 students and Westfield community members. Dr. Sladyk also provided information regarding de-stressor activities for the Westfield State University Military Excellence Center.

Alternative Professional Responsibilities: The Committee on Tenure recommends that during future personnel action, Dr. Sladyk include within her materials evidence of her accomplishments in fulfillment of her APR.

As Chairs of the Committee, we certify that all procedures as outlined in The Agreement were followed in accordance with Article VIII, Section H.

Sincerely,

577 Western Avenue
P.O. Box 1630
Westfield, MA
01086-1630
Dr. Sophia Tatiana Sarigianides, Co-Chair
Dr. Diana Schwartz, Co-Chair
Committee on Tenure

cc: Dr. Karen Sladyk

I ______________________ acknowledge receipt of this letter on ____________.

Please sign and send one copy to Academic Affairs, attn: Susan Davignon.
# MOTION

To approve the granting of promotion to the rank of Professor, effective September 1, 2020, to:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
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<tbody>
<tr>
<td>Dr. Gabriel Aquino</td>
<td>Sociology</td>
</tr>
<tr>
<td>Dr. Mary Brown Bonacci</td>
<td>Music</td>
</tr>
<tr>
<td>Dr. David Christensen</td>
<td>Biology</td>
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<tr>
<td>Dr. Brian Conz</td>
<td>Geography, Planning, and Sustainability</td>
</tr>
<tr>
<td>Dr. Rachel Gibson</td>
<td>Music</td>
</tr>
<tr>
<td>Dr. Hugh Jo</td>
<td>Political Science</td>
</tr>
<tr>
<td>Dr. Megan Kennedy</td>
<td>Education</td>
</tr>
<tr>
<td>Dr. Rebecca Morris</td>
<td>Economics and Management</td>
</tr>
<tr>
<td>Dr. Aaron Reyes</td>
<td>Chemical and Physical Science</td>
</tr>
<tr>
<td>Dr. Brian Rizzo</td>
<td>Criminal Justice</td>
</tr>
<tr>
<td>Dr. Makoto (Max) Saito</td>
<td>Communication</td>
</tr>
<tr>
<td>Dr. Catherine Savini</td>
<td>English</td>
</tr>
<tr>
<td>Dr. Karen Sladyk</td>
<td>Health Sciences</td>
</tr>
<tr>
<td>Dr. Rosemary Sullivan</td>
<td>Social Work</td>
</tr>
</tbody>
</table>

To approve the granting of promotion to the rank of Associate Professor, effective September 1, 2020, to:

<table>
<thead>
<tr>
<th>Name</th>
<th>Department</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr. Tracy McLeod</td>
<td>Education</td>
</tr>
<tr>
<td>Dr. Miriam Tager</td>
<td>Education</td>
</tr>
</tbody>
</table>

___________________________________________________             _____________________
Kevin R. Queenin, Chair            Date
March 20, 2020

Dr. Ramon S. Torrecilha
President

Dear President Torrecilha:

For your approval, below are my recommendations for promotion effective September 1, 2020:

To Professor:
Dr. Gabriel Aquino  Sociology
Dr. Mary Brown Bonacci  Music
Dr. David Christensen  Biology
Dr. Brian Conz  Geography, Planning, and Sustainability
Dr. Rachel Gibson  Music
Dr. Hugh Jo  Political Science
Dr. Megan Kennedy  Education
Dr. Rebecca Morris  Economics and Management
Dr. Aaron Reyes  Chemical and Physical Sciences
Dr. Brian Rizzo  Criminal Justice
Dr. Makoto Saito  Communication
Dr. Catherine Savini  English
Dr. Rose Sullivan  Social Work

To Associate Professor:
Dr. Tracy McLeod  Education
Dr. Miriam Tager  Education

I certify that all procedures as prescribed in The Agreement have been complied with in accordance with Article VIII, Section G.

Sincerely,

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

Approved:

Dr. Ramon S. Torrecilha, President

Date 3-26-2020
April 10, 2020

Dr. Ramon S. Torrecilha
President

Dear President Torrecilha:

For your approval, below are my recommendations for promotion effective September 1, 2020:

To Professor:
Dr. Karen Sladyk  Health Sciences

I certify that all procedures as prescribed in The Agreement have been complied with in accordance with Article VIII, Section G.

Sincerely,

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

Approved:

_______________________________  ____________________________
Dr. Ramon S. Torrecilha, President  Date

April 21, 2020
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: GABRIEL AQUINO

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/SOCIOLOGY

CURRENT SALARY: $77,300.71

DATE OF HIRE: SEPTEMBER 1, 2007

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
- B.A. State University of New York 1995
- M.A. State University of New York 2003
- Ph.D. State University of New York 2011

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Aquino as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Promotions, and Dean Todd. I concur with their conclusions that Dr. Aquino has met the criteria established by the Agreement.

I recommend Dr. Aquino be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

4/13/2020
APPENDIX G-1
DEAN'S
EVALUATION AND RECOMMENDATION

Name: Dr. Gabriel Aquino
Department: Sociology
Date of Last Evaluation: February 21, 2014
University: Westfield State University
Date of This Evaluation: December 9, 2019
Personnel Action Being Considered: Promotion to Full Professor

RECOMMENDATION: I am pleased to recommend Dr. Aquino for promotion.

Dr. Gabriel Aquino was initially employed as Assistant Professor in the Department of Sociology and Social Work in September of 2007. He has been tenured, promoted to Associate Professor in 2014, and is now a candidate for promotion to Full Professor. In connection with that candidacy, he has been evaluated by his Peer Evaluation Committee. (Because he is department chair, he does not have a chair's evaluation.) The Peer Evaluation Committee review has resulted in a positive recommendation for promotion. After my thorough review of his materials, I can state with confidence that Dr. Aquino has met the criteria for promotion to professor through a meritorious record of teaching, advising, artistic scholarship, service, and alternative assignment as department chair. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Aquino teaches at all levels of the Sociology curriculum, regularly teaching Sociology 101 both in-person and online, as well as Race and Ethnic Relations, Urban Sociology, Research Methods, among other classes. His Peer Evaluation Committee evaluates him as an effective teacher, one who "challenges students to think critically" and who "ignite[s] the sociological imagination." His narrative provides evidence of a high-level of self-reflection as a professor and a dedication to "stretch" students to help them "better understand the world they live in." In his narrative, he writes about improvement in his SIR II scores during the evaluation period. Earlier in the evaluation period, his SIR IIs were slightly below the comparative mean, and the most recent ones are at or above the comparative mean. In his reflection on the improvement in the scores, he notes changes he has made to his teaching but also acknowledges an understanding of bias inherent in those types of measures. In 2015, he received a John F. Nevins Outstanding Educator nomination, further evidence of his teaching effectiveness.

Effective Advising Evidence:

According to his Peer Evaluation Committee, Dr. Aquino is "readily available for student advising for majors and non-majors formally and informally" and that he advises students not only on course selection but also career paths and graduate studies. His internship and capstone supervision (a list of which he includes in his materials) are further evidence of his mentorship of students.
Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Contribution to the content of the discipline

Dr. Aquino has contributed to the content of the discipline of Sociology through his 2015 article entitled “Boundary Ambiguity and Borderline Personality Traits: Implications for Treatment for Adolescent Girls in Foster Care” in Journal of Family Social Work. Further, he edited a reader for Sociology 101 entitled “A Short Reader to Enhance Principles of Sociology.” (He assigns this book in his classes, and the royalties are donated to the Westfield Foundation.) He is currently contributing to the content of the discipline through developing Open Electronic Resource (OER) materials for other courses that he teaches, with grant support. Further, he regularly serves as peer reviewer for significant periodicals in his field (Race and Social Problems, Sociological Inquiry, The New Urban Sociology), further evidence of his contribution to the content of the discipline. Dr. Aquino has presented research at three conferences during the review period, contributing to larger discussions in Puerto Rican studies, in particular. Finally, he has included in his materials his manuscript entitled “Intersectionality of Race, Gender, Class and Space: A Study of Puerto Rican Intermarriages in the United States 2000-2010,” as an example of his commitment to this area of research.

Category II: PROFESSIONAL ACTIVITIES

Public service

Dr. Aquino has asked to be evaluated on his public service, and his narrative and CV include evidence of his contributions to the larger community beyond Westfield State, and, as his Peer Evaluation Committee points out, he has also contributed public service to the campus community through his participation on panels and events. Dr. Aquino is currently a member of the Board of Directors for Enlace de Familias, Inc. and he is a member of the Data Team for Easthampton Healthy Youth Coalition, and a member of the Equity Group for Easthampton Public School District. Through this work, he clearly contributes his scholarly expertise to the larger community. On campus, he has contributed to several events related to Hispanic/Latin Heritage Month, the First-Year Read, and Higher Ed/Higher Ground, among other events. It is notable that his service on campus (member of the Emeritus Committee, All University Committee chair 2018-2019, and member of multiple search committees) is significant, as well.

Category III: ALTERNATIVE ASSIGNMENTS

Department Chair

The Peer Evaluation Committee has evaluated his service as department chair as going “above and beyond what is contractually mandated to ensure student success.” In particular, the Peer Evaluation Committee notes his curricular development, interdisciplinary partnerships, engagement in developing new pathways (the recent articulation agreement with Springfield Technical Community College), and advocacy. His narrative and materials provide further evidence of these impressive efforts on behalf of his department.
This is to certify that I have read this evaluation.
January 20, 2020

Dr. Gabriel Aquino  
Department of Sociology  
Westfield State University

Dear Professor Aquino:

The Committee on promotions has reviewed your portfolio and is pleased to recommend your promotion to the rank of Professor. Your devotion to the mission, vision, and values of the university is impressive and your balanced record of teaching and advising effectiveness, scholarly contributions and presentations, and service to the campus and community is commendable.

It is clear from examining your portfolio that you gave due diligence and invested considerable time honing your skills and competence in teaching. You taught a wide range of courses that cover all levels of Sociology and consistently received good evaluations that are reflective of your ability to impart "critical thinking" and "sociological imagination" skills to your students. Judging from the diverse evaluations, it is not surprising that you are deemed to have gone "above and beyond what is contractually mandated to ensure student success." Your ability to keep students engaged in the learning process is commendable.

The committee was impressed that you not only exhibited outstanding competence in teaching but also are thriving in scholarship. During the period under review, you contributed in meaningful ways to the body of knowledge in your discipline, as demonstrated by the published and unpublished work you have produced. You actively engaged in reviewing manuscripts for publications and consistently participated in scholarly presentations. It was also very encouraging that you participated in a variety of professional organizations and societies as an attendee and presenter, as well as a regular or executive member.

In addition to your excellence in teaching and research, your meritorious service to the growth of your department, the university, and the community at large is particularly laudable. Your unique ability to juggle multiple tasks and responsibilities has been amply demonstrated by your tremendous service to the university over the past decade; this service included several committees, ranging from past chair of the All University Committee to being a member of the Diversity Committee and Strategic Planning Committee. The Committee notes that this service is all in addition to your work as Chair of the Department of Sociology. Your meritorious service extends beyond the department and university to the larger community as demonstrated by your involvement in important civic activities in Holyoke and Easthampton. From participating in meetings, coordinating programs, and attending various events, to volunteering in numerous activities and serving on several committees, you have demonstrated your strong commitment to the growth and progress of the university. We congratulate you on these accomplishments and are confident you will continue to render your meritorious service to the university.
This recommendation will be forwarded to the Vice President of Academic Affairs, Provost Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Congratulations on your many achievements. We look forward to your continued contributions to our university community.

Sincerely,

Terri Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: MARY BROWN BONACCI

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/MUSIC

CURRENT SALARY: $79,549.28

DATE OF HIRE: SEPTEMBER 1, 2005

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
- B.M. Emporia State University 1987
- M.M. Emporia State University 1991
- D.M.A. University of Kansas 1998

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Brown Bonacci as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Todd. I concur with their conclusions that Dr. Brown Bonacci has met the criteria established by the Agreement.

I recommend Dr. Brown Bonacci be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D. 4/13/2020
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S
EVALUATION AND RECOMMENDATION

Name: Dr. Mary Brown Bonacci
Department: Music

Date of Last Evaluation: April 1, 2017 (PTR)
University: Westfield State University

Date of This Evaluation: December 9, 2019

Personnel Action Being Considered: Promotion to Full Professor

RECOMMENDATION: I am pleased to recommend Dr. Brown Bonacci for promotion.

Dr. Mary Brown Bonacci was initially employed as Assistant Professor of Voice in the Department of Music in September of 2005. She has been tenured, promoted to Associate Professor in 2014, and is now a candidate for Promotion to Full Professor. In connection with that candidacy, she has been evaluated by her Department Chair (Acting), Karen LaVoie and by her Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for promotion. In my thorough review of her materials, I can state with confidence that Dr. Brown Bonacci has met the criteria for promotion for professor through a meritorious record of teaching, advising, artistic activity, and service. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Brown Bonacci is the coordinator of the voice area for the Music Department and teaches a range of classes for the department, from Applied Voice to University Music Theatre Workshop to Lyric Diction. Her acting department chair characterizes her as a “superlative Applied Voice instructor,” and the Peer Evaluation Committee assesses her as “among the best vocal pedagogues in the region.” Her course materials are carefully prepared and include clear learning outcomes. In her narrative, she writes about encouraging “flexible and broad-based skills” for her students introducing them to commercial styles as well as more traditional forms. Her narrative also lists the successful track record of the voice alumni with whom she has worked, further evidence of the quality of the training she provides. Her SIR IIs are generally strong, with a few evaluations significantly above the comparative mean and others either slightly below or slightly above the comparative mean.

Effective Advising Evidence:

Dr. Brown Bonacci carries an advising load of eight to 10 students, which is standard for the Music Department. Given the complexities of the Music major, students often meet with her several times during the semester. She estimates that she spends, across various advising sessions, about two hours with each student every semester. As the only applied voice teacher with a tenure-track appointment, she has become the contact person for many singers on campus and serves as a resource to them as they navigate college life.
Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Creative and Artistic Activity
Participation in or contribution to professional organizations and societies

Dr. Brown Bonacci has been highly active as an artist during the review period and has met with significant success in the category of creative and artistic activity. Her narrative includes an impressive list of professional singing engagements (30, in all). She has performed in eight operas, including three at the Opera Company of Brooklyn and one at Carnegie Hall, among other venues. These opera performances have all been peer reviewed; 16 additional oratorio and other concerts listed in her narrative have also been peer reviewed. Through all this activity, she has had the opportunity to develop as an artist, make new artistic connections, and represent Westfield State to many different audiences. Dr. Brown Bonacci has contributed to professional organizations and societies. Her narrative speaks to her participation in a total of seven professional organizations, both as an attendee at national conventions and workshops as well as a volunteer and judge of performances.

Category II: PROFESSIONAL ACTIVITIES

Other: Artistic Activity, Professional

On her Appendix A-1, Dr. Brown Bonacci has asked to be evaluated according to Other: Artistic Activity. In her narrative, she writes that “music performance is in essence a contribution to the betterment of our university community” and she oversees multiple performances each year (as she notes in her narrative, “over 100 public events listed in the Student Performances category alone!”), including the Opera Workshop, Musical Theater Workshop, and performances for university-wide ceremonies (galas, commencement, fundraising events). In addition, she oversees musical outreach events for young audiences. She is also a clinician and adjudicator, and finally she herself performs on campus. She has provided ample evidence to support her artistic activity as a professional activity. For committee work, she has been a member of three university committees and five search committees within the department and also a member of the curriculum committee, further evidence of professional activities.

\[Signature of Dean\] \[December 9, 2019\] \[Date\]

This is to certify that I have read this evaluation.

\[Signature of Unit Member\] \[Date\]
Dr. Mary Brown Bonacci  
Department of Music  
Westfield State University  

Dear Dr. Bonacci:

The Committee on Promotions has reviewed your portfolio and is pleased to recommend you for promotion to Professor. Your promotion materials provided ample evidence of your exemplary work as a teacher, scholar, and contributing member of the Westfield State University community. While we have made note here of some of your contributions to both your discipline and the university, we are impressed with the entirety of your teaching, artistic, scholarly, and service work.

Your teaching consistently reflects your passion for, and commitment to, music education, particularly in the area of Voice. You have maintained your clinical expertise by participating in a wide range of artistic and professional development activities while nurturing the vocal development and professional dispositions of countless students within and beyond the walls of our university. You've taught a wide range of courses, including your Lyric Diction course, and have brought stellar adjuncts into your department. Your outstanding student evaluations, coupled with the accolades provided by your Peer Evaluation Committee, Chair, and Dean, serve as powerful testaments to your meritorious standing as a teacher. The Committee was particularly impressed that, in addition to your outstanding work teaching and serving as Vocal Performance Area Coordinator, you have consistently displayed a deep concern for your students, both in terms of their vocal health and their development as performance artists.

Your contributions to the professional growth of your department, discipline, and university community are meritorious as well. The Applied Voice curriculum at our university has been strengthened by your outstanding curriculum work. Your involvement on committees, including
departmental curriculum and search committees, the Facilities and Planning Committee, and the Emeritus Faculty Committee, is commendable. Your dedication to the university is likewise reflected in your ongoing involvement with Open House events, the Musical Theater workshop, and the numerous recitals and performance concerts you organize or support. Your engagement in a wide range of local, national, and international artistic activities and professional networks is impressive as well. The Committee appreciates your artistic endeavors and noted that your month abroad in Vienna and your work interning in Saratoga were two exciting examples of your ongoing commitment to your work as an educator, scholar, and musical artist. Your dedication and service to your students, the Music department, and the university are simply outstanding.

We congratulate you on your many and varied accomplishments and look forward to your continued success at Westfield State University. This recommendation will be forwarded to the Vice President of Academic Affairs and Provost, Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Sincerely,

[Signature]

Terri Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: DAVID CHRISTENSEN

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/BIOLOGY

CURRENT SALARY: $78,133.95

DATE OF HIRE: SEPTEMBER 1, 2008

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
- B.S. University of Idaho 2002
- M.S. Washington State University 2005
- Ph.D. Washington State University 2007

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Christensen as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Promotions, and Dean Hanselman. I concur with their conclusions that Dr. Christensen has met the criteria established by the Agreement.

I recommend Dr. Christensen be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

4/13/2020 Date
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name:  David Christensen             Department:  Biology

Date of Last Evaluation:  3/13/15       University:  Westfield State University

Date of This Evaluation:  12/9/19

Personnel Action Being Considered:  Promotion to full professor

RECOMMENDATION:  I am pleased to recommend Dr. Christensen for promotion.

Areas of Evaluation

Effective Teaching Evidence:
All documents presented with the promotion portfolio, including the Peer Evaluation Committee (PEC) review, Department Chair review, SIR II evaluations, formal observations of teaching, and any included teaching narratives from the candidate or those assigned to formally review teaching effectiveness demonstrate evidence of clear teaching effectiveness.

Dr. Christensen is a well-respected, effective educator, using multiple methods (e.g. discussion, visual, lab, field, computer modeling) for engaging students in material. He was observed by his PEC as an engaging instructor that ensures student success through the use of formative assessment techniques. SIRII scores during the review period are consistently above the comparative mean, and in many cases near a maximum 5.0 score. Students noted that Dr. Christensen is very effective in faculty/student interaction.

Effective Advising Evidence:

Dr. Christensen consistently advises nearly 40 students in biology and environmental science every year. He mentors undergraduate research and internships nearly every semester.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category 1: Research as demonstrated by published or unpublished work
During the review period, Dr. Christensen established a long-term project with MA Fish & Game to investigate the impacts of dam and culvert removal. To date, he has mentored 51 students in different aspects of the project. The project is an example of the application of the content to “real-world” environmental and biological research and students get to experience the entire process. Students collect biological and water quality data and interpret habitat suitability indices and stable isotopic analyses. In addition to class projects, these data are included in the technical reports (five during the review period) sent to the Mass Department of Fish and Game, Massachusetts Department of Fish and Wildlife, and the Division of Ecological Restoration. The stream restoration projects were also presented at regional Geological Society of America meetings in 2015 and 2018 (co-authored with Dr. Tarin Weiss).

During the review period, Dr. Christensen co-authored with a student in 2015 in an article titled
"Evaluation of a modified habitat suitability index model for eastern brook trout: Implications for efficient habitat assessment (Journal of Student Research, 2015). He also published an article in Bioscene (2016) in a pedagogical study regarding the use of camera traps in undergraduate biology.

Category II: Public service
Dr. Christensen established collaborations with MA Fish & Game, Division of Ecological Restoration, and U.S. Fish & Wildlife. Dr. Christensen volunteered for a variety of community events and projects, including those sponsored by the Westfield River Watershed Association and for outdoor enthusiast groups. During the review period, he shared his expertise with K-12 teachers at a STEM education workshop. He designed and facilitated an activity that could be modified for the K-12 classroom.

Category II: Contributions to the professional growth and development of the university community
During the review period, Dr. Christensen served on the University’s Academic Policies Committee and the University’s Curriculum Committee. He works closely with CIT and was an invited online course instructor for his peers, which demonstrates the effectiveness as an online instructor as well as a respected member of the University community.

Category III: Department chair
Dr. Christensen serves as the Biology Department Chair and has been in that position since July 1, 2018. He has embraced the role and the department is appreciative of his service. As one of the larger departments on campus (N=241), Dr. Christensen must not only manage a large department budget and large course schedule, he must be available to advise students and mentor faculty. There are two new full-time tenure track faculty and two full-time, temporary faculty who receive detailed observations and support.

Signature of Dean

December 9, 2019
Date

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
January 20, 2020

Dr. David Christensen  
Department of Biology  
Westfield State University

Dear Dr. Christensen:

The Committee on promotions has reviewed your portfolio and is pleased to recommend your promotion to the rank of Professor. Your devotion to the mission, vision, and values of Westfield State is clearly demonstrated by your record of teaching, scholarship, and service to the University and community. We commend you on your meritorious work as demonstrated in your application and appreciate your commitment to enhancing your contributions to your students and your discipline.

We deeply appreciated your descriptions and discussion of your teaching and the variety of courses you lead during the evaluation period. Your transitioning of several courses to online versions was particularly noteworthy as it entailed a reimagining of the courses and how students access information, as well as your ability to retain your personality and passion in the courses. It is quite apparent you have been very successful, both in the traditional classroom and the virtual classroom, as evidenced by your consistently excellent teaching evaluations and your 2017 Online Course of Distinction Award for Biology 106.

The committee was also sincerely impressed by the way you have linked your teaching and scholarship, primarily through your research on the aquatic communities in the Kinne Brook watershed. Just during this evaluation period, you engaged more than 50 students in this research, using it as a structure for engaging students with study design, data collection and field work, data summary and analysis, and how to communicate research results through public reports and poster presentations at various venues in the region, including our own CURCA events. This type of experiential education is invaluable in allowing students to immerse themselves in learning and allows students to access information in ways that classroom and online techniques do not provide; it also builds connections for the students with professionals in the field, helping them develop their professional networks. Your success in competing for grants to support your scholarship and teaching is also commendable.

Your service to the University, especially in your current role as Department Chair for Biology, is also meritorious. Your department serves students not only in the major, but across all majors and presents a variety of complex logistics. Further, you assumed this role as the University was transitioning to a new structure, which increased the steepness of the learning curve and provided opportunities to shape policies and procedures. Along with assuming these responsibilities you have retained your role as student advisor for students in Biology, as well as in Environmental Science, and it was evident in your thoughtful discussion of advising how seriously you take that
important, but often overlooked, faculty role. One of the most important relationships students form on campus is with their advisor, and it is clear that your advisees have someone to turn to who takes a personal interest in their success. Your willingness to serve the broader community was clearly demonstrated and quite commendable, as well. We congratulate you on your many accomplishments and look forward to your continued success at Westfield State University.

This recommendation will be forwarded to the Vice President of Academic Affairs, Provost Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Again, we wish you all the best and look forward to observing your future contributions to our university community.

Sincerely,

Terri Griffin, Chair
Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: BRIAN CONZ

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/GEOGRAPHY, PLANNING & SUSTAINABILITY

CURRENT SALARY: $ 74,219.29

DATE OF HIRE: SEPTEMBER 1, 2008

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES: B.A. University of Massachusetts 1999
M.S. University of Massachusetts 2004
Ph.D. University of Massachusetts 2008

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Conz as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Promotions, and Dean Todd. I concur with their conclusions that Dr. Conz has met the criteria established by the Agreement.

I recommend Dr. Conz be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D. 4/13/2020
Provost and Vice President, Academic Affairs Date
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Dr. Brian Conz  Department: Geography, Planning and Sustainability

Date of Last Evaluation: January 2015  University: Westfield State University

Date of This Evaluation: December 9, 2019

Personnel Action Being Considered: Promotion to Full Professor

RECOMMENDATION: I am pleased to recommend Dr. Brian Conz for promotion.

Dr. Brian Conz was initially employed as Assistant Professor in the Department of Geography and Regional Planning in September of 2008. He has been tenured, promoted to Associate Professor in 2015, and is now a candidate for promotion to Full Professor. In connection with that candidacy, he has been evaluated by his Peer Evaluation Committee. (Because he is the department chair, he does not have a chair's evaluation.) The Peer Evaluation Committee's review has resulted in a positive recommendation for promotion. After my thorough review of his materials, I can state with confidence that Dr. Conz has met the criteria for promotion to Professor through a meritorious record of teaching, advising, scholarship, service, and alternative professional responsibilities. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Conz teaches a broad range of classes in the common core and in the regional planning major for the Department of Geography, Planning, and Sustainability. His Peer Evaluation Committee describes him as “a gifted teacher with a passion for instilling life long learning habits into his students and a wonder for the world around him.” Dr. Conz’s own narrative speaks to his student-centered approach to teaching and his commitment to high-impact teaching practices, including civic engagement, field-based research, and study abroad. Many of his assignments reflect his pedagogical innovation, and the special topics courses he designs (including one on green building and regenerative design planned for the spring) attest to the new energy he regularly brings to his teaching. His SIR II scores are consistently above the comparative mean, with many “very effective” or “effective” ratings. He received a John F. Nevins outstanding educator nomination in spring 2018, further evidence of his teaching effectiveness.

Effective Advising Evidence:

As department chair, Dr. Conz meets with students regularly as he orients them to the major, and he writes in his narrative about the time he devotes to supporting students as they not only make their course selections but also explore undergraduate research possibilities, career paths, and study abroad. In April 2019, he accompanied a student to a major disciplinary conference in D.C. (Annual Meeting of the American Association of Geographers), further evidence of his support for student success. He also fulfills his advising responsibilities through serving as the advisor for the Environmental Planning Club.
Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Research as demonstrated by published or unpublished work

Since his last evaluation, Dr. Conz has published three articles, including two co-authored publications and one single-authored one entitled “Permaculture Demonstration Sites in Central America: Contributions to Agroecology and Implications for Educators” in Revista Geografica de America Central in 2018. He has also presented his research at multiple national and international conferences, including leading ones in his field, such as the American Association of Geographers. He writes that he has “made outreach to the larger community a cornerstone of [his] career,” and his publications, one of which focuses on place-based learning and another one on food justice in Massachusetts, are evidence of his significant scholarly commitment to social justice and civic engagement.

Category II: PROFESSIONAL ACTIVITIES

Contributions to the professional growth and development of the university community

Dr. Conz has been impressively engaged in contributing to the professional growth and development of the university community, both as a member of various departmental and campus committees and as an organizer of student activities and events both on- and off-campus. He served as a member of the university’s Academic Policies Committee and as a member of his department’s Curriculum Committee and Marketing and Student Activities Committee. Dr. Conz has also been active in programming related to the First-Year Read, Westfield River Symposium, and presentations related to Westfield 350th celebration. In addition, he has engaged students in “Gardening the Community” work in Springfield and in tending the Henry Welsing garden on campus.

Category III: ALTERNATIVE ASSIGNMENTS

Other: Faculty Director of Civic Learning and Democratic Engagement

Department Chair

For 2½ years during the evaluation period, Dr. Conz held the position of Faculty Director of Civic Learning and Democratic Engagement. In this position, he initiated important partnerships (including with Gardening the Community) and led several well-received professional development workshops for faculty. He has also been department chair since spring 2018. His Peer Evaluation Committee notes that as chair he has “successfully executed, managed, and organized key tasks,” including all the contractually mandated responsibilities of chair. Notably, he has led his department in a beginning-of-the-year retreat and he took the lead in developing a new articulation agreement with Springfield Technical Community College.
This is to certify that I have read this evaluation.
Dr. Brian Conz  
Department of Geography, Planning, and Sustainability  
Westfield State University  

Dear Dr. Conz:  

The Committee on promotions has reviewed your portfolio and is pleased to recommend your promotion to the rank of Professor. Your devotion to the mission, vision, and values of Westfield State is clearly demonstrated by your record of teaching, scholarship, and service to the University and community. We commend you on your meritorious work as demonstrated in your application and appreciate your commitment to enhancing your contributions to your students and your discipline.

Your thoughtful reflections on teaching were a pleasure to read and clear evidence of your devotion to our primary mission as an undergraduate-focused University. Your discussion on reimagining your GARP 106 course, in particular, clearly demonstrates your approach to continuously refining and improving your teaching. Because many students take your courses early in their academic career, you play a critical role in shaping the way they view their future and it is evident they are fortunate to have a thoughtful and engaging instructor helping them to shape that vision. Further evidence of your outstanding teaching was demonstrated by your course evaluations and your nomination for the 2018 John F. Nevins Outstanding Educator Award.

In terms of scholarship, you clearly advanced yourself during the evaluation period with a variety of published papers, numerous conference presentations, and several competitive University grants to support your research and teaching. The direction you have set for advancing your knowledge of permaculture provides an excellent structure for ongoing, applied scholarship. We noted your training through Oregon State University and the Whole Systems Design Research Farm as strong anchors for that scholarship. Bringing your scholarship into the classroom was also clearly demonstrated through your descriptions of field trips to Belize and West Virginia, focusing on issues of sustainability and resource use, which also provided transformative life experiences for the students who were able to participate.

You have also compiled a record of service to the University and community that is impressive and commendable. There are too many examples to cite in this letter, but a few stand out as particularly worth noting, starting with your service as Department Chair beginning in 2018 for Geography, Planning, and Sustainability. Serving as Chair is a consuming role, but even more so during the type of transition Westfield State began as your term started. Your service as advisor to the Environmental Planning Club is also an often overlooked, but very valuable...
connection and service to students. Your extra-University work on the Board of Directors for the Westfield River Watershed Association, including serving as the current President, is also a wonderful avenue to connect your scholarship and creativity with the surrounding communities and contribute to local conservation in a meaningful way. We applaud your many accomplishments and wish you continued success at Westfield State University.

This recommendation will be forwarded to the Vice President of Academic Affairs, Provost Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Congratulations on your many achievements. We are confident of your continued professional growth and look forward to your future contributions to our university community.

Sincerely,

[Signature]

Terri Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR
FUNDING SOURCE: STATE FUNDED
NAME: RACHEL GIBSON
RANK/DEPARTMENT: ASSOCIATE PROFESSOR/MUSIC
CURRENT SALARY: $77,615.92
DATE OF HIRE: SEPTEMBER 1, 2008
EFFECTIVE DATE: SEPTEMBER 1, 2020
DEGREES:
- B.A. Boston University 1992
- M.A. Teachers College at Columbia 2003
- Ph.D. University of Washington 2009

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Gibson as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Todd. I concur with their conclusions that Dr. Gibson has met the criteria established by the Agreement.

I recommend Dr. Gibson be promoted to the rank of Professor.

Approved:

                       ________________________________  4/13/2020
Diane T. Prusank, Ph.D.     Date
Provost and Vice President, Academic Affairs
APPENDIX G-1
DEAN’S
EVALUATION AND RECOMMENDATION

Name: Dr. Rachel Gibson           Department: Music

Date of Last Evaluation: February 21, 2014 University: Westfield State University
Date of This Evaluation: December 9, 2019

Personnel Action Being Considered: Promotion to Full Professor

RECOMMENDATION: I am pleased to recommend Dr. Gibson for promotion.

Dr. Rachel Gibson was initially employed as Assistant Professor in the Department of Music in September of 2008. She has been tenured, promoted to Associate Professor in 2014, and is now a candidate for promotion to Full Professor. In connection with that candidacy, she has been evaluated by her Department Chair, Andrew Bonacci, and by her Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for promotion. After my thorough review of her materials, I can state with confidence that Dr. Gibson has met the criteria for promotion for professor through a meritorious record of teaching, advising, scholarship, service, and alternative professional responsibility. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

As Music Education Coordinator, Dr. Gibson teaches Introduction to Music Education and Elementary Music Methods (among other classes), along with arts appreciation core classes, including World Music, both in-person and online. Her department chair refers to her as an “excellent classroom teacher committed to high standards of student achievement” and describes her online World Music class as “the most compelling online course that I’ve observed.” Her Peer Evaluation Committee provides reflective feedback on her classroom observation forms and then characterizes her “teaching effectiveness as an asset to this institution,” praising her for planning well-organized, well-paced, engaging, and imaginative classes. Her commitment to reflective practice is especially laudable. In her narrative, she returns to the narrative that she wrote for promotion to associate professor and reflects on goals for improvement she had set then—to diversify her repertoire, for example—and describes how she has worked to attain these goals during the review period. Then, the narrative outlines new goals she has set for herself, impressive evidence of her dedication to continuing to grow as an educator. Her SIR IIs are strong, with three significantly above the comparative and others hovering right around the comparative mean.

Effective Advising Evidence:

Dr. Gibson advises between six and 20 students, depending on the semester, and her department chair praises her “patient, thoughtful, and comprehensive academic advising.” As Music Education Coordinator, she is required to provide particularly careful advising to help students
fulfill requirements for licensure. In her narrative, she writes about her commitment to connecting with her advisees and making sure they are receiving the support that they need. She also fulfills her advising responsibilities through her role as co-advisor for the National Association for Music Educators (NAfME).

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Contribution to the content of the discipline

Dr. Gibson has asked to be evaluated for her contributions to the content of the discipline, and her active engagement in the larger community of music educators is impressive. During the review period, she has presented 26 workshops and has two more scheduled for 2020. As a clinician, guest lecturer, author, and conference presenter, Dr. Gibson has contributed to the professional development of area music educators, presenting at the Vermont Music Educators Association, the Massachusetts Music Educators Association, the Hartt School of Music, among many area schools and other conferences. Her department chair describes her as “a valued member of our regional professional community.” It is notable that she has a contract from Oxford University Press for a book entitled Living Traditions: Children’s Music from Guatemala and Nicaragua, evidence of her status in the field of music education.

Category II: PROFESSIONAL ACTIVITIES

Public service

Dr. Gibson has asked to be evaluated for her public service, and she has been an engaged member of the larger community. She is president elect of Kodaly Educators of Southern New England, a board member of Massachusetts Music Educators Association, and a leader of family dance nights in various elementary schools. On campus, she has served on many departmental committees (including one focused on the recent NASM accreditation) and on university-wide committees, including Teacher Education Council and the Promotions Committee.

Category III: ALTERNATIVE ASSIGNMENTS

Article XII, Section D, Alternative Professional Responsibilities Assignment

Dr. Gibson receives alternative professional responsibility as Music Education Coordinator. In this capacity, she has not only carried out expected duties (supervising students in practicum, communicating with students, maintaining connections with local educators), but she has also introduced new programs including mentoring for new students (pairing first-year students with upper-level students); she also regularly updates the Music Education Concentration Handbook.

Signature of Dean [Signature] December 9, 2019 Date

This is to certify that I have read this evaluation.

Signature of Unit Member [Signature] Date
Dr. Rachel Gibson
Department of Music
Westfield State University

Dear Dr. Gibson:

The Committee on Promotions has reviewed your portfolio and is pleased to recommend you for promotion to Professor. Your materials provided ample evidence of your exemplary work as a teacher, scholar, and member of the Westfield State University community. While we have made note here of some of your contributions to both your discipline and the university, the Committee applauds the entirety of your teaching, scholarly, and service work.

Your teaching consistently reflects your passion for, and commitment to, music education. Your pedagogical expertise, cultivated over 20 years, has clearly enriched the quality of Westfield State’s Music Education program. The Committee appreciates your dedication to teaching and applauds your efforts to maintain your clinical expertise through engagements with Kodaly and Orff pedagogies, for example, while teaching Westfield State students in both face-to-face and online courses. Your consistently positive student evaluations are amplified by the data and commentary provided by your Peer Evaluation Committee, your Chair, and your Dean. You clearly identify as a music educator and our students are fortunate to have you for both teacher and mentor. The Committee commends you also for your dedication to advisement. The requirements for state licensure in music education are many, and your careful attention to your teacher candidates underscores your dedication to both our students and the broader community of learners in PK-12 schools.

Your contributions to the content of the discipline are also meritorious. The committee was particularly impressed by your continuing scholarship, including your very exciting research into
the children's songs of Nicaragua and Guatemala, which will be shared with others in your upcoming publication, “Living Traditions: Children’s Music from Guatemala and Nicaragua.” The committee noted your ongoing engagement in varied presentations, workshops, and professional development experiences for the period under review. Your relationships with practitioners and leaders in the field of music education were notable. You’ve participated in over 26 presentations in the last 6 years and are an active member of numerous organizations, including the Massachusetts Music Educator Association (MMEA). The committee applauds your ability to link your scholarship, service, and teaching in ways that benefit both our students and our university community. From serving the Kodaly Educators of Southern New England to facilitating a series of Folk Dance workshops within area schools, your work is impactful both on and off campus. Your service on numerous university committees and participation as the Music Education Coordinator on the Teacher Education Council highlights your dedication to your students, the Music department, the university, and the broader field of Music Education. We congratulate you on your many and varied accomplishments. You are indeed a valued member of our community.

This recommendation will be forwarded to the Vice President of Academic Affairs and Provost, Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Congratulations. We wish you all the best as you continue your important work at Westfield State University.

Sincerely,

Terri Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: HUGH JO

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/POLITICAL SCIENCE

CURRENT SALARY: $ 77,980.37

DATE OF HIRE: SEPTEMBER 1, 2009

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
B.A. University at Albany 1997
M.A. University at Albany 1999
Ph.D. University at Albany 2007

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Jo as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Promotions, and Dean Todd. I concur with their conclusions that Dr. Jo has met the criteria established by the Agreement.

I recommend Dr. Jo be promoted to the rank of Professor.

Approved:

______________________________  4/13/2020
Diane T. Prusank, Ph.D.        Date
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Dr. Hugh Jo
Department: Political Science

Date of Last Evaluation: February 15, 2015 University: Westfield State University

Date of This Evaluation: December 9, 2019

Personnel Action Being Considered: Promotion to Full Professor

RECOMMENDATION: I am pleased to recommend Dr. Jo for promotion.

Dr. Hugh Jo was initially employed as Assistant Professor in the Department of Political Science in September of 2009. He has been tenured, promoted to Associate Professor in 2015, and is now a candidate for promotion to Full Professor. In connection with that candidacy, he has been evaluated by his Peer Evaluation Committee. (Because he is department chair, he does not have a chair’s evaluation.) The Peer Evaluation Committee’s evaluation has resulted in a positive recommendation for promotion. After a thorough review of his materials, I can state with confidence that Dr. Jo has met the criteria for promotion for professor through a meritorious record of teaching, advising, scholarship, service, and alternative assignment as department chair. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Jo has taught six different courses for the Political Science Department during the review period, teaching a mix of core classes and upper-level electives for the department, including American National Government, American Foreign Policy, Asian Politics, among others. His Peer Evaluation Committee offers praise for his teaching, noting in particular his ability to design “tightly structured” classes that allow for a high level of student engagement, singling out his ability to cover “substantive content while at the same time asking provocative questions.” In his narrative, Dr. Jo reflects on his “commitment to liberal arts education” and to active learning through “lecture and lively discussion.” He has a commitment to creating experiential learning opportunities for students through organizing field trips and facilitating study abroad opportunities, and his own course development has benefitted from his participation in both the Japan Studies Institute and China Studies Institute. His course materials are carefully-designed, and his SIR IIIs are strong, consistently at or above the comparative mean.

Effective Advising Evidence:

Dr. Jo advises at least 12 students (often more) each semester and he not only supports students as they are choosing classes but he also engages students in conversations about study abroad opportunities, internships, and career options. He has also fulfilled advising responsibilities as faculty advisor for Convoy of Hope (a student club dedicated to ending hunger), a position he has held since fall 2013.
Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Research as demonstrated by published or unpublished work

Dr. Jo has asked to be evaluated for his "research as demonstrated by published or unpublished work." The materials he includes in this category are unpublished pieces, at different stages and for different purposes and audiences. One article is a completed 25-page manuscript entitled "I See What I Want to See (or Think): Realism, Liberalism, and Marxism and Their Analysis of US Foreign Policy," which is currently under review at the Journal of International Political Theory and represents a revision of a paper he delivered at the New England Political Science Association in 2018. His Peer Evaluation Committee assesses the manuscript as an "impressive piece [that] shows why it is difficult to achieve inter-paradigm reconciliations." His second completed manuscript grew out of his 2018 fellowship with the China Studies Institute. This manuscript is entitled "What does China Want?: Rise of China and Sino-US Relations in the 21st Century" and engages with central economic and political issues of our era. In addition to three other manuscripts, focused on the U.S. and North and South Korea and at earlier stages of composition, he has completed peer reviews (included in his binder) for scholarly journals and a presentation on climate change as a threat to U.S. national security for a "Drama across the Disciplines" event on campus. Taken together, this evidence of continuing scholarship represents Dr. Jo’s serious engagement in international politics, with a focus on Asian politics, an area of research interest that he has also developed through his participation in two seminars (one during the review period): the Japan Studies Institute in 2014 and the China Studies Institute in 2018. This last professional development involved three weeks of travel and research in China and has shaped his recent research and teaching interests.

Category II: PROFESSIONAL ACTIVITIES

Contributions to the professional growth and development of the university community

Dr. Jo’s Peer Evaluation Committee observes that he "has an impressive record in which he has contributed to the professional growth and development of the university community," and his materials provide ample evidence of these contributions to Westfield State. For instance, Dr. Jo served as an engaged member of the Academic Policies Committee from 2011-2015, the last year of which was during the review period. He also organized three guest lecture presentations on campus since he was last evaluated, and he has dedicated significant energy to the internationalization of the campus as a member of the Committee on International Programs. It is also impressive that he worked collaboratively with colleagues to establish the Peace Corps Preparation Program in 2017, to continue to serve as program advisor for the Asian Studies minor, and to generate ideas for a new minor in Human Rights and Social Justice. At the department level, during the review period, he has been a member of the department’s Curriculum Committee. Finally, he has represented Westfield as a panelist for the Teaching at Teaching Intensive Universities conference in 2017 and 2019.
Category III: ALTERNATIVE ASSIGNMENTS

Department Chair

Dr. Jo has been the chair of the Political Science Department since fall 2015, and his Peer Evaluation Committee describes him as "an active and engaged chair." As department chair, he has not only managed scheduling, personnel evaluations, and budgets but he has also advocated for resources (new faculty member, space improvements, and support for student travel). Notably, he has taken an active role in recruitment, organizing phon-a-thons and reaching out personally to exploratory students or to students who might be interested in double majors. Most recently, he has dedicated himself to leading curricular review and preparing the department for a spring 2020 program review.

Signature of Dean

December 9, 2019

Date

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
Dr. Y. Hugh Jo  
Department of Political Science  
Westfield State University

Dear Dr. Jo:

The Committee on Promotions has reviewed the materials in your portfolio and is pleased to recommend your promotion to the rank of Professor. Your record of teaching effectiveness, student advising, research, contributions to the professional growth and development of the university, and alternative assignment work is commendable and has been praised by your colleagues, department chair, and college dean.

Observations by your Peer Evaluation Committee were laudatory regarding your teaching effectiveness. Classroom observations affirm that you combined “lecture with lively discussion” and that your classes were well organized and “conveyed substantive content and thoroughly engaged students.” The Committee was impressed with your attendance at workshops in Japan and China to further enrich the content of your Asian Politics course and the Asian Studies minor. You have taught a wide range of courses and the Committee appreciated your consistent effort to teach for “understanding” rather than “memorization” and noted your skill in utilizing dialogue, hands-on experiences, case studies, field trips, and study abroad options within your courses.

Regarding research, the Committee noted that you have produced five manuscripts during the review period, one of which your PEC described as an “impressive piece” that is currently under review with the Journal of International Political Theory. The Committee also noted that you presented a paper, “What Does China Want?”, at the China Studies Institute in Beijing. The Committee applauds the many ways that you have contributed to the content of your discipline. One suggestion by the Committee that you might consider for future personnel actions requiring an A-1 is to use the “contributing to the content of the discipline” category for work that includes serving as a panelist or a regular reviewer for journals. These important scholarly endeavors seem to reflect this category most clearly.

Finally, the Committee noted your admirable service to the University community. Particularly noteworthy has been your commitment to internationalizing the campus by serving on the International Programs Committee, co-developing and co-advising the preparation program for
the Peace Corps, sponsoring three GLS events, serving as advisor to the student club Convoys of Hope which raises awareness/promotes activism for the issue of hunger, and engaging in outreach with Hosei University in Japan which has resulted in an educational exchange articulation agreement. Your efforts are to be applauded and we commend you for your many and varied accomplishments.

This recommendation will be forwarded to Vice President/Provost Diane Prusank. According to the M-1 Calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Committee on Promotions and will become an official part of your personnel file.

Congratulations and we look forward to your continued contributions to our university community.

Sincerely,

Terri Griffin, Ed.D.
Chair, Committee on Promotions
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: PROMOTION TO PROFESSOR
FUNDING SOURCE: STATE FUNDED
NAME: MEGAN KENNEDY
RANK/DEPARTMENT: ASSOCIATE PROFESSOR/EDUCATION
CURRENT SALARY: $ 78,320.60
DATE OF HIRE: SEPTEMBER 1, 2010
EFFECTIVE DATE: SEPTEMBER 1, 2020
DEGREES: B.A. Saint Mary’s College 1997
          Ed.M. Smith College       1998
          Ph.D. University of Denver 2009

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Kennedy as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Mills. I concur with their conclusions that Dr. Kennedy has met the criteria established by the Agreement.

I recommend Dr. Kennedy be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

4/13/2020
APPENDIX G-1
DEAN'S
EVALUATION AND RECOMMENDATION

Name: Megan Kennedy

Department: Education

Date of Last Evaluation: 2/26/16

University: Westfield State University

Date of This Evaluation: 12/9/19

Personnel Action Being Considered: Promotion

RECOMMENDATION: I am pleased to recommend Dr. Kennedy for promotion to the rank of Full Professor.

Areas of Evaluation

Effective Teaching Evidence:
Dr. Kennedy is a consummate educator whose teaching philosophy encapsulates the rigors of training future teachers espousing expertise in education pedagogy, assessment outcomes and self-reflection. Dr. Kennedy's dossier showcases a continued dedication to ensuring the content and subject matter of the theory of curriculum is accessible, reflects the world of K-12 teaching, and is understandable and applicable to future teachers and their work in the field.

All documents presented with the tenure portfolio, including the Peer Evaluation Committee (PEC) review, SIR II evaluations, formal observations of teaching, personal candidate teaching narrative, and anonymous written student comment forms demonstrates Dr. Kennedy's high level of teaching engagement and provides evidence of her excellence in teaching effectiveness.

The PEC committee notes that "Dr. Kennedy's classroom instruction is strong and dynamic, yet accessible, light-hearted and supportive to Education students..." often challenged with undertaking the task of teaching for the first time.

Effective Advising Evidence:
Dr. Kennedy views advising as an "on-going process that supports decision-making and provides guidance throughout a student's university experience." Dr. Kennedy currently advises approximately 40 students in the Education Department providing sabbatical coverage as needed. Her dossier provides evidence of ongoing effective advising aimed at ensuring student success and timely matriculation.

Dr. Kennedy meets her contractual obligation in advising.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Contribution to the content of the discipline
   Dr. Kennedy has made significant contributions to the discipline through her publications and professional affiliations. Her work with the Association of Teaching and Curriculum (AATC)
where she has served in various roles from executive board member (2015-2018), article reviewer (2018-present), to O.L. Davis Book Award Committee Chair (2016 -2018) is noteworthy. At Westfield State University, Dr. Kennedy contributes to the content of the discipline through her continued development of course work in the LGBTQ+ and anti-bullying areas and in cross university collaborations. The PEC notes Dr. Kennedy’s work in “Mastermind” the scholarship of teaching.

b. Research as demonstrated by published or unpublished work
Dr. Kennedy’s scholarship spans the spectrum of LGBTQ+ youth, anti-racist pedagogy, bullying and social justice issues in K-12 student instruction, classrooms, and wider community spaces. Her work is critical to understanding how to make schools and classrooms safe spaces for all, thereby empowering students and their lifelong success. In this regard, Dr. Kennedy has made four conference presentations including “LGBTQ+ Spirited Inquiry: Visibility in ELA” at the National Council of Teachers of English and “LGBTQ Voices in Education: Speaking Truth to Power.” Dr. Kennedy has presided over four conference sessions she is to be commended for this timely and important work.

2. Professional Activities

a. Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).
Dr. Kennedy’s contribution to the professional growth of the Education Department and the overall university community, is best described, as stellar. Dr. Kennedy’s service includes advisor to Kappa Delta Pi, the International Honors Society for education majors and working with the students to raise funds for Baystate Children’s Hospital. Dr. Kennedy serves on the university Core reform committee, a critical committee to the university. She has also served on the Advisory Committee on Academic Planning developing the guiding documents on the formation of the college structure at Westfield State University; worked with department faculty on maintaining work-life balance issues; mentoring students in the honors program; representing the Education Department on the Parenzo Renovation Academic Departments working group; and played a key role in the completion of the Education Department Policy and Professional Disposition document; and in the Celebration of Teachers event.

3. Alternative Assignments

a. Department Chair
Dr. Kennedy receives 15 credits of Alternative Professional Responsibilities (APR) for her work as Chair of the Education Department. Dr. Kennedy, assumed this role in Fall 2018. In this capacity Dr. Kennedy serves as a strong advocate for the current and future needs of the Education Department faculty, staff, and students. Dr. Kennedy works with the Dean of the College of Education, Health, and Human Services (CEHHS) on the visioning, student enrollment and long-term success of the Education department. Dr. Kennedy’s work with the Dean of CEHHS includes the development of a working strategic plan for the Education department. Although no documentation is provided within her dossier/portfolio, Dr. Kennedy meets regularly with the Dean of CEHHS as well as with the Associate Dean of Education on matters related to accreditation, enrollment, practicum, student matriculation and the assurance of continued successful Westfield State University Teacher Preparation programs. Dr. Kennedy has played a
critical role in the success of Open House and Accepted Student Days events. Dr. Kennedy is also an important contributor to College Chairs meetings and discussions and a cross-college collaborator working with the other department chairs on student and faculty-related matters including serving as a member of the Nursing department faculty search committee in Spring 2019.

Consistent with the *MSCA Bargaining Agreement*, Dr Kennedy’s meritorious record of teaching, ongoing scholarship, service to the university, and leadership in her field demonstrates that she has successfully met the criteria for promotion to the rank of Full Professor at Westfield State University and I am pleased to recommend her for this promotion.

Signature of Dean                                    December 9, 2019

Date

This is to certify that I have read this evaluation.

Signature of Unit Member                                    Date
Academic Affairs

Dr. Megan Kennedy
Education Department
Westfield State University

Dear Dr. Kennedy:

The Committee on Promotions has reviewed your portfolio and is pleased to recommend your promotion to the rank of Professor. Your promotion materials provided ample evidence of your exemplary work as a teacher, researcher, and contributing member of the Westfield State University community. While we note here some of your contributions to both your discipline and the university, we were impressed with the entirety of your teaching, scholarly, and service work.

Your portfolio demonstrates an extensive history of teaching across PK-12 and higher education institutions. Your expertise in teaching, cultivated over many years, has clearly enriched the quality of your department’s teacher preparation program. You’ve taught a wide range of courses at both the undergraduate and graduate level and we were impressed with the scope of your curricular expertise. We applaud your pedagogical skills. It’s not surprising that one of your colleagues regarded your class session as “effective, organized, student-centered, and on-task.” Even a cursory look at student evaluations buttresses commentary regarding your teaching efficacy: your evaluations were consistently well-above average over the years, which is a marvelous testament to your commitment to student learning. In addition to teaching, the record indicates that you are an effective advisor and we commend you for your careful attention to your large caseload of advisees. Your work mentoring Honors students and supervising practicum students serves as further documentation of your deep commitment to teaching and student learning.

Your contributions to the content of the discipline and research continue to evolve with a published book and numerous examples of scholarly writing completed as part of your Chair and Committee work. Your scholarship is grounded in your teaching as well, which benefits your students as well as your professional community. Your inquiry into both creating spaces for LGBTQ+ literature in the classroom and exploring best practices for supporting preservice teachers’ efforts to implement anti-bullying pedagogies exemplify scholarship that holds relevance for your students as well as for the broader field of teaching. Engaging in research within the context of a course you developed afforded your students the opportunity to be active participants in an educator’s action research project while learning about best practices for inclusive teaching. The committee additionally recognized the considerable effort and time you have committed to presenting at conferences and workshops, both locally and nationally. Finally, your description of your self-study of the role of departmental chair and your inquiry work linked to the O.L. Davis Book Award Committee offered powerful examples of how you blend research and scholarship with your other academic obligations. In sum, your scholarly engagement over the years is commendable.

Parenzo
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Your record of service to your department, to the University, and to the community-at-large, is also meritorious. You are the chairperson of your department, undertaking the responsibility of ensuring its functioning and continued success. Your history of service to your department is exemplary. You’ve served on Search Committees, assumed the role of Advisor to the Kappa Delta Pi Honors Society, participated in the department’s Professional Development School Network, and served on the Curriculum Committee. You actively participated in several university-wide committees (e.g., All University Committee, Curriculum Committee, Graduate Education Committee) over the years as well. As an administrator within the College of Graduate and Continuing Education you have made important contributions in terms of curriculum oversight, faculty evaluation, and student oversight. Your long-term involvement in the Teacher Education Council-Graduate Committee (TEC-GC), the Academic Planning Committee, and the Honors Advisory are indicative of your commitment to the mission, vision, and values of the University. In addition to the noted service to the department and university, your executive membership and capacity as a reviewer for Association of Teaching and Curriculum is remarkable. In sum, your service to your department, our university, and the broader field of education has been outstanding.

It is a pleasure to recommend your promotion to full professor. We congratulate you on your many accomplishments and look forward to your continued success at Westfield State University. This recommendation will be forwarded to the Vice President of Academic Affairs and Provost, Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Again, we wish you all the best as you continue your important work at Westfield State University.

Sincerely,

Terri Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: REBECCA MORRIS

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/ECONOMICS & MANAGEMENT

CURRENT SALARY: $116,205.92

DATE OF HIRE: SEPTEMBER 1, 2015

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
- B.S. Creighton University 1978
- M.B.A. Creighton University 1982
- Ph.D. University of Nebraska 1988

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Morris as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Mills. I concur with their conclusions that Dr. Morris has met the criteria established by the Agreement.

I recommend Dr. Morris be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D. 4/13/2020
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Rebecca Morris

Date of Last Evaluation: 12/13/18

Department: Economics and Management

University: Westfield State University

Date of This Evaluation: 12/9/19

Personnel Action Being Considered: Promotion

RECOMMENDATION: I am pleased to recommend Dr. Morris for promotion to the rank of Full Professor.

Areas of Evaluation

Dr. Morris meets the contractual obligation of time in rank as she was an Associate Professor (granted tenure and promotion in May 1996) and Full Professor (2005 – 2015) at University of Nebraska at Omaha. Dr. Morris came to Westfield State in 2015 as an Assistant Professor and was evaluated for promotion to Associated Professor in the Fall of 2018.

Effective Teaching Evidence:

Dr. Morris is a highly effective teacher. All documents presented with the promotion portfolio, including the Peer Evaluation Committee (PEC) review, excellent SIR II evaluations, formal observations of teaching, personal teaching narrative and assessment from those assigned to formally review her teaching efficacy provides demonstrable evidence of clear teaching effectiveness.

Course content and project activities provided in Dr. Morris’s dossier provide evidence of and speaks to a commitment to educating business degree seeking students at the consistency of national and international standards in the field. Dr. Morris’s teaching contributions includes developing new courses such as Luxury Branding Strategies: Florence, Italy. In addition, she has updated the course materials and projects, for International Business (MGMT 0338), sharing these materials with other faculty members.

In addition, during this brief review period, Dr. Morris developed and delivered three teaching sessions in the Westfield State University, Executive Leadership Program with Valley-Health Systems in the areas of “Using Data to Enhance Leadership Decision Making and Problem Solving,” “Leadership Styles, Structure, and Visioning,” and “Fostering Creative Thinking in Healthcare Teams.” Development of these sophisticated materials is evidence of the breadth of Dr. Morris’ content knowledge and pedagogical expertise. In addition, Dr. Morris served as mentor for the capstone hospital related team-projects for the program participants. Dr. Morris is commended for this work.

Effective Advising Evidence:
Dr. Morris meets her contractual obligation in advising. She currently advises approximately 30 students in the Economics and Management Department. Her dossier provides evidence of ongoing effective advising aimed at ensuring student success and timely matriculation.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Contribution to the content of the discipline

Dr. Morris is best described as a creative and fruitful discipline contributor. Her continued contributions since her last review is evidenced by a completed book chapter on website evaluation in hospitality and tourism to be published in the 2nd Edition of the *Handbook of Consumer Behavior, Tourism*, by Haworth Press. In addition, she successfully collaborated with faculty scholars from the Departments of Communication and Geography, Planning and Sustainability at Westfield State University on a Florence University of the Arts Grant exploring “Commodification of Place: A Comparative Case Analysis of Gentrification in Florence Italy to Boston, USA.” Dr. Morris conducted two hackathon conferences on compact case writing nationally at the Eastern Academy of Management/The Case Association Annual Meeting in Wilmington, DE and internationally at the World Association for Case Method Research and Application in Helsinki, Finland.

b. Participation in or contribution to professional organizations and societies

Dr. Morris over her academic career provides service to highly regarded associations. As evidence of Dr. Morris’s scholarly reputation in the field, she was selected and currently serves as the Editor-in-Chief of the CASE Journal. The CASE Journal produces four issues per year which requires significant dedicated time, effort, and regional, national and international collaborations with editorial board members. Dr. Morris also serves as Editorial Review Board Member of the Social Research journal.

Her work in her local residence community comprise committee service actions including serving as a member of the Hartford Preservation Alliance and is currently Vice-President elect of the Board of Directors for the Hartford Preservation Alliance.

c. Research as demonstrated by published or unpublished work

Dr. Morris is a productive and prolific scholar and contributor in the field of business case writing and strategic management. Since her last evaluation Dr. Morris has successfully submitted a book proposal and signed a contract with Emerald Publishing Group to produce a book on Compact Case writing, researching, and teaching. During the review period, Dr. Morris also produced four editorial letters for the CASE Journal providing discipline reflection; and is working on a manuscript exploring the pedagogy behind teaching students to learn the four generic levels of business strategy for consideration by *Management Teaching Review*.

2. Professional Activities
   a. Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).
Dr. Morris has contributed significantly to the professional growth of the Economics and Management department and the overall university community. Dr. Morris’ service on the department curriculum committee resulted in the development of three concentrations for the management major. Dr. Morris has also served on the WSU grade appeals committee and the WSU Critical Thinking Workshop Committee. These endeavors serve to enhance student and faculty success.

3. Alternative Assignments

a. Department Chair
Dr. Morris has served as Chair of the Economics and Management department effective January 2019 to present. Dr. Morris’ PEC review committee comments on her strong and moral leadership with the improved functioning of the department. Although no documentation is provided within her dossier/portfolio, as Chair of the Economics and Management department, Dr. Morris has actively engaged in working with the Dean of the College of Education, Health, and Human Services (CEHHS) within which the department resides on projects related to overall department visioning, growth and improvement, student enrollment, and student retention and success. These initiatives are critical to ensuring the long-term success of the department. To date, 11/29/19, Dr. Morris has met 30+ times with the Dean of CEHHS for a minimum of one hour regarding these various endeavors. She has also met with the Dean of CEHHS and the Provost in spring 2019 and Fall 2019 regarding the restructuring of the business degrees and the Economics and Management Department.

b. Other (Explain): Journal Editor
Dr. Morris has served as the Editor-in-Chief of the CASE Journal since April 2016, considered a top 25 journal among Management Education journals. Her work in this role is nothing short of spectacular. Not only has she done the heavy load of expected work as an editor, in her capacity, she has developed two special issues on underrepresented minorities in business and innovative case forms. Dr. Morris is lauded for her leadership in case study writing, research, and teaching methodology.

Dr Morris’ PEC committee writes “Dr. Morris’ meritorious record of teaching, ongoing scholarship, service to the university, and leadership in her field absolutely provides evidence of her ability to “render a unique contribution to the University” as well as demonstrate without question her “extraordinary competence in the area of her disciplinary specialty.””

Dr. Morris has successfully met the criteria for promotion to the rank of Full Professor at Westfield State University and I am pleased to recommend her for this promotion.

Signature of Dean

December 9, 2019
Date
Dr. Rebecca Morris  
Department of Economics and Management  
Westfield State University  

Dear Dr. Morris,

The Committee on Promotions has reviewed your portfolio and is pleased to honor your work with a strong recommendation to promotion to Full Professor. Evidence of your teaching, scholarship, contributions to Westfield State University and leadership in your field is exemplary. Your Peer Evaluation Committee describes your academic career as “extraordinary.” Your Dean describes your work as Editor-in-Chief of the CASE journal as “nothing short of spectacular.” And, finally, your teaching effectiveness is meritorious as measured by student evaluations and classroom observations by your Peer Review Committee and Chair of your department.

Performing at the level you do in your contributions to the content of your discipline is phenomenal and has increased the visibility of your department and Westfield State University on both a national and international level. While achieving such success, you have become adept at integrating your research activities with your teaching as exemplified by your book, *The Compact Guide to Compact Case Study Research, Writing and Teaching*. In your extensive work in this area, you have published a lauded book that helps instructors teach using the compact case method and you have continued to offer a rich teaching technique in your own courses.

As Chair of the Department of Economics and Management (2019) and Editor-in-Chief of the CASE Journal since 2016, your contributions continue to manifest. As Chair of your department, you’ve gone beyond what is typically expected of a Chair and have formalized a comprehensive proposal to restructure the Economics and Management Department. This work, which you began prior to becoming Chair, has consumed an enormous amount of time and energy and has the potential to expand your department, recruit students, and enrich the education for existing
students, while meeting the challenges of making the teaching of Economic and Management more relevant for the present and future.

We are pleased to recommend you for Full Professor. Please accept our congratulations on your uniformly outstanding work. This recommendation will be forwarded to the Vice President of Academic Affairs, Provost Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Sincerely,

[Signature]

Terri Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: AARON REYES

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/CHEMICAL & PHYSICAL SCIENCE

CURRENT SALARY: $ 78,077.73

DATE OF HIRE: SEPTEMBER 1, 2010

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:  
B.S. University of Rochester  1990  
M.S. University of South Carolina  1993  
Ph.D. University of California  2000

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Reyes as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Promotions, and Dean Hanselman. I concur with their conclusions that Dr. Reyes has met the criteria established by the Agreement.

I recommend Dr. Reyes be promoted to the rank of Professor.

Approved:

__________________________  4/13/2020  
Diane T. Prusank, Ph.D.  
Provost and Vice President, Academic Affairs
APPENDIX G-1
DEAN’S
EVALUATION AND RECOMMENDATION

Name: Aaron Reyes
Department: Chemical & Physical Science
Date of Last Evaluation: 3/12/16
University: Westfield State University
Date of This Evaluation: 12/9/19
Personnel Action Being Considered: Promotion to Full Professor

RECOMMENDATION: I am pleased to recommend Dr. Reyes for promotion.

Areas of Evaluation

Effective Teaching Evidence:
All documents presented with the promotion portfolio, including the Peer Evaluation Committee (PEC) review, Department Chair review, SIR II evaluations, formal observations of teaching, and any included teaching narratives from the candidate or those assigned to formally review teaching effectiveness demonstrate evidence of clear teaching effectiveness.

Dr. Reyes provided a thoughtful narrative that summarizes his student-centered approach to teaching, taking appropriate measures to ensure student success. Dr. Reyes conducts “informal assessments” in addition to the SIRIIs and uses those assessments to improve course delivery and assessments. Dr. Reyes’ department chair recognizes his ability to motivate student interest and his PEC notes his willingness to evolve his courses based on student feedback and course assessments. It is clear that Dr. Reyes is dedicated to student success.

Effective Advising Evidence:

Dr. Reyes has a small advising load and is able to spend quality time with each of his advisees. He primarily advises General Science students but has also advised Chemistry students. Dr. Reyes also mentors undergraduate research projects and values the high-impact practices that support our students.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: Participation in or contribution to professional organizations and societies
Dr. Reyes is an active member of the Westfield River Watershed Association, contributing in a number of ways including service as a board member, leading field trips, and collaborations with others on the Association’s newsletter. Dr. Reyes is also a member of national organizations, including the Society for the Advancement of Chicano and Native Americans in Science (SACNAS), the Geological Society of America (GSA), the National Science Teachers Association (NSTA). He was a member of the MA Geological Society (MAGS) during the review period (2015-2018).

Category I: Research as demonstrated by published or unpublished work.
Dr. Reyes noted in his narrative that during the review period he shifted focus to increase his
contributions to the scientific community. Evidence presented confirms his efforts, as Dr. Reyes collaborated with Dr. Bowen (Univ. of Utah) and Drs. Storlazzi and Takesue from USGS that resulted in a manuscript titled “Strontium isotopic composition of bedrocks, river sediment, beach deposits, nearshore seabed deposits and sediment traps along the river drainages and a carbonate shelf in Southwest Puerto Rico: Potential use of Sr isotopic data to identify river sediment provenance and trace river sediment deposits/destination” (in preparation, Geochimica et Cosmochimica Acta). Dr. Reyes and his collaborators submitted an abstract to present at the Coastal & Estuarine Research Federation conference. Dr. Reyes and undergraduate mentee Chelsea Gilbert presented the results of their water quality research at the annual GSA meeting in 2016.

Category II: Public service
Dr. Reyes’s volunteerism with the Westfield River Watershed Association and the Westfield High School science fair is commendable. Dr. Reyes shared his scientific expertise with the community through guest speaking engagements during the Westfield 350th Anniversary Guest Lecture Series Program (2019) and the Westfield River Watershed Association Symposium (2016).

Category II: Contributions to the professional growth and development of the university community.
Dr. Reyes is an active member of the Chemical & Physical Sciences Department and in the University community. During the review period, Dr. Reyes served on search committees (chaired two committees) and the Department’s Curriculum Committee. While on the Curriculum Committee, Dr. Reyes submitted proposals that support program improvements.

______________________________
Signature of Dean

December 9, 2019

Date

This is to certify that I have read this evaluation.

______________________________
Signature of Unit Member

Date
January 20, 2020

Dr. Aaron Reyes
Department of Chemical and Physical Sciences
Westfield State University

Dear Dr. Reyes,

The Committee on Promotions has reviewed your portfolio and is pleased to recommend you for promotion to Professor. You have demonstrated a well-rounded excellence in teaching, advising, continuing scholarship, public service, and contributions to the growth and development of Westfield State University. While we have made note here of some of your contributions to both your discipline and the university community, we are very impressed with the entirety of your teaching, scholarship, and service work.

Your department chair noted your exemplary dedication to teaching and student success and this committee appreciated your reflective continuous evaluation of your teaching. Your practice of conducting ‘exit interviews’ with students dropping one of your classes is an innovative approach that should be adopted by all of us teaching at Westfield State University.

Your long-term involvement with the Westfield River Watershed Association (WRWA) in a variety of different roles is commendable and your leadership in the Westfield River watershed water quality survey is a perfect example of intersecting public service, continuing scholarship, and support of undergraduate research and scholarship. We also note your effective research collaboration with the United States Geological Survey (USGS) around issues of sediment erosion, transport, and deposition around the island of Puerto Rico in response to natural disasters such as hurricanes.

Your service to your department and to the institution as a member of a variety of committees is also meritorious. As is your public service to the greater Westfield community. Your involvement with departmental curriculum and search committees, University Curriculum and Guest Lecture Series committees, and your participation in academic associations at the state and national level, as well as your work with area public school Science Fairs, underscores your deep commitment to your department, our university, and the broader academic and civic community.

We congratulate you on your many and varied accomplishments. We are confident of your continued professional growth and look forward to observing your future contributions to our university community. This recommendation will be forwarded to the Vice President of Academic Affairs and Provost, Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Sincerely,

Terri M. Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: BRIAN RIZZO

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/CRIMINAL JUSTICE

CURRENT SALARY: $78,524.90

DATE OF HIRE: SEPTEMBER 1, 2007

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
- B.A. Muhlenberg College 1984
- M.P.A. John Jay College of Criminal Justice 1994
- M.A. State University of New York 1995
- Ph.D. The City University of New York 2010

JUSTIFICATION:
In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Rizzo as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Promotions, and Dean Mills. I concur with their conclusions that Dr. Rizzo has met the criteria established by the Agreement.

I recommend Dr. Rizzo be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

4/13/2020
APPENDIX G-1
DEAN'S
EVALUATION AND RECOMMENDATION

Name: Brian Rizzo
Department: Criminal Justice

Date of Last Evaluation: 2/28/13
University: Westfield State University

Date of This Evaluation: 12/9/19
Personnel Action Being Considered: Promotion

RECOMMENDATION: I am pleased to recommend Dr. Rizzo for promotion to the rank of Full Professor.

Areas of Evaluation

Effective Teaching Evidence:
Dr. Rizzo's approach to teaching is rooted in expanding students' knowledge into new points of view. His commitment to teaching is based on making the classroom an enjoyable place to learn, engaging students in conversational, challenging dialog that explores differing views, and becoming critical thinkers on policing and law enforcement topics. Dr. Rizzo's dossier includes information on syllabi/course work and exams and assignments that engage students to critically analyze contemporary problems in policing and law enforcement. For example, Dr. Rizzo conducted several independent studies during the review period including one on policing and mental illness and police innovation.

Dr. Rizzo's police force and military background provides a supporting platform for student real-world engagement in policing theories, philosophies, issues, and management. All documents presented with the promotion portfolio, including the Peer Evaluation Committee (PEC) review, SIR II evaluations, formal observations of teaching, personal teaching narrative and assessment from those assigned to formally review his teaching efficacy provide demonstrable evidence of Dr. Rizzo's clear teaching effectiveness.

Dr. Rizzo is commended for his efforts in preparing students for law enforcement professions.

Effective Advising Evidence:
Dr. Rizzo is currently advising 25 students (Fall 2019). More generally, Dr. Rizzo advises an average of 35+ students per semester. The PEC review notes that Dr. Rizzo “takes advising seriously,” “telephones students he does not hear from,” and “brings passion to advising.” The chair of the Department of Criminal Justice also notes that since being promoted to Associate Professor, Dr. Rizzo has written 42 student recommendation letters. Four examples of these recommendation letters are provided in Dr. Rizzo's dossier/portfolio.

Dr. Rizzo meets his contractual obligation in advising.
Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Contribution to the content of the discipline
   Dr. Rizzo has engaged in continued contribution to the content of the discipline by serving as an evaluator of new disciplinary content. Being asked to review cutting edge books is an indicator of Dr. Rizzo’s standing and reputation in the field. In this regard, Dr. Rizzo has published a book review for the Gotham Center for New York City History evaluating Czitrom (2016) “New York Exposed: The Gilded Age – Police Scandal That Launched the Progressive Era,” and a review of Attard and Olson (2017) “Police Misconduct Complaint Investigations Manual.”

   b. Participation in or contribution to professional organizations and societies
   Dr. Rizzo’s PEC notes his engagement in five professional organizations related to the field of criminal justice. These include the Police Executive Research Forum (PERF), American Society of Public Administration (ASPA), Academy of Criminal Justice Sciences (ACJS), The American Society of Criminology (ASC), and the Massachusetts Chiefs of Police Association (MCOPA).

   c. Research as demonstrated by published or unpublished work
   Dr. Rizzo has produced three unpublished manuscripts exploring police culture and police executive selection. Dr. Rizzo has one research manuscript, a book chapter, and a book manuscript in progress. Dr. Rizzo’s evaluation of the New York police force in “Political Culture and New York Police Commissioner selection 1901-2015: A Historical test of Wilson’s Theory” speaks to his dedication to the discipline by evaluating 114 years of policing data and extending theoretical testing in the field. Dr. Rizzo’s book chapter on “Local Political Culture and Police Executive Selection” to be included in the edited book Enhancing Police Service Delivery and Global Performance During Challenging Times: Perspectives and Contemporary Policy Implications, focuses on the intersection between policing and politics.

   Dr. Rizzo is commended for his continued research efforts in the area of policing, police culture, and police executive selection.

2. Professional Activities
   a. Public Service
   Dr. Rizzo has contributed seven expert media commentaries on police use of deadly force including an opinion piece in MassLive on Springfield, MA policing and political culture. These commentaries contribute to the continued dominance and standing of the Westfield State University Criminal Justice program as a leader in the field. Dr. Rizzo also participated in the Massachusetts Association of Criminal Justice Conference (MACJE), representing Westfield State University interests in law enforcement and policing education.

   b. Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).

   Dr. Rizzo contributed significantly to the professional growth of his home department and overall university community. Dr. Rizzo’s narrative, PEC and Depart Chair Evaluation notes service on
Westfield State University committees including academic honesty, academic standing, and the MSCA Grievance committee. In addition, Dr. Rizzo service to the university includes his work as a ROTC Liaison and representing the criminal justice department at spring Accepted Students Day events. Dr. Rizzo has also participated in various on-campus community lectures and educator training initiatives, engaging in the life of the institution but also working to improve his course instructional methods and offerings.

3. Alternative Assignments
a. Article XII, Section D, Alternative Professional Responsibilities Assignment

Dr. Rizzo in spring 2012 engaged in a two course Alternative Professional Responsibility assignment (APR). This APR is outside of the current evaluation period.

Consistent with the MSCA Collective Bargaining Agreement, Dr. Rizzo successfully meets the criteria for promotion to the rank of Full Professor at Westfield State University and I am pleased to recommend him for this promotion.

[Signature of Dean]  
December 9, 2019  
[Date]

This is to certify that I have read this evaluation.

[Signature of Unit Member]  
[Date]
20 January 2020

Dr. Brian Rizzo  
Department of Criminal Justice  
Westfield State University

Dear Dr. Rizzo:

The Committee on Promotions has reviewed the materials in your portfolio and is pleased to recommend your promotion to the rank of Professor. Your record of teaching effectiveness, student advising, contributions to the content of your discipline, participation in professional organizations, as well as your research activity, public service, and service to the Westfield State University community during the review period, are all richly documented and have been praised by your colleagues, department chair, and your college dean. No letter can adequately cover all of your achievements during the review period so here the focus will be on highlighting aspects of your meritorious work in the designated contractual categories and sharing some details about what particularly impressed the Committee regarding your great value to the University.

The Committee was particularly impressed by your teaching effectiveness and careful deliberations/reflectios regarding your pedagogy. Having a doctorate and being a twenty-year veteran of the NYPD, you bring a unique blend of theoretical knowledge and substantive practical experience to the classroom that is of inestimable benefit to your students. The Committee appreciated your stance on positing our Criminal Justice program as part of the liberal arts rather than a mere “cop-shop” vocational program: that it should create “critical thinkers” rather than just “credit accumulators”; that it should mold students into “critical consumers of information” and problem solvers rather than fact reciters; that it should challenge traditional ideals regarding policing and produce a cadre of graduates who “think about policing from a new point of view because they are the future of policing.” The Committee was also very appreciative of your “Welcome Back Kötter” approach of integrating learning with story-telling and humor, and that you will be creative (e.g., stand on tables, sing, dance) in order to engage students in the learning process. Your teaching effectiveness is further evidenced by your strong SIR IIs and the laudatory evaluations of your PEC and department chair.

Your continuing scholarship and contributions to the content of your discipline are commendable and well documented. During the review period, your research has yielded three article manuscripts, a book chapter, and an in-progress book manuscript. The Committee applauds your determination to continue revising and submitting your articles until they are accepted in a peer reviewed journal. Regarding your contribution to the content of the discipline, the Committee noted that you were sought out by The Gotham Centre to write a book review on Daniel Czitron’s New York Exposed (a solicitation which indicates the high regard in which you are held) and that you were a reviewer for the textbook Police Misconduct Complaint Investigations Manual. Your participation in professional organizations for the review period is indeed prodigious as you have been active in five societies: Police Executive Research
Forum; American Society of Public Administration; Academy of Criminal Justice Sciences; American Society of Criminology; and the MA Chiefs of Police Association.

Finally, the Committee noted your record of service, both public service and service to the WSU community. During the review period you have become a noted regional “expert” regarding policing issues and incidents and have established a substantial presence in the media in this regard (which in addition to serving as important public service also serves as contributing to the discipline by analyzing key issues and serving as a “catalyst for reform”). Service to the University is also amply evident: you regularly advise more than 35 students per semester and throughout the review period have served on two University wide committees: the Academic Standing Committee and the Academic Honesty Committee. The Committee applauds your many and varied accomplishments.

This recommendation will be forwarded to Vice President/Provost Diane Prusank. According to the M-I Calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Committee on Promotions and will become an official part of your personnel file.

Congratulations and we look forward to your continued contributions to our university community.

Sincerely,

[Signature]

Terri Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: MAKOTO SAITO

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/COMMUNICATION

CURRENT SALARY: $ 75,629.57

DATE OF HIRE: SEPTEMBER 1, 2007

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
B.A. Marlboro College 1994
M.A. School for International Training 1997
Ph.D. University of Massachusetts 2007

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Saito as well as his personnel file and all evaluation materials considered by or provided by his chair, the Committee on Promotions, and Dean Todd. I concur with their conclusions that Dr. Saito has met the criteria established by the Agreement.

I recommend Dr. Saito be promoted to the rank of Professor.

Approved:

4/13/2020
Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Dr. Makoto Saito Department: Communication

Date of Last Evaluation: February 2, 2013 University: Westfield State University

Date of This Evaluation: December 9, 2019

Personnel Action Being Considered: Promotion to Full Professor

RECOMMENDATION: I am pleased to recommend Dr. Makoto Saito for promotion.

Dr. Makoto (Max) Saito was initially employed as Assistant Professor in the Department of Communication in September of 2007. He has been tenured, promoted to Associate Professor in 2013, and is now a candidate for promotion to Full Professor. In connection with that candidacy, he has been evaluated by his Department Chair, Sinuk Kang, and by his Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for promotion. After a thorough review of his materials, I can state with confidence that Dr. Saito has met the criteria for promotion for professor through a meritorious record of teaching, advising, scholarship, and service. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Saito teaches a range of courses for the Communication Department, including Introduction to Mass Communication, Global Communication, and Intercultural Communication. His Peer Evaluation Committee describes him as the “heart and spirit of the department’s Communication and Culture concentration” and praises him as “authentically student-centered.” The classroom observation forms by both his chair and Peer Evaluation Committee describe his efforts to connect meaningfully with his students, beginning with the song he sings at the beginning of every class to his various teaching strategies (hands-on learning, demonstrations, and collaborative quizzes) designed to engage students. In his binder, he includes syllabuses and assignments from the many classes that he teaches, and those materials are exceptionally well-prepared, evidence of the care he takes in designing his courses. His commitment to curricular innovation, including the development of a new minor in Human Rights and Social Justice, is impressive. His Peer Evaluation Committee notes that he “puts his heart and soul into connecting with the students and encouraging them to engage with the material.” His SIR IIIs are quite strong, consistently above the comparative mean, with especially high scores for faculty/student interaction.

Effective Advising Evidence:

Dr. Saito has an advising load of 30 students or more each semester, and he takes time to develop positive relationships with his students. His Peer Evaluation Committee notes that he “is a thoughtful, attentive advisor.” In his narrative, he writes that he spends between 30 and 50
minutes with each student talking about course selection and academic goals. He also fulfills his
advising responsibilities through his role as advisor to the Communication Club. As advisor, he
helps this active club plan regular community-building activities and field trips.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Contribution to the content of the discipline

During the review period, Dr. Saito has contributed to the content of the discipline through his
publications, presentations, and engagement with professional societies. He published a book
chapter entitled, “Ordinary Grocery Shopping for Promoting Peace and Justice: Global Impacts
of Being a Conscientious Shopper” in Communicating Differences: Culture, Media, Peace, and
Conflict Negotiation (Palgrave, 2015). A second book chapter, co-authored with Patricia
Covarrubias and Dani S. Kvam, “Radiants in Agony: Stressing Emotion, Personhood, and
Relation in Mexican, Mexicano(a), and Japanese Discourse” is forthcoming (his binder includes
a draft). He has also given six presentations at scholarly conferences, including the National
Communication Association and other national and international conferences. Additionally, he
was secretary for the Japan-U.S. Communication Association from 2013-2015.

Category II: PROFESSIONAL ACTIVITIES

Public service

Contributions to the professional growth and development of the university community
(including academic advising of students in excess of 30 assigned at the beginning of a
semester)

Dr. Saito has undertaken notable public service during the review period, and many of his
volunteer commitments in the community relate directly to his teaching and research interests
and thus benefit the university. For example, he has volunteered at Kinhaven Junior Session
(music camp) for four years, and his recent presentation in Finland at the Ethnography of
Communication conference grew out of this work. He served on the board of directors for the
River Valley Food Co-op for five years, and he has recently developed a course on food and
civic engagement. In addition, he has volunteered as a teacher and administrator for the Amherst
Japanese Language School, and he writes that he “incorporated many learning techniques and
approaches [he] learned at AJLS into the courses he taught at WSU.” He has also been a guest
lecturer on multiple occasions in Yamagata Prefecture, Japan. On campus, he has contributed to
the growth and development of the university by serving on multiple university-wide
committees, including the Promotions Committee, Academic Policies Committee, and Honors
Advisory Committee; currently he is a member of the All University Committee. He has also
helped with Henry’s Garden and participated in reading groups, fundraising events, recruitment
events, residential hall programming, among many other campus activities.
This is to certify that I have read this evaluation.
Dr. Max Saito  
Department of Communication  
Westfield State University  

Dear Dr. Saito:

The Committee on Promotions has reviewed your portfolio and is pleased to recommend you for promotion to Professor. You have demonstrated a well-rounded excellence in teaching, advising, continuing scholarship, public service, and contributions to the growth and development of Westfield State University. While we have made note here of some of your contributions to your discipline and the university, we are deeply impressed with the entirety of your scholarship, teaching, and service work.

It is clear from examining your promotion materials that you are deeply committed to the art and science of teaching. Your Peer-Evaluation Committee (PEC) commented very positively on your overall effectiveness as a teacher and highlighted your ability to create “a climate of mutual respect and acceptance” that affirms each student’s “essential value.” The Committee was impressed with your ongoing inquiry into how “ordinary people are contributing to peace and social justice through everyday communication practices” and your ability to invite students into this conversation through your teaching. Additionally, your collaboration with the Department of Political Science around creating a new interdisciplinary and timely minor in human rights and social justice is highly commendable.

Your record of continuing scholarship is broad and multifaceted, including a published book chapter, a forthcoming book chapter, presentations at local, national, and international conferences, and involvement in professional organizations in formal capacities such as secretary, editor, and reviewer. Your ongoing research on peace, justice, and food consumption is fascinating and holds critical relevance for our local, national, and global community.

Your service to your department and to the institution as a member of a variety of committees is exemplary, as is your public service to the greater community in the Connecticut River valley. The following quote from your PEC evaluation, “Dr. Saito is an outstanding departmental citizen…”, is followed by an impressive list of specific activities and examples related to your many service contributions. The Committee applauds your service to committees on campus, including the All University Committee, the Promotions Committee, and the Honors Advisory Committee. We also appreciate your service contributions as advisor to the Communication
Club, participant in various residence hall and campus reading group events, as well your service to area food co-ops and educational organizations (e.g. the Kinhaven Music School and the Japanese Language School).

We congratulate you on your many and varied accomplishments. This recommendation will be forwarded to the Vice President of Academic Affairs and Provost, Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Again, we wish you all the best as you continue your important work at Westfield State University.

Sincerely,

[Signature]

Terri Griffin, Ed.D.
Chair, Committee on Promotions
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: PROMOTION TO PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: CATHERINE SAVINI

RANK/DEPARTMENT: ASSOCIATE PROFESSOR/ENGLISH

CURRENT SALARY: $80,362.62

DATE OF HIRE: SEPTEMBER 1, 2009

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:

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<td>1995</td>
</tr>
<tr>
<td>M.A.</td>
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<td>2001</td>
</tr>
<tr>
<td>Ph.D.</td>
<td>New York University</td>
<td>2006</td>
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</table>

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Savini as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Todd. I concur with their conclusions that Dr. Savini has met the criteria established by the Agreement.

I recommend Dr. Savini be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

4/13/2020
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Dr. Catherine Savini  Department: English

Date of Last Evaluation: February 26, 2016 (for tenure)

University: Westfield State University

Date of This Evaluation: December 9, 2019

Personnel Action Being Considered: Promotion to Full Professor

RECOMMENDATION: I am pleased to recommend Dr. Savini for promotion.

Dr. Catherine Savini was initially employed as Assistant Professor in the Department of English in September of 2009. She was tenured in 2016 after promotion to Associate Professor in 2015, and is now a candidate for Promotion to Full Professor. In connection with that candidacy, she has been evaluated by her Department Chair, Stephen Adams, and by her Peer Evaluation Committee. Each evaluation and review has resulted in a positive recommendation for promotion. After my thorough review of her materials, I can state with confidence that Dr. Savini has met the criteria for promotion for professor through a meritorious record of teaching, advising, scholarship, service, and alternative professional responsibilities. Here are the reasons for my recommendation:

Areas of Evaluation

Effective Teaching Evidence:

Dr. Savini teaches composition and upper-level writing classes (most often English 301: Tutoring Writing) for the English Department. Because of her two alternative professional responsibilities, she usually teaches one course each semester. Her department chair observes that Dr. Savini “innovates continually in her teaching,” and her narrative outlines her development as an instructor of writing and her growing investments in fostering equity and inclusion in the writing classroom and in encouraging students to write for public audiences. Since the last review period, she has introduced contract grading, an approach that encourages students to focus less on grades and more on the hard work it takes to get better as a writer. She has also committed to anti-racist pedagogy and introduced a “seed text” model. Her Peer Evaluation Committee notes that Dr. Savini “positions students as creators/shapers of a course’s direction” and that she is “guided by a commitment to meeting students where they are.” The Peer Evaluation Committee’s classroom observation forms praise her “excellent classroom management” and characterize her as “a truly thoughtful professor.” The student work included in her materials (including three award-winning essays and many examples of public writing that students presented to real audiences on campus) provide further evidence of her teaching effectiveness. Dr. Savini’s SIR IIs are strong, with two sets significantly above the comparative mean and the others hovering slightly above or slightly below the comparative mean. Finally, her selection for the Faculty Center’s Campus Teaching Showcase demonstrates her colleagues’ respect for her teaching.
Effective Advising Evidence:

Dr. Savini routinely advises six to eight English majors and carries out these advising responsibilities thoughtfully. In addition, she informally advises students who work as tutors for the Reading and Writing Center. It is notable that she inspires students whom she mentors to take on leadership roles on campus and to present undergraduate research both on- and off-campus. Finally, she fulfills advising responsibilities as co-advisor for the “Tell Me About Your Day Club.”

Appendix A-I Areas for Evaluation (as designated by faculty member)

Category I: CONTINUING SCHOLARSHIP

Contribution to the content of the discipline

Since her last promotion, Dr. Savini has contributed to the discipline of writing center scholarship and writing pedagogy in significant ways. She published a peer-reviewed article entitled “A Writing Retreat at the Intersection of WAC and Civic Engagement” in Community Literacy Journal (2016) and has a second peer-reviewed article forthcoming in Praxis: A Writing Center Journal. A third article, on her use of “seed texts,” is under review. She has presented at six regional and national conferences, presenting along Westfield State students at four of them. One of the conferences, the Conference on College Composition and Communication, is the leading conference in the field of composition studies. Notably, just as she has committed to creating opportunities for students to write for public audiences, she herself has also published in public venues, in addition to the scholarly ones listed above. Her chair observes that “Dr. Savini is thus an active scholar whose scholarship and teaching are closely connected and mutually beneficial.”

Category II: PROFESSIONAL ACTIVITIES

Contributions to the professional growth and development of the university community

During the review period, Dr. Savini has been actively engaged in the university community and has contributed significantly to many committees and campus activities. At the department-level, she has been active member of the Composition Committee, completing reviews of syllabuses, leading professional development workshops, and serving on hiring committees. At the university-level, she has served on the Special Committee on Core Assessment; the Search Committee for the Dean of the College of Arts, Humanities, and Social Sciences; and as member of committees for the Faculty Center, Civic Learning and Democratic Engagement, and Student Success Working Group for the Parenzo Renovation. In addition, she has led sexual violence prevention workshops during orientation and volunteered at Fresh Check Day. It is clear that she has contributed actively to the larger campus community, as well as to her department.
Category III: ALTERNATIVE ASSIGNMENTS

Article XII, Section D, Alternative Professional Responsibilities Assignment
Reading and Writing Center Director
Writing Across the Curriculum Coordinator

As the Reading Writing Center director, Dr. Savini oversees a center with a staff of 10 to 20 (depending on the semester) that offers around 1000 sessions each year. Running the RWC, she notes, can be like running “a small business,” and she hires staff, manages a budget, trains writing consultants, collaborates with other offices on campus, and leads multiple professional development workshops and class visits. Her Peer Evaluation Committee comments that as RWC director, “she has the potential to touch or influence almost every student and instructor who works at WSU.” Her vision for the RWC is “to promote equity and inclusion,” and her efforts received recognition in a book published in April 2019. In Radical Writing Center Praxis: A Paradigm for Ethical Political Engagement (Utah State UP), Laura Greenfield writes that “Catherine Savini’s leadership at Westfield State is an exciting example” of the potential for writing centers to be committed to “transformative justice.” During the review period, she has redesigned the space of the RWC, coordinated peer writing coaches for different departments, and developed additional professional development trainings.

As Writing Across the Curriculum Coordinator, she has expanded the WAC program, offering new workshops, developing new partnerships, implementing the Written and Oral Communication (WOC) plans with five departments, and leading weekly reading and writing groups with faculty. She is careful to evaluate her work regularly and has included in her materials evidence of the effectiveness of the workshops and groups she has led. One faculty member notes, Dr. Savini “provided essential guidance as I develop criteria to assess students’ writing and learning” and has had a “profound impact on both my own teaching and written and oral communication instruction in the Biology department.” She writes that she is committed to “professional development that provokes transformation,” and the words of faculty in her materials speak to the transformative effect of WAC professional development opportunities.

Signature of Dean

December 9, 2019

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
Academic Affairs

January 20, 2020

Dr. Catherine Savini
English Department
Westfield State University

Dear Dr. Savini:

The Committee on Promotions has reviewed your application materials and has concluded that your substantial achievements in all categories of evaluation support an unequivocal recommendation for promotion to Full Professor. Your dedication to the mission, vision, and values of the university is commendable, as is your record of teaching, scholarship, and service. While we have made note here of some of your contributions to your discipline and the university, we are very impressed with the entirety of your teaching, scholarship, and service work.

The Committee recognizes your expertise in teaching and appreciates that you continue to challenge yourself by "staying attuned to changes in the field" and have recently focused your teaching work on developing proficiency in areas that include equitable writing instruction, writing for social change, and critical service learning. The Committee commends you for your attention to critical and anti-racist pedagogy and appreciates your discussion of how such a focus has influenced your teaching. One notable approach that you have recently incorporated into your courses is ‘contract grading’, an assessment framework that offers students input into the content and evaluation of their writing. Embracing this approach is one example of your commitment to inclusive teaching and anti-racist pedagogy. The student feedback you cited related to ‘contract grading’ highlights the power of this approach. Your commitment to equity and social change is also reflected in your design and implementation of a tutoring course that supports students in developing pedagogical skills related to the teaching of writing as well as skills related to working for equity across our campus. The strong evaluations from students regarding the quality and impact of your teaching are supported in full by the data and commentary provided by your Peer Evaluation Committee, your Chair, and your Dean. The Committee commends you for your both your excellence in teaching as well as your exemplary mentoring and support of your students.

Your contributions to the content of your discipline are laudable as well. Your publications in a range of venues including Huff Post, Scary Mommy, Praxis: A Writing Center Journal, and the Chronicle of Higher Education, reflect your commitment to using the power of the word for
engaging with diverse audiences, a commitment that serves as a powerful model for both your students and your colleagues. Given the extent to which you involve yourself in your teaching and scholarship, it is indeed commendable that you find time to be equally innovative and thoughtful in your role as Writing Across the Curriculum Coordinator and Director of the Reading and Writing Center. Both these roles demand a great deal of time, collaboration, and administrative expertise. In addition to the tutoring course for the Reading and Writing Center, you have developed numerous faculty workshops, writing groups, and retreats that have supported colleagues across the campus. Your collective body of work at the university highlights your impressive ability to weave together your teaching, scholarship, and service. Your dedication to your students, your department, and the university is simply outstanding. We congratulate you on your many and varied accomplishments.

You are a master teacher and prolific in your contributions to your field, your department, and the WSU community. You have exceeded the criteria for promotion to Full Professor and we applaud you. This recommendation will be forwarded to the Vice President of Academic Affairs, Provost Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Sincerely,

Terri Griffin, Ed.D.
Chair, Committee on Promotions
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: PROMOTION TO PROFESSOR
FUNDING SOURCE: STATE FUNDED
NAME: KAREN SLAYDK
RANK/DEPARTMENT: ASSOCIATE PROFESSOR/HEALTH SCIENCES
CURRENT SALARY: $88,434.00
DATE OF HIRE: SEPTEMBER 1, 2017
EFFECTIVE DATE: SEPTEMBER 1, 2020
DEGREES:
  A.S. Manchester Community College  1978
  M.S. Southern Connecticut State Univ.  1986
  Ph.D. University of Connecticut  1997

JUSTIFICATION:
In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Sladyk as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Mills. I concur with their conclusions that Dr. Sladyk has met the criteria established by the Agreement.

I recommend Dr. Sladyk be promoted to the rank of Professor.

Approved:

[Signature]

4/13/2020
Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN’S

EVALUATION AND RECOMMENDATION

Name: Karen Sladyk
Department: Health Sciences

Date of Last Evaluation: 02/15/19
University: Westfield State University

Date of This Evaluation: 3/9/2020

Personnel Action Being Considered: Promotion

RECOMMENDATION: I am pleased to recommend Dr. Sladyk for promotion.

Dr. Sladyk was initially employed as Associate Professor in the Department of Health Sciences in September of 2017. She is now a candidate for Promotion to Full Professor.

Areas of Evaluation
Prior to Westfield State University, Dr. Sladyk was Full Professor of Occupational Therapy at Bay Path University (1996-2017) and served as founding chair of said program from 1996 to 2009. Dr. Sladyk is Associate Professor of Health Science at Westfield State University. Dr. Sladyk was first hired in September 2017 to develop the Master’s Degree in Occupational Therapy. The pursuance of this program development was relinquished in spring 2018 by the University; subsequently, Dr. Sladyk began teaching in the undergraduate Bachelor of Science in Health Science program in fall 2018.

Effective Teaching Evidence:
Dr. Sladyk teaches in the area of health sciences and occupational therapy. Dr. Sladyk’s teaching philosophy is grounded in adult education theory underpinnings of “challenging,” “motivating,” and “transformative.” Dr. Sladyk believes in pushing students outside their comfort level (the challenge), engaging students in active listening and questioning (motivate), and showcasing pride in conversational knowledge of the subject matter (transformation). Dr. Sladyk uses integrative projects in course instruction as the foundation tool for executing her teaching philosophy. A licensed occupational therapist in the states of Connecticut and Massachusetts, this background provides a strong foundation that informs Dr. Sladyk’s teaching and practice.

Fall 2018 SIR II evaluations for Dr. Sladyk note initial challenges and a consequent effort to address with significant improvement. The PEC notes, “Dr. Sladyk is a master teacher…who consistently integrates clinically relevant material and action learning in her teaching; these practices enhance student thinking and learning.” All documents presented with the promotion portfolio, including the Peer Evaluation Committee (PEC) review, Department Chair review, SIR II evaluations, formal observations of teaching, and any included teaching narratives from the candidate or those assigned to formally review teaching effectiveness demonstrate evidence of clear teaching effectiveness.

In academic year 2018-2019, Dr. Sladyk was charged with the development and instruction of the
five major required core courses in the new Bachelor of Science in Health Science program. These courses are as follows: Introduction to Health Sciences (HESC 101), Human Assessment (HESC 201), Medical Ethics (HESC 250), Health Science Research (HESC 350), and Public Health Interventions (HESC 380). Dr. Sladyk is commended for her innovative and rigorous approach to instruction and successful teaching of the required courses in the inaugural year of the Bachelor of Science in Health Sciences.

Effective Advising Evidence:
Dr. Sladyk meets her contractual obligation in advising. She is currently the only full-time tenure track faculty member in the Bachelor of Science in Health Science degree program, advising 97 students per semester. Dr. Sladyk is commended for this work.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Contribution to the content of the discipline
   Dr. Sladyk is renowned for her publications in occupational therapy education. Since arriving at Westfield State University, Dr. Sladyk has developed the workbook “Medical Terminology Doodle for OT, PT, and Speech,” currently in press by Slack Inc., and is revising “The Successful Occupational Therapy Fieldwork Student,” also being published by Slack Inc. press. Dr. Sladyk has presented at the American Occupational Therapy Association national conference. Her most recent presentations include “Motivation and meaning of work to the people of Old Havana,” and “H.E.L.P Camp: Health career camp for high school students.”

   Closer to home, Dr. Sladyk is currently engaged in the development of a cross-university collaborative health science concentration in community health.

   Dr. Sladyk is commended for her continued scholarship and discipline curriculum improvements.

   b. Participation in or contribution to professional organizations and societies

   Dr. Sladyk is a member of local, regional and national discipline-related professional organizations and societies. Dr. Sladyk is a Fellow of the American Occupational Therapy Association, the Connecticut Occupational Therapy Association and the Phi Lambda Theta Honor Society, considered among the nation's most prestigious.

2. Professional Activities
   Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).

   Dr. Sladyk is actively engaged in the life of the institution. At Westfield State University, Dr. Sladyk has been a key asset at undergraduate Open House and Accepted Student Days events. She assists with the Physicians Assistant program Admissions Day – reviewing 100+ applications in one day, providing de-stressor activities to the Military Excellence Center and fundraising with FACES and “That Time of the Month” with TRIO to provide assistance for students in need. Dr. Sladyk founded the “Bates Hotel, an Alcohol Free Halloween Event” that engages students in health science content, engaging 150+ students and Westfield community members. Dr. Sladyk is
commended for this important work.

Although no documentation is provided within her dossier/portfolio, Dr. Sladyk currently serves as the program coordinator of the B.S. in Health Science. She meets regularly with the Dean of CEHHS and the Chair of the Health Science Department to discuss needs, direction, and the assurance of the success of the program. Dr. Sladyk has played a critical role in recruiting the inaugural class of the B.S. in Health Science. Recognizing the importance of the Health Science program to the institution, and its strategic plan, Dr. Sladyk envisioned and developed a proposal for a Health Sciences Learning Commons and Community Simulation Lab designed to teach students how to work with patients recovering from stroke, traumatic brain injury, orthopedic surgeries or other life-changing medical issues. Learning Commons and Community Simulation Laboratories are currently only in hospital settings; Dr. Sladyk envisioned Westfield State as an up and coming leader in the Health Professions and would be the only University in the country with such a space.

Dr. Sladyk’s teaching, scholarship and service highlights a unique contribution to Westfield State University. I am pleased to recommend Dr. Sladyk for promotion to Professor.

Signature of Dean
March 10, 2020
Date

This is to certify that I have read this evaluation.

Signature of Unit Member
Date
April 6, 2020

Dear Dr. Sladyk:

The Committee on Promotions has reviewed your portfolio and is pleased to recommend your promotion to Professor. Your record of teaching effectiveness, continued scholarship, and service are commendable.

The Committee acknowledges your commitment to teaching and your dedication to providing challenging, motivating, transformative, and creative learning opportunities for your students. Your ability to integrate your clinical experiences and scholarly work into your courses was evidenced across syllabi and student work samples. Your Chair, Peer Evaluation Committee, and Dean offered positive assessments of your teaching as well, with one colleague applauding your ability to create the type of learning environment that supports student success: “Dr. Sladyk has a genuine and easy demeanor that allows the students to feel comfortable and encouraged to ask questions.” Your Dean recognized your “innovative and rigorous approach to instruction” and noted that your student evaluations demonstrated steady improvement as you settled into your position of developing and teaching courses within our university’s new Health Sciences program.

Your scholarship via contributions to the discipline over the years includes numerous authored book chapters and practical resources for students entering the health professions, including the 2019 (in press) resource entitled “Medical Terminology Doodles for OT, PT, and Speech.” We applaud your commitment to lifelong learning, which is clearly demonstrated by your ongoing attention to your own clinical development as an Occupational Therapist and your engagement, as a participant and presenter, with a wide range of conferences and continuing education events. Your contributions to the content of your discipline and your participation in professional organizations and societies underscore your commitment to inquiry and scholarship.

Finally, we note that you have served the University Community admirably. You came to Westfield State to develop a graduate Occupational Therapy program and transitioned with grace to developing and teaching new courses in the university’s Health Science program. Your commitment to mentoring WSU students is impressive and the committee recognizes that you provide advisement to over 90 students. You have participated in search committees, curriculum...
committees, recruitment and assessment initiatives, collaborative partnerships with area community colleges, teaching initiatives within CGCE, and other endeavors that strengthen the healthcare focused programming at our university. The committee also noted your extensive volunteer service, both on campus and within our larger community.

Your teaching, scholarship, service to WSU and to the larger community are impressive and we recommend you for promotion to Professor. This recommendation will be forwarded to Vice President/Provost Diane Prusank. According to the M-1 Calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Committee on Promotions and will become an official part of your personnel file.

Again, we wish you all the best as you continue your important work at Westfield State University.

Sincerely,

Terri Griffin, Ed.D.
Chair, Committee on Promotions
WESTFIELD STATE UNIVERSITY
BOARD OF TRUSTEES PERSONNEL ACTION
April 30, 2020

TYPE OF ACTION: PROMOTION TO PROFESSOR
FUNDING SOURCE: STATE FUNDED
NAME: ROSEMARY SULLIVAN
RANK/DEPARTMENT: ASSOCIATE PROFESSOR/SOCIAL WORK
CURRENT SALARY: $ 76,434.03
DATE OF HIRE: SEPTEMBER 1, 2008
EFFECTIVE DATE: SEPTEMBER 1, 2020
DEGREES:
B.S. Guilford College 1996
M.S.W. The University of North Carolina 1999
Ph.D. Smith College 2009

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Sullivan as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Mills. I concur with their conclusions that Dr. Sullivan has met the criteria established by the Agreement.

I recommend Dr. Sullivan be promoted to the rank of Professor.

Approved:

Diane T. Prusank, Ph.D.  4/13/2020
Provost and Vice President, Academic Affairs  Date
APPENDIX G-1

DEAN’S

EVALUATION AND RECOMMENDATION

Name: Rose Sullivan

Department: Social Work

Date of Last Evaluation: 2/14/14

University: Westfield State University

Date of This Evaluation: 12/9/19

Personnel Action Being Considered: Promotion

RECOMMENDATION: I am pleased to recommend Dr. Sullivan for promotion to the rank of Full Professor.

Areas of Evaluation

Effective Teaching Evidence:
Dr. Sullivan’s classroom guiding principles include creating a classroom environment where students feel safe to learn, allow for personal value reflection and using multiple modalities that emphasize the understanding of “ethical quandaries” and “cultural competencies.” Dr. Sullivan’s experience as a Clinician, Outpatient Therapist, and Family Preservation Program Supervisor provides a strong foundation that informs her teaching and practice.

Dr. Sullivan’s teaching philosophy is vested in enabling students to develop “democratic dialogue” and “active engagement” with the course content. Dr. Sullivan believes in beginning course instruction by “starting where the students are” allowing for the development of classroom culture and challenging course development through group and individual work.

Dr. Sullivan’s work in course development resulted in a 2018 course of distinction award by the Massachusetts Colleges Online (MCO) for the development of her hybrid course Human Behavior in the Social Environment II. Dr. Sullivan’s narrative notes that this course was recognized for “the high quality of its content, its effectiveness in engaging students, its creativity, and the positive emotional reactions of students.”

All documents presented with the tenure portfolio, including the Peer Evaluation Committee (PEC) review, Department Chair review, SIR II evaluations, formal observations of teaching, the candidate’s teaching narrative, and student commentary demonstrates clear teaching effectiveness.

Dr. Sullivan is commended for her thoughtful, innovative, developmental and rigorous approach to instruction.

Effective Advising Evidence:

Dr. Sullivan provides advising to both Bachelor of Social Work (BSW) and Master of Social Work (MSW) students. The Chair of the Social Work Department notes that “Dr. Sullivan is a powerful advocate for providing support to students to ensure their ultimate success in coursework.” The PEC also notes that Dr. Sullivan is “a reliable and helpful advisor....Students flock to see her for assistance in course registration...and revel in her support and mentorship.”
Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Contribution to the content of the discipline

Dr. Sullivan is a noted researcher in the area of gender and family violence. Dr. Sullivan is currently co-editor of the book “Gender Violence: Interdisciplinary Perspectives 3rd Edition” to be published in 2020 by New York University Press. Dr. Sullivan has made seven scholarly presentations in this evaluation period. Dr. Sullivan has published one journal article “A Different Kind of Fraternity: Group Dynamics and Psychological Change in Male Batterers,” In Smith College Studies in Social Work. Dr. Sullivan has also two unpublished manuscripts. Continuing in this vein Dr. Sullivan developed the manuscript “The Many Paradoxes of Violence” in 2017 as well as “Creating Space: Student-Faculty Collaboration in Research.” Dr. Sullivan has also served as Principal Investigator on a Westfield State University undergraduate research grant to develop and train faculty and students in peer-support modeling to increase retention with Westfield State University TRIO and Urban Education students.

Dr. Sullivan is commended for this timely and important research work.

2. Professional Activities
   a. Public Service

Dr. Sullivan is an active, contributor to the life of Westfield State University at both the department and wider university level. Dr. Sullivan’s curriculum vitae (CV) and personal narrative notes that she has served on 9+ department committees.

Dr. Sullivan, at the university level, has served as a member of the University Strategic Planning Committee and as Hoo Day of Dialogue Facilitator.

In the wider community, for the last five years Dr. Sullivan has provided yearly professional training at Family Service of Piedmont in Greensboro, North Carolina. Closer to home, Dr. Sullivan has worked with the Haydenville Congregational Church in Haydenville MA on “Helping children cope and manage experience of loss.”

Dr. Sullivan has successfully met the criteria for promotion to the rank of Full Professor at Westfield State University and I am pleased to recommend her for this promotion.

Signature of Dean

Date

This is to certify that I have read this evaluation.

Signature of Unit Member

Date
Dr. Rosemary Sullivan  
Department of Social Work  
Westfield State University  

Dear Dr. Sullivan:

The Committee on Promotions has reviewed your portfolio and is pleased to recommend your promotion to Full Professor. Your record of teaching effectiveness, continued scholarship, and service are commendable.

Your Chair, Peer Evaluation Committee, and Dean offer laudatory assessments of your teaching noting that “she is able to build a strong, trusting relationship with her class, creating a safe place for students to take risks.” Your use of different teaching methods, including lectures, discussions, videos, small group activities and group processing, shows the depth of your expertise as an educator. Your attention to creating a safe learning environment encourages critical thinking and provides the safety for students to engage actively with learning. Your thoughtfulness and introspection about the relationship between teacher and student and the role of the inherent power differential in that relationship is worthy of consideration by all who teach. You describe that you “start where the students are and position myself slightly above the academic level of the class.”

The caring and thoughtful way you utilize teaching techniques supports students’ growth from where they begin to their full potential. The work you have undertaken in online and hybrid course development is also commendable and the Committee applauds your efforts to develop the course, Human Behavior in the Social Environment II, which was a recipient of a 2018 Course of Distinction Award from Massachusetts Colleges Online.

Your continued scholarship via contributions to the discipline has steadily grown over your years at Westfield State University. You have presented at six different juried, national and international conferences. You describe the substantial work done as co-editor with two colleagues on the upcoming 2020 publication of the book entitled Gender Violence: Interdisciplinary Perspectives (3rd edition). While engaged in your work on the book, you submitted a manuscript for publication entitled The Many Paradoxes of Violence (2019) and have a manuscript in progress entitled Faculty mentoring of Marginalized Students: A Case Study. In 2017, you were awarded an Undergraduate Research Grant of $2500.00 to train 22 students and three WSU professionals in TRIO and Urban Education in a peer support model as an intervention to increase student retention.
Your contributions extend beyond what is described here and we commend you for your overall dedication to inquiry and scholarship.

Finally, we note that you have served the University Community admirably. Your service to the expansion of your department, through your wisdom and leadership, helped the BSW and MSW grow and become a vibrant part of our institution. You’ve participated in three search committees in your department, the WSU Strategic Planning Committee, and acted as moderator for the Hoo Days of Dialogue to create a space to process, and respond to, the racist and homophobic events on campus.

In addition to your thoughtful teaching, contributions to your discipline, and service to your department and the WSU community, you have dedicated yourself to supporting the larger community using your knowledge and experience. Those contributions include, but are not limited to, your professional training for Family Service of the Piedmont Staff Development (2014-2018) Greensboro, North Carolina. The topics of your training, such as “Psychotherapy with Sexual Abuse Survivors” and “The Role of Parenting Styles in Child Abuse and Neglect,” are specific and necessitate the level of expertise you offer. You have also contributed Professional Consultation and Supervision for the Family Preservation Therapy Team at Family Service of the Piedmont (2016-2018) in Greensboro, North Carolina. Examples of the topics offered to this team included “Suicide and Homicide Assessment in High Risk Families” and “Specialized Risk Assessment in Families with Psychotic Caregivers.” These highly specialized and challenging topics certainly require a great deal of preparation. Your generosity and commitment to service is admirable.

Your teaching, scholarship, service to WSU and to the larger community are impressive and the fact that much of this work occurred simultaneously, is remarkable. We strongly recommend you for promotion to Full Professor and congratulate you for your excellent work.

This recommendation will be forwarded to Vice President/Provost Diane Prusank. According to the M-1 Calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Committee on Promotions and will become an official part of your personnel file.

Again, we wish you all the best as you continue your important work at Westfield State University.

Sincerely,

[Signature]

Terri Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO ASSOCIATE PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: TRACEY MCLEOD

RANK/DEPARTMENT: ASSISTANT PROFESSOR/EDUCATION

CURRENT SALARY: $71,787.60

DATE OF HIRE: SEPTEMBER 1, 2017

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
B.S. University of Wisconsin 2003
M.S. University of Wisconsin 2005
Ph.D. University of Miami 2013

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. McLeod as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Mills.

I recommend Dr. McLeod be promoted to the rank of Associate Professor.

Approved:

______________________________  4/13/2020
Diane T. Prusank, Ph.D.          Date
Provost and Vice President, Academic Affairs
APPENDIX G-1

DEAN'S
EVALUATION AND RECOMMENDATION

Name: Tracey McLeod  Department: Education

Date of Last Evaluation: 1/2/19  University: Westfield State University

Date of This Evaluation: 12/9/19

Personnel Action Being Considered: Promotion

RECOMMENDATION: Dr. McLeod is not recommended for Promotion at this time.

Areas of Evaluation

Dr. McLeod meets the contractual obligation of time in rank as she was an Assistant Professor at the Sage Colleges from 2013-2017. Dr. McLeod arrived at Westfield State University in Fall 2017 and was evaluated for Second Year Reappointment on 1/2/19.

Effective Teaching Evidence:
Dr. McLeod’s Department Chair and PEC have recommended her for promotion to Associate Professor. Despite this recommendation, I do not see adequate evidence of meritorious performance in the category of teaching effectiveness.

Dr. McLeod has submitted three semesters worth of materials that include course syllabi, student response to instruction, and course content material. The SIRSII demonstrate some, but there is room for improvement. For example, the SIRS II for EDUC 0377 in fall 2017 had an overall mean of 2.13-, increased to 4.70 in spring 2018. In spring 2019, this same class had an overall mean of 2.00-.

I acknowledge Dr. McLeod’s discussion of the challenges she has encountered regarding being a female black professor in a predominantly white institution. Dr. McLeod discusses this issue as a contributing factor to her low SIRS II. I would note as well, though, that Dr. McLeod’s narrative acknowledges that she has spent time adjusting to the student population at WSU as she perceives them. For instance, Dr. McLeod’s narrative refers to students expecting higher grades than the quality of their work merit or having to decrease her expectations to meet the demands of a course with a significant number of students diagnosed with learning disabilities. This also makes it difficult to truly capture who she has become as an educator during her time at WSU.

The combination of the low evaluations, the acknowledgement of needing time to adjust teaching methods and strategies to a new student body and not enough materials – that is, three semesters – to discern a pattern that supports meritorious performance as an instructor has contributed to my recommendation.

Dr. McLeod is commended for taking the necessary steps to improve course instruction, and in addressing issues that have risen in her teaching during her time at WSU. However, the MSCA Bargaining Agreement requires for promotion, meritorious performance including in the area of
teaching effectiveness. With more time, Dr. McLeod will achieve this goal.

Effective Advising Evidence:
Dr. McLeod’s department chair and PEC note her role in advising the students in the special education major. Dr. McLeod has 85 graduate and undergraduate students.

Appendix A-1 Areas for Evaluation (as designated by faculty member)

1. Continuing Scholarship
   a. Participation in or contribution to professional organizations and societies

Dr. McLeod’s contributions to professional organizations include serving as international advisor to the National Special Education Congress in Turkey.

Dr. McLeod has been a volunteer to Canaan Children Transit Center, Uganda East Africa conducting free educational workshops on special education with local teachers. Dr. McLeod is to be commended for this work.

   b. Research as demonstrated by published or unpublished work
Dr. McLeod’s research specialty is in the field of challenges experienced by culturally and linguistically diverse families with students with special needs. Dr. McLeod has produced three unpublished manuscripts: “Culturally and Linguistically Diverse Families and School-based Partnerships: Building Understanding and Relationships in Service of Children with Disabilities,” “Challenges for Culturally and Linguistically Diverse Families as Parent-Educator Partners in Special Education Services, Action in Teacher Education,” and “Transplanting the Constructs of Disability and Special Education with Immigrant Families of Children with Disabilities.” The latter manuscript is currently being reviewed by the Journal of Remedial and Special Education.

Dr. McLeod has four presentations at discipline specific conferences. These include: “Foundational Pillars of Teacher Preparation: Exploring Approaches to Preparing Special Education Teachers in Jamaica” at the Biannual Caribbean Conference St. Augustine, Trinidad & Tobago; "Special Education in Jamaica: An Oppressive Legacy of the History of Formal British Colonization" at the 27th Annual British Commonwealth and Postcolonial Studies Conference Savannah Ga., and, "A Slow Death Spiral": The Plight of Special Education Programs and Service Delivery in Rural Public Schools," at The Annual American Council on Rural Special Education (ACRES), Salt Lake City, Utah.

Dr. McLeod is to be commended for this work.

2. Professional Activities
   a. Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).

Dr. McLeod contributes to the professional growth of her home department and overall university community. Dr. McLeod has served as a member of the department scholarship committee, and at
the university level as a WSU's *Historical Journal of Massachusetts* Reviewer.

Dr. McLeod’s narrative and PEC note her service on the department’s faculty search committees both full-time tenure track and full-time temporary positions as well as Dr. McLeod’s service as an elected member of the Graduate Education Council, and as CGCE Special Education Advisor.

*b. Other*

*AERA Conference Reviewer; Manuscript Reviewer*

Dr. McLeod served as reviewer for the American Educational Research Association 2020 conference and is charged with reviewing nine submissions.

[Signature]

December 9, 2019

Date

This is to certify that I have read this evaluation.

[Signature]

Date
January 20, 2020

Dr. Tracy McLeod
Department of Education
Westfield State University

Dear Dr. McLeod:

The Promotion Committee has reviewed your portfolio and we find your teaching, your contributions to your discipline, and your service to our university community to be commensurate with promotion to the rank of Associate Professor. We are pleased to recommend your promotion. We understand from our review of your materials that while your Peer Evaluation Committee and Chair strongly supported this action, your Dean did not. While all parties concurred that your history of scholarship and service were meritorious and your Peer Evaluation Committee and department Chair assessed your teaching to be meritorious as well, your Dean stated she did “not see adequate evidence of meritorious performance in the category of teaching effectiveness.” With respect for the integrity of this process, we carefully examined your portfolio and the artifacts related to your teaching effectiveness and concluded that the evidence for meritorious performance is well documented. Given the above noted disparity in the assessment of your teaching record, we will address that area of your work in this letter with more detail after reflecting upon, and commending you for, your outstanding contributions to the content of your discipline and your service to your department, the university, and the broader community.

The Promotion Committee applauds your continuing scholarship, as did your Peer Evaluation Committee, your Chair, and your Dean. Your Peer Evaluation Committee, for example, called attention to your four years of scholarship at the Sage Colleges as well as your scholarly work at our university. While at Sage, you mentored many graduate students as they completed a capstone project and presented their research at the Sage Colleges Annual Graduate Symposium and subsequently presented alongside one of those students at the American Educational Research Association. You were awarded the Schacht Faculty Research Award and conducted a small research study and presented it at both the college and the American Council on Rural Special Education conference. The committee found noteworthy your efforts to apply for a number of grants, including a Spencer Foundation and a National Science Foundation grant, while managing a heavy course load and numerous administrative duties during your four years at the Sage Colleges. Although these larger grants were not funded, we acknowledge the research, writing, and learning involved in that highly competitive process. We appreciated your discussion of your scholarship in your narrative (pages 10-12) and recognize that your prior research and scholarship has informed your more current work at our university in important ways. Since your arrival at Westfield State, you have continued to pursue research and grant funding opportunities in collaboration with colleagues at other universities. You continue to examine teacher preparation in special education in Jamaica and in the United States and have presented your research at the 27th British Commonwealth and Postcolonial Studies Conference, the Biannual Caribbean Conference, and will be presenting at both the Council for Exceptional Children’s annual conference and the American Educational Research Association conference this spring. You have written a number of manuscripts that explore the intersection of disability, immigration, cultural and linguistic diversity,
and special education service delivery, and one of these manuscripts, "Transplanting the Constructs of Disability and Special Education with Immigrant Families of Children with Disabilities", is currently under review. The committee is impressed with your ongoing commitment to research and professional development.

In addition to your excellence in scholarship, your service to the growth of your department and our university has been outstanding and we applaud this work in concert with your Peer Evaluation Committee, Chair, and Dean. Your excellent track record of service at the Sage Colleges, highlighted by your work as Program Director for two graduate programs, your oversight of NCATE/CAEP accreditation, and your service on numerous committees, continues to be evidenced in your work at our university. You have served on several departmental search committees since joining the Education Department, including serving as Co-Chair on a tenure track search committee. Your commitment to the department’s Antiracist Education Committee has supported both faculty and students in their efforts to align their teaching with the mission of the department. Your service on the Scholarship Committee and support of the department’s Student Education Association of Massachusetts chapter indicate your commitment to our students. Your contributions to our university are laudable as well. You serve as Coordinator of the CGCE Special Education program, a member of the Graduate Education Council, and a reviewer for the WSU Historical Journal. You have also found time to contribute more broadly to the community by reviewing conference submissions for AERA, serving as an advisor to the Scientific Committee for the National Special Education Congress, and working with the Canaan Children’s Transit Center. The quality and depth of your service to the academic and global community is commendable.

Finally, with regards to your teaching record, it is clear to the Committee that you have established a strong pattern of teaching effectiveness over your 11 semesters of teaching that include your faculty appointments at both the Sage Colleges and Westfield State. During your four years at the Sage Colleges, for example, your student evaluations clearly indicate your effectiveness as a course instructor. Sage students typically rated your pedagogical effectiveness between 3 and 4.5 (on a scale of 1 to 5). Moreover, since joining the faculty at Westfield State, with the exception of overall ratings from your first semester of teaching, this clear pattern of teaching effectiveness has persisted. An examination of the SIR II indicator of overall teaching effectiveness (SIR II Question #40) for your initial semester at Westfield State, for example, reveals that 3 of your 4 course evaluation ratings hovered around 2, with one course’s rating for that question surpassing 4. The mean rating for that ‘overall teaching effectiveness’ item was 2.54, suggesting a dip below the clear standard of teaching effectiveness established during your 4 years at the Sage Colleges. This dip, however, was only an aberration from your pattern of effective teaching, given subsequent data from SIR II evaluations for your second and third semester at Westfield State reveal ratings on Question #40 to be above 3, ratings that essentially confirm the pattern for effective teaching that characterize your teaching over the years (see Table 1 below).

Table 1. Mean SIR II Ratings for Question #40 (“Rate the quality of instruction in this course as it contributed to your learning.”)

<table>
<thead>
<tr>
<th>WSU Semester</th>
<th>1 (Fall 2017)</th>
<th>2 (Spring 2018)</th>
<th>3 (Spring 2019)</th>
</tr>
</thead>
<tbody>
<tr>
<td>SIR II Rating</td>
<td>2.54</td>
<td>3.12</td>
<td>3.28</td>
</tr>
</tbody>
</table>
As a Committee, we recognize that your first semester of teaching at our university was challenging, suggested by 3 out of 4 of your student evaluations that semester, yet reflected upon with critical context and perspective in your narrative (pages 20-23) and addressed thoughtfully in commentary provided by your Chair. The transition from teaching primarily graduate to undergraduate students, the intensity of racial strife on our campus the fall you joined our faculty, and the propensity for student bias in evaluating faculty of color, certainly contributed to the challenges you encountered during your first semester at Westfield State University.

In light of all available data, we conclude with confidence that student evaluations from your initial semester of teaching at Westfield State do not aptly characterize the overall pattern of your teaching effectiveness. In fact, the pattern that we discerned after careful review of student evaluation data from the Sage Colleges and Westfield State is one of overall excellence that can be characterized as “meritorious.” This pattern indicates you to be a teacher who is typically rated for overall effectiveness at levels ranging from 3.0 to 4.5, with solid evidence of continued reflection and growth. This pattern is confirmed by the observational data provided by your Peer Evaluation Committee and Chair, as well as by your thoughtful and evidence-based response to the Dean’s evaluation. Your attention to well-structured lessons, your ability to adjust your practice in response to student feedback and assessment, your sensitivity to learner variability, your commitment to holding all your students to high expectations, and your ongoing critical reflection are established clearly in your peer and Chair observations and evaluative comments, as well as in formative and summative feedback provided to you by our students in their own words. These multiple data sources for feedback on your teaching confirm the overall pattern of teaching excellence we noted in our examination of your evaluations from the Sage Colleges and Westfield State. We applaud both the overall excellence of your teaching and your ongoing dedication to refining your expertise in both the art and science of teaching.

According to our faculty contract, candidates seeking rank of Associate Professor must have a minimum of 6 years of full-time experience in teaching (page 259). You have met this requirement as well as expectations for excellence in the areas of teaching, scholarship, and service. We congratulate you on your many accomplishments and look forward to your continued success at Westfield State University. This recommendation will be forwarded to the Vice President of Academic Affairs and Provost, Diane Prusark. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Promotions Committee and will become an official part of your personnel file.

Again, we wish you all the best as you continue your important work at Westfield State University.

Sincerely,

[Signature]

Terri M. Griffin, Ed.D.
Chair, Committee on Promotions
TYPE OF ACTION: PROMOTION TO ASSOCIATE PROFESSOR

FUNDING SOURCE: STATE FUNDED

NAME: MIRIAM TAGER

RANK/DEPARTMENT: ASSISTANT PROFESSOR/EDUCATION

CURRENT SALARY: $ 72,663.64

DATE OF HIRE: SEPTEMBER 1, 2015

EFFECTIVE DATE: SEPTEMBER 1, 2020

DEGREES:
B.A. Sarah Lawrence College 1987
M.S.E. Bank Street College of Education 1998
Ph.D. The City University of New York 2015

JUSTIFICATION:

In accordance with the process established by the Agreement, I have reviewed the materials submitted by Dr. Tager as well as her personnel file and all evaluation materials considered by or provided by her chair, the Committee on Promotions, and Dean Mills. I concur with their conclusions that Dr. Tager has met the criteria established by the Agreement.

I recommend Dr. Tager be promoted to the rank of Associate Professor.

Approved:

Diane T. Prusank, Ph.D.
Provost and Vice President, Academic Affairs

4/13/2020
APPENDIX G-1

DEAN'S

EVALUATION AND RECOMMENDATION

Name: Miriam Tager                    Department: Education

Date of Last Evaluation: 2/15/19       University: Westfield State University

Date of This Evaluation: 12/9/19

Personnel Action Being Considered: Promotion

RECOMMENDATION: I am pleased to recommend Dr. Miriam Tager for promotion to Associate Professor.

Dr. Miriam Tager was initially employed as Assistant Professor in the Department of Education in September of 2015. She was last evaluated for Fourth Year Reappointment on 2/15/19.

Areas of Evaluation

Effective Teaching Evidence:
Dr. Tager is a highly effective teacher in the field of Early Childhood Education. Dr. Tager teaches primarily the core courses in the Early Childhood Education curriculum. Dr Tager’s creative course delivery approaches and improvements in course instruction across the Early Childhood Education curriculum such as Early Childhood Curriculum EDUC308 and Early Intervention Birth to Five (EDUC 381) are evidenced in her dossier. All documents presented with the promotion portfolio, including the Peer Evaluation Committee (PEC) review, excellent SIR II evaluations, formal observations of teaching, personal teaching narrative and assessment from those assigned to formally review her teaching efficacy provides demonstrable evidence of clear teaching effectiveness and a robust scaffolding of pedagogy in the field of early childhood education.

Dr. Tager’s teaching excellence is highlighted by her nomination for the Westfield State University, John F. Nevins Outstanding Educator Award in 2018.

Procedural note:
The Education Department, in planning for Dr. Tager's STARS semester in Fall 2019 observed her classes in Spring 2019. This procedure aligns with Article VIII Section b. iv. of the MSCA Collective Bargaining Agreement. Article VIII Section b. also notes that "each member of the committee shall observe one (1) course that is taught by such faculty member for the purpose of evaluating his/her teaching effectiveness". Dr. Tager was observed by last year's PEC. The current PEC that wrote Dr. Tager's D 1(a) form only includes one member of that committee. Thus, this evaluation does not include observations from two current members of this year's PEC.

Effective Advising Evidence:
Dr. Tager’s department chair (D-2(a)) notes that she currently advises 54 students who are working towards initial licensure in Early Childhood Education. Dr Tager's focus in advising is ensuring students are able to “critically reflect on their long-term goals.”

Appendix A-1 Areas for Evaluation (as designated by faculty member)
1. **Continuing Scholarship**
   
   a. **Contribution to the content of the discipline**

   Dr. Tager has engaged in continued contributions to the discipline presenting her work at the American Educational Research Association (AERA) conference as well as at the Reconceptualizing Early Childhood Education (RECE) annual conference. Dr. Tager has also conducted invited lectures at Westfield State University on Early Childhood Education in New Zealand (February 2018) and at the Graduate Center of New York (April 2018).

   b. **Research as demonstrated by published or unpublished work**

   Dr. Tager is a productive scholar who published two books during the evaluation period. Dr. Tager’s “Challenging the School Readiness Agenda in Early Childhood Education,” was published by Routledge Publishing in March 2017. Dr. Tager’s second book was published on November 10, 2019, “Technology Segregation: Disrupting Racist Frameworks in Early Childhood Education,” by Rowman and Littlefield Publishers. Dr. Tager received a Semester Time Award Release (STARS) award, to pursue a follow-up book project to Technology Segregation in which she explores early childhood classrooms that are actively teaching anti-racist practices.

   Dr. Tager is commended for her continued scholarship in the field of Early Childhood Education.

2. **Professional Activities**
   
   a. **Contributions to the professional growth of the university community (including advising of students in excess of 30 assigned at the beginning of the semester).**

   Dr. Tager is an active, contributor to the life of Westfield State University at both the department and wider university level. Within the Education department, Dr. Tager has served on eight department level committees including the Education Curriculum Committee, Technical Dispositions Committee and the Anti-Racist pedagogy Committee which she co-chairs. At the university level, Dr. Tager has served as a member of the Curriculum Committee and continuously engages in curriculum improvements for the education department curriculum through participation on the Teacher Education Council (TEC).

   Dr. Tager is commended for this important work.

3. **Alternative Assignments**
   
   a. **Article XII, Section D, Alternative Professional Responsibilities Assignment**

   Dr. Tager’s Alternative Professional Responsibilities (APR) includes working as the faculty liaison for the Westfield Professional Development Schools (WPDS) Network supporting student teachers in field, including attending planning meetings, seminars for pre-practicum and practicum students and meeting with related partners to ensure students are prepared for school environment.

   Dr. Tager is commended for this valuable work in ensuring our students are appropriately prepared for teaching practicum.

   Dr. Tager’s teaching, scholarship and service highlights a unique contribution to Westfield State University. I am pleased to recommend Dr. Miriam Tager for promotion to Associate Professor.
This is to certify that I have read this evaluation.
Dr. Miriam Tager  
Department of Education  
Westfield State University  

Dear Dr. Tager:

The Committee on Promotions has reviewed your portfolio and is pleased to recommend your promotion to the rank of Associate Professor. Your record of teaching effectiveness, student advising, contributions to the discipline, and service to Westfield State University are exemplary.

The committee applauds your commitment to teaching. You bring a critical lens to teacher preparation in the area of Early Childhood Education and support your students at both the undergraduate and graduate level in their efforts to develop racial literacy and anti-racist pedagogies. Your own background as an early childhood teacher has clearly enhanced your work as a teacher educator and your ability to blend theory and practice in your teaching is commendable. Your skill in anchoring your courses around issues of equity while attending to the many demands posed by state and national accreditation agencies is impressive. Your focus on meeting the needs of all learners and your responsiveness to student feedback are reflected in your consistently strong SIR II ratings. The committee notes that you teach key courses for the Early Childhood major at both undergraduate and graduate levels and have expertise in a range of curricular areas. Your new course, *The Social Foundations of Early Childhood Education*, will enhance the quality of the Early Childhood program at our university. The Committee appreciates that you make every effort to bring your own learning from your conferences and visits to early childhood programs in countries such as New Zealand, Denmark, and Canada, to your students. Your attention to local, national, and global perspectives on Early Childhood Education enriches the learning experiences of your students. Your dedication to students is also evidenced in your approach to advisement. While you carry an advising load of over 50 students per semester, you take the time to mentor your advisees and support their personal growth and professional development. You also manage to find time to advise Honors students and supervise teacher candidates during their practicum semester. Westfield State students are fortunate to have many contexts in which to engage with your pedagogical expertise.

This Committee offers laudatory assessments of your scholarship as well. Since your arrival in 2015, you’ve published two monographs and received a S.T.A.R.S release this fall to work on a third. Your ongoing research related to that release, an analysis of interviews conducted with teachers who embrace anti-racist pedagogies, will contribute in a powerful way to the field of Early Childhood Education. Your published and forthcoming books, along with your
contributions to journals and conferences, underscore your deep commitment to research and scholarship. You’ve engaged with the field at the national and international level in other ways as well by reviewing for journals, conferences, and by serving on the Program Committee for Reconceptualizing Early Childhood Education. The Committee views your contributions to the content of the discipline to be outstanding.

Your record of service to your department and to the University is excellent as well. You have served your department in meaningful ways as a member of the Curriculum Committee, the Anti-racist Education Committee, and by serving on several Search Committees, including assuming the role of Co-Chair of the Critical Multicultural Education Search Committee. Your service to the University on the All University Committee and your additional work participating in the Westfield State University’s Professional Development School partnership enhance the functioning of the University and contribute to the broader PK-12 learning community.

Based upon your portfolio, the Committee on Promotions concurs with your PEC, Department Chair, and your Dean, that you have met the contractual requirements for the rank of Associate Professor. This recommendation will be forwarded to the Vice President of Academic Affairs and Provost, Diane Prusank. According to the M-1 calendar, you have seven (7) days to respond to this evaluation. Your response, should you have one, should be directed to the Chair of the Committee on Promotions and will become an official part of your personnel file.

Congratulations on your accomplishments. We look forward to your continued contributions to our university community.

Sincerely,

[Signature]

Terri M. Griffin, Ed.D.
Chair, Committee on Promotions
MOTION

To engage the accounting firm of O’Connor and Drew, P.C. for FY20 audit services.
April 30, 2020

Mr. Paul Boudreau
Audit Committee Chair
Westfield State University
577 Western Avenue
Westfield, MA 01086

Dear Mr. Paul Boudreau:

We are pleased to confirm our understanding of the services we are to provide Westfield State University (the “University”) for the year ended June 30, 2020.

We will audit the financial statements of the University as of and for the year ended June 30, 2020, including the related notes to the financial statements, which collectively comprise the basic financial statements. Accounting standards generally accepted in the United States of America provide for certain required supplementary information (RSI), such as management’s discussion and analysis, to supplement the University’s basic financial statements. Such information, although not a part of the basic financial statements, is required by the Governmental Accounting Standards Board who considers it to be an essential part of financial reporting for placing the basic financial statements in an appropriate operational, economic, or historical context. As part of our engagement, we will apply certain limited procedures to the University's RSI in accordance with auditing standards generally accepted in the United States of America. These limited procedures will consist of inquiries of management regarding the methods of preparing the information and comparing the information for consistency with management's responses to our inquiries, the basic financial statements, and other knowledge we obtained during our audit of the basic financial statements. We will not express an opinion or provide any assurance on the information because the limited procedures do not provide us with sufficient evidence to express an opinion or provide any assurance. The following RSI is required by generally accepted accounting principles and will be subjected to certain limited procedures, but will not be audited:

- Management’s Discussion and Analysis
- Schedules of the University's Proportionate Share of the Net Pension Liability
- Schedules of the University's Contributions
- Notes to the Required Supplementary Information
Audit Objectives

The objective of our audit is the expression of an opinion as to whether your basic financial statements are fairly presented, in all material respects, in conformity with U.S. generally accepted accounting principles and to report on the fairness of the supplementary information referred to in the second paragraph when considered in relation to the financial statements as a whole. Our audit will be conducted in accordance with auditing standards generally accepted in the United States of America and the standards for financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; the Single Audit Act Amendments of 1996; and the provisions of Uniform Administrative Requirements, Cost Principles, and Audit Requirements as issued by OMB, and will include tests of accounting records of the University, a determination of major program(s) in accordance with Uniform Administrative Requirements, Cost Principles, and Audit Requirements as issued by OMB, and other procedures we consider necessary to enable us to express such an opinion and to render the required reports. We will issue a written report upon completion of our audit of the University’s financial statements. Our reports will be addressed to The Board of Trustees of Westfield State University. We cannot provide assurance that unmodified opinions will be expressed. Circumstances may arise in which it is necessary for us to modify our opinions or add emphasis-of-matter or other-matter paragraphs. If our opinions on the financial statements are other than unmodified, we will discuss the reasons with you in advance. If, for any reason, we are unable to complete the audit or are unable to form or have not formed opinions, we may decline to express opinions or issue reports, or may withdraw from this engagement.

We will also provide a report (that does not include an opinion) on internal control related to the financial statements and compliance with the provisions of laws, regulations, contracts, and grant agreements, noncompliance with which could have a material effect on the financial statements as required by *Government Auditing Standards*. The report on internal control and on compliance and other matters will include a paragraph that states (1) that the purpose of the report is solely to describe the scope of 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 on compliance, and (2) that the report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University’s internal control and compliance. The paragraph will also state that the report is not suitable for any other purpose, and (3) that internal control related to major programs and an opinion (or disclaimer of opinion) on compliance with laws, regulations, and the provisions of contracts or grant agreements that could have a direct and material effect on each major program in accordance with the Single Audit Act Amendments of 1996 and Uniform Administrative Requirements, Cost Principles, and Audit Requirements as issued by OMB. If during our audit we become aware that the University is subject to an audit requirement that is not encompassed in the terms of this engagement, we will communicate to management and those charged with governance that an audit in accordance with U.S. generally accepted auditing standards and the standards for financial audits contained in *Government Auditing Standards* may not satisfy the relevant legal, regulatory, or contractual requirements.
Audit Procedures- General

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements. We will plan and perform the audit to obtain reasonable rather than absolute assurance about whether the financial statements are free of material misstatement, whether from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the University or to acts by management or employees acting on behalf of the University.

Because of the inherent limitations of an audit, combined with the inherent limitations of internal control, and because we will not perform a detailed examination of all transactions, there is a risk that material misstatements may exist and not be detected by us, even though the audit is properly planned and performed in accordance with U.S. generally accepted auditing standards and Government Auditing Standards. In addition, an audit is not designed to detect immaterial misstatements or violations of laws or governmental regulations that do not have a direct and material effect on the financial statements. However, we will inform the appropriate level of management of any material errors, any fraudulent financial reporting, or misappropriation of assets that come to our attention. We will include such matters in the reports required for a Single Audit. We will also inform the appropriate level of management of any violations of laws or governmental regulations that come to our attention, unless clearly inconsequential, and of any material abuse that comes to our attention. Our responsibility as auditors is limited to the period covered by our audit and does not extend to later periods for which we are not engaged as auditors.

Our procedures will include tests of documentary evidence supporting the transactions recorded in the accounts, and may include tests of the physical existence of inventories, and direct confirmation of receivables and certain other assets and liabilities by correspondence with selected individuals, funding sources, creditors, and financial institutions. We will request written representations from your attorneys as part of the engagement, and they may bill you for responding to this inquiry. At the conclusion of our audit, we will require certain written representations from you about your responsibilities for the financial statements; compliance with laws, regulations, contracts, and grant agreements; and other responsibilities required by generally accepted auditing standards.

Audit Procedures- Internal Controls

Our audit will include obtaining an understanding of the government and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Tests of controls may be performed to test the effectiveness of certain controls that we consider relevant to preventing and detecting errors and fraud that are material to the financial statements and to
preventing and detecting misstatements resulting from illegal acts and other noncompliance matters that have a direct and material effect on the financial statements. Our tests, if performed, will be less in scope than would be necessary to render an opinion on internal control and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to Government Auditing Standards.

As required by Uniform Administrative Requirements, Cost Principles, and Audit Requirements, we will perform tests of controls over compliance to evaluate the effectiveness of the design and operation of controls that we consider relevant to preventing or detecting material noncompliance with compliance requirements applicable to each major federal award program. However, our tests will be less in scope than would be necessary to render an opinion on those controls and, accordingly, no opinion will be expressed in our report on internal control issued pursuant to Uniform Administrative Requirements, Cost Principles, and Audit Requirements.

An audit is not designed to provide assurance on internal control or to identify significant deficiencies or material weaknesses. However, during the audit, we will communicate to management and those charged with governance internal control related matters that are required to be communicated under AICPA professional standards, Government Auditing Standards and Uniform Administrative Requirements, Cost Principles, and Audit Requirements.

Audit Procedures- Compliance

As part of obtaining reasonable assurance about whether the financial statements are free of material misstatement, we will perform tests of the University’s compliance with the provisions of applicable laws, regulations, contracts, agreements, and grants. However, the objective of our audit will not be to provide an opinion on overall compliance and we will not express such an opinion in our report on compliance issued pursuant to Government Auditing Standards.

Uniform Administrative Requirements, Cost Principles, and Audit Requirements requires that we also plan and perform the audit to obtain reasonable assurance about whether the auditee has complied with applicable laws and regulations and the provisions of contracts and grant agreements applicable to major programs. Our procedures will consist of tests of transactions and other applicable procedures described in the Uniform Administrative Requirements, Cost Principles, and Audit Requirements Compliance Supplement for the types of compliance requirements that could have a direct and material effect on each of the University’s major programs. The purpose of these procedures will be to express an opinion on the University’s compliance with requirements applicable to each of its major programs in our report on compliance issued pursuant to Uniform Administrative Requirements, Cost Principles, and Audit Requirements.

Management Responsibilities

Management is responsible for the basic financial statements and all accompanying information as well as representations contained therein. Management is also responsible for identifying government award programs and understanding and complying with the compliance requirements, and for the preparation of the schedule of expenditures of federal awards in accordance with the
requirements of Uniform Administrative Requirements, Cost Principles, and Audit Requirements. You are responsible for making all management decisions and performing all management functions relating to the financial statements, schedule of expenditures of federal awards, and related notes and for accepting full responsibility for such decisions. Further, you are required to designate an individual with suitable skill, knowledge, or experience to oversee any nonaudit services we provide and for evaluating the adequacy and results of those services and accepting responsibility for them.

Management is responsible for designing, implementing, and maintaining effective internal controls relevant to the preparation and fair presentation of financials statements that are free from material misstatement, whether due to fraud or error, including monitoring ongoing activities. Management is also responsible for implementing systems designed to achieve compliance with applicable laws, regulations, contracts, and grant agreements. You are also responsible for the selection and application of accounting principles; for the preparation and fair presentation of the financial statements and all accompanying information in conformity with U.S. generally accepted accounting principles; and for compliance with applicable laws and regulations and the provisions of contracts and grant agreements.

Management is also responsible for making all financial records and related information available to us and for the accuracy and completeness of that information. You are also responsible for providing us with (1) access to all information of which you are aware that is relevant to the preparation and fair presentation of the financial statements, (2) additional information that we may request for the purpose of the audit, and (3) unrestricted access to persons within the government from whom we determine it necessary to obtain audit evidence.

Your responsibilities include adjusting the financial statements to correct material misstatements and for confirming to us in the written representation letter that the effects of any uncorrected misstatements aggregated by us during the current engagement and pertaining to the latest period presented are immaterial, both individually and in the aggregate, to the financial statements taken as a whole.

You are responsible for the design and implementation of programs and controls to prevent and detect fraud, and for informing us about all known or suspected fraud affecting the government involving (1) management, (2) employees who have significant roles in internal control, and (3) others where the fraud could have a material effect on the financial statements. Your responsibilities include informing us of your knowledge of any allegations of fraud or suspected fraud affecting the government received in communications from employees, former employees, grantors, regulators, or others. In addition, you are responsible for identifying and ensuring that the government complies with applicable laws, regulations, contracts, agreements, and grants and for taking timely and appropriate steps to remedy fraud and noncompliance with provisions of laws, regulations, and contracts or grant agreements, or abuse that we report. Additionally, as required by Uniform Administrative Requirements, Cost Principles, and Audit Requirements, it is management's responsibility to follow up and take corrective action on reported audit findings and to prepare a summary schedule of prior audit findings and a corrective action plan. The summary schedule of prior audit findings should be available for our review in June 2020.
You are responsible for the preparation of the supplementary information, which we have been engaged to report on, in conformity with U.S. generally accepted accounting principles. You agree to include our report on the supplementary information in any document that contains and indicates that we have reported on the supplementary information. You also agree to include the audited financial statements with any presentation of the supplementary information that includes our report thereon. Your responsibilities include acknowledging to us in the written representation letter that (1) you are responsible for the presentation of the supplementary information in accordance with U.S. GAAP; (2) you believe the supplementary information, including its form and content, is fairly presented in accordance with U.S. GAAP; (3) the methods of measurement or presentation have not changed from those used in the prior period; and (4) you have disclosed to us any significant assumptions or interpretations underlying the measurement or presentation of the supplementary information.

Management is responsible for establishing and maintaining a process for tracking the status of audit findings and recommendations. Management is also responsible for identifying and providing report copies of previous financial audits, attestation engagements, performance audits, or other studies related to the objectives discussed in the Audit Objectives section of the letter. This responsibility includes relaying to us corrective actions taken to address significant findings and recommendations resulting from those audits, attestation engagements, performance audits, or studies. You are also responsible for providing management's views on our current findings, conclusions, and recommendations, as well as your planned corrective actions, for the report, and for the timing and format for providing that information. With regard to the electronic dissemination of audited financial statements, including financial statements published electronically on your website, you understand that electronic sites are a means to distribute information and, therefore, we are not required to read the information contained in these sites or to consider the consistency of other information in the electronic site with the original document.

**Engagement Administration, Fees, and Other**

We may from time to time, and depending on the circumstances, use third-party service providers in serving your account. We may share confidential information about you with these service providers, but remain committed to maintaining the confidentiality and security of your information. Accordingly, we maintain internal policies, procedures, and safeguards to protect the confidentiality of your personal information. In addition, we will secure confidentiality agreements with all service providers to maintain the confidentiality of your information and we will take reasonable precautions to determine that they have appropriate procedures in place to prevent the unauthorized release of your confidential information to others. In the event that we are unable to secure an appropriate confidentiality agreement, you will be asked to provide your consent prior to the sharing of your confidential information with the third-party service provider. Furthermore, we remain responsible for the work provided by any such third-party service providers.

We understand that your employees will prepare all cash, accounts receivable, or other confirmations we request and will locate any documents selected by us for testing.

We will provide copies of our reports to the University; however, management is responsible for distribution of the reports and the financial statements. Unless restricted by law or regulation, or
containing privileged and confidential information, copies of our reports are to be made available for public inspection.

The audit documentation for this engagement is the property of O'Connor & Drew P.C. and constitutes confidential information. However, subject to applicable laws and regulations, audit documentation and appropriate individuals will be made available upon request and in a timely manner to the U.S. Government Accountability Office for purposes of a quality review of the audit, to resolve audit findings, or to carry out oversight responsibilities. We will notify you of any such request. If requested, access to such audit documentation will be provided under the supervision of O'Connor & Drew, P.C. personnel. Furthermore, upon request, we may provide copies of selected audit documentation to the aforementioned parties. These parties may intend, or decide, to distribute the copies or information contained therein to others, including other governmental agencies.

The audit documentation for this engagement will be retained for a minimum of five years after the report release or for any additional period requested by the governmental agency. If we are aware that a federal awarding agency, pass-through entity, or auditee is contesting an audit finding, we will contact the party(ies) contesting the audit finding for guidance prior to destroying the audit documentation.

We expect to begin our audit in approximately May 2020 and to issue our reports no later than October 15, 2020. David DiLulis is the engagement partner and is responsible for supervising the engagement and signing the reports or authorizing another individual to sign them.

Our fees for these services are $84,500. An additional fee of $4,500 will be included for each additional major program. These fees are based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs. Our invoices for these fees will be rendered each month as work progresses and are payable on presentation. In accordance with our firm policies, work may be suspended if your account becomes sixty days or more overdue and may not be resumed until your account is paid in full. If we elect to terminate our services for nonpayment, our engagement will be deemed to have been completed upon written notification of termination, even if we have not completed our report. You will be obligated to compensate us for all time expended and to reimburse us for all out-of-pocket costs through the date of termination. The above fee is based on anticipated cooperation from your personnel and the assumption that unexpected circumstances will not be encountered during the audit. If significant additional time is necessary, we will discuss it with you and arrive at a new fee estimate before we incur the additional costs.

In addition, fees for any special audit-related projects, such as research and/or consultation on special business or financial issues, will be billed separately from the audit fees for professional services and may be subject to written arrangements supplemental to those in this letter.

*Government Auditing Standards* require that we provide you with a copy of our most recent external peer review report and any letter of comment, and any subsequent peer review reports and
letters of comments received during the period of the contract. Our most recent peer review report accompanies this letter.

We appreciate the opportunity to be of service to Westfield State University and believe this letter accurately summarizes the significant terms of our engagement. If you have any questions, please let us know. If you agree with the terms of our engagement as described in this letter, please sign the enclosed copy and return it to us.

Very truly yours,

O’Connor & Drew, P.C.

RESPONSE:

This letter correctly sets forth the understanding of Westfield State University.

Signature: ______________________________

Title: ________________________________

Date: ________________________________
Report on the Firm’s System of Quality Control

December 6, 2017

To the Owners
O’Connor & Drew, P.C.
and the Peer Review Committee of the Massachusetts Society of CPA’s

We have reviewed the system of quality control for the accounting and auditing practice of O’Connor & Drew, P.C. (the firm) in effect for the year ended June 30, 2017. Our peer review was conducted in accordance with the Standards for Performing and Reporting on Peer Reviews established by the Peer Review Board of the American Institute of Certified Public Accountants (Standards).

A summary of the nature, objectives, scope, limitations of, and the procedures performed in a System Review as described in the Standards may be found at www.aicpa.org/prsummary. The summary also includes an explanation of how engagements identified as not performed or reported in conformity with applicable professional standards, if any, are evaluated by a peer reviewer to determine a peer review rating.

Firm’s Responsibility

The firm is responsible for designing a system of quality control and complying with it to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. The firm is also responsible for evaluating actions to promptly remediate engagements deemed as not performed or reported in conformity with professional standards, when appropriate, and for remediating weaknesses in its system of quality control, if any.

Peer Reviewer’s Responsibility

Our responsibility is to express an opinion on the design of the system of quality control and the firm’s compliance therewith based on our review.

Required Selections and Considerations

Engagements selected for review included engagements performed under Government Auditing Standards, including a compliance audit under the Single Audit Act, and audits of employee benefit plans.
As part of our peer review, we considered reviews by regulatory entities as communicated by the firm, if applicable, in determining the nature and extent of our procedures.

**Opinion**

In our opinion, the system of quality control for the accounting and auditing practice of O’Connor & Drew, P.C. applicable to engagements effect for the year ended June 30, 2017, has been suitably designed and complied with to provide the firm with reasonable assurance of performing and reporting in conformity with applicable professional standards in all material respects. Firms can receive a rating of *pass*, *pass with deficiency(ies)* or *fail*. O’Connor & Drew, P.C. has received a peer review rating of *pass*.
AGENDA

• Introductions
• Planning Structure
• Project Goals
• Budget Summary and Cost Challenges
• Project Scope Summary
  Parenzo Hall
  Scanlon Hall
• Project Schedule and Milestones
• Questions and Answers
INTRODUCTIONS

Division of Capital Asset Management and Maintenance (DCAMM)

- Elayne Campos. Director Office of Planning
- Mila Mendoza, Senior Project Manager, Office of Planning
- Fabrizio Caruso, Deputy Director, Office of Design and Construction
- Frank Clare, Project Manager, Office of Design and Construction

Miller Dyer Spears Architects (MDS)

- James Loftus – Principal
- Nereyda Rodriguez – Project Manager
- Kelsey Holmes – Project Architect
WORKING GROUPS

- **Parenzo Working Group:**
  - Erica Broman, Institutional Advancement
  - Celeste Donovan, Student Success Working Group
  - Tricia Oliver, Office of the President
  - Mila Mendoza, DCAMM
  - Diane Prusank, Provost/Academic Affairs
  - Tom Raffensperger, Co-chair Center for Innovation
  - David Riggles, Facilities
  - Maureen Socha, Facilities
  - Steve Taksar, Administration and Finance
  - Emily Todd, Chair, Academic Departments
  - James Loftus, Principal MDS Architects
  - Nereyda Rodriguez, Project Manager, MDS Architects
  - Kelsey Holmes, Project Architect, MDS Architects

- **Student Success:**
  - Celeste Donovan, TRIO
  - Christina Swaidan, Undergraduate Studies
  - Azanda Seymour, Urban Education
  - Laurie Simpson, Academic Advising
  - Monique Lopez, Registrar
  - Junior Delgado, Career Center
  - Enrique Morales-Diaz, Dean of Faculty
  - Scott Clark, Information Technology Services
  - Maureen McCartney, Academic Advising
  - Nicole West, Retention/Academic Achievement
  - Sarah Lazare, Banacos Academic Center
  - Catherine Savini, Reading & Writing

- **Academic:**
  - Gabriel Aquino, Chair, Sociology
  - Vanessa Diana, Director of Honors Program
  - Hugh Jo, Chair, Political Science
  - Megan Kennedy, Chair, Education
  - Nora Padykula, Chair, Social Work
  - Shoba Rajgopal, Chair, Ethnic and Gender Studies
  - Emily Todd, Dean, College of Arts, Humanities and Social Sciences
  - Hugo M. Viera, Chair, Language and Culture Studies
  - Nicholas P. Wojtowicz, Associate Director, Academic Technical Services
  - Chris Hirtle, Executive Director, Academic Information Services-University Media Services

- **CoLab:**
  - Brian Conz, Department of Geography and Regional Planning
  - Jennifer Hixon, Department of Health Sciences
  - Susan Leggett, Office of the President
  - Juline Mills (Co-Chair), College of EHHS
  - John McDonald, Department of Environmental Science
  - Tom Raffensperger (Co-Chair), Academic IS & Library Director
  - Kimberly Sherman, Department of Economics and Management
  - Tamara Smith, Sociology, Coordinator, Civic Engagement
  - Jessica Tansey, Program Development and Outreach
  - Chris Hirtle, Executive Director, Academic Information Services-University Media Services
Planning Structure

**Parenzo Working Group**
- Steering Group that works through all operational and detail design issues associated with the project.
- Makes recommendations to the Cabinet
- Distributes information to all project stakeholders
- Campus wide presentations

**Cabinet**
- Determines project goals
- Body makes final decision on project scope
- Members of Cabinet in the Parenzo Working Group provide regular updates on the project
- Presentations to the Cabinet are per semester or as needed to meet schedule

**Community Engagement and Communication**
- Department Chairs and Directors engaged and part of the decision making throughout the planning phase
- Town Hall Presentations
  - April 2019
  - September 2019
  - February 2020
PROJECT GOALS

Renovate Parenzo Hall to renew functionality and maximize use
✓ • Replace building systems
✓ • Address accessibility, life-safety and building code issues
✓ • Upgrade technology platform
✗ • Removal of Mod Hall
✓ • Modernize Dever Auditorium to provide accessibility, air conditioning & updated facilities

Expand and deepen programmatic collaborations
✓ • Create Center for Student Success as a lively hub for student services
✓ • Foster innovation and collaboration between WSU and community partnerships through creation of CoLab
✓ • Update Academic departments in Parenzo Hall (Political Science & Education)
✓ • Move Honors from Mod Hall but not the other academic departments
✓ • Flexible classrooms with robust technology
# BUDGET SUMMARY

<table>
<thead>
<tr>
<th>Date</th>
<th>Total Project Cost Estimates</th>
</tr>
</thead>
<tbody>
<tr>
<td>July 2019</td>
<td>$44,332,400</td>
</tr>
<tr>
<td>October 2019</td>
<td>$61,356,373</td>
</tr>
<tr>
<td>December 2019</td>
<td>$41,688,252</td>
</tr>
<tr>
<td>March 2020</td>
<td>$39,999,411</td>
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</tbody>
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**Total Project Budget** $40,200,000*

* $200K to be fundraised by WSU Advancement Office to replace the seating in Dever Auditorium
COST CHALLENGES

Strategies to get the project on budget

• Existing Academic Department Offices located in Mod Hall to remain

• Do not reconfigure the Parenzo Basement

• Do not reconfigure the Banacos area

• Reduce the level of renovation to Scanlon Hall First Floor

• Exclude renovation of vacant spaces of Bates Hall
PARENZO LOWER LEVEL PLAN

- Same users will remain in place but will feel brighter and comfortable
- Limited upgrades to spaces and new mechanical, electrical, plumbing, fire protection, and windows
PARENZO FIRST FLOOR PLAN

- Integration of the Center for Student Success and Engagement with the CoLab
- Better collaboration for student services and enhance privacy
- Crossroad between WSU Students and Westfield Community
PARENZO DEVER AUDITORIUM

- Make the auditorium fully accessible and provide air conditioning
- New Audio Visual for auditorium including sound system, projection screen, and system control
- 440-460 Seating capacity, with 6 HC seats
PARENZO SECOND FLOOR PLAN

- Seven classrooms – include a lecture capture classroom for online learning, four technology enabled active learning (TEAL) classrooms, a seminar room and a multi-purpose classroom
- Collaborative and flexible meeting spaces for students and faculty
- New Academic department suites with individual offices for Chairs and Faculty
SCANLON LOWER LEVEL

- New Faculty Center - Bigger space with Kitchenette and Flat Screen
- More than double the current size - from 900 square feet to 1,925 square feet
SCANLON FIRST FLOOR PERMANENT SPACE

Creation of new Academic Affairs, Grants & Contracts, Institutional Research, Dean of EHHS, International Programs and Facilities Offices.
SCANLON SWING SPACE SECOND FLOOR

- Academic Achievement
- Academic Advising
- Academic Retention
- Banacos
- Reading and Writing
- Registrar
- Trio
- Urban Education
SCANLON SWING SPACE THIRD FLOOR

- Education
- English Adjuncts
- ICEI Studio
- Media Services
- Emergency Management
- Photo
- Political Science
- Union Office
- Intramural Athletics and Mascac
PROJECT SCHEDULE

CONCEPTUAL DESIGN

SCHEMATIC DESIGN AND STUDY

DESIGN DOCUMENTATION - 10 MONTHS

CONSTRUCTION

MOVE IN

APRIL 30, 2020

Westfield State University - Parenzo Hall - April 30, 2020
Milestones – Past and Present

- **January 31st, 2020** Chairs and Directors Presentation
- **February 14th, 2020** Town Hall on campus
- **March 9th, 2020** Cabinet approved Working Group recommendation on conceptual design and budget
- **March 2020** Daniel O’Connell and Sons selected as the Construction Manager for Parenzo Hall
- **April 2020** – One-on-one meetings between Design Team and Chairs/Directors - layouts
- **May 4th, 2020** Design Team issues Schematic Design to estimators
- **June 4th, 2020** – Working Group Presentation on schematic design budget
- **June 20th, 2020** - Full Study to be issued to WSU and DCAMM for Certification
- **July 20th, 2020** – Design Development of Parenzo Hall begins
- **September 2020** – One-on-one meetings between Design Team and Chairs/Directors- equipment
- **Fall 2020** – Town Hall on campus
- **Winter Break 2020/2021** - Move out of Parenzo into Scanlon Hall
- **Summer 2021** – Start of Construction
- **Summer 2023** - Move into renovated Parenzo Hall
Board of Trustees

April 30, 2020

MOTION

To appoint ______________, Ph.D. as Interim President of Westfield State University, effective ______________, 2020, and to serve in that capacity until the search is complete and a new President has been identified and appointed; and to confer upon and delegate to the Interim President, the powers and authority of the Office of the President, subject to the approval of the Department of Higher Education.

_________________________________________  
Kevin R. Queenin, Chair  
_________________________________________  
Date
Board of Trustees

April 30, 2020

MOTION

To authorize and direct the Chairman of the Board of Trustees to negotiate compensation and benefits for the Interim President, ________________, Ph.D.; and to authorize the Chairman to execute, ratify, approve and confirm all actions, commitments, negotiated compensation and benefits made to ________________, Ph.D. by the Chairman acting for and on behalf of the Board of Trustees.

_________________________________________

Kevin R. Queenin, Chair

Date