

**BOARD OF TRUSTEES
February 12, 2020**

PRESENT: Trustees Mattera (chair), Butts, Chisholm, Contreras, DeSimone, Katzman, Lutts, and Wilkens. Also participating at the meeting were President Keenan and Board Secretary Montague and Assistant Secretary Sadowski.

ABSENT: Belsito-Zahlaway, Murphy and Russell

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 regular meeting in Marsh Hall, Room 210, Central Campus, Loring Avenue, Salem, Massachusetts, on February 12, 2020, at 4:30 pm with Paul Mattera, Chair, presiding.

* * *

I. CALL TO ORDER - Chair Mattera called the meeting to order at 4:30 pm. The Chair introduced himself and acknowledged the faculty present. He also welcomed Matt Noyes, Director of Trustee and Governmental Relations with the Massachusetts Department of Higher Education (DHE) and explained that Matt is the liaison to all of the Board of Trustees across the state. Chair Mattera then turned to the next matter of business and he explained that the meeting would follow a tight agenda as at 5 pm the Board would meet in a pre-scheduled joint meeting with the Foundation Board.

Call to Order

II. CONSENT AGENDA - Chair Mattera read the items contained on the Consent Agenda and asked for any objections or modifications and hearing none he asked if there was a motion. Trustee Katzman duly offered a motion to approve which was seconded by Trustee Contreras, and it was

Consent Agenda

VOTED: To approve the Consent Agenda of February 12, 2020 (CA-19-02)

Committee Actions

* * *

III. COMMITTEE ACTIONS:

Academic Affairs and Student Life - Trustee DeSimone presented the committee’s recommended motion and hearing no further discussion asked for a second. Trustee Contreras seconded the motion and it was

Academic Affairs

VOTED: to recommend to the full board the personnel action that **Stephanie Bellar (see attached) be appointed as dean with the right to “take up” a faculty appointment at the rank of Professor in the political science department with tenure pursuant to the agreement between the Board of Higher Education and the Massachusetts State College Association, article XX, sections C(3) and M. (AA-19-01)**

Appointment of Bellar as dean

* * *

Institutional Advancement, Marketing and Communication – Trustee Chisholm then presented the committee’s recommended Naming Policy. She reminded the trustees that several revisions had been made to update the policy. Hearing no further discussion Trustee Lutts seconded the motion and it was,

*Institutional
Advancement,
Marketing and
Communications*

*Naming Policy-
Approval of
Amendments*

VOTED: The Board of Trustees hereby approve the amendments made to the Salem State University Naming Policy (attached). (IA-19-01)

Trustee Chisholm then moved to the committee’s second recommended motion regarding its charter revision. With no discussion Trustee Katzman seconded the motion and it was,

*Approval of
Charter
Amendments:*

VOTED: The Board of Trustees hereby approve the amendments made to the Salem State University Institutional Advancement and Marketing & Communications charter as attached. (IA-19-02)

* * *

III. Open Forum - Chair and Professors Darien, Duclos-Orsello, Kitanov, Manago and Mulcare introduced themselves and shared their presentation, “State of the University: Faculty Perspectives on Budget Austerity, Enrollments, and Academic Vision”. The faculty expressed their appreciation to be able to provide a chairperson’s view and their concern that the university is in crisis. The faculty members expressed their goal to do four things in their briefing:

- Introduce themselves and reintroduce Salem State University through the eyes of faculty
- Highlight some negative consequence of recent decisions
- Share suggestions for future directions and current efforts to those ends
- Open up a new line of communication and partnership

Note - The faculty statement and presentation are attached hereto in their entirety.

Chair Mattera thanked the faculty for their presentation and their presence at the board meeting. He added that some of the faculty may be surprised at the advocacy and partnerships already here, the DHE’s Liaison Matt Noyes is an advocate. Chair Katzman chairs Finance Committee, Midge DeSimone who chairs Academic Affairs knows about student retention. He suggests that, he return the faculty’s invitation and suggests that the faculty work with the board and administration at its committee level.

Due to the late meeting time (the Board’s Special Joint meeting with the Foundation was scheduled to begin at 5pm) the Open Forum was closed.

* * *

IX. ADJOURNMENT - There being no further business to come before the Board and on a motion made by Trustee Katzman and seconded by Trustee Lutts, it was unanimously:

VOTED: to adjourn the meeting at 5:04 pm

Adjournment

Respectfully submitted,



John Keenan
President



Lynne Montague
Secretary to the Board of Trustees



TO: John D. Keenan, President
 FROM: David J. Silva, Provost and Academic Vice President *David Silva*
 DATE: January 9, 2020
 RE: Right to take up a faculty appointment with tenure for Dr. Stephanie Bellar

In concert with Dr. Stephanie Bellar’s appointment as Dean of the School of Graduate Studies at Salem State University on May 31, 2020, I hereby recommend the following: At such time that Dr. Bellar might separate from her duties as dean and consequently exercise her right to take up a faculty appointment at Salem State University, she be immediately appointed to the faculty at the rank of Professor in the Political Science Department with tenure.

The terms of any such faculty appointment shall be governed by the collective bargaining agreement currently in force with the Massachusetts State College Association (MSCA) and any successor agreements. Per the MSCA agreement currently in effect, Article XX, Section M:

Each of the Universities may grant persons appointments as academic administrators, whether any such person comes from within or outside the bargaining unit, for a period of up to six (6) years on terms that permit such person to return to or to take up a faculty or librarian appointment with tenure at such University; every such faculty appointment shall be within a particular academic department at the University (which shall be deemed to include the successor, by merger or otherwise, to such department). ...

For the purposes of this Section M, an appointment as an academic administrator shall be an appointment granted to a person who holds or has held an appointment with tenure as a faculty member or librarian at a college or university and whose administrative appointment is academic in its nature. ...

I hereby submit that Dr. Bellar is eligible to take up such a tenured appointment as she:

1. would be appointed “within a particular academic department” (Political Science);
2. is “a person who holds or has held an appointment with tenure as a faculty member... at a college or university” (University of Tennessee Chattanooga *and* University of Central Arkansas); and
3. has assumed an “administrative appointment [that] is academic in its nature” (dean).

In support of this request, I append a message from Assistant Provost Julie Whitlow, chair of the search committee, confirming that (a) all candidates to advance in the process were required to provide evidence of “University teaching experience complemented by an excellent research, scholarly contributions and record of academic achievement to merit appointment with tenure” (a required qualification) and (b) Dr. Bellar presented “a record of academic achievement meriting appointment as a tenured full professor” (a preferred qualification). Moreover, Dean Gail Gasparich, having reviewed Dr. Bellar’s CV, concludes that Dr. Bellar’s credentials are commensurate with those of a tenured full professor in the College of Arts and Sciences.

I concur with these assessments, asserting that Dr. Bellar presents professional academic credentials that are unequivocally commensurate with those of a tenured member of the Salem State faculty.

Should you require additional information regarding this request, please contact me. Thank you.

- Approved
- Disapproved

John D. Keenan

 John D. Keenan, J.D., President

1/14/20

 Date

To: David J. Silva, Provost and Academic Vice President
From: Gail E. Gasparich, Dean College of Arts and Sciences
Date: January 8, 2020

Dr. Stephanie L. Bellar, who has been selected to become the next Dean of the School of Graduate Studies, has earned tenure at two former institutions, The University of Tennessee at Chattanooga and the University of Central Arkansas. She has taught a variety of course at both the undergraduate and graduate level at her former institutions. She has been the recipient of an Innovations in Teaching Award from the Tennessee Political Science Association, an E Award from the Tennessee Economic Council of Women for her Outstanding Contributions for the Economic Education of Women in Tennessee, and an Outstanding Professor of the year award from the Student Government Association at the University of Tennessee at Chattanooga. In the area of advising, she was recognized with the Outstanding UTC Advisor Award. Her scholarly work has recently focused on the area of Women on Corporate Boards. She has 10 refereed journal articles, two book chapters, and 37 conference presentations (serving as presenter, discussant, and/or chair) over her career. Additionally, in support of her scholarly work, Dr. Bellar has received several grants. She has an extensive record of service to her Department, College, University, and Profession including serving on the Women's Studies committee, chairing the Budget and Economic Status Committee, being a member of the UT Presidential Search committee, serving as the President of the East Tennessee Chapter of the American Society of Public Administration, as a board member on the Tennessee Women's Political Caucus, and the US Branch of Womankind Worldwide.

She would be a member of the Political Science Department should she return to the faculty at some point. Therefore, in my role as Dean of the College of Arts and Sciences, I find Dr. Bellar to be thoroughly qualified to be tenured at Salem State University, in keeping with the MSCA contractual requirements of tenure.

From: [C Julie Whitlow](#)
To: [David Silva](#)
Subject: Re: Seeking confirmation from the Search Committee regarding finalist
Date: Tuesday, January 07, 2020 12:47:39 PM

Yes and yes. Heading up soon if you need more info.

Julie Whitlow, Ph.D.
Asst. Provost for Global Engagement
Center for International Education
Salem State University
978-542-7107

From: David Silva <dsilva@salemstate.edu>
Sent: Tuesday, January 7, 2020 12:01:07 PM
To: C Julie Whitlow <cwhitlow@salemstate.edu>
Subject: Seeking confirmation from the Search Committee regarding finalist

Dear Julie,

I am writing to thank you and your committee for your hard work to attract, review, vet, and present candidates for the Graduate Dean position. As I have been working with the sole finalist (Dr. Bellar) in crafting a mutually agreeable appointment, I seek confirmation on two specific points.

1. In your committee's deliberation, did you require that every viable candidate provide evidence of "University teaching experience complemented by an excellent research, scholarly contributions and record of academic achievement to merit appointment with tenure," as explicitly stated in the job description?
2. More specifically to Dr. Bellar's credentials, is it the position of you and the search committee that Dr. Bellar presents "a record of academic achievement meriting appointment as a tenured full professor" at Salem State University? (I note that this was a "preferred qualification.")

Many thanks for your help as I seek to finalize an offer.

Regards,

-David

David J. Silva, Ph.D.
Provost and Academic Vice President
Salem State University

352 Lafayette Street

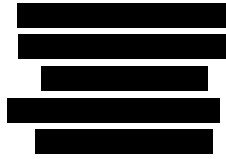
Salem, MA 01970

978.542.6246

dsilva@salemstate.edu / **Twitter:** [@SSUProvost](https://twitter.com/SSUProvost) / **Linked In:** [David Silva](#)

Forward. Together.

Stephanie L. Bellar, PhD.
University of Central Arkansas



Education: Ph.D., Political Science, University of Kentucky, 1986
M.S., Psychology, Austin Peay State University, 1980
B.S., Political Science and Sociology, Austin Peay State University, 1978

Post-Doctoral:

Women in Higher Education Administration Management Institute, Wellesley College 2000-2001
A limited residency program designed to equip women to take leadership positions in higher education.

Administrative Experience:

Dean of the Graduate School and Director of Sponsored Programs, 2014-2016

- Assumed oversight of all phases of graduate education, including the development and implementation of new graduate programs; oversaw the academic activity of graduate students; final approval of all theses and dissertations; approved all graduation audits; approved faculty for graduate faculty status; allocated funding for graduate assistantships; revised processing to enhance use of expertise and technology; oversaw staff of 5.
- Academic research officer oversaw allocations distributed through university research council; oversaw review and selection of faculty who received summer research stipends; allocated funds to students from student research fund.
- Oversaw development of grants and pre-award budgets; collaborated with grants accounting to ensure compliance with all state and federal regulations; engaged in faculty development to increase grant applications and awards; worked with faculty to develop pilot projects for significant grant applications; supervised work of research compliance officer; oversaw processing of applications for human subject and animal research review; oversaw staff of 4.

Interim Dean, The Graduate School, University of Tennessee at Chattanooga, 2008-2010

- Assume oversight of all phases of graduate education, develop marketing strategies for graduate programs; conducted workshops for TRIO groups to enhance graduate student diversity; represent UTC for Academic Common Market and approve local requests for participation; serve on the core team of Banner project; oversee staff of the Graduate School; worked with graduate student association on projects; and represented graduate education and international students in university strategic planning process.

Associate Dean, The Graduate School, University of Tennessee at Chattanooga, 2005-2008

Acting Associate Dean, The Graduate School, University of Tennessee at Chattanooga, 2004-2005

- Promoted best practices of graduate education by examining current policy and recommending appropriate reforms; assisted in policy development and standards oversight by working with Graduate Council and staffing committees; organized and implemented Graduate Research Day; developed and implemented recruitment workshop; participated in university efforts to enhance international student recruitment; organized recruitment focused workshop for program coordinators with noted expert; assisted in review of faculty for graduate faculty status; supervised the Graduate Student Association

Director of Political Science/Masters in Public Administration Interns/ CDWSP Interns, 1995-2006

- Engaged in outreach for placements, negotiated placement responsibilities for interns; participated in selection of CDWSP Interns; wrote pertinent sections of grant reports and applications; evaluated projects of interns

Director of Recruitment and Retention, The Graduate School, University of Tennessee at Chattanooga, 1999-2001

- Took primary responsibility for recruitment and outreach programs; developed and institutionalized "Graduate Research Days"; examined retention efforts; promoted programs such as writing workshops to enhance retention

Administrative Accomplishments:

University of Central Arkansas

- Redesigned workflow processes in graduate school to enhance use of technology
- Facilitated local approval of clinical doctorate in occupational therapy
- Instituted a stronger reporting system for internal research grant funds
- Developed revised staffing plan, secured two new positions
- Oversaw increase in external funding to \$7,000,521

University of Tennessee at Chattanooga

- Oversaw record enrollment: 2008 (1402 graduate students) 2009 (1478 graduate students) 2010 (1552 graduate students)
- Facilitated extending regional tuition plan to graduate students
- Managed UTC Research Week
- Implemented increased minimum grade point for graduate admission
- Facilitated local approval for new doctoral program, Doctorate in Nursing
- Oversaw new program approval for Masters in Mathematics
- Negotiated a simpler accounting process for graduate assistantships

Publications:

- "The Importance of Mentoring and Sponsorship in Women's Career Development", co-authored with Deborah E. Arfken and Marilyn Helms, SAM Advanced Management Journal, Vol.81, No.3 Summer 2016:4-16.
- "Stability and Change: The Presence and Absence of Women in Tennessee's Corporate Board Rooms", co-authored with Deborah E. Arfken and Marilyn Helms, Business Perspectives, Vol.21, No.1 Outlook 2012:50-57
- "As an Academic, Why Do You Need a Coach," Women in Higher Education, vol. 18 no. 4 April 2009:14-15
- "Still Chilly After All These Years: A Longitudinal Study of Corporate Board Composition in Tennessee," co-authored with Deborah E. Arfken and Marilyn Helms, Business Perspectives, Vol. 19, No.2 Winter/Spring 2008:46-53
- "The Glacial Change: Women on Corporate Boards in Tennessee," co-authored with Deborah E. Arfken and Marilyn Helms Business Perspectives, Vol.16, No.2 Spring 2004:30-38
- "The Ultimate Glass Ceiling Revisited: The Presence of Women on Corporate Boards," co-authored with Deborah E. Arfken and Marilyn Helms Journal of Business Ethics, Vol. 50, 2004: 177-186
- "Trust, Trusts, and Accountability: The Role of States in College Saving Plans," co-authored with Melanie McCoskey and Lisa Blair Bennett Public Budgeting and Finance Vol. 23, No. 3 Fall 2003: 49-63
- "The Ultimate Glass Ceiling: Women on Corporate Boards" co-authored with Marilyn Helms and Deborah E. Arfken A Leadership Journal: Women in Leadership-Sharing the Vision Vol. 3, No.1 Fall 1998:95-105
- "The Scientific Method, Collaboration, and Social Science Research", co-authored with Mitzi L. Mahoney, TR5 An Introduction to Research Writing edited by Diane Dowdey, Barbara Jones, and Katie Pannell, Simon & Schuster Custom Publishing, 1998: 399-401 and reprint of the *TJPS* article.
- "Staking Out Territory: An Analysis of Coalition Building Over the Act for Better Child Care" co-authored with Mitzi L. Mahoney Texas Journal of Political Studies Vol. 18 no.2 Spring/Summer 1996: 39-56.

- "Tennessee," Gerrymandering in the 1980s George Blair editor Institute for Contemporary Studies, San Francisco, CA 1992
- "Women in Texas" Texas Public Policy edited by Gerry Riposa, Kendall Hunt, Iowa, 1987

Grants:

- Evaluation Study for Why kNOw Abstinence Education Reports co-written with David Edwards
2008-2009 report funded at \$35,240
2006-2007 report funded at \$19,289
2005-2006 report funded at \$17,450
- Housing and Urban Community Development Student Work Grants co-written with Deborah Arfken and David Edwards
2005-2007 funded at \$90,000
2004-2006 funded at \$90,000
- Sloan Foundation Grant to Community Research Council, Chattanooga Citizen, funded at \$32,500
- Project Director, Eisenhower Grant Workshop for Middle School Teachers to Improve Instruction in Civics and Government by Using the Case Study Method of Teaching and Learning, funded at \$16,176

Grant Reviewer:

- 2011, Dissertation Grant Awards, Office University Partnerships, HUD, Washington, D. C.
- 2010, Dissertation Grant Awards, Office University Partnerships, HUD, Washington, D.C.
- 2009, Dissertation Grant Awards, Office University Partnerships, HUD, Washington, D.C.
- 2008, Early Doctoral Research Awards, Office University Partnerships, HUD, Washington, D.C.
- 2007, Early Doctoral Research Awards, Office University Partnerships, HUD, Washington, D.C.
- 2005, COPC New Awards, Office University Partnerships, HUD, Washington, D.C.

Applied Research:

- "A Citizen Guide to the Budgets for Hamilton County and the City of Chattanooga" prepared for the Chattanooga Area Chamber of Commerce Foundation with Dr. David Brodsky, 1994
- Consultant to Hamilton County Home Rule Commission, 1990

Site Reviewer:

- National Association of Schools of Public Affairs and Administration, Northern Kentucky University, February 2004
- National Association of Schools of Public Affairs and Administration, Appalachian State University, March 2003
- Southern Association of Colleges and Schools, Hamilton County Middle School and High Schools, 2002-2003

Teaching:

- Current, Full Professor, University of Central Arkansas
- 2014-2005 Full Professor, University of Tennessee at Chattanooga
- 2004-1999 Associate Professor, University of Tennessee at Chattanooga
- 1999-1988 Assistant Professor, University of Tennessee at Chattanooga
- 1985-1988 Assistant Professor, Texas Tech University
- 1984-1985 Instructor, Midway College
- 1981-1984 Teaching Assistant, University of Kentucky

Courses Taught

- Undergraduate: Campaigning; Family, Politics & Policy; Congress; Urban Public Policy; Women in Politics; The Politics of Child Care; Public Policy; Introduction to Public Administration; American Government
- Graduate: Community Building; Public Budgeting and Finance; Public Policy; Organization Theory; Public Administration
 - Online courses: Community Building, Strategic Planning, Research Methods

Awards:

- Innovations in Teaching Award, Tennessee Political Science Association, with Karen Adsit, Deborah Arfken, David Edwards, Christopher Horne, and Marcus Mauldin, Spring 2010
- E Award, Tennessee Economic Council of Women for Outstanding Contributions for the Economic Education of Women in Tennessee, 2004
- Outstanding Professor of the Year, Student Government Association, 2004
- Outstanding UTC Advisor, University Award, 1999.
- Summer Fellowship Inter-University Consortium for Political and Social Research, University of Michigan, 1981
- Summer Fellowship, Empirical Issues in Aging, University of Michigan, 1981

Selected Service:

Department and University

- 2014-2016 UCA Council of Deans
- 2014-2016 ASSET EPSCoR CASE Administration
- 2015-2016 UCA Diversity Committee
- 2014-2015 UCA Strategic Planning Committee
- 2014-2012 Member General Education Committee
- 2014-1989 Member Women's Studies Committee
- 2010 Member Banner Core Team
- 2009-2010 Member SACS Leadership Team
- 2008-2010 University Coordinator Academic Common Market
- 2006-2008 Member UTC Strategic Planning Committee
- 2006-2007 Member UTC Provost Search Committee
- 2006-2007 Chair, Budget and Economic Status Committee
- 2005-2006 Chair, Departmental Curriculum Committee
- 2005-2006 Member Undergraduate Curriculum Committee
- 2004-Member of the UT Presidential Search Committee
- 2004-Member and Secretary of UTC Faculty Senate
- 2004 Member Political Science Student Assessment Committee; chair 2004, 2002-2001.

Profession

- Reviewer Midwest Political Science Review and Journal of Business Ethics
- 2008-2009 President Tennessee Conference of Graduate Schools
- 2001-2000 President of East Tennessee Chapter of American Society of Public Administration
- 1999-2000 Member Executive Council, East Tennessee Chapter of American Society of Public Administration

Community

- Board member, US Branch Womankind Worldwide
- 2013-2014 Board member, Tennessee Women's Political Caucus
- 2011-2012 Co-chair Women Impacting Public Policy Committee, Chattanooga Women's Leadership Institute
- 2010-2014 Teach adult women's class at First Baptist Church, Golden Gateway
- 2010 Chair-Strategic Planning Committee, Chattanooga Women's Leadership Institute,
- 2010-1997 Executive Council and Board of Directors, Chattanooga Women's Leadership Institute
- 2009, Speaker, Chattanooga Civitan International Club
- 2008 Keynote Speaker, Cigna Healthcare, Conference on Diversity
- 2007-2008 Treasurer, Chattanooga Women's Leadership Institute
- 2006-2007 Member of Finance Committee First Baptist Church, Golden Gateway
- 2003-2004 Member of the ad hoc Animal Care and Control Policy Committee, City of Chattanooga

Conference Participation:

- Chair, "Civic Education Inside and Outside the Classroom," Southern Political Science Association, Orlando FL, January 2013
- Discussant, "It's Not All about Legislators: Women in Appointed, Executive, and Judicial Politics" Southern Political Science Association, Orlando FL, January 2013
- Presenter, Southeast Tennessee Women's Summit, Tennessee Economic Council of Women, Chattanooga, TN 2012
- "Community Activism When Main Street is Empty," Midwest Political Science Association, Chicago, IL 2012
- Discussant, "The Local Political Economy of Development" Midwest Political Science Association, Chicago, IL 2012
- Roundtable, Innovations in Teaching, Tennessee Political Science Association, Nashville, TN 2010
- "Evaluation of Why know Abstinence Education Core Curriculum and Road to Excellence Programs" co-authored with David Edwards Abstinence Evaluation Education Conference, Baltimore, MD, 2007
- "Deficit-Environment Management: States Use of Trust Funds in Times of Shortfall," National Business and Economic Society, co-authored with Melanie McCoskey, Kona, Hawaii 2004
- "Building on Success: Community Building the Chattanooga Way," American Society for Public Administration, Washington, D.C., 2003
- "529s a Win-Win Situation for Savers and Government," Southeastern Conference on Public Administration, Columbia, S.C, 2002

- "A Matter of Standards: Issues in Accreditation," Southwestern Social Science Association, New Orleans, LA 2002
- "Community Building in Rural Areas," Southeastern Conference on Public Administration, co-authored with Mitzi L. Mahoney, Baton Rouge, LA 2001
- Chair, Women and Electoral Politics, Southern Political Science Association, Atlanta, GA 2000
- Presenter, Victim's Rights Groups as Interest Groups, Midwest Political Science Association, Chicago, IL 2000
- Participant, Roundtable on Victim's Rights, Southwestern Social Science Association, New Orleans, LA 2000
- Presenter, "Parents as Partners in the Policymaking Process" American Society for Public Administration, annual meeting, Washington, D.C., 1999
- "Partners in Progress? Welfare Reform and State Behavior," co-authored with Leila Pratt Southeastern Conference on Public Administration, Pensacola, FL 1999
- Presenter, "Women on the Edge of Power: Women Entrepreneurs and Economic Development" American Society for Public Administration, Seattle, WA 1998
- "Knowing My Voice: An Analysis of Minority Status on Women Teachers," Southern Political Science Association, co-authored with Kathie S. Golden and Mitzi L. Mahoney, Norfolk, VA, 1997
- Participant, "The Ultimate Glass Ceiling: A Panel Discussion on Women on Corporate Boards in Tennessee" Women and Power Conference, Murfreesboro, TN 1997
- "Women as Agents of Change," Southeastern Conference on Public Administration co-authored with Jenny Major and L. Joy West., Knoxville TN 1997
- Presenter, Women on Public Boards, Southeastern Conference on Public Administration, Miami, FL 1996
- Presenter, Making Sense of Nonsense, Tennessee Association for the Education of the Young Child, Chattanooga, TN 1994
- "Student Assessments for Consulting Work," American Society for Public Administration, Region VI, Cleveland, OH, 1990
- Moderator, Ethical Issues and Policies Dealing with Information, Computing: Social and Policy Issues, Chattanooga, TN 1989
- "Women's Organizations and Their Agendas for Child Care," Southern Political Science Association, co-authored with Mitzi L. Mahoney, Memphis, TN, 1989
- "When Money Must Be Spent: The Fiscal Impact of Recent Court Rulings in Texas," Southwest Political Science Association, co-authored with Roger Schaffer, Houston TX, 1988
- Participant, Roundtable on Child Care, Southern Political Science Association, Atlanta, GA 1988
- Chair, Issues in Public Budgeting, Southwest Political Science Association, Dallas, TX 1987
- "Androgyny and the Cultivation of Power: An Analysis of Resource Acquisition of Women Candidates," Southern Political Science Association, Atlanta, GA 1987

- Resources of Women Candidates for City Council Position: Southern and Border States," Southern Political Science Association, Atlanta, GA, 1986
- Participant, South Plains Association of Government Workshop on Budgeting for Counties and Small Cities, Plano, TX 1986
- Participant, The Political Socialization of Adults: Gender Role Structures, Southern Political Science Association, Atlanta, GA 1985
- "Unresolved Tensions-Unrecognized Alliances: Analysis of Policy Orientations Among Black and White Women," Midwest Political Science Association, co-authored with Mitzi L. Mahoney and Kathie S. Golden, Chicago, IL, 1984
- "The Institutional Structural Base of Sexist Budgeting: A Public Choice Model of the Reagan Retreat from Equity," Midwest Political Science Association, Chicago, IL 1984
- "When Those Who Can Do or Don't: Political Strength and Voting," Southeastern Psychological Association, 1983 co-authored with C. J. Sadowski.
- "A Nearest Neighbor Analysis of Bars as Stimulus Cues for Assaults," Southeastern Psychological Association, 1981 co-authored with C. J. Sadowski.



NAMING OPPORTUNITIES AND GIFT RECOGNITION GUIDELINES

FOR SALEM STATE UNIVERSITY

Responsible Office: Office of Institutional Advancement
Responsible Officer: Vice President, Institutional Advancement

Approved by Salem State University:
September 23, 2013.
To be amended and restated as of February 12, 2020.

(Supersedes all previously approved related documents)

Effective: February 2020

352 Lafayette Street, Salem, MA 01970
Telephone 978.542.7591

Salem State University

Policy and Procedure

Naming Opportunities and Gift Recognition

Purpose

The purpose of this policy is to develop university-wide guidelines for gift naming opportunities and service recognition naming opportunities at Salem State University.

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I. Introduction

Salem State University and the Salem State University Foundation, Inc., seek private funds to enhance the university's ability to meet the higher education needs of the community, particularly toward a level of excellence that would otherwise not be possible given state funding levels and restraints on student tuition and fees.

The foundation and the university will provide appropriate recognition to donors for their generosity. Recognition may take many forms and this policy seeks to establish guidelines for the naming of facilities, programs and funds.

The opportunity to recognize an individual, a family, a foundation, or a corporation by naming a space on campus or naming a fund is a matter of common practice among the more than 5,000 institutions of higher education in the United States.

Deleted: By naming facilities or academic programs, Salem State University recognizes high scholarly distinction, devotion, distinguished service, or a generous gift.

II. Policies and guidelines

The following are policies and guidelines for the naming of facilities, programs and funds. They are designed to accommodate unpredictable situations and donor expectations while keeping the Salem State mission and policies at the fore in making decisions.

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All naming opportunities are negotiable and the Salem State University Foundation recognizes that, notwithstanding this policy, the Board of Trustees of the university retains discretion to make exceptions or alter criteria or conditions as appropriate to the circumstances. There are innumerable ways the university may recognize an individual, a family, a foundation, or a corporation, just as there are many different types of contributions that are made.

General guidelines:

- The naming of any physical facility, campus grounds or academic program is usually only appropriate when a significant contribution has been received.
- Donor recognition does not need to be tied directly to a gift for that specific building or improvement, academic unit or endowment.
- Significant unrestricted gifts can be recognized through naming opportunities.
- MSCBA bonded projects that are supported by student usage fees (residence hall, for example) bear minimal direct cost to the university. Therefore donors who support such projects may make their gifts 'unrestricted' to the university.
- The naming of buildings owned by the Division of Capital Asset Management and Maintenance (DCAMM) may require approval from the Board of Higher Education.
- The merits of naming any physical facility, space, academic program, or endowed fund should be determined by carefully weighing a person's high scholarship, devotion or distinguished service, and should be able to stand the test of time. Naming opportunities should be valued based on benchmarks, taking into consideration historical value and location of space.
- Signage for naming opportunities could take up to six months to install.
- The minimum amount required to establish a named endowed fund is \$50,000. This policy, which pertains to scholarship funds and other similar student, faculty and program support funds, was

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Salem State University
Policy and Procedure
Naming Opportunities and Gift Recognition

instituted on March 26, 2007. Endowment funds with lower levels were established prior to this and are grandfathered as endowed funds.

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- Donors may wish to establish a named temporary fund for faculty support, financial aid or other funding priorities. Under such an agreement, the donor commits to providing an annual gift equivalent to the income from an endowment for a fixed period of time, at a minimum of three years.
- All naming requests should support the honoree's or donor's intent to meet the highest values and societal standards.

III. Types of gifts for naming commitments

Any and all combinations of gifts and pledges are acceptable for naming commitments. A naming opportunity may, be accepted for existing, unnamed opportunities not requiring major remodeling or renovation.

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Deleted: Gifts made through irrevocable deferred gift types (including, but not limited to charitable gift annuities, deferred pledge agreements or bequests) should generally not be accepted in instances when private funds are needed to pay for current building projects or other programs; accordingly, the donor should be presented with other opportunities. ¶

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IV. Guidelines for naming physical facilities

- Buildings, campus grounds or other campus facilities will generally not be named for individuals currently employed by the university, unless a donor provides a sufficient gift in honor of that individual.
- When the person to be honored is living and no financial gift is being provided, at least three years should pass since any formal association with Salem State. Such affiliation includes time spent as a student, a compensated member of the faculty or staff, a volunteer board member, or a devoted public servant.
- Naming a building, wing, room, or lecture hall can be difficult, depending on size, age, prestige, location, original cost, etc. Recommendations on naming values are made by the vice president of institutional advancement, or his or her designee, in concert with the president and senior administrators, with ultimate review/approval from the Board of Trustees.
 - Facilities, rooms, and grounds built by MSCBA, DCAMM or that are university owned and operated can be named and funds may be directed by the donor or honoree for the benefit of Salem State University.
 - Unscheduled or unplanned facilities that a donor proposes to have constructed will require a 100 percent gift commitment, plus a fully endowed maintenance fund.

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V. Guidelines for naming programs

In order to name a center, program or academic unit, the gift should be proportional to the amount of endowment (for example, principal times 4 percent annual payout, in accordance with the foundation's spending policy at the time of this vote) that would be necessary to sustain or propel the program to new heights on a permanent basis. For example, it would require at least \$2.5 million to permanently name a program needing \$125,000 in annual expenditures.

However, if an academic program is being named for someone of unparalleled scholarly distinction, that name should bring great honor as well as "promise" to the program, so that the naming is a value-added act of good will and thoughtfulness, as well as a magnet for additional financial resources.

Opportunities also exist to establish named endowment funds in support of faculty, student or academic priorities.

VI. Approval process for naming of facilities or programs

Policy for Naming Opportunities and Gift Recognition

Salem State University

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Policy implemented on 9/23/13, updated on 7/7/14, updated 12/1/14, updated 12/14/15, updated 12/18/2019,
updated 1/29/2020

Salem State University
 Policy and Procedure
 Naming Opportunities and Gift Recognition

All permanently named facilities and programs of \$100,001 or greater value should be reviewed and approved by the president of the university, Board of Trustees, upon the recommendation of the vice president of institutional advancement in concert with the SSU Foundation, where appropriate, and ultimately subject to the approval requirements listed below. Gifts of \$100,000 or less are recommended by the vice president of institutional advancement to the president for approval.

The executive director of the Salem State University Foundation has the authority to review and approve names of support funds, such as scholarship endowments, on behalf of the foundation.

The following principles shall be fully adhered to in the naming process:

- All proposed names for buildings and other facilities are held confidential during the review and approval process. There should be a minimum of communication about the proposed naming before appropriate approval has been granted.
- The university is responsible for maintaining a record of named rooms, buildings, grounds, and other spaces, in addition to endowed funds.
- Naming commitments and, in fact, all major gifts, whether recognized by naming rights or not, are reflections on the values and reputation of Salem State University. Accordingly, each gift and naming commitment should be reviewed carefully for full compliance with applicable laws and ethical principles. This is especially true where there is some direct or indirect business or other continuing relationship between the donor and the university, its officers or employees. Any questions about the applicability of state or federal laws on conflicts of interest and other ethical considerations should be referred to appropriate legal counsel.
- Once the naming opportunity is approved at all required levels, a formal gift agreement is executed by the foundation, outlining parameters of the gift in support of the university (as well as the nature of the named recognition).
- Recognition steps are then set in motion, including appropriate media announcements, signage installation, campus ceremonies, etc. (consistent with the wishes of the donor, the level of support he/she is providing, and the university's recognition ceremony guidelines). It is important to note that, throughout the review and approval process, the donor's intentions should be held in strict confidence.

VII. Timeframe for pledge gifts

Endowed gifts have five years to reach the minimum endowment funding level of \$50,000. For endowment pledges that do not reach the minimum level within the five-year period, the donor or representative of the gift will be consulted to determine the most useful course of action, which may include a pledge extension or the transfer of the fund to the unrestricted endowment fund.

Naming will take place once a minimum of 51% of the pledge is fulfilled. In the event the pledge of cash (including, but not limited to charitable gift annuities), by a donor is not fulfilled in accordance with the signed letter of intent, the university reserves the right to ask the donor(s), or his or her representative, to

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 The naming of buildings, grounds or endowed funds in recognition of a donor or honoree implies a promise to that donor or honoree that the space, site, facility, endowment fund, and other forms of tangible recognition will be permanently maintained, or, if change is unavoidable, that an alternative location of equal value will be found. See termination of agreement section for further detail on this.¶

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 The donor, either in response to a formal solicitation or of his or her own volition, indicates to a gift officer at the foundation an interest in making a gift of significant value to the university. ¶
 ¶
 The individuals negotiating on behalf of the university determine the exact nature of the gift intention. Discussions with individual, family, corporate, or other organizational donors who seek naming rights must be conducted with the understanding that the president reserves final approval of naming up to \$100,000 and the chair of the Board of Trustees and chair of the Institutional Advancement & Marketing and Communications Committee reserve approval at the level of \$100,000 to \$999,999, and the full Board of Trustees will approve all naming opportunities of \$1 million or greater. Additionally, buildings owned by the Division of Capital Asset Management and Maintenance (DCAMM) may require approval from the Board of Higher Education.¶
 ¶
 Once the individuals negotiating on behalf of the university determine the exact nature of the gift intention, and when the gift involves a proposal to name, they then forward the information to the vice president of institutional advancement for review with his/her peers at the university. ¶
 ¶
 It is the responsibility of the individual(s) negotiating on behalf of the university to advise potential funders that the acceptance of a...

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 A memo is sent by the vice president of institutional advancement to all senior administrators. The vice president of marketing and ...

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Salem State University
Policy and Procedure
Naming Opportunities and Gift Recognition

forfeit the naming opportunity at Salem State University. ~~Deferred pledge agreements or bequests will not be recognized with a naming.~~

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VIII. Termination of naming agreement

The university may terminate an agreement and all rights and benefits of the donor(s) or honoree(s), including terminating the naming, in the unlikely event the university determines in its reasonable and good faith opinion that circumstances have changed such that the naming chosen would ~~inflict damage to the university's reputation, standing, or integrity, or be contrary to university values.~~

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Upon such termination of agreement and/or the naming, the university and the foundation have no obligation or liability to the donors and are not required to return any portion of the gift already paid. The president and the foundation may, however, have discretion on determining an alternative recognition for the portion of the gift already received, if appropriate.

~~Also, if a named space is ever transferred or conveyed from the university, closed, deconstructed, destroyed or severely damaged, relocated, or replaced, then the naming will cease. In addition, if the named space is ever significantly renovated, upgraded or modified at a significant cost to the university then the naming will cease.~~

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~~In such event, however, the Board of Trustees for gifts of \$100,001 and the president for all gifts under \$100,000, will have the right, for no additional payment, to designate the name of another available and equivalent university facility related to the purpose of the original gift intent. If the original donors are living and competent, they would be consulted by the university to discuss mutually agreed upon space. All naming right agreements will provide for termination detail as outlined in the above policy.~~

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IX. Approval and review of this policy

The naming opportunities policy is reviewed with the Board of Trustees and ~~Foundation Board of Directors~~ ~~Foundation Board~~ as new fundraising plans are initiated for a campaign, when specific fundraising initiatives are launched or as the vice president of institutional advancement or president deem necessary.

Salem State University
Policy and Procedure
Naming Opportunities and Gift Recognition

A1. ADDENDUM: Guidelines for installing and naming campus benches
Addendum approved by the President for inclusion on December 14, 2015

Bench naming opportunities are to be sited as donor wishes arise, rather than mapping out the full campus in advance. Bench naming opportunities are offered at two gift levels according to the below standard operating procedures. Below gift levels are suggested at several times the anticipated cost of purchase/installation in order to direct funds to three places: (1) bench purchase/installation including dedicatory plaque, (2) the donor's programmatic interest, and (3) a maintenance fund to be created.

1. Custom design new bench – \$100,000 1 gift or greater
 - Designed in consultation with landscape architect for the existing space
 - Named in perpetuity, with university committing to lifetime maintenance
 - University retains right to remove or relocate as needed but pledges to consult with donor first (this would likely only happen in the event of major construction on the bench site)

2. Standard design new bench – 2 \$50,000 gift or greater
 - Follows standard design appropriate to that campus' architectural vernacular as determined by Facilities (e.g. for North Campus, this would be the wooden benches lining the library quadrangle; Central Campus would be similar, but likely somewhat different)
 - Tribute expires with the life of the bench, a minimum of 10 years; university will pay for maintenance and one replacement, if needed, within the 10-year window
 - At tribute expiration, donor has right of first refusal to renew at current full Tier Two rate
 - University retains right to remove or relocate bench as needed

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Board of Trustees Institutional Advancement, Marketing and Communications Committee Charter

Purpose:

The Institutional Advancement, Marketing and Communications Committee of the Board of Trustees shall be a permanent committee which will be active and involved in the identification of university priorities and long-term plans that should be supported by private philanthropy. This committee will concern itself with the public's perception of the university in the marketplace and efforts to promote the university to various constituents. This committee will provide reports to the Salem State University Board of Trustees as necessary. The Committee on Institutional Advancement, Marketing, and Communications shall have the following duties and powers:

- Recommendations to the full Board concerning how the university and the SSU Foundation can work together as agreed to in the Memorandum of Agreement to support the university's priorities and long-term plans
- Recommendations with regard to policies and programs related to the advancement of the institution, including activities involving alumni, the SSU community and other external bodies, in order to foster understanding of, and support for, the university and its mission.
- Recommendations with regard to plans, proposals and the acceptance of major gifts to the Foundation on behalf of the university in accordance with the guidelines of the Naming Opportunities and Gift Recognition Policy and the Gift Acceptance Policy. This is inclusive of all private funds, including: special gifts, endowments, bequests, and other means as annual or campaign gifts.
- Recommendations with regard to policies, programs, and initiatives for marketing the university to all constituencies including advertising, direct marketing, digital marketing, social media, media relations and public relations.
- Recommendations with regards to policies, programs, and initiative involved in the management of the university's brand.

Responsibilities for Advancement

1. Within the scope of existing policies and procedures, make recommendations to the Board for the naming of any physical facility, campus grounds or academic program as appropriate.
2. In conjunction with the Salem State University Foundation, set goals and funding priorities for major fundraising campaigns to benefit the university
3. In addition to making a personal gift, assist with the identification, education, cultivation and stewardship of prospects and donors to the university
4. Assist with expanding the pool of volunteers for consideration as Trustees, Foundation Board, Alumni Board, Overseers, Assistance Corporation, Campaign Committees and Deans Advisory Councils

Responsibilities for Marketing and Communications

1. Assist in defining and assessing the university's position in the marketplace
2. Make recommendations to the board concerning marketing activities that directly impact the university's brand and position in the marketplace.
3. Make recommendations to the board regarding policies that govern institutional communications, marketing, and public relations.

Membership:

The Institutional Advancement, Marketing and Communications committee shall have not fewer than three Trustees appointed by the Chair of the Board. The President shall be a member of the 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, nonvoting to the committee to serve until the next annual meeting. Members may be appointed to the committee on a temporary basis, by the Chair, as may be required.

Staff Designee:

The vice president for Institutional Advancement is the senior staff member supporting the committee for Institutional Advancement and SSU Foundation matters. The associate vice president for Marketing and Communications is the senior staff member supporting the committee for marketing and public relations matters.

Meetings:

The committee is expected to meet at least four times each academic year. Frequency and timing of meetings shall be determined by the chair of the Board of Trustees. Meetings shall be conducted in compliance with the state's Open Meeting Law. Executive sessions may be conducted periodically and shall be limited to those matters permitted by the state's Open Meeting Law.

Agenda, Minutes, and Reports

The chair of the committee, in collaboration with the staff designees, shall be responsible for establishing the agendas for meetings. An agenda, together with relevant materials shall be made available to committee members at least five days in advance of the meeting. Minutes for all meetings shall be drafted by the staff designee, reviewed by the committee chair, and approved by committee members at the following meeting.

**STATE OF THE UNIVERSITY:
FACULTY PERSPECTIVES ON BUDGET AUSTERITY, ENROLLMENTS, AND ACADEMIC VISION**

BOARD OF TRUSTEES MEETING
FEBRUARY 12, 2020

Chairperson Subcommittee (authors and *presenters)

Andrew Darien*, Chair and Professor, Department of History
Elizabeth Duclos-Orsello*, Chair and Professor, Department of Interdisciplinary Studies
Severin Kitanov*, Chair and Professor, Department of Philosophy
Saverio Manago*, Chair and Professor, Department of Marketing & Decision Sciences
Meghan McLyman, Chair and Professor, Department of Music and Dance
Daniel Mulcare*, Chair and Professor, Department of Political Science
Jeramie Silveira, Chair and Professor, Department of Occupational Therapy

Supported by the following Chairpersons

Brian Alves, Chair, Art + Design
Kenneth Ardon, Chair, Economics
Douglas Chene, Chair, Accounting and Finance
Darlene Crone-Todd, Chair, Psychology
Andrew Darien, Chair, History
Michelle Davila, Chair, World Languages & Cultures
Elizabeth Duclos-Orsello, Chair, Interdisciplinary Studies
Amy Everitt, Chair, Healthcare Studies
Brad Hubeny, Chair, Geological Sciences
Jacy Ippolito, Chair, Secondary & Higher Education
Severin Kitanov, Chair, Philosophy
Pamela Leong, Chair, Sociology
Saverio Manago, Chair, Marketing & Decision Sciences
Christopher Mauriello, Chair, CHGS
Ron MacTaylor, Chair, Chemistry and Physics
Meghan McLyman, Chair, Music and Dance
David Mercer, Chair, Biology
Daniel Mulcare, Chair, Political Science
Scott Nowka, Chair, Honors Program Area
Keith Ratner, Chair, Geography and Sustainability
Peter Sampieri, Chair, Theater & Speech Communication
Chris Schoen, Chair, Sports and Movement Science
JD Scrimgoeur, Chair, English
Jeramie Silveira, Chair, Occupational Therapy
Elspeth Slayter Recevik, Chair, Social Work
Brian Travers, Chair, Math
Anneliese Worster, Chair, Childhood Education & Care
Carol Zoppel, Chair, Library

We are very appreciative to have this opportunity to provide a chairperson's perspective on the state of our university. While it will become quite evident that we represent a good deal of faculty dissatisfaction, please understand that our primary goal is to work with you in order to best serve our students and to fulfill the mission of the university.

As Department Chairs we occupy a unique position at the institution. We manage people and budgets. We provide leadership for university committees. We develop new initiatives for our departments and across the university. We are instructors ourselves who directly interface with students on a daily basis. We solve problems students and for our Deans. We possess ground floor and global view of the university. This micro and macro view provides us with a distinct vantage point to assess what is and is not working at our university.

It is with deep regret that we report that Salem State is in crisis. Surely the members of the Board of Trustees are aware of the budget and enrollment crises, but what you may not be aware of is how the depth of those problems have impacted faculty and students. Faculty morale in particular is at an all time low. We have been asked to do more with less and at the same time are working with students who come to us with more challenges and less resources at their disposal. Faculty feel especially isolated from the decision makers on campus, particularly from the President's Executive Council and the Board of Trustees.

Each of these bodies is constituted of people for whom we have a good deal of respect and who possess impressive professional credentials and fine personal qualities. And yet they possess no direct experience as a faculty members at Salem State, and in most cases no combined experience teaching, researching or going through the tenure process at ANY institution of higher education. Therefore, the power brokers on campus who make decisions that shape faculty and student lives need a better window into the lived experience of the university. We are here to provide that on your behalf.

At this juncture, we believe that the absence of a clear Academic Vision and guaranteed support for the people and resources needed to carry it out, is a threat to our historic strengths. We, as Chairs, want to help enact a deliberate academic vision that is bolder than any financial vision. A deliberate strategy based in root-cause analysis. It must be this approach that drives efforts to strengthen our financial situation. Rather than try to cut our way out of where we are, we want to lend our expertise so that we can all work smarter not harder. We want to help develop a bold academic vision – and an operational plan – to serve our students and the faculty who teach them.

Our goal today is to do four things in our brief time with you:

1. Introduce ourselves and reintroduce you to Salem State University through the eyes of faculty – who are the critical center of the university, without whom the university would cease to exist.
2. Highlight for you some of the negative consequences of recent decisions. We want to put a human face on what administration has identified as strategic decisions based on business intelligence.
3. Share our suggestions for future directions and our current efforts to those ends
4. And, ultimately, open up a new line of communication and partnership between you and us as key academic leaders.

SSU is a Comprehensive Regional University, the only one in in this part of the state. From a faculty standpoint it means that we are called to offer a wide array of programs for as many citizens as we can. It also means that, as per our contracts, we have four distinct parts of our jobs. To be clear, we are evaluated, and our retention, tenure, and promotion depend on excellence in all four areas:

Teaching: Faculty teach 8 courses a year, four each term. Usually 4-7 distinct courses a year. We teach at the undergraduate and graduate levels and we offer professional development. We teach face to face, and online and hybrid. We teach hundreds of students a year. And when we say “teach” we don’t mean stand and lecture. We mean developing interactive, hands on learning in the classroom and outside of it, we mean using High Impact Practices including service-learning, flipped classrooms, project-based learning, developing internships, involving students in our research. We develop strategies to serve students with disabilities and we attend to the stressors that our students bring into the classroom with them.

Advising and Mentoring: We spend hours each week working one on one with students to help them craft not only academic paths but life paths. We sit with students when they cry in our offices, we advocate for them, we champion them. Research consistently shows that a major predictor of student success is having a close connection with a faculty member.

Research: And...we research. We must. And we do. We publish books, and book chapters, and articles, and public-facing scholarship. We paint and sculpt and choreograph and direct and curate shows and performances. Many of us do it on nights, weekends and in the few weeks in the summer between wrapping up one year and prepping for the next.

Service: Administrative Responsibilities/Committees: And... on top of this we are critical to the day-to-day management of the university. We write and approve new academic courses, programs, policies, we advise student groups, we oversee budgets, we run Power BI reports, we update policies, we write letters of recommendation, we track and report students who are struggling academically or personally, we people the key committees that ensure we remain accredited and strong in what we do, educate students.

Finally, we engage in work that does not quite fit neatly in any of these categories: *Civic Engagement/Community Outreach/Global Initiatives*. We are the vital core of the university’s Civic Engagement efforts. We develop and maintain partnerships across the region. We negotiate engaged learning and public facing scholarly opportunities to keep SSU relevant and provide needed services where we live and work. We are also at the heart of SSU’s Global Engagement. We develop and carry out travel-study programs and develop international memoranda of understanding with universities around the world. We teach the international students who attend SSU and we are the recipients of prestigious international grants and fellowships. We are ambassadors for SSU wherever we go.

In short, we are jugglers. Every day, every week we are trying desperately to stay on top of all of this with reduced resources even as the needs of our students increase. We have the privilege of teaching and mentoring students who, increasingly, are without privilege themselves. We do unseen amounts of

emotional labor to meet students where they are to navigate, alongside them, the day-to-day barriers in their lives that make increasingly expensive academic work challenging to pursue and stay engaged in.

No amount of improved pedagogy or number of notes in an early warning system can overcome a student's need to work 40 hours a week.

We, the faculty, are the *engine* of this organization. We provide the labor that is essential for students to learn, grow and thrive beyond SSU. Survey after survey on our campus has shown that faculty are what students are most pleased about. And, yet, in recent years, strategic and budgetary decisions have threatened the vitality of the faculty and our capacity to do all that we are tasked with doing...all that our students *need* us to do so that student success can be achieved.

We are here because the recent strategies used to address these challenges are not working.

We are all aware of the massive defunding of public higher education in Massachusetts. A remarkable 14% reduction between 2001-2017 in a state that prides itself on its educated citizenry. But more to the point, those budget cuts have largely been accepted as a new status quo here at SSU. While in the 1970s or 80s it was possible to work a summer job and a few hours a week and afford SSU thanks to the state subsidy, today our students work 30+ hours/week just to try and make ends meet. The subsidies past generations relied on to make a college education a reality are not offered to today's students.

We are also aware of the enrollment declines in recent years. Since enrollment, not state support, funds the university, the impact on our finances is doubled.

And SSU has passed the cost of this state decline and student decline onto our already vulnerable student population. A cost that is for many a barrier to persistence, or to being able to take advantage of the very programs and supports we try to create to assist them. Our students are stressed, overwhelmed, concerned about survival. (You heard at the 1/29 meeting about our rising # of housing insecure students and of students who are food insecure).

And the university has been cutting people and resources. Yet recent cuts are threatening our very ability to do all that we are tasked with doing and all that our students need us to do. We are deeply concerned that short term cuts are leading to long term problems. The very things that are being cut are the things we see students needing day in and day out from us, the faculty.

As Chairs we have access to the Power BI tools and we have spent long hours with them. We are troubled by the flawed and narrow ways in which business intelligence is being used in decision-making about courses, programs, departments. We see a downward cycle emerging that would be terrible for Salem State.

At the core of the current strategy is an approach that can be described as local vs global optimization. This approach is based on a fundamental failure to see or understand all of the academic units and programs as linked to one another and as linked to the promises we make as a comprehensive regional university. We should not be limiting student options. We should not be asking students to bend to meet us. We need you to see how getting rid of a program, a concentration, or a department might be harmful to the university's very mission, and to the university as a whole. Perceived optimization of departments will not optimize the system (university).

And, at a more micro level, “business intelligence”-driven decisions about offering fewer sections of classes is inherently the antithesis of “Flexible” and being “Student Ready”—two key concepts that the Board is interested in pursuing. If we can’t offer enough sections of courses to meet student schedules we interfere with their progression. And... fewer section means fewer students which means less revenue. For those students who are able to rearrange schedules to meet our limited offerings, fewer sections also means larger classes with less faculty-student interaction and, in turn, with lower student performance and lower retention. Which means less revenue.

And, cuts have led to problems that are failing students in many other ways. We offer you a few examples here:

As the university has turned its attention increasingly to programs with direct “workforce” implications, in the College of Arts and Sciences (as a result of VSIP) we currently have only 10 administrative assistants for 20 departments. There is no plan to hire additional administrative assistants. In practice, there are many department offices that are dark ½ of each week. Students are redirected to different offices or told to return on a different day and time. And the work of basic administration is being passed on to Chairs or just cannot be done.

In many buildings, lights are now turned off at night – a positive move – but are still off when students arrive in the morning. They are greeted by dark hallways and offices. In classroom buildings trash cans have been removed from classrooms, so faculty regularly pick up trash after class so that the rooms stay clean. Heating and cooling systems are not functioning as they should in many places. In the library, there is an Evening Weekend Supervisor that was not filled. This means that as of this moment there are times when there is no trained permanent staff in the library to assist students with basic research questions after 7 pm or on weekends. This is not being student-ready. And, we have lost a number of African American and Latinx faculty and yet don’t have financial means to do intentional cluster hiring or use other tools that universities might leverage. Our website (which is a major expense to update, we know) needs an overhaul so that students can find information when they need it. We are encouraging online classes and hybrid classes (and charging student fees for online classes) to be flexible, but we do not have a team of instructional technologists to work with faculty to make the online classroom setting as dynamic and robust as we need and students deserve.

These cuts are reducing our flexibility. Students might find only one section of a required course in a given term and that section might conflict with their paid work or a caretaking responsibility. A student coming to a department office to take care of paperwork might need to return a different day. Sometimes they cannot. Students paying hard-earned money to be in a classroom might well find themselves (and their professor) wearing a coat in class.

Because the faculty are the engine of the organization, reducing faculty does not save money. Reducing support staff for faculty does not save money. Students with increased needs need and deserve faculty who have the time and energy and resources to teach them when and how they need to learn.

Ultimately, what we see, from where we sit as Chairs, is a recent cycle in which cuts to faculty and to the spaces and systems where students learn are reducing our ability to be a student-ready-campus. And if we are not student-ready, we cannot in good faith encourage students to come and remain here.

And yet we are persistent. We care. We are invested in our students, in our departments, in the future of the university as a whole and in the future of our region. As we come upon our 10 year NECHE

accreditation-with a decade of “university” status under our belt-it is time to take stock and reimagine what a “Student-Ready” or “Flexible” Salem State University would look like if we put teaching and learning at the center. If we had a robust Academic Vision.

We know you have been working to answer the question: *What Makes SSU Unique?* And, as we begin to wrap up we offer some answers from where stand, from all that we know, based on what have historically been our strengths...what we would propose is our SSU BRAND:

- We, the SSU faculty know our students. We know who they are and where they come from. We have historically offered small class sizes that provide students with individual attention. We help students navigate higher education, professional goals, and the responsibilities of engaged citizenship.
- We have historically provided flexibility to our students, many of whom come without a precise vision of a course of study but are deeply invested in their education and in learning. We have historically granted all students the right to explore the widest possible range of the arts, humanities, social sciences, and natural sciences as well as professional-focused programs. And we have allowed all students to see a range of futures for themselves. Not a future dictated by a narrow vision of “workforce needs”. Our students are more than the raw material for Massachusetts employers.
- We, the faculty, engage the city and region in our teaching and scholarship, and are proud to celebrate the rich diversity of our student body.

Today we stand here because we are invested in building on this legacy and the strengths of the faculty to develop an *academic vision* that is *clear, deliberate* and takes a *systems approach* to solving our current *systemic* challenges.

We stand here united as Chairs, not divided as departments or schools.

We are inviting you to join us in three specific ways as we work towards this end.

First, partner with us and groups across campus in the “We. Belong. Here.” Campaign focused on making clear that we are ALL needed and valuable assets at SSU, and, naming the barriers to belonging as experienced by various groups and individuals. This campaign will illuminate the strengths and challenges facing SSU now and it will help mobilize support for the increased state funding we and our students so desperately need.

Additionally, we need **you** to lift your voices--as we have--to support the CHERISH Act, publicly, repeatedly and unequivocally, to bring \$100 million dollars in sustained public investment to SSU over five years. The privatization of “public” higher education serves no one. Least of all the very students we claim to want to serve.

Finally-*and most critically*-we ask you to see our presence here today as the opening salvo in what we hope will be a fruitful, long term relationship between us and you. We wish to collaborate and share authority in relation to how we make SSU stronger. We are asking for a voice at the table.

We are specifically inviting you – each of you – to come spend time with us and our students. We welcome you in our classrooms, at our department meetings, in our offices. For one -on-on

conversations, for strategy sessions, for focus groups, for a cup of coffee. We are your allies. We have knowledge and insight that is valuable to you in your role as Trustees and we, as some of the longest-serving members of the Academic Leadership Team at Salem State, have wisdom and insight that is not available anywhere else. Join Us to ensure that the state of the university is strong.

Thank you.

STATE OF THE UNIVERSITY

FACULTY PERSPECTIVES ON BUDGET AUSTERITY, ENROLLMENTS, AND ACADEMIC VISION

BOARD OF TRUSTEES MEETING
FEBRUARY 12, 2020

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Jeremie Silveira, Chair and Professor, Department of Occupational Therapy

*100+ Years of Experience @ SSU

WHY DEPARTMENT CHAIRS?

- Academic and Administrative Leaders
- Global and Ground Floor View
- An Institution in Crisis
- Decision Making and Campus Morale

Goals Driven By Academic Vision

- Perspective of Faculty/Chairs on the Front Lines
- Consequences of Cuts and Decisions
- Current Initiatives
- Future Partnership with BOT

FACULTY AS THE ENGINE OF THE INSTITUTION

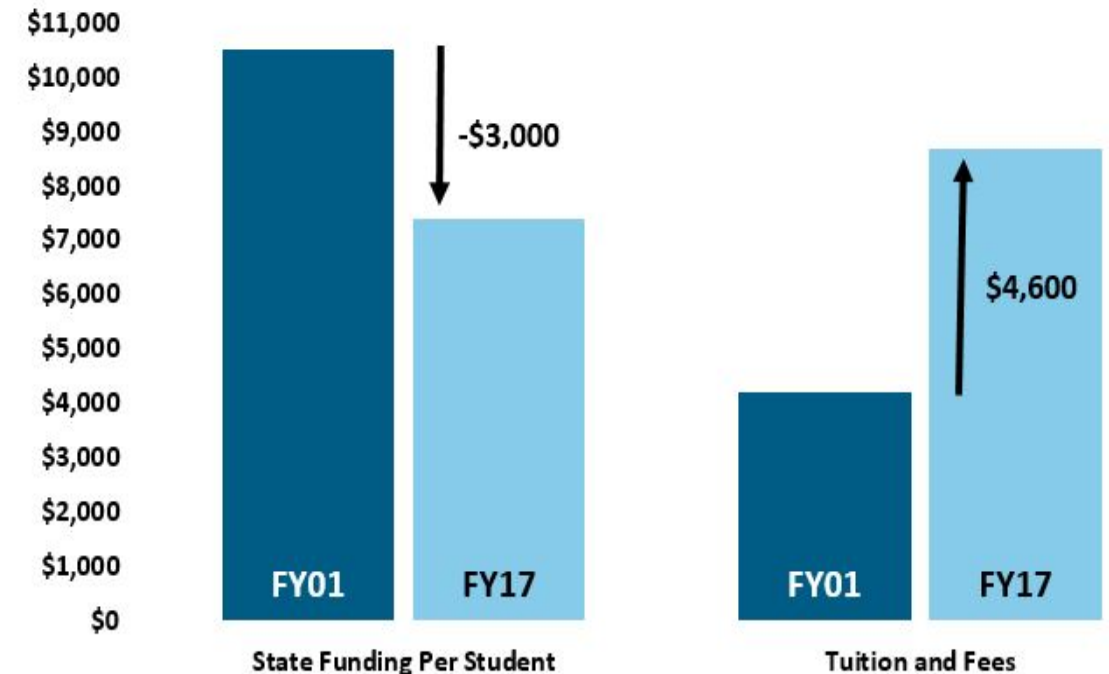
- Comprehensive Regional University
- 4 Parts of our Work (evaluated on all)
 - Instructors
 - Advisors and Mentors
 - Researchers
 - Community Outreach & Administrators
- Privilege of Teaching Students Without Privilege
- Squeezing Blood from a Stone

SHORT TERM GAIN, LONG TERM PAIN

- Funding Down, Tuition Up
- Student Debt and Labor
- Narrow use of Business Intelligence
- Local vs. global optimization (integrated system)
 - Fewer sections/larger classes = fewer students/fewer successful students
- Failing Students in many ways
 - Department Administrators; Librarians; Lights; Trash Cans, HVAC; Website Navigation; No instructional technologist; African American & Latinx Faculty
- Faculty Morale & Harming University as a Whole

As State Higher Education Funding Has Gone Down, Tuition and Fees Have Gone Up

Per-student state appropriations to public college and university campuses, and in-state tuition and fees, adjusted for inflation (2018\$).



Note: School-based financial aid not funded by state appropriations is netted out of tuition and fees.

*Massachusetts Budget and Policy Center

http://massbudget.org/report_window.php?loc=Educated-and-Encumbered.html#chart5

“NAVIGATING” CURRENT AND FUTURE DIRECTIONS:

- Who are We in 2020?. NECHE Accreditation & University Status
- Student Ready & Flexible institution
Must be Deliberate & On-brand: Academic Vision of SSU
- Systems Challenge, Not Local/Departmental
- We. Belong. Here. & The Cherish Act
- BOT-Faculty Partnership: We Can Help You.

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Douglas Chene, Chair, Accounting and Finance

Darlene Crone-Todd, Chair, Psychology

Andrew Darien, Chair, History

Michelle Davila, Chair, World Languages & Cultures

Elizabeth Duclos-Orsello, Chair, Interdisciplinary Studies

Amy Everitt, Chair, Healthcare Studies

Jacy Ippolito, Chair, Secondary & Higher Education

Severin Kitanov, Chair, Philosophy

Pamela Leong, Chair, Sociology

Saverio Manago, Chair, Marketing & Decision Sciences

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Carol Zoppel, Chair, Library

**STATE OF THE UNIVERSITY:
FACULTY PERSPECTIVES ON BUDGET AUSTERITY, ENROLLMENTS, AND ACADEMIC VISION**

BOARD OF TRUSTEES MEETING
FEBRUARY 12, 2020

Chairperson Subcommittee (authors and *presenters)

Andrew Darien*, Chair and Professor, Department of History
Elizabeth Duclos-Orsello*, Chair and Professor, Department of Interdisciplinary Studies
Severin Kitanov*, Chair and Professor, Department of Philosophy
Saverio Manago*, Chair and Professor, Department of Marketing & Decision Sciences
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Carol Zoppel, Chair, Library

We are very appreciative to have this opportunity to provide a chairperson's perspective on the state of our university. While it will become quite evident that we represent a good deal of faculty dissatisfaction, please understand that our primary goal is to work with you in order to best serve our students and to fulfill the mission of the university.

As Department Chairs we occupy a unique position at the institution. We manage people and budgets. We provide leadership for university committees. We develop new initiatives for our departments and across the university. We are instructors ourselves who directly interface with students on a daily basis. We solve problems students and for our Deans. We possess ground floor and global view of the university. This micro and macro view provides us with a distinct vantage point to assess what is and is not working at our university.

It is with deep regret that we report that Salem State is in crisis. Surely the members of the Board of Trustees are aware of the budget and enrollment crises, but what you may not be aware of is how the depth of those problems have impacted faculty and students. Faculty morale in particular is at an all time low. We have been asked to do more with less and at the same time are working with students who come to us with more challenges and less resources at their disposal. Faculty feel especially isolated from the decision makers on campus, particularly from the President's Executive Council and the Board of Trustees.

Each of these bodies is constituted of people for whom we have a good deal of respect and who possess impressive professional credentials and fine personal qualities. And yet they possess no direct experience as a faculty members at Salem State, and in most cases no combined experience teaching, researching or going through the tenure process at ANY institution of higher education. Therefore, the power brokers on campus who make decisions that shape faculty and student lives need a better window into the lived experience of the university. We are here to provide that on your behalf.

At this juncture, we believe that the absence of a clear Academic Vision and guaranteed support for the people and resources needed to carry it out, is a threat to our historic strengths. We, as Chairs, want to help enact a deliberate academic vision that is bolder than any financial vision. A deliberate strategy based in root-cause analysis. It must be this approach that drives efforts to strengthen our financial situation. Rather than try to cut our way out of where we are, we want to lend our expertise so that we can all work smarter not harder. We want to help develop a bold academic vision – and an operational plan – to serve our students and the faculty who teach them.

Our goal today is to do four things in our brief time with you:

1. Introduce ourselves and reintroduce you to Salem State University through the eyes of faculty – who are the critical center of the university, without whom the university would cease to exist.
2. Highlight for you some of the negative consequences of recent decisions. We want to put a human face on what administration has identified as strategic decisions based on business intelligence.
3. Share our suggestions for future directions and our current efforts to those ends
4. And, ultimately, open up a new line of communication and partnership between you and us as key academic leaders.

SSU is a Comprehensive Regional University, the only one in in this part of the state. From a faculty standpoint it means that we are called to offer a wide array of programs for as many citizens as we can. It also means that, as per our contracts, we have four distinct parts of our jobs. To be clear, we are evaluated, and our retention, tenure, and promotion depend on excellence in all four areas:

Teaching: Faculty teach 8 courses a year, four each term. Usually 4-7 distinct courses a year. We teach at the undergraduate and graduate levels and we offer professional development. We teach face to face, and online and hybrid. We teach hundreds of students a year. And when we say “teach” we don’t mean stand and lecture. We mean developing interactive, hands on learning in the classroom and outside of it, we mean using High Impact Practices including service-learning, flipped classrooms, project-based learning, developing internships, involving students in our research. We develop strategies to serve students with disabilities and we attend to the stressors that our students bring into the classroom with them.

Advising and Mentoring: We spend hours each week working one on one with students to help them craft not only academic paths but life paths. We sit with students when they cry in our offices, we advocate for them, we champion them. Research consistently shows that a major predictor of student success is having a close connection with a faculty member.

Research: And...we research. We must. And we do. We publish books, and book chapters, and articles, and public-facing scholarship. We paint and sculpt and choreograph and direct and curate shows and performances. Many of us do it on nights, weekends and in the few weeks in the summer between wrapping up one year and prepping for the next.

Service: Administrative Responsibilities/Committees: And... on top of this we are critical to the day-to-day management of the university. We write and approve new academic courses, programs, policies, we advise student groups, we oversee budgets, we run Power BI reports, we update policies, we write letters of recommendation, we track and report students who are struggling academically or personally, we people the key committees that ensure we remain accredited and strong in what we do, educate students.

Finally, we engage in work that does not quite fit neatly in any of these categories: *Civic Engagement/Community Outreach/Global Initiatives*. We are the vital core of the university’s Civic Engagement efforts. We develop and maintain partnerships across the region. We negotiate engaged learning and public facing scholarly opportunities to keep SSU relevant and provide needed services where we live and work. We are also at the heart of SSU’s Global Engagement. We develop and carry out travel-study programs and develop international memoranda of understanding with universities around the world. We teach the international students who attend SSU and we are the recipients of prestigious international grants and fellowships. We are ambassadors for SSU wherever we go.

In short, we are jugglers. Every day, every week we are trying desperately to stay on top of all of this with reduced resources even as the needs of our students increase. We have the privilege of teaching and mentoring students who, increasingly, are without privilege themselves. We do unseen amounts of

emotional labor to meet students where they are to navigate, alongside them, the day-to-day barriers in their lives that make increasingly expensive academic work challenging to pursue and stay engaged in.

No amount of improved pedagogy or number of notes in an early warning system can overcome a student's need to work 40 hours a week.

We, the faculty, are the *engine* of this organization. We provide the labor that is essential for students to learn, grow and thrive beyond SSU. Survey after survey on our campus has shown that faculty are what students are most pleased about. And, yet, in recent years, strategic and budgetary decisions have threatened the vitality of the faculty and our capacity to do all that we are tasked with doing...all that our students *need* us to do so that student success can be achieved.

We are here because the recent strategies used to address these challenges are not working.

We are all aware of the massive defunding of public higher education in Massachusetts. A remarkable 14% reduction between 2001-2017 in a state that prides itself on its educated citizenry. But more to the point, those budget cuts have largely been accepted as a new status quo here at SSU. While in the 1970s or 80s it was possible to work a summer job and a few hours a week and afford SSU thanks to the state subsidy, today our students work 30+ hours/week just to try and make ends meet. The subsidies past generations relied on to make a college education a reality are not offered to today's students.

We are also aware of the enrollment declines in recent years. Since enrollment, not state support, funds the university, the impact on our finances is doubled.

And SSU has passed the cost of this state decline and student decline onto our already vulnerable student population. A cost that is for many a barrier to persistence, or to being able to take advantage of the very programs and supports we try to create to assist them. Our students are stressed, overwhelmed, concerned about survival. (You heard at the 1/29 meeting about our rising # of housing insecure students and of students who are food insecure).

And the university has been cutting people and resources. Yet recent cuts are threatening our very ability to do all that we are tasked with doing and all that our students need us to do. We are deeply concerned that short term cuts are leading to long term problems. The very things that are being cut are the things we see students needing day in and day out from us, the faculty.

As Chairs we have access to the Power BI tools and we have spent long hours with them. We are troubled by the flawed and narrow ways in which business intelligence is being used in decision-making about courses, programs, departments. We see a downward cycle emerging that would be terrible for Salem State.

At the core of the current strategy is an approach that can be described as local vs global optimization. This approach is based on a fundamental failure to see or understand all of the academic units and programs as linked to one another and as linked to the promises we make as a comprehensive regional university. We should not be limiting student options. We should not be asking students to bend to meet us. We need you to see how getting rid of a program, a concentration, or a department might be harmful to the university's very mission, and to the university as a whole. Perceived optimization of departments will not optimize the system (university).

And, at a more micro level, “business intelligence”-driven decisions about offering fewer sections of classes is inherently the antithesis of “Flexible” and being “Student Ready”—two key concepts that the Board is interested in pursuing. If we can’t offer enough sections of courses to meet student schedules we interfere with their progression. And... fewer section means fewer students which means less revenue. For those students who are able to rearrange schedules to meet our limited offerings, fewer sections also means larger classes with less faculty-student interaction and, in turn, with lower student performance and lower retention. Which means less revenue.

And, cuts have led to problems that are failing students in many other ways. We offer you a few examples here:

As the university has turned its attention increasingly to programs with direct “workforce” implications, in the College of Arts and Sciences (as a result of VSIP) we currently have only 10 administrative assistants for 20 departments. There is no plan to hire additional administrative assistants. In practice, there are many department offices that are dark ½ of each week. Students are redirected to different offices or told to return on a different day and time. And the work of basic administration is being passed on to Chairs or just cannot be done.

In many buildings, lights are now turned off at night – a positive move – but are still off when students arrive in the morning. They are greeted by dark hallways and offices. In classroom buildings trash cans have been removed from classrooms, so faculty regularly pick up trash after class so that the rooms stay clean. Heating and cooling systems are not functioning as they should in many places. In the library, there is an Evening Weekend Supervisor that was not filled. This means that as of this moment there are times when there is no trained permanent staff in the library to assist students with basic research questions after 7 pm or on weekends. This is not being student-ready. And, we have lost a number of African American and Latinx faculty and yet don’t have financial means to do intentional cluster hiring or use other tools that universities might leverage. Our website (which is a major expense to update, we know) needs an overhaul so that students can find information when they need it. We are encouraging online classes and hybrid classes (and charging student fees for online classes) to be flexible, but we do not have a team of instructional technologists to work with faculty to make the online classroom setting as dynamic and robust as we need and students deserve.

These cuts are reducing our flexibility. Students might find only one section of a required course in a given term and that section might conflict with their paid work or a caretaking responsibility. A student coming to a department office to take care of paperwork might need to return a different day. Sometimes they cannot. Students paying hard-earned money to be in a classroom might well find themselves (and their professor) wearing a coat in class.

Because the faculty are the engine of the organization, reducing faculty does not save money. Reducing support staff for faculty does not save money. Students with increased needs need and deserve faculty who have the time and energy and resources to teach them when and how they need to learn.

Ultimately, what we see, from where we sit as Chairs, is a recent cycle in which cuts to faculty and to the spaces and systems where students learn are reducing our ability to be a student-ready-campus. And if we are not student-ready, we cannot in good faith encourage students to come and remain here.

And yet we are persistent. We care. We are invested in our students, in our departments, in the future of the university as a whole and in the future of our region. As we come upon our 10 year NECHE

accreditation-with a decade of “university” status under our belt-it is time to take stock and reimagine what a “Student-Ready” or “Flexible” Salem State University would look like if we put teaching and learning at the center. If we had a robust Academic Vision.

We know you have been working to answer the question: *What Makes SSU Unique?* And, as we begin to wrap up we offer some answers from where stand, from all that we know, based on what have historically been our strengths...what we would propose is our SSU BRAND:

- We, the SSU faculty know our students. We know who they are and where they come from. We have historically offered small class sizes that provide students with individual attention. We help students navigate higher education, professional goals, and the responsibilities of engaged citizenship.
- We have historically provided flexibility to our students, many of whom come without a precise vision of a course of study but are deeply invested in their education and in learning. We have historically granted all students the right to explore the widest possible range of the arts, humanities, social sciences, and natural sciences as well as professional-focused programs. And we have allowed all students to see a range of futures for themselves. Not a future dictated by a narrow vision of “workforce needs”. Our students are more than the raw material for Massachusetts employers.
- We, the faculty, engage the city and region in our teaching and scholarship, and are proud to celebrate the rich diversity of our student body.

Today we stand here because we are invested in building on this legacy and the strengths of the faculty to develop an *academic vision* that is *clear, deliberate* and takes a *systems approach* to solving our current *systemic* challenges.

We stand here united as Chairs, not divided as departments or schools.

We are inviting you to join us in three specific ways as we work towards this end.

First, partner with us and groups across campus in the “We. Belong. Here.” Campaign focused on making clear that we are ALL needed and valuable assets at SSU, and, naming the barriers to belonging as experienced by various groups and individuals. This campaign will illuminate the strengths and challenges facing SSU now and it will help mobilize support for the increased state funding we and our students so desperately need.

Additionally, we need **you** to lift your voices--as we have--to support the CHERISH Act, publicly, repeatedly and unequivocally, to bring \$100 million dollars in sustained public investment to SSU over five years. The privatization of “public” higher education serves no one. Least of all the very students we claim to want to serve.

Finally-*and most critically*-we ask you to see our presence here today as the opening salvo in what we hope will be a fruitful, long term relationship between us and you. We wish to collaborate and share authority in relation to how we make SSU stronger. We are asking for a voice at the table.

We are specifically inviting you – each of you – to come spend time with us and our students. We welcome you in our classrooms, at our department meetings, in our offices. For one -on-on

conversations, for strategy sessions, for focus groups, for a cup of coffee. We are your allies. We have knowledge and insight that is valuable to you in your role as Trustees and we, as some of the longest-serving members of the Academic Leadership Team at Salem State, have wisdom and insight that is not available anywhere else. Join Us to ensure that the state of the university is strong.

Thank you.

