



Board of Trustees

Academic and Student Affairs Committee

9:30 a.m.
October 13, 2021

Owl's Nest (Room 018), Ely Campus Center

A live stream of the meeting for public viewing will also take place on YouTube at the following link:
<https://www.westfield.ma.edu/live>

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| 1. Call to Order | Trustee Williams |
| 2. Approval of Minutes
June 29, 2021 | Trustee Williams |
| 3. Academic Affairs | |
| a. Standing Items | Dr. Juline Mills |
| i. Registered Student Enrollment F21 | Dr. Monique Lopez |
| ii. Undergraduate Enrollment by Major | |
| iii. Graduate Enrollment by Major | |
| iv. Undergraduate Seat Utilization Report | |
| v. Graduate Seat Utilization Report | |
| vi. Retention and Graduation Rates | |
| b. Informational Item | Dr. Juline Mills |
| i. BHE Academic Agenda | |
| c. Discussion Item | |
| i. Campus Academic Master Plan (CAMP) | Dr. Juline Mills
Dr. Brian Jennings
Dr. Enrique Morales-Diaz |
| 4. Student Affairs | |
| a. Student Affairs Overview | Dr. Maggie Balch |

Attachment(s)

- a. Draft Minutes of June 29, 2021 Meeting
- b. Registration Data Fall 2021

- c. Undergraduate Enrollment by Major
- d. Graduate Enrollment by Major
- e. Undergraduate Seat Utilization Report
- f. Graduate Seat Utilization Report
- g. Retention and Graduation Rates
- h. BHE FY22 Priorities
- i. BHE August 23 Meeting Presentation
- j. Proposal: Campus Academic Master Plan (CAMP) Committee
- k. CAMP PowerPoint Presentation
- l. Student Affairs Overview Presentation



BOARD OF TRUSTEES

Academic and Student Affairs Committee

June 29, 2021

Minutes

A live stream of the meeting for public viewing also took place on YouTube.

MEMBERS PARTICIPATING: Committee Chair Martin, Vice Chair Williams, Secretary Neves, and Trustees Landrau, and Sullivan

MEMBERS EXCUSED: Trustee Martinez-Alvarez

TRUSTEE GUESTS PARTICIPATING: Trustees Alvarado, Boudreau, Queenin, and Salehi

Dr. Roy H. Saigo, Interim President and Dr. Linda Thompson, President-elect, of Westfield State University, were also in attendance.

The meeting was called to order at 9:37AM by Committee Chair Martin who announced the committee members participating as listed above.

MOTION made by Trustee Sullivan, seconded by Trustee Landrau, to approve the minutes of the April 29, 2021 meeting. There being no discussion, **Motion passed unanimously.**

NECHE 2022-2023 Reaccreditation. Dr. Juline Mills, Provost and Vice President for Academic Affairs, stated that the University is scheduled for reaccreditation in 2022-2023 by the New England Commission of Higher Education (NECHE). A steering committee will lead the process.

- The purpose of the process is to help the institution continually improve. The goal is to have no findings against the University.
- New standards effective January 1, 2021 were reviewed, with significant changes from the last accreditation in 2012.
- The committee will produce a report and engage with the campus community to resolve any issues, addressing areas of emphasis from the 2012 and 2017 accreditation reports.
- Trustees were requested to serve on the subcommittees for the following three accreditation standards:
 - Standard 3 – Organization and Governance. The Board’s Governance Committee will address this standard and produce a draft report in December, to be finalized in 2022. The NECHE visiting team will meet with the Board to discuss its operations and will view how the Board integrates with campus and regulates its governance. This committee will work in parallel with the 2023 NECHE steering committee.
 - Standard 7 – Institutional Resources. One ex-officio Trustee liaison
 - Standard 9 – Integrity, Transparency, and Public Disclosure. One ex-officio Trustee liaison

Trustee Martin stated accreditation visits are successful when the process reaches throughout the entire University. The institution is well situated to undertake this task, having had experience in the past year collaborating in UEAAC and the Presidential Search Committee. Chair Queenin requested that this topic stay as an agenda item on all future meetings to be benchmarked against deadlines. It was reported that areas to address are creating a robust system of assessments in all key areas and ensuring that resources are being used wisely.

Mission Statement Review. Provost Mills shared the need to establish a process where the Board of Trustees regularly reviews the mission statement of the University and questions whether the mission is being met.

- Academic Affairs suggests formulating an advisory committee to review and edit the mission statement as necessary. The committee will consist of two members from the APA, two members from the MSCA, one member from the AFSCME unions, one student, and one NUP. After review by the campus community, the draft will go to the Board of Trustees and legal counsel for review then sent to the Board of Higher Education.
- NECHE Accreditation Standard 1.5 states, "The institution will periodically evaluate the content and pertinence of its mission and purposes, ensuring they are current and provide overall direction in planning, evaluation, and resource allocation." Trustee Martin stated the Board should go on record as supporting review of the mission campus wide. Recommendations from the advisory committee will be brought to the Board in May, 2022 for final review and approval, and then every two years thereafter.

MOTION made by Trustee Martin, seconded by Trustee Sullivan, for the Westfield State University Board of Trustees to approve the Mission Statement Review Committee proposal and to conduct a review of the mission statement every two years, starting May 2022, to facilitate ongoing assessment efforts.

Discussion: The mission statement was last reviewed in 2018 with the creation of the Strategic Plan, but there has not been an independent review of it. NECHE will look for review of just the mission. It was questioned whether a vision statement should be considered. Provost Mills stated that in Higher Education, the mission and vision are in tandem with each other, but that the committee could also look at a vision statement. There being no further discussion, **Motion passed unanimously.**

B.S. in Data Science. Provost Mills shared the process for proposed new degree programs. The B.S. in Data Science is a viable program for western Massachusetts. Based on the EAB Market Analysis from 2018, it is a high-need, high-demand position in this area with 4,413 job openings, a demand increase of 72% in the last 4.5 years and a demand increase of 63% statewide. The program intent is aligned to the Strategic Plan and the equity agenda. This generation lives in the world of data and people trained in using it are in high demand. Five new courses were added with the assistance of our data scientist on faculty. Additional faculty are not anticipated until year three, pending enrollment. First year expenses will consist of software and creating a space in Wilson Hall. President Saigo shared that high school education is weak in math and physics and the enrollment projections over the next 4-5 years are good, but questioned how to recruit able students. The Stem Advisory Council will recruit students in data science, attracting them to professions they do not know exist. Early exposure to data is critical in the k-12 schools. The equity agenda also involves helping students through the pathway to increase retention. A mathematics tutoring center will open in the fall.

MOTION made by Trustee Martin, seconded by Trustee Williams, to approve the attached Letter of Intent for the Bachelor of Science in Data Science for submission to the

Massachusetts Board of Higher Education. There being no further discussion, **Motion passed unanimously.**

The Student Experience: A Key to Retention. Dr. Gloria Lopez, Vice President for Student Affairs, stated that the student experience was significantly impacted last year due to the COVID-19 pandemic. Students are craving true on-campus experiences to connect with others and find supports and a sense of belonging, which contributes to retention. Losing 100 students per year who are not connecting translates to \$1-2 million. Student Affairs is gathering data on what students are participating in activities and Westfield State University collects data on why students are leaving. Matt Dellea, Assistant Director of the Campus Center, Shannon Green, Associate Dean of Students, and students Dionn Casanova, Lorenze Beltran, and Angelique Rodriguez gave a presentation on the student experience, stating:

- Engagement begins before day one with an online orientation program, a prerequisite for an in person visit.
- A one-day orientation program in June helps students connect with others.
- Summer communications consist of SAIL Week at a Glance, News from the Nest (reminders to students), social media posts and videos, and messages from orientation leaders.
- Westy Wednesdays, a virtual Q&A, engages students.
- Student leadership opportunities are provided for incoming students and returning student leaders can participate in the Leadership Academy.
- Welcome to the Nest, starting the week of August 26, allows first-year students to have the campus to themselves for a few days prior to the returning students' arrival.
- Sophomore specific programs are being planned for students unable to be on campus last year.
- Welcome Week programming for returning students starts August 29.
- The Presence software program consists of new technology coming soon to collect more data than ever before on student engagement. Information about activities that are available and the ability to collect attendance data are two key features that will be implemented this academic year.
- Collaborations with Academic Affairs include a first year read, a joint activities calendar, and the wellness wheel, offering holistic programming to educate the whole student.

Early identification of student problems is critical. There is a good system in place between Academic Affairs and Student Affairs where faculty utilize WSU 360 to report failing grades and suggest student checks and follow up by Student Affairs. One of the features of WSU 360 is positive feedback, called "kudos" in the software program and this feedback mechanism is being utilized to encourage students.

There being no further business, **MOTION** made by Trustee Sullivan, seconded by Trustee Neves, to adjourn. There being no discussion, **Motion passed unanimously.**

Meeting adjourned at 11:16 AM.

Attachments presented at this meeting:

- a) Minutes, April 29, 2021
- b) NECHE PowerPoint
- c) NECHE Committee Charge
- d) NECHE Committee Timeline
- e) NECHE Request-Subcommittee Membership
- f) Mission Statement PowerPoint
- g) Academic Affairs Request-Mission Statement Review
- h) MOTION: Mission Statement Committee and Review
- i) B.S. in Data Science PowerPoint
- j) Program Process Review-B.S. in Data Science
- k) Letter of Intent-B.S. in Data Science

- l) MOTION: Approval of B.S. in Data Science
- m) Student Engagement PowerPoint

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 Academic and Student Affairs Committee meeting held on June 29, 2021.

Chloe Sanfacon, Secretary

Date

REGISTRATION DATA -FALL 2021

October 2, 2021

Undergraduate Day Students Registered as of 10/02/21	
New First Years	797
New Transfers	199
Returning/Reenrolling	120
Continuing Students	2366
Total UG Day	3482

Undergraduate Continuing Education Students Registered as of 10/02/21	
New Second Bachelor's	7
New Transfers	104
New First Years	7
Returning/Reenrolling	7
Continuing Students	355
Quick Admit	283
Total UG Continuing	763
TOTAL UNDERGRADUATE STUDENTS (DAY AND CONTINUING)	4245

Graduate Students Registered as of 10/02/21	
First Time Graduate	232
New Post Baccalaureate	3
Continuing Students	417
Graduate Certificates	6
Quick Admits	48
Total	706
Total Student Enrollment for fall 2021 (Registered Undergraduate Day and Graduates)	4951

New First Years	New incoming first year class
New Transfers	New transfer in their first semester at WSU
New Second Bachelors	Students entering their first semester for a Second Bachelor's Degree
First Time Graduate	Graduate Students enrolled in their first semester of their graduate program
New Post Baccalaureate	New students enrolled in their first semester in the Post Baccalaureate Program
Returning /Reenrolling	Matriculated students who Stopped Out for a period of time and are returning to the university
Continuing Students	Matriculated Students that continue from the previous semester
Quick Admits	Non-Matriculated students who pay to take a course in a semester

Undergraduate Enrollment by Major*- fall 2021
Print Date: October 1, 2021

DEPARTMENT/PROGRAM	FRESHMAN	SOPHOMORE	JUNIOR	SENIOR	TOTAL
ACCOUNTING	12	2	2	3	19
ART	23	18	14	15	70
ATHLETIC TRAINING PRELIMINARY	21	5	15	0	41
ATHLETIC TRAINING	0	5	2	6	13
BIOLOGY	27	27	32	47	133
BUSINESS MANAGEMENT	14	83	106	134	337
CHEMISTRY	3	3	4	5	15
COMPUTER INFORMATION SCIENCE	6	6	20	8	40
COMMUNICATION	23	30	38	49	140
COMPUTER SCIENCE	38	11	13	17	79
CRIMINAL JUSTICE	149	133	149	133	564
EARLY CHILDHOOD EDUCATION	27	28	30	30	115
ECONOMICS AND MANAGEMENT	4	5	7	6	22
ETHNIC AND GENDER STUDIES	1	0	4	1	6
ELEMENTARY EDUCATION	45	43	55	50	193
ENGLISH	14	20	12	22	68
ENVIRONMENTAL SCIENCE	25	24	25	28	102
FINANCE	13	7	3	2	25
GENERAL SCIENCE	1	0	3	1	5
HEALTH SCIENCE	42	27	46	24	139
HISTORY	20	17	23	29	89
LIBERAL STUDIES (BA)	0	6	14	16	36
LIBERAL STUDIES (BS)	0	2	2	3	7
MATHEMATICS	12	10	12	20	54
MANAGEMENT	46	6	11	3	66
MARKETING	14	6	4	0	24
MUSIC	12	6	18	9	45
MUSIC THERAPY	0	0	1	0	1
NURSING	43	32	34	28	137
POLITICAL SCIENCE	11	12	15	13	51
PSYCHOLOGY	83	55	72	71	281
REGIONAL PLANNING	2	5	6	6	19
SOCIAL WORK PRELIMINARY	22	20	24	5	71
SOCIAL WORK	0	2	7	29	38
SOCIOLOGY	1	3	2	2	8
SPANISH	1	1	1	2	5
SPECIAL EDUCATION	19	8	12	17	56
SPORTS MEDICINE AND HUMAN PERFORMANCE	32	33	37	50	152
THEATER	2	3	5	7	17
UNDECLARED	143	52	4	0	199
TOTAL	951	756	884	891	3482

*Does not include double majors

*Does not include department capacity- Currently being calculated

**Total Number of Active Graduate Students
Including Post Baccalaureate and Certificate Students
As of 10/04/21**

Graduate Major or Certificate	College	Level	Number of active and registered students in each major
Accounting	GR	GR	19
Appl Behav Analys Certificate	GR	GC	5
Applied Behavior Analysis	GR	GR	20
Art	GR	PB	1
Biology	GR	GR	7
Counseling	GR	GR	90
Criminal Justice	GR	GR	50
Early Childhood Education	GR	GR	18
	GR	PB	1
Elementary Education	GR	GR	17
	GR	PB	2
English	GR	GR	18
	GR	PB	1
Exploratory	GR	PB	49
History	GR	GR	21
Mathematics	GR	GR	9
Moderate Disabilities PreK-8	GR	GR	12
Movement Science	GR	GR	18
	GR	PB	1
Music	GR	PB	1
Psychology	GR	GR	1
Public Administration	GR	GR	47
Reading Education	GR	GR	18
Social Work	GR	GR	261
Spanish Certificate	GR	GC	1
Special Needs, 5-12	GR	GR	9
Vocational Education	GR	GR	9
Grand Total			706



Seat Utilization Report for fall 2021 Undergraduate Day

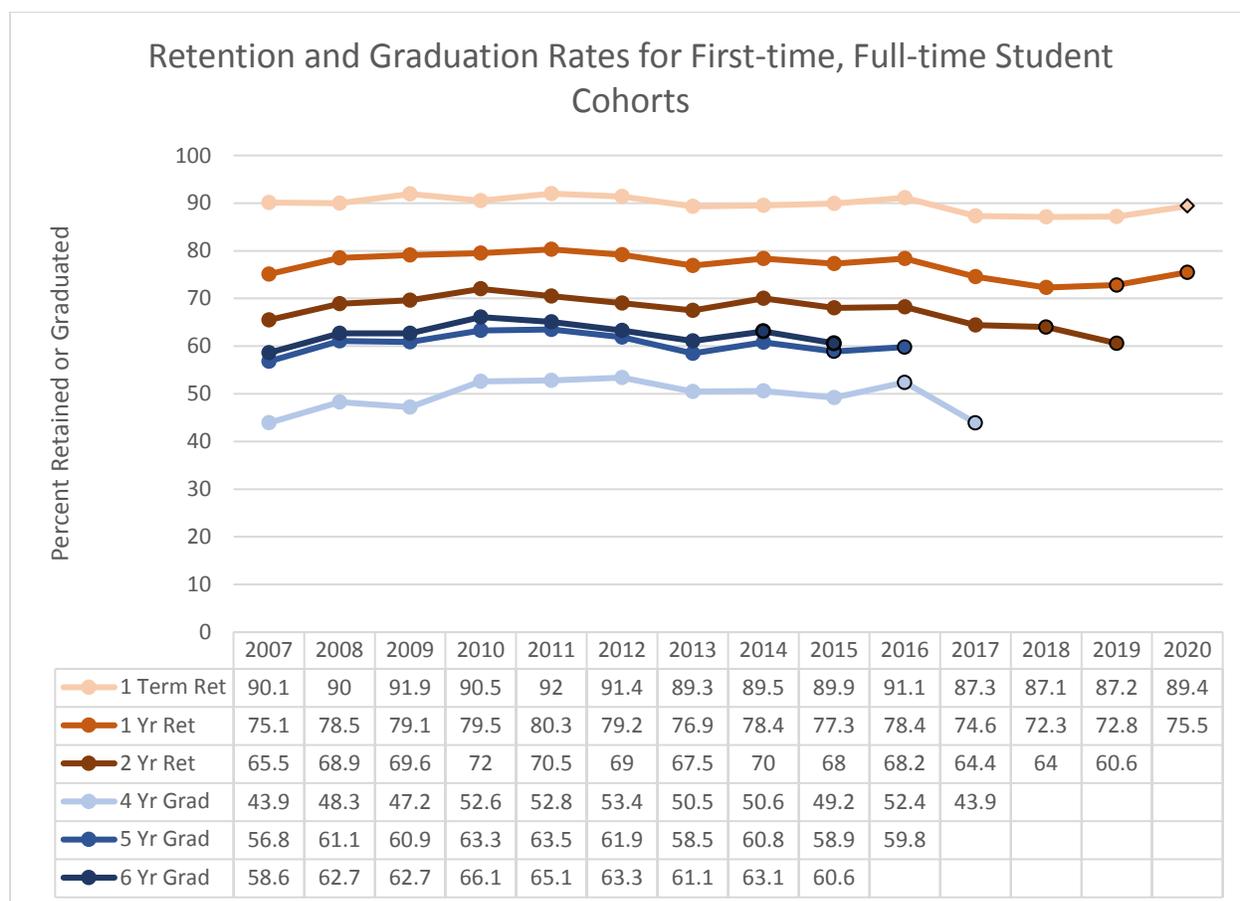
Note: The report excludes sections in the following departments/categories: military science, general academic program and sections offered off campus.					
Data As of October 4, 2021					
Academic Department	Number of Students Enrolled in Course by Major Department	Max Course Enrollment	Percentage of Seats Filled	Available Seats By Department as of 10/4/21	Percentage of Unused Seats
ART	658	648	101.54%	-10	-1.54%
BIOLOGY	1554	1638	94.87%	84	5.13%
BUSINESS MANAGEMENT	1999	2063	96.90%	64	3.10%
COMPUTER AND INFORMATION SCIENCE	257	326	78.83%	69	21.17%
COMMUNICATION	792	852	92.96%	60	7.04%
CRIMINAL JUSTICE	1310	1333	98.27%	23	1.73%
EDUCATION	1030	1108	92.96%	78	7.04%
ETHNIC AND GENDER STUDIES	382	386	98.96%	4	1.04%
ENGLISH	1700	1764	96.37%	64	3.63%
ENVIRONMENTAL SCIENCE	310	310	100.00%	0	0.00%
GEOGRPAHY, PLANNING AND SUSTAINABILITY	598	639	93.58%	41	6.42%
HEALTH SCIENCE	144	142	101.41%	-2	-1.41%
HISTORY	787	826	95.28%	39	4.72%
LANGUAGE AND CULTURAL STUDIES	236	291	81.10%	55	18.90%
LIBERAL STUDIES	34	34	100.00%	0	0.00%
MATHEMATICS	1382	1502	92.01%	120	7.99%
SPORTS MEDICINE AND HUMAN PERFORMANCE	948	1114	85.10%	166	14.90%
MUSIC	990	990	100.00%	0	0.00%
NURSING	456	596	76.51%	140	23.49%
PHILOSOPHY	157	160	98.13%	3	1.88%
CHEMICAL AND PHYSICAL SCIENCES	888	933	95.18%	45	4.82%
POLITICAL SCIENCE	585	612	95.59%	27	4.41%
PSYCHOLOGY	1346	1374	97.96%	28	2.04%
SOCIAL WORK	384	405	94.81%	21	5.19%
SOCIOLOGY	325	319	101.88%	-6	-1.88%
Totals	19252	20365	94.53%	1113	5.47%

Data Retrieved on 10/04/21
By Monique Lopez



Seat Utilization Report for fall 2021 Graduate Level

Note: The report excludes sections in the following departments/categories: military science, general academic program and sections offered off campus.					
Data As of October 4, 2021					
Academic Department	Number of Students Enrolled in Course by Major Department	Max Course Enrollment	Percentage of Seats Filled	Available Seats By Department as of 10/4/21	Percentage of Unused Seats
BIOLOGY	12	15	80.00%	3	20.00%
BUSINESS MANAGEMENT	44	116	37.93%	72	62.07%
CRIMINAL JUSTICE	155	184	84.24%	29	15.76%
EDUCATION	135	263	51.33%	128	48.67%
ENGLISH	30	45	66.67%	15	33.33%
GEOGRAPHY, PLANNING AND SUSTAINABILITY	13	20	65.00%	7	35.00%
HISTORY	36	45	80.00%	9	20.00%
LANGUAGE AND CULTURAL STUDIES	3	10	30.00%	7	70.00%
MATHEMATICS	12	21	57.14%	9	42.86%
MOVEMENT SCIENCE	28	40	70.00%	12	30.00%
PHYSICIANS ASSISTANT	463	690	67.11%	227	32.89%
PUBLIC ADMINISTRATION	76	105	72.38%	29	27.62%
PSYCHOLOGY	310	555	55.86%	245	44.14%
SOCIAL WORK	863	1037	83.22%	174	16.78%
Totals	2180	3146	69.29%	966	30.71%



NOTES:

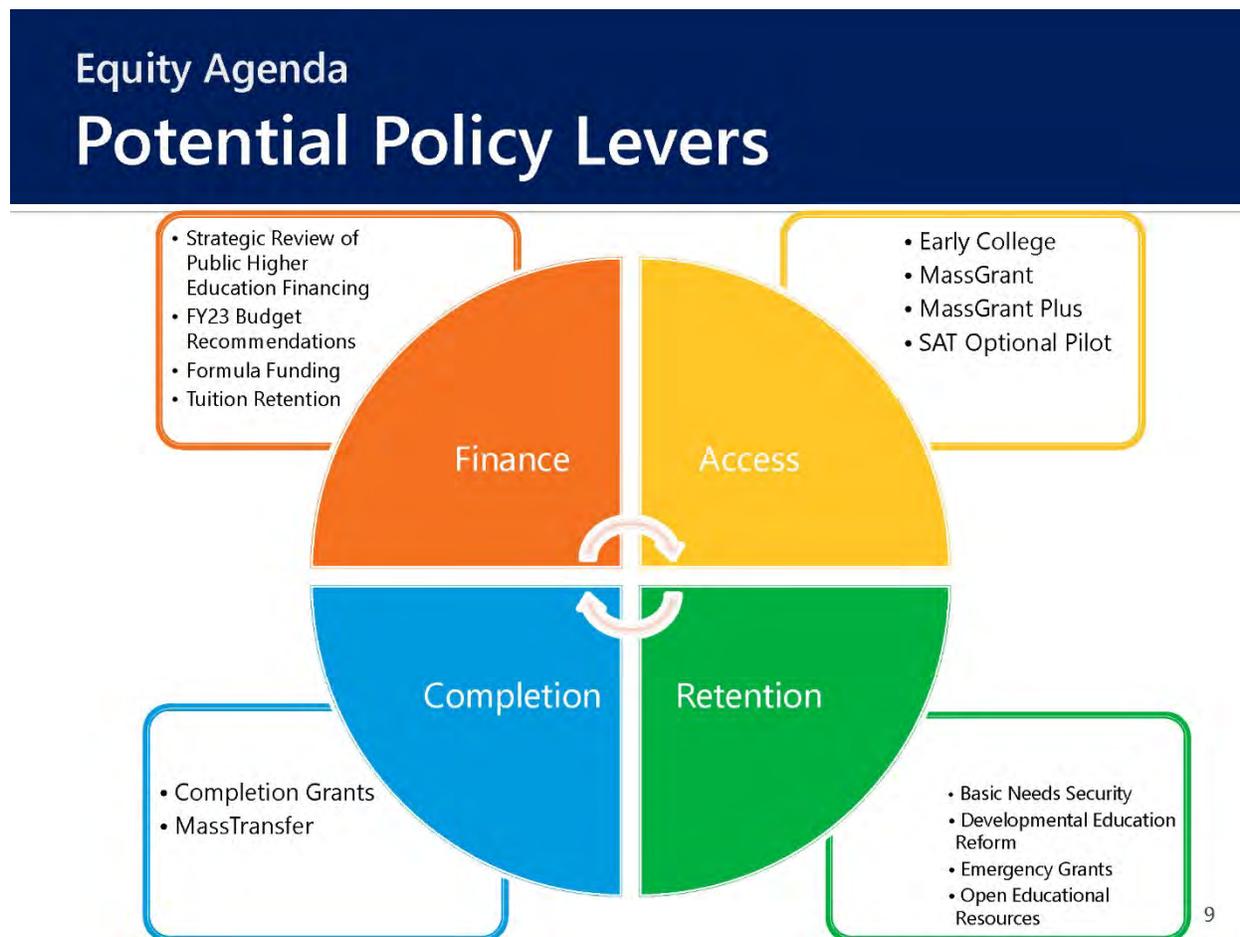
- The 2020 entering cohort has a higher one-year retention rate than we have seen in several years (89.4%).
- In contrast, the retention of 2019 cohort into their junior year (two-year retention) is lower than it has been in the past twelve years (60.6%).
- Graduation rates are also lower. Looking at 4-year graduation rates, the most recent cohort (2017) has a rate 8.5 percentage points lower than the 2016 cohort or 6.8 percentage points lower than the average of the three preceding cohorts.
- More students from the 2017 cohort remained enrolled for a fifth year (11.6% vs. 9.7% of the 2016 cohort and 10% of the 2015 cohort) but even if all these enrolled students graduate in five or six years, there will still be a large drop in the graduation rates.
- As for five- and six-year graduation rates, the 2016 cohort had a strong 4-year rate but the percentage of students graduating in their fifth year (by spring 21) is lower, 7.4 percent vs. an average of 9.3 percent for the three prior cohort. The six-year graduation rate for the 2015 cohort is down by about two percentage points as well.

Informational Item

Board of Higher Education FY22 Priorities

The Board of Higher Education (BHE) and Department of Higher Education (DHE) at the August 23, 2021 Board Meeting informed on its FY22 priorities, focused on equity across four policy levers finance, access, retention, and completion. The DHE, in defining the New Undergraduate Experience, via the Equity Agenda, is also in the process of developing a 10-year Statewide Strategic Plan to guide the public higher education system and individual institutions in advancing equity, particularly for racially minoritized students.

Over the coming months, Westfield State University, Academic Affairs will present a series of informational items, updating the WSU Board of Trustees on our actions in meeting the BHE and the DHE Equity Agenda and the FY22 Priorities.



BHE Special Meeting

August 23, 2021



MASSACHUSETTS
Department of
Higher Education

Meeting Agenda

➤ FY22 Priorities

- Equity Agenda: Gain a better understanding of the Equity Agenda and related initiatives
- BHE Priorities: Develop consensus on top priorities for FY22

➤ Revised By Laws- Implementation Plan

- Develop consensus on implementation of new Advisory Council approach in By Laws: Advisory Council roles; Executive Committee role and consent agendas, Meeting schedule.
- Review nomination process and implementation timetable

FY22 Priorities

The Equity Agenda

Equity Principles

Racial equity:

- Is the **top policy and performance priority** for the Department of Higher Education
- Will be achieved **when race no longer determines one's outcomes** in the Massachusetts public higher education system
- Must be **embedded** system-wide and permeate the Department's structure, culture, and policies
- Requires the use of **asset-based language** to minimize the threat of harm, deficit, and stereotype reinforcement
 - *"Asset-based language" defines people by their aspirations and contributions, rather than the systemic barriers and challenges they face*
- Requires **acknowledgement, remedy, and repair** of policies and practices which have excluded or created barriers

The Equity Agenda

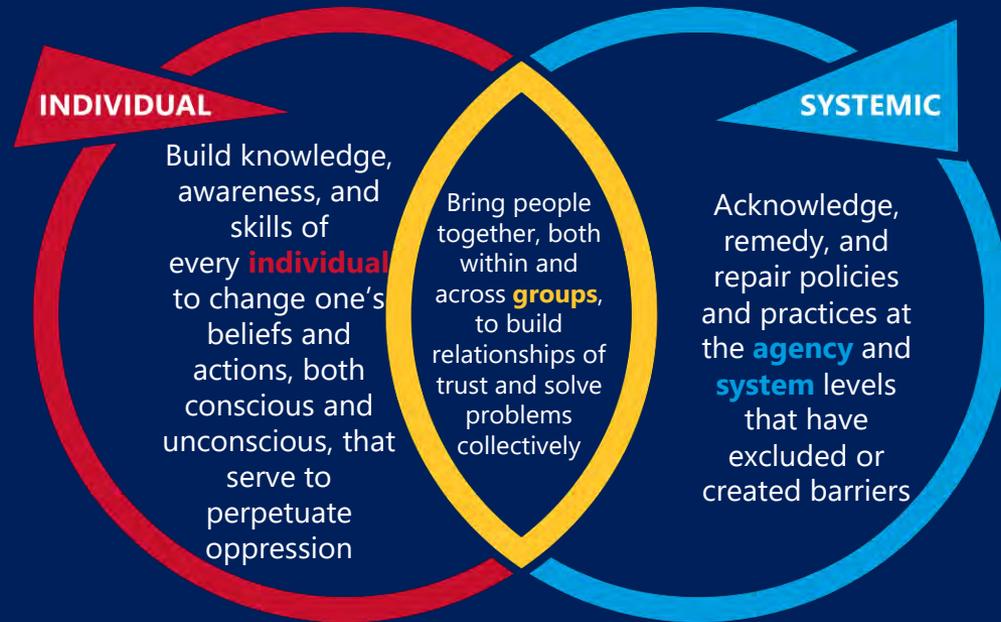
Equity Principles

We must:

- Recognize that **clarity** in language, goals, and measures is vital to racially equitable practices
- Promote **culturally sustainable campus climates** in which all students can thrive and are regarded in the totality of their human dignity
 - *“Culturally sustainable” means recognizing, maintaining, and developing cultural identity and diversity, as they are assets, not weaknesses (Ladson-Billings, 1995; Paris, 2012)*
- Create and cultivate an **inclusive environment** to encourage the support and participation of relevant stakeholders
- Acknowledge the **experience and knowledge** of people of color, and seek to engage people of color in the pursuit of racial equity in meaningful ways
- Incentivize the development and support the implementation of **equity-minded, evidence-based solutions**

Participatory Leadership

To achieve racial equity, DHE has developed various **formal and informal networks** to catalyze and support staff in developing knowledge, building relationships, and implementing policy changes



Inspired by [National Equity Project](#) and Maggie Potapchuk (*Cultivating Interdependence: A Guide for Race Relations and Racial Justice Organizations*, 2004)

Participatory Leadership

To achieve racial equity, DHE has developed various **formal and informal networks** to catalyze and support staff in developing knowledge, building relationships, and implementing policy changes

Networks include but are not limited to:

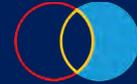
Individual



Groups



Agency and System



Internal Communications & Professional Development

- DHE ICPD Working Group
- DHE Community Conversations
- DHE Equity Book Club
- DHE Equity Institutes (completed) and future professional development



Policy & Program Design

- DHE Policy & Program Audit Learning Community
- BHE Committees & Full Board



New Undergraduate Experience Design

- Steering Committee
- Student-Ready Institutions Committee
- Teaching & Learning Committee



Coalition Building

- DHE Strategic Communications Team
- Equity Coalition



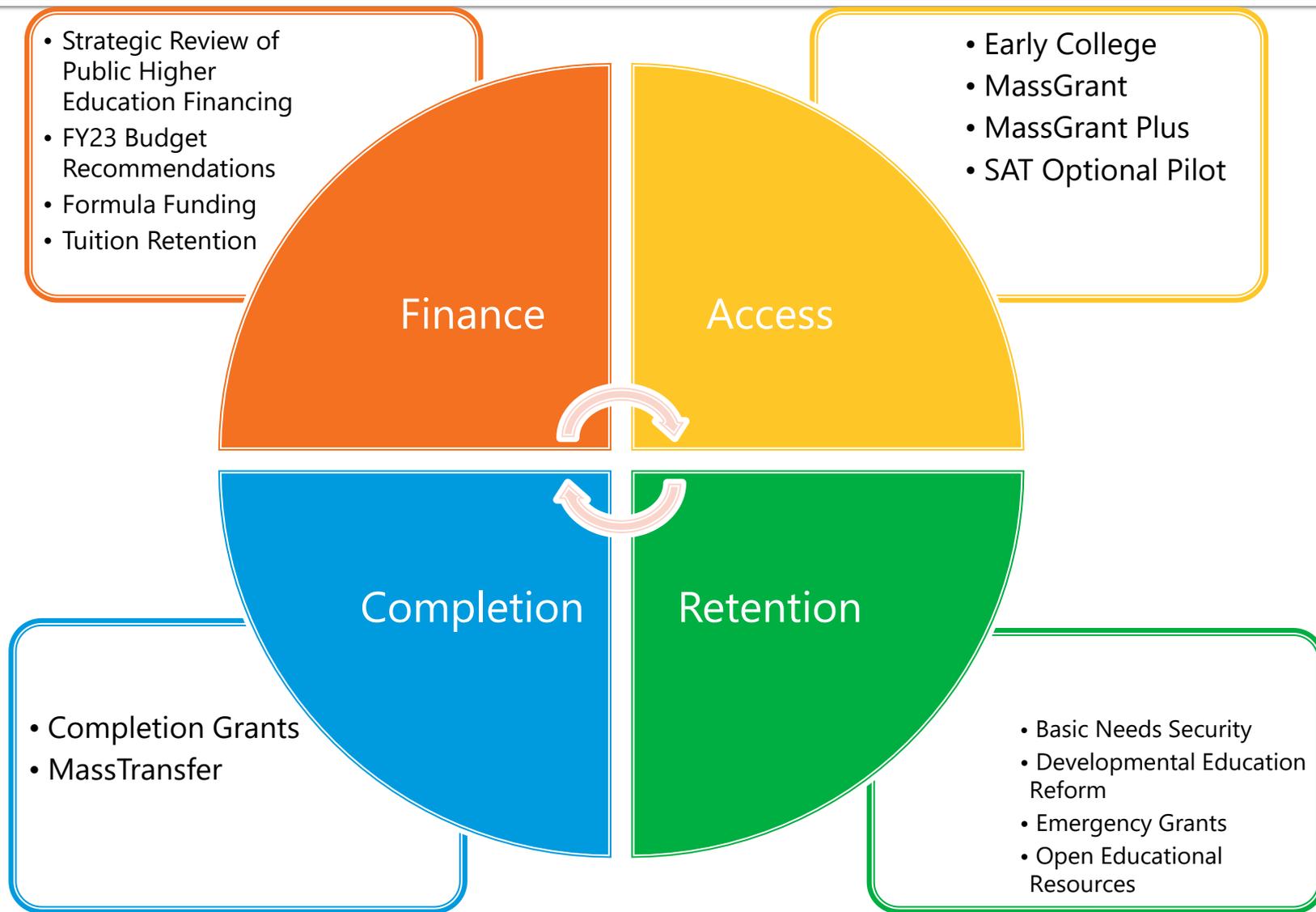
FY22 Policy Priorities

Building on the work of the New Undergraduate Experience, the Program & Policy Audit, and past conversations with the BHE, we have identified the following policy levers as potential priorities for FY22.

Once the Board has reached consensus, DHE staff will present work plans on the identified FY22 priorities at the September Board retreat.

Equity Agenda

Potential Policy Levers



FY22 Areas of Priority – Financial Aid

College Affordability: Closing the Unmet Need Gap

Two programs are targeted to impact college affordability for public college students:

- **MASSGrant**
 - Use resources from increased FY22 financial aid appropriation to shore-up MASSGrant awards for Pell eligible students
 - \$5 million in additional funding for 2021-22
 - Represents largest program increase in over two decades
 - On average, a 27% increase in award values for students in the lowest EFC range (0-500)
 - 37,200 students projected to benefit statewide (25,125 public college students)

FY22 Areas of Priority – Financial Aid

- **MASSGrant Plus**
 - **Continue funding MASSGrant Plus for community college students**
 - Provides resources for tuition/fees and modest book allowance
 - Data shows modest gains in reduction of unmet need – attributable to MASSGrant Plus (and perhaps other factors)
 - 24% of eligible students with unmet need in FY18
 - 21% of eligible students with unmet need in FY19
 - 16% of eligible students with unmet need in FY20
 - **Expand MASSGrant Plus to State University Students**
 - Prioritize MASSGrant Plus for Pell Eligible students
 - Last dollar award for direct costs (tuition/fees, books & supplies)
 - FY20 unmet need for Pell eligible students exceeded \$18 million
 - Proposed \$10m appropriation could substantially impact unmet need

Equity Agenda

FY22 Areas of Priority – Financial Aid

Unmet Need for Pell Students in Fiscal Year 2020

Segment	Pell/EFC	Students	Students with Unmet Need	Unmet Need
State Universities	All Pell Students	10,033	6,879	\$18,297,819
	Pell Students with EFC= \$0	4,980	3,207	\$7,978,601

FY22 Areas of Priority – Financial Aid

Pilot programs to promote Student Success:

- Incentive-based Completion Pilot
 - Encourages degree completion through earned credits
 - Focus on upper-level students with specific requirements for GPA, completed credits – time to graduation, financial need and/or EFC, etc.
 - DHE should use experience and data from previous Completion pilot to design a more effective program
 - Limit pilot to a select group of institutions; engage campus representatives in the program design; scale with evidence of proven effectiveness
- Emergency Support Grant Program
 - Aligned with Equity Agenda – offers equitable approach to college affordability
 - Facilitates the removal of barriers that often hold students back from continuing their enrollment and degree completion
 - Offers debt relief – cleans slate for unpaid account balances, especially prior year/semester
 - Allows struggling students to remain enrolled, obtain degree, or receive transcript if transferring to another institution

Discussion

Questions for the Board

1. Considering the substantial amount of unmet need experienced by public college students, should the MASSGrant Plus program be expanded to include Pell eligible students (low income/EFC) at all public colleges and universities?
2. Will the BHE continue to prioritize continued increases in the annual budget request for financial aid? Increases in FY21 & FY22 were highest in three decades - yet falls short of what is needed to fully eliminate unmet need.
3. Are there questions regarding the role of incentive-based programs and emergency grants (also recommended in the Basic Needs Strategic Framework report), in removing barriers to student success?

Equity Agenda

FY22 Priorities – New Undergraduate Experience

The New Undergraduate Experience (NUE) report is a declaration meant to **clearly express a new vision** for the cultural, curricular, pedagogical, and structural changes needed for a public higher education transformation **focused on racial equity and justice**. There are three reasons this work is important:

1

Moral

Like most higher education systems across the country, the Massachusetts system was built on **centuries of racism and white privilege** that preference young, economically privileged, native-born white men. The Commonwealth's system needs to evolve to support today's diverse students.

2

Economic

Data show that Massachusetts Black and Latinx students are more likely to be in the lowest income group with the lowest expected family contribution. **If these trends continue as the Commonwealth's population becomes more diverse, there may be a negative impacts to the economy.**

3

Democratic

The Massachusetts public education system has the responsibility **to create opportunities for social mobility and to educate the Commonwealth's residents** to enhance engagement in social and political systems.

Equity Agenda

NUE Progress Since June

Since the Academic Affairs Committee was briefed on the NUE report in June, much progress has been made to refine the report.

-  **Reorganized the Report Content around The Student Bill of Rights**
Used the Student Bill of Rights to anchor all the report's sections and recommendations.
-  **Added Case Studies and First-Person Student Perspectives**
Added nine case studies and five first-person student accounts to bring the text and recommendations to life.
-  **Refined the Recommendations**
Reworded, reordered, and/or added recommendations to better capture the opportunity areas presented in the evidentiary text.
-  **Incorporated Additional Data**
Added key data points and recreated charts and graphs to align with the report's style.
-  **Finalized Appendices and References**
Added an updated Charge from the Commissioner, updated the NUE Roster and Glossary, created a student focus group appendix, and formatted all references.
-  **Line Edited the Report**
Created one voice and ensured that language used to describe key stakeholders is consistent throughout.
-  **Engaged the NUE Group for Feedback**
Sent the report to NUE members to provide feedback and incorporated it into the report.

Student Bill of Rights:

Guiding Principles

Student Bill of Rights

Guiding Principles

For the formation of this report, the NUE conducted student focus groups. The below themes represent what students said they needed from Massachusetts public higher education institutions. These themes guided the development of the Student Bill of Rights:



Additional Support at Important Moments of Transition



To See Their Identities Reflected and Valued in the Curriculum and on the Campus



To Be Represented in Student Government and to Have a Voice in Decisions that Affect Them

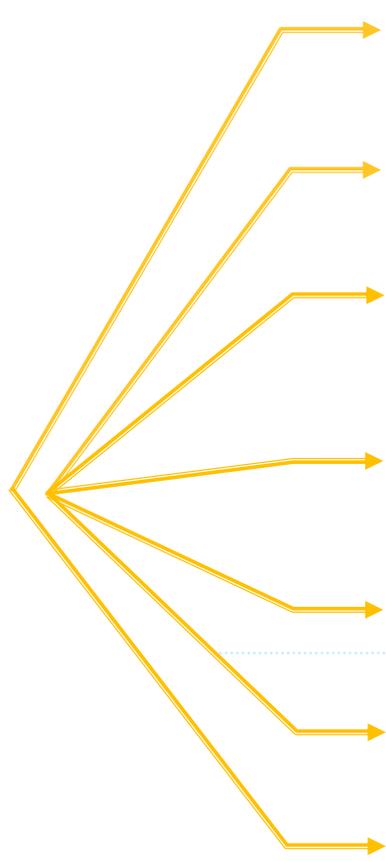


For Institutions to be Transparent and Accountable in Implementing the Equity Agenda

Student Bill of Rights

NUE's recommendations align with the below Student Bill of Rights. To fulfill these, the Massachusetts public higher education system must focus on racial equity and justice.

Students Have the Right to:

- 
1. Clear, accessible, and understandable financial information, and affordable and predictable education costs
 2. Inclusive, anti-racist, and culturally responsive curricula and pedagogies
 3. Equitable access to experiential learning opportunities, in and out of the classroom
 4. Diverse and supportive faculty and staff who are equity-minded higher education practitioners
 5. Welcoming, inclusive, and safe campus environments
 6. Timely and relevant pathways to graduation and employment
 7. A voice in the decisions that impact their education

Cross-Cutting Equity Recommendations

Cross-Cutting Equity Recommendations (1 of 2)

NUE's recommendations are rooted in the below Cross-Cutting Recommendations that shape the more specific commitments and actions needed to create a public education system focused on racial equity and justice.



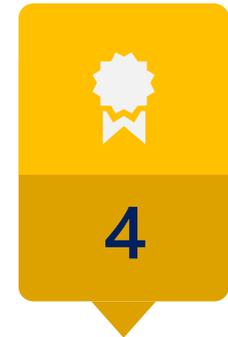
Make racial equity and justice the guiding paradigm of Massachusetts' curricular and co-curricular undergraduate experience



Prioritize the access, success, retention, persistence, and graduation of racially minoritized students attending Massachusetts' public higher education institutions



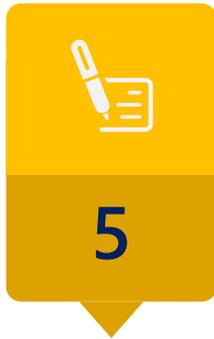
Ensure **that data is both disaggregated and intersectional** at both the campus and system level



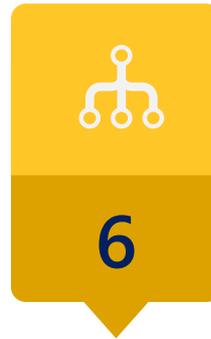
Offer ongoing **racial educational equity professional development** for all public higher education trustees, leaders, and employees

Cross-Cutting Equity Recommendations (2 of 2)

NUE's recommendations are rooted in the below Cross-Cutting Recommendations that shape the more specific commitments and actions needed to create a public education system focused on racial equity and justice.



Institutionalize **equity-based policy and program audits** at every level of the system.



Create accountability structures to ensure that progress toward racial equity and justice is being made at **every level of the institution**



Partner with **students, cultural and community-based organizations, and industry leaders**

Content-Specific Recommendations Summary

Content-Specific Recommendations

NUE's content-specific recommendations are organized by the following categories which are aligned to the Student Bill of Rights. The rest of the presentation takes a deep dive into these categories.

Category

Student Bill of Rights

1. Admissions, Enrollment, & Transfer

Students have the right to clear, accessible, and understandable financial information, as well as affordable and predictable education costs

2. Curriculum

Inclusive, anti-racist, and culturally responsive curricula and pedagogies

3. Equity-Minded Teaching, Learning, & Assessment

Inclusive, anti-racist, and culturally responsive curricula and pedagogies

4. High Impact Practice and Co-Curriculum

Equitable access to experiential learning opportunities, in and out of the classroom

5. Hiring, Supporting, and Retaining Faculty of Color

Diverse and supportive faculty and staff who are equity-minded higher education practitioners

6. Holistic Student Support

Welcoming, inclusive, and safe campus environments and Timely and relevant pathways to graduation and employment

Student Bill of Rights

#1 Students have the right to clear, accessible, and understandable financial information, as well as affordable and predictable education costs.

Admissions, Enrollment, and Transfer

Admissions, Enrollment and Transfer Overview



The recommendations in Admission, Enrollment and Transfer, focus on **eliminating barriers in the application and enrollment processes and on creating clear and seamless transfer pathways.** This will provide a **more equitable structure and support system** that will ensure more racially minoritized students have access to the Massachusetts public higher education system.

Content Covered

- **Admissions and Enrollment**
- **Transfer**

Admissions and Enrollment Overview

Key Takeaways:

- The student enrollment demographics at Massachusetts institutions do not match the diversity of the state's overall population.
 - The Black population of Massachusetts is approximately nine percent and the Latinx population is approximately 15 percent. But the state institutions' student enrollment demographics do not match the diversity of the state's overall population. At UMass Amherst, for example, our most selective four-year public institution, Fall 2020 enrollment was just under six percent Black and eight percent Latinx.
- Reasons for the disparity in diversity within higher education institutions include a confusing and demoralizing college application, a lack of college counseling in the state's high schools, and a lack of support for the state's adult college applicants.

By prioritizing equity, we can:

- Develop and implement recruitment, admissions, and enrollment policies and practices that increase the enrollment of racially minoritized students.
- Eliminate barriers in application and enrollment for racially minoritized students and for populations of students where racially minoritized students are over-represented.
- Achieve racial equity in enrollment as that student diversity reflects the diversity of local and state populations.

Admissions & Enrollment Recommendations

 1

Examine admissions practices through a racial equity and justice lens to ensure that all students feel supported in the application and enrollment processes.

 2

Develop “opt-out” admissions policies by welcoming all high school seniors who live within a regional catchment area to apply.

3

Partner with community-based organizations that provide counseling and services to college applicants of all ages.

 4

Create programs to ensure every early college student in the Commonwealth is automatically accepted to local community colleges without needing enrollment paperwork and that every early college student at community colleges be automatically accepted in the closest state university.

 5

Work with every high school across the Commonwealth to establish quality early college programming through its local community college that is also coordinated with appropriate state universities.

Discussion

Questions for the Board

1. Do you think that using the Student Bill of Rights to organize the recommendation is effective ?
2. Keeping in mind that NUE is a vision document for strategic planning, is there anything missing from the Cross-Cutting Equity Recommendations or the Content-Specific Recommendations that you believe should be included?
3. Is there anything fundamental missing from the Admissions & Enrollment Recommendations?

Transfer Overview

Key Takeaways:

- Black and Latinx students drop out from Massachusetts community colleges at higher rates than other racial groups (*see next slides for details*).
- Black and Latinx students transfer from Massachusetts community colleges to four-year institutions at a lower rate than other racial groups (*see next slides for details*).
- Institutional barriers to transferring include too many electives taken at the community colleges, credits that are not accepted in the major by four-year universities, and inadequate advisory resources.



By prioritizing equity, we can:

- Eliminate barriers to transfer so that Black and Latinx students are not discouraged to pursue four-year degrees.
- Achieve racial equity in transfers so that student diversity reflects the diversity of local and state populations.

Transfer Recommendations

 1

Develop a statewide dual admission program to reduce the uncertainty and barriers of transfer that disproportionately impact racially minoritized students.

 2

Require institutions to use the Massachusetts Articulated System of Transfer (MAST) common course numbering system to facilitate smooth transfer.

 3

Develop a system that will automatically contact qualifying transfer students to complete the Reverse Transfer/FERPA release form when eligible for the associate degree.



Discussion

Questions for the Board

1. Do you have any questions related to the transfer recommendations?
 2. Is there anything fundamental missing in this area?

Student Bill of Rights

#2 Inclusive, anti-racist, and culturally responsive curricula and pedagogies

The Curriculum

Curriculum Overview



The recommendations in this section are targeted at the first semesters of the undergraduate experience, ensuring an asset-based and equity-minded approach. They address a vision of a rejuvenated Core framework and the need for racial justice education within that framework.

Content Covered

- Credit for Prior Learning/Prior Learning Assessment
- English Language Learners
- **Development Education**
- A Rejuvenated Core Curriculum
- Majors, Minors, and Certificate Programs

Developmental Education Overview

Key Takeaways:

- Nationally, Black and Latinx students are much more likely to be placed into Developmental Education and more likely to be impacted by negative outcomes including financial cost of courses not tied to a degree, delayed access to credit-bearing courses, and stigma that a student is “not ready” for college.
- Reforms that have taken place nationally and in Massachusetts include co-requisite courses, accelerated models, and course placement using multiple measures instead of relying on one standardized test.
- Early data from a DHE assessment for revised placement policy indicates that, in 2019, completion rates for Black and Latinx students in gateway, credit-bearing math and English courses jumped five percentage points.



By prioritizing equity, we can:

- Replace deficit and remediation models with asset and strengths-based approaches that recognize student cultural wealth.

Developmental Education Recommendations

1

Redirect financial resources to support students in Developmental Education, through existing budget streams such as HEIF grants and, state aid

2

Align college curricula need with feeder high school content to ensure that students do not repeat and pay for courses unnecessarily

3

Revive the statewide Developmental Education Advisory Board and phase out non-credit bearing Developmental Education system-wide. Additionally, support community colleges in developing credit-bearing courses



= Recommendation the Board and DHE can drive and implement

Discussion

Questions for the Board

1. What are your thoughts on the recommendations on the previous slide?
2. Is there additional information that we can provide in this area to help advance this work?

Student Bill of Rights

#2 Inclusive, anti-racist, and culturally responsive curricula and pedagogies

Equity-Minded Teaching, Learning, and Assessment

Equity-Minded Teaching, Learning, and Assessment Overview



The recommendations in Equity-Minded Teaching, Learning, and Assessment section, focus on creating a **more inclusive, anti-racist teaching and learning atmosphere** at Massachusetts public higher education institutions.

Content Covered

- Equitable Pedagogical Practices
 - Culturally Responsive (CR) and Culturally Sustaining (CS) Pedagogies
 - Trauma-Informed Pedagogy (TIP)
 - Online Learning
 - Instructional Design
 - **Open Educational Resources (OERs)**
- Equity-Minded Faculty and Staff Development
 - New Faculty Orientation
 - Frame Professional Development around Inclusive Excellence
 - Scholarship of Teaching and Learning
- Equity-Minded Assessment

Equitable Pedagogical Practices Overview

Key Takeaways:

- A system of public higher education that strives for educational equity necessitates teaching and learning experiences consistent with culturally-responsive and culturally-sustaining pedagogies.
- Regardless of which technologies are used, the principles of Universal Design (UD) are paramount to provide open and equitable learning environments for all students and provide improved access to racially minoritized students.
- Open Educational Resources (OER) are foundational to the access and success of first-generation, low-income students, who are disproportionately racially minoritized students.



By prioritizing equity, we can:

- Achieve teaching and learning experiences that are student-centered, affirm students' cultures and identities, cultivate critical consciousness of race, gender, and intersectional identities, maintain high expectations for academic success and teaching excellence, and utilize low-cost and no-cost classroom materials (OER).

Equitable Pedagogical Practices Recommendations

1

Develop and adopt campus-specific, data-driven equity-minded pedagogical approaches.

2

Prioritize trauma training and education, as well as universal design for assignments and curriculum, in strategic planning for Massachusetts colleges and universities.

3

Collect, analyze, and utilize data that portray the benefits of utilizing OERs specifically for racially minoritized students.

4

Seek legislative support to obtain funding to create a competitive OER campus funds program to increase and encourage adoption (faculty members enacting OER), adaptation (faculty members remixing and revising existing OER to make it more culturally and disciplinary relevant), and creation (faculty members creating their own digital textbooks for their own and others' use) of OER, especially in STEM fields.

5

Recognize and reward the use and development of OER in faculty tenure and promotion.



= Recommendation the Board and DHE can drive



= Recommendation requiring collaboration between DHE and institutions

Discussion

Questions for the Board

1. Is there anything fundamental missing from the recommendations on Equity-Minded Teaching, Learning, and Assessment?
2. Is there additional information or data that we can provide in this area?

Student Bill of Rights

#5 Welcoming, safe, and inclusive campus environments

#6 Timely and relevant pathways to graduation

Holistic Student Support

Holistic Student Support Overview



Holistic Student Support is focused on student support across the curricular and co-curricular aspects of their educational experience, ensuring an asset-based approach to supporting racially minoritized students intellectually, emotionally, socially, and physically. Many of the recommendations of this section intersect with existing Department of Higher Education initiatives. NUE's recommendations are meant to affirm and support this ongoing work.

Content Covered

- Academic and Financial Policies
- Curricular and Co-Curricular Advising and Support
- **Basic Needs Support**
- Wellness, Conduct, and Safety

Basic Needs Support Overview

Key Takeaways:

- Structural racism impacts access to basic needs for racially minoritized students. National and local data show that students who report food and housing insecurity are more likely to be Black, Latinx, or LGBTQIA+.
- Preliminary data also indicates that while racially minoritized students are disproportionately overrepresented among students who need basic needs support, they may be underrepresented among students who access such services, as the burden is often on the students to seek services out.
- Inequities in access to housing, food, transportation, childcare and technology are identified by campus staff (and national research) as barriers to retention and completion.

By prioritizing equity, we can:

- Increased access for all students, but especially racially minoritized students, to material needs that allow students to focus on learning.

Basic Needs Support Recommendations



1

Convert the current on-campus housing pilots to a systemwide grant program, with EOHHS funding and team-based case management



2

Utilize state financial aid to support student basic needs security



3

Bolster campus emergency aid funds to give students "staying power" - to remain on track to degree completion



4

Prioritize/modernize campus communications to give students real-time, single-stop access to campus and community resources



5

Use professional development opportunities to build cultural competencies, allow campus faculty/staff to become adept communicators of basic needs info

6

Create arrival/departure protocols to assess basic needs, support student transitions to/from campus



= Recommendation the Board and DHE can drive and implement

Discussion

Questions for the Board

1. What are your thoughts on the Basic Needs Support recommendations? Is there anything missing?
 2. Is there additional information or data that we can provide?
3. Which Content-Specific area recommendations are emerging as priorities for you? Which recommendations do you believe would be most impactful in advancing the Equity Agenda?

Strategic Plan for Racial Equity

The NUE Report and the Strategic Plan for Racial Equity

The NUE report is a new vision for the changes to transform public higher education in Massachusetts and focus on racial equity and justice. It, along with other key artifacts, will inform the Statewide Strategic Plan for Racial Equity.



NUE Report

Audience: Massachusetts Institutions of Public Higher Education, the Department of Higher Education, The Board of Higher Education

The NUE report is a **visioning document** that:

- Is meant to **clearly express Massachusetts education leaders and students' collective vision** for the cultural, curricular, pedagogical, and structural changes needed for a public higher education transformation.
- Serves as a **collective blueprint for policies and practices** needed for all students to reach their goals at the Commonwealth's public higher education institutions.
- Contains a history of the state's education system, an overview of achievement inequities, guiding principles, a Student Bill of Rights, and recommendations organized around six key areas of focus.



2024-2034 Statewide Strategic Plan for Racial Equity

Audience: Massachusetts Institutions of Public Higher Education, the Department of Higher Education, the Board of Higher Education, industry leaders, community-based leaders, the K-12 system

The 2024-2034 Statewide Strategic Plan for Racial Equity will:

- **Clearly articulate the system's mission and vision as it relates to achieving racial equity**, identify key stakeholders, include clear, prioritized 10-year organizational goals and objectives, articulate a set of equity-minded, evidence-based strategies to achieve goals and objectives, and include an action plan for implementation.
- **Be informed, in part, by the findings and recommendations from the NUE Report and Policy & Program Audit.** Several other activities will inform the development of the plan.

Development of the Strategic Plan

The Strategic Plan will be developed in partnership with all the Commonwealth's key stakeholders and using the inputs outlined below:



Statewide Strategic Plan for Racial Equity

Strategic Plan Milestones (1 of 2)

The following provides more details on the critical milestones for developing the Strategic Plan, outside of the NUE Report milestones, that the Deloitte Team is supporting the DHE with:

Statewide Strategic Plan for Racial Equity		
Milestone	Description	Timing
Data Analyses	Conducting analyses on various system-wide and individual institution-level data to further explore the current state of the public higher education system as it relates to the Black and Latinx student experience	8/2 – 10/8/2021
Survey Pilot deployment	Gathering feedback on the survey in advance of system-wide deployment from stakeholders across the system, including union representatives	8/30 – 9/10/2021
Stakeholder Interviews and focus groups	Conducting 15 interviews with BHE, DHE, and NUE group members as well as six focus groups with a cross-section of campus administrators to gather feedback on the eventual Strategic Plan and to understand what individual institutions are already doing to improve equity	9/13 – 9/24/2021
System-wide survey deployment	Deploying a survey to all public higher education institutions to gather student, faculty, and staff feedback	9/22 - 10/8/2021
Compiled Environmental Scanning Document	Developing a report that shares the qualitative and quantitative results of the data analyses, interviews and focus groups, and survey and makes preliminary recommendations for key areas of focus to drive the content of the Strategic Plan	10/22/2021

Strategic Plan Milestones (2 of 2)

The following provides more details on the critical milestones for developing the Strategic Plan, outside of the NUE Report milestones, that the Deloitte Team is supporting the DHE with:

Statewide Strategic Plan for Racial Equity		
Milestone	Description	Timing
Strategy Lab Sessions	Conducting an immersive Strategy Labs to validate and reflect on the Environmental Scan results, formulate a mission and vision, and define actionable solutions for the Strategic Plan	Week of 11/8/2021
Draft 2024-2034 Strategic Plan	Developing the draft Strategic Plan with focus on racial equity that includes findings, observations, and strategic priorities. It will identify goals, specific actions, and metrics in order to provide clear direction to all system stakeholders.	12/3/2021
15 Strategic Plan Review Sessions	Conducting review sessions of the draft plan with key stakeholders	12/6/2021 – 4/22/2022
Final 2023-2034 Strategic Plan and Communications Materials	Incorporating feedback from strategy plan review sessions to finalize the Strategic Plan and accompanying Communications Materials related to the Strategic Plan	4/22/2022

Environmental Scan – Draft Research Questions

Data Categories

Initial Research Questions

Relevant demographics and educational attainment with special attention to racially minoritized students

- What are Massachusetts’ Black and Latinx students’ backgrounds when it comes to family income, geographic locations, and high school academic preparation?

Educational pathways including enrollment, retention, and completion with special attention to racially minoritized students

- How many Black and Latinx students does MA’s public higher education system attract (via application); how many does the system accept?; How many does the system enroll?
- What percentage of Black and Latinx students did institutions support past their first year?
- What percentage of Black and Latinx students did institutions support to complete their programs?
- What degrees institutions award to Black and Latinx students complete?

Pathway Partnerships (transfer, prior credentials, neurodiversity)

- How many Black and Latinx students does the system transfer from on system to another each year?
- For those Black and Latinx students that the system transfers from one institution to another, how do their retention and completion rates compare to those who are not transfers?
- For those who participated in Early College and MAICEI, how do their retention and completion rates compare to those who did not come through those programs?
- How do Black and Latinx adult learners’ retention and completion rates compare to those students who come directly from high school? What degrees do adult learners complete?

Environmental Scan – Draft Research Questions

Data Categories	Initial Research Questions
<p>The Commonwealth’s economy, including workforce supply and demand with a special focus on careers and jobs that pay family-sustaining wages.</p>	<ul style="list-style-type: none"> • What will the in-demand skills and jobs in Massachusetts with family-sustaining wages be in the coming years? • Do the institutions support Black and Latinx students with gaining access to these jobs?
<p>Affordability, financing, and return on investment and other value metrics of higher education through tuition, state funding, and other sources.</p>	<ul style="list-style-type: none"> • What are the current trends with tuition prices? • How much unmet need do Black and Latinx students have? • How much debt do Black and Latinx students have upon graduation? • How much scholarship money do institutions provide Black and Latinx students compared to White students?
<p>Campus climate at public institutions and levels of belonging</p>	<ul style="list-style-type: none"> • Do institutions support Black and Latinx students in helping them feel that they belong? • Does the system provide Black and Latinx students with the support they need?
<p>Clear outreach, evidence of welcoming curricular and co-curricular experiences for racially minoritized students</p>	<ul style="list-style-type: none"> • Do institutions have programming that specifically targets Black and Latinx students? If so, what is it?
<p>Faculty Characteristics and Qualifications</p>	<ul style="list-style-type: none"> • To what extent are faculty aware of and feel they have access to equity-minded best practices? • What percentage of faculty is Black? Latinx?
<p>Participatory Governance and Organization</p>	<ul style="list-style-type: none"> • Do institutions provide Black and Latinx students with a voice in institutional decision making?

Massachusetts Public Higher Education System-Wide Survey

Input from student, faculty, and staff is critical to the development of the Strategic Plan. In order to obtain input from these groups, DHE and Deloitte plan to conduct a system-wide survey. Participation in the survey is voluntary.

Survey Details:

- The **goals** of the survey are to:
 - Assess the extent to which faculty is aware of and feels they can access and leverage equity leading practices in their pedagogical and assessment practices
 - Assess the extent to which staff is aware of and feels they can access and leverage equity leading practices in their work
 - Assess the extent to which faculty and staff of color feel that they have the resources they need to succeed
 - Understand student perceptions along critical moments of their journey in the system such as their experiences with Admissions & Enrollment, Financial Aid, Student Support Services, Student Life, and in the classroom
 - Gather ideas from all groups on how to improve equity in the system
- Questions will include **mostly Likert scale-based questions with one write-in answer question.** Demographic questions regarding sex, race, LGBTQIA+, and institution will be asked **but are not mandatory to complete.**
- The survey responses will be **completely anonymous; no PII will be collected.** Responses will be **housed on Deloitte's server,** analyzed **only by Deloitte practitioners,** and **shared with the DHE at the aggregate level only.**

Discussion

Questions for the Board

1. Is the relationship between NUE and the Strategic Plan for Racial Equity clear?
2. Are there additional data categories in the Environmental Scan we should consider?
3. Are there additional questions we should ask in the systemwide survey?

FY22 Areas of Priority – Finance

- Higher Education Finance
 - Federal Funding
 - FY22 Budget/FY23 Budget Recommendations
 - Formula Funding
 - FAAP Advisory Council

Equity Agenda

FY22 Areas of Priority – Finance

Federal funding

Three rounds of COVID-19 Financial Relief (aggregate amounts for Massachusetts public higher education colleges and universities, including CCs, SUs, UMass and inclusive of student-only grant funds)

- CARES Act (March 2020)

HEERF I **\$130.7 million**

GEER **\$17.5 million** (\$12M for public IHE COVID-19 grants; \$2.5M for CC emergency financial aid; \$2M for supplemental early college and remote dual enrollment)

- CRRSAA (December 2020)

HEERF II **\$239.7 million**

- ARPA (March 2021)

HEERF III **\$422.1 million**

Total **\$810 million**

Equity Agenda

FY22 Areas of Priority – Finance

Department of Higher Education FY22 Budget

Program Area	FY21 Budget	FY22 BHE Budget	FY22 H.1	FY22 House	FY22 Senate	FY22 GAA
DHE Administration	\$ 5,186,847	\$ 5,229,397	\$ 2,436,847	\$ 3,602,288	\$ 4,353,287	\$ 5,453,287
College Health and Welfare Fund (Dental)	\$ 5,317,214	\$ 6,529,017	\$ 5,317,214	\$ 6,529,017	\$ 5,317,214	\$ 6,529,017
Massachusetts State Scholarship	\$ 120,000,000	\$ 146,000,000	\$ 116,300,000	\$ 130,000,000	\$ 125,400,000	\$ 130,500,000
Foster and Adopted Child Fee Waiver	\$ 7,294,911	\$ 7,294,911	\$ 7,294,911	\$ 7,294,911	\$ 7,294,911	\$ 7,294,911
Foster Child Grant	\$ 1,485,000	\$ 1,485,000	\$ 1,485,000	\$ 1,485,000	\$ 1,485,000	\$ 1,485,000
High Demand Scholarships	\$ 1,500,000	\$ 1,500,000	\$ 1,500,000	\$ 2,000,000	\$ 1,500,000	\$ 2,000,000
STEM Starter Academies	\$ 4,750,000	\$ 4,750,000	\$ 4,750,000	\$ 4,750,000	\$ -	\$ 4,750,000
Inclusive Concurrent Enrollment	\$ 2,002,977	\$ 2,002,977	\$ 2,002,977	\$ 2,002,977	\$ 2,002,977	\$ 2,002,977
Commonwealth Dual Enrollment Program	\$ 3,000,000	\$ 6,400,000	\$ 2,000,000	\$ 5,300,000	\$ 6,000,000	\$ 6,000,000
Bridges to College	\$ 500,000	\$ 500,000	\$ -	\$ 550,000	\$ -	\$ 550,000
Community College Workforce Grants	\$ 1,450,000	\$ 1,450,000	\$ -	\$ 1,450,000	\$ 1,450,000	\$ 1,450,000
SUCCESS	\$ 7,000,000	\$ 7,000,000	\$ -	\$ 10,500,000	\$ -	\$ 10,500,000
Performance Management Set Aside	\$ 2,552,157	\$ 5,000,000	\$ 2,552,157	\$ 2,552,157	\$ 2,552,157	\$ 2,552,157
State University Formula Funding	\$ 5,469,870	\$ 5,725,486	\$ -	\$ 5,834,270	\$ 5,834,270	\$ 5,834,270
Community College Formula Funding	\$ 5,883,238	\$ 6,177,419	\$ -	\$ 6,271,863	\$ 6,271,863	\$ 6,271,863
PACE	\$ 300,000	\$ 300,000	\$ -	\$ 300,000	\$ -	\$ 300,000
New England Board of Higher Education	\$ 368,250	\$ 368,250	\$ 368,250	\$ 368,250	\$ 368,250	\$ 368,250
Tufts Veterinary School	\$ 5,500,000	\$ 5,500,000	\$ 5,500,000	\$ 5,500,000	\$ 5,500,000	\$ 5,500,000
Subtotal:	\$ 5,868,250					
DHE Line-item Total	\$ 179,560,464	\$ 213,212,457	\$ 151,507,356	\$ 196,290,733	\$ 175,329,929	\$ 199,341,732
Community Colleges and State Universities						
Community Colleges	\$ 308,870,954	\$ 314,754,192	\$ 307,551,027	\$ 314,829,191	\$ 315,197,504	\$ 316,012,504
State Universities	\$ 286,274,293	\$ 291,744,163	\$ 284,509,621	\$ 291,818,845	\$ 292,265,233	\$ 292,590,233
Subtotal:	\$ 595,145,247	\$ 606,498,355	\$ 592,060,648	\$ 606,648,036	\$ 607,462,737	\$ 608,602,737
DHE Total	\$ 774,705,711	\$ 819,710,812	\$ 743,568,004	\$ 802,938,769	\$ 782,792,666	\$ 807,944,469

FY22 Areas of Priority – Finance

Formula Funding (Section 15b of MGL Chapter 15a)

- Funded at 2% of college and university base appropriations for second consecutive fiscal year.
- \$5.8M and \$6.3M for the SU and CC segments, respectively
- FY21 distributions ranged between 1.5% and 2.5% of line-item funding
- Opportunity to more closely align base budget and outcome metrics with Equity principles and goals

FY22 Areas of Priority – Finance

FAAP Advisory Council

- BHE budget recommendations for FY21 cited commitment to a **strategic** approach to funding public higher education – delayed due to pandemic
- Public investment in higher education should be aligned with and supportive of the Equity Agenda and promote innovation, efficiency, and student outcomes.
- Opportunity in FY22 to study and recommend a strategic funding framework that aligns with the BHE's values and vision for the future of higher education in Massachusetts

Discussion

Questions for the Board

1. Timing and process to inform and approve BHE FY23 Budget Recommendations?
2. Timing and process to revise Funding Formulas?
3. FAAP AC charge and workplan for a Higher Education Strategic Finance Study effort?

Preparing for the September Board Retreat

FY22 Priority Work Plans

- DHE staff will prepare work plans for each policy lever priority that detail:
 - Goals
 - Key stakeholders
 - Timeline

Revised BHE By Laws

Advisory Councils- Guiding Principles for Implementation

Goal: to continue to improve Board governance and functioning.

Proposal (as codified): Create “a new form of primary working group” which would:

- seek to supplement BHE/DHE expertise and resources by including non-BHE members;
- be a “place where key issues could be discussed at much greater depth than we have time for at meetings of the whole BHE;”
- add to the critical mass of civic leadership engaged in higher education, and prepare (cultivate) broader pool of citizens to serve as BHE members;
- be “advisory” limited to making recommendations to BHE (no votes) with clear boundaries which do not impinge upon BHE's governing responsibilities; and
- not prohibit BHE from creating more committees, task forces or other advisory councils to undertake the necessary work.

Advisory Councils- Approach

Proposed Approach	Create 3 <i>standing</i> Advisory Councils to replace (eliminate) AAC/ FAAP/ Strategic Planning committees.
Membership	BHE and Non-BHE members
Meeting Cadence	2 weeks before each BHE Meeting
Agenda Items	<p>Only policy/ strategic matters, as assigned, for comment or recommendation to full BHE</p> <p><i>Core Function motions</i> handled directly by BHE (w/ videos) and bundled during BHE meeting; consent agenda process obsolete</p> <p>Purely ministerial matters delegated to Commissioner</p>
EC/ Consent Agendas	<i>Executive Committee</i> meets regularly (in between council meetings and BHE meeting 6x/year), reviews agendas and potentially refers matters to a committee of the whole (e.g., complex or controversial matters), or the BHE, or a council.

Advisory Councils

	Renamed as	BHE Membership*	Non-BHE Membership
FAAP Committee	Finance, Administration & Accountability Policy Advisory Council	Veronica Conforme, Co-Chair <i>Paul Mattera</i> <i>Paul Toner</i> <i>Mike O'Brien</i>	<i>JD LaRock, Co-Chair</i>
AAC Committee	Academic Affairs and Student Success Advisory Council	Patty Eppinger, Chair Sheila Harrity, Co-Chair <i>Judy Pagliuca</i> <i>Paul Toner</i> <i>Student Member</i>	
Strategic Planning Committee	Strategic Planning Advisory Council	Bill Walczak Co-Chair <i>Other members, TBD</i>	<i>Dr. Francesca Purcell, Co-Chair</i>
EBPM Task Force	Evidence Based Policy Making Advisory Council	Chris Gabrieli, Chair Ann Christensen Alex Cortez	

BHE Committees

Committees	Rename	BHE Membership*	Non-BHE Membership
<p>Executive Committee</p> <p><i>M.G.L. c. 15A, section 4(b)</i></p>	N/A	<p>Chris Gabrieli, Chair Sheila Harrity, Vice Chair</p> <p><i>Veronica Conforme</i> <i>Patty Eppinger</i> <i>Bill Walczak</i></p>	N/A
<p>Early College Joint (BESE) Committee</p> <p><i>BHE 17-06, establishes committee and composition</i></p>	N/A	<ul style="list-style-type: none"> • BHE Chair, Ex Officio, Co-Chair • BESE Chair, Ex Officio, Co-Chair • Secretary of Education, Ex Officio • One BHE member (<i>Paul Toner</i>) • One BESE member (<i>Matt Hills</i>) <p>DHE and DESE Commissioners are non-voting members</p>	N/A

* BHE will vote on EC membership; By-Laws state EC will consist of Chair, Vice-Chair and "at least" two other members who also serve as chairs of a council/ committee.

Non-BHE Membership- Nomination Process

- Guiding Principle- Process should be open and transparent
 - All nominations accompanied by candidate's CV and either nominee's statement or letter of support from person nominating
 - Website will allow process for stakeholders to offer nominations
- Guiding Principle- BHE will strive for diversity and geographic balance (By Laws)
 - BHE will establish reasonable balance representing stakeholder interests, content experience and expertise .
- Formal nomination solicitation period for BHE members- (e.g, by date certain # days before an EC meeting).
- Minimum screening criteria for council eligibility?- Such as, demonstrated subject-matter expertise; conflict of interest considerations; time commitments.
- Executive Committee governance role- EC to formulate recommendations.

Key Issues

- Launching Advisory Councils that have a BHE member as Chair/Co-Chair for each, and that any BHE member may join or attend.
- Broadening membership at an appropriate pace, starting with non-BHE co-Chairs, by the end of the year.
- Developing new approaches to reviewing required motions and actions.
- Using the Executive Committee and perhaps other future Committees to address any gaps.
- Continuing to review BHE meeting processes, including processes and charges of the Advisory Councils, the Executive Committee and any future committees.

Next Steps- September 22 Vote

- August 23rd BHE Special Meeting- BHE Reaches general consensus on approach.
- Between Aug 23-Sept 13- Finalize Advisory Council charges, receive membership nominations, if any, from BHE members (and others).
- Week of September 13th- potential Executive Committee to prepare any and all Advisory Council recommendations (charges, nomination process, composition) for BHE approval.
- September 22nd BHE Retreat (annual meeting)- BHE votes on Advisory Council charges, membership and structure, etc.

Discussion

**Proposal: Advisory Committee on Academic Planning (ACAP)
for the development of the Campus Academic Master Plan (CAMP)**

Purpose of an Academic Master Plan:

As an institution of higher education, academics lie at the heart of the mission, vision, goals, and purpose of Westfield State University (WSU). In order to realize its potential to become the premier regional public institution in the Northeast, WSU must create a comprehensive plan that guides the work of the Division of Academic Affairs. The Campus Academic Master Plan (CAMP) should provide a blueprint for prioritization and decision making around resource allocation in regards to curriculum changes, development for faculty and academic support staff, best use of current space and facilities, growth in space and facilities, initiatives for student support and success, and all other elements of the work of Academic Affairs. The horizon for such a plan will be in the 5-10 year time frame.

The overall process of developing CAMP is an opportunity to reflect on *'Who we are?'*, *'Where do want to be?'* and *'How can we get there?'* Self-reflection will guide the framework for developing CAMP.

Charge to ACAP for the Development of CAMP:

ACAP is charged with collaboratively engaging the entire campus community. All departments, programs, and offices of the Division of Academic Affairs will participate in the development of CAMP. Such a plan will identify:

- Institution-wide pedagogical priorities
- Ways to support academic departments and programs in order to strengthen undergraduate and graduate academic programming and curriculum
- Ways to support academic departments and programs in realizing new opportunities in undergraduate and graduate academic programming and curriculum
- Necessary support structures for faculty and staff
- Necessary growth in, and the best use of, academic spaces and facilities
- Missed opportunities to improve the academic experience of WSU students
- The appropriate role of Academic Affairs in any campus-wide effort to sustainably grow enrollment and increase retention
- How to best integrate academic planning into strategic planning across campus
- Other questions or priorities ACAP uncovers during its work

Finally, to ensure that CAMP meaningfully guides the direction of the campus, the committee will develop an implementation plan that clearly outlines objectives, actions, and deadlines.

Membership:

The Advisory Committee for Academic Planning will include:

- The President (ex officio, non-voting member)
- The Provost/VP (ex officio member)
- 12 Faculty* (MSCA) members with broad representation across the institution (3 from each school)
- 8 Presidential appointees: 5 from Academic Affairs, and 3 ex officio members (1 from Finance and Administration, 1 from Enrollment Management, 1 from Student Affairs)
- 4 Student representatives, 1 from each school (exploratory and liberal studies students are eligible)

(In order to ensure continuity, important for developing CAMP, we request the appointment of faculty and staff that are able to serve on the committee for the first 2 years of its work.)



Campus Academic Master Plan (CAMP)

What is CAMP?

A Campus Academic Master Plan (CAMP) is the University's blueprint to academic success, innovation, and evolution:



This plan provides strategic direction, a set of broadly defined goals critical to the evolution of our university. It is not a prescriptive plan, but rather a dynamic one open to modification as we proceed, progress, and observe changes in the world. The ideas in this plan are meant to guide our work, focus our priorities, and inspire us to move forward in exciting new directions.



-From the University of Rhode Island's Academic Strategic Plan

PURPOSE of CAMP

- Provide opportunities for self-reflection in order to guide CAMP's framework
 - Who are we?
 - Where do we want to be?
 - How can we get there?
- Inform the academic direction of the institution for the next five to ten years
- Guide prioritization and decision making on resource allocation (i.e., space and facilities)

PURPOSE of CAMP (cont'd)

- Informs program development, faculty recruitment, fundraising, and enrollment priorities
- Streamlines campus planning processes and drives overall university improvement
- Specifies the relationship between current and future academic programs
- Ensures current programs are appropriately resourced

CHARGE

Reconstitute and repopulate the Advisory
Committee on Academic Planning (ACAP)

TIMELINE

CAMP will be developed over the course of the next year:

- Revised charge to be approved by President Thompson, **October 2021**
- Committee composition to be formed, **October 2021**
- Define process of working with all academic departments, units, and program areas, **January 2022**
- Preliminary data collection, **February/March 2022**
- Update the Board of Trustees, **May 2022**
- Draft Plans, **summer 2022**
- Plan finalization and implementation guide, **fall 2022**
- Final plan to be presented to the Board of Trustees, **December 2022**

INNOVATION

Academics will inform changes in the following areas of our institution:

- Curriculum
- Facilities
- Technology
- Community
- Campus Culture

OUTCOMES & ASSESSMENT

Identifying key performance indicators of success

- Core priorities, goals and principles
- Alignment with strategic plan
- Implementation plan

QUESTIONS AND ANSWERS



WESTFIELD STATE UNIVERSITY

Fall 2021 Student Affairs Overview

Dean of Students, Maggie Balch



**STUDENT AFFAIRS FOSTERS THE
DEVELOPMENT OF KNOWLEDGE,
SKILLS, AND VALUES VITAL TO
STUDENTS' PERSONAL,
PROFESSIONAL AND GLOBAL
SUCCESS.**





Student Affairs strives to assist our students to:

- be informed decision makers;
- understand, respect and appreciate diversity;
- engage in and strengthen their communities;
- embrace the importance of giving as volunteers and philanthropists;
- develop and exhibit transferable lifelong career skills;
- seek out resources for learning and living that enhance their overall well-being;
- think critically, engaging in independent thought and action; and
- work constructively with others

EARN REWARDS

WITH
THE

Owl Advantage

PROGRAM

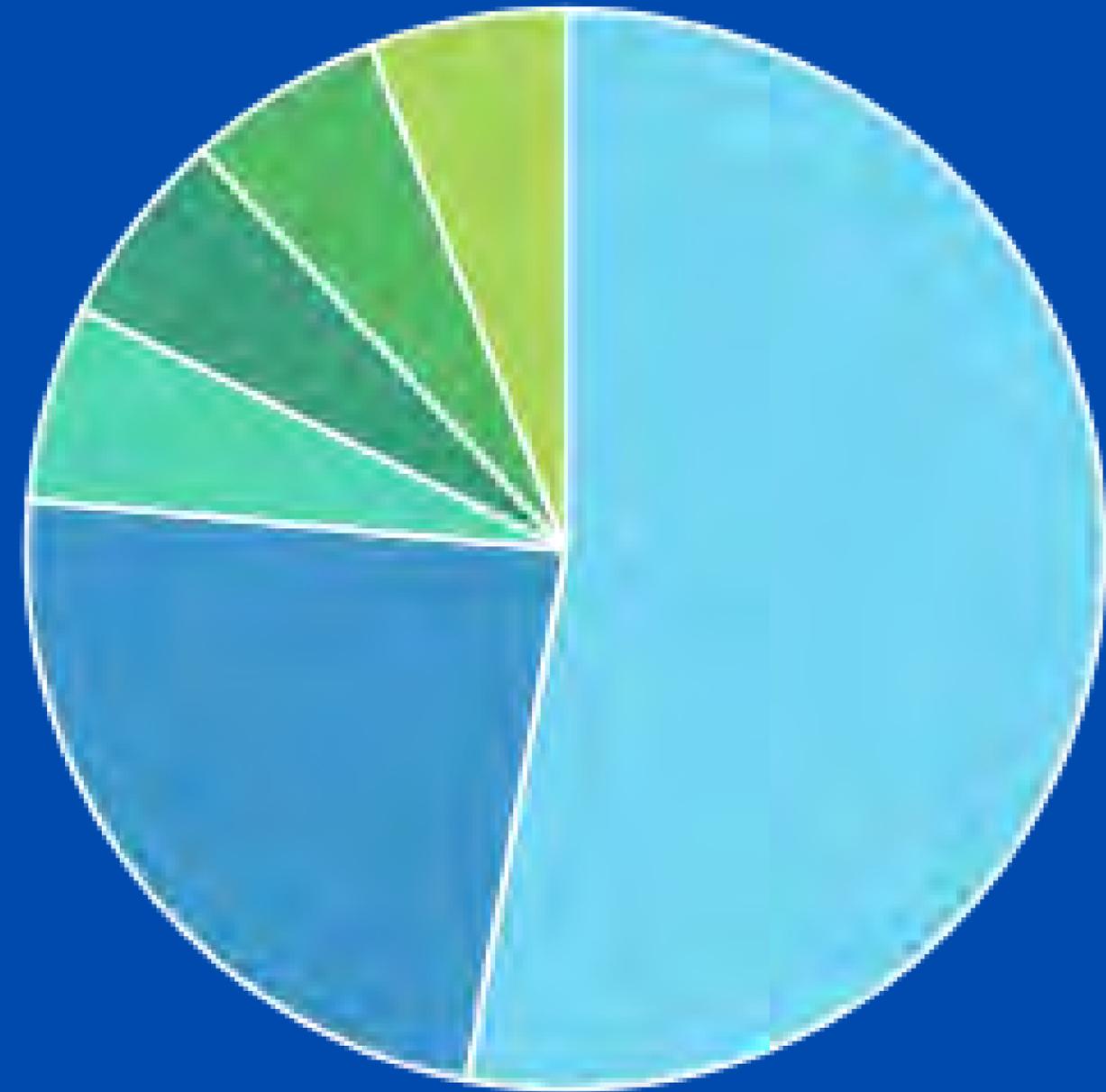
The **OWL ADVANTAGE PROGRAM** is a campus-wide, out of classroom programming initiative offered by the Office of Student Activities, Involvement, and Leadership in collaboration with academic departments and other campus organizations.

Attend events that fall into the seven *Wellness Wheel* categories and **EARN REWARDS!**



Student Activities and New Student and Champion Orientation

- 1 Assistant Director
- 1 Administrative Assistant
- Current Search for a Coordinator/Staff Assistant
- 17 programs with 1,763 participants to date



■ Social ■ Physical ■ Intellectual
■ Social Justice ■ Emotional/Spiritual ■ Environmental

Residential Life

Staffing

8 current staff members

4 current vacancies

37 Resident Assistants (student staff)

50:1 student to RA ratio

Individual Service

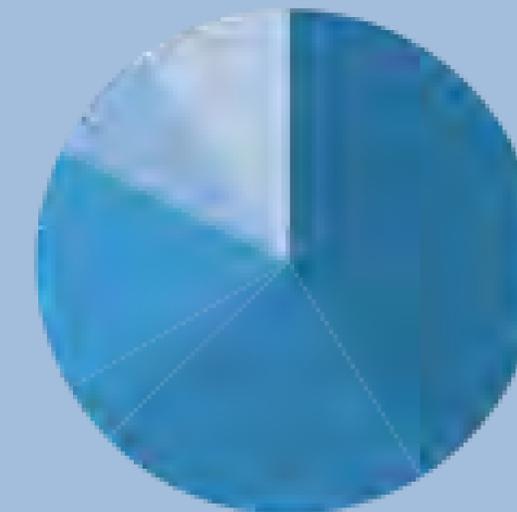
Over 200 students have had individual requests that have been served through the office

Programming

64 student run program opportunities to date

Over 700 students in attendance collectively





- Community building
- Academic success
- Career/future opportunities
- Interpersonal relationships
- Leadership development
- Social justice/equity

ATHLETICS



22 Staff Members including part-time and contracted employees

67 athletic events hosted to date

62 % of student athletes have a 3.0 cumulative GPA

\$85,000 donations/in kind contributions raised for the ice hockey locker room at Ameilia Park

Delaney Parker leading women's soccer player in Owls MASCAC

\$20,000 raised for athletics at the sold out 15th annual Owl Club Golf Tournament

Career Center

A first-class college experience

-
- 6 staff members
 - 1 current vacancy
 - 140 student appointments in September

-
- 192 students participating in virtual Career Fair
 - 16 classroom presentations reaching over 323 students
 - 87 students interacted with info tent sessions

-
- 1, 252 followers on Instagram
 - Outreach to campus partners:
Urban Education
Trio
Veteran and Military Services

COUNSELING CENTER

4 Therapists
1 Administrative Assistant
1 New Hire Starting this month

2 Clinical Interns
5 Undergraduate Interns



HEALTH SERVICES



4 staff members
287 patients served to date
25 telehealth calls serviced
Extended Hours of
Operation
Mondays until 7pm
Saturdays 10am - 1pm

unhealthservices THE HEALTH HUB *Volume 2, Issue no.1*

Message From Pauline Moran
Nurse Practitioner, Director

A great big welcome to you all! We are happy to see the campus buzzing with people. The weather continues to remind us that we are slowly leaving the warm summer days and entering the cool crisp morning and nights of fall.

Hello Students!

Please check out [HEALTH SERVICES website](#) for more info on the services we offer.
[click here](#)

September Sexual Health Awareness Month
[click here](#)

OUR New Hours:
By APPOINTMENT ONLY
Call our office @ 413-572-5415
Mon 8:30-7pm
Tues-Thurs 8:30-5pm
Fri 10-5pm
Sat 10-1pm

Flu Clinic

- Wed October 20
- Thurs November 4
- Thurs November 18

@ 8ly 003 (next to Dunkin)
11am- 2pm
(No Appointment needed!)

*Pet Therapy
11am -1pm
Sept 30, Oct 13 .
On the green or 2nd floor of ELT.

*Free Yoga Fridays 3-3:50pm
Oct 1, 15, 22, Nov 5, 12, 19

Made on a court. Limited Capacity.
By Fitness Center. No gym membership required.
Offered by Counseling Center.

Healthy Routines

- Eat healthy meals every day: vegetables, whole grain, fruits, legumes, proteins
- Yoga
- Exercise daily: simple stretching, taking the stairs to class, parking your car farther away
- Stay hydrated by drinking plenty of water
- Daily reflection/meditation
- Find expression medium: e.g. drawing, painting, reading, writing



Outreach efforts include:
New Student and Champion
Orientation
Instagram campaigns
Health Hub Newsletter

Public Safety

Outreach efforts

- Coffee with the Cops
- Crime Prevention and
- Community Policing within the residence halls

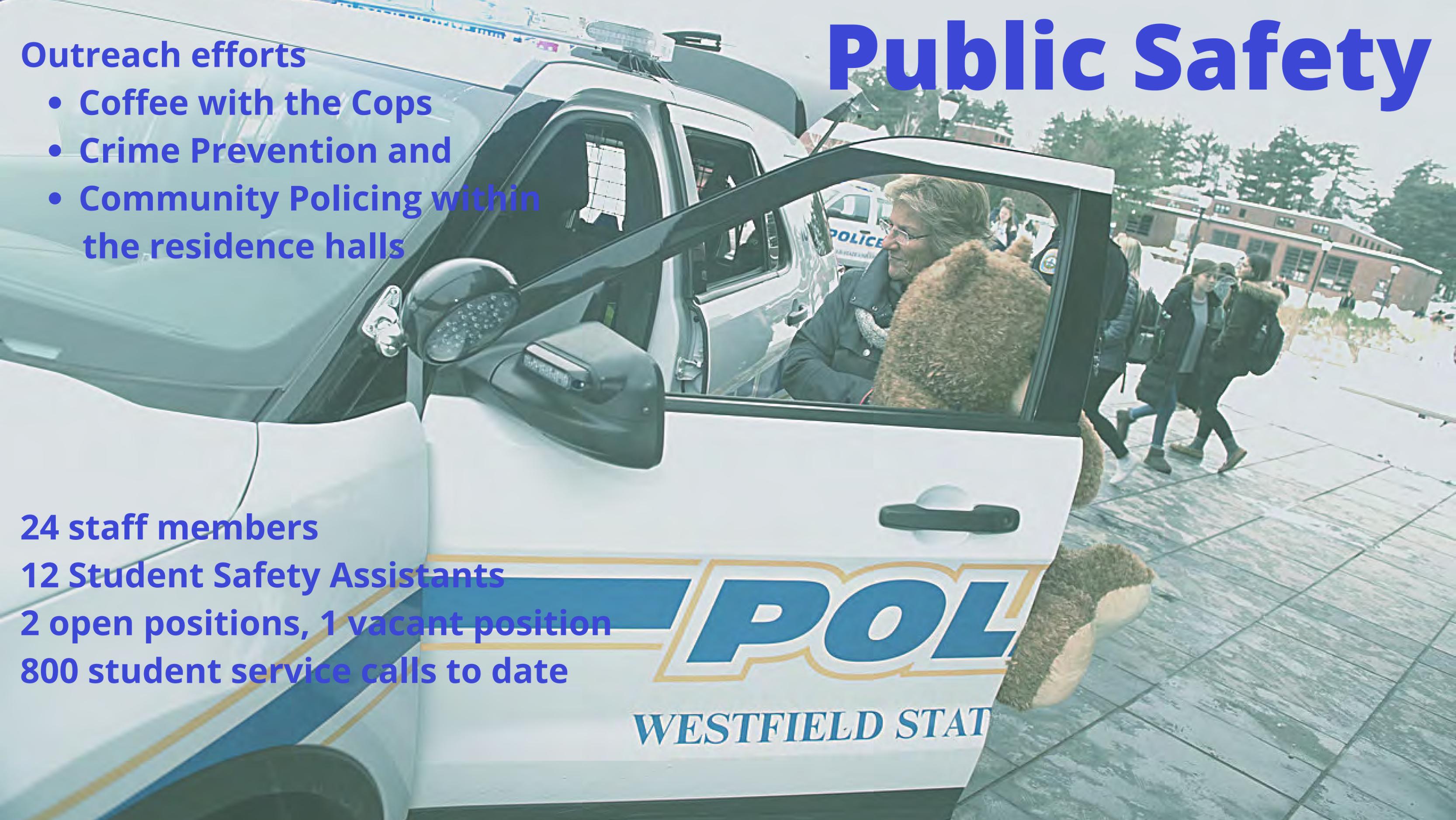
24 staff members

12 Student Safety Assistants

2 open positions, 1 vacant position

800 student service calls to date

POL
WESTFIELD STATE





Community Standards

Student Conduct

- Associate Dean handles all conduct both on and off campus
- 50 students processed through the system to date

Title IX

- Serves as the Deputy Title IX Coordinator
- Met with 4 reporting student cases
- Programming and training for incoming first year students, athletes, and student leaders

Collaborations

- Commuter Advisor
- New Student and Champion Orientation
- Student Conduct Board Advisor
- Westfield Community Policing Unit

Thank you!
Questions?