

**BOARD OF TRUSTEES
SALEM STATE UNIVERSITY
SALEM, MASSACHUSETTS**

MINUTES OF THE MEETINGS OF

October 10, 2012 and January 16, 2013

MEETING OF THE BOARD OF TRUSTEES

October 10, 2012 – 5:00 p.m.

Marsh Hall, Room 210, Central Campus, Loring Avenue

Salem State University

Salem, Massachusetts

- AGENDA -

I. Call to Order

II. Approval of Minutes – June 6 and September 19, 2012

III. Reports

- ▶ Consent Agenda: Approval of Committee Reports *President Meservey*
- ▶ Audit – Action Needed..... *Trustee Ansara*
- ▶ Finance & Facilities – Action Needed..... *Trustee Quiroga*
- ▶ Presidential Review – Action Needed *Trustee Abdoo*
- ▶ Executive – Action Needed *Chair Scott*

IV. Report of the President

V. Report of the Chairman

VI. Old Business

VII. New Business

- ▶ Recognition of 2012 University Retirees – Action *President Meservey*
- ▶ Salem State University Assistance Corporation – Discussion *President Meservey*
- ▶ Special Topics: Industry Trends – Discussion *Chair Scott*

VIII. Open Forum

IX. Adjournment

MEETING OF THE BOARD OF TRUSTEES
October 10, 2012

PRESENT: Trustees Abdoo (Vice Chair), Ansara, Bertrand, Davis, Lancome, Quiroga, Scott (Chair), Segal, and Villa; President Meservey; Executive Vice President Cahill and Secretary to the Board Fleischman.

ABSENT: Trustees Berkowitz and Mattera

Individuals also present and participating in the meeting: Provost and Vice President for Academic Affairs Kristin Esterberg; Vice President for Finance & Facilities Andrew Soll.

The provisions of General Laws, Chapter 30A, having been complied with and a quorum of the Board being present, the Board of Trustees of Salem State University held a meeting in Marsh Hall, Room 210, Central Campus, Loring Avenue, Salem, Massachusetts, on October 10, 2012, with Pamela C. Scott, Chair, presiding.

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I. CALL TO ORDER

Call to Order

Chair Scott called the meeting to order at 5:02 p.m.

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II. APPROVAL OF MINUTES

Approval of Minutes

Chair Scott asked for any changes or corrections to the minutes from the meetings held on June 6 and September 19, 2012; there being none, she also asked for a motion to approve the minutes.

Upon a motion duly made by Trustee Bertrand and seconded by Trustee Abdoo, it was **VOTED: To approve the Minutes of June 6 and September 19, 2012. (MN-13-01)**

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III. COMMITTEE REPORTS

Acceptance of the Consent Agenda

Consent Agenda: Chair Scott began by introducing the use of the consent agenda for addressing routine items at board meetings. She brought the board's attention to the list of items included on the consent agenda currently before them (Attachment A) and read the list aloud. She then asked if there were any items that should be removed from the consent agenda for further discussion. There being none, the chair asked for a motion to accept the consent agenda.

Upon a motion duly made by Trustee Villa and seconded by Trustee Segal, it was unanimously **VOTED: To accept the Consent Agenda as presented (CA-13-01)**

Chair Scott noted that she would like to add the meeting minutes to the committee reports on the consent agenda at future meetings. Trustee Segal asked the chair to review the work done at the

committee level that provides the items contained on the consent agenda. Chair Scott described how the bulk of deliberation occurs at the committee level. She also described the committee structure, the scheduling of committee business weeks in advance of the full board meetings and the committee liaisons that coordinate with the trustee committee chairs. She finally drew the board's attention to the material circulated by the president that explained the consent agenda and its usage (Attachment B).

Trustee Davis inquired whether a member could ask for an item to be removed from the consent agenda if he/she were not present. The chair responded that a member, upon reviewing the materials for the meeting, could express a desire that an item be removed from the consent agenda and discussed at greater length during the meeting; however, the member could not vote on the acceptance of that item without officially participating in the meeting either in person or remotely (i.e.: no proxy voting).

Audit: Trustee Ansara reported on the results of the FY2012 audit. The committee met earlier that week. There were two audits conducted: the first was the annual audit of the university's financials and the second was a first-time A-133 audit of the university's use of federal funds. The annual audit generally went very well; there were two minor findings related to the A-133 audit. The committee recommended acceptance of the audits, which then opened the topic for discussion. Trustee Quiroga asked for more detail on the two findings. President Meserve explained that one matter involved reporting time for students on work study and resulted from a conflict in state and federal requirements. The second finding was related to documentation associated with a student's withdrawal or taking of a leave of absence. In the sample reviewed, one student did not have the proper federal documentation. Policies and training have been put in place to ensure this issue will not happen again. The president noted that the annual audit was completed without findings.

With regard to the first matter, there was discussion of the collective problem faced by our sister institutions and one that has reoccurred over the years among them. The trustees felt that Salem State should work with the other universities to address the conflict between the federal and state regulations.

Upon a motion, duly made by Trustee Davis and seconded by Trustee Villa, it was unanimously **VOTED: The Board of Trustees of Salem State University hereby accepts the Salem State University Financial Statement and Management Discussion and Analysis for the fiscal year ended June 30, 2012. (AU-13-01)**

Upon a motion, duly made by Trustee Villa and seconded by Trustee Segal, it was unanimously **VOTED: The Board of Trustees of Salem State University hereby accepts the Salem State University A-133 audit of federal programs for the fiscal year ended June 30, 2012. (AU-13-02)**

Finance & Facilities: The chair invited Trustee Quiroga to report on the committee meeting of September 19, 2012. The primary item of business before the board was the final general operations budget for fiscal year 2012-2013. Trustee Quiroga, in comparing the final version with the pro forma approved at the June 6th meeting, noted that the changes were due to a change in the funding allocation from the state and related to collective bargaining. She referred the board to the report of the Finance & Facilities Committee from the meeting of September 19, 2012. Vice President Soll explained that the assumptions of the pro forma were correct; the legislature approved the expected budget initially proposed by the governor. The change in allocation is the result of additional funding to cover mandatory increases as a result of collective bargaining.

*Report of the
Audit Committee*

*Report of the
Finance &
Facilities
Committee*

Upon a motion, duly made by Trustee Quiroga and seconded by Trustee Abdoo, it was unanimously

VOTED: The Board of Trustees of Salem State University hereby approves the Fiscal Year 2012-13 General Operations Budget as recommended by the president and described in Exhibit 1-A of the report of the Finance & Facilities Committee, with revenues and expenses balanced in the amount of \$103 million. The president and other officers of the university are hereby authorized to do all things and take all actions necessary to implement the budget and protect the fiscal health of the university. (FF-13-01)

Presidential Review: Trustee Abdoo described the activity of the ad hoc committee to date and its three meetings to date since August 21, 2012. He outlined the document under discussion (Attachment A of the committee report of the meeting of October 3, 2012). Trustee Abdoo added that, in addition to producing the annual review required by the MA Department of Higher Education, the committee is working on a 5-year, comprehensive review of the president as well as working collaboratively with the president to rework the annual review format.

*Report of the
Presidential
Review
Committee*

Trustee Lancome inquired about the direction and role of the five-year review process. In light of past and present positive reviews, he asked what the rationale is for using outside consultants. Trustee Abdoo described the review of outside consultants currently underway. Chair Scott added that additional data and metrics will be a part of the annual review process. The five-year review is separate from the annual review process and will have a different scope and focus. Trustee Quiroga noted that the annual review looks at goals and whether we are meeting those goals. The comprehensive review looks at the strengths of our leader and speaks to our ability to meet those goals; the consultant can help identify strengths and challenges for the leaders and work in collaboration with the president and the board. Trustee Segal added that the comprehensive review provides the opportunity to bring in additional perspectives from the university community than are present in the annual review. President Meservey noted that the business community and the Board of Higher Education would also likely be included in that discussion.

Upon a motion, duly made by Trustee Abdoo and seconded by Trustee Segal, it was unanimously
VOTED: The Board of Trustees of Salem State University hereby accepts the AY2012 annual review of President Patricia Maguire Meservey as presented by the Presidential Review Committee. (PRV-13-01)

Upon a motion, duly made by Trustee Abdoo and seconded by Trustee Quiroga, it was unanimously

VOTED: The Board of Trustees of Salem State University hereby recommends to the Massachusetts Department of Higher Education a 3% adjustment to President Patricia Maguire Meservey's compensation effective July 1, 2012 in recognition of meritorious effort. (PRV-13-02)

Executive Committee: Chair Scott reviewed the proposed By-Law changes for consideration (Attachment A of the Executive Committee report of August 21, 2012). The most significant changes under consideration included: reducing the number of regularly scheduled full board meetings from five to four and the number of committees from six to five through the consolidation of the academic affairs and student life committees; the appointment of non-trustees to serve on committees to expand board capacity; committee name changes as well as the expansion of their charges. President Meservey highlighted two edits regarding the charge for the Academic Affairs

*Report of the
Executive
Committee*

and Student Life Committee that were suggested by Trustee Segal at the August meeting. The first involved the restoration of language related to the oversight of athletics and health services in the charge. The second recommendation regarded language authorizing the committee to undertake official inquiries related to student grievances. Since current judicial and academic policy requires adjudication involving students to terminate with the provost or dean of student life, implying otherwise in the bylaws would be incorrect. The president offered the following alternative language to be inserted: "To conduct such inquiries as may be necessary with respect to student matters not of a judicial or academic nature and to report its findings and recommendations to the Board." The president suggested alternate language that reflected the current policies of the institution.

Trustee Segal agreed with the recommended wording, but raised the possibility that a situation could arise that directly involved the president that would require board attention. He asked how the board would come to be aware of such a situation. The board secretary noted that as had occurred a few years ago with the situation involving a disgruntled employee who had lodged a complaint against the president with the Board office, it would be the board staff's responsibility to convey student grievance information to the Board Chair for appropriate follow up

Chair Scott finally noted the addition of litigation review to the responsibilities of the Executive Committee and on an ongoing monitoring basis for the Risk Management and Audit Committee. She noted the addition of remote participation capability in the updated bylaws and outlined the 30-day review period followed for the proposed by-law changes.

Upon a motion, duly made by Trustee Ansara and seconded by Trustee Quiroga, it was unanimously

VOTED: The Board of Trustees of Salem State University hereby adopts the By Laws of Salem State University as amended (Attachment C). (EX-13-01)

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IV. REPORT OF THE PRESIDENT

- President Meservey began her report by thanking the Board for its support through its vote on the annual presidential review. She then went on to provide an update on the campus campaign. She reported that the Campus Campaign had received support from nearly 60% of full-time employees, both faculty and staff in the form of donations and commitments. She acknowledged Campus Campaign leaders Professor Amy Everitt and Assistant Dean Nate Bryant and the Campus Campaign Committee which has surpassed its goal of \$1,153,000. She also acknowledged Campaign Manager Cheryl Crouse. The success of this portion of the overall campaign will be celebrated at an event on October 20, 2012 at the Coco Keys Hotel in Danvers for campus campaign contributors.

- Personnel updates since the end of the previous academic year included Tom Torello, vice president of marketing and communications; Gene Labonte, chief of police; Judy Cramer, director of financial aid; and Lauren Hubacheck, director of career services. The president also noted the following promotions and changes in responsibilities: Scott James has been named vice president of enrollment management and student life; and Executive Vice President Stan Cahill has accepted the assignment of developing the university's new risk management program.

- Enrollment update: the president reported the university welcomed nearly 1,200 freshmen last month, and just over 700 transfer students. Enrollment, however, is down overall slightly, primarily on the graduate level. She described the new marketing efforts for graduate programs launched in late August. We are also looking at internal opportunities to expand offerings.

*Report of the
President*

- Facilities update: the Library and Learning Commons is progressing; it is now enclosed and the terra cotta is being placed on the exterior. It is slated to open in Fall, 2013. She also recounted the enthusiastic response to the announcement of the naming of the facility for Senator Fred Berry at the senator's retirement event in September. The president reported on work now underway on the Fitness and Recreation Center. Mainstage Theatre renovations are still being pursued.
- President Meservey brought the board's attention to funds contained in the 2008 capital bond bill that the university would like to see allocated for use on a new science and academic building. These funds would not be sufficient to complete a project in its entirety but would be a significant start and one that we would like to utilize if available to us. This topic will be part of future agendas for board discussion.
- The president reminded the board of the upcoming Agganis Forum with SMS alumna Julie Palen as the keynote speaker on October 24, 2012.
- There will be a series of "Think Pink" events at athletics events on campus throughout the year in support of breast cancer research.
- President Meservey confirmed that former Red Sox manager Bobby Valentine will be the speaker at the Speakers Series on November 8, 2012.
- The president updated the board on the ongoing investigation of the recent fire that occurred in Atlantic Hall. She acknowledged efforts of residence life and public safety staff.
- Board staff is pursuing an electronic portal for dissemination of board materials and hopes to have options identified by the next full set of meetings.
- The president raised the existence of a legal matter to be discussed in executive session. There was discussion about going into executive session at that point to discuss the pending legal matter. Trustee Quiroga made a motion, which Trustee Ansara seconded, to go into executive session; however, Trustee Lancome suggested that moving the session to the end of the agenda would be more efficient for the individuals in attendance. Trustees Quiroga and Ansara agreed to table their motion until later in the meeting.

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V. REPORT OF THE CHAIR

Chair Scott reported on being involved in many activities since taking the gavel: convocation, ground breaking for Fitness Center on 9/18/12, Annual Fund celebration on 9/27/12, Board of Overseers event on 10/2/12. She thanked Trustees Bertrand, Mattera and Quiroga for attending the AGB regional session and described her interaction with staff from Iona University and trustees from UMass/Dartmouth. Trustee Quiroga added congratulations to President Meservey for her presentation on the panel, which the chair seconded. Chair Scott welcomed Trustee Lancome to his first meeting and expressed the good wishes of the board. She concluded by expressing her eagerness at celebrating with the campus community the success of the campus campaign at the upcoming event on October 20, 2012.

*Report of
the Chair*

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VI. OLD BUSINESS

There was no old business.

*Old
Business*

* * *

VII. NEW BUSINESS

Recognition of 2012 University Retirees: Chair Scott read a resolution recognizing those members of the university community who had retired in 2012:

RESOLVED:

“The success of Salem State University is built upon the dedicated efforts of its faculty and staff. The following members of our community have retired within the past year with a combined 308 years of service to the institution. The Board of Trustees and the university administration would like to express its gratitude and sincere best wishes to these individuals for their many contributions to the life and future of Salem State:

Margaret T. Andrews; Librarian Emeritus; Library, Instructional and Learning Support

Mary S. Benda; Director; Financial Aid

Mary Debski; Receiving Teller; Financial Services

Cheryl D. Ennis; Administrative Assistant II; Transfer Admissions

Warren Gray; Staff Associate; Energy & Utilities

Paula Griffin; Personnel Analyst II; Human Resources & Equal Opportunity

Linda Jones; Assistant Dean; Counseling and Health Services

Ronald H. Klausewitz; Associate Professor; Computer Science Department

Paul D. Marsella; Professor; History Department

John W. McHale; Professor; English Department

Maureen McRae; Professor; School of Nursing

Margaret A. Muise; Staff Assistant; Counseling and Health Services

John Nicolosi; Steam Fireman II; Energy & Utilities

Carol L. Owen; Associate Professor; School of Social Work”

Upon a motion, duly made by Trustee Lancome and seconded by Trustee Abdo, it was unanimously

VOTED: To accept the resolution recognizing the members of the Salem State University community who had retired in 2012. (NB-13-01)

Salem State University Assistance Corporation: (Attachment D) President Meservey explained the opportunities that SSUAC provides for the university to expand the campus and to provide educational programming. With the resignation of SSUAC board member Joel Whitman, the Salem State University board has an appointment to make. There are also two gubernatorial appointments that are currently open. She stated that input on these appointees would be welcome. The Executive Committee will bring forward the Salem State appointees while the president will gather recommendations for the gubernatorial appointments. Trustee Villa suggested that the appointees be beyond Salem in scope, with a North Shore perspective. There will be additional follow up at future committee meetings.

Special topics: Industry Trends: (Attachment E) Chair Scott and President Meservey reviewed pertinent highlights of the 2011 and 2012 annual meetings of the Association of Governing Boards (AGB).

Among the sessions at the 2011 conference covered by Chair Scott was the Opening Plenary on foreign policy, focusing on higher education in an international context. The speaker, James Fallows of the *Atlantic* magazine, discussed the still strong U.S. talent pool, despite challenges, relative to the rest of the world. Chair Scott also reviewed a session on challenges faced by today's governance moderated by Ray Suarez of *The News Hour* on PBS. This session described the choices facing trustees with regard to institutional survival and touched on the determination of board composition in public institutions, changing demographics and how to allocate resources accordingly. Her next review was of a session on the presence of women on boards and in the president's office. The bottom line of this presentation was that women are making strides in corporate involvement at the board and presidential level, but it still doesn't match enrollment levels in higher education. She also shared that succession planning between presidents and provosts has not been embraced in higher education, forcing female provosts to move elsewhere to attain higher office. Another session reviewed by Chair Scott focused on federal education policy and called on higher education to step up to develop solutions and shape policy rather than wait to passively receive it from the government. Finally, in a session on engaging boards in overseeing academic quality, the distinction was drawn between ratings and quality. According to Senior AGB Fellow Thomas Longin, boards do not spend the time or resources to effectively oversee education quality. Trustees need to understand the academic programs, know what accreditation means and have hard data that demonstrate academic goals are being met.

President Meservey reviewed sessions of the 2012 AGB conference, beginning with a discussion of the Innovative University. She cited an article by Harvard Professor Clay Christiansen on fostering board innovation (Attachment F) and the theory of market disruption in which new innovations fill voids in existing markets. She used the U.S. auto industry as an example of an industry that did not keep pace with the needs and wants of its customers; specifically as it got behind the curve in the development and production of energy efficient cars. In higher education, for-profit providers are now filling a void by providing education to students for whom traditional campuses are not a viable option and are providing it at a lower cost. Traditional institutions need to provide high quality, affordable, accessible higher education.

The president also distributed a Sample Board of Trustees Scorecard (Attachment G) and discussed using dashboards and metrics as potential strategic performance measures for utilization by the board and herself. The dashboard could include student, academic, financial, fundraising, staff and faculty, and/or institutional positioning data. She then reviewed five categories of risk management: strategic, operational, compliance, governance and reputational. She concluded her presentation with a review of a case currently under review by the U.S. Supreme Court: *Fisher v. Texas* (Attachment H). This case challenges the current standards for affirmative action and may affect an institution's ability to utilize any race/ethnicity considerations in making admissions decisions. Salem State does not utilize such considerations in its admissions decisions.

(Note: Trustee Villa left the meeting at 6:45 pm)

Trustee Ansara stated he felt the score card could be helpful. President Meservey said she would solicit board feedback on the metrics they would like included when developing such a performance tool.

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VIII. OPEN FORUM

*Open
Forum*

Chair Scott opened the meeting to questions and comments from the floor. Trustee Abdo noted that Salem State Alumni Tom Thibodeau, coach of the Chicago Bulls, had just been given a monumental contract extension, and that he is one of the best coaches in the country – a point of pride for the institution.

Chair Scott then announced that the Board would go into Executive Session to discuss the Legal Case originally raised during the President’s Report. She asked for a motion for the Board to go into Executive Session. The Board would reconvene to adjourn following the conclusion of the Executive Session.

Upon a motion duly made by Trustee Quiroga and seconded by Trustee Ansara it was unanimously **VOTED: To adjourn to Executive Session at 6:50 pm.**

Voting in the affirmative: Abdo, Ansara, Bertrand, Davis, Lancome, Quiroga, Scott, Segal
Voting against: None

When the Board had completed its discussion, it voted to come out of Executive Session.

Upon a motion duly made by Trustee Segal and seconded by Trustee Ansara it was unanimously **VOTED: To come out of Executive Session at 7:25 pm.**

Voting in the affirmative: Abdo, Ansara, Bertrand, Davis, Lancome, Quiroga, Scott, Segal
Voting against: None

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IX. ADJOURNMENT

Adjournment

There being no further business to come before the Board and on a motion duly made by Trustee Davis and seconded by Trustee Abdo, it was unanimously

VOTED: To adjourn the meeting at 7:25 p.m.

Respectfully submitted,



Patricia Maguire Meservey
President



Jean E. Fleischman
Secretary to the Board of Trustees



ATTACHMENTS

Attachment A: Consent Agenda, 10/10/12

Attachment B: “The Consent Agenda: A Tool for Improving Governance” published by Board Source, © 2006; with accompanying cover email

Attachment C: Revised Salem State University Board of Trustees By Laws adopted 10/10/12

Attachment D: Salem State University Assistance Corporation overview

Attachment E: Association of Governing Boards conference topics PowerPoint utilized jointly by Chair Scott and President Meservey

Attachment F: “How Can Boards Foster Innovative Institutions?” by Clayton M. Christensen and Henry J. Eyring, *Trusteeship*. November/December 2012.

Attachment G: Association of Governing Board’s University of Cincinnati President’s Scorecard and Trustees’ Scorecard.

Attachment H: “What You Need to Know About Fisher v. Texas,” *Chronicle of Higher Education*, October 10, 2012.

Attachment I (not referenced in minutes): Significant Media Coverage from July 1 to October 10, 2012, distributed at meeting.

Minutes from the
Meeting of
October 10, 2012
Salem State University
Board of Trustees

MEETING OF THE BOARD OF TRUSTEES

October 10, 2012 – 5:00 p.m.

Marsh Hall, Room 210, Central Campus, Loring Avenue

Salem State University

Salem, Massachusetts

Items for inclusion on Consent Agenda:

Approval of the reports of the following committees:

- **Audit Committee: June 6, August 10 and October 9, 2012**
- **Finance & Facilities Committee: September 19, 2012**
- **Presidential Review Committee: August 21, September 19 and October 3, 2012**
- **Executive Committee: August 21, 2012**

Jean Fleischman

From: Patricia Meservey
Sent: Tuesday, October 09, 2012 4:19 PM
To: Alyce Davis (alyced35@gmail.com); Claude Lancome; dave_abdoo@yahoo.com; JGiblin@legalseafoods.com; Jim Ansara (jansara@pih.org); jss@ronansegal.com; Marcel Quiroga; Mary Bertrand (mbertrand29@ymail.com); Paul Mattera; pscott16@aol.com; reginavilla98@yahoo.com
Cc: Stanley Cahill; Andrew Soll; Cynthia McGurren; Kristin Esterberg; Scott James; Tom Torello; Jean Fleischman; Cassie Kao
Subject: Consent Agenda
Attachments: The Consent Agenda - A Tool for Improved Governance.pdf

Dear Trustees and Committee Liaisons,

Chair Pamela Scott will be modifying our Board Meeting process beginning at tomorrow's meeting by adding a Consent Agenda for approval of the committee meetings. With this process, all committee reports will be approved through one motion and vote rather than through individual motions and votes. Prior to the vote on the Consent Agenda, Trustees will be asked if there is an item that should be considered separately and if so, this item will be pulled from the Consent Agenda.

The purpose of this approach is to expedite the routine work of the Board to allow for more time for strategic issues and information.

The attached document provides a bit more information on Consent Agendas.

Regards,
Pat

Patricia Maguire Meservey, PhD, RN, FAAN
President
Salem State University
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How YOU spell SSUccess!





Formerly the National Center for Nonprofit Boards

THE CONSENT AGENDA: A TOOL FOR IMPROVING GOVERNANCE

BoardSource wishes to thank Mary Carole Cotter, W.K. Kellogg Foundation; James P. Joseph, Arnold & Porter LLP; David Nygren, Mercer Delta Consulting; and James E. Orlikoff, Orlikoff & Associates, Inc., for sharing their professional insights and expertise on this document.

Information and guidance provided in this document is provided with the understanding that BoardSource is not engaged in rendering professional opinions. If such opinions are required, the services of an attorney should be sought.

MEETING CHALLENGES, CHALLENGING MEETINGS

Nonprofit leaders have the daunting task of delivering on their missions — feeding the hungry and healing the sick, educating the young and entertaining the community, preserving the environment and protecting human rights, accrediting professionals and setting industry standards. With an abundance of obstacles and possibilities at every turn, boards need to spend their scarce time wisely.

Board meetings are the ultimate venue for executing the complementary responsibilities of oversight and strategy. Collectively, the board must satisfy legal requirements and provide programmatic, financial, and ethical oversight. As strategists, board members shape the future of the organization. Equally important — but often overlooked — board meetings bring together the governing body that is responsible for the organization's health and sustainability. As allies with the chief executive in pursuit of the mission, board members must be well informed about the opportunities and challenges facing the organization and ensure that the organization has appropriate strategies, plans, and resources to meet them.

As a practical matter, duly-called meetings are the main mechanism through which boards make *organizational* decisions. Often, meetings are the only time when the board as a whole gets together to execute its *governing* responsibilities. For these reasons, board meetings are precious times, indeed. More often than not, however, nonprofit board members find themselves in meetings that are filled with the least interesting and least challenging issues. Many board members and chief executives struggle to make board meetings valuable to the organization and the individuals in attendance.

A *consent agenda* can turn a board meeting into a meeting of the minds around the things that matter most. A consent agenda is a bundle of items that is voted on, without discussion, as a package. It differentiates between routine matters not needing explanation and more complex issues needing examination. While not difficult to use, a consent agenda requires discipline in working through the following seven steps:

1. Set the meeting agenda
2. Distribute materials in advance
3. Read materials in advance
4. Introduce the consent agenda at the meeting
5. Remove (if requested) an item from and accept the consent agenda
6. Approve the consent agenda
7. Document acceptance of the consent agenda

With a consent agenda, what might have taken an hour for the board to review, takes only five minutes. Because it promotes good time management, a consent agenda leaves room for the board to focus on issues of real importance to the organization and its future, such as the organization's image and brand, changing demographics of its constituents, or program opportunities created by new technology. This BoardSource white paper offers guidance on how to use consent agendas to improve board meetings and, in turn, the overall quality of governance.

WHAT DOES — AND DOES NOT — BELONG ON A CONSENT AGENDA?

In setting the board meeting agenda, the board chair and chief executive recommend what items warrant full board discussion. While their best guess sets the agenda, all board members have an opportunity in the board meeting to “second guess” that preliminary decision and remove items from the consent agenda for discussion.

COMMONLY FOUND ITEMS

Items commonly found on consent agendas include:

- Minutes of the previous meeting. There is no need to read the text of the minutes of a previous board meeting at a current one.
- Confirmation of a decision that has been discussed previously. Some decisions may need a final administrative touch before the board can vote on them. After such details are resolved, the board may vote on the item via consent agenda at the next meeting.
- Chief executive’s report. To the extent that the chief executive does not have items other than those provided in a written memorandum to the board, the chief executive’s report can be assigned to the consent agenda. However, chief executives who prefer to use a few minutes of the board meeting to draw attention to a particular issue outlined in the memorandum should exclude their report from the consent agenda.
- Committee reports. Committee reports often contain important information and sometimes recommendations for board approval or resolution. To the extent that such matters do not need discussion and are supported by written materials provided ahead of the board meeting, they may be better assigned to the consent agenda.
- Informational materials. To educate members about the organization, staff provides the board with reports and documents that do not require any action. These might include human resource policies, statistics on compensation levels in similar local organizations, a copy of the IRS Form 990 before it is filed, or a real estate analysis of the local market. However, if these materials relate to discussion items, they should be included as a part of that agenda item rather than placed on the consent agenda.
- Updated organizational documents. Organizational documents periodically need to be updated. Rather than waste meeting time, updates — such as typographical errors in a document that requires board approval, new dates or locations for board meetings, changes to the organization’s name or address in legal documents, revisions to the bylaws after changing the title of the chief staff officer — may be added to the consent agenda.

TIP BOX

To test whether an item should be included in the consent agenda, ask

- Is this item self-explanatory and uncontroversial? Or, does it contain an issue that warrants board discussion?
- Is this item “for information only”? Or, is it needed for another meeting agenda issue?
- Do we need to confirm a previously discussed issue? Or, do we need to continue the discussion?

- **Routine correspondence.** The board may need to sign standard letters to donors, renew major vendor contracts (whose terms have already been renegotiated), or confirm a conventional action (such as opening a bank account) that requires board approval as stated in the bylaws.

INAPPROPRIATE AND QUESTIONABLE ITEMS

Consent agendas should be crafted with care since the items are not discussed by the board. **They should not be used to hide important issues or stifle difficult discussions.** The following items warrant close consideration when determining if they belong on the consent agenda:

- **Audit.** The board is responsible for hiring an auditor and overseeing that the auditor's recommendations are properly implemented. The auditor's report is a key financial document and should *never* become a consent agenda item. Ideally, the full board's consideration of the audit should include an opportunity to discuss the findings with the auditors without any staff present.
- **Financial reports.** On the one hand, if the financial report is uneventful, it may be appropriate to include it on the consent agenda. On the other hand, if it covers important topics, raises questions, or needs emphasis, it may be better handled as a separate item. Needless to say, consideration and approval of the annual budget should never be included in the consent agenda since it represents a major opportunity for the board to understand and discuss management's proposed resource allocations and operating plans.

Deciding to put a financial report on the consent agenda may also be influenced by the financial acumen of all members of the board. Boards with only a few financially astute members should exclude financial reports from the consent agenda. This allows for a discussion of the financial reports to educate board members about the organization's financial health, thereby ensuring that they fulfill their fiduciary duties.

TIP BOX

Another way for the board to monitor financial performance — without having financial reports consume every board meeting — is to delegate certain duties to the finance committee, such as working closely with the financial staff and reviewing *monthly* financial statements in committee meetings. *Quarterly* financial reports may then be elevated to a special status and discussed thoroughly during full board meetings.

While the finance committee may be charged with monitoring the financial performance, the full board is responsible for the financial health of the organization and should be directly involved in assessing financial matters, especially if the organization is undergoing change.

- **Executive committee decisions.** Even if an executive committee has authority to act on behalf of the board under certain circumstances, its decisions must still be confirmed by the full board. Executive committee decisions that are routine and procedural are ripe for a consent agenda. If the issue has broader implications — be it an emergency or a major strategic decision — the rest of the board needs to understand the background, rationale, and ramifications. These latter executive committee decisions should not be on the consent agenda; rather, they should be handled as separate discussion items, with the full board receiving appropriate information before confirming the decision.

TIP BOX

While executive committees operate in a myriad of ways, they are ultimately accountable to the full board. Executive committees sometimes overstep their authority and make decisions on behalf of the full board. This may happen when the committee meets regularly and, to save time during board meetings, presents decisions matter-of-factly to the rest of the board for approval. Or, by broadly defining what constitutes an emergency or unusual circumstance, the executive committee may usurp the full board's authority. Involving the board in the final confirmation of executive committee decisions sends a clear message that each board member bears responsibility for the organization.

SEVEN STEPS TO USING A CONSENT AGENDA

Consent agendas offer the opportunity to convert board meetings from boring recitations into active discourses by freeing up scarce meeting time for genuine board discussion of critical issues, emerging opportunities, and forward-looking plans. Chief executives and board members who use consent agendas speak glowingly of their impact on organizational decision making and board-staff solidarity. They appreciate the fact that their limited time is used well and that conversations in the boardroom are productive. The following seven steps outline how to use a consent agenda successfully.

1. Set the meeting agenda. Together, the board chair and the chief executive identify what issues should be at the heart of the meeting and what other items need to be addressed. They then assign routine reports to the consent agenda and create adequate time for more substantive discussions. This challenging but valuable exercise enables the board chair and chief executive to focus the board on organizational priorities.
2. Distribute materials in advance. All items included on the consent agenda must be supported by documents that enable board members to make informed decisions. The chief executive sends materials supporting items on the consent agenda to the board sufficiently in advance of the meeting to permit review. Committees and staff may also have to circulate memoranda summarizing committee actions.
3. Read materials in advance. Preparation is an absolute prerequisite for using a consent agenda. Board members must read materials ahead of the board meeting so that they are prepared to ask questions about items on the consent agenda or to vote their approval. While this may require additional effort from board members, it results in more productive meetings and therefore more satisfied and engaged board members.
4. Introduce the consent agenda at the meeting. The consent agenda is usually listed as the first item on the board meeting agenda (See Appendix: Sample Board Meeting Agenda). The

TIP BOX

To ensure that the board carries out its fiduciary obligations, the chief executive may want to gently remind board members to pay particular attention to items on the consent agenda and encourage them to ask questions *in advance* of the meeting, especially if their questions are factual. A quick call to the appropriate person — the chief executive, lead staff person, board chair, or someone else — before the meeting can clarify small matters of fact. If their concerns are substantive, they should voice them at the start of the meeting. The item should then be removed from the consent agenda and added to the meeting as a discussion item.

board chair notes the items on the consent agenda and asks if any board member wishes for an item to be removed. This is the final moment for board members to raise their concerns.

5. Remove (if requested) an item from and accept the consent agenda. If a board member has a question, wants to discuss an item, or disagrees with a recommendation, he or she should request that the item be removed from the consent agenda. Without question or argument, the board chair should remove the item from the consent agenda and add it to the meeting agenda for discussion. If a board member needs to abstain from voting on a particular item in the consent agenda, he or she can make this explicit ahead of time and the item need not be removed.

6. Approve the consent agenda. If no one requests that an item be removed from the consent agenda, a simple unanimous yes vote is needed. The chair asks the board for a motion to approve the consent agenda in its entirety. After a motion and a second, the chair asks the board for its approval of the consent agenda. The board votes on the consent agenda items as a whole. The vote will, of necessity, be unanimous since any disagreement with an item should have been expressed earlier and the item removed from the consent agenda.

7. Document acceptance of the consent agenda. The minutes, circulated after the meeting, state that the consent agenda was approved unanimously and indicate which, if any, items were removed and addressed separately. All supporting materials should be saved with the agenda to demonstrate the information on which the board based its decision.

TIP BOX

- ☑ One way to remind board members that certain items on the consent agenda require board approval, and hence a vote, is to mark them "for approval." This helps distinguish between items on the consent agenda that are informational from those that require board action.
- ☑ "Just a quick question" is not an option when using a consent agenda. Either an item is removed and discussed or it stays put. This places the burden of facilitation on the board chair to be disciplined about stopping discussion and removing items from the consent agenda.
- ☑ To help the board track decisions, the minutes should itemize specific resolutions included in the consent agenda. For example, the meeting minutes might read: "There being no objections, the consent agenda was moved, seconded, and unanimously approved. The consent agenda included the following resolutions: [approve minutes from Month, Day, Year meeting; approve filing of the IRS Form 990 as presented; etc.]." This helps ensure that the minutes are complete and prevents problems should the attachments become separated at a later date.

CHALLENGING MEETING PRACTICES

BREAKING WITH TRADITION

As a meeting management tool, a consent agenda is markedly different from traditional agendas that are highly standardized and structured. Rather than the "old business, new business" approach that emphasizes reports on past performance, a consent agenda energizes board meetings and creates space for deep and forward thinking on the organization's most important challenges, be it assessing the impact of a particular program, identifying new sources of

revenue, or examining the board's composition. A consent agenda also imposes different expectations on all parties. To be effective, it must be understood and accepted by everyone at the meeting.

Moving to a consent agenda may cause consternation because it requires a change from standard operating procedure and sometimes seems to minimize traditional board responsibilities and rituals. First, some board members (and lawyers) may worry that a consent agenda prevents the board from exercising its fiduciary duties. Nothing could be further from the truth. Used properly, consent agendas facilitate board focus on the things that matter most. A consent agenda is not an excuse to cover up important issues; rather, it is an invitation to explore them deeply.

Second, board meetings are often filled with oral presentations of committee updates as a way to showcase work done by committee chairs and members between meetings. Recognizing valuable work by volunteers encourages their continued participation, but the cost of spending board meeting time on purely symbolic matters is too high a price to pay. Instead, the chief executive and board chair should identify other ways to thank committee members for their hard work.

COLLABORATING FOR SUCCESS

Using a consent agenda requires true collaboration between the board and the chief executive. Both must do their homework in preparing for the meeting, from setting the agenda to providing materials to facilitating discussions. Chief executives rely on board meetings to handle mandatory business and to educate board members about the organization's programs. Astute executives treat meetings as valuable "kitchen cabinet" gatherings to engage smart, knowledgeable, passionate individuals around the issues that matter most to their organizations. The efficiencies of a consent agenda give executives more time to engage the board in thinking and talking about the organization's mission, programs, and impact.

Together, the board chair and chief executive need to think strategically about what contributions board members can make to issues facing the organization and how to present matters for their consideration. They need to be clear about the intended purpose of each item *not* on the consent agenda. It may be approval of a recommendation, guidance and advice, or brainstorming. Such clarity about the purpose of the item reduces the likelihood that board discussion will result in an extraneous task list for the chief executive or micromanagement by the board.

TIP BOX

Change is demanding. It requires open-mindedness and flexibility from those affected by the change. As with any new organizational process, the decision to adopt a consent agenda should be made thoughtfully and with a solid understanding of the ramifications of the change. The following steps can help the board adopt a consent agenda without major obstacles:

1. Discuss with the board the benefits of a consent agenda and get the board's support.
2. Create a cheat sheet on how a consent agenda works.
3. Outline criteria for what can and what cannot be included on the consent agenda.
4. Ease into the process. Start with obvious, clear items on the consent agenda.
5. Ask the board how the new meeting structure is working.
6. Fine tune meetings and materials as necessary.

Because a consent agenda frees up meeting time for a different kind of discourse, it requires a different kind of meeting facilitation. The board chair may need to learn tips and techniques for facilitating less structured, more active group discussions. The board chair may need to approach meetings differently — as a focus group, as a debate about the pros and cons of an issue, as a creative idea-generating session, as a time to troubleshoot thorny problems. To make the most of these free-ranging discussions, the board chair will need to exert appropriate discipline without discouraging participation, or the benefits gained from the consent agenda may be lost.

TIP BOX

Meeting facilitation does not come naturally to all board chairs. The following techniques can help board chairs use an interactive approach to running meetings:

- Silent Starts.** Before starting a major discussion, ask each board member to write down the most important question the board should consider on a sheet of paper. Collect and redistribute the responses. Then, have board members read each others' responses out loud.
- Counterpoints.** Randomly assign two or three board members to make the most powerful arguments *against* the recommendation under consideration.
- Breakouts.** Divide the board into small groups and have each group brainstorm questions, identify key issues, or propose alternatives to the issue at hand. Then, have each group present its conclusions to the full board.

THE ULTIMATE BENEFIT: BETTER BOARD PERFORMANCE

It's worth repeating: The main purpose of a consent agenda is to liberate board meetings from administrative details, repetitious discussions, and misdirected attention. The main benefit is better governance. Consent agendas allow the board to regularly dig deeper on strategic issues rather than take a superficial pass on a lot of issues. Traditional board meetings often focus on the past, learning about activities and results that occurred since the last meeting. Board members listen, ask for explanations, and seek assurance that staff has thought of everything. This leaves limited opportunity to focus on the future — how the community is changing, what programs will be most valuable, and ways the organization may need to evolve to best fulfill its mission.

The organization benefits from better decisions, more engaged board members, and greater impact when the chief executive and the board operate as strategic allies. The consent agenda removes one of the obstacles — limited time — to engaging the board meaningfully. With a consent agenda, the board is positioned to become an active participant in exploring the opportunities and challenges the organization faces today and in the future because routine business is handled efficiently. Board meetings become filled with open and robust debate around what matters most. Chief executives hear different perspectives about critical issues and in the process they can ensure the board is knowledgeable about, and supportive of, key initiatives. Board members, in turn, feel that their time is well spent; they feel valued and satisfied.

APPENDIX: SAMPLE BOARD MEETING AGENDA

Board of Directors Meeting ABC Organization

Monday, January 2, 200X
1234 Main Street, Suite 56
City, ST 78910

8:30 a.m. – 9:30 a.m. Full Board Executive Session

- Chief Executive Assessment: Feedback and Approval of the 200X Process TAB 1

9:45 a.m. – 3:00 p.m. Board Meeting

9:45 – 9:50 Welcome and Chair’s Remarks

9:50 – 10:00 Consent Agenda

- Minutes of the December 1, 200X Meeting TAB 2
- President’s Report TAB 3
- Planning and Development Task Force Update TAB 4

10:00 – 2:15 Strategic Discussions: Presentations and Feedback

10:00 – 11:45 Strategic Plan: Measures of Success TAB 5

[Noon — Buffet Lunch]

12:30 – 2:15 New Markets Strategy: Implementation Plan TAB 6

2:15 – 2:45 Governance Committee: Discussion Items TAB 7

- Bylaws
- Board Member Recruitment

2:45 – 3:00 Closing

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**BOARD OF TRUSTEES
SALEM STATE UNIVERSITY**

The Salem State University Board of Trustees is established and responsibilities defined by the General Laws of Massachusetts, as referenced at the end of this document.

ARTICLE 1: ORGANIZATION AND OFFICERS OF THE BOARD OF TRUSTEES

SECTION 1: COMPOSITION AND FUNCTIONS OF THE BOARD. The composition, functions, duties, powers and responsibilities of the Board of Trustees, its committees, or subcommittees, shall be as provided and authorized by the laws of the Commonwealth as in effect from time to time, subject to such rules, regulations, policies or guidelines as the Board of Higher Education may, from time to time, adopt, amend or repeal for the management, control, administration, or regulation of the system of public higher education, or any part thereof.

SECTION 2: BOARD MEMBERSHIP. The Board of Trustees shall consist of eleven members, one of whom shall be an alumnus of Salem State University; one member to be elected thereto by the Alumni Association of Salem State University who shall serve a term of five years; and one full-time undergraduate student member to be elected by the student body annually.

The members appointed by the Governor shall serve for a term of five years, but no member shall be appointed for more than two consecutive terms. Succeeding appointments shall be made for five year terms and any vacancy on the Board shall be filled for the duration of the term, in the same manner as the prior appointment. The Chair shall notify the Governor when any vacancy exists.

The term of office for the elected student member shall be for one year beginning on July 1 following his/her election. The student member shall be eligible for re-election for as long as said student remains a full-time undergraduate student. If at any time during the elected term of office said student member ceases to be a full-time undergraduate student, the membership of said student on the Board shall be terminated and the office of the elected student member shall be deemed vacant. A vacancy in the office of the elected student member prior to the expiration of a term shall be filled for the remainder of the term in the same manner as student elections to full terms, except in the case of the trustee's graduation from the university. Per MGL Ch. 15A, Sect. 21, if a successor trustee has been selected by the student body at the time of the trustee's graduation from the institution, the successor may assume the seat of the student trustee upon the latter's graduation.

The members of the Board recognize and acknowledge that, by taking up their appointments as such, they have assumed an obligation, fiduciary in its nature, to conduct themselves, to exercise their authorities and to discharge their responsibilities for the benefit of the University and of those whom it serves and not for any other purpose. They also therefore recognize and acknowledge that it is both necessary and appropriate for all members of the Board to be regular in their attendance at meetings of the Board and at meetings of the committees on which they

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serve, to assume an equitable share of the responsibilities that fall to members of the Board individually, to inform themselves concerning the University's mission and purpose and to commit themselves to promoting the University's success in its efforts to provide an excellent and accessible education to its students.

SECTION 3: OFFICERS OF THE BOARD. The elected officers of the Board of Trustees shall be a Chair and a Vice Chair. Each officer shall have the duties, functions, powers and responsibilities of her/his office as prescribed by the laws of the Commonwealth, these Bylaws, and parliamentary custom.

Such officers shall be elected by the Board of Trustees at its annual meeting in June, upon nomination by the Nominating Committee as provided in Article III, Section 2, or otherwise, and they shall hold office for a term of one year commencing on the first day of July, or until their respective successors are elected. The Chair and Vice Chair of the Board shall be Trustees.

The President of the University shall also be an officer of the Board of Trustees, ex officio, non-voting and shall have such duties, functions, powers and responsibilities as the Board of Trustees may from time to time prescribe consistent with the laws of the Commonwealth.

SECTION 4: THE CHAIR OF THE BOARD OF TRUSTEES. The Chair of the Board of Trustees shall have the following powers and duties:

- (a) To preside at all meetings of the Board of Trustees at which s/he is present. In her/his absence, the Vice Chair of the Board shall preside. In the absence of both, a chair pro tempore shall be elected.
- (b) To call regular and special meetings of the Board of Trustees.
- (c) To serve as Chair of the Executive Committee.
- (d) To serve as an ex officio voting member of all standing committees of the Board of Trustees.
- (e) To appoint Standing Committees, Nominating Committee, and other special committees of the Board of Trustees, and the Chair thereof. All committee assignments shall be co-terminus with the Chair.
- (f) To appoint successor members and the chairs of standing committees, other than the Executive Committee, in the event that for any reason a vacancy occurs in any such office. A successor so appointed shall serve until the next June 30th.
- (g) To appoint substitute members and chairs of standing committees, other than the Executive Committee, in the event that any such member or chairs thereof declares

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her/his inability to serve for any period. A substitute so appointed shall serve during such inability.

SECTION 5: THE VICE CHAIR OF THE BOARD OF TRUSTEES. The Vice Chair of the Board of Trustees shall have the following powers and duties:

- (a) To perform all duties of the Chair of the Board of Trustees at her/his request or in case of her/his absence or incapacity.
- (b) To serve as a member of the Executive Committee.

SECTION 6: THE SECRETARY. The secretary shall have the following duties:

- (a) To give written or electronic notice of all regular and special meetings of the Board of Trustees and of special committees thereof, and to compile and distribute agendas therefor.
- (b) To record the proceedings and to prepare minutes of the meetings of the Board of Trustees.
- (c) To preserve all documents, papers and records of the Board of Trustees determined by the Secretary to be a part of its official records or necessary to the performance of its duties.
- (d) To conduct correspondence on behalf of the Board of Trustees and to certify official documents and proceedings.
- (e) To perform duties, not inconsistent with those prescribed by these Bylaws or by the Board of Trustees, as prescribed from time to time by the Chair of the Board of Trustees or the President of the University.
- (f) The Secretary to the Board of Trustees shall be an employee of Salem State University who is appointed by the President of the University and approved by the Chair of the Board of Trustees.
- (g) An Assistant Secretary to the Board of Trustees shall also be appointed by the President of the University and approved by the Chair of the Board of Trustees. The Assistant Secretary shall be an employee of Salem State University whose responsibilities will be to assist the Secretary and to support the Board in the absence of the Secretary.

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ARTICLE II: MEETINGS OF THE BOARD.

SECTION 1: ANNUAL AND REGULAR MEETINGS. Four regular meetings, including the annual meeting, shall be held unless otherwise determined by the Board of Trustees. The time and place of such meetings shall be fixed by the Chair of the Board of Trustees in consultation with the President with the exception of the annual meeting to be held in June of each year. All meetings shall be held within the Commonwealth.

SECTION 2: SPECIAL MEETINGS. Special meetings of the Board of Trustees may be held at any time and place within the Commonwealth when called by the Chair of the Board of Trustees or the President of the University or by three Trustees in writing or electronically given to the President specifying the purpose(s) of said meeting. The time and place of such meeting shall be fixed by the Chair of the Board of Trustees in consultation with the President. Notice of such meeting shall be sent to each Trustee as early as possible in advance of the meeting, which notice shall state the time, place, and purpose(s) for which it has been called.

SECTION 3: NOTICE OF REGULAR MEETINGS. Written or electronic notice of each regular meeting of the Board of Trustees shall be sent to each Trustee by mail at least seven days prior to the date fixed for said meeting, which notice shall state the time and place.

SECTION 4: AGENDA OF REGULAR BOARD MEETINGS. A written agenda of matters to be considered at each regular meeting of the Board of Trustees shall be sent to each Trustee by mail at least five days prior to the date fixed for said meetings.

Items to be included on the agenda for a regular meeting shall be submitted to the President in writing or electronically by (a) recommendation of a standing or other committee of the Board of Trustees, (b) the Chair of the Board of Trustees.

No item shall be included on the agenda for a regular meeting except upon consideration and recommendation by a standing or other committee of the Board of Trustees; provided, that at any regular meeting the Chair of the Board of Trustees and the President of the University, and any Trustee upon majority vote of said Board, shall be entitled to present matters to the Board of Trustees for its consideration without prior reference to a committee.

SECTION 5: QUORUM. The number of Trustees necessary to constitute a quorum for the transaction of business shall be six. When a quorum is present at any meeting, a majority of the Trustees present may take action on behalf of the Trustees, except that an affirmative vote of two-thirds of the entire voting membership of the Board is required for the appointment or removal of the President of the University.

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SECTION 6: EXECUTIVE SESSIONS. Unless the Board shall otherwise direct at any time or from time to time, executive sessions of the Board will include the Trustees and the president and shall be convened and conducted in conformity with the state's Open Meeting Law. Other individuals may be invited to attend an executive session in order to give information or advice as deemed necessary or appropriate by the Board. The topics and purposes of executive sessions shall be limited to those matters permitted by the state's open-meeting law.

SECTION 7: REMOTE PARTICIPATION. Under the Massachusetts Open Meeting Law, Gen. Laws c.30A, sect.18-25, members of public bodies may participate in public meetings remotely via the use of technology under prescribed circumstances. These circumstances include: 1) personal illness; 2) personal disability; 3) emergency; 4) military service; or 5) geographic distance. A member wishing to participate remotely must first receive a determination from the secretary that one of the above requirements has been met. For the meetings to proceed, the chair of the convening body – or his/her replacement – must be present and a quorum must exist in the meeting location. Votes taken during meetings where there is remote participation shall be by roll call.

SECTION 8: RULES OF PROCEDURE. Business before the Board shall be conducted according to the latest edition of Standard Code of Parliamentary Procedures by the American Institute of Parliamentarians when not inconsistent with these bylaws unless otherwise provided in these By-Laws or by the Board.

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ARTICLE III: COMMITTEES OF THE BOARD OF TRUSTEES.

SECTION 1: STANDING COMMITTEES. There shall be five standing committees of the Board of Trustees: (1) Executive Committee, (2) Academic Affairs and Student Life, (3) Finance and Facilities, (4) Institutional Advancement, Marketing and Communications, and (5) Risk Management and Audit.

SECTION 2: NOMINATING AND OTHER SPECIAL COMMITTEES. There shall be a Nominating Committee of the Board of Trustees, whose members shall consist of such Trustees as may be appointed by the Chair of the Board of Trustees and who shall serve until the next annual meeting. The Board of Trustees may establish other special committees from time to time to have such duties as it may determine, the members of which shall be appointed by the Chair of the Board of Trustees.

SECTION 3: MEMBERS OF COMMITTEES. Each standing Committee, except the Executive Committee, shall have not fewer than three Trustees appointed by the Chair of the Board. The President shall be a member of each Committee, ex officio, non-voting. The Chair shall be a member of each committee, ex officio, voting. Committee members may include individuals who are not trustees so long as the majority membership of the committee is comprised of trustees. The Chair shall have the authority to appoint non-trustee members advisory, non-voting to committees to serve until the next annual meeting. Members may be appointed to Committees, on a temporary basis, by the Chair, as may be required.

SECTION 4: COMMITTEE MEETINGS. Committee meetings may be held at any time and place when called by the Chair of the Committee, the Chair of the Board of Trustees, the President of the University, or a majority of the members of the committee. The President of the University chooses a University Liaison for each Committee. A University Liaison is the Area Head or the individual with the greatest responsibility in said area.

Notice of each regular committee meeting shall be sent to each Trustee at least seven days prior to the date fixed for said meeting, which notice shall state the time and place. Notice for a special committee meeting shall be sent to each Trustee as early as possible in advance of the meeting, also stating the time and place as well as the purpose(s) for which it has been called.

The Chair of the Board of Trustees or the President of the University may call a meeting of the Executive Committee by declaring that an emergency condition exists. An emergency condition shall be defined as a sudden set of circumstances arising which require the need for immediate action. The Chair of the Board of Trustees or the President of the University shall fix the time and place of such emergency meeting. The Secretary of the Board of Trustees shall send a written or electronic notice of the time and place of the Executive Committee Emergency Meeting to each member.

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The members present at any meeting of a standing committee shall constitute a quorum for the transaction of business, provided that in the case of the Executive Committee, a majority of the members shall constitute a quorum.

SECTION 5: AGENDA OF COMMITTEES OF THE BOARD. A written or electronic agenda of matters to be considered at each meeting of a committee of the Board of Trustees shall be sent to each committee member as early as possible in advance of the meeting. Items to be included on committee agendas shall be submitted in writing or electronically to the President by the Committee Liaison or Chair of the Committee.

SECTION 6: THE EXECUTIVE COMMITTEE. The Executive Committee shall be composed of the Chair and Vice Chair of the Board of Trustees, the President of the University, and three additional Board members elected to this committee by the Trustees at the annual meeting. This Committee shall have the following powers and duties:

- (a) To act upon matters for the Board of Trustees, when immediate action is necessary.
- (b) To consider and act upon proposals by the President for action which the Board may have generally or specifically authorized the President to take with the concurrence of the Executive Committee.
- (c) To review and recommend a prospective list of potential speakers and honorary degree recipients being considered for baccalaureate and graduate commencements. Final approval of all commencement speakers and honorary degree recipients shall rest with the Board of Trustees.
- (d) To conduct upon referral from the Board formal hearings as required by law for the Board of Trustees or any Committee of the Trustees and to make recommendations to the Board concerning any matter heard, provided that hearings required by law to be conducted as adjudicatory proceedings shall be governed by General Laws, Chapter 30A.
- (e) To review recommendations of the President and to recommend all actions required to be taken by the Board of Trustees on personnel (excluding faculty and librarians) from appointment to termination in accordance with collective bargaining agreements, Board of Higher Education and Board policies.
- (f) To review, update, and implement current affirmative action policies of the Board of Trustees and the Board of Higher Education, and to insure compliance with State and Federal Laws.
- (g) To consider legislative and public relations policy interests of the Board of Trustees and of the University and to make recommendations to the Board of Trustees with respect thereto.
- (h) To consider, propose and recommend to the Board of Trustees the adoption, amendment or revision of the Bylaws.

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- (i) To review recommendations of the President and recommend to the Board of Trustees the naming of buildings, streets, ways, and other properties relating to the campus. Final approval regarding the adoption of said names rests with the Board of Trustees.
- (j) To recommend to the Board of Trustees for appointment four members of the Salem State University Assistance Corporation Board of Directors and the SSUAC Board Chair.
- (k) To review litigation matters involving the university.

SECTION 7: THE COMMITTEE ON ACADEMIC AFFAIRS AND STUDENT LIFE. The Committee on Academic Affairs and Student Life shall have the following powers and duties:

To review and recommend to the Board of Trustees:

- (a) Policies relating to the quality, character, and extent of academic programs, including admissions, instruction, curriculum, degrees, accreditation, public service, and research, in accordance with collective bargaining agreements and the Board of Higher Education's policies.
- (b) Proposals for major new programs and program changes.
- (c) Actions to be taken by the Board of Trustees on the granting of emeritus status to retired faculty.
- (d) Procedures, policies, rules and regulations pertaining to student life.
- (e) Plans and policies concerning health and athletic programs.

To review recommendations of the President and to recommend all actions required to be taken by the Board of Trustees on faculty and librarians from appointment to termination in accordance with collective bargaining agreements, Board of Higher Education and Board policies.

To conduct such inquiries as may be necessary with respect to student matters not of a judicial or academic nature and to report their findings and recommendations to the Board.”

SECTION 8: THE COMMITTEE ON FINANCE AND FACILITIES. The Committee on Finance and Facilities shall have the following powers and duties:

To review and recommend to the Board of Trustees:

- (a) Student fees.
- (b) The operating budget for the University.
- (c) Policies relating to property, buildings, land acquisition, site development, and construction.
- (d) Policies and plans relating to facilities and long-range capital outlay budgets.

And

- (e) To oversee the development and continuing review of a master plan for the University.

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SECTION 10: THE INSTITUTIONAL ADVANCEMENT, MARKETING AND COMMUNICATIONS COMMITTEE. The Committee on Institutional Advancement, Marketing and Communications shall have the following powers and duties:

To review and recommend to the Board of Trustees:

- (a) Recommendations with regard to policies and programs related to the advancement of the institution, including fundraising, marketing and communications and activities involving alumni, the community and other external bodies, in order to foster understanding of, and support for, the University and its mission.
- (b) Plans, proposals and the acceptance of major gifts to the foundation on behalf of the University. This will be inclusive of all private funds, including: special gifts, endowments, bequests, and other means.
- (c) Significant branding and positioning strategies for the institution.

SECTION 11: THE NOMINATING COMMITTEE. The Nominating Committee shall nominate candidates for election as officers of the Board of Trustees and shall submit its nominations in writing or electronically to the Secretary at least ten days prior to the date of the annual meeting of the Board of Trustees.

SECTION 12: THE RISK MANAGEMENT AND AUDIT COMMITTEE. The Risk Management and Audit Committee shall have the following powers and duties:

To review and recommend to the Board of Trustees:

- (a) The selection of the independent accountants to perform the annual audit;
- (b) The University's financial statements, ensuring that the statements reflect the University's financial condition;
- (c) The University's internal controls, including those established for financial information systems;
- (d) Actions to address any regulatory compliance issues,
- (e) The University's pending legal cases.
- (f) The University's conflict of interest policy,
- (g) The guidelines and policies that govern the processes by which the University assesses and manages its exposure to risk,
- (h) The University's major financial and other risk exposures and actions to monitor and control such exposures.

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ARTICLE IV: MISCELLANEOUS.

SECTION 1: THE SEAL OF THE UNIVERSITY. The Common Seal of the University and of the Board of Trustees shall consist of a flat faced circular die with the words Salem State University, Salem, Massachusetts, Progredi, the date 1854, and a symbol of a clipper ship engraved thereon.

SECTION 2: AMENDMENT, REVISION OR REPEAL OF THE BYLAWS. These Bylaws may be amended, revised or repealed by vote of a majority of the entire number of Trustees at any meeting of the Board of Trustees; provided, however, that the text of any amendment, revision or repeal as originally proposed shall be sent to the Trustees at least thirty days before the meeting.

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APPENDIX 1: LIST OF REFERENCES.

Conflict of Interest and Annual Disclosure

All members of the Board are state employees within the meaning of the state's ethics statute (chapter 268A of the General Laws). Violations of the statute may give rise to both civil and criminal penalties. Each member of the Board is therefore expected to be familiar with the requirements of the ethics statute and to comply with them.

All Trustees are advised to disclose to the Board any possible conflict of interest at the earliest practical time and to take such other action in that regard as the law may require. Further, each Trustee is advised to absent her/his self or herself from discussions of and to abstain from voting on any matters under consideration by the Board of Trustees or its committees if to do otherwise would constitute a conflict of interest. The minutes of such meeting shall, as appropriate, reflect that a disclosure was made and that the Trustee having a conflict or possible conflict abstained from voting.

Indemnification

Trustees of State Universities are indemnified under Massachusetts General Laws Ch. 15A: "The Commonwealth shall indemnify a trustee of a community college or state university against loss by reason of the liability to pay damages to a party for any claim arising out of any official judgment..."

Pertinent Legislation

1. MA General Laws, Chapter 15A
2. MA General Laws, Chapter 28 of the Acts of 2009

APPENDIX 2: DEFINITION OF NOTICE.

Notice shall be defined as being either written or electronic and shall clearly state the date, place and time of the meeting(s).

Salem State University Assistance Corporation

CEO: Christine Sullivan

COO: Laura Swanson

Overview

The Salem State University Assistance Corporation (SSUAC), a non-profit organization established by an act of the legislature, also in 1996. Its purpose is the “provide a vehicle with the necessary flexibility to prudently pursue such opportunities for the benefit of Salem State College, its present and future students and the commonwealth”. SSUAC purchased the GTE Sylvania property located on Loring Avenue known today as the Central Campus. In 2010, SSUAC purchased the Weir property located between Loring Avenue and Canal Street.

SSUAC has two major components: The Enterprise Center and a business incubator/office space. The Enterprise Center offers programs, networking opportunities, and individualized training for all members of the business community. Sole proprietors, small businesses, entrepreneurs, start-ups and non-profits all avail themselves of the programming and in 2011 over 5,000 individuals from nearly 150 communities participated in the program. Most are two – four hours programs and the vast majority is at no cost to the participant. The Enterprise Center hosts the North Shore Business Plan competition annually.

First-class office space as well as areas for light manufacturing is available in the SSUAC 53,000 SF facility. Both come with free parking, use of conference and training rooms on a first come/first served basis, and a shared kitchen and dining area. The Enterprise Center offers a welcoming environment for tenants and clients alike.

Board of Directors

The Board of Directors is comprised of thirteen directors. Four members are appointed by the Salem State University Board of Trustees; three members are gubernatorial appointments; one member is appointed by the president of Salem State University and five are member by virtue of their positions (president of the university; mayor of the city of Salem; representative of the Salem Chamber of Commerce; representative of the Salem Partnership; and the city of Salem planner). The Salem State University Board of Trustees selects the chair of the Board of Directors.

Salem State University Board of Trustees appointees:

Joseph Correnti (Chair)
Serafini, Darling and Correnti, Attorneys at Law

Tom Dusenberry
CEO, Dusenberry Entertainment

Gordon Hall, III
The Hall Company, Inc.

Vacancy

Gubernatorial appointees

Lee Dellicker
President, Windover Construction

Carl Swanson
Swanson Energy Group Inc.

Vacancy

Presidential appointee

David Perini
Principal, David Perini Enterprises

Appointments by position

Hon. Kim Driscoll
Mayor, City of Salem

Lynn Duncan
City Planner, Salem

Dr. Patricia Maguire Meservey
President, Salem State University

Rinus Oosthoek
Salem Chamber of Commerce

Patrick DeIulis
The Salem Partnership

Association of Governing Boards of Universities and Colleges National Conference on Trusteeship

- April 3 – 6, 2011
- Los Angeles, CA

- Selected session notes prepared by: Pamela C. Scott, Trustee,
Salem State University



Opening Plenary Session - Sunday, April 3 Foreign Policy: An American Perspective Speaker: James Fallows, *The Atlantic*

- Addressed outlook for higher ed in the international context
- Remarks centered on eight themes:
 - Relative position of US in the world
 - Rise of other nations
 - Challenge to resolve economic imbalances between countries
 - Institutions of economic governance
 - Environmental and energy constraints
 - Social effects of economic growth and technology changes
 - Religious tensions across the world
 - Nuclear issues
- These constant challenges will make governance in higher ed harder
- Current issues – Japan disaster, Arab revolutions, Libya intervention
- Role of higher ed will matter more in the next 20 years to allow more opportunity to be created



Plenary Session – Monday, April 4
Responding to Today's Challenges: Is Governance Up To the Task?
Panel Moderated by: Ray Suarez, *The News Hour*, PBS

- Competition makes you reevaluate the role of universities in their communities
 - can be the catalyst for changing surrounding environments
- What are the choices as trustees as systematic change is underway?
 - Can't cut expenses to survive
 - Endowments are hurting
 - Can't rely on tomorrow to be better
- What is really important?
 - Provide access to education, revisit curriculums, how to deliver instruction
 - Restructure resources, revisit costs
 - Push State and Federal government for resources/investment
- Role of Boards
 - Interpret societal questions; need to believe that higher ed is essential
 - Should board composition model be revisited – public appointments dominate but less government funding
 - Boards need philanthropic support, expertise, geographic diversity, forward looking view
- Relationship with states
 - Ask the question to legislators: What do you want higher ed institutions to contribute to the state?
- Looking forward – Changing demographics, declining number of students



Women in the Boardroom and in the President's Office:
What difference does it make?
Panel Moderated by: Susan Whealler Johnston, EVP, AGB, Trustee,
Rollins College

- Women are: 57% Undergrad enrollment, 60% Graduate enrollment, 42% Full Time Faculty
- Women are: 23% College Presidents, 27% Public, 19% Private, 29% Community Colleges
- Women are: 30% of Private Boards, 28% Public Boards, 18% Chairs
- Corporate comparison: Women CEO – Fortune 500 & Fortune 1000 – 2.2%
Corporate Boards – 15.7%
- Positive impacts of women leadership – Better decision making and governance; reflect community and student body
- Why we are not there as Presidents
 - Fewer women aspire to the role, job structure not comfortable, boards dominated by males, done have sponsors, search process must be intentional to include women candidates
- Men do better in hierarchy, women better in flat organizations – influences hiring
- Male faculty are sensitive to increase in women leadership – changes status quo
- Put women in leadership on the board – show their skills
- Succession planning not embraced in higher ed – should rethink looking internally, many Provosts move to become President elsewhere



Public Policy Plenary Session - Monday, April 4
Federal Education Policy
Panel Moderated by: Hon. Jim Geringer, Vice Chair, AGB, Trustee,
Western Governors University

- New regulations coming
 - Employment, Definition of academic credit
 - Pell Grant growth – cut award amount, alter eligibility
 - Life saver for public education, shift to more Fed support as State support declines
 - Private sector – for-profit colleges lawsuit
- Asst. Sec'y Ochoa – Higher ed has not advocated and educated policymakers effectively on their situation and needs for support. He suggests that the six organizations convene to have national education policy discussion, how to meet Pres. Obama's goal of increasing college grads by 2020
- Migration to more direct student lending – Fed Student Aid program
- Higher ed needs to address productivity – more efficient delivery of instruction, adopt new technologies
- Benefits of President's 2020 goal – discussion of higher ed has expanded on access, retention and completion
- Fed expects that support is well spent and wants to measure outcomes, i. e graduation rates – what else can be used?
- What can board do to develop solutions versus be subject to Fed mandates?



Engaging the Board on Academic Quality and Oversight
Panel Moderated by: Thomas C. Longin, Senior Fellow, AGB

- Boards have not spent the time or resources to effectively oversee education quality
- Trustees monitor policy and procedures – how data is collected; results shared
- Need to understand academic programs
 - Where are our majors and the commitment to them
 - Graduate studies
 - Linkage to larger strategies
- Include non-academic areas – whole student experience
- Getting to know what accreditation means
 - Understand the standards
 - Where do we stand
- Trustees should have hard data that demonstrates academic goals are being achieved – not rely only on antidotal evidence
- Does the board have some expertise in this area? What is the commitment to board education? Capacity to understand outcomes and how they work?



AGB Conference on Trusteeship, April 2012

- Topics
 - **Innovative University**
 - **Dashboards & Metrics**
 - **Risk Management**
 - Leadership
 - Strategic Planning
 - Degree Completion

Changing Landscape

- Changing work place
- Changing demographics
- Changing policies
- Changing economy

Theory of Disruption - Christensen

- New innovation: filling the void in existing markets
- Disruption: for-profit, on-line education
Goal: success through
- Success: high quality, affordable, accessible higher education

Dashboard and Metrics

- Student Data
- Academic Data
- Financial Data
- Fundraising Data
- Staff and Faculty Data
- Institution Position/Competiveness

Risk Management Categories of Risk

- **Strategic** -- Changes in demographics, competitors, entrepreneurial programming
- **Operational** -- Alcohol abuse, sexual molestation, fire, human resources, etc.
- **Compliance** – Federal, state, other regulatory
- **Governance** -- Policies and practices in governance
- **Reputational** -- Media and impact view of institution

Fisher vs. Texas – US Supreme Court

- Issue:
 - Fisher denied admission, Fall 2009
 - Discrimination based on consideration given to Black & Hispanic candidates
- Prior case: 2003, *Grutter v. Bollinger*, University of Michigan Law School
- What is different now? Composition of Court
- What is at stake? Could strike down all race-conscious admission policies at the nation's colleges

How Can Boards Foster Innovative Institutions?

Traditional institutions are increasingly concerned with innovation and growth as they compete with online providers for students and tuition dollars. Clayton M. Christensen and Henry J. Eyring, authors of The Innovative University, discuss what boards can do to keep their institutions relevant and competitive.

Why do most institutions imitate rather than innovate?

The tendency to imitate is understandable and generally well-intentioned. The powerful model of Harvard University and its peers is envied and emulated the world over. Also, foundation and state funding policies, as well as rankings, tend to reward institutions for becoming more Harvard-like (or climbing the “Carnegie ladder”). That tendency is reinforced by the surplus of Ph.D. graduates produced at the top universities, many of whom take academic positions at less-prestigious institutions and strive to make them more like their alma maters.

But such imitation is more expensive than it appears. It also causes institutions to de-emphasize undergraduate education relative to graduate programs and research. As a result, tuition rises even as the quality of undergraduate education slips.

How can boards encourage innovation?

Boards can help academic administrators, especially presidents, choose not to engage in imitation, a daunting professional prospect. Presidential search committees generally subscribe to the bigger-and-better view of higher education. They are drawn to candidates who have led their institutions to increased research support, more prestigious athletic conferences, and higher rankings.

A president or other senior administrator who bucks this trend must count the professional cost. Not only is imitation rewarded in the job market, but innovation carries huge risks. Faculty members appreciate administrators who give them more financial support and freer rein, not those who shake up the status quo.

Boards have to create long-term personal incentives for top administrators to assume the risks of innovation. Job security may matter more than financial compensation. The three greatest presidential innovators in Harvard’s history—Charles Eliot,

Lawrence Lowell, and James Conant—served for an average of 28 years each.

Boards are concerned with access and completion. Can online technology help achieve these goals?

Even an institution in dire financial straits can grow by increasing the number of courses it offers wholly or partly online, admitting new students without a proportional increase in physical facilities or full-time faculty members. The tuition that these new students pay can offset the incremental costs of serving them. It may even be possible to generate free cash flow to invest in other areas.

Online technology can also help to raise completion rates. Computer-aided academic advising allows students to plan the path to graduation more effectively. Required “bottleneck” courses that fill quickly or are offered infrequently can be made available online, decreasing time to graduation and thus reducing the risk that a growing debt burden or other life disruptions lead to dropping out.

How can boards support their institutions in making the best strategic choices?

To survive growing competition, universities must be both more student-focused and more narrowly focused on their academic offerings and scholarship. The board must play a leading role in accomplishing that. Traditionally, focus has been seen as a fetter on academic freedom and antithetical to the very nature of the university. The natural reaction of people in academe is to see focusing as doing or being less, a temporary, sure-to-fail administrative fad.

In fact, failure is almost assured unless the board provides institutional strength and continuity. No matter how talented or long-tenured a president, only the board can ensure the kind of intergenerational commitment required to keep an institution strategically focused. The board can also help the administrative team show faculty members, students, and alumni that focus is the key to achieving not less, but more.

Clayton M. Christensen is the Robert and Jane Cizik Professor of Business Administration at the Harvard Business School. **Henry J. Eyring** is an advancement vice president at Brigham Young University—Idaho.



To survive growing competition, universities must be both more student-focused and more narrowly focused on their academic offerings and scholarship.

Goal 1 – Place Students at the Center

	2003	2006	2007	2008	2009	2011-2012 Target	Change Since Most Recent Measure	Change Since Baseline Year*
Improve Student Satisfaction								
SSI Measure (Overall Satisfaction)	4.05	4.82	5.08	5.08	4.97	4.97	5.4%	25.4%
NSSE Measure – Freshmen (All Categories Combined)	42.9	46.9	46.9	49.2	48.5	48.5	4.9%	14.7%
NSSE Measure – Seniors (All Categories Combined)	45.3	50.2	50.2	50.7	51.1	51.1	1%	11.9%
Graduate Student Satisfaction Survey (Master's Students – Overall Satisfaction)		91%	92%	92%	88%	92%	-4.0%	-1.0%
Graduate Student Satisfaction Survey (Doctoral Students – Overall Satisfaction)		90%	92%	92%	93%	94%	1%	3.0%
Student FTE to Faculty FTE Ratio	17.3	14.6	14.6	14.6	14.6	14.6	0.0%	-15.6%
Improve Retention and Graduation Rates								
First-Year Retention Rate	77%	80%	82%	83%	84%	85%	1.0%	7.0%
Six-Year Graduation Rate	48%	52%	52%	55%	55%	56%	0.0%	7.0%
Establish a 24/7 Learning Environment								
Distance Learning Enrollment (Instructional FTE)	519	1,352	1,564	1,970	2,105	1,720	6.9%	305.6%
Distance Learning Enrollment - Degree Program Headcount	642	2,290	2,559	2,809	3,002	2,815	6.9%	367.6%
Distance Learning – Number of Degree Programs	8	15	16	16	23	22	43.8%	187.50%
E-Classrooms – Currently 75% of 145 Centrally Scheduled Rooms are E-classrooms		98	99	101	109	144	7.9%	22.5%
Student Use of Blackboard	66%	81%	86%	88%	89%	100%	1.0%	23.0%
Faculty Use of Blackboard	33%	58%	64%	71%	74%	100%	3.0%	41.0%
Wireless Coverage (Estimated)	15%	54%	56%	56%	56%	100%	0.0%	41.0%
Provide Seamless and Effective Pathways for Student Success								
Transfer Students from Non-UC Schools & Universities	1,090	1,349	1,288	1,550	1,727	1,500	11.1%	58.4%
Articulation and Transfer from UC Regional Campuses	436	559	658	654	755	750	15.4%	75.2%
Cincinnati Public Schools First-Year Retention Rates	72%	72%	75%	70%	76%	80%	5.5%	3.5%

OTHER ACHIEVEMENTS

— **Tuition Holds Steady** – After two consecutive years of no tuition increases for undergraduate students, tuition again remains flat as fall quarter 2009 opens. Even though state legislators passed a budget allowing universities to raise tuition 3.5 percent in 2009-10 and 2010-11, UC has declined to raise tuition at this time. www.uc.edu/virtualtour

— **Multi-Lingual Visits** – International students and their families can now "visit" UC without the time and expense of getting here, thanks to online tours of campus now available in Korean, Mandarin Chinese, Spanish, Turkish, Japanese and Italian. The tours can be accessed at: www.uc.edu/virtualtour/videowest/.

Center for Continuing Education Fund raising and planning not included in this report.

AGB Sample Board of Trustees Scorecard

Indicator	6/10	12/10	6/11	Target	Status
Student Success					
* 6 yr grad rate	40%	40%	40%	50%	=
* Course completion rate	83%	84%	84%	92%	+
Urban Research					
* Faculty hiring	2	2	4	10	++
* Lab renovations	2%	15%	25%	100%	++
Regional Impact					
* Regional placement	15%	15%	17%	50%	+
* New businesses	0	0	0	5	=
University Vitality					
* Cost reductions	\$100K	\$250K	\$350K	\$20M	+
* Faculty development	\$1K/FTE	\$1.1K	\$1.1K	\$3K/FTE	

Chronicle of Higher Education, October 10, 2012

What You Need to Know About *Fisher v. Texas*

The U.S. Supreme Court is hearing arguments this week in *Fisher v. University of Texas at Austin*, a case that centers on the questions of whether and how race may be used in college-admissions decisions. Wondering what this case means for colleges? You'll find answers on this page.

Who is the plaintiff, Abigail Fisher?

Ms. Fisher is a native of Sugar Land, Tex., who in 2008 was denied admission as an undergraduate applicant to the University of Texas at Austin. She recently graduated from Louisiana State University at Baton Rouge.

Why is she suing?

Ms. Fisher, who is white, is accusing the University of Texas of illegally discriminating against her because she was part of a pool of applicants who were evaluated using criteria that gave extra consideration to black and Hispanic applicants. She did not qualify for automatic entry to the university under the state's "Top 10 Percent Plan," which guarantees admission to any Texas public college for residents in the top tenth of their high-school class.

Hasn't this issue come up before?

Ms. Fisher's lawsuit argues that the University of Texas violated the limits on race-conscious admissions policies set forth by the Supreme Court when it last considered them, in 2003. In *Grutter v. Bollinger*, which involved the policies of the University of Michigan law school, the Supreme Court held that colleges seeking to promote diversity must give "serious, good-faith consideration" to race-neutral alternatives to affirmative-action preferences.

Ms. Fisher's lawsuit argues that Texas' "Top 10 Percent Plan" has produced sufficient levels of diversity on the Austin campus and that the university has no need to give extra consideration to applicants based on race.

What's different now?

The Supreme Court's decision to take up the case and consider such arguments might reflect a shift in its composition. It has become more conservative, and more hostile to racial preferences, than it was in 2003.

So what's at stake?

The court might strike down Texas' policies and rule that they simply violate the guidelines set forth in its past rulings. Such a decision would be bad news for the Austin campus, but, considering the distinct features of its admission system, that decision would probably have little effect on other colleges.

There is some chance, however, that the court could strike down all race-conscious admission policies at the nation's colleges, by rejecting its own precedents holding that such policies serve a compelling government interest. Ms. Fisher's lawyers and some conservative advocacy groups are urging the court to do just that.

Where the Supreme Court Justices Stand on 'Fisher v. Texas'

Eight members of the Supreme Court will decide the case. One justice is widely regarded as holding the deciding vote.

Likely to Favor Abigail Noel Fisher

These four justices are regarded as skeptical of race-conscious government policies and seen as very likely to favor Ms. Fisher. They will probably seek to abandon the 2003 *Grutter v. Bollinger* decision. Chief Justice Roberts, Justices Alito, Scalia and Thomas.

Likely to Favor the U. of Texas at Austin

These three justices are very likely to fully support the University of Texas at Austin and uphold race-conscious admissions policies. Justices Brewer, Ginsburg and Sotomayor.

The Swing Vote

Justice Kennedy has accepted the idea that narrowly tailored race-conscious admissions policies provide educational benefits that serve a government interest. But he rejected the specific policy at issue in the 2003 *Grutter v. Bollinger* case, saying the University of Michigan's law school gave too much weight to race in admission decisions and used "numerical goals indistinguishable from quotas."

On the Sideline

Justice Kagan has recused herself from the case. She was involved, in her previous position as U.S. solicitor general, in the Obama administration's submission of a brief supporting Texas when the case was before a lower court.



Significant Media Coverage from July 1, 2012 to October 10, 2012

October 7, 2012

Boston.com

[Are you ready for online learning? Salem State offers two degree programs that can be completed entirely online](#)

October 5, 2012

Salem News

[Professor Kani Sathasivam \(political science\) comments on question of limiting political spending](#)

October 4, 2012

Salem News

[Professor Rob Brown \(communications\) one of locals to offer opinion on presidential debate](#)

October 3, 2012

Salem News

[Professor Rob Brown \(communications\) on benefits of liberal arts education](#)

October 3, 2012

Salem News

[Professor Kenneth Ardon \(economics\) comments on what influence the economy has on the election and vice versa](#)

October 2, 2012

Boston Herald online

[Enterprise Center offering three session series designed to help baby boomers plan for retirement](#)

September 29, 2012

Daily Item

[105 English High School students received the John and Abigail Adams Scholarship](#)

September 27, 2012

Salem News

[Forum that was both information session and public rally for Salem schools turnaround held at Salem State](#)

September 27, 2012

Salem News

[Salem State announces 2012 Athletic Hall of Fame](#)

September 21, 2012
MassHighTech
[Parexel, Salem state offer clinical management degree](#)

September 21, 2012
Salem Gazette
[New Salem Spins director looking at big future](#)

September 21, 2012
Salem Gazette
[Sacrifices remembered at WWII memorial rededication](#)

September 20, 2012
Sacramento Bee
[Global biopharmaceutical services provider Parexel and Salem State University launch clinical trial management graduate program](#)

September 19, 2012
Boston.com
[Salem State breaks ground for new fitness center](#)

September 19, 2012
Huffington Post
[Salem State's Upward Bound program acknowledged for helping the new war on poverty](#)

September 19, 2012
Salem News
[Restoration of WWII memorial a fitting thank you](#)

September 18, 2012
Salem News
[Salem State honors WWII heroes](#)

September 17, 2012
Salem News
[Work begins at Salem State's O'Keefe Center](#)

September 14, 2012
Arlington News
[Salem State's Linda Burt \(theatre/costume shop\) wins Best Costume Design Award by the Eastern Massachusetts Association of Community Theaters \(EMACT\).](#)

September 14, 2012
Boston.com
[President Meservey announced new library will bear Fred Berry's name](#)

September 14, 2012
Salem News
[President Meservey announced the new library will be named after Senator Fred Berry at retiring senator's celebration](#)

September 10, 2012
Salem News
Salem News Opinion: Hope in-the-air at Bentley School

September 8, 2012
Salem News
Professor Christopher Fauske (communications) on former president Bill Clinton's speech at the DNC

September 7, 2012
Salem Gazett
Salem State welcomes Class of 2016

September 6, 2012
Sacramento Bee
Enterprise Center is a business resource for more than just start-ups

September 4, 2012
Salem News
After partnering with Salem State on a summer school for at-risk students, Bentley School starts new school year

September 3, 2012
Salem News
Professor Avi Chomsky (history) comments on immigrant students getting a step closer to college

September 4, 2012
Swampscott Patch
SBDC's director Margaret Somer thrilled about her selection as a delegate to the Democratic National Convention in Charlotte, NC.

September 4, 2012
Wicked Local Saugus News
President of Salem State's Sport and Fitness Science club gets other members to walk for the Jimmy Fund

September 2, 2012
Boston.com North
Salem homeless shelter residents earn college credits

August 30, 2012
Salem News
World War II memorial to be rededicated at Salem State University's central campus

August 29, 2012
Seacoastonline. Com
Professor Tad Baker (history) comments on 14th century silver coin found in Maine

August 29, 2012
Boston.com
Professor Miranda Lam (accounting and finance) comments on lack of low-to-moderate housing on the North Shore

August 28, 2012
Salem News
Colleges brace for big influx of students

August 29, 2012
Salem News
Christine Sullivan, CEO of Enterprise Center helps businesses get to next level

August 29, 2012
Salem News
Various Salem State University appointments

August 25, 2012
Salem News
Salem State offers videoconferencing help to Swampscott and South African pen pals

August 25, 2012
Wicked Local Boxford News
Transfer to Salem State a good decision for field hockey player

August 24, 2012
Wicked Local Saugus News
Members of Saugus Youth Soccer players enjoyed Salem State Soccer camp

August 22, 2012
Salem News
Salem State bookstore offers high-tech, interactive text books

August, 2012
NOAA Fisheries Service
Offshore mussel farm NOAA grant awarded to Salem State University

August 21, 2012
Bedford News
Middlesex Community College offers bachelor degree completion program through Salem State University

August 15, 2012
Peabody Patch
Some State Senate candidates feel education is an important issue

August 10, 2012
Brewster News from the Cape Codder
As part of survey is funded by the SSU School of Graduate Studies Summer Research and Creativity Grant, Professor Jennifer Jackman (political science) polls Cape Cod voters on what they think about coyotes

August 8, 2012
Salem News
Professor Yu Hu comments on break from sales tax: consumers and businesses benefit

August 7, 2012
Boston Herald
Professor Dan Mulcare comment: Libertarian's run likely a boon for Tierney

August 6, 2012
Salem News
Professor Peter Smolianov's view: Why China will be the big Olympic medal winner

August 6, 2012
Salem News
Salem State beats a path to China

August 6, 2012
Marketwatch
Nursing professor Paula Burnett comments: Adaptive learning technology is quickly changing how nursing courses are taught

August 6, 2012
Seacoast news online
Galinski new dean at Salem State

August 3, 2012
Marblehead Reporter
Salem State University partners with Y2I on public speaking course

August 3, 2012
Salem News
Salem State's Joe Buttner (aquaculture program) comments on rare blue crab find

July 31, 2012
Providence Journal
Elizabeth Duclos-Orsello (interdisciplinary studies) comments on humanities

July 31, 2012
Boston.com
Salem resident appointed to Salem State Board of Trustees

July 25, 2012
Salem News
Professor Fahey's opinion: Extended learning time is a good idea

July 24, 2012
Chicago Tribune
Assistant Professor Jim Gubbins (interdisciplinary studies) was interviewed by *The Chicago Times* about being happy and its benefits.

July 25, 2012
Salem News
Art can triumph over vandais

July 13, 2012

Boston.com

Peabody Essex Museum and Salem State team up for Summer Bridge Academy

July 20, 2012

Salem News

Opinion: Mary-Lou Breitborde (education) on Salem State and Bentley School: a unique partnership

July 24, 2012

Salem News

Salem State University professor and students display interactive art sculptures at dog park

July 22, 2012

Boston.com

Fee hikes threaten viability of public university system

July 20, 2012

Patriot Ledger

Professor Kevin Borgeson (criminal justice) comments of female bank robber

July 18, 2012

Salem News

Business leader is new chairman at Salem State University

July 17, 2012

Salem News

Associate Professor Miranda Lam (accounting and finance) comments on the Boulderwood subdivision project in Peabody

July 15, 2012

Boston.com

Assistant Dean Mary Dunn (undergrad admissions) has noticed many incoming students have taken AP courses in high school

July 6, 2012

Salem News

Community Advisory Board set to aid Salem schools

July 5, 2012

Boston.com

Boston nonprofit Families United in Educational Leadership (FUEL) awarded four scholarships to Salem State University

July 2, 2012

Boston.com

Massachusetts state university students face fee hikes

SalemNews.com, Salem, MA

October 3, 2012

Economy takes center stage

BY *ETHAN FORMAN*
STAFF WRITER

--- — SALEM — The economy has been hogging the stage during this election season.

It's sluggish pace would seem to favor Republican challenger Mitt Romney, the former Massachusetts governor and Bain Capital CEO, who emphasizes his business credentials in his bid to be the next leader of the free world. But President Obama makes the case that the economy has improved since he took office in the depths of a recession, and will continue to improve if we stay the course.

We asked three local financial and economic experts to weigh in on what influence the economy has on the election and vice versa.

David Caruso

Founding chairman and CEO

Coastal Capital, Danvers

In 32 years of advising clients about wealth management, Dave Caruso cannot recall a time when the economy has played such a central role in a presidential campaign.

"I can't remember such a critical discussion on the economy," Caruso said, "the reason being is we just went through the worst economic crisis in our country."

Economic indicators like the unemployment rate tend to be lagging indicators, but the stock market and its performance looks forward and gauges sentiment for the future. The Dow Jones Industrial Average may be near its all-time high now, but just how that might translate into an election victory for either side is hard to say.

One way Caruso gauges the stock market's read on the election is by looking at a Wall Street Election Poll Index conducted by LPL Financial Research.

The poll looks at stocks in S&P 500 industries that tend to do well under Democrats, such as healthcare facilities and services, construction materials, home building and food and staples; versus Republican-favored sectors such as oil and gas drilling, electric utilities, telecommunications services, and coal and consumable fuels.

Since the start of the year, the LPL poll has shown a steady upward trend for Democrat-linked stocks, which favors the status quo — that Democrats will keep their hold on the White House and the Senate.

Republican-leaning stocks seemed to do OK until the end of May, Caruso said, but lately there has been a momentum shift in favor of Democrat-leaning sectors.

Historically, if the incumbent wins, it's good for the stock market because it provides stability, Caruso said. The market also tends to run in cycles, falling during a president's first and second years in office, but turning around by a president's fourth year.

The market also favors a Democratic president and a Republican Congress, on the theory that such a stalemate would not mean a lot of regulation thrown at business.

"The market just wants the market to go up," Caruso said. "It doesn't matter who is in office."

Kenneth Ardon

Associate professor of economics

Salem State University

Kenneth Ardon points to computer models that economists use to take a macroeconomic approach to predicting elections; some models even give a state-by-state look. Some models tend to favor a Romney victory.

Since the 1960s, Ardon said, "you can predict the winner most of the time based on what the economy is doing."

By some measures, he said, Romney should be ahead.

"I think early on Mitt Romney certainly tried to make it about the economy and to get people to blame Obama, and that could be his selling point," Ardon said.

It's not so much where things stand in the economy, he said, but "which direction it is going." Three things play into this: gross domestic product, unemployment and inflation, with the latter being a non-factor in recent years.

Gross domestic product, the value of all goods and services produced, has been weak. It increased 1.3 percent in the second quarter of this year, a little less than the 2 percent increase in the first quarter, according to the U.S. Bureau of Economic Analysis. Ardon said a 3 percent growth rate is desirable, "and we haven't had that."

The U.S. unemployment rate stood at 8.1 percent in August, and it is one of the most visible economic indicators there is. Given the high rate of unemployment, one might predict Obama would be doing poorly, but polls show otherwise. But the trend in unemployment has been that the rate is falling, though it's not coming down quickly, and a falling unemployment rate tends to favor the incumbent president.

"It is coming down, and direction matters," Ardon said.

Conventional wisdom would have Romney ahead in the polls, so Ardon has been surprised that Obama

appears to be in the lead. With about six weeks to go until the election, it's too late for a dramatic turnaround in the economy.

"If he wins," Ardon said of Obama, "he is winning despite poor economic performance."

Robert Lutts

President, founder and chief investment officer

Cabot Money Management, Salem

Robert Lutts said there is "huge uncertainty" with the election, a factor that drove up attendance at Cabot's 23rd annual conference last Friday at the Hawthorne Hotel. More than 120 clients attended, and Lutts said they have been peppering him with questions about the dynamics at play with the election.

The problem, as Lutts sees it, is a sitting president who seems comfortable raising "huge deficits," while at the same time keeping interest rates low, in part to help finance the nation's \$16 trillion debt. This is something that impacts savers, who get next to nothing on their money market and savings accounts.

Lutts agrees with Texas Congressman Ron Paul, who, in a recent posting on his Congressional website, was outspoken about what he sees as the Federal Reserve's manipulation of interest rates.

"Ron Paul, he's the only one telling the financial truth out there," said Lutts.

If the government raises taxes, wouldn't that help reduce the deficit?

Lutts said it would still not be easy to pay down the debt.

"Do you have any idea how much a trillion dollars is? A thousand billion. Do you know how long it takes to create or earn a billion dollars in a commercial enterprise? Some industries take 20 or 30 years to do it," he said.

"We in the federal government spend a billion dollars like it's nothing, and that's why we have a \$16 trillion accumulated deficit. It may not be at the breaking point, but it's certainly worrisome, the debt level."

Lutts said it is no secret that Romney is favored by many in business.

"Obviously, commercial interests think a Romney win will be more favorable to them — a little more favorable tax environment, a little more favorable commercial environment for creating businesses and running businesses."

However, Congress may be more important to the economy than who will be the next president, Lutts said, and he suspects the next Congress may be more conservative.

"I think the result of this election is going to be that anybody who has been in there for a significant period of time has a good chance of being voted out, because people are upset at what's happened. They are not confident in the current group, and they are saying: 'I'm just going to toss you out.'"

“And that may include local politicians like John Tierney and others who are decent guys, but they are all part of the problem and they need to be changed. If Romney gets in, I think business may feel a little bit easier, but I’m not sure it makes a huge difference either way.”

Lutts said he puts his faith in the innovation of the American people and U.S. companies. For instance, innovative companies like Google, Facebook, Twitter, and LinkedIn dominate the Internet and are “titans” of the future.

“We will succeed in spite of our politicians,” Lutts said.

Staff writer Ethan Forman can be reached at 978-338-2673, by email at eforman@salemnews.com or on Twitter at [@DanverSalemNews](https://twitter.com/DanverSalemNews).

Salem State breaks ground on new fitness center

Posted by Ryan Mooney

September 19, 2012 10:09 AM

By Ryan Mooney, Globe Correspondent

The Salem State Wellness Center has been a gripe with students who for years have said that the gym at the O'Keefe Center sports complex is inadequate.

"It's too small, overcrowded," said Brandon LeBlanc, a soccer player from Worcester who just entered his junior year. "Not enough stuff, not enough space."

"In its current state it definitely needs repair," said Jobita Rodriguez-Rios, a junior from Lynn and the new president of the Student Government Association. "It's a nice thing that we have it, but it seems to be a crowded place. Students are legitimately cramped up on one another."

Their concerns, which echo those of so many of their peers, will soon be a thing of the past.

University officials held a groundbreaking ceremony on Tuesday afternoon to mark the "official" start of construction on a 48,000-square-foot addition to the O'Keefe Center that will add about 7,300-square-feet to the current workout facility. The new addition will open next fall.

"I think it's great," LeBlanc said. "It'll give students more room to work out and more activities for them to do on campus."

The renovation will also add two naturally lit basketball courts, studio space for things like yoga and dancing, a batting cage, multi-purpose space, lounge space, and new locker rooms. There will be no bleachers in the basketball courts, which are to be housed in one large room and used for recreational purposes, but up to 1,000 people will be able to fit inside for events and ceremonies.

Coaches and athletes are already salivating at the possibility of the new workout facility to provide an incentive for Division III recruits to pick Salem State over any of the other 13 state schools.

"I think athletically it puts us into a better situation with our sister universities because most of them all have new fitness centers that have been built in the last five to seven or eight years. So we were behind the eight-ball there, too," Athletic Director Tim Shea said. "When you bring athletes in, when you're recruiting them and you're bringing them around campus, this day in age they're looking for a decent fitness center."

Derek Crocker, a senior hockey player from Wakefield, agreed, and added that he didn't like to go into too much detail about the current workout area with potential recruits.

"Recruits come to see the school, the first thing they ask is how's the gym," he said.

The addition is the third major construction project on campus in the last five years. The Frederick E. Berry Library - named after longtime state Senator Fred Berry of Peabody, who is retiring this year - is also set to open this fall up the hill from the O'Keefe Center on North Campus, five years after the old library closed and temporarily relocated to Central Campus. The most recent addition to the school previously was Marsh Hall, a sophomore dormitory on Central Campus, which opened in 2010.

The hope is that the project will benefit everyone by adding to the aesthetics and appeal of a rapidly changing campus that is making the transition from commuter college, as it was once known, to full-fledged university.

"I think it's a great addition, and I know we're not stopping," Rodriguez-Rios said, alluding to the possibility of more renovations around campus in the near future. "I think it's really exciting. Some people say 'oh, Salem State's right down the street, it's just a school.' No, Salem State is a university...I think this is going to be a great place where we can have a lot of good professionals coming out of here."

The project falls under the jurisdiction of the Massachusetts State College Building Authority (MSCBA), but the glass-walled, \$15 million extension will ultimately be paid for through student fees.

According to Salem State spokeswoman Karen Cady, the school will have 20 years to reimburse the MSCBA. It is unknown by how much student fees will rise as a result, but once that amount is determined this spring, it will stay the same for the duration of the time it takes to pay it off, Cady said.

According to university President Dr. Patricia Maguire Meservey, the university is also finalizing the receipt of a gift from Kim Gassett-Schiller, a 1983 graduate, and her husband Phil Schiller. The new fitness center will be named after Kim's parents, Harold and Marilyn Gassett.

"It serves multiple different purposes," Meservey said of the project. "Certainly providing a much more attractive entrance to the O'Keefe Center, which is important, and the opportunity to have a fitness center where students have the opportunity to exercise, have space to play ball with each other, to relax and enjoy each others company becomes a real focal point these days for students.

"We see it as an opportunity to have our students be healthier, but also to create more community."

Ryan Mooney can be reached at globe.mooney@yahoo.com. Follow him on Twitter @mooney_ryan.

Clinton sets fire to the Democratic National Convention

Christopher Fauske, PhD

Bill Clinton barely offered a reform president; rather, he offered a president who could return America to a better society for all.

New Jersey governor Chris Christie offered Republicans at their convention in Tampa his 2016 acceptance speech, surprising, perhaps, the Romney camp. Bill Clinton went him one better and gave the Democrats in Charlotte an argument for one more Clinton term.

Clinton's fervor and cadence may have reminded many of the plausible claims of prior years that he was America's first "black president," but in promoting Barack Obama's bid for a second term the former president came to remind the party faithful and, more importantly, TV viewers and, most importantly, TV pundits and media opiners in general, of something else entirely: that there was a time, not so long ago, when the United States government boasted an annual budget surplus, a projected end to the federal deficit in what was then the foreseeable future, a reformed social welfare program that encouraged education and rewarded work, and an economy close to full employment.

This has been an election about noise more than signal, more about reinforcing the presumptions of one side and ridiculing those of the other. It's a tested communications strategy in elections where very few voters are undecided, when what matters is securing your base and seeking to oppress your opponent's.

Yet the evidence that the Democrats have now turned

their sights on that small pool of undecideds, as well as acting to secure their base, came first on Tuesday night when San Antonio mayor Julian Castro echoed the observation made earlier this year by President Obama (and seized upon with remarkably out-of-context enthusiasm by Republicans) that "If you were successful, somebody along the line gave you some help. There was a great teacher somewhere in your life. Somebody helped to create this unbelievable American system that we have that allowed you to thrive. Somebody invested in roads and bridges. If you've got a business—you didn't build that." The failure in communications here was simple, the omission of the word "alone" at the end of the sentence.

The president's campaign has moved to correct that oversight. The slogan for the Democratic National Convention is "We make it possible," a theme reinforced by Castro's observation that "My family's story isn't special. What's special is the America that makes our story possible. Ours is a nation like no other—a place where great journeys can be made in a single generation ... no matter who you are or where you come from, the path is always forward."

On Wednesday evening, Clinton hammered home

the idea that eight years of progress under a Democratic administration had seen a substantial improvement in the American polity, an improvement built by many people working together, only for it to be undermined and then gutted by Republican intransigence and abject denial of the facts before being rescued by the steady hand of a successor Democratic president, Barack Obama.

Bill Clinton barely offered a reform president; rather, he offered a president who could return America to a better society for all, with a balanced budget, a realistic tax policy, better education, better health care, and better jobs. It is time, Clinton said, for the truth to be told: that not so long ago things were better, and then they were destroyed, and now they are getting better. He offered an embattled first-term president who should get the chance to finish making things better, just as had a Democratic president not so long ago.

Bill Clinton might just have told the first coherent story of the campaign. He couldn't offer Bill Clinton as a candidate, so he offered the next best thing: the man who could complete what Bill Clinton had started.

■ ■ ■
Christopher Fauske PhD is associate professor of communications at Salem State University.

THE SALEM NEWS

WWW.SALEMNEWS.COM

TUESDAY, AUGUST 28, 2012

CAMPUS CRAZE

Colleges brace for big influx of students

BY PAUL LEIGHTON
STAFF WRITER

Students are descending on local college campuses in record or near-record numbers this week.

Salem State University, Endicott College, Gordon College and Montserrat College of Art are all expecting high enrollments when classes for the 2012-13 academic year begin this week and next.

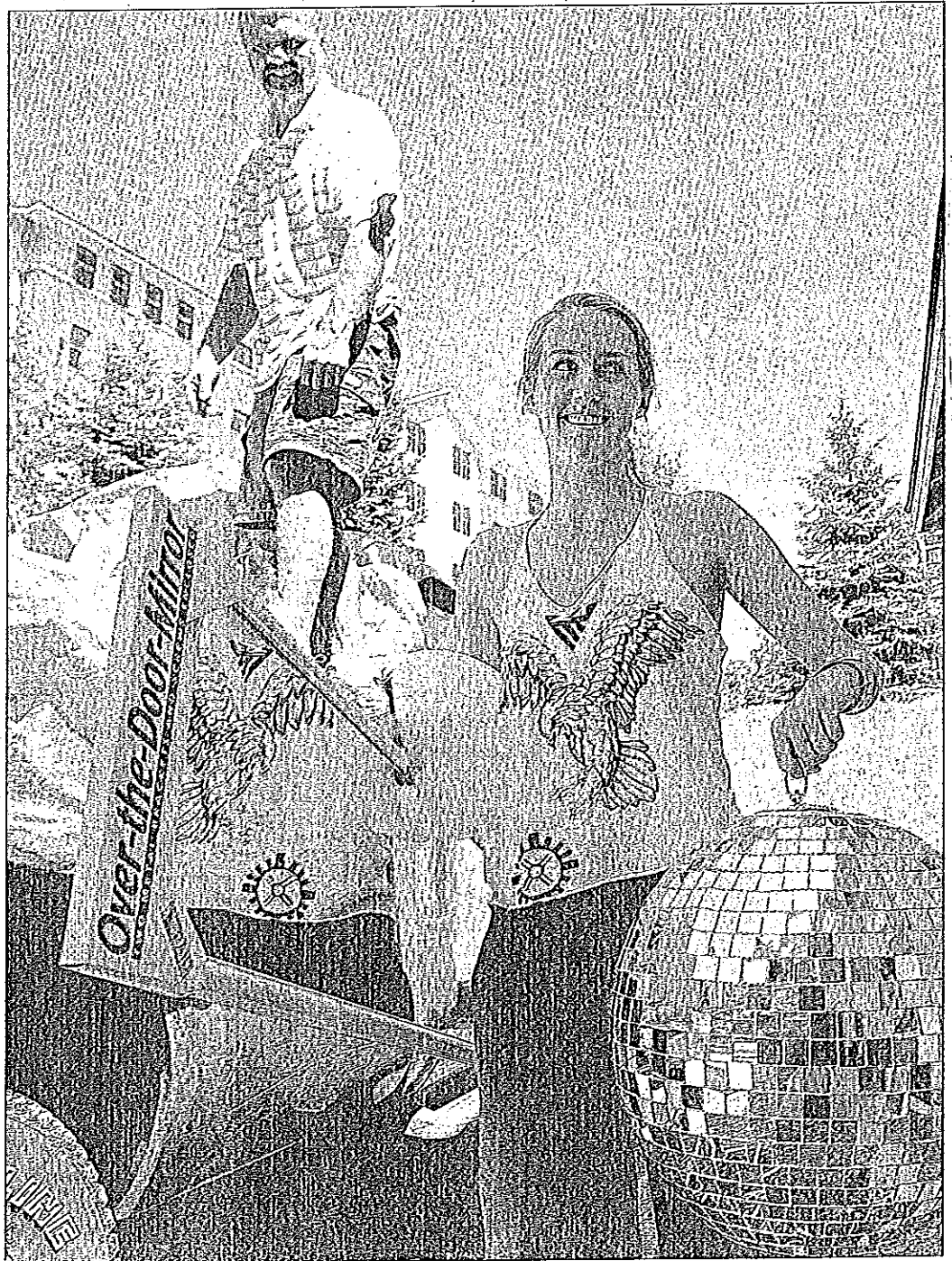
Endicott College in Beverly will have its largest class in history, college officials said. Gordon College in Wenham has a record number of freshmen, while Salem State will welcome one of its largest freshman classes ever.

"We're at absolute capacity, to the point where 60 of our incoming freshmen are going to be living in Marsh Hall," said Karen Cady, a university spokeswoman.

Freshmen traditionally live in Peabody and Bowditch halls on the main campus. Marsh Hall opened three years ago on the central campus. Although a "handful" of freshmen lived in Marsh Hall last year, the number this year is much larger, Cady said.

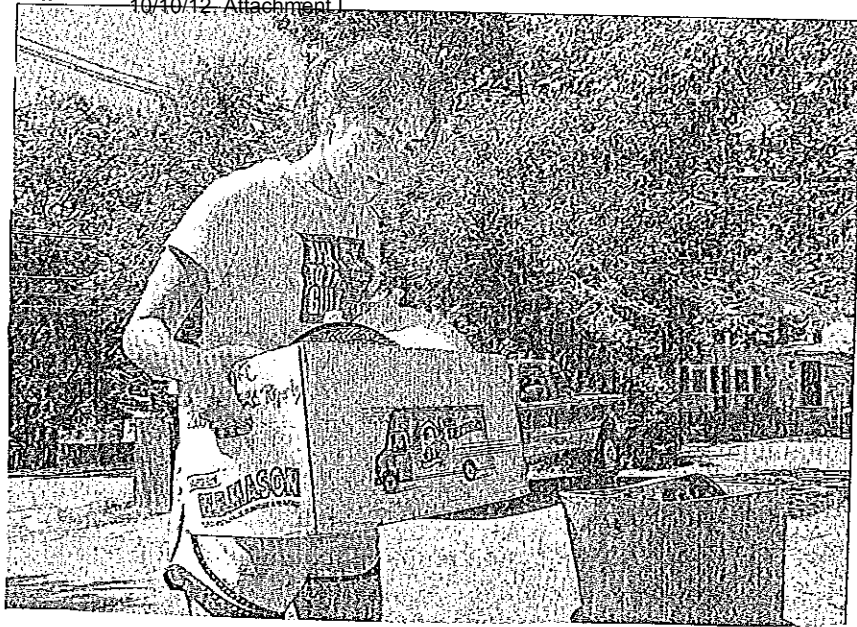
The 1,174 students in the freshman class help boost the total number of undergraduates to 6,200, also one of the largest undergraduate student bodies in years.

Endicott College in Beverly will have its largest class in



DAVID LE/Staff photo

Endicott College senior Monica Gardner moves into her dorm with the help of her father, Milton, yesterday morning.



Endicott College senior Olivia Spinale unpacks boxes from her car during move-in yesterday morning.

DAVID LE/
Staff photo

COLLEGES: Schools report record enrollments for the fall semester

Continued from Page 1

history for the 20th straight year, according to college officials.

Endicott is anticipating an enrollment of 2,360 undergraduate students, with about 2,000 living in campus housing. To accommodate the increase, the college has built two new parking lots with 300 spaces and purchased a house overlooking the campus where 12 students will live.

Endicott has opened a satellite campus in a building on Commercial Street in Gloucester and is constructing a \$17 million life sciences and business building that is scheduled to open

next fall.

The school will also become the first college on the North Shore to offer a doctorate program, in educational leadership.

At Gordon College, a record 534 new students have enrolled at the Christian liberal arts school, a slight bump over last year's 525. Gordon's total enrollment is 1,520, an increase over last year's 1,487. New students moved into dorms on Saturday, while returning students began to move in yesterday.

This fall marks the second year for the college's new president, D. Michael Lindsay, and the 50th year for Marvin Wilson, biblical

studies professor, author and scholar in the area of Jewish-Christian relations.

Enrollment at Montserrat College of Art is up to about 400 students, close to its all-time high, officials said. About two-thirds of the students live in on-campus housing near the downtown Beverly campus.

Classes begin at Gordon College tomorrow; at Montserrat on Friday; at Endicott on Tuesday, Sept. 4; and at Salem State on Wednesday, Sept. 5.

Staff writers Tom Dalton and Bethany Bray contributed to this story. Paul Leighton can be reached at 978-338-2675 or pleighton@salemnews.com.

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MARBLEHEAD'S FLANAGAN PLACES 10TH IN OLYMPIC MARATHON Page 9

THE SALEM NEWS

WWW.SALEMNEWS.COM

MONDAY, AUGUST 6, 2012

75 CENTS

Salem State beats path to China

BY TOM DALTON
STAFF WRITER

SALEM — Nearly 200 years after ships sailed from this port to the Far East, Salem State University is launching a new era in the China Trade.

President Patricia Meservey flew to China this summer to confer

Salem State degrees on 19 Chinese students who attended college here and in China through something called the 1+2+1 dual degree program.

This fall, 28 new students will arrive from seven partner universities in China. In all, there are about 90 Chinese students from different

programs at Salem State, according to Provost Kristin Esterberg.

The increase in Chinese students at Salem State is mirrored across the country, where there has been an explosion of students from China seeking an education in the United States. There were

CHINA, Page 7



Lingran Zhang, left, and Kening He, students from Soochow University, stand with Salem State President Patricia Meservey. Both women received master's degrees from Salem State.

Courtesy photo

CHINA: Salem State president travels to Far East

Continued from Page 1
157,558 Chinese students in the U.S. during the 2010-11 academic year, a jump of more than 23 percent over the previous year, according to the Institute of International Education.

"Part of it is because the Chinese are really pushing for globalization," said Li Li, a native of China and professor of history at Salem State, who is deeply involved with the international program. "They want students to become more globally oriented ... and they want their people to know the global standards, the global demands. China has a big push on now for a global perspective."

Most of the students who come to Salem State are studying business and education. Visiting professors from China are also coming here on a regular basis to audit courses and learn more about the American educational system.

Under the 1+2+1 program, students study for a year in China, two years at Salem State and then a final year back in China. They receive degrees from colleges in both countries.

Although this is largely a one-way program right now, Salem State hopes to change that.

"We need now to reciprocate," Meservey said. "We have been looking at strategies for how to accomplish that. We hope to have a travel seminar next summer," she said, of a planned two-week program.

In time, Meservey wants to establish a study abroad program, with Salem State students spending a semester in China.

Although both an ally and rival of the United States, lauded for its dramatic economic growth and condemned for human rights violations, China is too important to ignore, Meservey said.

"China is just such a force in the world ...," she said. "I think our understanding of

the culture, the history and (the economy) of China is critically important to our overall success as a country.

"What fascinates me is the willingness of the Chinese government to send their students to the U.S. to study. That's how important they feel we are as a country, and I feel the reverse is also true, that we need to know much more about China as we move forward."

Meservey learned a lot on her first trip to China, a two-week sojourn in late June and July. In addition to awarding degrees, she delivered a keynote speech at an educational forum, visited three universities sending students to Salem State and signed an agreement at one college to start a joint research center for the study of the China trade between Salem and Canton.

She also hosted a dinner for Salem State alumni and visiting scholars, where she discussed establishing a Salem State alumni club in China.

One of Meservey's best memories is from her last night in China, when she dined at a restaurant owned by the family of a Salem State graduate. She sat with six Salem State graduates from China and their families.

"I asked them what they missed about Salem, and the answer I got floored me," Meservey said. "It was seeing the blue sky," a reference to the severe and widespread air pollution in China.

Then the president asked the students what they don't miss about the U.S.

"They said, 'We didn't like American food'."

Salem State beats path to China

Salem State and Bentley School: a unique partnership

Mary-Lou
Breitborde



Who knew that measuring raindrops, exploring bubbles and floating a golf ball could help teach children

to read and write? As part of a four-week program organized by Salem State University in partnership with the Salem Public Schools, Bentley School students are doing just that — strengthening their English, literacy and math skills while gaining a knowledge of science at the same time.

Experiments with water — such as those above — are just a few examples of the kind of integrated learning that Bentley schoolchildren are experiencing this summer as Salem State faculty and reading program graduates work with Bentley teachers using the theme “A Wave of Reading” to tie together English, literacy, mathematics and science for children who need enhanced support.

For the children involved in this program, the local environment of the school and of the university across town provides a rich resource to motivate and deepen learning. For all of us involved in the venture, the curriculum is evidence that all the ingredients necessary to raise children’s language and content learning are right at hand. What’s required is simply the crossing of boundaries: between town and gown, between school and community, and across disciplines.

When a team of university faculty, public school teachers and Bentley School Principal Renata McFarland pool their talents to bring children’s immediate worlds into the curriculum and teach skills in the context of interesting subject matter, you can call it “place-based education,” “thematic learning,” “content-driven literacy” or “inquiry-based



Courtesy photo

The four-week summer program currently under way is part of a number of ongoing efforts involving Bentley students and teachers.

instruction.” The common denominators remain the same, however — collaboration, community, and connected teaching and learning.

Salem State University science education professor Cletti Cervoni is working with Bentley School teachers Ed Mercier, Gabrielle Montevecci, Marta Garcia, Nancy Dukes, Kelly Papalegis and Carol Fine to develop the science curriculum around the theme of water that is the focus for teaching language, literacy and math, as well. The children make regular field trips to investigate the tide pools at the edge of the harbor. Back in the classroom, they read and write about what they find and demonstrate the results of their research in murals and dioramas, photographic essays and clay. Fourth- and fifth-graders venture over to the Salem State campus once a week to explore the salt marsh nearby and use informational texts and writing to explain what they saw. With the guidance of Salem State art professor Rebecca Rohloff, they then use papier-mâché and watercolor to re-create their experience and talk about it.

Commenting on the program, Ed Mercier says it “has been a fantastic learning experience. It revives many of the great teaching practices that I learned as an undergraduate education major at Salem State. It challenges me to constantly improve my practice, which

is exactly what I need to succeed as a teacher.”

Gabrielle Montevecci echoes that sentiment. “I am thrilled with the collaborative partnership and hope it is the beginning of many such projects with the university.”

Bentley students are not the only beneficiaries of the program. Their teachers are also learning new ways to teach, assess and channel their pupils’ learning. Assisted by coordinator and Salem State education instructor Cami Condie and assistant coordinator Richard Giso, who coach teachers on how to assess children’s needs and how to use guided reading, poetry and Readers’ Theatre, they are learning to help the children become fluent readers and writers.

“Looking over assessments with a team of eyes rather than by myself was enlightening,” one teacher said. Others noted that, “We’re focusing on moving children forward as readers, writers, mathematicians, scientists and artists. Every child in every classroom deserves this kind of teaching every day.” By the end of the second professional development day, Bentley teachers marveled that there were “so many ways to study water!”

Program coordinator Condie, a language and literacy specialist, is delighted with the collaborative relationship between the university and Bentley School and

Bentley students are not the only beneficiaries of the program. Their teachers are also learning new ways to teach, assess and channel their pupils’ learning.

the joint planning of a program that is growing children’s motivation to read, write, observe, create and know things. “Assembling a Dream Team of teachers, coupled with a curriculum driven by student needs as opposed to programs, has led to amazing results. The students are so busy learning about tide pools and salt marshes that they have no idea how much reading and writing they are doing every day. At the Bentley Summer Program, the children call learning fun!”

The four-week summer program currently under way is part of a number of ongoing efforts involving Bentley students and teachers. Kevin Fahey, associate professor of education at Salem State University, was on the Bentley School redesign team and is presently the primary facilitator of a yearlong professional learning community project at the school. “Our main objective,” he says, “is to find ways to help all members of the staff work more collaboratively. At monthly meetings, we’ll explore ways to develop a more comprehensive approach, and in so doing provide ever-more effective teaching and learning to the school’s students. Finding ways to work together better — and learning from each other as we do — will only enhance the teaching/learning community at Bentley.”

Mary-Lou Breitborde, Ed.D., is associate dean of the School of Education at Salem State University. This is one of a series of columns from the Salem schools’ Community Advisory Board.



REPORTS OF COMMITTEES

Reports from the following committees:

- Audit: June 6; August 10; and October 9, 2012
- Finance & Facilities: September 19, 2012
- Presidential Review: August 21; September 19, and October 3, 2012
- Executive: August 21, 2012

Minutes from the Meeting of
October 10, 2012
Salem State University
Board of Trustees

SUBJECT: Audit Committee Meeting Report for June 6, 2012

The Audit Committee of the Board of Trustees met on Wednesday, June 6, 2012, in conference room 204, Marsh Hall, Central Campus of Salem State University.

Present for the Committee were Trustees Scott (vice chair) and Gates, Board Chair Segal and President Meservey (ex-officio); vice president for finance & facilities Soll (committee liaison), and staff assistant Beaulieu, finance & facilities. Also present and participating in the meeting: Trustee Bertrand and associate vice president for finance Donovan.

Trustee Scott called the meeting to order at 4:35 pm.

A133 Single Audit Procedures for FY2011-12

Vice President Soll informed the committee about changes in procedures regarding the federally mandated A133 single audit. The state comptroller notified public higher education institutions in early April regarding new procedures for auditing federal programs. In the past the state did a review of these programs through a sampling of three or four institutions. A high error rate brought up concerns about the sampling approach and questions about whether it was resulting in sufficient improvement. Mr. Soll said he believes Salem State is in compliance, but the university has not been part of the sampling in a number of years.

The state auditor, comptroller and secretary of administration and finance discussed this issue and decided to stop the past practice of auditing by sampling institutions. The state auditor hired outside auditors to conduct the A133 single audits in the past but does not have the resources to do all of the institutions. The decision by the state calls for all institutions to take over responsibility for conducting the A133 audit. O'Connor & Drew, auditing firm for the university's financial statements, has a majority of the public institutions as clients and is familiar with the A133 single audit process, which they have performed for private institutions. They know Salem State's accounting procedures and are familiar with its financial statements. In consideration of these factors and the short time available to engage an auditor for the A133 audit, the university asked O'Connor & Drew to submit a proposal to do this additional audit. O'Connor and Drew quoted a range of \$12,000 to \$16,000 to conduct the A133 audit, which is in line with the university's anticipated cost of about \$15,000. The university has proceeded to contract with O'Connor & Drew. Last year the Massachusetts Office of State Financial Aid (MOSFA) audit was completed by O'Connor and Drew. That audit is done every third year and is distinct from the A133 audit of federal programs.

Trustee Scott asked the name of the firm that did the sampling for the A133 single audit. Vice President Soll responded KPMG. Vice President Soll went on to comment that in the past when findings were identified in the sampling for the A133 single audit, the findings were assumed to apply to all institutions and not just those sampled. Therefore, doing an audit just for Salem State will determine if any of the earlier findings actually apply to the university. Trustee Scott inquired

about absorbing the cost. Vice President Soll noted that the cost will be built into the FY2013 budget. The results of the A133 single audit will be reported to the Audit Committee and the Board of Trustees.

FY2011-12 Audit Schedule

Vice President Soll distributed a tentative FY2012 year-end audit schedule (Exhibit 1). O'Connor & Drew has confirmed the schedule meets their needs, but Vice President Soll wanted to give the committee a chance to review. The A133 single audit is incorporated into this schedule. The process is very much the same as last year. There are four critical dates: 1) the week of August 6, 2012, field work begins, and an entrance interview with the audit committee and president will be scheduled; 2) the week of September 10, 2012, after the field work concludes, is an optional opportunity for the auditors to meet with the committee and president to apprise them of any concerns found during the field work; 3) October 9, 2012, is slated for the exit interview with the committee and president to present the report draft; and 4) October 10, 2012, the Board of Trustees meets to accept the audit reports.

The state closes its books on FY2012 on August 31, and Foundation and Assistance Corporation financial statements need to be completed prior to beginning the university's financial statements so they can be incorporated as component units. Therefore, it is not possible to start preparation of the university financial statements earlier.

Once audit committee members are appointed, Board Secretary Fleischman and Ms. Beaulieu will coordinate the scheduling of the meetings mentioned above. Trustee Segal inquired about the auditing firm. Vice President Soll reminded the committee that this is the second year of a new three-year contract with O'Connor & Drew resulting from a system-wide bid last year. O'Connor & Drew has a large practice with people in the firm who are well versed in the higher education area. They have switched out personnel periodically on the team assigned to the university audit to provide for a fresh look at the university's books. Trustee Gates asked how long the board will have the materials to review prior to its meeting. Vice President Soll answered that the board will get an electronic copy by the weekend prior to the audit committee and full board meetings. Trustee Gates suggested that the new members of the audit committee receive a copy of last year's audit to review to become familiar with the report.

There being no further business to come before the committee, Trustee Gates moved and Trustee Scott seconded a motion to adjourn.

MOTION: To adjourn the meeting.

On a voice vote, the motion passed unanimously.

The meeting adjourned at 4:56 pm.

Prepared by: Ms. Beaulieu, staff assistant, finance and facilities.

FY2012 Year End Audit Schedule (Tentative)

Week of June 11	Internal Control Systems Testing - Field Work
Week of June 25	Internal Control Systems Testing - Field Work (if necessary)
July 6	SSU receives Letter of Audit Field Work Scope and Information Requests from OCD
August 6	Start of Audit Field Work – Financial Statements
Week of August 6	Entrance Interview with President and Board of Trustees Audit Committee (contingent on President and Committee availability)
August 31	Commonwealth Period 13 Ends
September 7	End of Audit Field Work
Week of September 10	Optional Interim Review with President and Board of Trustees Audit Committee (contingent on President and Committee availability)
September 10	Copy of Foundation Financials to SSU and OCD (TBD or as available)
September 10	Copy of Asst. Corp. Financials to SSU and OCD (TBD or as available)
September 12	Begin Financial Statements
September 19	Financial Statements (first draft)
September 24	Begin MD&A
September 28	Finish MD&A
October 1	Authorization from OCD to close FY12 and carry-over balances
October 3	Finalize Financial Statements
October 9	Exit Interview with President and Board of Trustees Audit Committee (contingent on President and Committee availability)
October 10	Board of Trustees Meeting (to approve Financials)
October 15	O'Connor & Drew Submits Financial Statements to State Comptroller
5/29/2012	

SUBJECT: Audit Committee Meeting Report for August 10, 2012

The Audit Committee of the Board of Trustees met on Friday, August 10, 2012, in conference room 204, Marsh Hall, Central Campus of Salem State University.

Present for the Committee were Trustees Ansara (chair), Scott (ex-officio), Segal (vice chair) and Davis; President Meservey (ex-officio); vice president for finance and facilities Soll (committee liaison), and administrative assistant Squires. Also present and participating in the meeting: Trustee Bertrand, executive vice president Cahill, Mr. Cohen, Mr. DiIulis and Mr. McGuinness.

Trustee Ansara called the meeting to order at 8:30 am.

Trustee Scott asked the Audit Committee and other attendees to introduce themselves. Vice President Soll turned the meeting over to David DiIulis, CPA, engagement partner of O'Connor & Drew; Steven Cohen, CPA, engagement partner of O'Connor & Drew and Brendan McGuinness, CPA, engagement manager of O'Connor & Drew. Mr. Cohen told the committee that Michelle Monroe, audit senior will be in charge of the audit. A booklet (Attachment A) was distributed to the trustees and others attending the meeting. Mr. DiIulis thanked the trustees for continuing the relationship with the firm and the opportunity to work with the university. In addition to the financial statements audit, an A-133 audit (federal funds audit) will be performed.

Mr. Cohen explained to the committee the timing of the audit (Att. A, page three). Planning begins in early to mid-May; interim audit occurs June 11 to June 30; year-end is August 6 to September 7 with audit completion mid/late September to early October. The audit approach (page four) covers testing internal controls; tracing source documents, etc. Vice President Soll added that the critical date is August 31 when the Commonwealth closes its books for the fiscal year. The university cannot begin to assemble the financial statements until after this date. It takes about one week to ten days to prepare the financial statements. He noted that a master calendar had been shared at the June board meeting. September 12 is being held for an interim meeting in case the auditors need to alert the committee of anything that may need to be reported. The auditors will keep the committee posted. Every Thursday during the course of the audit the auditors meet with university staff to discuss any issues that may require additional data etc. The meetings are used as a vehicle to understand various issues.

Mr. Cohen took the committee through the process for the A-133 audit (page 5). This audit is required if an organization, whether for-profit or not-for-profit, spends more than \$500,000 per year in Federal funds. Fiscal year 2012 is the first year for this audit for Salem State. Previously a few universities and community colleges were selected by the State as part of a statewide A-133 audit. Mr. Cohen and Mr. DiIulis explained that the State changed this process due to lack of man-power on their end and repeated findings that were not being addressed as quickly as necessary. KPMG, the overseer of the state-wide audit, requested more samples be reviewed. The State did not want to perform the audit this way, and it was placed in the hands of the audit firms who perform the annual financial audits for each institution.

Vice President Soll explained that Salem State University was not one of the sample schools in past years. Trustee Ansara asked what the nature of findings might be. Vice President Soll said an example might be Federal financial aid distribution to a student(s) who no longer attends classes without officially withdrawing (i.e: Walkaways). Financial aid funds must be returned to the Federal government. Mr. DiIulis

said an advantage to the A-133 audit is that the Financial Aid audit performed by the State auditors usually took a long time because the report is not due until March. The A-133 audit will be performed simultaneous with the audit of the financial statements. Trustee Scott asked if there is a deadline for the A-133 audit. Mr. DiIulis said that he is not sure if the A-133 audit report will be issued with the audit of financial statements; however that is O'Connor & Drew's goal. Trustee Scott said that it does make sense that each school performs this process. Mr. Cohen said it is estimated that \$54.7 million of Federal funds were spent by the university of which \$53.3 million were for student financial aid (Stafford loans, Pell grants, work study, etc.) and \$750,000 for TRIO grants (low income and disadvantaged students). Mr. Cohen went on to review the components of the A-133 audit report (page 6).

Mr. Cohen and Mr. DiIulis said that because it has not been audited for two years, Salem State University, along with the other state schools, will be considered a "high risk" auditee for the next two years. All state institutions are considered "high risk" for this reason. Mr. Cohen said that the university is required to disclose findings for prior years. President Meservey asked if a footnote could be added to the audit report as to why the university has not been audited for two years. Mr. Cohen replied that the audit needs to be unqualified.

President Meservey stated that the Salem State University Assistance Corporation's financial statements are audited by O'Connor & Drew and the Salem State University Foundation has its books audited by Feely & Driscoll. Information from both these audits is included in the university's financial statements. Trustee Ansara asked if the committee will review the audit before the full Board of Trustees meeting. The audit, in draft form, will be presented to the Audit Committee for discussion and recommendation to the full Board of Trustees on October 9. The full Board of Trustees is scheduled to meet on October 10 to accept the audit. Trustee Ansara asked if a Management Letter would be issued. Mr. Cohen responded that the letter that we will receive is now called a Business Advisory Letter.

Trustee Segal asked what the cost of the audit is. Vice President Soll responded that the audit of financial statements is \$62,000 and the cost of the A-133 audit is \$16,000. Trustee Segal then asked if there is a comparison of payroll from Fiscal Year 2011 to Fiscal Year 2012. President Meservey responded that this is not an audit issue; however the information can be provided through the university's budget process. Mr. DiIulis said that total salary information is provided in the financial statements. Trustee Segal would like to review the university's administrative costs.

Results of the interim audit (page nine) – testing of payroll, student revenues, cash receipts and disbursement internal controls appears reasonable and testing was performed in regards to the Massachusetts financial aid program. Testing for the A-133 audit is in process also. Mr. Cohen said there are no new GASB rules that will impact the financial statements for fiscal year 2012.

Mr. Cohen mentioned that a current year topic is the Clery Act, which is a Federal act for all institutions that receive Federal financial aid. He mentioned a recent article published on Boston.com. He said there is a handbook for the Clery Act, which is a very complicated law. He also said the United States government is very serious about the law. Mr. Cohen said that the total number of fines during the first 18 years of the act were six. The total number of fines in the last three years is six. He said that the auditors will test Clery Act requirements, and O'Connor & Drew can assist Salem State University in Clery Act compliance. Mr. Cohen believes that fiscal year 2013 audit will require compliance. The university could receive an additional letter if findings occur.

President Meservey asked why this information would be imbedded in the university's audit if it is not required. She believes that Salem State is doing a good job staying compliant. Mr. DiIulis said this is a hot issue for institutions and suggested that the university perform a self-assessment. O'Connor & Drew gave a presentation at the Massachusetts State University Chief Financial Officers meeting in June to bring this topic to the forefront. He said that if an institution is non-compliant, fines could be substantial and the publicity could be costly. The university's compliance officer is Chief Labonte. Vice President Soll gave copies of the presentation to the chief and executive vice president Cahill. Trustee Scott said that this topic should be subject to further discussion. Trustee Davis asked about the interaction of Salem State police and the City of Salem police. Executive Vice President Cahill explained that the university is required to contact Salem police if an incident occurs on the "opposite" sidewalk from campus. The university is required to report its crime statistics to the city police. President Meservey relayed information about incidents that happened on Raymond Road, which is in the middle of the university's campuses.

The floor was opened for questions. Trustee Segal asked about additional construction expenses; are the expenses tracked and/or broken down in the audit. Mr. Cohen and Mr. Donovan both responded that these expenses are capitalized. Trustee Segal then asked about operational expenses. Vice president Soll responded that operational expenses are not tracked as part of the audit. Trustee Segal also asked about the construction of the library, the fitness center and the residence halls. Vice president Soll said that the residence halls are tracked separately.

Trustee Ansara moved and Trustee Segal seconded a motion to enter into executive session in accordance with General Laws, Chapter 30A for the purpose of discussing any potential fraud with the auditors. A roll call vote was taken for the purpose of going into executive session:

Roll Call:

Ansara - yes

Scott - yes

Davis - yes

Segal - yes

Prepared by: Ms. Squires, administrative assistant II, financial services



Salem State University

Audit Committee Meeting
August 10, 2012

O'Connor & Drew P.C.
Certified Public Accountants
25 Braintree Hill Office Park, Suite 102
Braintree, MA 02184
617.471.1120

Audit Staff



- David A. Dilulis, CPA, Engagement Partner
Recurring role on the engagement
- Steven Cohen, CPA, Engagement Partner
Returns to engagement after manager rotation
- Brendan McGuinness, CPA, Engagement Manager
Recurring role on the engagement
- Michelle Monroe, Audit Senior
First year as the in-charge accountant but has prior higher education experience

Timing of Audit



- Planning Early to Mid May
- Interim Audit June 11th – June 30th
- Year end August 6th – September 7th
- Audit Completion Mid/Late September – Early October



Audit Approach



- Planning
- Interim testing
 - Control testing
 - Cash disbursements
 - Student revenue
 - Cash receipts
 - Payroll
- Year end testing
 - Risk based audit of June 30, 2012 financial statement account balances based on results of interim control testing
- Presentation of draft financial statements
- Filing of approved June 30, 2012 financial statements
- Audit of Schedule of Expenditures of Federal Awards (A-133 audit)

A-133 Audit



- **Office of Management and Budget Circular A-133 (A-133)** is the Federal law that governs the spending of Federal funds for governmental units
- A-133 requires an audit if an organization spends more than \$500,000 of Federal funds in a year
- The goal of the audit is to provide reasonable assurance to the Federal government that Federal funds are being spent as intended
- FY2012 is the first year that each Community College and State University will have an A-133 audit performed at the campus level
- Previously a sample of Colleges/Universities were audited by the Massachusetts State Auditors Office and one report was issued
- During FY 2012, it is estimated that \$54.7 million of Federal funds were spent by the University:
 - \$53.3 million for student financial aid (Stafford loans, Pell grants, work study, etc.)
 - \$750,000 for TRIO grants (low income and disadvantaged students)

A-133 Audit



- Components of Report
 - Auditors' report on compliance with requirements that have a direct and material effect on major Federal programs
 - Auditors' report on internal control and compliance with laws and regulations
 - Schedule of Expenditures of Federal Awards
 - Summary of Auditors' Results
 - Type of financial statement audit issued (unqualified, qualified, disclaimed)
 - Type of A-133 audit issued (unqualified, qualified, disclaimed)
 - Were there any material weaknesses or significant deficiencies identified?
 - Major Federal programs tested
 - Does the auditee qualify as a low risk auditee? The auditee is high risk if it does not qualify as low risk
 - List of findings (if applicable)

A-133 Audit



- Salem State along with ALL other Community Colleges and State Universities will be high risk auditees.
- Federal law dictates an organization must meet ALL of the following to be considered a low risk auditee:
 - A-133 audits have been performed for the two previous years
 - Auditors' opinion on the financial statements and A-133 audit were unqualified in the previous two years
 - There are no material weaknesses identified in prior two year audits
 - None of the Federal programs audited had audit findings in the last two years

Key Dates -

- June 11 – June 30 Internal Control Systems Testing - Field Work
- August 6 Start of Audit Field Work
- August 10 Entrance Interview with Audit Committee and President
- August 31 Commonwealth Period 13 end
- September 7 End of Audit Field Work
- September 10 Copy of Asst. Corp. Financials to SSU and OCD (or as available) – SSU AC’s board meeting is September 10th
- September 12 Begin Financial Statements
- September 14 Copy of Foundation’s Financials to SSU and OCD (or as available) – SSU Foundation’s Board meeting is September 14th
- September 19 Financial Statements (first draft to OCD)
- September 28 Management Discussion & Analysis (first draft to OCD)
- October 3 Finalize Financial Statements and e-mail to Audit Subcommittee and President
- October 9 Exit conference with Audit Committee and President
- October 10 Board Meeting to accept audit report and A-133 audit report
- October 15 OCD submits financial statements to State Comptroller
- October 31 SSU and OCD electronically submits A-133 audit to Federal clearinghouse

Results of Interim Audit

- Performed testing on payroll, student revenue, cash receipts and disbursement
- Internal controls - appears reasonable.
- Started testing for the A-133 audit.

Current Year Topics



- A-133 audit
- No new Governmental Accounting Standards Board (GASB) rules that will impact the financial statements for the year ended June 30, 2012
- Clery Act

Clery Act

- Federal law applicable to all higher educational institutions that partake in the Federal student financial aid program
- Compliance areas:
 - Crime statistics
 - Identification of campus security authorities
 - Emergency response and evaluation procedures
 - Timely warnings
 - Annual security report
 - Missing students
 - Annual fire safety report

Clery Act

- Effects of non-compliance
 - Levy civil fines up to \$27,500 per violation
 - Impending legal fees and lawsuits
 - Revoke federal financial aid

- US Department of Education is focusing more on Clery Act compliance
 - Total number of fines in the first 18 years of the Act: Six
 - Total number of fines in the last three years: Six

- Other items to be discussed which might have an effect on the annual audit
- Other questions/concerns regarding the annual audit

Private Meeting



- Adjourn for private meeting with Audit Committee.

SUBJECT: Audit Committee Meeting Report for October 9, 2012

The Audit Committee of the Board of Trustees met on Tuesday, October 9, 2012, in training room 106, Enterprise Center, Central Campus of Salem State University.

Present for the Committee were Trustees Ansara (chair), Segal (vice chair), Davis, Scott (ex-officio); President Meservey, Executive Vice President Cahill, Vice President for Finance & Facilities and committee liaison Soll; and Ms. Beaulieu, staff assistant, finance and facilities. Also present and participating in the meeting: Associate Vice President for Finance Donovan; David DiIulis and Steven Cohen from O'Connor & Drew.

Trustee Segal called the meeting to order at 4:04 pm.

Audit of FY2011-12 Financial Statements

Vice President Soll stated that the two agenda items for discussion were review of Salem State University's audited FY2012 financial statements for the period ending June 30, 2012 (Exhibit A) and audit of FY2012 federal programs (A-133) for the period ending June 30, 2012 (Exhibit B). He turned the presentation over to O'Connor & Drew.

Mr. DiIulis, of O'Connor & Drew, thanked the trustees for the opportunity to perform these audits. He noted the audited financial statements are due to the State Comptroller on October 15, 2012.

Required Communications

A PowerPoint presentation was distributed (Attachment 1) by O'Connor & Drew. Mr. Cohen discussed the required communications items that need to be conveyed to the trustees. The first item covers the auditor's responsibilities under GAAS and GAS (page two). O'Connor & Drew performed the audit to determine with reasonable – not absolute – assurance that the basic financial statements are free of material misstatement, whether caused by error or fraud. An unqualified opinion on the university's financial statements was given; no material weaknesses/deficiencies were noted within the Report on Internal Control over financial reporting and on compliance. The second item relates to significant accounting policies and transactions (page three). There were no changes in significant accounting policies. Significant transactions included: American Recovery and Reinvestment Act (ARRA) funds; issuance of Massachusetts State College Building+ Authority (MSCBA) bonds for construction of the new fitness and recreation center; and Division of Capital Asset Management (DCAM) funds for construction of the new Library/Learning Commons. There were no audit adjustments or uncorrected misstatements. The third item relates to management's judgments and accounting estimates (page four). Other communications (page four) noted no disagreements with management; consultation with other accountants/auditors – consulted with Salem State University Foundation's auditor; no major issues were discussed with management prior to retention; no difficulties were encountered in performing the audit; and significant written communications between the auditor and management included the engagement letter and representation letter. Also the required communications included statements of independence and

management advisory services/tax services/other services (page five). O'Connor & Drew is independent of the university. No management advisory services were performed by O'Connor & Drew during 2012. The firm did perform a Single Audit under the guidelines of OMB Circular A-133 for federal awards.

Financial Statement Fraud Risks (page six)

No pervasive financial statement fraud risks were identified. Trustee Segal asked the auditors about potential fraud. Mr. Dilulis responded that statistical and random samples of 40 transactions were performed. If an anomaly were discovered, the testing threshold would be increased. Extensive testing was done for the Single Audit. Mr. Cohen commented that in reviewing internal controls nothing came to their attention; however, management and trustees can request further review.

Single Audit under the Guidelines of OMB Circular A-133 (pages eight and nine)

It was noted that Salem will be the first among its sister institutions to have its A-133 completed. A-133 audits were previously done by the State Auditor through a contract with KPMG. Only a few institutions were chosen in the past. Each institution is now required to engage an independent auditor to perform this audit. It is expected that every institution will have a couple of findings, considering single audits have not been done in several years. Salem is considered a high risk auditee because federal funds have not been audited in the prior two years (OMB requirement). Thresholds distinguish between Type A and Type B programs. Type A, or major, programs that are above \$300,000 need to be tested. Additional programs were tested since federal guidelines required auditors to exclude large loan programs (Student Financial Aid cluster) in determining the major programs threshold. The major programs tested were Student Financial Aid Cluster; TRIO Cluster (Student Support Services and Upward Bound); State Fiscal Stabilization Fund (ARRA); and Small Business Development Center.

Two findings resulted. The first is a Massachusetts public college/university issue dealing with the work-study payroll. The state payroll system workweek is Sunday through Saturday. Timesheets are submitted Thursday. Signed timesheets are due in the payroll office by Friday morning. Students scheduled to work on Friday and/or Saturday include their time for these days on their timesheets in advance based on their scheduled work times. The timesheets have to be entered into the system no later than Monday unless it is a holiday. Corrections would have to be made if the student did not work due to sickness or other unforeseen reason. Management has a mitigating response. Policies and procedures will be reviewed.

Vice President Soll noted that the State has implemented an on-line, self-service attendance reporting system. Currently administrators and non-unit professional staff are using this procedure. It is highly probable that this procedure will be in place by July 1 for college work study students.

The second finding dealt with procedures for student separation from the university (leave of absence documentation). The federal government requires a written request that is signed by the student when applying for a leave of absence. President Meservey handed out a memorandum from Vice President for Enrollment Management and Student Life James outlining his response to this finding and corrective action taken (Exhibit B-2). In addition in response to a great deal of press

over the last few weeks regarding financial aid compliance issues at Roxbury Community College, Vice President James informed the trustees that Salem is in full compliance with the regulations regarding students taking remedial coursework. Roxbury Community College was fined for financial aid compliance issues related to this issue.

Mr. Cohen took the trustees through the audited financial statements and management's discussion and analysis for the period ending June 30, 2012 (Exhibit A). After the table of contents is the independent auditor's report (pages one and two), which provides Salem an unqualified opinion. In addition reference was made to a report on internal control over financial reporting and on compliance and other matters based on an audit of financial statements performed in accordance with *Government Auditing Standards* as described on pages 53–54. The management's discussion and analysis for the years ended June 30, 2012 and 2011 (pages 3–13), which is unaudited, appeared very comprehensive. Mr. Cohen stated that it is one of the best he has read. Trustee Segal asked why the viability ratio decreased (page five). Vice President Soll responded that this is due to the debt for the bond issued for the new fitness and recreation center. Trustee Segal further inquired about how the fees collected would affect the ratio. Vice President Soll noted that the numerator is impacted by the fees but the denominator will go down over time as the debt is reduced, so the ratio should improve over time.

Trustee Segal questioned the \$201,000 under Net Operating Revenues (page six) and the negative net operating revenues ratio. Both Vice President Soll and Associate Vice President Donovan explained that the actual cash netted the \$201,000 while non-cash factors, such as the decline in the market portfolio and \$2.8M in additional amortization and depreciation impacted the ratio negatively. Mr. DiIulis mentioned that Salem may want to show a composite ratio and will work with Associate Vice President Donovan in calculating this for the future.

The statement of net assets (page 14) shows that 60% of the balance sheet is the \$95.5 million in capital assets. Bonds payable increased by \$15 million related to the debt for the fitness and recreation center. The Massachusetts State College Building Authority (MSCBA) deposit in cash assets of \$13 million is the amount of the bond funds not spent as of June 30, 2012. Statements of revenue and expenses (page 15) showed an increase in capital grants. The state maintenance appropriation was basically flat. The statement of cash flows (page 16) reflected a total increase of \$13.3 million, mostly comprised of the deposit held by MSCBA. Combined net assets (page 17) and combining statements of revenues, expenses and changes in net assets (page 18) refer to the Salem State University Foundation and the Salem State University Assistance Corporation assets. Trustee Segal commented that the increase in the Foundation's assets is probably attributable to the current campaign. Mr. Cohen noted that O'Connor & Drew does not perform the audit of the Foundation. It was noted that only the income derived from net assets that are restricted and nonexpendable can be used and not the principal. Vice President Soll added that expendable restricted funds are based on the donor's restrictions on spending.

Note 1 to the financial statements for June 30, 2012 and 2011 (pages 19 – 26) lists a summary of significant accounting policies. These are boiler plate disclosures.

Trustee Segal inquired about private papers donated, and whether, if they are historical, a value is assigned. President Meserve commented that there is no value given to papers that have been received to date. She did mention that a review is currently underway of the archives. Trustee Segal wondered if the received gifts of papers were valued for a tax donation. Mr. Cohen recommended that historical records should not be capitalized as it is very difficult to maintain an accurate estimate of their value. Trustee Segal was interested in what the university has for historical records. President Meserve noted that the archives are not very organized, which is the reason for the review. Trustee Segal expressed concern. Mr. Cohen gave, as an example of historical records, the lock of Paul Revere's hair the Boston Public Library has. Salem State has nothing of equivalent historic value.

Mr. Cohen continued to walk through the notes to the financial statements beginning with note 2 on cash and equivalents. At June 30, 2012, the carrying amount of the university's deposits was \$43 million not held by the state. Of this amount \$18.3 million is in the Massachusetts Municipal Depository Trust (MMDT). As of June 30, 2012, the university had deposits of approximately \$5.5 million held in money market accounts and insured up to \$5.75 million. University investments (note 4, pages 27-28) are listed by type. Foundation's holdings are listed by category (note 4, page 29). University accounts receivable (note 5, page 30) are listed by category. Pledge receivables (note 6, pages 30-31) are listed by year, and loans receivable and payables (note 7, pages 31-32) are described by type. Trustee Segal inquired about how the pledged receivables are determined. Mr. DiIulis and Mr. Cohen responded that they receive confirmations on large contracts and receipts.

Note 8 (pages 33-34), capital assets, showed an increase of \$23.5 million from 2011 to 2012 of which \$20.5 million is related to the construction of the library/learning commons. The auditors noted this was impressive. Other non-current assets (note 8, pages 35-36) noted an increase of debt issue costs related to the financing of the new fitness and recreation center. Long term liabilities (note 10, pages 38-39), lists descriptions of bonds by project. Maturity on bond payments is listed on page 40. Component entities (Assistance Corporation) long term liabilities are listed on pages 40-41, such as capital debt, annual debt service and bond liability. Note 11, rental income (page 42), refers to the Assistance Corporation. A substantial part of the rental income is derived from the university. Note 14, cash flow information (page 44), lists the components of cash of the university. Note 15, commitments and contingencies (pages 44-45), prompted Trustee Segal to inquire about exposure. Mr. Cohen noted that there is a review of known legal contingencies. Trustee Ansara further inquired about claims. Mr. Cohen responded that potential claims can vary from \$50,000 to \$5 million and would be described but not listed. Note 17, retirement plan (pages 46-47), describes the commonwealth's fringe benefit programs. Note 18, Massachusetts Management Accounting and Reporting System (MMARS) on pages 47-49, lists the components of the state appropriations allocated to the university. Note 20, MSCBA, describes the responsibility and purpose of this entity, along with its revenue assessments for residence halls and other major renovations and improvements for the university.

Trustee Ansara asked if an advisory letter is issued. Mr. Cohen noted that in the required communication there were no management advisory services performed in 2012. Mr. DiIulis added

that if a significant concern was found a management letter would be issued and that management and the trustees would have been notified prior to this meeting.

Audit of Federal Programs (A-133)

The A-133 federal programs audit findings (Exhibit B) were reviewed.

The first finding, 2012-1 (page eight), refers to the Federal College Work Study program and the issue relating to timesheets for students who may work on Friday or Saturday but for whom timesheets are signed by the student and student's supervisor and submitted prior to the last day of the work week. The workweek is Sunday through Saturday per the State Comptroller. Timesheets are due by 10 am on Friday in order for them to be entered into the payroll system by Monday. This policy was instituted to meet the timeframes of the state payroll system. This finding will be common to all the public universities and community colleges. Management will review mitigating internal controls.

The second finding, 2012-2 (page ten), pertains to the Student Financial Assistance Cluster and leave of absence regulations. One student's leave of absence was not properly documented. The federal government requires a student's leave of absence to be evaluated after the student provides the university with a properly documented request that is signed and dated. The university has an appropriate policy in place, but the policy was not followed in this case. The university acknowledges the need for clear procedures, and effective immediately university staff will require all such requests to be in writing as prescribed by federal regulations.

Mr. Cohen explained the distinction between a material weakness and significant deficiency. For finding 2012-2, it was noted that there was no material weakness identified, however there was a significant deficiency that was not considered a material weakness. "Significant deficiency" is an accounting term used for a concern that does not necessarily rise to the level of materiality. Page seven of the audit lists the major federal programs that meet the threshold of \$300,000. Associate Vice President Donovan wrote each of the university responses to these findings. There were no applicable findings that needed to be addressed from last year. Both major and non-major programs are listed on page 13. Mr. DiIulis stated that the A-133 audits are to be submitted to the federal clearinghouse and are due March 31, 2013. Salem's is nearly complete and will be done ahead of schedule due to the staff's responsiveness, according to Mr. DiIulis. (Trustee Davis left the meeting).

Trustee Scott moved and Trustee Segal seconded the following:

MOTION: To recommend that the Board of Trustees of Salem State University hereby accepts the Salem State University Financial Statements and Management Discussion and Analysis for the fiscal year ended June 30, 2012 per Exhibit A.

The motion passed unanimously.

Trustee Scott moved and Trustee Segal seconded the following:

MOTION: To recommend that the Board of Trustees of Salem State University hereby accepts the Salem State University A-133 audit of federal programs spending for the fiscal year ended June 30, 2012, per Exhibit B.

The motion passed unanimously.

Trustee Ansara moved and Trustee Segal seconded a motion to enter into executive session in accordance with General Laws, Chapter 30A, for the purpose of discussing any potential fraud with the auditors. A roll call vote was taken for the purpose of going into executive session:

Roll Call:

Ansara – yes
Segal – yes
Scott – yes

Trustee Ansara moved and Trustee Segal seconded a motion to exit executive session in accordance with General Laws, Chapter 30A, for the purpose of discussing any potential fraud with the auditors. A roll call vote was taken for the purpose of exiting executive session:

Roll Call:

Ansara – yes
Segal – yes
Scott – yes

President Meservey thanked Mr. DiIulis and Mr. Cohen for their report and for their complimentary comments regarding university staff. She also appreciates their offer of assistance.

There being no further business to come before the committee, Trustee Segal moved and Trustee Scott seconded a motion to adjourn.

MOTION: To adjourn the meeting.

On a voice vote, the motion passed unanimously.

The meeting adjourned at 5:09 pm.

Prepared by: Ms. Beaulieu, staff assistant, finance and facilities.



SALEM STATE UNIVERSITY

October 9, 2012

Required Communications

AUDITOR'S RESPONSIBILITY UNDER GAAS AND GAS

- We have a responsibility to conduct our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in Government Auditing Standards, issued by the Comptroller General of the United States.
- In carrying out this responsibility, we planned and performed the audit to obtain reasonable – not absolute – assurance about whether the basic financial statements are free of material misstatement, whether caused by error or fraud.
- An audit includes consideration of internal control over financial reporting as a basis for designing audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control over financial reporting. Accordingly, we express no such opinion.
- An unqualified opinion on the University's financial statements.
- No material weaknesses/deficiencies noted within the Report on Internal Control over Financial Reporting and on Compliance

Required Communications - Continued

SIGNIFICANT ACCOUNTING POLICIES AND TRANSACTIONS

Initial Selection of or Changes in Policies

- There were no changes in significant accounting policies. The accounting policies are discussed in Note 1 to the basic financial statements.

Significant Transactions

- American Recovery and Reinvestment Act (ARRA) Funds
- Issuance of Massachusetts State College Building Authority (MSCBA) bonds for construction of new O'Keefe Fitness and Recreation Center
- Division of Capital Asset Management (DCAM) funds for construction of Library/Learning Commons

Audit Adjustments and Uncorrected Misstatements

- There were no audit differences recorded as a result of the audit that are required to be communicated to the Committee.
- There were no uncorrected misstatements that are required to be communicated to the Committee. **3**

Required Communications - Continued

MANAGEMENT'S JUDGMENTS AND ACCOUNTING ESTIMATES

- Allowance for doubtful accounts
- Net asset classifications
- Fringe benefits
- Depreciable lives of capital assets

OTHER COMMUNICATIONS

- Disagreements with management – None
- Consultation with other accountants/auditors – Consulted with Salem State University Foundation's auditor.
- Major issues discussed with management prior to retention – None
- Difficulties encountered in performing the audit – None
- Significant written communications between the auditor and management:
 - Engagement letter
 - Representation letter

Required Communications - Continued

INDEPENDENCE

- We are not aware of any relationships between O'Connor & Drew and the University that in our professional judgment may reasonably impact our independence.
- Related to our audit for 2012, we are independent with respect to the University within the meaning of the pronouncements of the Independence Standards Board, Government Auditing Standards, and under Rule 101 of the AICPA Code of Professional Conduct.

MANAGEMENT ADVISORY SERVICES/TAX SERVICES/OTHER SERVICES

- No management advisory services were performed by O'Connor & Drew during 2012.
- O'Connor & Drew performed a Single Audit under the guidelines of OMB Circular A-133 for Federal awards.

Financial Statement Fraud Risks

PERVASIVE RISK

- No pervasive financial statement fraud risks were identified

SPECIFIC RISKS PRESUMED BY SAS NO. 99

- Risk of misstatement relating to revenue recognition
- Risk of management override of controls
 - Journal entries and adjustments
 - Significant accounting estimates
 - Significant unusual transactions

UNIVERSITY'S SPECIFIC RISKS

- Economic factors affecting all organizations

Financial Highlights

- **See Financial Statements**



Single Audit Under the Guidelines of OMB Circular A-133

- High risk auditee because Federal funds have not been audited in the prior two years (OMB requirements)
- Threshold to distinguish between Type A and Type B programs: \$300,000
- Additional programs were tested since Federal guidelines require auditors to exclude large loan programs (SFA cluster) in determining major programs



Single Audit Under the Guidelines of OMB Circular A-133

- Major programs tested:
 - Student Financial Aid Cluster
 - TRIO Cluster (Student Support Services and Upward Bound)
 - State Fiscal Stabilization Fund (ARRA)
 - Small Business Development Center
- Two findings:
 - Work-study payroll (Massachusetts public College/University issue)
 - Leave of absence documentation
- See summary of Auditors' results for more information



Questions/Comments

- **Questions/Comments?**
- **Executive Session**

REQUEST FOR TRUSTEE ACTION

Date: October 3, 2012
To: Board of Trustees
From: Patricia Maguire Meservey, President
Subject: Salem State University Financial Statements and Management Discussion and Analysis for Fiscal Year Ending June 30, 2012
Requested Action: Approval of Resolution Accepting Financial Statements

By action of the Board of Trustees, O'Connor & Drew, certified public accountants, was engaged to perform an audit of the university's financial statements for the fiscal year ended June 30, 2012. The audit included review of internal controls in place at the university and testing of representative transactions.

The Audit Committee of the Board of Trustees, meeting on October 9, 2012, will receive the audit report and a presentation on it by the auditors. The audit report must be accepted by the Board of Trustees so that it can be submitted to the Office of the State Comptroller by October 15, 2012.

RESOLUTION

The Board of Trustees of Salem State University hereby accepts the Salem State University Financial Statements and Management Discussion and Analysis for the fiscal year ended June 30, 2012.

Committee Assigned: Audit
Committee Action: Approved
Date of Action: October 9, 2012

Trustee Action:
Trustee Approval Date:
Effective Date:

Signed: _____
Title: Secretary, Board of Trustees
Date: _____

REQUEST FOR TRUSTEE ACTION

Date: October 9, 2012
To: Board of Trustees
From: Patricia Maguire Meservey, President
Subject: Salem State University A-133 Audit of Federal Programs for Fiscal Year Ending June 30, 2012

Requested Action: Approval of Resolution Accepting A-133 Audit Report

By action of the Board of Trustees, O'Connor & Drew, certified public accountants, was engaged to perform an audit of the university's federal programs spending for the fiscal year ended June 30, 2012.

The Audit Committee of the Board of Trustees, meeting on October 9, 2012, will receive the audit report and a presentation on it by the auditors. The audit report must be accepted by the Board of Trustees so that it can be submitted to the federal government and the Office of the State Comptroller.

RESOLUTION

The Board of Trustees of Salem State University hereby accepts the Salem State University A-133 audit of federal programs spending for the fiscal year ended June 30, 2012.

Committee Assigned: Audit
Committee Action: Approved
Date of Action: October 9, 2012

Trustee Action:
Trustee Approval Date:
Effective Date:

Signed: _____
Title: Secretary, Board of Trustees
Date: _____



Patricia Maguire Meservey, *President*

MEMORANDUM

TO: Members of the Audit Committee of the Salem State University Board of Trustees

FROM: Scott R. James, Vice President for Enrollment Management & Student Life

DATE: October 9, 2012

SUBJECT: Response to A-133 Report - July 30, 2012

Finding 2012-2

The auditors found the university to be out of compliance in the case of one student selected in the sample they reviewed with respect to the procedures surrounding the assignment of a Leave of Absence status to a student. In the case of this particular student, the student was put on a leave of absence based on the collection of the information via a telephone conversation and the form was submitted to the Registrar's Office without the appropriate signature from the student and was processed by the Registrar's Office as a Leave of Absence.

Recognizing that the leave was improperly granted due to the lack of a written request from the student as is required by federal guidelines, the Registrar's Office, in consultation with both the Financial Aid Office and the Advising Office, has taken immediate steps to ensure that this situation will not reoccur.

1. The Academic Advising Office will not accept telephone requests for leave of absence;
2. The Registrar's Office will not accept or process any Leave of Absence form that does not have the appropriate signature from the student or is not accompanied by an email from the student's secure Salem State University email address (constituting an electronic signature) requesting the Leave of Absence;
3. Students who fail to submit a written request for a Leave of Absence will be reported as withdrawn to the National Student Clearinghouse and NSLDS;
4. All staff responsible for handling Leave of Absence requests have been fully informed about the process for handling these requests in future;
5. The leadership of the Registrar's Office, Financial Aid Office and Academic Advising Office have met to review our procedures surrounding the granting of an approved Leave of Absence, and will continue to monitor staff for compliance with these procedures. In addition, the leadership of these offices will continue to review our business procedures surrounding student status changes on an ongoing basis to ensure that students are correctly reported to the NSLDS.

Roxbury Community College

There has been a great deal of press over the last few weeks regarding financial aid compliance issues at Roxbury Community College. The college has been fined for failure to comply with financial aid regulations related to students taking remedial coursework. I wanted to take this opportunity to assure the Board that Salem State is in full compliance with these regulations. We regularly run reports to monitor students who are receiving aid and taking remedial courses. We're also helped in this area by the fact that we only offer one level of remedial coursework in writing and one in mathematics, making it nearly impossible for a student to receive financial aid for more than one year of remedial coursework, as outlined in federal financial aid regulations.

As always, I'm more than happy to respond to questions regarding our financial aid programs.

SUBJECT: Finance & Facilities Committee Meeting Report for September 19, 2012

The Finance & Facilities Committee of the Board of Trustees met on Wednesday, September 19, 2012, in conference room 210, Marsh Hall, Central Campus of Salem State University.

Present for the Committee: Trustees Quiroga (chair), Mattera (vice chair), Abdo, Bertrand, Chair Scott and President Meservey (ex-officio); others present were: Trustees Davis, Segal and Villa, executive vice president Cahill, vice president, finance & facilities Soll (committee liaison), and staff assistant Beaulieu, finance & facilities.

Trustee Quiroga called the meeting to order at 2:55 pm.

FY2012-13 Final General Operations Budget

Trustee Quiroga reviewed that on June 6, 2012, the Board of Trustees approved a 2012-13 pro forma general operations budget to enable the university to operate at the start of the new fiscal year pending completion of the state budget process. Vice President Soll distributed a revised 2012-13 final general operations budget proposal (Attachment 1) with slight changes to the pro forma, including changes in cost and sources, and was asked to explain these changes. In June when the board considered the budget, the proposal was based on two assumptions. First, the FY13 level of state support was assumed to be \$34.6 million, the same as for FY2012. That assumption proved to be sound, as the final state appropriation matched the anticipated level. Second, the pro forma budget was based on the assumption that the state would provide funds for mandated compensation adjustments resulting from collective bargaining agreements. The pro forma did not include mandated collective bargaining increases for employees whose salaries are paid from state funds because there was no assurance at that time these would be provided through the state budget. Vice President Soll was pleased to announce that funding for a compensation reserve to the state universities was included in the final state budget approved by the legislature and governor, and funds have been allocated to the university.

The agenda materials mailed to the finance and facilities committee on September 5 were based on an anticipated \$2.581 million allocation for mandated compensation adjustments. Since then the state approved a final number of \$2.679 million, approximately \$98,000 more than anticipated. The increase is based on refined calculations of the actual cost of implementing the new contracts. Exhibit 1A summarizes the final fiscal year 2012-13 proposed general operating budget, with the only change from what was mailed being the insertion of the final supplemental appropriation amount. Below both revenue and expense totals, the budget shows a fringe benefits increase of \$737,000, which results from application of the state-mandated fringe benefit rate to the \$2.679 million of supplemental salary funds. These fringe benefits funds do not come to the university but are spent by the state on behalf of the university. They are shown in the exhibit to recognize this as part of the state's support of the university.

Trustee Mattera inquired whether the university had any discretion in making compensation adjustments. Vice President Soll responded that implementation of the collective bargaining agreements is not discretionary and that the supplemental funds must be used for salaries adjustments.

Trustee Quiroga made the following motion, seconded by Trustee Bertrand.

MOTION

The Finance and Facilities Committee recommends that the Board of Trustees approve the following motion.

MOTION

The Board of Trustees of Salem State University hereby approves the Fiscal Year 2012-13 General Operations Budget as recommended by the president and described in EXHIBIT 1-A hereto, with revenues and expenses balanced in the amount of \$103 million. The president and other officers of the university are hereby authorized to do all things and take all actions deemed necessary to implement the budget and protect the fiscal health of the university.

On a voice vote, the motion passed unanimously.

There being no further business to come before the committee, Trustee Scott moved and Trustee Abdoo seconded a motion to adjourn.

MOTION: To adjourn the meeting.

On a voice vote, the motion passed unanimously.

The meeting adjourned at 3:04 pm.

Prepared by: Ms. Beaulieu, staff assistant, finance and facilities

REQUEST FOR TRUSTEE ACTION

Date: September 5, 2012
To: Board of Trustees
From: Patricia Maguire Meservey, President
Subject: FY2012-13 General Operations Budget
Requested Action: Approval

On June 6, 2012, the Board of Trustees approved a 2012-13 pro forma general operations budget to enable the university to operate at the start of the new fiscal year pending completion of the state budget process. Since that time the state budget has been enacted, and the administration has reviewed the assumptions in the pro forma budget, in particular that there would be a supplemental appropriation to fund mandatory compensation adjustments resulting from collective bargaining. The proposed final budget is presented in Exhibit 1-A.

The pro forma budget assumed a basic state maintenance appropriation of \$34.614 million, which matched the final appropriation amount. In addition, the state budget funded a compensation reserve for the state universities to fund the cost of implementing collective bargaining agreements. Calculations made by the university and confirmed by the Department of Higher Education indicated that the cost of implementing the agreements would be \$2,679,129 to cover adjustments to salaries paid with state funds. In addition, the state will cover approximately \$737,000 in related fringe benefit expenses. The state recently completed the transfer of the salary amount to the university's appropriation.

When the pro forma was prepared, the expense associated with mandatory compensation increases for locally funded salaries was included because of its impact on student fees. Such expense was not included for state-funded salaries because the collective bargaining agreements had not been approved and funded through legislative action. With enactment of the state budget, the collective bargaining agreements will come into effect, and state funding has been provided. Therefore, the revenue side of the general operations budget is increased by \$2,679,129 from the pro forma level to reflect the compensation reserve allocation, and the expense side is increased by a like amount to reflect the cost of the compensation increases. The cost of related fringe benefits is shown below the line and is not part of the budget to be approved by the trustees because funds for this are paid by the state directly and do not come to the university as part of its budget. The value of the state-paid fringe benefits is shown in recognition of the state's support for this expense.

The net effect of these changes is a balanced general operations budget of \$103.0 million for the 2012-13 fiscal year.

MOTION

The Board of Trustees of Salem State University hereby approves the Fiscal Year 2012-13 General Operations Budget as recommended by the president and described in EXHIBIT 1-A hereto, with revenues and expenses balanced in the amount of \$103 million. The president and other officers of the university are hereby authorized to do all things and take all actions necessary to implement the budget and protect the fiscal health of the university.

Committee Assigned: Finance & Facilities

Committee Action: Approved

Date of Action: September 19, 2012

Trustee Action:

Trustee Approval Date:

Effective Date:

Signed: _____

Title: _____

Date: _____

FY2012-13 Proposed Operating Budget

(\$ in thousands)

	FY12 Budget		FY13 Pro Forma Budget		FY13 Proposed Budget			Notes
	Base	% of Total	Approved Pro Forma	% of Total	Proposed Operating	% of Total	Change	
Revenues & Transfers								
Net Tuition and Fees	\$58,958	57.92%	\$61,207	58.83%	\$61,207	57.35%	\$0	
Enrollment Contingency	(\$298)	-0.29%	(\$298)	-0.29%	(\$298)	-0.28%	\$0	
Other Local	\$8,524	8.37%	\$8,524	8.19%	\$8,524	7.99%	\$0	
State Appropriation	\$34,614	34.00%	\$34,614	33.27%	\$37,293	34.94%	\$2,679	a
Revenue before Transfers	\$101,798	100.00%	\$104,047	100.00%	\$106,726	100.00%	\$2,679	
Transfers								
Capital Projects	(\$2,936)		(\$3,686)		(\$3,686)		\$0	
Other	(\$44)		(\$44)		(\$44)		\$0	
Total Transfers	(\$2,980)		(\$3,730)		(\$3,730)		\$0	
Trustee Approved Revenue	\$98,818		\$100,317		\$102,996		\$2,679	
State Paid Fringe Benefits (est.)	\$12,115		\$9,530		\$10,267		\$737	b
Total Available Revenue	\$110,933		\$109,847		\$113,263		\$3,416	
Expenses								
Salaries	\$66,126	66.92%	\$66,964	66.75%	\$69,643	67.62%	\$2,679	a
Fringe Benefits	8,272	8.37%	7,516	7.49%	7,516	7.30%	\$0	
Student Financial Aid	1,452	1.47%	1,752	1.75%	1,752	1.70%	\$0	
Utilities	\$4,003	4.05%	\$4,003	3.99%	\$4,003	3.89%	\$0	
General Operating Expenses	\$18,965	19.19%	\$20,082	20.02%	\$20,082	19.50%	\$0	
Trustee Approved Expenditures	\$98,818	100.00%	\$100,317	100.00%	\$102,996	100.00%	\$2,679	
State Paid Fringe Benefits (est.)	\$12,115		\$9,530		\$10,267		\$737	b
Total Expenses	\$110,933		\$109,847		\$113,263		\$3,416	

NOTES:

a) Revenue and salary expense increases result from pending state supplemental appropriation transfer from the Compensation Reserve for mandatory compensation adjustments.

b) Fringe benefits for salaries paid with state funds are picked up by the state.

SUBJECT: Committee on Presidential Review Meeting Report of August 21, 2012

The Presidential Review Committee of the Board of Trustees met Tuesday, August 21, 2012, in room 204 of Marsh Hall located on the Central Campus of Salem State University.

Present for the Committee were Trustees Abdoo (Chair), Mattera, Quiroga and Segal, Chair of the Board Scott, and Secretary to the Board Fleischman. Also present and participating in the meeting were Trustees Davis and Bertrand; President Patricia Maguire Meservey, and Beth Marshall, Assistant Vice President, Human Resources and Affirmative Action.

Trustee Abdoo called the meeting to order at 6:10 pm.

President Meservey introduced AVP Marshall and invited her to discuss options for the conduct of the comprehensive presidential review occurring throughout the first half of the coming academic year. AVP Marshall reviewed the process for conducting a multi-rater review and a potential timeline, and distributed material (Attachment A) containing background information on the process and containing the president's prior annual evaluations for referral.

There was discussion about the ultimate goal of the effort. Trustee Mattera described it as a useful tool to evaluate strengths or deficiencies. Trustee Segal described the comprehensive evaluation as an effort by the board to fulfill its continuing responsibility in the hiring process of the president. President Meservey explained that the final report would be sent to the Department of Higher Education.

After reviewing the draft open-ended questions contained in the survey instrument distributed by AVP Marshall, Trustee Quiroga noted that it would be hard to rate responses to such a format. She also suggested that an outside firm may be able to provide a scale that would allow for weighting or rating the responses. She also felt that a third party review might be seen as more objective. Trustee Mattera suggested targeting the reviews, using a less wide series of raters and soliciting relevant, informed views of the president's performance rather than focusing on quantity. Trustee Quiroga asked that Human Resources review consultants, including the firm identified in the spring. Trustee Mattera noted that an outside consultant would gather the data, but that in the end, the Board would perform the evaluation. AVP Marshall agreed to follow up on this request prior to the meeting on September 19th.

At this point, President Meservey and AVP Marshall thanked the committee and excused themselves from the meeting. The next item on the agenda was the annual review of the president required by the Department of Higher Education. The committee began by discussing the format of the self-review provided by the president, upon which the Board's review has been based. Trustee Quiroga felt that a better format was possible that would allow for the tracking of goals and accomplishments, supplemented by subjective narrative. Trustee Mattera suggested that a new

format would allow for the building of a record of performance. Trustee Abdoo concurred, stating that enhanced evaluation could build a stronger track record for future justification of compensation increases. He added that graduation rates and other measurements could be standard items to be taken into consideration.

Trustee Segal reminded the Board that Salem State has the highest percentage of Pell grant eligible students of the state universities. Trustee Abdoo also noted the diversity of the student population at Salem State and the large number of non-traditional students. It was agreed that understanding student demographics would be important to utilizing measures of student success in evaluating the president's performance.

Trustee Quiroga felt that the current narrative format informs and provides for discussion but that more concrete measures were needed. There was discussion about how to begin to put those measures in place, beginning with goals for AY2012-13. There was also some review of the information contained in the current self-assessment (Attachment B), including the six-year graduation rate chart on p.4. The committee concluded that after concluding the annual and comprehensive evaluations, it should remain active in spring 2013 to develop the template for presidential evaluation for the coming fall. Going forward, the committee would like the president to ensure that the goals set forth for the institution are mutually agreed upon with the Board. The committee would also like the goals to contain measurable parameters.

The committee asked Trustee Abdoo to follow up with President Meservey on these proposed changes in process and format and to request additional information on outcomes and measurable goals. The committee also requested to see the template currently used to evaluate the president's direct reports (Attachment C).

There being no further business to come before the Committee the meeting was declared adjourned at 7:16 pm.

Prepared by: J. Fleischman, Secretary to the Board of Trustees

Human Resource and Equal Opportunity



The Board of Trustees of Salem State University is conducting a five year, comprehensive review of President Patricia Maguire Meservey. To this end, we want to reach out to those both inside and outside the University with whom the President regularly interacts.

Attached you will find a brief synopsis of the goals under which guide the President's work. These goals are taken from the University's current Strategic Plan and those set for her by the Board of Trustees. We would appreciate your sharing your view of President Meservey's work through the lens of your interaction with her. All comments will be held in confidence by the Board and shared with the President in a combined format, without attribution for her information and development. Therefore, we encourage your thoughtful, creative and honest response.

Questions for raters. Please answer all that are relevant to your relationship with President Meservey.

- 1) What do you see as the President's strengths?
- 2) What, if any, areas are in need of development?
- 3) From your experience in working with the President, what do you view as her most significant accomplishment(s)?
- 4) What has the President done to attract and retain a high performing team with the energy, knowledge, skills, and creativity to move the University forward?
- 5) How does the President communicate with key internal and external associates to build support for the University's mission and goals?
- 6) How would you describe the President's personal attributes such as:
 - a) Acting with integrity
 - b) Encouraging open dialog and debate
 - c) Creating an inclusive environment?
 - d) Fostering innovation and change?
 - e) Building strong collegial relationships?

I would appreciate receiving your responses by October 1st. Please feel free to send them by e-mail to bmarshall@salemstate.edu. Should you have any questions, I can be reached at (978) 542-6022.

Many thanks.

Beth Marshall

Assistant Vice President for Human Resources and Equal Opportunity

- 1) A draft model of a multi-rater review will be reviewed with the BOT
- 2) Multi-raters will be identified:
 - a) Those to whom the President Reports –BOT, Commissioner of Higher Education
 - b) Presidential Peers – Members of the Council of Presidents of State Universities
 - c) Those who report to the President – Vice Presidents + Bower and Fleischman
 - d) Business Colleagues – Northshore Alliance for Economic Development, Northshore Chamber of Commerce, Salem Partnership, New England Council
 - e) Community Colleagues – Essex County Community Foundation, Essex national heritage Foundation, Northshore Medical Center Community Affairs and health Access Committee
 - f) Governmental Colleagues
 - g) Faculty Chairs
 - h) Staff
 - i) Students
- 3) A timetable will be established for the process
 - a) Letters soliciting ratings will go out by Sept.1, 2012
 - b) Follow letters send to those who have not responded Oct. 1, 2012
 - c) Rater data presented to BOT Nov. 2012
 - d) BOT prepares evaluation Jan. 15, 2013
 - e) BOT presents evaluation at Feb. 2013 Board Meeting
- 4) Beth will draft letter to solicit input from agreed upon raters.
- 5) Beth will receive the evaluations in confidence and compile the data by topic, level, external/internal rater in a manner that keeps individual raters' comments anonymous.
- 6) Beth will report to the BOT the correlated response data to use in crafting their own Comprehensive Review

CONTRACT FOR COLLEGE PRESIDENT (Excerpt from June 2007)

Commonwealth of Massachusetts

THE PRESIDENT'S RESPONSIBILITIES

- a. The President is expected to be a competent leader and manager in educational matters at the College and to sustain and develop the excellence of the College.
- b. The President is expected to be an effective administrator by providing adequate staffing within the parameters of State Budget constraints, appropriately delegate authority, supervise personnel and policy, direct long-range planning for the College towards the fulfillment of its mission statement, and articulate institutional goals and objectives.
- c. The President is expected to understand and control the finances of the College. Clear financial accountability and fiscal responsibility within the directives of the Commonwealth of Massachusetts' budget, and subject to the policies and directives of the Board of Trustees of the College, is critical to the presidential role.
- d. The President shall raise funds through private gifts as well as public appropriations. The President shall actively participate in and direct these activities as the symbol and spokesperson for the College.
- e. The President shall actively develop external relations with alumni, legislators, state officials, county officers, community members and leaders and prospective students.
- f. The personal behavior of the President must be beyond reproach. A concern for others is important. The President shall identify areas of conflict, make decisions in critical situations, handle crises and assume responsibility for decisions.
- g. The President shall recruit and maintain a distinguished faculty and relate to faculty within the governance mechanism of the College.
- h. The President shall perform all such general and specific duties as the Board of Trustees of the College shall assign her from time to time.

In the discharge of all her responsibilities, the President shall report and be accountable directly to the Board of Trustees of the College or, in particular matters, to such of its committees as the Board of Trustees may constitute from time to time; and the President shall, no less frequently than at each regular meeting of the Board of Trustees and at such other times as the Board of Trustees

may direct, report to the Board and to the appropriate committees thereof concerning the financial status of the College, the progress being made in the implementation of its long-range plan, the progress being made in meeting its affirmative action goals, and such other matters as are of important consequence to the condition and well-being of the College.

The President shall, in the discharge of her duties and responsibilities, act in conformity with such policies and directives as the Board of Trustees may adopt from time to time or as may otherwise be of application by operation of law.

- i. Consistently with applicable laws and policies, the College will bear any costs reasonably incurred by the President in connection with activities that pertain to the business of the College and the performance of the President's duties and the President may use College staff, facilities, and services for the support of such activities. Activities undertaken for the purpose of the promoting support for the College are understood to be activities that pertain to the business of the College.
- j. The President may serve on boards of trustees or boards of directors of other entities, with or without compensation, provided that the President notifies the Chair of the Board of Trustees in writing of any invitation so to serve and receives approval in writing from the Chair or the Executive Committee of the Board of Trustees prior to accepting such invitation. In no event, shall the President be permitted to accept any such invitation if in the Chair's or the Executive Committee's reasonable judgment the service in question is inconsistent with the President's obligations as chief executive officer of the College or if the service in question is violative of any provision of the State Ethics Statute.

EVALUATION

Each year a presidential review shall be conducted in or about the eleventh month of each year of service or as required by the Board of Higher Education, which review shall consist of (1) a self assessment by the President, (2) the appointment of an *ad hoc* Evaluation Committee by the Chairperson of the Board of Trustees, (3) a written appraisal by the *ad hoc* Committee of the President's performance, (4) a discussion of the written appraisal by the Chairperson of the Board with the President and a response by the President if so desired, and (5) a recommendation by the Chairperson to the Board of Trustees concerning the President's status as such and her compensation.



PATRICIA MAGUIRE MESERVEY

SUMMARY PERFORMANCE REVIEW

2011 – 2012

AND

GOALS

2012 - 2013



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INTRODUCTION

In preparing my review for your consideration, I have used the goals I set for this year as the framework. We agreed that I would provide this standard review for this past year and we will conduct a comprehensive review of my performance in the fall of 2012.

Salem State University made significant advances over this past year and we are continuing to build on the momentum of our new university status. Of utmost importance is our focus on student success: in their academic endeavors; their co-curricular activities; their personal growth; and their continued development as local, national and global community members. Our campus is implementing the strategic direction of the last few years and, despite the economic downturn and diminished state support, I am pleased to report that progress is being realized and key indicators such as student success, fund raising and university public visibility are all taking hold.

At our Student Success Summit in June, we celebrated our students by periodically reading a short biography of one of our recent graduates. Their stories are amazing. They are succeeding in so many ways. And they energize us.

One example is Kelsey Utne, a graduate of May 2012. At the time we were preparing for our meeting, she was an alternate for the Fulbright Scholarship, a rare honor for a baccalaureate graduate. We learned the night between our meetings that she had been elevated to the scholarship level. To the best of our knowledge, Kelsey is our first. Go Kelsey! You can read her story on page 16.

And, we can all celebrate the many accomplishments of our faculty and staff. An example of our faculty excellence is the University's recognition by the Chronicle of Higher Education as a high level producer of Fulbright Scholars among our faculty. Their profiles can be found on page 17.

I anticipate continued challenges in the coming year. Our support from the state is level, although our costs of operation continue to climb. Nationally, public and private higher education is continuing to experience increased scrutiny to justify rising costs, to measure our outcomes, and to validate the value-added of our graduates contributing to the economic needs of the community, Commonwealth, and country. Salem State University is well positioned to address these challenges. I applaud the work of the Board and our staff to maintain our costs at a level below those of our peers and to raise the academic bar, along with support, for our students. As a result we continue to have more students choosing to attend our university, as they

recognize the quality of our offerings and the tremendous return on investment of a Salem State degree.

Early in the fall we will be developing a new strategic plan for the institution. While the current plan was expected to continue until 2014, the significant advances made over the past five years has brought us more quickly to the point of a new strategic plan, and much has changed in our environment. Our Board leadership is in place; the academic and administrative leadership is in place; the faculty and staff are energized. We have a challenging, and promising future and it will be an exciting year. I thank you for your support.

ACHIEVEMENT TOWARD GOALS



In my review last summer, I presented the following goals as the areas where I would focus my primary efforts. For each of these goals, I am offering an assessment of the university's and my accomplishments.

Goal 1: Implement recommendations from the academic planning effort and enrollment management strategic plan to create a clear strategic direction for the institution that promotes high quality education and is financially viable.

1) Student Success & Key Indicators.

All of the efforts under Academic Affairs, Enrollment Management, and Student Life are aimed at improving student success at Salem State. Through a series of broad-based meetings this year – our Student Success Summits – we have gained a solid understanding of the interdependencies of our various efforts and are working in the spirit of cultures of collaboration, commitment, completion, and confidence. We have set ambitious goals for our work.

With a current graduation rate of 42.5% (averaged for students entering between 2003 – 2005; first-time, full-time freshmen only; six-year rate), we have set the goal of a graduation rate of 52% in 2016; and 62% in 2021. We also aim to eliminate all disparities between genders (women currently graduate at a rate higher than men) and under-represented groups (White students currently graduate at a higher rate than Black and Hispanic students). See the Table on the next page. I am very pleased to report that our graduation rate for the class entering in 2006 (a six-year graduation rate) is currently 44.1%; evidence that we are realizing progress in this important metric.

The graduation rate as defined above addresses one segment of our student population. We are in the process of establishing metrics for other critical groups and will present this information to the Board in the fall of 2012. These groups include students who transfer to Salem State; students who transfer from Salem State and graduate elsewhere; part-time students; and graduate students.

Graduation Rates (Six-year) for First-time, Full-time Freshmen at Salem State University

Measure	Baseline	FY 2016 Goal	FY 2021 Goal
First-time, Full-time Freshmen	42.5%	52%	62%
Gap between Blacks & Whites	-7%	-6%	0%
Gap between Hispanics & Whites	-9%	-6%	0%
Gap between Men & Women	-6%	-4%	0%

2) **Academic Affairs.** Provost and Academic Vice President Kristin Esterberg continues to provide strong leadership to our academic work. The following are the results of her efforts and that of our faculty.

- a) **General Education Reform:** Our academic planning effort is an ongoing process that will continue to yield benefits to students as new programs are developed, under-enrolled programs closed, and existing strong, relevant programs thrive. Our undergraduate programs all share a common core, or general education, requirements that are the heart of a liberal arts education. An important outcome from our academic planning effort is the recognition of the need to significantly revise our existing general education requirements to allow for greater flexibility in the students' curriculum and to recognize the changing educational needs of their programs.

Beginning in the summer of 2011, faculty investigated the best practices for general education from institutional leaders across the country. Over the academic year, the faculty engaged their colleagues in thoughtful review and discussion of the learner needs of our students and developed three models for a new general education curriculum. These models will be presented to the full campus community in the fall of 2012 with the intent of submitting a final recommendation through governance in the winter of 2013. A limited phased implementation would begin in the fall of 2013 with full implementation planned for the fall of 2014.

Salem State University's faculty leaders gained national attention this summer in this effort and received the following accolade from Peggy Maki, in her role as an American Association of Colleges & Universities consultant to the national summer institute teams: "I must say I am deeply impressed by the highly collaborative and

chronologically intentional work the General Education team has engaged in—always focused on providing multiple and diverse kinds of opportunities for faculty and staff to provide input into the design of a new curriculum.”

- b) **Program Revision:** Over all, Academic Affairs has made substantial progress in creating new programs to better meet student demand, while consolidating or deleting programs that have been consistently under-enrolled across undergraduate and graduate programs. At the undergraduate level, three new undergraduate programs were approved this past academic year: a bachelor’s degree in liberal studies in Intercultural Communication (aimed at degree completers in an on-line format); an Applied Behavioral Analysis Concentration in Psychology; and a streamlined Art Major for Early and Elementary Education majors (BA). New minors in American Studies and International Relations have been approved. At the same time, admissions have been suspended in 11 under-enrolled concentrations.

The School of Graduate Studies (SGS), under Dean Carol Glod’s leadership, successfully developed and passed their strategic plan through governance. Working with Office of Institutional Effectiveness and Planning and an external market research firm, the SGS conducted a systematic review of enrollments and graduation rates over time, by program. The analysis provided an opportunity to compare areas of decreased enrollment to other institutions as well as potential areas for growth and collaboration. The result is a clear direction of where to create and grow programs. A plan for marketing graduate programming, with emphasis on five key areas, was also accomplished (see goal 3).

Early results of the new strategic direction are the addition of three new graduate programs: a Post Professional MS in Occupational Therapy, Advanced Professional Certificate in Applied Behavioral Analysis, and an Accounting Specialization within the MBA. Guidelines were developed for departments proposing bachelor-to-master’s programs (such as 4+1 programs), a model of education that is gaining interest from students. And, admissions have been suspended in eight under-enrolled concentrations or options.

Further, I am very pleased that Salem State is moving forward with development of programs at the doctoral level. Salem State is collaborating with UMass Lowell on their interdisciplinary Global Studies Ph.D. program as well as the Ph.D. in Criminal Justice. Faculty members from Salem State are members of the “graduate groups” that are overseeing these programs. On our campus, faculty in social work and geography continue to develop Ph.D. proposals, and a joint statement on the Ph.D. in social work was developed with Bridgewater State University. We will move forward with a joint program with Bridgewater over the next academic year.

- c) **Accreditation:** Salem State University maintains its distinction of having the most accredited academic programs within the state university system. Three of our largest programs are in the process of pursuing accreditation (Business) or re-accreditation review (Schools of Education and Nursing). All accreditations are on track. The AACSB (business) self-study was submitted in June, following a mock accreditation visit in May. We received our final notification confirming our site visit for October, a very encouraging sign. The School of Education made significant progress in preparation for the upcoming NCATE accreditation and the self-study will be submitted this fall. The Nursing CCNE self-study, completed by the faculty over the spring semester, was submitted in July 2012.

- d) **Assessment of student learning:** One of the national movements for assessment and accountability is in the area of student learning outcomes. Salem State University faculty are actively engaged and viewed as leaders in this arena. At the state level, last year I served on a Department of Higher Education Task Force to frame the Department's work in student learner assessment. This past year and continuing forward, Associate Provost/Dean Neal DeChillo and our Faculty Fellow for assessment Dr. James Gubbins have both been selected to participate on state-wide committees to further refine and implement this work. Our assignments to these select groups are in recognition of the progress the Salem State faculty have made toward our goals.

In further recognition of our progress in this area, Salem State University is honored to have been selected to participate in an Association of Governing Boards (AGB) program to engage Trustees in understanding the importance and process of assessing student learner outcomes. Trustee David Abdo will represent our Board and Provost & Academic Vice President Kristin Esterberg will lead our administrative/academic effort.

- 3) **Enrollment Management.** Associate Vice President (AVP) Scott James provides exceptional leadership in our enrollment management work, which includes admissions, financial aid, registrar, and academic advising. He has built a strong team focused on providing the best student services and facilitating our students' achievement of their goals. The following are the results of his efforts and that of his team over the year under review.
 - a) **Strategic Enrollment Management Plan:** With the implementation of our academic plan and the addition of a strong director of our new Office of Institutional Effectiveness and Planning department (IEP), Neal Fogg, Salem State began the year well-positioned to bring the components together to develop a strategic enrollment management plan. IEP Director Fogg has transformed the university's use of data for evidence-based decisions by increasing the accuracy of data, expanding the amount of quality data available, and

improving the timeliness of the availability of data, and importantly has providing the critical analysis to use this data strategically. With data available and under the leadership of AVP James, a representative group of faculty and administrators developed an enrollment management framework for all academic programs. This fall the work will be further refined to achieve a specific plan for each department and program providing a comprehensive strategy for our recruitment of students, expanded student success and retention efforts, infrastructure improvements, and marketing strategies (in collaboration with Marketing and Communications). This effort will bring all constituencies of our university student body into consideration with special attention to graduate students and students of color and international students of all levels.

- b) **Technology – for Business and for Student Success:** Several years ago I recognized that Salem State needed a transformation in the leadership and effectiveness of our information technology systems (ITS) department. I am pleased to report that, under the leadership of our Chief Information/Chief Security Officer Patricia Ainsworth in 2011-2012, our technology has made great advances in support of our students, faculty and administration. In the area of Student Success, ITS in collaboration with Enrollment Management and Financial Services has improved how students navigate the “business of being a student” and their understanding of what is expected of them to achieve their academic degrees. One example is the new on-line admissions application that keeps the student informed about the status of his/her application, what information may still be missing, and provides immediate notification of acceptance when the action is taken. A second example is our new degree audit system which allows the student to quickly see on-line what courses he/she has completed, what courses are still required for graduation, and options for how to complete the program of studies. A last example is a system we will be implementing this fall which will allow the student, when registering for class, to put in time parameters for course selection. For example, if the student works 9 – 11 AM each day and has a standing social commitment at 3 PM on Thursday, the system will “know” this and select the sections of classes that will work with the student’s schedule. These are examples of inter-departmental collaboration that led to new business processes that were coupled with technology to help students succeed here at Salem State. Improving student access and success in these areas also bring efficiencies that allow for our faculty and staff to engage in more strategic work.

4) **Student Life.** Executive Vice President Stanley Cahill leads our student life efforts along with an extensive portfolio that includes athletics, emergency preparedness, human resources, information technology, and public safety. He continues to be an extraordinary contributor to our university's leadership. There are many efforts underway within Student Life that are improving the student experience on campus and I will highlight two key efforts. The first is our Residence Life program.

a) **Residence Life:** Over this past year, we experienced a significant turnover in the leadership and staffing in Residence Life. Last summer (2011) we recruited a new director for this division, Ricardo (Ricky) Ganaishlal who has successfully recruited a new, strong team. Fresh with new approaches, our Residence Life staff assessed our current programming and considered the best practices we can gain from other institutions. They are ready to implement their new programming this fall. This area will be a focus for the coming year(s) as we work to identify where we need to make improvements and capitalize on the high quality of our residence halls.

Career Service Center: Career readiness and the role of higher education in economic and workforce development are important policy issues in Massachusetts and nationally. To evaluate the effectiveness of our efforts in career services, I commissioned an independent comprehensive review of our Center's performance and to guide us in the creation of a state-of-the-art career center for Salem State. We began our implementation plan by recruiting a new director, Lauren Hubacheck, who will be starting her position in August. The Center is an element we have promoted in our Comprehensive Campaign and several donors have directed their contributions to the Center. They are also eager to join us on a Career Services Advisory Committee to facilitate our efforts.

An additional area of support is coming from the state budget. I was successful in proposing an internship program to be funded through the state on behalf of all of the state universities. This program will provide up to \$1M in a match program with business to support student internships. At any time, this is a critical area of support for our students and our alumni. Particularly today, we must have a strong program to help students enter the world of work.

Goal 2: Lead the Comprehensive Campaign and achieve the goals set for FY2012.

Our accomplishments for the fiscal year July 1, 2011 – June 30, 2012 is evidence that, despite challenges associated with a worldwide economic downturn, we have been very successful in advancing the university's first ever Comprehensive Campaign through education, cultivation and solicitation. Under the leadership of Vice President Cynthia McGurren we have built a highly qualified team; have completely restructured our business processes for fund raising; energized our volunteers; and engaged the leadership of our volunteer boards – particularly the Trustees and Foundation. The numbers tell the story.

1) **Overall Campaign financial goal.**

Two year (2010-2012) goal - \$9,250,000; Raised - \$9,116,846

We did miss our goal by \$133,154 however we have increased giving by 217%. We are still implementing our Foundations and Corporations strategy and are in the process of completing the leadership phase of our campaign. We are very encouraged by our success to date.

- 2) **Bertolon Campaign.** The Bertolon Campaign was targeted to be completed by June 2012 and we met this goal in March 2012 – three months ahead of schedule.
- 3) **Campus Campaign.** Led by Assistant Dean Nate Bryant and Professor Amy Everitt, our Campus Campaign Committee proved to be a very energetic, committed group. In a short six months, they met their financial campaign goal of \$1,153,500 and have increased the number of donors by 164%. To date, 58% of the full-time employees have pledged to the Campaign.
- 4) **Annual Fund.** The Annual Fund is an important aspect of our fund raising strategy as once the Campaign is complete we need the ongoing contributions of our donors to support the University. Our fiscal 2012 total annual giving goal (cash received) was \$975,000. We received \$944,517. While there is a gap of \$30,483 for our annual fund, \$892,608 was also pledged to the comprehensive campaign unrestricted account. This latter number reflects some of the commitments that will be realized in the annual fund going forward and more than covers our cash short-fall in our annual fund.

We continue to work closely with dynamic volunteer boards, including the SSU Board of Trustees, the SSU Foundation, the SSU Alumni Association, as well as our campus wide community to engage a broad base of constituents towards advocacy, giving, and overall support of the institution. As a result, our efforts have led to an increase in giving from

private sources, a more active and diverse alumni base, and a heightened public awareness of the increasing value of Salem State University and public higher education.

Goal 3: Position the university as a leader in the Commonwealth through an aggressive marketing and public relations campaign.

Our marketing and public relations work has gained traction and we are beginning to see benefits from our efforts. We were successful in recruiting a Vice President of Marketing and Communications, Tom Torello, who joined us in May of 2012. With a redirection of effort, we are succeeding in increasing the public visibility of Salem State through opinion pieces, faculty expertise commentary, student stories, news of campus events, and faculty updates. Faculty and administrators were also placed in significant speaking venues. VP Torello and his department are creating a strategic marketing plan to share with the Board by the end of this calendar year.

A major focus of the past year has been repositioning the university through increased marketing of the School of Graduate Studies. Building upon the research learned from a marketing survey we commissioned in the fall, Marketing and Communications, in collaboration with the School of Graduates Studies and Graduate Admissions, led the effort to hire the RDW Group (a marketing firm) to develop an advertising initiative for five key graduate areas: nursing, business, counseling/psychology, elementary education/special education, and criminal justice. During the past year, RDW and the university's marketing working group defined the creative brief, led several focus groups to test messages and sample advertisements. This campaign will be launched early in the fall of 2012.

Goal 4: Lead a Master Vision process for the physical campus that includes a comprehensive review of plant improvements and additions.

This year, I brought together representatives of the Board of Trustees, Foundation and Assistance Corporation to begin the discussion of the greater vision for the physical campus of Salem State University. Before we could launch the full process of developing a formal master plan, we needed to secure approval from the Department of Capital Asset Management (DCAM). With the change in commissioners at DCAM, this process was delayed until this past spring (2012). Now with that approval in hand, a broad sense of direction from our boards, and the collaboration of DCAM and the Massachusetts State College Building Authority (MSCBA), Salem State has engaged Sasaki Associates to begin the formal process of developing the "Master Vision Plan for the Campus – 2040." I have appointed a Task Force that will start its work this month. The plan will be submitted to the Board in draft form as developed and a final version should be completed by spring of 2013.

As we move forward with our Master Vision Plan for the Campus – 2040, we continue to build on our campus. I want to acknowledge the important contributions of Vice President Andrew Soll in all of our physical plant efforts. We have had many projects underway and he works with several governmental agencies in achieving our aims. All of this is done in a manner that clearly advances the interests of the university.

- 1) **Library and Learning Commons.** The construction of the Library and Learning Commons continues on time and on budget, with its opening scheduled for fall 2013. The demolition of the remainder of the old library, long delayed by environmental issues, should begin fall 2012. The planning for the move into the new Library and Learning Commons and the backfill into the vacated spaces is also progressing. All other aspects of the project are progressing well.
- 2) **Fitness and Recreation Center.** I am pleased to report that with the excellent leadership of the MSCBA, the Fitness and Recreation Center addition to the O’Keefe campus has gone from a “student wish” to a “notice-to-proceed” construction project in just one year. MSCBA and its team bonded the project, completed final design, and selected Suffolk Construction as the general contractor, with construction of the Center to begin this month. It is targeted to open in the fall of 2013.
- 3) **Mainstage Renovation.** Salem State University has taken the initiative on the long overdue renovation of the Mainstage Theater and has secured permission from DCAM to proceed with a self-funded schematic design study. Since the building is owned by the Commonwealth, we used the DCAM procurement process which resulted in the selection of the well-known architectural firm Leers Weinzappel Associates. The study is to be completed and certified by the end of December allowing for the final design stage to begin early in 2013. The actual renovation is projected to begin late in 2013.
- 4) **New Residence Hall.** Through MSCBA, we completed a market needs survey for a new residence hall in April of 2011 that identified the need for an additional 400+ beds. We are working through the Master Vision Plan for the Campus – 2040 Taskforce to identify potential site locations for a new residence hall and expect to be in a schematic design study stage in the spring/summer of 2013.

Other key areas of efforts.

- 1) **Presidential and Board Support.** Executive Assistant and Secretary to the Board, Jean Fleischman has supported both the Board and me in a comprehensive, anticipatory manner throughout the year. With great assistance from Cassie Kao, Staff Assistant and Assistant Secretary to the Board, Jean's attention to the needs of all constituencies, her broad reach throughout the campus and engagement of the Public Higher Education Nominating Council and Governor's Office allowed our work to move strategically, efficiently, and smoothly throughout the year. The Board now has information readily available to them through the internet as well as regular communications of campus happenings and news announcements.

- 2) **Financial Stability.** Salem State University continues to be significantly more financially efficient than our comparative private universities and most other public universities outside of Massachusetts. A recent study of 1,700 universities/colleges by Bain Associates (July 2012), *The Financially Sustainable University*, identified Salem State University at its strongest level, "fiscally sound." To secure Salem State's financial future, we continue to develop strategies leading to increased financial autonomy that will allow Salem State to weather the unpredictable state and federal funding that characterized our last ten years. These strategies include the previously discussed academic planning initiatives, enrollment management strategic plan, and comprehensive campaign. As we build on our academic strengths, focus on student success and completion, determine the programs that will be our greatest draws for enrollments, and expand our collaborations and partnerships with regional employers and industries, we can build the financial model to support our work. As with the physical plant, the contributions of Vice President Andrew Soll in all of our fiscal planning and management efforts are very valuable to our institution.

- 3) **External Affairs.** I recently changed the scope of responsibilities for Beth Bower who now has the title Chief of Staff. In addition to the very good work she has led in external affairs, Beth is now assisting with the coordination of multiple initiatives that cross over the internal and external aspects of the university scope.
 - a) **Neighborhood relations:** We have had a very successful year in our external activities. As we undertook the demolition of the old library and construction of the new, we engaged our neighbors in conversation, shared information, and responded to their concerns. Despite the regular appearance of cement trucks, flat-beds with steel, and early morning construction, we have had virtually no complaints from our neighbors. I attribute our success to the fine work of Adria Leach, Director of External Affairs. A great compliment I heard is that as the Peabody Essex Museum begins their expansion plan; their new director of community affairs was asked to talk with Salem State about how we worked successfully with our neighbors and the city. Our efforts are paying off.

- b) **Government relations:** With great appreciation to all of the members of my office, I survived my year as chair of the Council of State University Presidents (COP). It was a very time consuming assignment, with the task of recruiting a new COP executive officer, Vincent Pedone (a Salem State alum), an unexpected assignment. The position gave Salem State a great opportunity to be in the forefront of state-level policy decisions and to work closely with state higher education officials and legislative leadership. We achieved a number of successes including funding for the union contracts, a new internship program with financial support from the state, and level appropriations for the state universities. The Northeast legislative caucus once again was steadfast in its support of Salem State University and worked closely with us on legislation related to both the university and the entire system.
- c) **Civic Engagement:** Our Center for Civic Engagement continues to provide support to many of our surrounding communities. Salem State University was once again selected by Massachusetts Campus Compact as a host to an AmeriCorps VISTA member for 2011-2012 who worked with our faculty and community organizations to continue to build our expertise in academic service-learning. I would note a particularly important effort has been our work with the Salem Schools. As the system was identified as a level four (under-performing) school, we worked with the Mayor and Superintendent to bring our resources to support the education of the Salem students and the professional development of Salem's teachers. A pilot summer program for elementary English Language Learning students was designed and conducted by Salem State faculty and graduate education students this summer at the Bentley Elementary School as a partnership between our School of Education faculty and the teachers at Bentley.
- d) **North Shore Alliance for Economic Development:** I continue to chair the North Shore Alliance for Economic Development, which is still a relatively new organization promoting economic growth on the north shore. A major undertaking at this time is anticipating the potential consequences of a possible casino at Suffolk Downs. We have engaged our faculty from geography, tourism and hospitality, social work, and other disciplines to be a resource to the business community as they work to mitigate community concerns.

Leadership Roles. I believe it is important for me, as president of Salem State, to be active in our community. I have divided my time over the segments listed below.

- 1) Academic Community
 - a) Department of Higher Education
 - i) Davis Grant Advisory Committee, Member
 - ii) Nursing Advisory Committee, Member
 - b) Commission on Higher Education, New England Association of Schools and Colleges, Commissioner & Member of the Executive Committee

- 2) Council of State University Presidents
 - a) Chair of Council
 - b) Partnership Advancing Collaboration and Efficiency, Member

- 3) Business Community
 - a) New England Council, Member, Board of Directors
 - b) North Shore Alliance for Economic Development, Chair
 - c) North Shore Chamber of Commerce, Member, Board of Directors
 - d) Salem Partnership, President

- 4) Greater Community
 - a) Essex County Community Foundation, Trustee & Member of the Executive Committee
 - b) Essex National Heritage Commission, Trustee
 - c) North Shore Medical Center, Community Affairs and Health Access Committee, Member

ACADEMIC YEAR 2012 - 2013



GOALS

The Year Ahead

Salem State University is transforming and emerging as a leader in higher education in the Commonwealth. As we enter this next academic year, we will be undertaking the development of a new strategic plan, coupled with strategic financing. The strength and partnership of our Board and our administrative leadership team continues to grow and I am greatly encouraged by the shared vision we are pursuing. I offer these goals as the framework for discussion of our new Strategic Plan.

Strategic Goals

1. Promote rigorous academic programs that are supported by innovative teaching and documented outcomes and are current with educational/workforce needs of the 21st century.
2. Implement a student development plan of learning and living in and outside of the classroom.

Enabling Goals

3. Diversify sources of revenue streams to support mission and long-term viability of the institution (May be re-crafted to be a new business plan/business model).
4. Implement a comprehensive communications and marketing strategy for internal and external audiences including prospective students, alumni, business leaders, elected officials, etc.
5. Implement the Master Vision Plan for the Campus – 2040.

Concepts/Values of Salem State University

- Create a “Students First” culture on campus that is supportive of our students’ academic and personal growth.
- Be a "steward of place" providing regional support for economic development and the quality of life -- intellectual, social, and cultural -- for the north shore.

KELSEY UTNE



Kelsey Utne majored in Political Science, History, and Economics; earned minors in Foreign Languages and Asian Studies, and achieved an impressive 3.9 grade point average. Last summer, she interned in Senator Kerry’s Legislative Office, and in Representative Barney Frank’s Legislative Office in Washington, D.C. Interning at the New America Center, she supported caseworkers in assistance programs for refugees from Bhutan, Nepal, Iraq, Somalia, and Sudan. Following this internship, she volunteered with this Lynn based program. Among the honors she received, she was named to the Salem State Civic Engagement Hall of Fame; she is a recipient of the Charles Keifer Scholarship, and the Gretchen Stone Cook Scholarship. Inducted into two honor societies, she is a member of Phi Alpha Theta for History, and Omicron Delta Epsilon, for Economics. In addition, she presented original research at numerous conferences including the Northeast Regional Honors Council, New England Political Science Association, Phi Alpha Theta Biennial National, and Phi Alpha Theta Northeast Regional conferences. Furthermore, she has held the position of President, Vice President, and Secretary in the Political Science Academy; founded the Amnesty International chapter on campus and served as its coordinator; and was a member of the Historical Association, Economics Club, and French Club. She also worked as an Education Park Ranger for over two years at the Salem Maritime National Historic Site. One of her faculty wrote, she “is a very talented young woman, with a strong passion for improving society, promoting human rights, and enhancing civic engagement.” Kelsey received a Silver Key Award this year and is our first student to receive a Fulbright Scholarship. For the next year, she will study the Hindi language in India for the Department of State Critical Language Scholarship Program.



Fulbright Scholars

Salem State University has been recognized as a top producer of U.S. Fulbright Scholars. Fulbright is the most prestigious international exchange program in the world.



Sarah Dietrich
2006-2007
MEXICO



Cleti Cervoni
2007-2008
UNITED
KINGDOM



Elizabeth
Duclos-Orsello
2009-2010
LUXEMBOURG



Caitlin
Corbett
2008-2009
FINLAND



Gina Vega
Management
2010-2011
RUSSIA



Christopher
Hudson
2002-2003
HONG
KONG



Julie
Whitow
2003-2004
NICARAGUA



Michelle
Pierce
2008-2009
CHILE



Zachary
Newell
2011-2012
EGYPT



Thomas
Hallahan
2011-2012
JORDAN



Patricia Ouid
2001-2002
INDIA





**Non – Unit Professional Administrator
Performance Evaluation Summary**

Administrator:

Supervisor:

Title:

Title:

Department:

Review Period:

Date of Appointment:

Date of Evaluation Conference:

The purpose of this evaluation is to assess the effectiveness of the administrator in performing job responsibilities and to enhance the ability of the administrator to advance the mission of Salem State College. A key element of this process is the mutual establishment of goals, within the context of the job description, between the administrator under review and his or her immediate supervisor. This evaluation instrument will also be used to determine the annual merit pay increase of the administrator.

Section I. Evaluation of position responsibilities and performances for period of review:

1. Annual goals for this evaluation period are attached.
2. Administrator’s self evaluation of accomplishments for this evaluation period is attached.
3. Administrator’s goals for the next evaluation period are attached.

Section II. Evaluation of professional skills: Please attach a separate page of narrative comments addressing the Administrator’s performance in the areas listed A-F below. The definitions are provided as guidelines and are not intended to be an exhaustive list.

Definitions:

A. Leadership:

The extent to which the administrator exercises sound judgment, sets a positive example for others, and maintains high ethical standards.

B. Administrative Functioning:

Planning, organizing, coordinating and problem solving within the domain of assigned duties. If applicable this factor will include the quality of the administrator’s supervisory performance in such areas as support for diversity, subordinate selection, training, development, unit productivity, unit contribution to College mission and goals, and quality of work life.

C. Accomplishment of Specific Goals and Job Responsibilities:

The extent to which the administrator fulfilled the duties and responsibilities of his or her assigned job, and any additional specific performance objectives, as demonstrated in terms of:

- 1) Quality and accuracy of the work produced;
- 2) Timeliness in relation to expected or established schedules;
- 3) Effectiveness in working with others;
- 4) Completion of tasks within budget.

- 5) Level of productivity
- 6) Relevance to College mission/goals;
- 7) Communication with members of the College community.

D. Professional Expertise/Development:

The administrator’s level of competence and capability within his or her area of assignment, as noted along the following dimensions:

- 1) Degree of technical expertise/knowledge demonstrated;
- 2) Application of technical expertise/knowledge to operating duties and problems;
- 3) Participation in professional association(s);
- 4) Continuing education and demonstration of scholarship, if applicable;
- 5) Problem solving that produces creative, innovative and workable solutions.

E. College System Service:

The extent and quality of the administrator’s contribution of constructive effort and attitude to the improvement of the college, department, profession, and/or the community we serve.

F. Other Performance Factors:

Additional factors that are unique to the administrator’s responsibilities, and which cannot be covered by the standard factors may be identified throughout the rating period, with review and approval by the Administrative Supervisor. Examples include: Project management, teamwork, development and delivery of training opportunities.

G. Supervisor’s Comments:

(Additional comments may be attached.)

Signature of Supervisor

Date

Signature of Non-Unit Administrator

Date

COMMENTS/RESPONSE OF NON-UNIT ADMINISTRATOR:

REVIEWED BY PRESIDENT [or designee as appropriate]:

Signature of President or designee

Date

SUBJECT: Committee on Presidential Review Meeting Report of September 19, 2012

The Presidential Review Committee of the Board of Trustees met Wednesday, September 19, 2012, in room 210 of Marsh Hall located on the Central Campus of Salem State University.

Present for the Committee were Trustees Abdo (Chair), Mattera, Quiroga and Segal, Chair of the Board Scott, and Secretary to the Board Fleischman. Also present and participating in the meeting were Trustees Davis, Scott and Villa, and Beth Marshall, Assistant Vice President, Human Resources and Equal Opportunity.

Trustee Segal called the meeting to order at 2:01 pm, acting on behalf of Trustee Abdo who was participating by phone while en route to campus.

AVP Marshall was asked to present again on the comprehensive presidential review anticipated by the Board for this academic year. AVP Marshall followed up on the questions presented by the committee at the August 21st meeting and presented them with three options for consideration (Attachments A & B). The three contractors presented for consideration were Penson Associates, Custominsight, and Center for Creative Leadership (CCL). AVP Marshall reviewed the approaches proposed by each, from in-person interviews to automated on-line feedback, as well as the varying price structures, also outlined in the attachment.

The first firm discussed, Penson Associates, was the group first contacted by the board in spring of this year for information on its capabilities in conducting comprehensive reviews. In the Penson scenario, the consultant researches the institution with material provided by staff and then conducts several in-person interviews to arrive at the findings that are provided to the president and the board. The second firm, Custominsight, is a completely on-line provider of 360 review services focusing on the corporate sector. They have a one-time set up fee and a per-reviewee cost. The third firm, CCL, was recommended by another consultant currently working with the university's leadership team, and also provides on-line services. CCL, however, is led by the former chancellor of the SUNY System and superintendent of the U.S. Naval Academy, so they have experience in higher education. Also, the firm seems to focus not on the document presented at the end, but on what will be done with the findings and how the institution will advance from them. There is training involved for the person who will be using the data. AVP Marshall noted that the approach ultimately selected could also end up being used by the institution in its evaluation of the senior leadership group, making this effort something of a beta test for the university.

Trustee Quiroga asked if Penson or CCL offered volume discounts in the same manner as Custominsight. CCL, she felt, presented something of a happy medium approach in that it provided on-line, quantifiable feedback but also the personal contact to assist in evaluating the findings. Trustee Mattera shared his experience with 360 evaluations and said that human involvement and training to allow for interpretation of the data was important; pure online data collection may be the cheapest approach, but may not necessarily be very meaningful. Trustee Segal, who had spoken with Penson earlier this year, felt that the firm had been responsive and

expressed his support for the necessity of good data evaluation as we undertake this effort for the first time.

AVP Marshall offered the possibility of utilizing one of the on-line vendors and supplementing its services with qualitative data gathering from either another vendor or in the manner that she had originally proposed in August. Trustee Segal did not feel that two consultants on one project was a good idea.

(Note: Trustee Villa joined the meeting at 2:15 pm)

Trustee Scott noted that Penson had not been told that this review with President Meservey could lead to further business with the firm in the review of the senior leadership. She suggested that knowledge could affect their price and the board's decision making. The same could be true for AGB, which provided a cost estimate earlier this year that was felt to be too expensive. Trustee Quiroga suggested seeing what other universities recommend with regard to this type of effort. Also, she was concerned about a conflict as the CCL-recommended review facilitator would be a university employee. Trustee Mattera agreed that soliciting more creative offers from these firms would be a good idea. He also stated, however, that with regard to the Penson proposal, he did not like the approach of soliciting feedback in group situations and always over food, and asked if AVP Marshall could speak with them about modifying their approach to one-on-ones, some on the phone, etc.

(Note: Trustee Abdoo joined the meeting in person at 2:25 pm, having been participating by cell phone up to that point.)

Trustee Scott asked if CCL might be able to provide a neutral survey facilitator, a non-Salem State person to avoid the conflict issue. Trustee Segal felt it was important to agree on the approach – qualitative or quantitative – and then discuss the costs. Trustee Abdoo expressed his support for the Penson approach, stating he did not care for the purely automated effort, but also stated that he did like the concept of a hybrid approach that combines the two.

Trustee Mattera commented that none of the proposals are perfect. Pure on-line is not the way to go. CCL is inadequate vis a vis the president, even with the training of the facilitator who is still an employee of the university. The Penson interaction has value but not if the interviews are done en masse – could the approach be tailored? Trustee Segal added that the board should make its choice without consideration of the further use of the firm or approach for evaluating the senior leadership and to concern itself only with the evaluation of the president.

Trustee Abdoo asked AVP Marshall if she could do a request for information with a short turn around and have additional information ready for the next meeting of the committee. She stated that she believed she could.

(Note: Trustee Bertrand joined the meeting at 2:32 pm)

Trustee Mattera stated that he had experience with these efforts at his employer and that he would share information on other firms with AVP Marshall. Trustee Scott suggested that she also reach out more to the educational community for further experience. Trustee Segal suggested she seek more Penson-like approaches. Trustee Quiroga agreed but added that having an on-line component would be desirable, thereby producing a hybrid. Trustee Abdoo suggested

revisiting the subject at a meeting in the first week of October, with action by Thanksgiving. The date of October 3 at 4 pm was agreed upon for the next meeting, site to be confirmed. There was brief discussion of the AY2012 annual presidential review. Trustee Abdoo solicited input from the committee. The draft will be discussed at the 10/3/12 meeting.

There being no further business to come before the Committee, upon a motion duly made by Trustee Mattera and seconded by Trustee Quiroga it was unanimously

VOTED: To adjourn the meeting at 2:50 pm

Prepared by: J. Fleischman, Secretary to the Board of Trustees

Human Resource and Equal Opportunity



To: The SSU Board of Trustees

From: *BM* Beth Marshall, Asst. Vice President for Human Resources and Equal Opportunities

Date: 9/14/12

The attached is the result of the research I did to explore 360 review vendors and the outreach Trustee Jacob Segal had previously done with Penson Associates. I hope that this will afford you sufficient examples from which to make a selection.

It is worthy of note that the President and I have had a number of discussions concerning the desirability of reviewing the vice presidents and deans using a 360 degree mechanism. In this way, the President's review can serve as a test run of this process for the university.

Should you wish any additional information before the meeting on the 19th, please let me know and I will be happy to provide it.

352 Lafayette Street | Salem, Massachusetts 01970-5353 | salemstate.edu | 978.542.6123 | FAX 978.542.6163

Vendors and Approaches to Conduct the President's Five Year Comprehensive Review

Presented for your scrutiny are three approaches detailing the offerings of outside contractors to conduct the President's Comprehensive Review. Two present an on-line approach to the standard 360 degree (or multi-rater) evaluations. The third presents a consultant's approach of interviews and personal summary of the results.

Those that do the 360 degree review have a library of competencies from which we may choose while also being permitted to add some of our own. Both companies permit the use of text boxes after each cluster of competencies, where raters may provide comments regarding their views of the President's work which serve to add detail beyond that which the simple rating levels can convey. Because of these companies' experience with both Fortune 100 companies and educational institutions, all of their competencies are benchmarked against relevant data.

The consultant described in the non-online version is a seasoned educational professional having served as Chancellor of the University System of New Hampshire and former President of Southern Oregon University. His feedback would be narrative in nature.

- 1) **Methodology:** **Penson Associates** offers consultant Stephen Reno. This candidate was brought to the Board by Trustee Jacob Segal. The consultant would begin by asking SSU to gather data about the President, the University, data from its most recent accreditation, the Strategic Plan, Board minutes, institutional budgets, IPEDS information, etc. He would then conduct reviews with small groups of diverse major stakeholders, typically over a meal, to determine the perceived effectiveness of the President and inform her of ways in which she might be more effective in the future. The consultant would then share preliminary findings with the President and the Board. See Attachment A.

Cost: \$11,000 plus expenses, hotel, and travel.

- 2) **Methodology:** **Custominsight** offers a completely on-line approach that can be customized to our needs. All rating categories are benchmarked against similar positions in industry. Each category includes the option for narrative comments. Reports are delivered featuring both raw and benchmarked scores. Reports are designed to reveal strengths and weaknesses and highlight blind spots between self and others and categorized item-specific and generic comments. See Attachment B.

Cost: One time set up fee of \$750. and \$95/review.

- 3) **Methodology:** **Center for Creative Leadership** was recommended by Eric Curtis, current consultant to the President. The President of CCL is the former Chancellor of the SUNY System and Superintendent of the Naval Academy. Their 360 By Design features a feedback and development process tailored to reflect competencies important to our organization. Clients can choose from 94 research grounded competencies and 5 derailment factors (600 questions) to configure

the 360 on-line review. Reporting is comprehensive providing a gap analysis to identify individual, team, or organizational needs. It also addresses gaps in bench strength and retention. See Attachment C.

Cost: One time set-up fee \$2000 and \$275/review. Since this system is really about carefully developed feedback for the reviewee and planning for her development needs, a Facilitator is required to attend a 2 day training at a cost of \$1800 plus the cost of airfare, hotel, and dinners prior to implementation.

Some Suggestions for the Preparation and Completion of an Evaluation of a Campus President or Chancellor

I. Purpose of the Review:

- 1. The purpose is to aid the ongoing professional development of the chief executive and/or the oversight body. We conduct reviews to let the president/chancellor know the perceived effectiveness of the executive and to elicit suggestions that can help her/him to be more effective in the future. In other words, the review provides both feedback, and "feedforward." A successful review is one that is thorough, fair, and constructive. It is an effort to help the "Reviewee" improve for the sake of the institution or enterprise. It requires the highest professional behavior of participants, the reviewee and respondents.**

II. Methods Used in the Review:

- 1. An effective review is interactive. We elicit perceptions of diverse samples of major stakeholder groups, and probe responses to carefully considered questions. We confer with a range of individuals representative of the institution and its principal constituencies, in other words, persons who have a strong interest in the welfare of the institution.**
- 2. We review documents that describe the institution and provide information and data that we can compare with our large database regarding other colleges and universities. These materials need to be sent to us early enough before the onset of the review so we can review them prior to the on-site visit.**

III. Suggested Preparation Steps for Facilitation of the Review:

- 1. Please gather materials and documents requested by Facilitator or suggested by the Reviewee and send them to the Facilitator at least two weeks before the on-site visit. The documents and materials should include the following items:**
 - The Position Description/Job Description for the President/Chancellor**
 - The Campus President's or Chancellor's Self Assessment**
 - The Chart of University or College Organization (with appropriate names of the professionals holding these positions added to the boxes).**

- **The President's or Chancellor's last two Annual Reports, if any are prepared.**
- **The last national accreditation visitors' report. This is not the "Self-Study" that colleges and universities prepare before the accreditation visit. We seek, instead, the report the visitor team transmitted to the institution.**
- **Names and Identifications of the members of the Board, current officers identified, and committee assignments if there are committees.**
- **A copy of the university's Strategic Plan, if there is one.**
- **The Enrollment Management Plan, if there is one.**
- **A summary of the institution's budget, with major revenues and allocations to major units identified. Auxiliaries, soft money, and operating moneys separated and identified.**
- **IPEDS data summarized by revenue and expenditure category compared with revenues and expenditures of the institution's national peer group and state peer group, if these are available.**
- **The university's or college's "view-book," if there is one.**
- **The student, faculty, and administrative databases or the Fact Book that contains these databases.**
- **The last four sets of Minutes of Board meetings.**
- **Any items the Reviewee or the On-Site Coordinator believes would be helpful to the Facilitator.**

2. Facilities and Appointments for the Facilitator(s):

- **A workspace is needed that is also a conference room with a table and sufficient number of chairs to accommodate Facilitator and up to nine or ten conferees.**
- **Arrange interview appointments with the groups and individuals agreed upon in advance of the on-site visit. Each interview should be scheduled for one (1) hour with a fifteen-minute break in between appointments.**

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- **As a matter of courtesy to guest-interviewees from the outside, we normally use luncheon interviews for community leaders (external stakeholders). We have also found that inviting the support staff to be interviewed over lunch is appreciated by them. When arranging luncheon meetings, it is essential that the dining rooms or restaurants selected can provide privacy. (Interviews are confidential.)**
 - ◆ **President or Chancellor of the System, if there is a system.**
 - ◆ **Members of the Board or a representative number of trustees/directors.**
 - ◆ **The Campus President/Chancellor.**
 - ◆ **The President's or Chancellor's Cabinet or Council or Senior Administrators.**
 - ◆ **The Provost or Academic Vice President or Vice Chancellor.**
 - ◆ **The Vice President or Vice Chancellor for Finance/Administrative Affairs.**
 - ◆ **Two to six elected officers of the Faculty, Faculty Senate, Or Faculty Assembly or Faculty Council.**
 - ◆ **Six elected members of Student Government Association or whatever it is called.**
 - ◆ **Two groups of six faculty members from diverse academic units.**
 - ◆ **Academic Deans or the Dean's Council if the institution has them.**
 - ◆ **Two groups of six academic chairs from diverse units, selected at random.**
 - ◆ **A group of six mid-level administrators from diverse units selected at random.**
 - ◆ **A group of six to eight community or regional leaders (including, if possible, the Alumni Board President, the**

Foundation President, the Chamber of Commerce or Economic Development Executive, a Superintendent of Schools; a hospital administrator; at least one business leader).

- ◆ Two legislators, preferably one State Senator and one Assemblyman or Representative who are familiar with the College/University. Given the location and busy schedules of these officials, it is sometimes necessary to schedule these interviews so they can be conducted by telephone.
- ◆ A group of four support staff, selected at random.
- ◆ Six to ten individuals, in one group, whom the Reviewee believes it is essential that the Facilitator interview.

4. **Invitation to Participants:** When inviting individuals to be interviewed as part of the evaluation process, we suggest that an announcement be prepared that is the same sent to all invited parties. Language of the following type might be used:

- **General Announcement:** "In keeping with System/Board of _____ (Trustees or Regents or Overseers or Governors) policy, there is a process for formal professional development review of the President (or Chancellor) every four or five years. President/Chancellor _____ (name) has requested a review at this time, and one is scheduled for the week of _____ (Date.) A number of diverse stakeholders within and outside of the university (or college) will be interviewed (individually or in small groups) by the review facilitator, Dr. _____ (name). Dr. _____ (name) is a recognized authority on presidential review in universities, colleges, systems, boards and commissions. The purpose of a review is to aid the ongoing professional development of the professional being reviewed. It provides feedback about the perceptions of stakeholders, and offers constructive suggestions to improve the effectiveness of the Reviewee."

"Although a large and representative cross-section of the institution will be invited to participate there is an opportunity for any member of the university (college) community to communicate in writing with the Facilitator. If you elect to do so, please address your sealed letter to Dr. _____ in care of his/her office at (insert address). It is necessary that you sign your letter. All communications received will be considered part of the review, and all will be treated confidentially. No attribution

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or identification will be made regarding any respondent.”

- **For the Invitation to Prospective Participants, use the same first paragraph, and substitute the following for the second paragraph above: “We respectfully request that you participate in this formal review by meeting with Dr. _____ (as part of a group/individually) at (time, date, and place). The sponsor(s) of the review and President/Chancellor _____ (insert name) will appreciate your help with this effort.”**
- 5. Responsibilities of the Facilitator: While the scope of the Facilitator’s role will be defined before the evaluation process begins, the following is a general outline of his/her duties and a schedule for the process. The details of the process may be adjusted depending on the requirements of the Board of Trustees/Directors.**
- **The Facilitator will review all foundational materials (noted above) prior to the on-site visit and prepare questions and topics for discussion during the interviews.**
 - **Schedule for the evaluation visit to campus:**
 - **Day One**
 - **Facilitator arrives late afternoon**
 - **Meeting with the Board Chair**
 - **Dinner meeting with the President/Chancellor**
 - **Day Two**
 - **Interviews as arranged**
 - **Late afternoon: Brief “check in” meeting with the Board Chair**
 - **Day Three**
 - **Early morning: Facilitator drafts material for oral report**
 - **Late morning: Facilitator shares preliminary findings and recommendations with President/Chancellor**
 - **Lunch: Facilitator shares preliminary findings and recommendations with the Board**
 - **Facilitator departs after lunch meeting**
 - **One week later**
 - **Facilitator delivers written report and recommendations to Board Chair**
 - **Facilitator available for follow-up telephone calls as needed**

Stephen J. Reno

2124 Elm Street, Manchester, New Hampshire 03105-2315

603-969-3355 Stephen.reno@usnh.edu

Stephen Reno has nearly forty years experience in higher education as a senior administrator, professor, and consultant, working both in the United States and abroad. In July 2009, he completed a nine-year term as chancellor of the University System of New Hampshire: a role in which he oversaw the work of a twenty-seven member Board of Trustees, four institutions, a distance learning network, and a public television station. As an administrator and consultant, he focuses on strategic planning, institutional efficiency, CEO evaluations, board development, and establishment of creative partnerships. He has served as president of Southern Oregon University, and held senior administrative posts at the University of Southern Maine and the University of Leicester in the United Kingdom.

Reno's interest in institutional evaluation and effectiveness, including key issues of governance, planning, assessment, and board responsibility, has led to his serving as chair of accreditation teams to numerous public and private colleges and universities including Seattle University, Brigham Young University, University of Nevada - Las Vegas, Montana State University - Bozeman, University of Nevada- Reno, Montana State University-Billings, Warner Pacific University, Pacific Lutheran University, Warner Pacific University, City University, Whitman College, University of Puget Sound, Seattle Pacific University, Marylhurst University, and Utah Valley University. Recent consultancies include the Board of Governors of the University of Winchester (UK), and the University of Timisoara (Romania). He has chaired numerous CEO searches and senior leadership evaluations.

Reno's own board service includes: Chair, Board of Trustees of New Hampshire Public Radio; Chair, New Hampshire Postsecondary Education Commission; Member, Board of Directors of the New Hampshire Center for Public Policy Studies; Member, Board of Directors, Campus Compact of New Hampshire; Member, Lumina Foundation Research Advisory Board; Member, Board of Trustees of Catholic Medical Center; Member, Board of Directors, Business and Industry Association; Member, Assembly of Overseers of Dartmouth-Hitchcock Medical Center; Commissioner, Northwest Commission on Colleges and Universities; and treasurer of the State Higher Education Executive Officers Association. He serves also as Chair of StayWorkPlay Board of Directors (a non-profit committed to the retention of college graduates in New Hampshire). In July 2010, he began service as Executive Director of Leadership New Hampshire. He is a Senior Associate at Penson Associates.

In addition to scholarship in his academic field of comparative religion, Reno's presentations and publications focus on institutional efficiency and effectiveness, governance, and strategic partnerships. Selected titles include *The Yoga of Accreditation: Looking for Dialogue* (New England Journal of Higher Education), *Making Mission Statement an Active Verb* (Board of Governors, University of Winchester); *Assessing Student Learning: What should institutions and accreditors do?*; *The Value of Consortia in Higher Education* (American Leadership Consortium); *Accountability in Higher Education* (Ohio Board of Regents); *The Place of Autonomy in University Governance and Reform* (Salzburg Seminar); *Speaking the Same Language of Expectation* (Northwest Commission on Colleges and Universities); and *The Accelerated Baccalaureate - Vision and Experiment* (Willamette University).

Reno co-founded the Department of Religion at the University of Leicester (UK); was a Visiting Scholar at the Harvard Center for the Study of World Religions; developed the first accredited three-year bachelor's degree option in the Oregon University System; co-chaired a major review of the Chancellor's Office and Board of the Oregon University System; developed and implemented an articulation system between the University System of New Hampshire and the Community College System of New Hampshire; has been a participant in the Salzburg Global Seminar (Austria) on university governance; and has initiated the development of an on-line job matching facility in New Hampshire. In 2010, he was honored with the "Lifetime Achievement Award" by the New Hampshire Business and Industry Association.

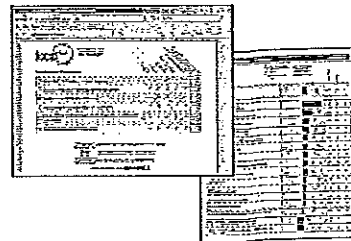
Reno earned both the doctorate and master's degrees in religious studies from the University of California, Santa Barbara and a bachelor's degree in philosophy from St. John's College, California. He is an Honorary Fellow of the University of Winchester (UK) and was an *ad hoc* Fellow at the Harvard University Center for the Study of World Religions 2009-2010.

Attachment B

360 Degree Feedback Solutions

Consultants HR Managers Enterprise-Wide

- ✓ **Customized for your organization**
- ✓ **Easy, flexible administration - you control the entire process**
- ✓ **Benchmarked 360 feedback templates, or use your own survey content**
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Focal 360 is a 360 degree feedback survey solution designed for individual participants or groups of any size. Our 360 software simplifies the entire management and leadership assessment process.

Participants receive feedback on a comprehensive list of leadership and management competencies. After the 360 evaluation is complete, participants receive a feedback report with an assessment of their strengths and weaknesses.

If you have questions about our 360 degree feedback surveys, or how our 360 evaluation and assessment process might work for your organization, please **give us a call at 650.577.9604 or fill out the form to the right.**

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What is 360 Degree Feedback?

360 Degree Feedback is a process where employees receive feedback from their managers, peers, and direct reports. Employees also complete a self evaluation as part of the 360 feedback process. 360 Feedback is often used as part of a performance evaluation or performance appraisal process, but it is ideally used for developmental purposes only. Many companies try to use 360 Degree Feedback for both performance evaluations and development, but this is tricky since it sends a mixed message to employees. Nevertheless, this is often the practical reality that organizations face.

360 Feedback is most commonly used to get feedback on managers and leaders in an organization, but some companies also include non-managers (individual contributors) in the 360 feedback process. When 360 feedback is conducted at different levels, it usually makes sense to use different 360 survey templates for company leadership, managers, and non-managers. The competencies, behaviors, and skills that are needed at each level are different, so

Create Survey Template

If you want to create a customized 360 template, select the categories and items that you want to include. Our standard list of items is already selected. You can de-select any of these, but we highly recommend that you keep most of them as they work together in the final report and cover the typical range of leadership and management competencies.

For each item, you can also specify which rater groups (e.g. manager, peer, direct report) should answer the question. Unless you have a specific reason not to present an item to a particular group, you should just include all items for all groups.

Focal 360 - Manager Template

Include	Rater Groups				Category / Item
	Manager	Peer	Direct Report	Other	
Knowledge/Strategic					
<input type="checkbox"/>					Knowledge/Strategic
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Has a good business mind; thinks broadly
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Understands our industry and the market
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Understands how the business makes money
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Understands how the organization generates revenue
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Understands budgets and financials
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Understands the operational side of the business
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	Takes a broad, strategic approach to problem solving and decision making
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Takes a long-range view rather than always focusing on immediate, short-term outcomes
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Considers the long-term impact of decisions made today
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Integrates long-term strategic goals into decisions made today
Character					
<input type="checkbox"/>					Character
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Eagerly pursues new knowledge, skills, and methods
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consistently demonstrates honesty and openness.
<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	Knows own strengths and limitations
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Aware of how others react to his/her actions or statements
					Personally committed to our strategy

INTRODUCTION

360 By Design gives you feedback on competencies of leadership effectiveness. Your report is organized to display your results first in summary and then in detail.

After reviewing your results, we recommend you use the 360 By Design Development Planning Guide to analyze your results and create your plan for development.

Leadership Competencies

The Overview Charts

Importance for Success and Average Scores

You and each of your raters were asked to choose the five (5) most important leadership competencies for success in your organization. The data listed under "Importance for Success" indicates how important each competency is for success, by All Observers, by your Boss and by yourself. The data listed under "Average Scores" indicates the extent to which you perform each competency, as viewed by All Observers and by yourself.

You and your raters used a 5-point response scale to indicate the extent to which you display various behaviors.

1 = Not at all	4 = To a great extent
2 = To a little extent	5 = To a very great extent
3 = To some extent	NA = Not applicable

The center columns of the table summarize "Most Important for Success" information. It indicates how many Observers (excluding Self) considered the competency to be one of the "Most Important for Success" in your organization, which competencies were selected by your immediate Boss, and which ones were selected by you.

The columns on the right show the "Average Scores" for all the questions (items) in the competencies. Higher ratings are preferred here. Your All Observers score includes everyone who completed a survey for you except yourself. The detailed item scores for each competency are shown in the Comprehensive Data section.

Norm Group Comparisons: Self and All Observers

This table shows your Self and All Observers scores relative to the scores of other individuals in your norm or reference group. From this graph you can see if your scores are low, in the mid-range, or high as compared to those of other individuals.

Norm Group Comparisons: By Rater Category

The data on this table provide more information about the All Observer scores by breaking them into each of the rater categories.

Remember, your scores are being compared to a norm group of other individuals in your norm group. Scores in the middle of the graph do not mean that you are an "average" manager; rather it means that about half of the managers in your norm group who have taken the 360 By Design have scored lower. For many of the 360 By Design competencies, mid-range scores often translate into raw scores that are quite good.

Guide for Interpretation:

- Organizations differ in how important various competencies are for success. On which competencies do your views match those of your Boss and others and where do they not match?
- In which competencies did you receive your highest and lowest ratings from others?
- Were there any wide differences between your Self and All Observers scores? Pay particular attention to areas in which you rated yourself high and your observers rated you low. These are potential blind spots.
- Where are the scores from the various rater groups similar and where do they diverge? What might be the reasons for this?

LEADERSHIP COMPETENCIES

Comprehensive Data

The following pages show each of the competencies in more detail and include:

Description of the Competency

The description appears below the competency name at the top of the page.

Breakout of Competency Scores

You and your raters used a 5-point response scale to indicate the extent to which you display various behaviors. The All Observers score displays average scores from all raters except yourself. The response scale used:

1 = Not at all	4 = To a great extent
2 = To a little extent	5 = To a very great extent
3 = To some extent	NA = Not applicable

Your scores by rater group are plotted relative to scores of individuals in your norm or reference group.

Two rules must be met to report a competency score in any rater category:

- Each rater must complete at least 50% of the items in the competency, and
- The following minimum numbers of raters in the category must submit a survey:

Boss = 1
Superior = 1
Peers = 2
Direct Reports = 2
Others = 1

Importance for Success

This table shows whether or not the competency is perceived to be among the most important for success in your organization. For your convenience, the Importance scores are reprinted from the previous section of this report.

Item-level Feedback

Scores from all of the questions that you and others responded to when completing the survey are presented under the corresponding competency, with the following exception: to ensure anonymity, a minimum of three observers from each category are needed to receive item-level feedback from Peers and Direct Reports. Item-level feedback will be reported for one or more Boss, Superior and Others.

Brackets and Underlines: Highest and Lowest Rated Items

The highest 5% of items and all tied scores are indicated in your report for each rater group by a bracket. The lowest 5% of items and all tied scores are underlined.

Rater Disagreement: The Asterisk*

An asterisk (*) by an item indicates a gap of three points or more in your ratings from at least two individuals from a particular rater group.

Greatest Differences

At the end of this section is a summary of the 15 largest gaps between Self and All Observers scores on the items in Leadership Competencies.

Guide for Interpretation:

- How do your responses compare to those of your observers? How do the scores from the different rater groups compare to each other?
- Are there areas where you consistently rate yourself lower or higher than others rate you?
- How do your scores compare to those of your norm group?

Manager Disagreements

Items with a difference of at least 1.5 (raw score)
 "Others" does not include "Self"

Item	Category	Others	Manager	Difference
Manager underestimates your skills, compared to others				
Makes decisions based on business needs rather than personal agenda	Character	4.4	2	2.4
Understands the operational side of the business	Knowledge/Strategic	4	2	2
Creates an atmosphere that inspires others to achieve at a higher level	Leadership/Motivation	4	2	2
Manages people according to their unique needs	Leadership/Motivation	4.6	3	1.6
Sincere and straightforward	Character	4.6	3	1.6
Avoids negative politicking and hidden agendas	Character	4.6	3	1.6
Feels comfortable in a fast-changing environment	Innovation/Change	4.6	3	1.6
Respected by others	Character	4.5	3	1.5
Self confident	Character	4.5	3	1.5
Avoids bias in attitude or treatment of people	Character	4.5	3	1.5
Adjusts to changes without frustration	Interpersonal	4.5	3	1.5
Manager overestimates your skills, compared to others				
none				

Blind Spots – Self vs. Others

Items with a difference of at least 1.5 (raw score)
 "Others" includes everybody except "Self"

Item	Category	Others	Self	Difference
Unrecognized skills (self rating lower than others' ratings)				
Listens effectively	Interpersonal	3.9	2	-1.9
Overestimated skills (self rating higher than others' ratings)				
Makes timely decisions	Execution	3.5	5	1.5

General Comments

(Manager's Comments in Boldface.)

Please elaborate on Carla Sanders's most positive skills:

- **Carla is a very positive person. She is ambitious and anxious to succeed. Organization and task management are definite strengths of hers.**
- She is a very positive and energetic person

What should Carla Sanders do differently?

- Communicate more effectively with team members; spend more time focusing on team members and their goals.
- **Carla needs to spend more time coaching her team. I would like to see her motivate and inspire her team to be successful.**

What are people afraid to tell Carla Sanders?

- Sometimes questions she asks in meetings don't seem thoroughly thought out.
- It is difficult to approach Carla to talk about new job opportunities - not because she won't help but because I know it will hurt her team retention.

Item-Specific Comments**Please elaborate on: "Develops learning opportunities for employees"**

- In my experience, if Carla knows you are doing well, she trusts you are going in the right direction; however, we need to be challenged. We need to go over and beyond the goals. Carla needs to keep her group up to date on opportunities available even outside the normal promo announcements.

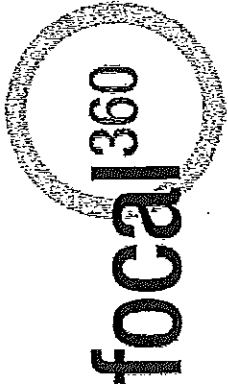
Please elaborate on: "Facilitates rather than dominates"

- She talks a lot in the meetings and sometimes may overshadow others

Please elaborate on: "Recognizes and rewards high performers"

- I believe that people who do well needs to be recognized and praised, Carla recognizes individual performance but does little on reward, an e-mail announcement is ok but not great

SAMPLE – Additional comments omitted.



DEVELOPMENT RECOMMENDATIONS

(v 3.2)

Tips for Interpreting Your 360° Feedback

Congratulations! You have just taken a step to improve your performance and accelerate your career. Receiving 360° feedback can change your perspective and behavior.

You will no doubt receive feedback that is positive and affirming. You will also receive critical feedback. If this is the first time you have received candid feedback, be prepared to deal with emotional reactions you may feel. If you are shocked, hurt or angry, try to maintain an open mind. Remember that previous colleagues may have avoided telling you the truth. Your friends and family may have historically "soft-pedaled" their feedback. If so, now is the time to be strong and tolerant. This is a chance for you to set a good example by dealing with your colleagues openly and professionally.

You may see inconsistencies in your ratings. This means that others see you from different angles, or they value different behaviors. Some feedback you can take literally, but some may be due to colleagues who lack perspective, or have different expectations of you. We highly recommend that you disregard raters who are "outliers", i.e., different from the group. Your job is to look for *patterns* that indicate how *most* people see you.

Very important: Do not tell (or hint) to your raters that you know *who* said *what*. This can create fear, and ruin future surveys. Your raters need to know that their feedback is anonymous and candid communication is safe.

Debriefing Your Raters

Whenever employees are surveyed they should be debriefed. Here is a simple process:

- Debriefing Direct Reports**—At a staff meeting, take about 20 minutes to present the highlights of your feedback as follows:
- > "Here are 2 or 3 things I seem to be doing well. Thanks."
 - > "Here are 2 or 3 things I need to improve. I'll work on them."
1. "I have a couple questions . . ."

If your group is open and candid, you can discuss your feedback with the group. If the group is cautious or intimidated, then tell them that you will talk to them privately.

Debriefing Your Manager(s)—Give a copy of your report to your boss. Make an appointment to discuss the results. Summarize positive/critical feedback, and ask questions about puzzling feedback. Be prepared to propose skill development steps for the next 12 months. Note: Be candid and direct but allow your manager to "save face" if necessary, especially when discussing the "Manager Disconnects" section. It is possible that your manager is uninformed, or had a different interpretation of the questionnaire. A good way to start this discussion is, "It looks like you see me differently from other people. Help me understand...."

Debriefing Peers (Optional)—Ask a trusted peer to lunch to discuss your results. Give them a copy. Ask for candid insights into the data. Thank them afterwards. Remember—this will be seen as a gusty and admirable move.

Development Planning

If you write a development plan, and update it annually, your chances for progress are greater. A good development plan will outline *what* you need to develop, *how* you will do it, what *resources* you need, *when* you will do it, and *how* you will be held *accountable*.

The following pages provide suggestions for development. Use these to creatively draft a simple plan, with one or two goals, and then draw on your manager, mentor and/or HR advisor for support.

Getting the Most out of Your 360° Feedback Report

The following suggestions pertain to specific sections on your 360° Feedback Report. They are intended to help you better understand the results and get more value out of your feedback.

Item Scores, Sorted High to Low (Raw Scores and T-Scores)

The highest and lowest scores from each rater group are highlighted on the report. Look for highlighted scores that are consistent across all groups as well as scores that are out of sync between the groups. Consistency across all groups indicates that you have a clearly defined strength or development need in that area. Highlighted scores that are out of sync across groups might indicate that you have unbalanced perceptions among these different groups. The implications for this are context specific. Ask yourself what the inconsistency might indicate. Look for clues or supporting evidence in the item-specific comments.

Manager Disagreements and Blind Spots

The items listed on this page focus on significant gaps between your manager and other raters and between your self-rating and all other raters. Sometimes there are no items listed on this page, which indicates at least a moderate level of alignment between managers, self, and others. If there are any items listed here, try to understand why the differences in perception exist and consider how those gaps can and should be addressed.

If you have a large number of items in one particular area on this page, take a step back and think about what this means more generally. Does your manager generally under or over estimate your competencies versus others? Are your self-rating scores out of line with the scores you received from your colleagues? If so, ask yourself what this likely indicates and what can be done to close the gaps.

Written Comments

Often the most valuable part of the report, comments provide details and perspectives that are often not revealed in the numeric data. Approach the comments with an open mind, and look for both positive feedback as well as constructive and insightful advice. Use the comments and numeric data side by side as they usually support one another. For example, if you see that you have a low score on a particular item, look for comments that address that specific area. Conversely, if you see themes in the comments that were not initially apparent in the numeric data, go back and look at these data more closely.

There are two types of comments - responses to "general" questions that are asked of all raters and responses to specific follow-up questions that are based on low ratings given by individual raters. These specific follow-up comments often provide targeted feedback where it is most needed.

Table of Contents

Competency	Question	Page
Knowledge/Strategic	1-7	3
Character	8-23	3
Interpersonal	24-32	4
Innovation/Change	33-39	4
Building Talent	40-49	4
Leadership/Motivation	50-72	5
Execution	73-95	6

Note: These contents reflect the Focal 360 standard competencies. Your survey may reflect different categories and items.

Frequency Distribution

Carla Strong

"Self" scores are not included
 Raw (average) score is based on the average score from each rater group.
 It is not calculated directly from these frequency distributions.

	Poor	Fair	Good	Very Good	Outstanding	Raw Score	T-Score
Knowledge/Strategic							
Has a good business mind; thinks broadly	-	1	3	1	1	3.20	37
Understands our industry and the market	-	-	3	1	1	3.38	40
Understands how the business makes money	-	-	1	2	1	3.67	45
Understands budgets and financials	-	-	2	1	-	3.25	41
Understands the operational side of the business	-	2	5	7	8	3.16	37
Takes a broad, strategic approach to problem solving and decision making	-	-	3	2	1	3.40	45
Considers the long-term impact of decisions made today	1	-	5	5	13	3.73	50

Character							
Eagerly pursues new knowledge, skills, and methods	-	2	4	5	11	3.80	49
Knows own strengths and limitations	-	2	2	10	8	3.82	54
Personally committed to our strategy	-	-	1	2	3	4.20	56
Makes decisions based on business needs rather than personal agenda	-	2	-	10	12	3.57	44
Self confident	1	-	2	5	16	4.03	53
Open to feedback and criticism	-	-	2	3	16	4.44	67
Avoids negative politicking and hidden agendas	-	-	3	5	13	3.96	54
Willing to take a courageous stand	-	1	1	8	12	4.06	56
Trusts others appropriately	-	2	2	5	12	3.88	54
Respected by others	-	-	3	6	14	4.00	54
Sincere and straightforward	-	-	3	6	15	4.00	52
Serves others; avoids selfishness	-	1	3	8	11	3.95	52
Accepts responsibility for own mistakes	-	1	3	6	12	4.26	60
Can be trusted with sensitive information	-	4	1	3	13	3.83	44
Avoids bias in attitude or treatment of people	-	1	4	2	16	3.93	54
Patient when necessary	-	1	5	6	12	3.87	53

Interpersonal							
Gives personal attention; is accessible	-	1	2	5	10	4.33	60
Resolves conflicts among team members	-	1	3	6	7	3.74	56
Recognizes the value of people with different talents and skills	-	1	5	6	12	3.78	49
Listens effectively	-	-	5	6	13	3.88	54
Encourages open dialog	-	1	3	6	13	3.98	55
Brings conflicts into the open for resolution	-	-	4	6	9	3.87	58
Adjusts to changes without frustration	-	1	1	7	12	3.98	59
Preserves others' self esteem	-	1	1	9	11	3.97	56
Earns respect without being overbearing	1	-	3	7	13	3.81	52

360 Degree Feedback Solutions



Options

Features

Samples

Clients

Articles

FAQ

Contact

Selected Client List and Testimonials

Partial Client List




Girl Scouts.

Testimonials

"The value I am receiving for my investment is very high. We are what I would call a "problem customer" that tries to accommodate everyone's needs... CustomInsight has delivered on every request."

-HR Director
International Consumer Goods
Company

"Many of my team members had never done a 360 survey before and found the candid feedback very helpful. As follow-up, each team member has incorporated some aspect of the feedback into a development opportunity."

I would highly recommend the tool from a manager's standpoint due to easy administration, automated reports, and timeliness. CustomInsight was very easy to work with and their response rate to emails was incredible."

-Marketing Director
International Healthcare Company

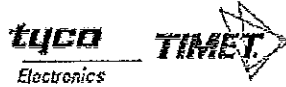
"I have used CustomInsight for over 6 years as our source for online surveys... The system is the best I have seen. Reliability is very high, with only typical programming tweaks needed if custom features are added."

[They are] responsive, knowledgeable and a pleasure to work with."

-Principle, HR Consulting Firm

"Just to follow-up on the work you have done on 360. I've reviewed the reports that were sent to me and I have to say that the product far, far exceeds my expectations! You did a great job on this project. Thank you for all your efforts to make this happen and happen right!"

-Senior VP, HR

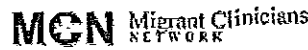


"I just looked thru my 360's and want to comment that I think the final product is really well done and should reflect very well on HR. Nice job and thanks."

-VP, HR

Pro Bono Clients

CustomInsight is proud to provide pro bono services to...



360 Degree Feedback Surveys

CustomInsight
CustomInsight.com

Employee Engagement Survey

info@CustomInsight.com 750 Arrowhead Dr. Carson City, NV 89706 650-577-9604
[Home](#) | [Contact](#) | [Company Info](#) | [Site Map](#) | [Privacy](#) | [Terms and Conditions](#)



360^{BY} design®



Tailoring Your Assessment and Feedback Process : www.ccl.org/360bd

You know the specific leadership competencies that are vital to the success of your organization, and with 360 BY DESIGN, you can configure your 360-degree assessment to address your particular leadership challenges.

What is 360 BY DESIGN?

360 BY DESIGN is a 360-degree feedback and development process that can be tailored to reflect the competencies important to your organization. It provides online assessment and feedback, as well as development planning, featuring 360 best practices pioneered by the Center for Creative Leadership (CCL®).

The CCL Assessment Suite brings together four research-based 360-degree instruments that address the leadership needs of all levels of personnel within an organization. Each assessment in the suite offers a consistent reporting format, helping to create a common leadership language and uniform feedback process. To learn more, visit www.ccl.org/assessments.

The Benefits of Using 360 BY DESIGN

A Straightforward Process.

The implementation of 360 BY DESIGN involves straightforward steps which take you from survey construction through the delivery of the final feedback reports and development planning. An outline of the process is available at www.ccl.org/360bd

Quality customization.

You may choose from any of CCL's 94 research-grounded competencies and 5 derailment factors – a total of 600 questions – to configure a 360-degree feedback tool that reflects your organization's competencies and development needs. As a result, your managers receive feedback and plan development for specific leadership skills vital to your organization.

Internet-based.

Although there are other 360s on the market, few are as easy to use. With 360 BY DESIGN, your participants have the ability to complete surveys and monitor their status online.

Effective for the Global Workplace.

In addition to U.S. English, 360 BY DESIGN is available in the following languages:

- British English
- Dutch
- French
- German
- Italian
- Japanese
- Portuguese
- Russian
- Simplified Chinese
- Spanish

In North America, 360 BY DESIGN sales and technical support is only available in English.

Ways to Use 360 BY DESIGN

In Your Organization

Integrate 360 BY DESIGN into a training solution.

Use 360 BY DESIGN as a gap analysis to identify specific individual development needs, or to identify team or organization-wide development needs for human resource planning.

Use 360 BY DESIGN to improve business performance.

Use 360 BY DESIGN as part of your leadership development initiative; to identify gaps in bench strength; or to address retention.

continued on back

Map 360 BY DESIGN to an established leadership competency model.

Use the research-based competencies in 360 BY DESIGN to provide valid and reliable feedback reflecting the leadership competency model already in place in your organization.

What 360 BY DESIGN Measures

The competencies available are part of CCL's model of leader competencies and have been used extensively in our programs, publications and assessment instruments. For a complete listing of competencies, go to www.ccl.org/360bd

Leading Others

- Managing Effective Teams and Work Groups
- Building and Maintaining Relationships
- Valuing Diversity and Difference
- Developing Others
- Communicating Effectively
- Problems That Can Stall a Career

Leading the Organization

- Managing Change
- Solving Problems and Making Decisions
- Managing Politics and Influencing Others
- Taking Risks and Innovating
- Setting Vision and Strategy
- Managing the Work
- Enhancing Business Skills and Knowledge
- Understanding and Navigating the Organization
- Problems That Can Stall a Career

Leading Yourself

- Developing Adaptability
- Increasing Self-awareness
- Managing Yourself
- Increasing Your Capacity to Learn
- Exhibiting Leadership Stature
- Displaying Drive and Purpose
- Demonstrating Ethics and Integrity
- Problems That Can Stall a Career

Global Competencies

- Decision Maker
- Negotiator
- Leader
- Business Knowledge
- Coping
- International Business
- Perspective Taking
- Innovator
- Cultural Adaptability

Special Features and Options to Customize:

- Standard or custom-written open-ended questions
- Additional survey questions, scored independently from CCL competencies
- Names of rater categories
- E-mail notifications
- Options available for group profiles
- Customized For Your Improvement™ Translator

Facilitator Certification

Because 360 BY DESIGN is a sophisticated assessment tool and because effective facilitation is critical to its successful use, CCL requires that it be administered only by certified professionals. To learn about CCL's two-day Assessment Certification Workshop or how CCL can customize it for your organization, please visit www.ccl.org/acw or call us at +1 336 545 2810.

Customized Services

To support and strengthen the impact of your 360 BY DESIGN initiative, we offer a range of services, including:

- Project Planning and Design
- Orientation Briefing
- Competency Mapping
- Facilitator Certification Training
- Feedback Facilitation Workshop
- Development Planning Workshop
- Group Profile Analysis
- Impact Evaluation

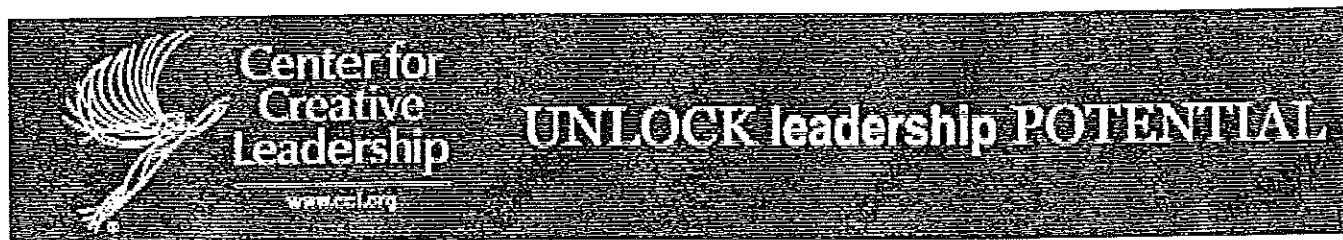
Pricing

Pricing is based on the level of customization and related services. Assessment setup fees begin at \$2,000, and participant fees begin at \$275. To find out more about getting started, please call CCL-North America at +1 336 545 2810.

Pricing includes:

- All surveys (internet-based)
- Online status for administrators and participants
- Scoring of assessment
- Printed feedback report (two copies)
- Development Planning Guide
- Option to customize FYI For Your Improvement™ Translator (\$20 each)
- Group profiles available (\$300 each)
- Quantity discounts available for participant fees

To order, e-mail info@ccl.org or call
CCL- North America at +1 336 545 2810.



360 BY DESIGN® - Overview

Choose the CCL competencies that reflect leadership skills and behaviors important to the organization.

Focus

360 BY DESIGN is a 360-degree feedback assessment for development tool that provides customizable options to address specific leadership needs and features scientifically developed competencies.

[Download a brochure on 360 BY DESIGN \(PDF\)](#) and a [360 BY DESIGN Sample Feedback Report \(PDF\)](#).

The implementation of 360 BY DESIGN involves straightforward steps, which take you from survey construction through the delivery of the final feedback reports and development planning guides.

Results

- Provides feedback on any of CCL's 94 research-grounded competencies and five derailment factors
- Provides comparison of results with other successful managers
- Starts the process of feedback-based individual development

Special Features

- Features options to include open-ended questions (for narrative comments) and additional custom survey questions
- Designed to collect feedback from bosses, superiors, peers, direct reports and others; optionally customize the names of the rater categories
- Internet-based administration and data collection; optionally customize email notifications
- Thorough feedback report that provides ratings for both importance and competence
- Includes a Development Planning Guide, helping participants focus feedback and develop a strategy for change
- Identify overall strengths and development needs by ordering Group Profiles
- Available in multiple languages including: German, Dutch, Spanish, UK English, French, Italian, Russian, Simplified Chinese, Japanese and Brazilian Portuguese
- Identify developmental tactics by using a customized FYI For Your Improvement™ translator guide

Ways to Use 360 BY DESIGN

Use 360 BY DESIGN to improve business performance. Use 360 BY DESIGN as part of a leadership development program; to identify gaps in bench strength; to evaluate skill gaps in launching new systems, products and processes; or to address retention.

Integrate 360 BY DESIGN into a training solution. Use 360 BY DESIGN as a gap analysis to identify specific individual development needs, or to identify team or organization-wide development needs for human resource planning.

Map 360 BY DESIGN to an established leadership competency model. Use the research-based competencies in 360 BY DESIGN to provide valid and reliable feedback reflecting the leadership competency model already in place in the organization.

Frequently Asked Questions About 360 BY DESIGN

WRITTEN COMMENTS

What are this person's most significant strengths and why?**Self**

- Developing relationships, both within the organization and customers. I have strong analytical skills and attention to detail. I monitor plans and take action to make changes and keep my team's work on track.

Boss

- She builds cooperative relationships with all; knows how to give and take. A good leader of her team – she knows how to delegate work and motivate her staff.

All Other Raters

- Results oriented.

She is always thinking about the future and "what if." Very effective at motivating her staff when she involves them in the work.

- She can handle pressure well and works long hours to make sure projects are on track.
- One of the smartest managers I've worked with; I have a lot of respect for what she is doing.
- Both honest and humble.
- She is analytical and always has detailed plans.
- Change management; knows how to adjust plans quickly.

Guide for Interpretation:

- How do your comments compare to those of others? What patterns do you see?
- If you received feedback on leadership competencies, how are the written comments related to feedback you received in that section of leadership competencies? How are the comments consistent or inconsistent with comments from other sources?

PROBLEMS THAT CAN STALL A CAREER

This section of 360 By Design identifies problem areas which can stall a career. In this section, lower ratings are preferred. You and your raters used the following response scale:

- 1 = Strongly disagree
- 2 = Tend to disagree
- 3 = Hard to decide
- 4 = Tend to agree
- 5 = Strongly agree

Underlined scores

Scores of 2.5 or greater have been underlined. We recommend that you pay attention to these potential problem areas.

Lower Ratings Preferred							
	Self	All Observers	Boss	Superior	Peers	Direct Reports	Others
Problems with interpersonal relationships	1.50	1.49	1.50	1.89	1.72	1.36	1.30
Too narrow a functional orientation	1.20	1.59	1.80	<u>2.60</u>	1.60	1.43	1.50
Difficulty changing or adapting	1.30	1.45	1.70	2.00	1.48	1.42	1.25

Guide for Interpretation:

- How do your responses compare to those of others? What patterns do you see?
- If you received feedback on leadership competencies, how are the data related to feedback you received in that section of leadership competencies? How are the data consistent or inconsistent with feedback from other sources?
- Organizations differ in which problems might stall a career. Based on your knowledge of your organization, what might be a potential problem area?

LEADERSHIP COMPETENCIES

Greatest Differences Between Self and All Observers Scores

Listed below are the 15 items on which your Self scores and All Observers scores were most discrepant.

	All Observers	Self
18. Pushes decision making to the lowest appropriate level and develops employees' confidence in their ability to make those decisions.	3.81	2.00
35. Listens to individuals at all levels in the organization.	3.69	2.00
76. Is comfortable depending on others over whom he/she has no control.	3.60	2.00
78. Tolerates ambiguity or uncertainty well.	3.50	2.00
80. Maintains composure under stress.	3.59	5.00
59. Regularly updates plans to reflect changing circumstances.	3.71	5.00
43. Once the more glaring problems in an assignment are solved, can see the underlying problems and patterns that were obscured before.	3.73	5.00
3. Can turn a group into a high-performing team.	3.76	5.00
62. Develops plans that contain contingencies for future changes.	3.82	5.00
29. Finds and attracts highly talented and productive people.	3.93	5.00
83. Understands that major organizational changes have short and long-term implications.	3.94	5.00
87. Leads by example.	3.94	5.00
45. Analyzes a complex situation carefully, then reduces it to its simplest terms in searching for a solution.	3.94	5.00
12. Has good relationships with outsiders.	4.00	5.00
73. Has the personal support necessary to cope with emotional overload.	4.00	3.00

+ Additional item(s) had equivalent self-observer discrepancies as the last item.

WRITTEN COMMENTS

What are this person's most significant areas for development and why?**Self**

- I need to delegate more to my staff and build their confidence in making decisions. I must continue to produce high quality results while developing others.

Boss

- Improve her ability to get work done through her staff. As her responsibility grows, she will need to delegate more in order to manage her time.

All Other Raters

- Let your employees know what is going on more frequently. I know there are many meetings to attend. Short messages are sufficient. We want to know we are working on the right things.
- Spend more time with her staff. They are looking to her for guidance and support. She is been leading her team for a few months, so I am sure she can do it well.
- I can't think of anything to add.
- Be more open to suggestions and different ways to solve problems.
- Work on uncovering the source of problems before launching into "fix-it" mode.
- Communicate, communicate, communicate.

Guide for Interpretation:

- How do your comments compare to those of others? What patterns do you see?
- If you received feedback on leadership competencies, how are the written comments related to feedback you received in that section of leadership competencies? How are the comments consistent or inconsistent with comments from other sources?



Presidential Performance Assessment at Salem State University

Goal

To facilitate a positive process that will aid in the professional development of the President by letting her, the Board, and others, as appropriate, know her perceived effectiveness, and to make suggestions that can help her be even more effective.

Guiding Principles

1. The performance review will not be something that will be done *to* the President but, rather, *for* him and for the advancement of the University.
2. It will be constructive, thorough and fair.
3. While open and broad-based, the process will be mindful that this is a personnel matter and deserves careful, considerate treatment and professional behavior in demeanor and intent.
4. The review will focus on the patterns of perceptions rather than individual views.
5. Participants in the review process will be asked to be open and will be informed that all comments will be kept confidential and that no individual attribution of comments will be given in the report or in oral summaries by the consultant serving as Facilitator.
6. The review will be conducted in compliance with prevailing Commonwealth, system and campus regulations relative to maintaining the appropriate confidentiality, anonymity, openness and communication of the review process and its findings.

Criteria

The review process will address a variety of performance core criteria, including:

1. Leadership qualities
2. Effectiveness in forming and carrying out of institutional mission, goals and priorities
3. Communication skills
4. Management abilities
5. Collegiality and collaboration

Additional, more detailed, criteria are often included in reviews after consultation with the President and Board. They can include:

1. Performance on charges conveyed to the President when she accepted the appointment
2. Effective use of resources toward achieving the institution's mission, goals, and priorities
3. Creating a solid senior and campus leadership team
4. Effectiveness in pursuit of racial, gender, ethnic, and cultural diversity
5. Adherence to policies of Board and/or System
6. Effectiveness in representing the institution to external stakeholders
7. Ability to deal with crises, personal criticism and attack
8. Sensitivity and alertness to early warning signs to prevent crises
9. Inclusion of appropriate stakeholders to participate, to have their views and values considered
10. Ability to be a "rational authority," stating clear reasons for decisions.
11. Ability to be both an advocate *for* those within one's purview, and a leader-manager *of* them -- to encourage, lead, empower, and monitor quality; and cause quality to be enhanced

Approach

The performance assessment will include a review of selected documents; the perceptions of individuals through interviews during a campus visit; and input in writing from those not able to make it to one of the meetings or not on the list.

A. Documents:

1. The Catalog
2. Organization chart
3. Fact Book
4. Packet of PR materials developed for prospective students, donors and public
5. President/University's Annual Report
6. Recent issues of the campus newspaper
7. Recent Board meeting minutes
8. President's CV
9. Any agreement on presidential expectations, goals or priorities
10. Prior-year annual goals and expectations
11. Prior performance reviews
12. Current Strategic Plan
13. Most recent NEASC report and recommendations by the accreditation team
14. Summary of the budget, with major revenue and expense categories
15. Most recent audit report, including related management letters
16. Any other items that are considered helpful to the review process

B. Meetings:

Most the perceptions will be gathered in face-to-face meetings with selected individuals and groups on the campus. Face-to-face meetings rather than written surveys are preferred because they provide for richer discussion and allow follow-up questions when answers warrant greater exploration. The questions posed in the meetings can vary depend on the campus and circumstances. Please see Attachment A for sample questions.

1. President of the University
 - a. This meeting will preceded by a self-assessment done by the President in response to a set of key questions. (Please see Attachment B)
2. Governing board
3. Individuals listed below. (Most often the meetings are conducted as a group, but there may be special circumstances requiring 1-1 meetings):
 - a. Direct reports to the President
 - b. Deans
 - c. Directors
 - d. Assistant/Associate Vice Presidents
 - e. Department Chairs
 - f. Representatives of the faculty, e.g., Faculty Senate
 - g. Representatives of professional staff, e.g., Administrative Council
 - h. Representatives of classified staff, e.g. Staff Council
 - i. Students, e.g., Officers of the Student Government Association
 - j. Representatives of the Foundation
 - k. Representatives of the Alumni Association
4. Individuals in the immediate community (as appropriate)
 - a. Community Leaders
 - b. Elected officials

C. Written Input:

Recognizing that not everyone will be able to attend a meeting or may not be included in face-to-face meeting, people will be given the opportunity to send an e-mail or letter to the Facilitator with their comments about the President's performance. As mentioned in the guiding principles, individuals are assured that all comments will remain confidential. *All e-mails and letters must identify the writer. Anonymous communications will not be taken into consideration.*

Campus Visit

Performance reviews generally take two days for on-campus meetings; and one day for sharing the preliminary report with the President and others involved in the process, generally a subcommittee of the Board. Attachment C shows a typical schedule.

Final Report

1. Immediately following the on-campus visit, the Facilitator will write the final report. The final report will be a comprehensive document that describes the context; the methodology used in the review; the findings; and recommendations regarding the performance and effectiveness of the President.
2. The Facilitator will provide guidance on the communicating the results of the review to the campus and external communities, as appropriate and necessary in accordance with University guidelines.

ATTACHMENT A

Following are sample questions for the meetings that can be modified to fit the situation at the University, based on dialog with the President and Board.

1. Please describe the President:
 - a. What are her special characteristics, strengths?
 - b. How would describe her style of leadership?
 - c. What concerns, if any, do you have?
2. What do you perceive as the President's most significant achievements.....or, put another way, the institution's achievements under her leadership?
3. Looking forward, what are the principal challenges and opportunities facing her and the University in the coming years?
4. What recommendations do you have for the President that might help her to be even more effective in the future with regard to:
 - a. Leadership style?
 - b. The Institution's priorities, challenges and opportunities?
5. Is there anything else you would like to say that didn't come out in your answers to the questions?

ATTACHMENT B

Presidential Self Assessment

Following are the typical questions for the President's self assessment and will serve as the basis at the University. They may be modified to fit the situation, based on dialog with the President and Board.

1. Where did things stand upon my arrival, including tasks expected of me by the Board and special issues that had to be addressed?
2. What were my priorities what did I try to do about them?
3. What were the results and where do things stand right now?
 - a. What am I particularly pleased by?
 - b. Disappointments?
4. What parts of the job do I find exciting and love to do?
 - a. What parts are wearing me down?
5. What are the challenges and opportunities I face next?
6. What strengths have I brought to the task that have gotten us this far?
 - a. What do I see as my limitations?
5. What steps in my own professional development do I believe I need to take?
6. What issues would I particularly appreciate feedback on during the review?
7. What help and support will I need from other individuals and groups in order to increase my effectiveness?

ATTACHMENT C

Typical Interview Schedule

Day One

- 7:30 AM Opening Interview with President
- 8:45 Interview with Executive Staff
- 10:00 Interview with Academic Deans
- 11:15 Interview with Academic Department Chairs

- 12:30 PM Lunch Interview with Board of Trustees

- 3:00 Interview with Faculty Senate representatives
- 4:15 Time for meetings or telephone calls to anyone who could not attend but should be interviewed

Day Two

- 9:00 AM Sample of Administrative Council
- 10:00 Student Government Association Executive Committee
- 11:15 Interview with General Faculty (randomly selected group of 8-10)
- 12:30 PM Lunch with Off-Campus Stakeholders: Public officials, school, corporate and community leaders (Group of 10-12)
- 2:00 Classified Employees Council

Day Three

- 9:00 AM Facilitator presents findings in outline format to the President
- 10:30 Facilitator presents findings in outline format to Board Performance Review Subcommittee Meeting followed by departure of Facilitator

SUBJECT: Committee on Presidential Review Meeting Report of October 3, 2012

The Presidential Review Committee of the Board of Trustees met Wednesday, October 3, 2012, in room 210 of Marsh Hall located on the Central Campus of Salem State University.

Present for the Committee were Trustees Abdo (Chair), Mattera, Quiroga and Segal, Chair of the Board Scott, and Secretary to the Board Fleischman. Also present and participating in the meeting was Beth Marshall, Assistant Vice President, Human Resources and Equal Opportunity.

Trustee Abdo called the meeting to order at 4:10 pm.

Annual Review:

The first item for discussion was the review of the draft of President Meservey's 2011-12 evaluation by the Board of Trustees. There was discussion of the review's intent. Trustee Mattera questioned whether it was intended to justify an adjustment to the president's compensation or be used as a more objective coaching document. He asked for clarification of what the document was meant to accomplish.

Trustee Abdo responded with expression of his frustration at the board's inability to extend compensation that is reflective of the president's experience and accomplishments and commensurate with that extended to the presidents of the University of Massachusetts system. Trustee Scott offered that the annual review process requires the board to look at the president's performance. She noted that past reviews have been glowing. But basically, the state is requiring that the board examine the president on an annual basis. The president's compensation, she felt, was another matter.

Trustee Quiroga agreed that the president is under compensated, but also noted that the document is not an in-depth review. She felt, for example, that the original statement of objectives needed to be more measurable and quantifiable. Trustee Abdo reported that he has consulted with President Meservey about re-drafting the 2012-13 goals and objectives. There was discussion about the Board's role in helping with the redraft, capping off with the comprehensive review.

Trustee Segal suggested that a critical look at the self-assessment would be appropriate. Trustee Mattera felt that the president's goals have been stated generally and that the board's response in this document could be general as well. The 360, comprehensive review, however, will seek to get at a deep measurement of the president's leadership skill. He felt there should be mention of this comprehensive effort in the annual review (Attachment A).

There was a discussion about the process of how the report would be amended and shared with the committee. The review of the draft appraisal continued.

Trustee Mattera asked that more specific information about the comprehensive campaign be included in the section addressing the president's performance in that area to provide context.

Trustee Quiroga made a similar request with regard to the marketing and public relations section, noting that mention of the new vice president should be included, among other things. She also made specific recommendations with regard to the section on financial stability. Trustee Quiroga asked that indicators of disciplined management such as data on the university's expenditures compared to budget and its comparative cost of attendance be included in the section.

Trustee Scott noted that "financial stability" and "external affairs" were not goals in the self-assessment and asked that they be treated differently than the actual goals in the review. A paragraph introducing these two "key areas of efforts" will be inserted.

With no further amendments to the review draft to be made from the committee, Trustee Abdo called for a motion to recommend the review as amended.

Upon a motion duly made by Trustee Mattera, seconded by Trustee Quiroga, it was unanimously **VOTED: The Presidential Review Committee hereby recommends to the Salem State University Board of Trustees the 2011-12 Annual Review of President Patricia Maguire Meservey as amended.**

AVP Marshall joined the meeting at 5:16 pm. AVP Marshall was asked to present again on the comprehensive presidential review anticipated by the Board for this academic year. She began by reviewing the latest contacts with potential vendors. Her follow up with Penson resulted in a revised proposal that addressed the needs and concerns of the board and a reduced price. The firm referred by Trustee Mattera – PDI Ninth House – provided a proposal based on qualitative interviews and originally included extensive post-review work with the president in the form of coaching/mentoring (Attachment B). AVP Marshall requested a revised quote that did not contain these latter services (Attachment C).

Trustee Abdo repeated the inquiry from earlier meetings on whether other schools had undergone similar exercises. AVP Marshall reported that feedback from colleagues around the state indicated that they had not. Trustee Quiroga reminded AVP Marshall of the board's interest in renewing contact with AGB and inquiring into their services with the additional information now available with regard to project scope. Trustee Scott shared that she has also been in contact with potential vendors who have shown initial interest and that she will put them in touch with AVP Marshall for follow up.

Trustee Quiroga expressed the opinion that as this will be a large investment for the institution, she believes that academic experience is important knowledge for the ultimate choice to possess. There was discussion of setting the criteria for vendor selection. Trustee Mattera discussed the firms under consideration and noted that perhaps leadership is constant across industry sectors. Trustee Quiroga noted that leadership is different from one sector to another and that sector knowledge is important to note. Trustee Abdo stated his preference for having someone not focused solely on education and it was agreed that there was a need to set the criteria for vendor selection. Trustee Abdo suggested a timeline for making a choice before the holidays to allow AVP Marshall to execute a contract and proceed before the spring semester has progressed too far. He also asked her to obtain the follow up information from the AGB by the time of the full board meeting on Wednesday, October 10 – which she agreed to attempt to do.

There being no further business to come before the Committee, upon a motion duly made by Trustee Segal and seconded by Trustee Mattera it was unanimously

VOTED: To adjourn the meeting at 5:50 pm

Prepared by: J. Fleischman, Secretary to the Board of Trustees

Annual Performance Review for Patricia Maguire Meservey
2011-2012

The 2011-12 Academic Year marked the conclusion of Patricia Maguire Meservey's fifth year as Salem State University's thirteenth president. President Meservey continues to lead the university in an increasingly successful direction, expanding the university's presence throughout the North Shore community of Massachusetts, and setting the standard for other presidents of both public and private sector schools of higher education within the Commonwealth of Massachusetts, New England, and the United States. President Meservey has led Salem State University through difficult fiscal times. As public contributions diminished, President Meservey continued to overhaul the university's operating systems, making them more efficient, nimble, and effective for our students. In the community, President Meservey provides leadership within many groups to include being a member of the board of the North Shore Chamber of Commerce, Chair of the North Shore Alliance for Economic Development and most recently as an appointed member of the Board of Trustees of Lahey Health Systems. These are just a few of her daily responsibilities in the community. In higher education, President Meservey contributes in many ways but none makes a greater impact than through her work with the Massachusetts State University Council of Presidents, which she served as chair during the period under evaluation. These areas of leadership not only validate President Meservey's success at Salem State, but add value to the university and its community. President Meservey is certainly moving Salem State beyond its origins as a liberal arts teaching college into a university that is an integral part of the higher education community, economic development engine and culture of the North Shore, Essex County, and the Commonwealth of Massachusetts.

As is expected on an annual basis, President Meservey has conducted a complete and thorough self-evaluation that is constructed with specific goals agreed upon at the beginning of the academic year. President Meservey's self-review is comprehensive and complete. The Salem State University Board of Trustees, following the recommendation of its Presidential Review Committee, is in agreement with her assessment. During this evaluation process, the president and the Board of Trustees have initiated a collaborative effort to establish measurable and specific goals as part of the annual review. In addition, the Board is undertaking a comprehensive review that will include both quantitative and qualitative measures of the president's leadership ability, aimed at reinforcing leadership skills and identifying weaknesses..

Therefore, we recommend the full 3% adjustment to her present compensation that has been authorized by the Department of Higher Education. It should be noted that the adjustment to the president's compensation ought to be significantly greater than this recommended amount but is not in light of guidance from the Board of Higher Education and Commissioner Freeland. This adjustment allowance is only satisfactory in the context of the virtual stagnation of presidential compensation within the Commonwealth.

President Meservey's leadership in the past year, as it was the previous four prior years, deserves the highest consideration for positive adjustment.

Goals

ACADEMIC PLANNING & ENROLLMENT MANAGEMENT

Implement recommendations from the academic planning effort and enrollment management strategic plan to create a clear strategic direction for the institution that promotes high quality education and is financially viable.

President Meservey has once again achieved improved academic success at Salem State University this past year. Through ongoing management efforts to integrate Academic Affairs, Enrollment Management and Student Life, the President and her leadership team better understand the challenges to student success while developing collaborative solutions.

President Meservey established an academic planning process in collaboration with faculty and staff to conduct a comprehensive program review of all academic programs. This process has spanned the last two academic years and will conclude its business in the next academic year. A vital result of this academic planning effort has been the realization that the general education requirements of Salem State required review. Though the review is ongoing, the review process has already produced changes to curriculum to immediately enhance academics, and address the changing educational needs of our students while creating greater efficiencies for the university.

These efficiencies are designed to allow the university to better address the needs of the student while improving graduation rates and assuring equity for all by addressing and eliminating socioeconomic and demographic disparities. This year, the Commonwealth of Massachusetts set future goals for the 6-year graduation rate. Meanwhile, President Meservey and her leadership team were proactively addressing enrollment management, retention, and graduation rates on campus.

It is important to note that President Meservey continues to cultivate a leadership team that is focused on student success not only in the classroom but for life. The President leads her team in collaboration with the members of the faculty union, the MSCA, to improve retention rates, eliminate ethnic and socioeconomic disparities, and create new programs that better reflect the needs of the 21st Century. This is a campus-wide and inclusive effort that is committed to creating needed changes while maintaining a traditional and strong liberal arts education.

It should be further noted that Salem State University maintains the distinction within the Commonwealth's state university system of having the most accredited academic programs. In addition, our Bertolon School of Business is pursuing accreditation and just this past June submitted a self-study to the AACSB (business) after completion of a mock accreditation in May.

President Meservey continually demonstrates her commitment to strengthening the Salem State education for all students.

LEAD THE COMPREHENSIVE CAMPAIGN

Maintain the momentum of the first ever Comprehensive Campaign at the university and exploit the opportunities to friendraise and fundraise to assure achievement of a collective goal, complete another campus campaign, and assure the success of the Annual Campaign.

Despite an ongoing economic recession and a greater competition for people's attention and financial support, President Meservey has successfully initiated the university's first Comprehensive Campaign. A five-year effort begun in July, 2010 with a \$25 million goal, the campaign has raised over \$9 million to date.

Following an aggressive effort to build the team that would enable the university to attain its goals in this area, the campaign has met with good results in its initial phases. The Bertolon Campaign to fund the Bertolon School of Business, begun prior to the Campaign's inception, was successfully concluded ahead of schedule in March, 2012. The Campaign also instituted a Campus Community Campaign with university staff and faculty. The Campus Campaign has resulted in donations from more than 60% of the campus community and has increased the number of donors by 164%.

Overall, under Dr. Meservey's leadership, giving is up 217% in the last two years and the University is on target to achieve its ambitious goal.

MARKETING & PUBLIC RELATIONS CAMPAIGN

Position the university as a leader in the Commonwealth through an aggressive marketing and public relations campaign.

The year 2012 was one of planning and development in marketing and public relations and repositioning for the university. Toward that end, the university took these action steps: a new vice president of marketing and communications was hired in May, 2012 and work began on an institution-wide strategic marketing plan. As part of the university's repositioning efforts, a brighter light was shown on the School of Graduate Studies. After commissioning a marketing survey last fall, President Meservey brought the School of Graduate Studies together with the departments of Marketing and Communications and Graduate Admissions to develop an advertising initiative for five key graduate areas: nursing, business, counseling/psychology, elementary education/special education, and criminal justice. Today, the planning and development phase is nearly complete with a launch expected before calendar year's end. Each of these efforts is still underway, but have made significant progress in 2012.

MASTER VISION

Lead a Master Vision process for the physical campus that includes a comprehensive review of plant improvements and additions.

Dr. Meservey's presidency began five years ago at a time when Salem State was predominantly a commuter school that yearned for more on-campus housing, deserved more student amenities, and would learn a short time later that the campus library would need to be permanently closed and replaced. Since that time, President Meservey has spearheaded efforts to bring hundreds of new beds to campus and modernize the campus infrastructure and facilities. Most importantly, Dr. Meservey has overseen the construction of a new Library and Learning Commons. The Library and Learning Commons is substantially framed and well on its way towards a fall 2013 opening. During the time between the condemnation of the old library and the opening of the new one, President Meservey assured that the campus community had a serviceable replacement temporary library while maintaining an aggressive construction schedule that is on time and on budget.

To ensure that Salem State continues its transition to a more residential campus, through the MSCBA, the university has identified the need for hundreds of more beds and has established a task force, the Master Vision Plan for the Campus – 2040 Taskforce, that is charged with locating future locations and designs for additional beds as part of its larger campus-wide scope of work.

Improvements to the quality of life on campus are best exemplified in the construction of the new Fitness and Recreation Center and plans for the renovation of the Mainstage Theater.

Two years ago, in a campus-wide survey, the student body made known what years of students had desired: a new fitness and recreation center. In the past year, the project has gone from design to ‘shovel in the ground’ with expected completion in the fall 2013.

The Mainstage Theater renovation is long overdue and is presently the subject of a university funded study. This university initiated study will allow for a final design and potential construction in 2013.

In addition to the goals outlined above, President Meservey is also focused appropriately on the following key areas of effort:

FINANCIAL STABILITY

Develop a financial future at the university that assures academic success through disciplined management and innovative educational endeavors.

At a time of multiple cuts in state assistance over the past few years coupled with increasing costs of doing business, the university under President Meservey’s leadership has persevered, worked more efficiently, and converted the challenge into an opportunity to expand collaborations on campus as well as within the larger community. The university has shown disciplined management, having kept expenses below budget and its student fees among the lowest of its peer institutions. Through the third quarter of FY2012, the most recent period available, Salem State was 8.65% behind previous year’s operating expenditures, with utility expenses down 9.99%. In 2012, the university continued to work to keep costs lower for its students. Salem State is now less expensive in tuition and fees than 5 of the 8 state universities, having been more expensive than seven of them just three years ago.

Salem State University is committed to maintaining a high level of fiscal efficiency and increased financial autonomy. The university is committed to being more self-sufficient, especially in light of the unpredictability of state and federal funding. Strategies to increase autonomy include the aforementioned academic planning initiative, an enrollment management strategic plan, and the comprehensive campaign.

EXTERNAL AFFAIRS

Initiate, maintain and develop relationships throughout the community.

President Meservey understands the importance of leadership throughout the broader community that Salem State University serves in Salem, the North Shore and Massachusetts. To that end, President Meservey is involved in various committees within the academic community, has chaired the Council of State University Presidents of Massachusetts, serves in several leadership positions in the business community and is involved in the philanthropic community. Outside of Salem State University,

President Meservey projects the university's leadership in the community through her involvement in these various communities. Her involvement routinely results in requests for President Meservey's leadership on these boards, committees, commissions and foundations. All of these leadership roles serve the greater community while projecting the university's commitment to the town-gown relationship with Salem, Essex County, the North Shore and the Commonwealth of Massachusetts. These leadership roles will ultimately allow Salem State to continue to create, maintain, and maximize relationships for the benefit of the Salem State student.

GOALS FOR 2012-2013

The ambitious goals listed by President Meservey for the upcoming academic year 2012-13 are appropriate for the chief executive officer of a major institution of higher education, and are focused on the long term, strategic interests of the university. Her ambitious objectives build on the successes of the past five years while looking to address the challenges of the future to assure academic success for years to come at Salem State University. As mentioned in the opening section, this review process has led to a collaborative effort with the president and the Board to establish quantifiable and particular goals, an effort that is currently ongoing.

COMPENSATION

An accomplished leader, Registered Nurse and educator, Dr. Meservey continues to bring to the Salem State presidency a commitment to academic excellence, diversity and inclusion, and a global perspective. Since arriving at Salem, she has established, and oversees, a leadership team charged with making recommendations for policies and practices that will advance diversity and campus sustainability across the university. President Meservey has launched multiple university-wide initiatives to build on Salem's existing strengths in undergraduate liberal arts and graduate education.

Therefore, without hesitation, we the Presidential Review Committee recommend to the Salem State University Board of Trustees that a 3% adjustment be approved for President Meservey, in recognition of meritorious effort, as authorized by Massachusetts Department of Higher Education Commissioner Richard M. Freeland in his memorandum of September 21, 2012 retroactive to July 1, 2012.

The Department of Higher Education has authorized salary adjustments in three of the five years of President Meservey's tenure. These increases, characterized in 2011 as an "inflationary adjustment," and in 2008 and 2012 as in recognition for "meritorious effort," have each been limited to 3%. Regardless of how these increases are characterized, they do not adequately recognize the effort made or the progress achieved by President Meservey in moving Salem State University forward on behalf of the citizens of the Commonwealth. If the Salem State Board of Trustees were authorized to recommend an appropriate merit adjustment for President Patricia Maguire Meservey, we would do so with vigor and with enthusiasm. Lacking this authority, this committee will recommend that the Department of Higher Education authorize such an adjustment as soon as funds become available.

Submitted by the Committee for Presidential Review, October 3, 2012; (Chair: Trustee David Abdo; Committee Members: Trustees Paul Mattera, Marcel Quiroga and Jacob Segal)

Beth Marshall

From: Barry.Nelson@pdinh.com
Sent: Friday, September 28, 2012 3:27 PM
To: Beth Marshall
Subject: FW: Proposal for President Review and Developmental Planning
Attachments: Salem State Univ President 360 Degree Feedback proposal - Sept 28 2012x.pdf; Barry Nelson_Coaching Bio Harvard_2012x.pdf; PDINH_OverviewBrochure.pdf; PDINH_HPPL.pdf; Fully_Leveraging_the_Senior_Executive_Role.pdf; Article - Peer Evaluation - Take the Plunge.pdf; FactSheet_FiveAgendas.pdf

Importance: High

Good afternoon, Beth.

Thank you for your call earlier this week and for the opportunity to submit a proposal regarding the services and capabilities of PDI Ninth House (PDI NH).

From our brief conversation, you will find attached a proposal outlining how we propose assisting the Salem State University Board in conducting a review of, and for, the President of the University. It was my understanding that the process was to have a developmental focus and accordingly, have proposed a qualitative 360 process aligned with Developmental Planning and limited Executive Coaching. If desired, this process can be modified to have more of a performance orientation; however, this was not my original understanding.

I have also attached several brochures that provide: some limited background on PDI Ninth House, some of our services for CEO's and senior executives, and a copy of my Executive Coaching Bio - as I would be executive consultant working directly with Salem State. Please also note that in the proposal I have included pricing that has been discounted 30%. This is a courtesy taking into account the educational and civic focus of the University with regards to its services to the larger community.

I will be in the office all next week and remain available to answer any questions you may have, provide additional details, or if appropriate, come out to the campus to meet with you and others, as appropriate.

I look forward to the opportunity of continuing our communications.

Barry

Barry W. Nelson | Managing Director: New England & Global Alliances
 PDI Ninth House - *Global Leadership Solutions*

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When we seek to discover the best in others we somehow bring out the best in ourselves.

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Proposal to Conduct 360 Degree Feedback and Development
Planning Process for President

September 28, 2012

SUBMITTED BY:

Barry W. Nelson,
Managing Director -- New England and Global Alliances
PDI Ninth House -- Boston, MA
617-587-4835 Barry.Nelson@pdinh.com

Statement of Confidentiality:

This proposal and supporting materials contain trade secrets and proprietary business information of PDI Ninth House. This information may be photocopied by Dartmouth Hitchcock Medical Center for use in evaluating the project, but is not to be shared with other organizations, consultants, or vendors without the express written permission of PDI Ninth House.

Context and Needs

The Salem State University Board is committed to ensuring the effectiveness and continued development of its University President. To help facilitate this objective, they want to provide the President with 360-degree feedback and action planning support. The Chief Human Resources Officer (CHRO), on behalf of the Board, has asked PDI Ninth House to design and deliver a process to collect 360-degree input from key stakeholders, provide summary feedback to the President, help the President develop a robust development plan, and facilitate a process in which select Board Committee members actively support the President's continued development.

Proposed Approach

PDI Ninth House proposes to support the objectives above by doing the following:

1. Plan the process

- Barry W. Nelson, Managing Director of PDI NH New England Office and an Executive Consultant for PDI Ninth House's Board & C-Suite Solutions, will conduct one or more in-person conversations with key Salem State stakeholders to confirm desired outcomes and deliverables; provide an overview of the approach; discuss key messaging, timing, roles and confidentiality; and determine which specific individuals should be interviewed. A copy of Barry Nelson's consulting bio has been attached with the transmittal e-mail.

2. Review relevant context and documentation

- This involves review and clarification of organizational strategic context, key challenges, President's job performance and leadership expectations, and President performance model.

3. Conduct interviews

- This step includes design of the qualitative 360-degree interview protocol, plus scheduling and completion of interviews with respondents. It is expected that interviews will be conducted with the President, at least 4-5 Board directors, 4-5 direct reports, and 4-5 outside stakeholders.
- Barry can be on site for two-three days of interviews and will conduct any interviews that cannot be scheduled on-site by phone.

4. Analyze data and prepare feedback report

- Barry will analyze data, identify key themes by category and respondent group, and develop a summary feedback report. The report will contain strength and development themes, as well as representative respondent comments. Individual respondents will not be identified in the report.

5. Provide feedback

- Kraig will be on site to conduct two feedback sessions: one with the President and one with select members of the Board, who will support the President's on-going development.

6. Assist with development planning

- As part of the feedback sessions, Barry will work with the President to set development priorities, identify actions to improve in those areas, and begin to embed these into a robust development plan.
- Barry will also facilitate a discussion among select Board members of strengths, development needs, priorities, and possible action steps.
- After the feedback session, the President will finish drafting the development plan. Barry will review, meet with the President and finalize the plan.
- Barry will facilitate a development planning discussion involving the President and key Board members. The purpose here will be to ensure agreement on areas to target, actions to improve, support needed, measures of success, and process for monitoring progress.

Beyond this work, there are additional ways we can support the President's ongoing development, including:

7. [Optional] Provide development support

- Conduct regular check-ins to determine progress on the development plan, identify barriers and provide suggestions. This can include in person or by phone meetings between the President and Barry, as well as facilitation of development check conversations with the President, key Board members, and Barry. Recommended quarterly.
- Conduct optional targeted coaching to enhance effectiveness in particular areas. Assume 6-12 months duration for executive coaching.
- After 12 months of work on development, conduct a formal review of progress on the development plan.
- Conduct a formal President Performance Evaluation process. This option would involve designing and administering an instrument to solicit formal quantitative and qualitative input from all Board members regarding the President's delivery of results against annual performance goals, as well as his demonstration of organizational values and progress toward long term accountabilities. It would include a report, discussion with the Board governance committee and entire Board.

We greatly appreciate the opportunity to submit this proposal and look forward to the opportunity taking our discussions to the next level.

Summary of Investment

CORE DELIVERABLES	ESTIMATED FEES
<p>Overall President 360 and Development Planning Process</p> <ul style="list-style-type: none"> Includes planning through development planning with the board (Steps 1-6). Note: includes travel time, but not incurred travel expenses. <p><i>*Note: A courtesy discount of 30% has been extended and built into the proposed pricing recognizing the civic/community service focus of Salem State University.</i></p>	<p>*\$22,000– 26,000</p>
OPTIONS	
<p>Provide Development Support</p> <ul style="list-style-type: none"> Check in calls (4 quarterly calls with President and select Board members) Targeted coaching (6-12 months) Formal progress measurement and review with the Board Formal President performance evaluation 	<p>\$8,000</p> <p>\$20,000-24,000</p> <p>\$10,000-12,000</p> <p>\$12,000-15,000</p>

- As proposed Executive Consultant is local, there is no anticipated additional travel time of lodging expenses.
- Pricing is valid through the end of 2012.

Barry W. Nelson

PROFESSIONAL HISTORY

As a consultant/entrepreneur, I built three regional OD consulting practices during a 28-year period, grew two of them to be recognized Inc 500 companies, and subsequently took them international. In 2003, I sold my consulting practice to a human capital technology firm, and spent the ensuing two years assisting in the development of a management consulting division that supplemented and enhanced the content and processes of the software solutions. Following a quarter century of competing with PDI Ninth House, I joined the firm in 2007 as Managing Director and Executive Consultant with the New England office.

Earlier in my career, I was recruited into operations (Senior VP) and for nine years designed, implemented and lead HR/OD functions for two large highly complex medical centers. I returned to consulting in 1984, and my practice has focused on "assessment-driven HR solutions." I have assessed thousands of individuals for selection and for development purposes. Since the mid-1980's I have been coaching executives on how to remediate perceived and/or real weaknesses while leveraging personal strengths to achieve greater corporate, team, and personal success.

TYPICAL COACHING CLIENTS

A majority of my coaching clients are one of the following: senior executives who are seeking to better align their practices with the changing strategic needs of their organization; senior executives who have been high performers but have experienced setbacks and are seeking to regain their competitive edge; or high potential executives seeking to make the transition to a more senior-level executive role. I also have a personal interest in assisting executives understand the dynamics of a rapidly changing multi-generational workforce and the skills required to lead mixed generational teams.

COACHING APPROACH

While I adapt my approach to suit the specific needs of the individual, the underlying principles are always the same: being candid, focused, practical, and supportive. I understand and respect one's capacity and desire for change, but also recognize the difficulty we all have in figuring out "how" to modify our behaviors. That is where the "magic" of coaching takes place—in leveraging one's motivation and challenging them to find new way of doing things that yield better results. My style is very pragmatic, focused on taking action and becoming a trusted partner and advisor.

RESULTS ACHIEVED

A highly-regarded senior vice president with a defense contractor was suddenly experiencing less success and satisfaction in his role than ever before. We clarified his need to make a career change to a service environment and put together a career plan that identified and developed his successor, transitioned him out of the defense industry into the CEO role for a physician-owned medical practice, and grew the practice to be the largest of its kind in the region. More recently, he accepted and moved into the CEO role with a fast-growth entrepreneurial pharmacy organization. I have coached and worked with him during all these transitions and have assisted him to focus on what is important to him.

CREDENTIALS

A graduate of the University of Louisville, Louisville, KY with a B.A. in Psychology, I conducted my doctoral studies in Applied Psychology at Adelphi University, Long Island, NY. I remain active in regional, national, and international management associations and I am also a regular speaker regarding the use of metrics to identify organizational trends. I have authored numerous assessment and feedback diagnostics in use by national and international high profile client companies.



COACHING FOCUS

- Leadership Effectiveness
- High Potentials
- Role Transitions
- Developing Successors
- Strategic Re-alignment
- Leadership Development
- Career and Life Balance

SECTOR KNOWLEDGE

- Technology
- Financial Services
- Insurance
- Pharmaceutical
- Healthcare and Medical Devices
- Energy
- Retail

REPRESENTATIVE CLIENTS

- Fortune 100 firms to Fast Growth Privately Held Family Businesses

GLOBAL EXPERIENCE

- Worked extensively with International Executive Teams On Five Continents
 - North America
 - Latin America
- EMEA
- APAC (Including ANZ)

CONTACT

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Beth Marshall

From: Barry.Nelson@pdinh.com
Sent: Monday, October 01, 2012 3:22 PM
To: Beth Marshall
Subject: RE: Proposal for President Review and Developmental Planning
Attachments: Salem State Univ President 360 Degree Feedback proposal - Sept 29 2012.pdf

Good afternoon, Beth.

Thank you for the follow-up and for the feedback. Both, very much appreciated.

Attached you will find a revised copy of the proposal. In this version dated Sept 29th, I have kept in section #6 but converted it to transitioning the finding to the President and her coach for developmental planning purposes; and have remove the option of having follow-on coaching. I have also modified the proposed pricing to something that is hopefully more acceptable.

Last, I am keeping this proposal focused on more of a qualitative 360 feedback process targeted on developmental planning. Should the Board desire more of a formal performance review, then the process would be similar but incorporating a questionnaire configured to the key performance dimensions appropriate to the Salem State President's role. If this the direction desired by the board I would be happy to provide a sample copy of a similar questionnaire configured for another University President's review.

Please let me know if you have any additional questions or concerns. I remain available to meet with the President and Board, if desired.

Very best regards,

Barry

Barry W. Nelson | Managing Director: New England & Global Alliances
 PDI Ninth House - *Global Leadership Solutions*

1.617.587.4835 - office | 1.207.671.6419 - mobile
 Suite 401 | Three Copley Place | Boston, MA | 02116 USA
barry.nelson@pdinh.com | www.pdinh.com

When we seek to discover the best in others we somehow bring out the best in ourselves.

From: Beth Marshall [mailto:bmarshall@salemstate.edu]
Sent: Monday, October 01, 2012 12:22 PM
To: Nelson, Barry
Subject: RE: Proposal for President Review and Developmental Planning

Good afternoon Barry,

Thank you so much for sending me your very complete proposal. I can see why Liberty Mutual has been delighted with the services your company provides. I also appreciate very much the discount you have provided to us as a non-profit institution. I do not presume to speak for the Board, but wonder if there is any way to lower the amount a bit more. Is

it possible to eliminate #6 in your proposal? The President is working with a coach to help he manage more effectively and transform the way she and her most senior staff can work together in a transformative manner.

Please let me know your thoughts on this. I will present both the full blown proposal and an abbreviated one, if you feel that is doable, as I know they are cost conscious as well. I look forward to hear from you. I meet with the Board on Wed.

Many thanks,

Beth

From: Barry.Nelson@pdinh.com [<mailto:Barry.Nelson@pdinh.com>]
Sent: Friday, September 28, 2012 3:27 PM
To: Beth Marshall
Subject: FW: Proposal for President Review and Developmental Planning
Importance: High

Good afternoon, Beth.

Thank you for your call earlier this week and for the opportunity to submit a proposal regarding the services and capabilities of PDI Ninth House (PDI NH).

From our brief conversation, you will find attached a proposal outlining how we propose assisting the Salem State University Board in conducting a review of, and for, the President of the University. It was my understanding that the process was to have a developmental focus and accordingly, have proposed a qualitative 360 process aligned with Developmental Planning and limited Executive Coaching. If desired, this process can be modified to have more of a performance orientation; however, this was not my original understanding.

I have also attached several brochures that provide: some limited background on PDI Ninth House, some of our services for CEO's and senior executives, and a copy of my Executive Coaching Bio - as I would be executive consultant working directly with Salem State. Please also note that in the proposal I have included pricing that has been discounted 30%. This is a courtesy taking into account the educational and civic focus of the University with regards to its services to the larger community.

I will be in the office all next week and remain available to answer any questions you may have, provide additional details, or if appropriate, come out to the campus to meet with you and others, as appropriate.

I look forward to the opportunity of continuing our communications.

Barry

Barry W. Nelson | Managing Director: New England & Global Alliances
PDI Ninth House - *Global Leadership Solutions*

1.617.587.4835 - office | 1.207.671.6419 - mobile
Suite 401 | Three Copley Place | Boston, MA | 02116 USA
barry.nelson@pdinh.com | www.pdinh.com

When we seek to discover the best in others we somehow bring out the best in ourselves.

Confidentiality Notice: All information in this communication, including any files or attachments, is intended for the sole use of the individual or entity to which it is addressed and may contain information that is confidential, proprietary and/or trade secret information entitled to protection and/or exempt from disclosure under



Proposal to Conduct 360 Degree Feedback and Development
Planning Process for President

September 29, 2012

SUBMITTED BY:

Barry W. Nelson,
Managing Director – New England and Global Alliances
PDI Ninth House – Boston, MA
617-587-4835 Barry.Nelson@pdinh.com

Statement of Confidentiality:

This proposal and supporting materials contain trade secrets and proprietary business information of PDI Ninth House. This information may be photocopied by Dartmouth Hitchcock Medical Center for use in evaluating the project, but is not to be shared with other organizations, consultants, or vendors without the express written permission of PDI Ninth House.

Context and Needs

The Salem State University Board is committed to ensuring the effectiveness and continued development of its University President. To help facilitate this objective, they want to provide the President with 360-degree feedback and action planning support. The Chief Human Resources Officer (CHRO), on behalf of the Board, has asked PDI Ninth House to design and deliver a process to collect 360-degree input from key stakeholders, provide summary feedback to the President, help the President develop a robust development plan, and facilitate a process in which select Board Committee members actively support the President's continued development.

Proposed Approach

PDI Ninth House proposes to support the objectives above by doing the following:

1. Plan the process

- Barry W. Nelson, Managing Director of PDI NH New England Office and an Executive Consultant for PDI Ninth House's Board & C-Suite Solutions, will conduct one or more in-person conversations with key Salem State stakeholders to confirm desired outcomes and deliverables; provide an overview of the approach; discuss key messaging, timing, roles and confidentiality; and determine which specific individuals should be interviewed. A copy of Barry Nelson's consulting bio has been attached with the transmittal e-mail.

2. Review relevant context and documentation

- This involves review and clarification of organizational strategic context, key challenges, President's job performance and leadership expectations, and President performance model.

3. Conduct interviews

- This step includes design of the qualitative 360-degree interview protocol, plus scheduling and completion of interviews with respondents. It is expected that interviews will be conducted with the President, at least 4-5 Board directors, 4-5 direct reports, and 4-5 outside stakeholders.
- Barry can be on site for two-three days of interviews and will conduct any interviews that cannot be scheduled on-site by phone.

4. Analyze data and prepare feedback report

- Barry will analyze data, identify key themes by category and respondent group, and develop a summary feedback report. The report will contain strength and development themes, as well as representative respondent comments. Individual respondents will not be identified in the report.

5. Provide feedback

- Barry will be on site to conduct two feedback sessions: one with the President and one with select members of the Board, who will support the President's on-going development.

6. Transition development planning

- As part of the feedback sessions, Barry will work with the President and her personal coach to transfer finding so that they can set development priorities, identify actions to improve in those areas, and begin to embed these into a robust development plan.
- If desired, Barry will remain available to facilitate any additional s among select Board members of strengths, development needs, priorities, and possible action steps.

Beyond this work, there are additional ways we can support the President's ongoing development, including:

7. [Optional] Provide development support

- Conduct regular check-ins to determine progress on the development plan, identify barriers and provide suggestions. This can include in person or by phone meetings between the President and Barry, as well as facilitation of development check conversations with the President, key Board members, and Barry. Recommended quarterly.
- After 12 months of work on development, conduct a formal review of progress being made against the development plan that was set.
- Conduct a formal President Performance Evaluation process. This option would involve designing and administering an instrument to solicit formal quantitative and qualitative input from all Board members regarding the President's delivery of results against annual performance goals, as well as his demonstration of organizational values and progress toward long term accountabilities. It would include a report, discussion with the Board governance committee and entire Board.

We greatly appreciate the opportunity to submit this proposal and look forward to the opportunity taking our discussions to the next level.

Summary of Investment

CORE DELIVERABLES	ESTIMATED FEES
<p>Overall President 360 and Development Planning Process</p> <ul style="list-style-type: none"> Includes planning through development planning with the board (Steps 1-6). Note: includes travel time, but not incurred travel expenses. <p><i>*Note: A courtesy discount of 35% has been extended and built into the proposed pricing recognizing the civic/community service focus of Salem State University.</i></p>	<p>*\$19,000– 24,000</p>
OPTIONS	
<p>Provide Development Support</p> <ul style="list-style-type: none"> Check in calls (4 quarterly calls with President and select Board members) Formal progress measurement and review with the Board Formal President performance evaluation 	<p>\$6,000 \$8,000-10,000 \$11,000-14,000</p>

- As proposed Executive Consultant is local, there is no anticipated additional travel time of lodging expenses.
- Pricing is valid through the end of 2012.

SUBJECT: Executive Committee Meeting Report of August 21, 2012

The Executive Committee of the Board of Trustees met Tuesday, August 21, 2012, in room 204 of Marsh Hall located on the Central Campus of Salem State University.

Present for the Committee were Trustees Scott (Chair), Abdoo (Co-Chair), Mattera, Quiroga and Segal; President Meservey (Committee Liaison); Executive Vice President Cahill and Secretary to the Board Fleischman. Also present: Trustees Bertrand and Davis.

Chair Scott called the meeting to order at 4:04 pm.

Chair Scott began by reviewing the agenda. She discussed the various issues that prompted the by-law review starting last spring. At the time, a by-law committee was appointed, however after convening it was decided that the current by-laws place the authority for by-law modification with the Executive Committee. As a result, the activity was moved to the Executive Committee, where it will remain until it is considered by the full board. (Attachment A) There was discussion of the various proposed by-law revisions.

Number of meetings: The by-law change related to reducing the number of full board meetings from four to five prompted discussion around the flow of board work. President Meservey explained that analysis of the board schedule has shown that the flow of work at the university does not support the need for a full board meeting in November. After the final budget and audit are approved, typically at the October meeting, the next business requiring full board attention is preparation of the annual budget after the release of the governor's budget in late January. While committee meetings could be maintained on members calendars and be held at the discretion of the committee chairs, the November meeting could be eliminated and the number of meetings in the by-laws reduced from five to four.

Note: Trustee Abdoo joined the meeting at 4:30 pm.

Committees and their charges: Next, there was discussion on the various changes proposed to the committees and their charges. It has been proposed that the Institutional Advancement Committee will have Marketing and Communications added to its scope to allow it to address a broader range of issues affecting the public face of the university beyond just fund raising. Trustee Quiroga asked whether there was a need for an advancement committee given the Foundation's responsibility for the campaign. President Meservey responded that a clearer picture of the range of subjects to be covered by this committee would be helpful in drawing a distinction between the Foundation and an advancement committee. The trustees have a fiduciary responsibility with regard to fundraising even though there is a foundation, providing the committee with an important role. Trustee Quiroga agreed on the trustees' necessary role in advancement but felt clarity was needed on how the board collaborates with the Foundation. The President added that the Marketing and Communications function would be focused primarily on branding and positioning of the institution rather than on individual programmatic activity.

Another committee with an expanded charge under consideration was the Risk Management and Audit Committee, formerly the Audit Committee. There was discussion about legal matters being brought under the purview of both this committee and the Executive Committee. Trustee Abdoo expressed concern about the responsiveness of the board in urgent matters if required to submit to review by two committees. Trustee Quiroga added concern about confusion between the two committees over which was responsible for specific issues as they arose. It was determined that the roles of the two committees would differ: Risk Management and Audit would oversee more routine legal matters while Executive Committee would be involved with the more urgent and significant legal matters involving the university. Further, it would be the responsibility of the Risk Management and Audit Committee chair or vice chair, in conjunction with committee staff, to ensure that matters that require the attention of the Executive Committee are brought forward in a timely manner.

In a discussion of the number of standing committees, Trustee Mattera stated that by better defining the standing committees, the board could reduce the specific responsibilities of the Executive Committee. President Meservey agreed, noting that the Executive Committee has the responsibility to act on behalf of the board. She added that by housing risk management in a committee, it, too, is a vehicle to act when the full board cannot assemble.

Non-trustee members: In the matter of allowing non-trustee members on board committees, Trustee Mattera recommended that they be advisory rather than voting members. Chair Scott reviewed the rationale for including non-trustee members (i.e.: small board, opportunity to have more voices at the table, bring potential future members into contact with university, expand circle of institutional friends). There was general agreement to the approach and to the advisory nature of the non-trustee membership.

Upon a motion duly made by Trustee Mattera, seconded by Trustee Quiroga, it was

VOTED: The Executive Committee of the Board of Trustees of Salem State University recommends that the Board approve the By Laws as amended in Attachment A. (EX-13-01)

The motion passed with Trustees Mattera, Quiroga, Scott and Segal voting in the affirmative and Trustee Abdoo voting “Present.”

Committee Assignments and Schedule: There was then review of proposed committee assignments and the proposed committee meeting schedule (Attachments B and C). Trustee Abdoo provided historic context for the evolution of the committee schedule. Trustees Abdoo, Mattera and Quiroga expressed some concern with the midday start time for the series of consecutive meetings, a departure from the 2011-12 schedule. It was agreed that a revised schedule would be ready for discussion at the 9/19/12 meeting.

9/19 Agenda Review: Chair Scott began a discussion of the agenda for the organizational meeting to be held on September 19, 2012 with a review of the outside-the-board projects that trustees were currently serving on, including: Trustee Davis/AGB Student Learner Outcomes Project; Trustee Segal/Foundation Board and Campaign Committee; and Trustee Mattera/Campaign Committee. The meeting, she explained, has multiple purposes: to lay the groundwork for the course of the year as a board; to outline/review major initiatives; and to review the role of the board (Attachment D). Chair Scott also expressed a hope that discussion could take place on how to streamline the business at

meetings to allow the board to address substantive issues. President Meservey explained that committee liaisons have been asked to prepare 1-2 page handouts for the board giving an overview of the committee and summarizing the top agenda items from the last year along with the primary issues for the year ahead. Trustee Mattera requested that the liaisons be in contact with the committee chairs in preparing these handouts.

Reviewed Personnel Action: Scott James: President Meservey reviewed the context in which the personnel action involving Associate Vice President Scott James was being proposed, including the need for the risk management function, the additional responsibilities for Executive Vice President Cahill, and the realignment of Student Life with Enrollment Management (Attachment E). In addition, academic advising, now housed in enrollment management, will transfer to the provost's office as will students with disabilities services, now currently under student life.

Trustee Abdo inquired into the budgetary implications of the promotion. The president explained that she planned to extend a \$15,000 increase to Dr. James as a result of these increased responsibilities and in keeping with the salary range of the other vice presidents. There are no other salary adjustments planned related to the action, although there could be additional administrative support needed in the risk management division in the next 1-2 years. The president explained that the timing of the request was related to EVP Cahill's illness this past spring and the desire that he be fully recovered before implementing the realignment. The president would like to have the promotion accomplished before the beginning of the academic year, hence the proposed vote by the Executive Committee rather than by the full board in October.

Trustee Segal asked about the comparative number of non-unit positions at the university in the last five years. The president reminded the committee that the university eliminated 50+ administrative positions in 2009 as part of a restructuring, 26 through layoffs. A few positions have since been filled, but the net is still below pre-2009 levels. Trustee Quiroga suggested that an analysis of staffing requires more than just a review of the number of positions. Chair Scott concurred, stating that a true analysis would require an understanding in the differences in the institution over that 5-year time period. Trustee Mattera stated that he felt it was the prerogative of the president to promote individuals.

Upon a motion duly made by Trustee Mattera, seconded by Trustee Segal, it was unanimously
VOTED: The Executive Committee of the Salem State University Board of Trustees hereby accepts the recommendation made by President Meservey for the promotion of Dr. Scott James to the position of Vice President, Enrollment Management and Student Life; effective immediately. (EX-13-02)

President Meservey thanked the Executive Committee for their support.

Informational items:

- Mainstage Theatre renovation is in the schematic design phase. The university will need to look at bridge funding next summer. The proposal will be brought through Finance & Facilities and will borrow against the Foundation's assets per a Division of Capital Asset Management requirement.
- Master Visioning 2040 is underway. Board represented by Trustees Quiroga and Scott. Group began meeting on August 1. (Attachment F)

-Association of Governing Boards (AGB) Assessment of Student Learning: Salem State has been invited to participate along with ten other institutions. Trustee Davis will represent the Board on a team that will include President Meservey, Provost Esterberg, Associate Provost DeChillo and Director of Institutional Effectiveness and Planning. The first meeting is in Washington, DC at the end of September. (Attachment G)

In closing, President Meservey noted the need to schedule a meeting of the Finance & Facilities Committee for the purpose of voting on the final FY2012-13 operating budget. She suggested this meeting might be accomplished around the time of the board meeting on either September 19, 2012 or October 10, 2012. The president indicated she would consult with Trustee Quiroga, chair of the committee, about the matter.

There being no further business to come before the Committee, Chair Scott declared the meeting adjourned at 5:59 pm.

Prepared by: J. Fleischman, Secretary to the Board of Trustees

Board of Trustees 2012-13

Pamela C. Scott, Chair

David C. Abdo, Vice Chair

**COMMITTEE MEMBERSHIP – updated 8/20/12****Institutional Advancement, Marketing & Communications (0:00-0:00pm)**

Paul Mattera, Chair
 James S. Ansara, Vice Chair
 Marcel V. Quiroga
 Jacob S. Segal
 1 seat pending: Open
 University Liaisons: VP Cynthia McGurran & VP Tom Torello

Academic Affairs & Student Life (0:00-0:00pm)

David C. Abdo, Chair
 Alyce Davis, Vice Chair
 Roger Berkowitz
 Mary Bertrand
 Jacob S. Segal
 Regina M. Villa

University Liaisons: Provost Kristin Esterberg & VP Scott James

Executive Committee (0:00pm – as required)
-includes Government Affairs

Pamela C. Scott, Chair
 David C. Abdo, Vice Chair
 Paul Mattera
 Marcel V. Quiroga
 Jacob S. Segal

University Liaison: President Meservey

Finance & Facilities (0:00-0:00pm)

Marcel V. Quiroga, Chair
 Paul Mattera, Vice Chair
 David C. Abdo
 Roger Berkowitz
 Mary Bertrand

University Liaison: VP Andrew Soll

Risk Management & Audit (0:00-0:00pm)

James S. Ansara, Chair
 Jacob S. Segal, Vice Chair
 Alyce Davis
 2 seats pending: Open

University Liaison: EVP Stan Cahill

Special Committees:**Nominating – constituted in Spring 2013****Presidential Review – thru 3Q AY2013**

David C. Abdo, Chair
 Paul Mattera
 Marcel Quiroga
 Jacob S. Segal

University Liaison: BOT Sec. Jean Fleischman

COMMITTEE MEETING DATES*(Meetings start at 0:00 p.m.)*

September 19, 2012
 November 14, 2012 (at chairs' option)
 January 30, 2013
 March 27, 2013
 May 22, 2013

BOARD MEETING DATES*(Meeting starts at 5:00 p.m.)*

October 10, 2012
 February 13, 2013
 April 10, 2013
 June 5, 2013

Board Meetings will be held in Conference Room 210 of Marsh Hall, Central Campus with a light snack served for Board members. Committee meetings will be held in Rooms 204 and 210 of Marsh Hall, unless otherwise noted.

2012-2013

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<http://www.vertex42.com/calendars/>

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Date	Event or Holiday
Committee Meetings:	
Wed., Sept. 19, 2012	org'l mtg.
Wed., Nov. 14, 2012	at chairs' option
Wed., Jan. 30, 2013	
Wed., Mar. 27, 2013	
Wed., May 22, 2013	

Regular BOT Meetings:	
Wed., Oct. 10, 2012	
Wed., Feb. 13, 2013	
Wed., Apr. 10, 2013	
Wed., Jun. 5, 2013	

Special Meetings:	
Mon., Mar. 4, 2013	Student Budget

Holidays and/or important dates	
3-Sep	Labor Day
16-Sep	Rosh Hashanah begins at sundown 9/16
26-Sep	Yom Kippur begins at sundown 9/25
8-Oct	Columbus Day
11-Nov	Veterans Day
22-Nov	Thanksgiving Day
21-Jan	ML King Day
18-Feb	President's Day
25-Mar	Passover begins at sundown
15-Apr	Patriot's Day
27-May	Memorial Day
University dates	
4-Sep	Opening Day
23-Nov	Thanksgiving break
24-Dec	Christmas break (12/24/12-1/1/13)
11-Mar	Spring break (3/11-15/13)
16-May	Graduate Commencement

Proposed Committee Meeting Schedule
8/21/12

12:30 pm	lunch available	
1:00-2:05 pm	Audit & Risk Mgt (1:05)	(Ansara, Davis, Segal)
2:05-2:15	Break	
2:15-3:20 pm	Inst Adv & Mktg Com (1:05)	(Ansara, Mattera, Quiroga, Segal)
3:20-3:30	Break	
3:30-4:35pm	Academic Af & Student Life (1:05)	(Abdoo, Berkowitz, Bertrand, Davis, Segal, Villa)
4:35-4:45	Break	
4:45-5:55 pm	Finance & Facilities (1:10)	(Abdoo, Berkowitz, Bertrand, Mattera, Quiroga)
5:55 -6:00 pm	Break	
6:00 pm	Executive (if needed)	(Abdoo, Mattera, Quiroga, Scott, Segal)

SPECIAL MEETING OF THE BOARD OF TRUSTEES

in lieu of Committee Meetings

September 19, 2012 – 3:00 p.m.

Marsh Hall, Room 210, Central Campus, Loring Avenue

Salem State University

Salem, Massachusetts

-AGENDA -

I. Call to Order

II. Welcome, Introduction, Overview of Board *Chair Scott and President Meservey*

III. By Law Changes – Discussion (Att. A of 8/21/12 Executive Committee Report)

IV. Committee Meeting Schedule – Discussion (Att. B)

V. Strategic Plan Overview - Discussion

VI. Board Process & Priorities

- ▶ Overview *Chair Scott, President Meservey, Secretary Fleischman*
- ▶ Academic Affairs & Student Life
- ▶ *Trustee Abdo, Provost Esterberg, VP James, AVP & Dean Stoll*
- ▶ Institutional Advancement, Marketing & Communications
- ▶ *Trustee Mattera, VP McGurren & VP Torello*
- ▶ *Discussion to include: Salem State University Foundation and Alumni Association*
- ▶ Finance & Facilities *Trustee Quiroga, VP Soll*
- ▶ Risk Management & Audit *Trustee Ansara, EVP Cahill*
- ▶ External Affairs *President Meservey, Chief of Staff Bower*
- ▶ Special Topics *Chair Scott*
- ▶ Salem State University Assistance Corporation *President Meservey*

VII. Fitness Center Naming – Action Needed *President Meservey*

VIII. Adjournment



Patricia Maguire Meservey, *President*

To: Members, Executive Committee, Board of Trustees
From: Patricia Maguire Meservey, President
Date: August 16, 2012
Topic: Promotion of Scott James to Vice President

I am requesting approval from the Executive Committee to promote Scott James, Associate Vice President for Enrollment Management to Vice President for Enrollment Management and Student Life. Scott would assume responsibility for the division of Student Life that currently reports to Executive Vice President Stanley Cahill.

This realignment is a logical next step in the ongoing effort to strengthen programs and services for our students. The division of Enrollment Management has key responsibility for the recruitment and retention of students and the integration of its work with Student Life is essential. Having these two divisions report to one senior administrator will enhance the communication, planning, and strategic efforts among the various offices housed under both.

Scott James joined Salem State in the summer of 2008 and over the past four years he has built a highly effective enrollment management effort for the university. The departments that currently report to him (see the organizational chart attached) have strong, effective leaders and are providing comprehensive services to our students. Financial Aid will have a new director as of next week replacing Mary Benda who retired in June.

Having built his enrollment management team, Scott is now able to assume additional responsibilities. While the division has performed well under the guidance of Stan Cahill and Associate Vice President James Stoll, we have had challenges this year in two important aspects of Student Life: Residence Life and Career Services. We recruited a new director of Residence Life last year who has needed to build an entirely new administrative team. We just recruited a new director for Career Services who began her work last week. Additionally, we have a new director of our Counseling and Health Services following the retirement of Linda Jones. I believe we can improve our work by directly connecting these two student-oriented units, and with the new leadership in several areas, the timing is right.

Related to the merger of Enrollment Management and Student Life is the recent decision of Stan Cahill to retire in the summer of 2014. Prior to assuming his role as Executive Vice President, Stan was our Vice President for Student Life. His portfolio now includes many other areas of responsibility including human resources, public safety, information technology, and athletics. He also oversees our emergency preparedness. With the exception of athletics, Student Life is an odd piece of his portfolio; one created by past

responsibilities and the talents of the person, Stan, rather than the organizational needs of the university. As I considered how to position the organization after Stan's retirement, it became very clear that the merger of these two areas of responsibility would benefit our students.

With this shift of responsibilities, however, I am also asking Stan Cahill to develop a Risk Management Office for the university. This is an area of great concern in higher education and at present, our risk assessment and management is shared among many administrators. We do not have a comprehensive assessment practice and would benefit from a thorough review of our policies and procedures. Stan, who has a background in labor management along with his student life work, is well suited to shape this new office. His portfolio has areas of key risk concern – personnel, data, and safety. As I consider the oversight for these areas of the university after Stan's retirement, I would envision hiring a person with general counsel/compliance expertise.

Thank you for your consideration of this request. With the board's support, I would like to affect this personnel action by the beginning of the academic year.

Experience

June 2008 – present

Associate Vice President for Enrollment Management, Salem State University

- As the university's first chief enrollment officer, develop and lead the execution of a comprehensive strategic enrollment management and recruitment plan that provides a roadmap for the achievement of the University's strategic enrollment management goals
- Provide leadership and vision for building a collaborative and strategic approach to student services in the areas of Admissions, Financial Aid, Registrar's Office, Commencement, Orientation, Veteran's Affairs, and the Center for Academic Advising
- Provide leadership and vision for enrollment planning and oversee undergraduate, graduate and evening school admissions in conjunction with their respective deans
- Hire, develop, evaluate, and provide leadership to division directors—currently numbering 8 individuals
- Lead the University's external enrollment partnership initiatives, including the Commonwealth Dual Enrollment Program and Early College Programs
- Maintain fiscal accountability for the areas of responsibility, including operating, personnel and financial aid budgets
- Play a key role in integrated marketing and strategic planning efforts in designated areas of responsibility using appropriate data sources
- Work in collaboration with the Provost and Academic Vice President on ongoing retention initiatives
- Ensure compliance with federal and state regulations

January 2006 – June 2008: *Associate Vice President of Enrollment Management, Lesley University*

June 2003 – December 2005: *Director of Student Administrative Services, Lesley University*

June 2002 – June 2003: *University Registrar, Lesley University*

- Support the University's mission by playing a significant leadership role in increasing enrollment, strengthening the academic excellence of students, and building a more engaged campus community
- Work with other senior administrators on University-wide enrollment management strategies and initiatives to enhance quality student services from point of contact through graduation
- Actively participate in the extraction and analysis of enrollment data in conjunction with the Director of Enrollment Research
- Provide leadership and team-building, supervision and evaluation, and on-going development of Directors in the Offices of Financial Aid, Student Accounts, and the University Registrar
- Set the strategy and oversee the maintenance and enhancement of student information systems and other computer technology—including on-line delivery of information and services—essential to the efficient operation of services provided to students through the central campus and multiple remote sites
- Advise the University on the impact of legislative and regulatory changes with respect to collections, registration and academic records, and financial aid policies and programs
- Maintain active affiliations with professional associations and other organizations that will ensure updated knowledge of best practices, industry standards, compliance issues, and government regulations
- Manage the operational and personnel budget for student administrative services (\$3 million)

February 2000 – June 2002

Managing Associate Registrar, Suffolk University

- Manage all technology and operational functions of University Registrar's Office
- Supervise full-time support staff
- Train office and departmental staff on the use of Datatel's Colleague
- Oversee course and room scheduling at the University level
- Ad hoc reporting and data analysis; "canned" report programming

September 1996 – February 2000

Assistant Registrar, Harvard Graduate School of Education

- Point person for all technology-related issues in the Registration Office
- Manage and oversee course and student databases
- Conduct degree audits of masters and certificate students; prepare official degree lists

June 1994 – September 1996

Registration & Systems Administrator, Boston University Graduate School of Management

- Point person for all technology-related issues in the office
- Primary point of contact with University central student service offices
- Conduct degree audits for MBA and MS candidates; prepare official degree lists

October 1991 – May 1994

Assistant to the Dean, Office of the University Chaplain, Boston University

- Administrative and organizational support to the Dean of the Chapel
- Assisted the Dean with committee work; attended meetings in his absence

September 1990 – October 1991

Administrative Assistant, Boston University College of Engineering

- Administrative and organizational support to the Assistant to the Chairman

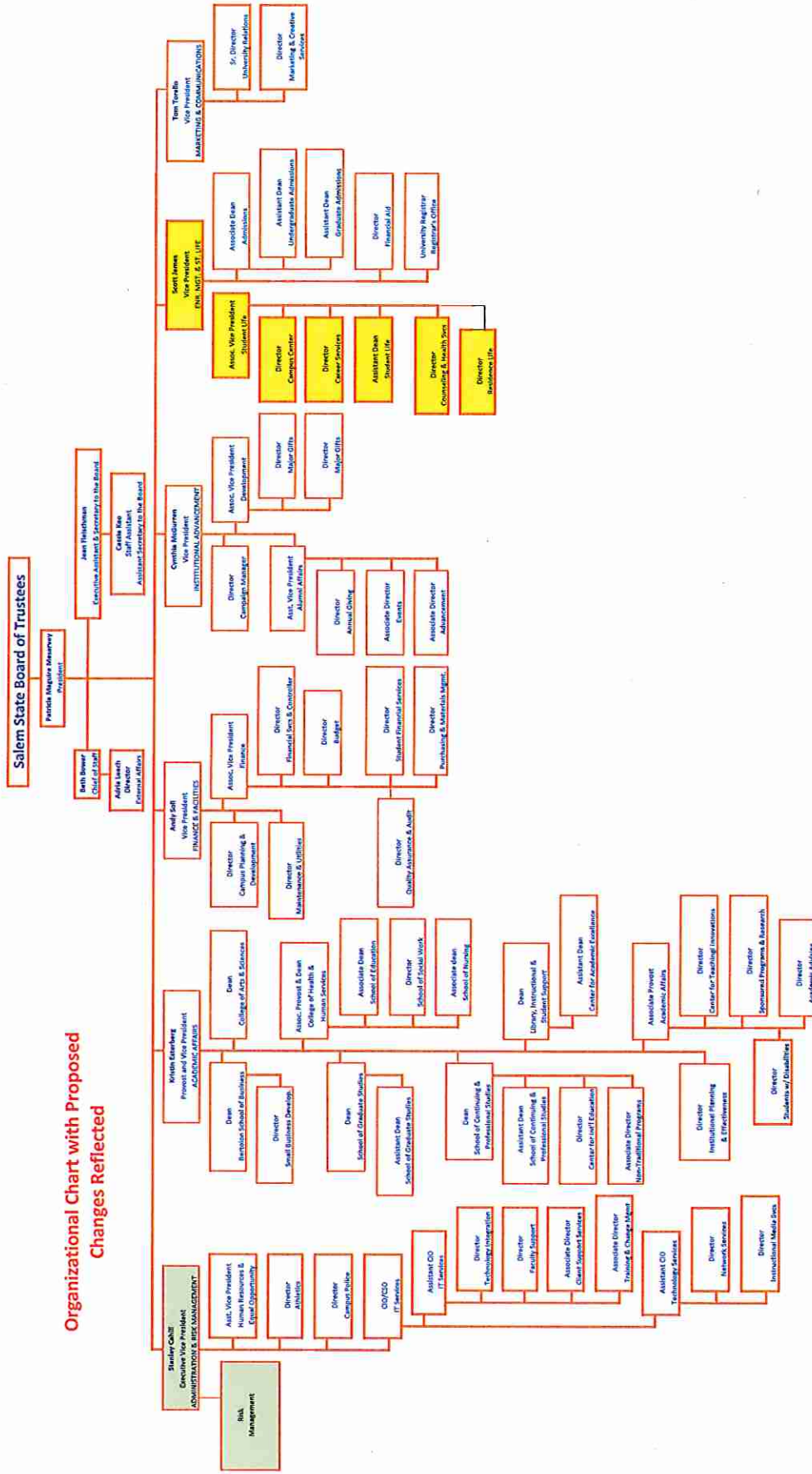
Education

Vanderbilt University: *Doctor of Education*, Higher Education Leadership and Policy

Harvard University: *Master of Education*; Administration, Planning, and Social Policy

Boston University: *Bachelor of Arts*; Psychology

Organizational Chart with Proposed Changes Reflected



Campus Facilities Master Vision

INTRODUCTION

Salem State University's mission is to provide a high quality, student-focused education that prepares a diverse community of learners to contribute responsibly and creatively to a global society and to serve as a resource to advance the North Shore region's cultural, social and economic development. The university embraces a facilities vision study and process that adheres to the vision, values and goals established in the university's strategic plan.

As part of that mission, the university seeks to build on a focused master plan prepared by the Commonwealth of Massachusetts Department of Capital Asset Management (DCAM) in 2007 to successfully integrate the university's strategic plan with the capital development and improvement plan to meet the long term needs of the institution.

GOAL

The facilities master vision will integrate the university's strategic plan, academic plan, enrollment plan and student life plan with the 2007 capital improvement master plan and other studies completed in recent years to identify achievable actions and long term directions for facilities that will further the institution's transition from college to university and support long term development consistent with the university's mission.

PURPOSE

- To document and incorporate previous physical facility assessments into a comprehensive facilities master vision in the context of a strategic academic plan, enrollment plan and student life plan.
- To analyze current space allocations, assignments and utilization patterns to determine what reallocations or other changes could result in more effective utilization of existing and future space.
- To provide a framework for the decision-making and coordination associated with future campus development, improvement and utilization.
- To identify and understand opportunities outside the university's existing borders, including alternative models for delivery of university services, so that the university will be able to make decisions about physical and fiscal resources in an informed, expeditious manner.
- To consider and recommend "green" strategies for future campus development and improvement.

SCOPE

- Review existing studies and planning documents to identify goals and recommendations that may be incorporated into the campus facilities vision.
- Analyze current space allocation, assignment and utilization and identify programmatic space needs and constraints for academic, administrative, athletic and student life, student services, residential life, and physical plant space including trigger points for expansion needs and opportunities as the university grows in programs and enrollment.
- Analyze current space allocation and utilization patterns and develop strategies for improving the organization of space assignments to result in improved utilization.
- Evaluate existing infrastructure and recommend a master campus utility plan that provides for reliable operations, maximizes “green” technologies and builds flexibility of fuel use based on market availability and pricing.
- Identify opportunities and constraints for redeveloped land use and ownership that supports university goals while facilitating and improving town/gown relationships.
- Identify, illustrate and evaluate existing and proposed vehicular, pedestrian, and parking networks that would effectively serve the university community, while simultaneously respecting the university’s neighborhood relationships.
- Evaluate and recommend a master wayfinding plan that respects the university’s branding, establishes gateways to the campuses, provides a sense of “on campus”, and provides a clear and concise wayfinding protocol to assist campus newcomers and visitors.
- Assess and develop recommendations to improve campus-wide accessibility.
- Identify backfill opportunities and constraints for proposed campus relocations.
- Establish a campus open spaces plan and a master landscape plan that utilizes native species and facilitates the migration of campus greening to more sustainable patterns.

7/19/12

Campus Facilities Master Vision

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EXECUTIVE COMMITTEE – Decision-making authority that sets policy and priorities, reviews and approves all recommendations for inclusion in final vision to be presented to the Board of Trustees for approval.

- Patricia Meservey, chair
- Kristin Esterberg
- Stan Cahill
- Scott James
- Andy Soll

FACILITIES VISIONING TASK FORCE – Group of stakeholder representatives that provides input, identifies priorities, suggests directions, reviews finding and recommendations, and serves as the “gateway” between the planning process and the community.

- Board of Trustees – Marcel Quiroga, Pamela Scott
- Finance & Facilities – Andrew Soll, Co-Chair
- Academic Affairs – Amie Goodwin
- Student Life – Jim Stoll
- Institutional Advancement – Cynthia McGurren
- Marketing & Communication – Tom Torello
- Enrollment Management – Megan Miller
- External Affairs – Adria Leach
- Information Technology Services – Pat Ainsworth
- Faculty
 - Arts & Sciences Rep – TBD
 - Health/Human Services Rep – TBD
 - Business Rep – TBD
- Space Committee – chair, TBD
- Deans’ Representative – Shelly Sweeney
- Students – TBD
- Salem State Foundation – TBD
- SSUAC – David Perini
- DCAM Representative – Altaf Mulla
- MSCBA Representative – Janet Chrisos
- DHE Representative – Kate Harrington

- Non-Member Resources –
 - Campus Planning & Development – Debra Mizia
 - Institutional Effectiveness and Planning – Neal Fogg
 - Budget – Steve Jervey



Improving Board Engagement with Student Learning Project Overview

Fulfillment of the institution's mission is a fiduciary responsibility of governing boards, and educational quality is the heart of the mission. Board awareness of this responsibility has grown alongside institutional attention to student learning assessment, yet AGB's recent study found that 62% of boards report they do not spend enough time in board meetings on student learning outcomes. To encourage and support their efforts, AGB approved a 2011 statement on board responsibility for educational quality and is launching a demonstration project on boards' efforts to help ensure educational quality at their institutions.

AGB, with the support of the Teagle Foundation, will engage 8 to 10 diverse institutions and state systems and their boards in an 18-month effort to identify appropriate board-level metrics related to student learning and effective governance practices to focus the board's oversight of educational quality. During that time, AGB will convene teams from the participating institutions twice and provide them with additional periodic consultation as they work to identify effective metrics and strategies for board engagement. At the conclusion of the project, we will ask teams to report on their progress, paying particular attention to what works and the obstacles and difficulties they encountered.

We will ask institutions to complete the following tasks:

- Form a project team to lead this effort. That team should include the primarily campus liaison to the academic affairs committee of the board (often the chief academic officer) as well as at least one board member, and the campus director of assessment. The team may include others as well including faculty leaders and the individual responsible for undergraduate education if not the chief academic officer.
- Send a team of 3-4 people to a kick-off project meeting and send one or two individuals to a final project meeting.
- Engage in pre-meeting and post-meeting work related to identifying and refining board-level metrics.
- Develop strategies to engage the board in ensuring educational quality, including rethinking the work of the Academic Affairs Committee of the board.
- Share metrics and strategies used to engage the board in monitoring performance in student learning.
- Provide brief written reports on strategies of success and attempted efforts to engage the board in educational quality oversight.

AGB, in turn, will support your institution's participation in the following ways:

- Reimburse your institution for the onsite costs associated with sending a team of 3-4 people for the project meeting;
- Provide expert consultation at least twice by phone as well as feedback on your metrics;

- Highlight your efforts and contributions in AGB publications and via its website, and spotlight exemplary practices and outcomes at the 2013 National Conference on Trusteeship;
- Issue a press release about your selection into this competitive, national program.

The project advisory committee members are Peter Ewell (NCHEMS), Stan Ikenberry (National Institute for Learning Outcomes Assessment), George Kuh (National Institute for Student Learning Outcomes Assessment), David Paris (New Leadership Alliance for Student Learning and Accountability), Kenneth A. (Buzz) Shaw (president emeritus, Syracuse University), and Beverly Tatum (president, Spelman College).

For additional information about this project, please contact its co-directors, Ellen Chaffee, Senior Fellow, (701-840-1780) ellen.chaffee@gmail.com or Peter Eckel, Vice President, Governance and Leadership Programs (202-776-0829) or Peter@agb.org.

AGB thanks the Teagle Foundation for its generous support of this effort.

SPECIAL MEETING OF THE BOARD OF TRUSTEES

January 16, 2013 – 5:00 p.m.

*Martin Luther King Conference Room, Ellison Campus Center, North Campus
Salem State University
Salem, Massachusetts*

- AGENDA -

I. Call to Order

II. New Business

- ▶ - Real Estate Acquisition Opportunity
- ▶ - Real Estate Development Opportunity
- ▶ - Other

III. Adjournment

SPECIAL MEETING OF THE BOARD OF TRUSTEES
January 16, 2013

PRESENT: Trustees Bertrand, Mattera, Quiroga, Scott (Chair), Segal, and Villa; President Meservey; Executive Vice President Cahill and Secretary to the Board Fleischman. Participating remotely by phone: Trustees Abdoo (Vice Chair) and Lancome.

ABSENT: Trustees Ansara, Berkowitz and Davis.

Individuals also present and participating in the meeting: Vice President for Enrollment Management and Student Life Scott James; and Vice President for Finance & Facilities Andrew Soll.

The provisions of General Laws, Chapter 30A, having been complied with and a quorum of the Board being present, the Board of Trustees of Salem State University held a special meeting in Ellison Campus Center, Martin Luther King Conference Room, North Campus, Salem, Massachusetts, on January 16, 2013, with Pamela C. Scott, Chair, presiding.

* * *

I. CALL TO ORDER

Call to Order

Chair Scott called the meeting to order at 5:09 p.m.

* * *

II. NEW BUSINESS

New Business

Chair Scott announced that the matters for discussion under New Business related to real estate acquisitions and development opportunities and that discussing them in open session would compromise the university's competitive position. Therefore, the Board would go into Executive Session for these discussions and would come back into session for the purpose of adjourning as there was no further business on the agenda.

In addition, as Trustees Abdoo and Lancome were participating remotely by telephone, Chair Scott confirmed with each trustee that he was participating alone, in keeping with Open Meeting Law requirement. Trustee Abdoo and Trustee Lancome both confirmed that they were alone.

Upon a motion duly made by Trustee Mattera and seconded by Trustee Quiroga, a roll call vote was taken at 5:11 p.m. to go into Executive Session.

Voting in the Affirmative: Abdoo, Bertrand, Lancome, Mattera, Quiroga, Scott, Segal and Villa.

Voting Against: None

Note: Trustee Lancome left the meeting at 6:10 p.m.

Following the Executive Session, the Board returned to regular session. There being no further business to come before the Board, the chair called for a motion to adjourn.

* * *

III. ADJOURNMENT

Adjournment

There being no further business to come before the Board and on a motion duly made by Trustee Villa and seconded by Trustee Segal, it was unanimously

VOTED: To adjourn the meeting at 7:03 p.m.

Respectfully submitted,



Patricia Maguire Meservey
President



Jean E. Fleischman
Secretary to the Board of Trustees