

**Salem State University
Board of Trustees
December 4, 2020
Off-site meeting (remote)**

Present: Trustees Lutts (chair), Zahlaway-Belsito, Butts, Cadet, Chisholm, Contreras, DeSimone, Katzman, Lutts, Murphy and Russell. Also present and participating at the meeting were President Keenan and Board Secretary Montague.

I. Call to Order

Chair Lutts called the meeting to order at 8:30 am and briefly reviewed the meeting agenda. He then introduced the first speaker Massachusetts Commissioner of Higher Education Carlos Santiago. Commissioner Santiago was appointed to this position by the Board of Higher Education (BHE) in July 2015. Working with the BHE, he is responsible for providing overall direction to public higher education in Massachusetts and helping shape state-level policies that maximize the benefits of higher education to the Commonwealth and its citizens.

**II. Advancing the Massachusetts Statewide Equity Agenda at the Institution and System Level
Commissioner Carlos Santiago**

Commissioner Santiago greeted the attendees and noted that we are in the midst of a pandemic and some may question why we are pursuing an equity agenda during a crisis and all of the financial issues and teaching modalities that we need to address; however that is exactly why this initiative must move forward. One of the things that Covid-19 has taught us is that the pandemic has a disproportionate impact on communities of color not only in Massachusetts but nationally as well. It has heavily impacted our institutions as well.

The white high school population has gone from 81 percent of students down to 56 percent. We are seeing a decline overall in students going on to college and in the fall the community colleges just faced a 15 percent decline in enrollment and they are at the lowest levels of enrollment in 25 years. Our state universities have seen a decline in 7 percent.

There is growth – the Latinx population is growing. The current population is at 8 percent and in the next few years it will be almost 25 percent. So these students are ready for college, we need to focus on equity and change to be ready to bring these students into our sphere. There's an economic issue as well as a social justice issue here. The Massachusetts economy relies on brain power and on an educated labor force. If we don't educate our underserved students then we are going to lose our position as the state with the highest percentage of college credentials in the nation. And that is going to impact us in terms of the strength of our economy as well, so that is the economic imperative and the social justice imperative.

Commissioner Santiago shared the impact that the GI Bill had on his life. While not a veteran himself, the fact that his father served in the war, allowed him and his siblings to go to college and then allowed his children to go to college. The power of the GI bill changed lives but that access isn't available to everyone. Commissioner Santiago explained how looking at the issue of affordability and it is certainly a factor and it is something that we have looked at and specifically we were looking at students and their unmet need. We found there were students of color that had their unmet need covered and they could literally afford higher education. Racial equity will be achieved when race no longer determines one's outcomes in the Massachusetts public higher education system. We must create and cultivate an inclusive environment to encourage the support and participation of relevant stakeholders. (See Commissioner Santiago's PPT attached) A brief question and answer session followed the Commissioner's talk.

III. Diversity and Inclusion Update

Sean Bennett, Vice President of Diversity and Inclusion

Nikki Polonia, Director of Education & Training, Diversity and Inclusion

Vice President Bennett welcomed the attendees back from their short break. An update on the work that has been taking place in Diversity and Inclusion was included in the read ahead materials (attached). Vice President Bennett welcomed any questions, then hearing none he directed attention to the presentation slides and the advance homework which was an implicit association test which looked at race. VP Bennett then turned the exercise over to Director of Education & Training Nikki Polonia, who explained that implicit basically means that you have a brain and bias means that you are human. Bias does not mean that you are a bad person. It means that our brain and the way that we grew up associates things to one or the other. Nikki then invited the trustees to join in a discussion and share a toy that they played with as a child. Nikki went on to explain how implicit bias and association can identify with gender in different scenarios.

Vice President Bennett discussed that the implicit biases identified in the exercises happen everywhere all the time. But it's about what we do to counteract them that matter. In working with the National Coalition Building Institution (NCI), we make space to make mistakes because that's what is needed when we are talking about implicit biases. Commissioner Santiago spoke about the statewide change that is needed to accommodate new students. We need to change given what we see with implicit association. As the commissioner mentioned, this is a social justice issue that certainly impacts the economy and really intersects what we do. So by making the right decisions now we can be in the right position to serve historically underserved students.

Vice President Bennett said that he hoped that through the these IEP exercises we have an opportunity to reflect on the need to continue building a critical mass of students, faculty staff, administrators and trustees dedicated to diversity training.

Chair Lutts agreed that diversity training was necessary, and that if it wasn't mandatory he hoped that all would participate. He suggested that the BOT should follow-up with a session of training and hoped that VP Bennett would be willing to lead the exercise. VP Bennett agreed. Chair Lutts suggested that it would be helpful to have a way to measure progress made on campus.

IV. Campaign II Theme
Cheryl Crouse, Vice President, Institutional Advancement and Executive Director, Salem State University Foundation
Taylor Dunn, Director, Campaign and Donor Relations

Vice President Crouse began the afternoon discussion with a review of the Campaign status which is currently in the silent phase. It is building some exciting momentum and the theme captures the essence and the priorities of the moment that we are in. She then turned the presentation over to Taylor Dunn.

Campaign and Donor Relations Director Taylor Dunn explained that the campaign has robust messaging. The platform has been finalized and that everyone should have received the finalized advance materials. The Steering Committee, Foundation Board and Alumni Association have also read through the materials. We have gone through quite a process to come to final election for design where we are now so we narrowed down the final name to Meet the Moment, the campaign for Salem State.

The focus of the various presentations surrounded on equity inclusion and excellence. Student retention and success and think of the moment. Every student should have this moment and the high retention practices that are part of the campaign, the scholarship aid, the improvements, and the consolidation of the campus to Project BOLD.

VP Crouse added that it's definitely a shift and she liked the action of it and thought that it had a good trajectory to the future. Trustee Contreras suggested translating the theme into several languages to see it resonated. Trustee Zahlaway Belsito offered that she liked the intersectionality of the theme. Meeting challenges, transformation with Project BOLD, meeting the moment with diversity and inclusion.

Trustee Katzman agreed that we have the opportunity to meet the moment for students. Meet the moment because of Project BOLD. And we are asking donors to the meet the moment with philanthropy. It makes sense for the campaign (see attachment).

V. Strategic Plan
Process for next Strategic Plan
President Keenan
Adria Duijvesteijn, Senior Director for External Affairs

President Keenan began the next discussion of the university's strategic plan. He explained that the university had sought and received an extension of its current strategic plan so that we could get through COVID and be more thoughtful on the other side of the pandemic. We had some challenges coming in but COVID really exacerbated those issues so part of the discussion will be Taskforce recommendations and how those will come into the strategic plan. President Keenan said that he was thrilled that Adria will be writing this proposal.

Senior Director for External Affairs Adria Duijvesteijn explained that she would discuss the process for planning the next strategic plan and then end with the timeless. She then turned back to President Keenan who provided an update on the current metrics.

President Keenan discussed the current metrics (attached) and reviewed enrollment from the baseline and the significant drop over the past few years. This year we did better than projected but we are still

down. The endowment is doing well and Institutional Advancement had been doing quite well. Given the stock market our investment portfolio has been performing well. Moving to the equity agenda, we have kept momentum on our six year graduation rate. We continue our progress in that category. Black and white students, Latinx and white students there has been a downward shift which Bonnie or David will speak about later. Pell eligible versus non-Pell eligible the gap has widened there. Retention of faculty and staff of color had been stable the past few years but that has decreased as well. Next on the metric, becoming a Hispanic Serving Institution and that is something that Salem State will become within the next five years. Lastly, Project BOLD and we will seek approval this spring and hope that we will obtain approval.

Adria then began the discussion of how the university works with the Board of Higher Education to create a strategic plan. First, she reviewed the 2018-2021 strategic plan for the trustees who were not with the university when that plan was developed. The Collaboration Committee led the process to develop the last plan. The committee was charged to facilitate an inclusive process for collecting campus input and to then distill this information into the four-year strategic plan. Trustee Murphy was very involved in the development of the current strategic plan.

The past process included several touch points with the Board of Higher Education as well as over 2,000 touch points with the SSU community. Plan development kicked off in the fall of 2016 and focused on assessment, reflection and visioning. The campus reflected on the successes and unaddressed opportunities of the 2013-2017 plan and examined internal and external data such as student surveys, the Salem State Vision Project Dashboard, peer and aspirant institution comparative data, and our Board of Trustee scorecard. There were multiple opportunities for campus stakeholders to provide input into this process to assure a shared vision and goals, and a broad process was used to craft a consensus on the university's strategic strengths and weaknesses. Results of these efforts included a new vision statement and a slate of preliminary goals which were presented to the President's Leadership Cabinet and the Board of Trustees at the start of the spring semester (January 2017). Taskforces were then convened to flesh out the strategies for each goal. These strategies then went to the Collaboration Committee and President's Executive Council for consideration. The Collaboration Committee served, again, as a broad-based focus group during this refinement and prioritization period to ensure that the voice of the campus community was represented in the final plan. With the transition in leadership from former President Meservey to President Keenan that spring, the final approval process was moved to the fall of 2017. That summer was used to define metrics, perform a cost analysis and plan for resources for the proposed plan.

The following fall, the draft was reviewed by campus constituencies through committees and open forums and the plan was approved by the Board of Trustees, the Board of Higher Education, and Secretary Jim Peyser.

Adria then shifted her discussion to how we are going to plan for the next strategic plan which, again, will span from 2022 – 2027. The outline she presented was based on the current Department of Higher Education process. We know there have been discussions at the Board of Higher Education about the potential elimination of board committees, so this process may change.

There are several touch points with the Department of Higher Education and their Board throughout the Strategic Planning process, largely through their Strategic Plan Committee. These touch points will include engagement with university and external stakeholders and will look at key areas to ensure that

the next strategic plan is aligned with the Commissioner's equity agenda and focuses on student success.

During Touch Point I, university leaders are tasked to increase the Strategic Plan Committee's knowledge and understanding of the institution's plan, noting how the emerging plan will fit within the statewide equity agenda and the BHE's overall strategy for public higher education in Massachusetts. It will also ensure collaboration and inclusivity in the development process that includes engagement with faculty, students, staff, administrators, and external stakeholders.

In Touch Point II, we will present a working draft to the BHE's Strategic Plan Committee for feedback. Our draft should include goals, metrics and strategies that are linked to system-wide goals and objectives. The Strategic Plan Committee will look for the inclusion of relevant including Performance Measurement Reporting System metrics as well. The purpose of Touch Point II is to increase the committee's understanding of our campus plan and to provide Salem State with a clear indication from the committee that our emerging plan fits within the equity agenda and the Board of Higher Education's strategy for public higher education in the Commonwealth.

The final touchpoint in this process is the formal submission to Commissioner Santiago, which will require prior approval by our Board of Trustees. The plan is then reviewed by the Board of Higher Education Strategic Plan Committee, which would either move the plan forward for formal approval by the BHE or back to the campus for revision. Following the BHE approval, the Secretary of Education will review and approve the plan as the final step.

As we begin to think about the university's next strategic plan, there are several factors that we will need to consider. There are the DHE requirements which currently include the equity agenda; collaboration with other public campuses within the state, defining clear metrics and public dashboards for evaluation and assessment. (including Performance Measurement Reporting System (PMRS) metrics) As previously mentioned, we will also have SSU specific information to consider including the Strategic Path Forward Taskforce Report and the NECHE Review that will identify specific steps Salem State can take to improve and grow. Finally, we have external considerations that are certain to have lasting impacts on how we move forward, including the COVID-19 pandemic and the demographics of our region.

The Collaboration Committee is likely to take the lead in the development of the 2022-2027 Strategic Plan as well. President Keenan has already charged the Collaboration Committee this year to begin developing a process to prepare the next strategic plan. The committee will spend this year developing a planning process that will involve the greater Salem State community and external stakeholders, and will incorporate recommendations from the Strategic Path Forward Task Force and NECHE assessment. The committee is tasked to ensure that the next plan maintains foundational aspects from the past strategic plan; while also making sure it aligns with the DHE's equity agenda and formalizes a means for more regular assessment.

At the same time, the committee is asked to identify collaboration strategies that will improve our Campus Climate, allowing us all to further student success amidst the larger challenges we face. These collaborative strategies will be used to engage the Salem State community in the creation of the next strategic plan to ensure that all voices are heard.

The timeline for the development of the 2022 – 2027 strategic plan is based on the current outline from the Department of Higher Education. The process is expected to be accomplished over the next academic year.

Adria shared a chart that showed the development and timeline of the plan for the next year and then answered questions on the plan (see presentation attached).

VI. Student Success & Retention

Assessment of Strategic Plan

Provost & Chief Academic Officer David Silva

Interim Vice President for Enrollment Management & Marketing, Bonnie Galinski

Associate Vice President & Dean of Students Carla Panzella

Provost Silva discussed the larger academic vision and alignment of our academic programs with student interests and workforce needs. And then also thinking about science and health care on a liberal arts foundation. What our students are looking for is more customized delivery. They are accustomed to options. So to what extent can we customize the student experience and student availability? We want to align student support with our student needs and those are academic and personal financial and also student behaviors. And how college fits in to their larger life. Provost Silva said that he would like to see us better aligned with our student body profile.

Provost Silva continued that the Sustainable Path Forward Taskforce has yet to complete its work and we cannot presume any kind of major reorganization before that would happen. And so we wait for the Taskforce to get its work done. Today is really about framing a vision. Part of the conversation is really about flexibility and these are the bullet here and schedule access and undecided. So we have endeavored to provide more weekend programming and more evening programming. We'll talk more about online options as we go through the programs and access.

Interim Vice President for Enrollment Management & Marketing Bonnie Galinski said that she appreciates the flexibility and access and that Commissioner Santiago had touched upon SSU becoming a culturally sustainable campus and we are seeing the shift in our student body already. It's important that we look at our policies and procedures. We are already working to remove barriers for our students. We have created a College, One presentation for First Gen college families. In relation to affordability, we are helping families understand early college and why it's important to complete the FAFSA. We were the first state university to go test optional because we understood what the barriers were for our students.

Associate Vice President and Dean of Students Carla Panzella addressed the issue of flexibility and self-authorship. She stated that many of our students come to us as first generation student of color and may have imposter syndrome that they cannot do it; that they may not be able to complete the work. And, maybe they don't have the social capital that others have been privileged with to succeed. And so self-authorship is extremely important for our student population. It's really the students' awareness of who they are, what they need and setting goals for themselves. We want to be sure that we set high expectations for them and give the support they need to succeed. The support to access their own emotions and think about relational experiences and leading communities and advocating. These are all

experiential opportunities that we offer on campus and we will continue to grow so they can be career and life ready.

Provost Silva moved to the next topic which was flexibility and on-line offerings. Provost Silva reviewed the various course offerings at SSU. First, we have the traditional model which is in person or face-to-face. Then there are hybrid, which are part in person and part online. Online can be either synchronous, that is one meets Tuesday, Thursday on zoom with a professor or they can be asynchronous online where one looks at the materials but still has deadlines for assignments and what not. We also have blended which is part synchronous online – it's sort of a fully online version of hybrid. And new this semester is something called hyflex. It's where a professor is in a room with students, face-to-face in person, but has a set-up whereby they are broadcasting to students. Classroom students can interact with students who are remote. It's a really wonderful thing to explore. We're going to expand its use.

Provost Silva credited the faculty and students and noted that it has been a very challenging time for them and they rose to the occasion of adapting to courses online. Silva continued that we have been embedding online options in program development and we are developing new programs. We have also looked at Trustee Murphy's suggestion of flexibility and undecided majors, which we now call Explorers. The Explorer program involves coaching and peer mentorship so that students can focus on their talents and learning styles. We are also doing some required career development and financial literacy programs. A discussion followed regarding the challenges of integrating internships in academic programs. Many of our newer programs have required career-learning components. We are having an issue with COVID and supervision at companies. Companies aren't necessarily looking to have interns in the same way and it's not about the labor that they get or the support, it is an issue with the supervision. We are encountering structural misalignments. The academic and co-curricular programs do not always align and that is a challenge. Then there are also barriers for students who may have transportation difficulties or they may not feel that they have an appropriate business wardrobe. These challenges may also trigger confidence and anxiety issues.

Provost Silva then went back to the word "alignment". We must retain more current students. That is the number one thing that we must do. That is not to say that we don't need to attract students, which is number two on our list. We need to close those achievement gaps that Commissioner Santiago talked about this morning. Part of the equity agenda and our social justice commitment. And we must do this in alignment with the workforce. A discussion followed regarding the important impact that internships had on the trustees experience while at SSU. Provost Silva stressed on the issue of equity and access and the challenges that many of our students face between work and non-paying internships. Those students feel locked out because they are not part of that standard.

Provost Silva then moved on to the last topic for discussion which was student success. He explained that one important thread is our participation in the Students, Success, Collaborative EAB and the data and technical backbone of this initiative is our relatively new Navigate system. It is a student success management system. It is comprehensive technology that brings together administrators, faculty, advisors and staff to support students from enrollment to graduation and beyond. We started using Navigate last year and we found that faculty members put in reports. Where they have students with concerns about those, we go into them, and navigate to them. Reports are fielded out to people who can intervene with those students. We were able to help those students early on. The beauty of Navigate is that we don't just meet students via email. We can meet them with a voicemail message or

with a phone call. So Navigate is an important piece that we have invested in that we're working and it is showing results.

Chair Lutts thanked the Provost and then introduced the last meeting segment which was the Presidential Review.

VII. Presidential Review Committee (action)

Vice Chair Butts lead the Presidential Review Committee (PRC) which was comprised of Trustees Russell and Zahlway Belsito. Trustee Butts explained that the review was based on President Keenan's self-evaluation which was previously shared with the Board and that the Board believes the president is doing an excellent job. She noted the president's exceptional leadership during the COVID-19 pandemic. Trustee Butts said that the committee focused on the equity agenda and reviewed the institutional and system goals. She then reviewed the PRC's process in accordance with Commissioner Santiago's memorandum and that the Board of Higher Education had extended the deadline for the committee's report. Trustee Butts read the committee's recommended motion and then Trustee Mattera noted that the Commissioner should be asked to take a look at the presidents' salaries across the segment and that the salaries are considerably lower than those in the UMass system. The Board noted that there would be no increase in President Keenan's compensation.

Hearing no further discussion the motion was moved by Trustee Russell and seconded by Trustee Zahlway Belsito following a roll call vote it was unanimously,

VOTED: The Board of Trustees of Salem State University hereby accepts and approves the annual review of John D. Keenan for 2019-2020, as presented by the Presidential Review Committee, to be submitted to the Board of Higher Education. (see attached)

Voting in the affirmative: Belsito Zahlway, Butts, Cadet, Chisholm, Contreras, DeSimone, Katzman, Mattera, Murphy, Russell and Chair Lutts

Voting in the negative: None

Absent: None

VIII. Adjournment

There was a brief discussion of action items for future review. Then, with no father business to review Chair Lutts asked if there was a motion to adjourn. A motion was offered by Trustee Contreras and seconded by Trustee Zahlway Belsito and following a roll call vote it was unanimously

VOTED: to adjourn the meeting

Voting in the affirmative: Belsito Zahlway, Butts, Cadet, Chisholm, Contreras, DeSimone, Katzman, Mattera, Murphy, Russell and Chair Lutts

Voting in the negative: None

Absent: None

Respectfully Submitted

A handwritten signature in blue ink that reads "John D. Keenan". The signature is fluid and cursive, with a large initial 'J'.

John D. Keenan
President

A handwritten signature in black ink that reads "Lynne M. Montague". The signature is cursive and somewhat stylized.

Lynne M. Montague
Secretary to the Board



The Equity Agenda

Salem State University Retreat

MASSACHUSETTS
Department of
Higher Education



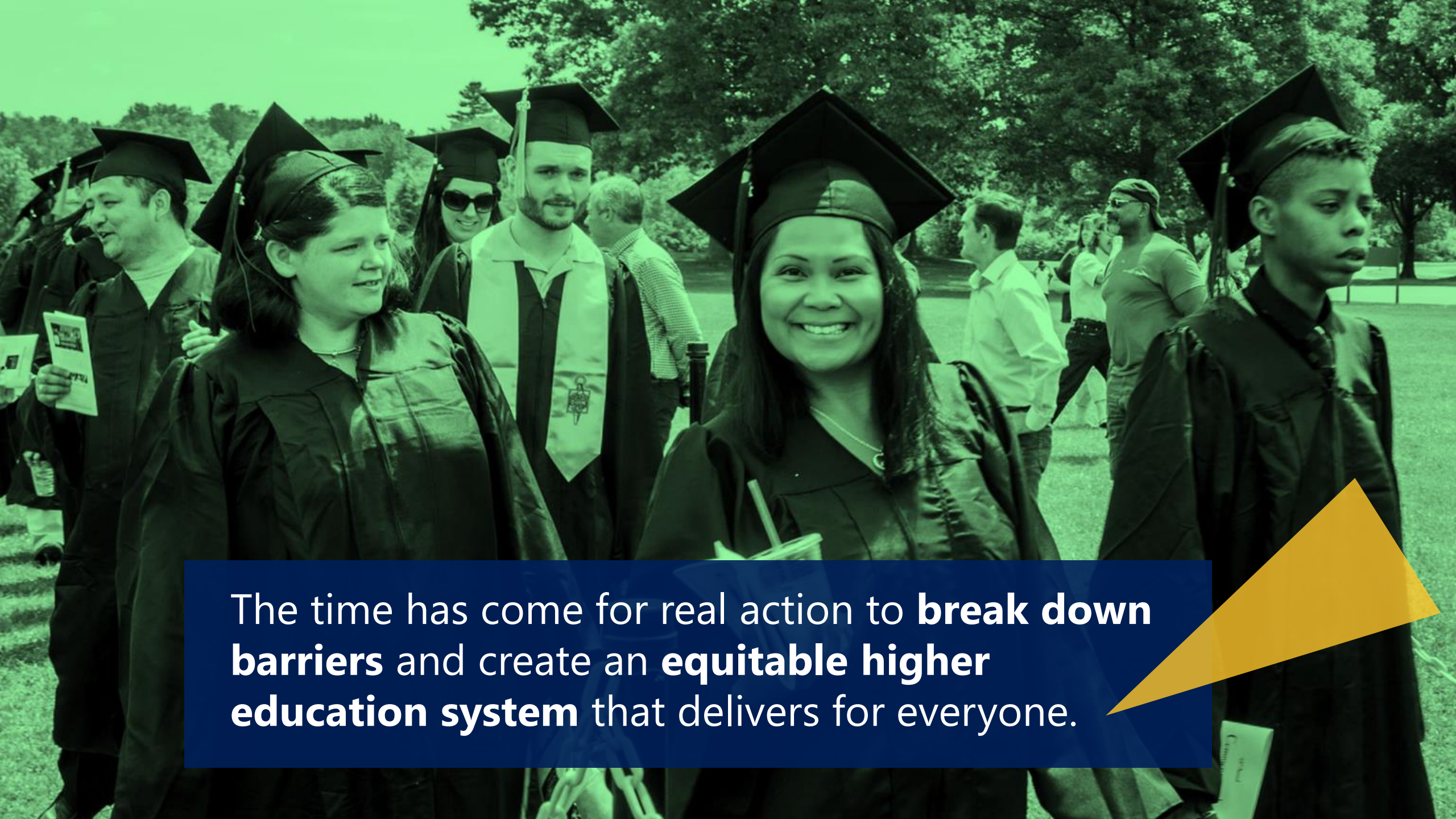
Everyone deserves to **pursue their infinite potential** and **seize the opportunities** that a higher education has to offer.



But these opportunities have been held **out of reach** for some, particularly minoritized people.

A young Black man with a backpack is looking out a window. The image has a yellow tint. A blue banner is overlaid on the bottom left, and a red triangle is on the right side.

Current policies and practices weren't designed to support Black and Latinx students in fulfilling their goals.

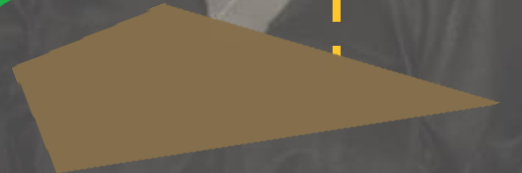


The time has come for real action to **break down barriers** and create an **equitable higher education system** that delivers for everyone.



Our Principles and Goals

To Achieve Racial Justice in
Massachusetts Public Higher Education



Equity Principles

These values guide our work to fulfill the Equity Agenda

Racial equity:

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

Equity Principles

These values guide our work to fulfill the Equity Agenda

We must:

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

Equity Metrics

Progress toward these targets will put us on track toward the goal of racial equity

1

60% of working-age Massachusetts residents ages 25–64 will hold an associate degree or higher and an additional 10% of the population will hold a high-quality credential by 2030.

2

43% percent of African American and 32% of Latinx Massachusetts residents ages 25–64 will hold an associate degree or higher by 2024, representing an ambitious five percentage point increase from current state.

3

Increase completion rates for African American and Latinx students who initially enroll in the Massachusetts public higher education system by 12 and 13 percentage points respectively by 2030.



Our Action Plan

To Achieve Racial Justice in
Massachusetts Public Higher Education



Action Plan

To achieve racial equity, we must be successful in these integrated strategies

1

POLICY AND PROGRAM AUDIT

At the system level:

- Audit and assess all policies and initiatives
- Identify and remove those that exacerbate racial inequity
- Redesign the policy scheme to build a culturally sustainable public postsecondary system where students can thrive



“Culturally sustainable” means recognizing, maintaining, and developing cultural identity and diversity, as they are assets, not weaknesses (Ladson-Billings, 1995; Paris, 2012)

Action Plan

To achieve racial equity, we must be successful in these integrated strategies

STUDENT EXPERIENCE

Reimagine the undergraduate experience by:

- Recognizing students' cultural wealth (Yosso, 2005)
- Transforming teaching & learning
- Aligning system and institutional efforts to create student-ready campuses

2

Action Plan

To achieve racial equity, we must be successful in these integrated strategies

3

DATA & EVIDENCE

Use data to:

- Measure progress toward the goal of racial equity
- Value students' experiences through qualitative research
- Identify and support implementation of equity-minded, evidence-based solutions

Action Plan

To achieve racial equity, we must be successful in these integrated strategies

COMMUNITY OF PRACTICE

4

Support the growth of a system-wide community of practice by:

- Elevating the work of equity leaders
- Creating shared implementation resources
- Developing a statewide professional development curriculum focused on culturally sustaining teaching practices

Action Plan

To achieve racial equity, we must be successful in these integrated strategies

5

SUSTAINED TRANSFORMATION

Ensure long-term sustainability by:

- Convening and supporting a broad coalition of equity partners
- Developing a 10-year statewide strategic plan focused on achieving racial justice

Philanthropic Funding

Lumina Foundation has provided \$1.2m to advance the Equity Agenda



Lumina[™]
FOUNDATION

TIE (Talent, Innovation, Equity) Grant

- Intended to support systemwide work focused on racial equity and dismantling systemic barriers faced by students of color
- Requires setting of clear goals for equity and attainment

Equity Institutions Grant

- Intended to complement systemwide TIE work by elevating and linking the work of six Equity Institutions:
 - Bunker Hill Community College
 - Greenfield Community College
 - Holyoke Community College
 - Bridgewater State University
 - Massachusetts College of Art & Design
 - University of Massachusetts Boston

Inclusive Excellence Update

Salem State University Board of Trustees Offsite Retreat

Friday, December 4th 2020

10:10 - 11:10 AM

Sean Bennett, EdD (he/him/his)

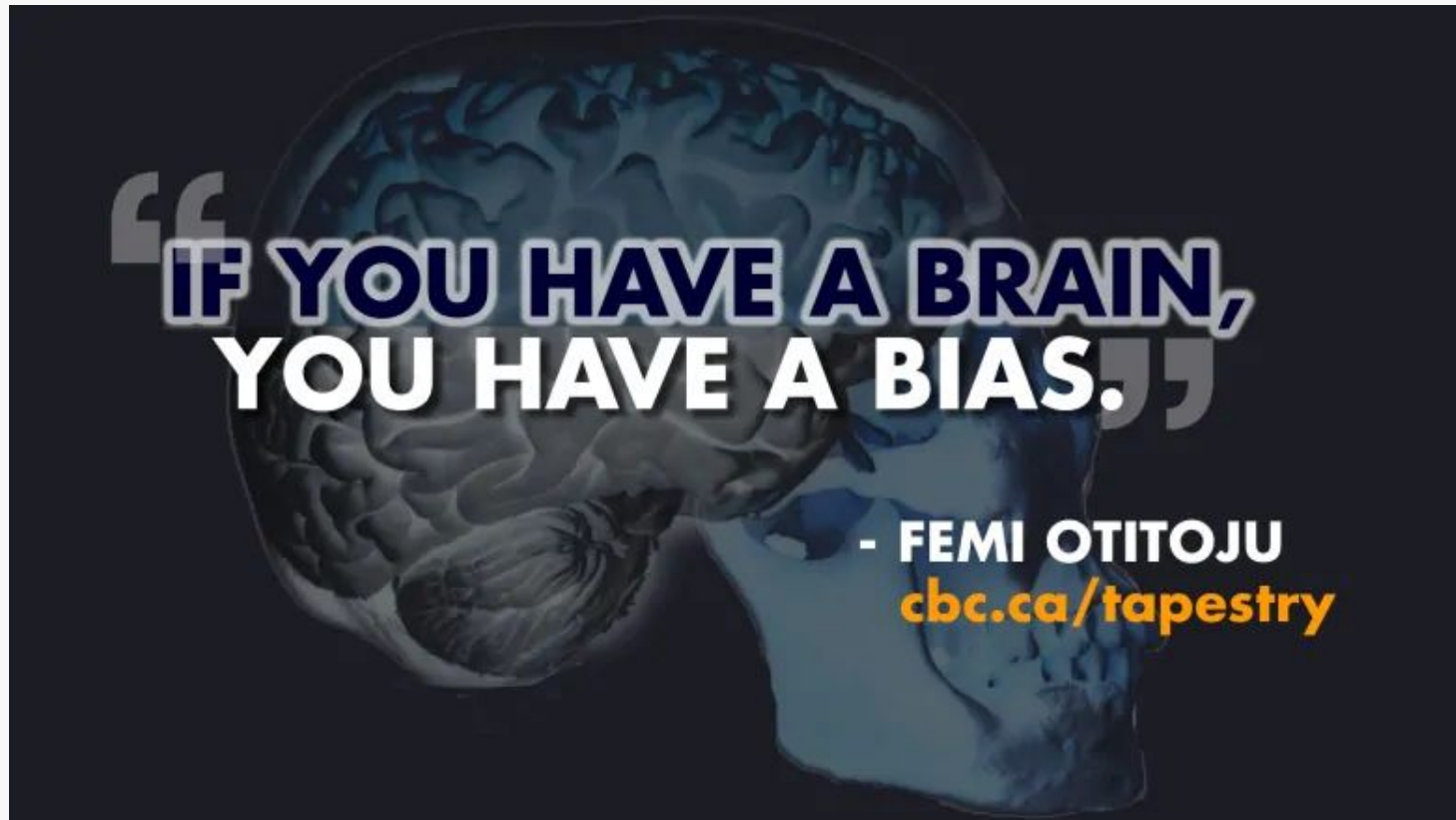
Vice President of Diversity and Inclusion

sbennett@salemstate.edu

Nikki Pelonia (he/him/his)

Director of Education and Training

npelonia@salemstate.edu



Source: cbc.ca/tapestry

Implicit Bias/Association Affects Us All

- Associative and Fast
- Automatic
- Main Driver of Decisions
- Socialized (it's everywhere all the time)



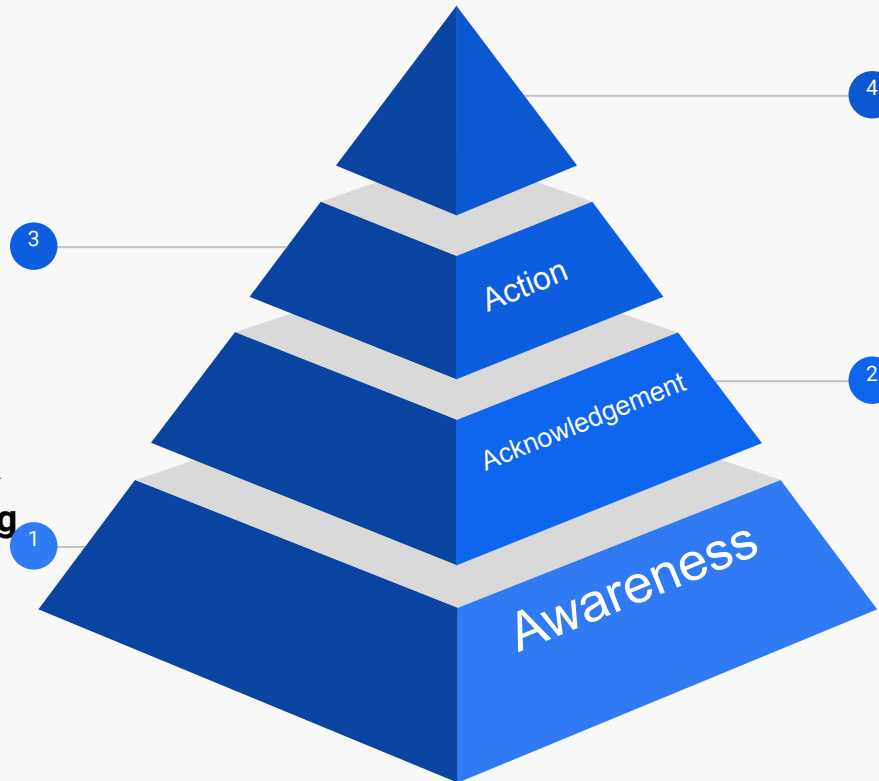
Project Implicit®

**Institutional
Accountability**

Performance evaluations, dept. goals, yearly reports, changing policy for equity

**Implicit Bias &
Campus Climate**

Education & Training
Session Series



4

2

3

1

Identifying Department Goals

Identify micro goals from campus climate, policy review and education series

**NCBI Welcoming Diversity &
Community/Coalition Building**

Education & Training Foundation



Sources



THE OHIO STATE UNIVERSITY

KIRWAN INSTITUTE FOR THE
STUDY OF RACE AND ETHNICITY



PERCEPTION INSTITUTE

Research. Representation. Reality. Perception.org



Project Implicit®

<http://kirwaninstitute.osu.edu/implicit-bias-training/>
<https://implicit.harvard.edu/implicit/index.jsp>
<https://perception.org/>

28 Why Diversity, Equity, and Inclusion Matter to Foundation Boards

By Robert J. Nava

America's national reckoning with systemic racism heightens demands for diversity, equity, and inclusion (DE&I) at universities, colleges, and their affiliated foundations. Luckily, foundation boards are uniquely positioned to help their host institutions reflect and act in a practice manner in support of their institutional commitment to DE&I.

Source: *Trusteeship Magazine*, Nov/Dec 2020

The Black - White Race Attitude Test



BEAUTY

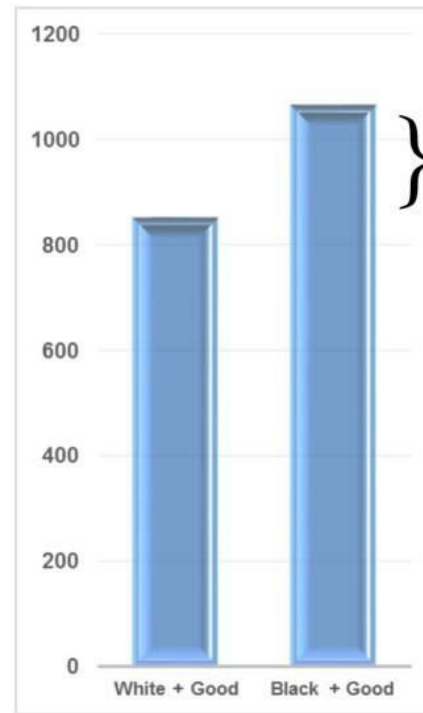
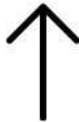
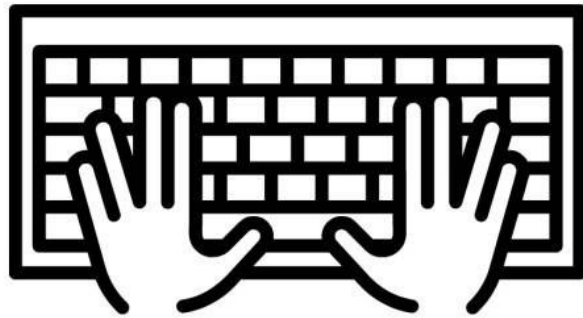
FILTH

HAPPY

SICK

JOY

GREED



Source: *Implicit Association Test, Harvard*

Inclusive Excellence:

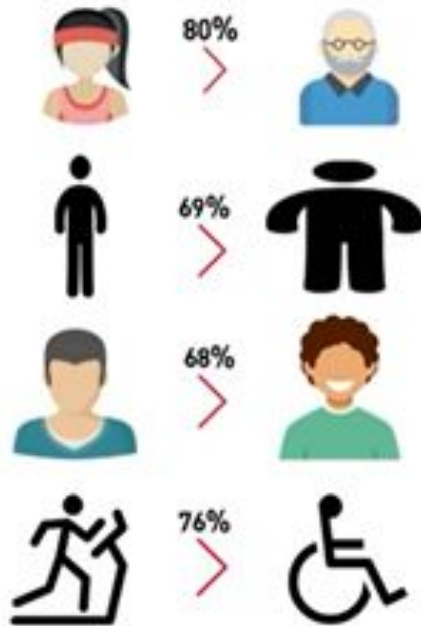
Salem State University
Board of Trustees Offsite



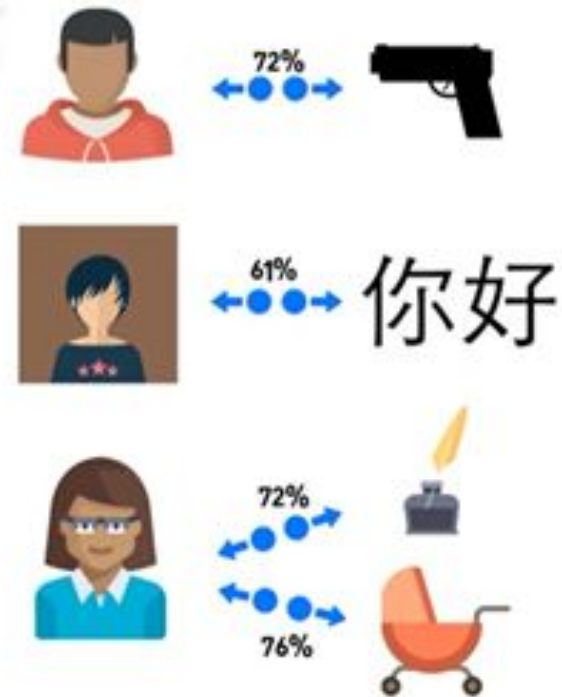
Source: *Implicit Association Test, Harvard*



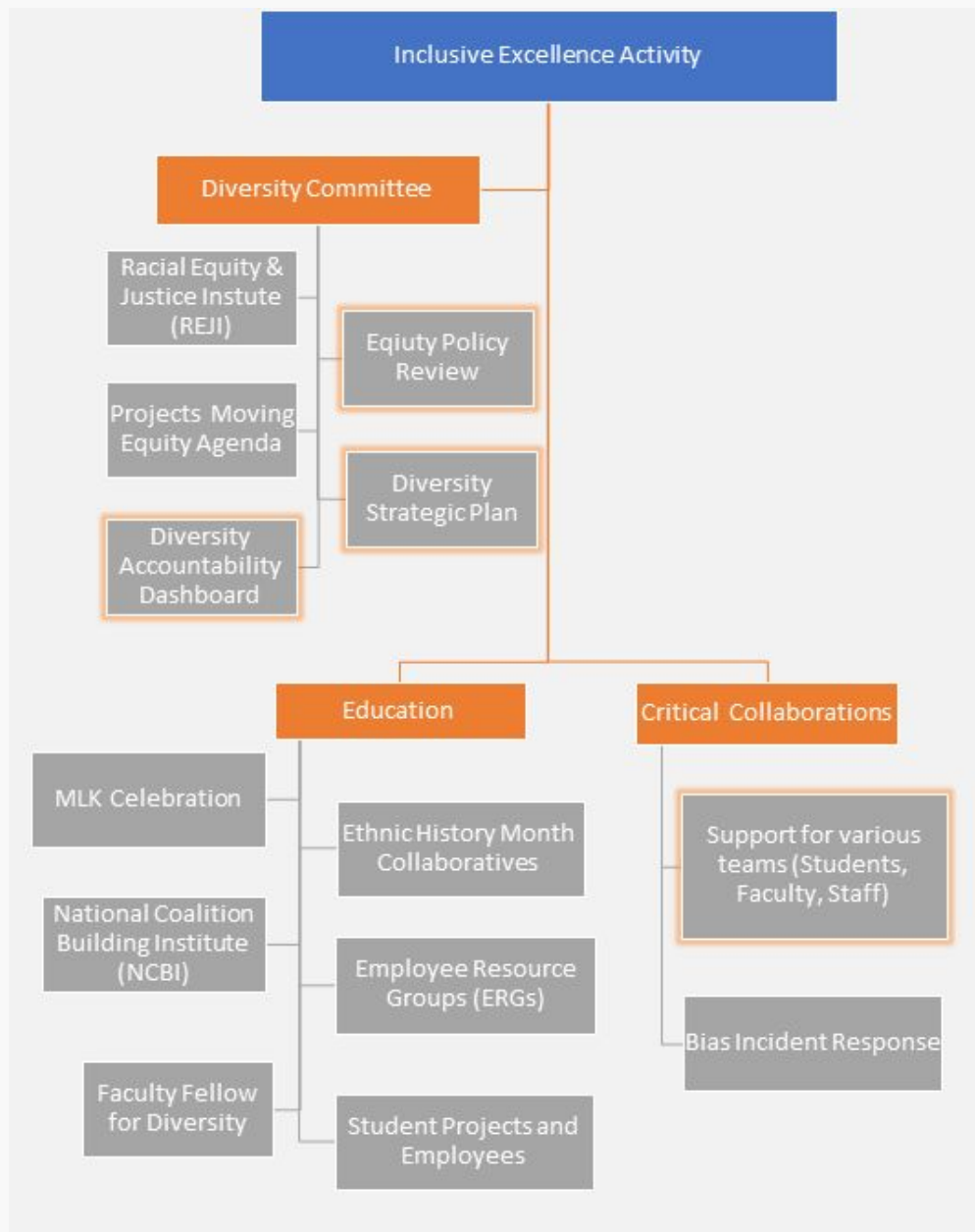
Implicit Attitudes



Implicit Stereotypes



Source: Dr Jerry Kang, UCLA Vice Chancellor Diversity, Equity, and Inclusion



Draft, 12.01.2020



STRATEGIC PLAN

2022 — 2027

Planning the Plan

Board of Trustees Offsite

December 4, 2020



AGENDA

- What We Accomplished: 2018 – 2021 Strategic Plan Review
- Planning for the Future: 2022 – 2027 Strategic Plan Development
- Next Steps: Timeline for Next Strategic Plan Development

What We Accomplished: 2018 – 2021 Strategic Plan Review



Key Metrics
2018 – 2021

Past Process

KEY METRICS 2018 – 2021

Financial Vitality & Sustainability

Key Metrics	Baseline FY2017	FY2018	FY2019	FY 2020	Goal FY2021	Progress Notes
Total Enrollment (Fall 2016)	9,001	8,702	8,338	7,706	6,395*	Fall FY21 Actual: 7,243
Endowment	\$28,500,000	\$30,179,717	\$31,487,363	\$32,530,458	\$33,000,000	
Operating Cash Flow Margin	2.16%	4.37%	4.55%	3.38%	0.00%	
Gift Revenue to University	\$1,800,982	\$2,277,617	\$2,364,867	\$1,870,580	\$2,460,262	

**Budgeted enrollment for FY2021 was reduced due to the COVID-19 pandemic.*

STRATEGIC PLAN METRICS 2018 – 2021

College Completion and Closing Achievement Gaps

Key Metrics	Baseline FY2017	FY2018	FY2019	FY 2020	Goal FY2021	Progress Notes
College Completion						
Six-year Graduation Rate All Students	52.07%	57.83%	57.13%	59.27%	62%*	
Closing Achievement Gaps						
Six-year Graduation Rate Black - White	-1.48	4.97	2.60	-9.51%	0.00*	
Six-year Graduation Rate Hispanic - White	-8.68	-5.34	-6.89	-10.44%	0.00*	
Six- year Graduation Rate Male-Female	-5.62	-5.11	-7.39	-5.75%	0.00*	
Six-year Graduation Rate Pell-Eligible vs. Non Pell-Eligible	-10.85	-2.07	-4.29	-8.25%	0.00*	
% Faculty of Color	18.80%	21.10%	23.25%	22.80%	25%	
% Staff of Color	17.68%	18.06%	18.98%	20.48%	23%	
Hispanic Serving Institution (HSI) Status					TBD	HSI campuses have a population of at least 25% Hispanic students

* Existing Commitments to BHE

STRATEGIC PLAN METRICS 2018 – 2021

Civic Engagement and Workforce Development

Key Metrics	Baseline FY2017	FY2018	FY2019	FY 2020	Goal FY2021	Progress Notes
Civic Engagement						
Achieve Carnegie Classification for Community Engagement	N/A	In progress			2020	Achieved Successfully
Workforce Development						
Open Science Teaching Lab Addition	Study Completed				Approved	Decision pending; South Campus Sale legislation signed into law

PAST PROCESS – Planning and Development

Spring 2016

- Collaboration Committee accepts charge to conduct campus-wide strategic planning for AY2017

September – December 2016

- Touch Point I with Commissioner Santiago and the Board of Higher Education (BHE)
- Planning process focused on assessment, reflection and visioning; Internal and external data were examined
- Intense and inclusive outreach process, resulting in 2,000 touchpoints with university stakeholders

Spring 2017

- Preliminary goals presented to President's Leadership Cabinet, campus community and Board of Trustees (BOT)
- Taskforces were convened to develop strategies for each goal.
- Touchpoint II Presentation to the BHE (June)

Summer 2017

- Divisional plan and metrics development and cost analysis and resource planning

PAST PROCESS – Final Approval Process

October 2017

- Review of draft strategic plan by Collaboration Committee, All University Committee, and BOT Strategy Committee
- Open forum(s) presenting the strategic plan sponsored by the Collaboration Committee

November 2017

- November 1 – BOT review of Strategic Plan
- November 29 – Special Board Meeting to approve the Strategic Plan

December 2017

- December 5 – BHE Strategic Planning Committee Touch Point III
- December 12 – BHE vote to approve SSU Strategic Plan

Planning for the Future: 2022 – 2027 Strategic Plan Development



DHE
Process

Considerations
for Next Plan

Collaboration
Committee

Department of Higher Education Process

Touch Point I

- Meeting of Board of Higher Education Strategic Plan Committee (SPC) staff and Commissioner Santiago with President and campus leadership teams
- Engagement with faculty, students, staff, administrators, external stakeholders, with system-wide equity agenda clearly communicated to all constituencies

Touch Point II

- Informed dialog between the campus and members of the SPC
- Measurements in plans will be reviewed , with a focus on Student Success metrics
- Present overview of the developing plan which should reference First Year Progress rates and long-term outcomes rates

Department of Higher Education Process

Touch Point III

- SSU Board of Trustee approves plan
- SPC Reviews plan and provides feedback
 - SPC Action – Approval and moved to BHE for action or revision required from campus
 - SPC Approval – SPC formally votes to approves the plan and bring motion to the BHE for approval

Executive Office Review

- Secretary of Education reviews plan following BHE approval

CONSIDERATIONS FOR NEXT PLAN

DHE REQUIREMENTS

- Equity Agenda
- Collaboration with other Massachusetts public campuses
- Clear qualitative and quantitative metrics
- Public data dashboards for plan evaluation and assessment

SSU Reports and Studies

- Strategic Path Forward Taskforce Report
- NECHE Review

External Considerations

- COVID-19
- Demographic Challenges

COLLABORATION COMMITTEE

2020 – 2021 Charge

Plan the process for the development of the next Salem State University Strategic Plan for 2022-2027 that:

- Involves the greater Salem State community
- Has mechanisms for input from external stakeholders
- Incorporates recommendations from the Strategic Path Forward Task Force and NECHE assessment
- Helps SSU prepare to serve students as a Hispanic Serving Institution (HSI)
- Focuses on retention and stabilizing growth
- Embeds the DHE Equity Agenda throughout
- Formalizes a mechanism for regular assessment

Identify collaboration strategies to improve the Campus Climate to further student success and assist with the impacts and challenges of:

- COVID-19
- Racism and civil unrest
- University finances

Next Steps: Timeline for Next Strategic Plan Development



TIMELINE

Anticipated Schedule for Strategic Plan Development and Review

Milestone	2020						2021						2022								
	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun	Jul	Aug	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.	May	June
Strategic Plan Extension Approved	█																				
Collaboration Committee Develops Process for Next Strategic Plan	█	█	█	█	█	█	█	█	█	█	█										
Development of 2022 - 2027 Strategic Plan									█	█	█	█	█	█	█	█	█	█	█	█	█
Touch Point I - Commissioner & SPC visit campus												█									
Collect Input from Stakeholders (SSU community, BOT, External)											█	█									
BOT Update												█									
Collect Feedback from Stakeholders															█	█					
BOT Update																█					
Touch Point II - SPC Reviews Plan and Makes Recommendations																	█				
BOT Update																		█			
Final Edits																			█		
BOT Vote on Strategic Plan																				█	
Touch Point III - BHE Vote																					█
Secretary Peyser Review																					█

An aerial photograph of the Salem State University campus. The image shows several large, multi-story brick buildings, parking lots filled with cars, and green spaces. In the background, there is a large body of water, likely the Salem River, and a cityscape with a prominent lighthouse on a small island. The word "QUESTIONS?" is written in large, bold, blue serif font across the center of the image, overlaid on a semi-transparent white rectangular background. A thin orange horizontal line is positioned below the text.

QUESTIONS?



Salem

STATE
UNIVERSITY

Salem State University

Campaign Messaging Platform

October 2020

Introduction

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What Is Messaging?

A messaging platform is an internal document that provides language and a framework for shaping public-facing communications. Stakeholders can use the messaging platform to develop internal and external communications that range from web copy and fundraising appeals to social media content and public presentations. Salem State representatives can and should borrow generously from the document, using the messages as a guide and a jumping-off point for producing content about the campaign. By articulating our case for support, we will be better positioned to share our stories in a unified, compelling, and consistent way.

About This Document

This document serves as a foundation for communications related to Salem State’s campaign. The messaging toolkit contains several items:

- **Positioning statement** – Provides a short, high-level overview that can be used to introduce new audiences to the campaign
- **Key messages** – Articulate key priorities of the campaign, including supporting detail around tactical funding areas
- **Why Invest** – Elucidates the evolving role of philanthropy at Salem State
- **Audience messages** – Includes targeted language for key stakeholders

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Unlocking the Doors of Opportunity

SSU BOLD

**Transforming Our Facilities,
Unifying Our Campus**

HIGH-IMPACT RETENTION

Fostering Student Success

UNRESTRICTED GIVING

**Supporting a 21st-Century Vision
for Student Success**

III. Why Invest?

IV. Audience Messages

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Fuel the Engine of the North Shore

CONSECUTIVE DONORS

Achieve a New Level of Impact

CAMPUS COMMUNITY

We Are All Vikings

MAJOR GIFT ALUMNI

Help Steer the Ship

ALUMNI NON-DONORS

All Hands on Deck

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POSITIONING STATEMENT

For nearly 170 years, Salem State University has served as a beacon of hope and opportunity across the North Shore and beyond. Students come to Salem State to build a brighter future for themselves, their families, and their communities. This is our moment to create a brighter future for our university.

We're rising to the occasion through a transformational campaign that combines deep investment in our students with the revitalization of our campus. We will dramatically enhance student aid to ensure a Salem State education remains broadly accessible to everyone in our communities. The integration of innovative, student-centered programming into our academic offerings will help ensure that students not only gain the skills and knowledge they need to succeed in their lives and careers, but also the support they need to excel in the classroom. Through the BOLD initiative, we will reimagine a critical mass of Salem State's physical spaces—unifying our campus, creating the leading-edge science facilities required by today's students, and fostering a stronger, more cohesive community.

As the cost of education continues to increase, a new generation of students find themselves addressing challenges related to economic insecurity, racial justice, their psychological well being, and the effects of a global pandemic. The campaign for Salem State will provide our community with the resources needed to address these concerns while continuing to provide equal access to high-quality education within an inclusive, welcoming environment. Our world needs the talents, voices, perspectives, and solutions that Salem State students have to offer. And our university needs your generous support, which will enable us to achieve our ambitions—to meet this moment and those yet to come.

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FINANCIAL AID

Unlocking the Doors of Opportunity

For some Salem State students, the cost of a single textbook can spell the difference between staying in school or leaving. It's no exaggeration to say that donor support can change their life trajectory—enabling them to earn their degree, take charge of their future, and contribute to the Commonwealth's vitality.

As the North Shore's comprehensive regional university, with one of the most diverse student populations in the Massachusetts system, Salem State has a proud legacy of unlocking the doors of opportunity.

Through the campaign, we will increase investments in student support across several critical areas:

- Some our most promising students face significant limitations around resources: Nearly 95 percent of our full-time undergraduate students request financial aid, but only 81 percent receive it. Increased support for ***undergraduate scholarships*** will help ensure that they—and we—continue to benefit from their contributions to our community.
- Campaign-funded ***Honors Program scholarships*** will help Salem State recruit and retain talented students from throughout the Commonwealth. Further strengthening our robust Honors Program will allow us to promote a rigorous, collaborative learning environment where high-performing students develop their skills, raise the university's academic profile, and achieve their full potential—especially talented students of color, who are traditionally underrepresented in the program.
- Recent events have exacerbated financial challenges for students throughout the Commonwealth. In response, we are growing support for our ***Emergency Fund for Students***, which provides critical aid in moments of unexpected need—whether due to the loss of a job, difficulties related to remote learning, or a family illness. We stand in solidarity with our students; in these challenging times, we are redoubling that commitment.

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FINANCIAL AID

Unlocking the Doors of Opportunity (cont.)

- We will increase programming and support for **financial literacy education** so that our students can maximize the benefits of available aid resources and make informed decisions around financing their education and managing debt.
- Many students who excel in the classroom find themselves burdened with outstanding bills that can prevent them from graduating; **completion grants** are a low-cost, high-reward strategy to help them cross the finish line.

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HIGH-IMPACT RETENTION

Fostering Student Success

Our experience has shown that when students feel a sense of community, they are more likely to succeed academically. Spaces and programs that contribute to an environment where students can focus on intellectual exploration, collaboration, and skills development can also lead to increased retention and graduation rates.

We're committed to meeting students where they are, affirming their goals and passions, and fully supporting them in their quest to learn. The campaign includes substantive investments in proven models that provide the foundational tools students need to pursue their interests, stay motivated, and realize their dreams:

- Having someone rooting for you can make all the difference to a college student facing a rough patch. The campaign will allow us to expand **peer-to-peer mentoring** and grow the number of **success coaches** serving student populations that require additional support, including veterans, first-generation students, and students from underrepresented populations.
- To help ensure that students are supported on campus and prepared for life after Salem State, we will invest in **living and learning communities** and **cohort learning models**. These immersive experiences represent a best practice for helping students build lasting relationships with peers and advisers—encouraging them to learn from, support, and bring out the best in one another.
- The campaign supports **academic excellence funding** across each of Salem State's schools and colleges, providing the flexible resources needed to support innovation in areas ranging from faculty research initiatives and hiring mentors to student projects and technology systems.

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HIGH-IMPACT RETENTION

Fostering Student Success (cont.)

- Students with limited resources, who often balance coursework with one or more jobs unrelated to their career aspirations, can easily miss out on opportunities to gain critical work experience that position them for long-term success. Furthermore, professions such as nursing and teaching often require students to complete unpaid clinical or student-teaching experiences to earn their degree. The campaign includes support for ***paid internships and clinics*** that will enable more students to take advantage of vital opportunities that align with their ambitions.
- From Civic Engagement and Career Services to Global Engagement and Entrepreneurship, ***academic centers*** form a vital dimension of our enterprise. The campaign will significantly expand their role—ensuring that our rigorous academic curriculum is complemented with dynamic experiences that help students build their professional network, gain hands-on training, and hit the ground running after graduation.

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SSU BOLD

Transforming Our Facilities, Unifying Our Campus

SSU BOLD represents a dramatic leap forward for our campus and our university. Created to address several essential needs identified in our 2013 master plan, the BOLD initiative will consolidate our campus footprint and provide for state-of-the-art laboratories that will energize our science curriculum. A leading-edge science facility will help attract ambitious learners, improve retention rates, and prepare students to thrive in a 21st-century economy. BOLD embodies our vision for a stronger Salem State—an institution that is more collaborative, more student-centered, and better positioned to deliver the high-quality education our students deserve.

The BOLD initiative represents one of the most ambitious enhancements to Salem State’s campus in years:

- ***Unifying our campus*** will create new opportunities for collaboration across disciplines, along with a greater sense of community and connection. Closing South Campus and centralizing our residential and academic programs will improve students’ access to amenities and the overall quality of campus life. The relocation will also increase opportunities for collaboration among faculty members by bringing diverse disciplines—from management and nursing to criminal justice and computer science—into close proximity.
- A new ***Learning Center*** will provide students and faculty with expanded access to high-quality academic resources. Renovating the centrally located Horace Mann Building represents a sound and strategic investment in Salem State’s academic enterprise. ***Facilities focused on nursing simulation, occupational therapy, and other popular disciplines*** will support efforts to recruit and retain highly qualified students drawn to robust programs in the health sciences and life sciences. Investments in infrastructure and technology will improve the classroom experience for students and faculty across a breadth of preprofessional and liberal arts disciplines.

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Transforming Our Facilities, Unifying Our Campus (cont.)

- ***New laboratories*** will deliver hands-on experiences that benefit both our students and the region's employers. Enhancements to Salem State's laboratory facilities, a cornerstone of the BOLD program, will increase the university's lab capacity by approximately 30 percent. Seven new wet labs will provide a major boost to our curriculum—enhancing student/faculty collaboration, unlocking new research opportunities, and making it easier for Salem State to compete for talented students interested in STEM careers.

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UNRESTRICTED GIVING

Supporting a 21st-Century Vision for Student Success

A meaningful college experience encompasses more than classroom learning. Students working to realize their potential need access to tools that replicate real-world working environments, such as high-quality lab equipment and patient care simulations. Their college experience should incorporate extracurricular programs that cultivate their creativity and leadership skills as well as their intellect, such as student organizations and travel programs. They need an institution that can evolve in response to changes in society and the job market. All of these enhancements are fueled by unrestricted giving—a critical dimension of the campaign that will allow Salem State to deliver flexible programming, address emerging needs, and keep capitalizing on new opportunities to promote student success.

Every unrestricted gift fuels a new opportunity for the university:

- While many alumni and friends support specific programs at Salem State, unrestricted gifts play a vital role in ensuring that we remain ***flexible and responsive***.
- The COVID pandemic has underscored the importance of general and current-use funds that can be directed to ***areas of emerging need and opportunity***. These efforts have ranged from short-term grants that allow students to continue their studies, to resources for the infrastructure investments required for online learning.
- Whether it's a young alum's contribution to the Annual Fund or a major endowment gift from a long-time supporter, unrestricted contributions also support ***activities that make college feel like college***—from covering transportation costs for students attending an off-campus symposium to fueling on-campus research.

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Why Invest in Salem State?

- ***You care about the quality of life in the region.*** No other institution has a greater influence on the North Shore or a deeper commitment to its long-term success and viability. We understand the educational needs of the area better than anyone because our students, faculty, staff, and alumni live and work in those communities. From Chelsea to Ipswich, and from Rockport to Revere, we're committed to unlocking opportunity for all.
- ***You believe that advancing equity and embracing diversity uplifts us all.*** We value the diversity of our communities, and we're proud to serve them. Our success in providing a meaningful educational experience for a student body that reflects the North Shore's demographics and dynamism—and in offering programs and services that help students negotiate their academic journey—is one of our proudest accomplishments.
- ***You've seen how Salem State changes lives.*** A college education can have a transformative effect on an individual and their family. Our supporters understand and appreciate the challenges many of our students overcome, and derive tremendous gratification from helping them earn their degrees.
- ***You appreciate Salem State's commitment to affordability and accessibility.*** The support of generous donors plays a key role in ensuring that we keep Salem State affordable—and that we continue to deliver on the principles we live by: offering equal access to opportunity, preparing students for fulfilling lives, and enhancing the quality of life across the region we call home.
- ***You recognize how the factors related to paying for college have changed.*** In the past, students could pay their way through college by working part-time and summer jobs. Unfortunately, that is no longer the reality for today's students. In 1983, state funding accounted for nearly 70 percent of SSU's operating budget; today it's closer to 30 percent—and students are being asked to cover the gap. Your support for the campaign for Salem State reflects your understanding of these dynamics and your desire to ensure that SSU remains an excellent value for ambitious students seeking a high-quality education.

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FRIENDS

Fuel the Engine of the North Shore

Salem State is proud to power the workforce of the North Shore and beyond. More than 80 percent of our graduates live and work in Massachusetts, contributing to their communities as nurses, firefighters, educators, business leaders, and legislators. Your support for the university reflects your deep commitment to the success of future generations—and your understanding of the critical role Salem State plays in fostering a stronger, safer, more productive, and more creative commonwealth and society.

MAJOR GIFT ALUMNI

Help Steer the Ship

You understand the transformative power of a Salem State education. As a major supporter, you have the chance to assume a leading role in shaping our next chapter. Whether you help fund a program that holds a special place in your heart or give the gift of flexibility through an unrestricted gift, you'll be fostering opportunities for future generations of students, raising the profile of the university, and inspiring others to lend their support.

CONSECUTIVE DONORS

Achieve a New Level of Impact

Your annual support has helped Salem State students benefit from an academically rigorous experience that positions them for a lifetime of success and fulfillment. By increasing your commitment to Salem State in recognition of the campaign for Salem State, you'll touch more lives and have a greater impact on the university, regardless of whether you support student scholarships, our transformative BOLD project, or programs that strengthen and enliven our academic offerings.

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ALUMNI NON-DONORS

All Hands on Deck

When you enrolled at Salem State, you joined a community of learners and strivers from a wide range of backgrounds and with a diversity of dreams and ambitions. Regardless of when you graduated, you're part of that extended family. The campaign for Salem State represents your chance to give back to the community that supported you, honor the friends and faculty members who made your experience meaningful, and create new, exciting opportunities for future generations of students. Through good times and challenging times, your support for the campaign will make a positive difference, and your participation will send a powerful message of unity as we work together to shape a thriving university.

CAMPUS COMMUNITY

We Are All Vikings

As a member of the Salem State community, you know that what happens here is special. Whether you're a student balancing coursework with several jobs, a professor extending office hours to help a student decipher a problem set, or a staff member providing much-needed support to a student facing difficulties at home, you make Salem State a place of compassion, resilience, and achievement. By supporting the campaign at any level, you validate those attributes, set a powerful example for your fellow community members, and reaffirm the unique qualities of this amazing place.

II. Diversity

Inclusive Excellence Updates

Sean Bennett, Vice President, Inclusive Excellence

Nikki Pelonia, Director of Education & Training, Inclusive Excellence

To ground our presentation and discussion, we are asking meeting participants to take the RACE Implicit Association Test (IAT) prior to Friday Morning.

The IAT can found here: <https://www.projectimplicit.net/resources/about-the-iat/>

Directions:

1. Choose the link at the top of the page TAKE A TEST
2. Choose the second link on the left (Or, continue as a guest by selecting from our available language/nation demonstration sites).
3. Read disclaimer and choose I WISH TO PROCEED.
4. Choose RACE IAT and follow directions. IAT takes ~10 minutes

II. Diversity

Inclusive Excellence Updates

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Student Success & Retention and the Academic Program

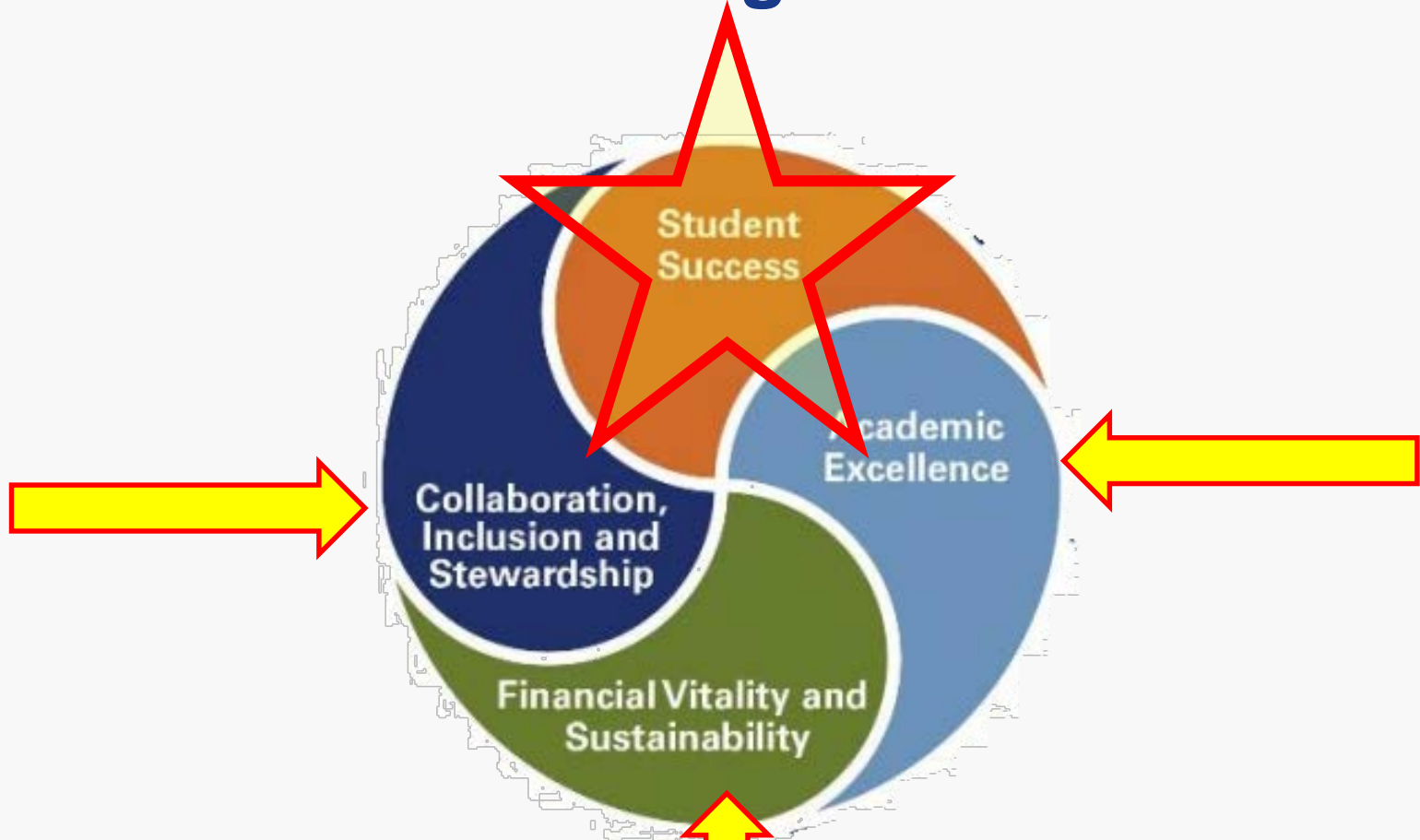
Bonnie Galinski

Carla Panzella

David J. Silva

SSU Board of Trustees Off-Site Meeting
Friday, 4 December 2020

Setting the Stage: SSU's current Strategic Plan



The Academic Vision: **Alignment**

- **Portfolio of Programs**

better aligned with:

- Student Interest
- Workforce Needs
- Science & Healthcare on Liberal Arts Foundation

- **Program Delivery**

better aligned with:

- Early- to Mid-21st century expectations
 - Options → Customization
- Student availability
 - Esp. for non-traditionals

- **Student Support**

better aligned with:

- Student Needs
 - academic, personal, financial
- Student Behaviors
 - when, where, why, how

- **AA & SL workforce**

better aligned with:

- Student body profile
 - variety of lived experiences
- Optimal delivery of services
 - Fiscally viable and
 - High quality & rigorous

Heads up! **Important Limitation**

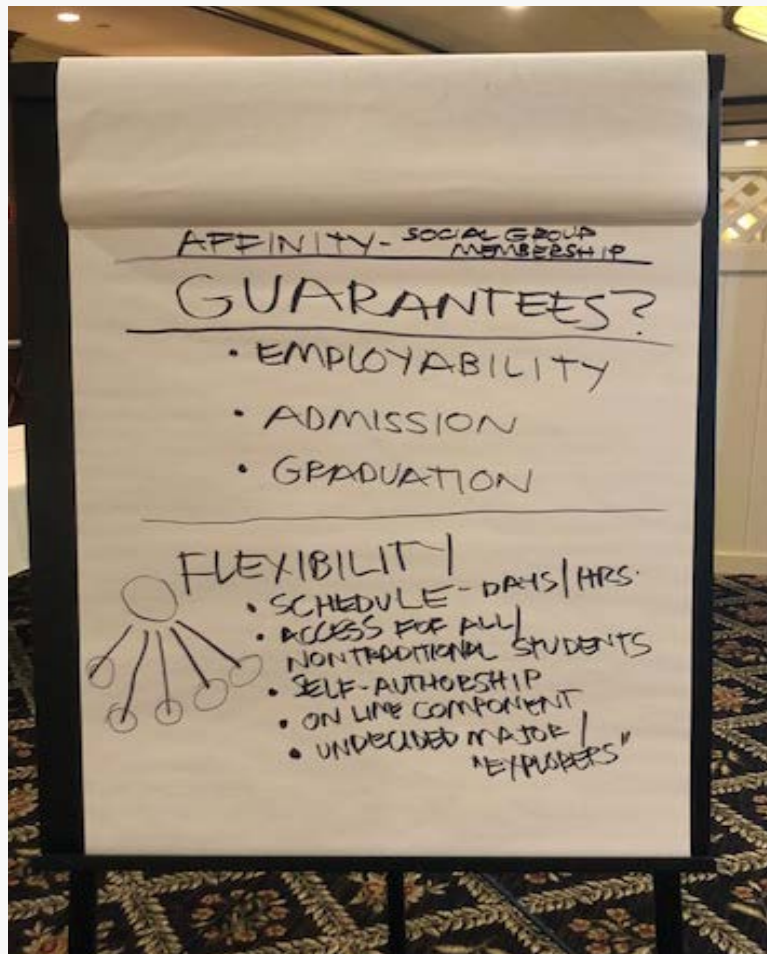
- **The Sustainable Pathway Forward Task Force has yet to complete its work**
- **Key Milestones**
 - Convening & Charging
 - Data Collection
 - Deliberation
 - Drafting a Plan
 - Submission to Leadership
- **Today's conversation: Framing / Vision**



December 2019's *Flexibility Conversation*

Flexibility

- Schedule: Days, Hours
- Access for All / Non-Traditional Students
- Self-Authorship
- Online Component
- Undecided Majors / “Explorers”



Flexibility in **Scheduling**

Schedule: Days, Hours

- Continuing Education & Graduate Studies
 - More weekend programming
 - Academic Institutes → *How long? When?*
 - Number and scope of online options
- Day Division
 - Initial exploration around expanding “quarter” courses
 - Limitations given contractual definition of “day”
- Alignment of Day and Evening
 - Seamless structure (scheduling, costs)
 - Limitations given the current two-contract structure

Flexibility in **Access**

Access for All / Non-Traditional Students

- Educate students & families about college (Spanish, etc.)
- Financial Options
 - Early College (Salem, Lynn)
 - FAFSA completion
 - Financial Aid Leveraging
- Time to Degree
 - Fifteen to graduate
 - Joint advising & degree paths
 - Transfer articulations w/ partners
- Admissions (streamline)
 - Test optional
 - Application fee waiver
 - Prior Learning Assessment
- Program Design & Revision
 - Workforce alignment
 - Flexible flowsheets with experiential learning opportunities/internships
 - More on-line options

Flexibility in **Self-Authorship**

Self-Authorship

A student's awareness of

- who they are
- what they need
- setting goals for the future
 - Reflect on experiences and set goals
 - Assess own emotions and those of others
 - Seek authentic relational experiences
 - Lead community movements to educate and advocate

These efforts must be more intentionally integrated into the larger SSU student experience

Flexibility in ~~Online~~ Offerings *Course*

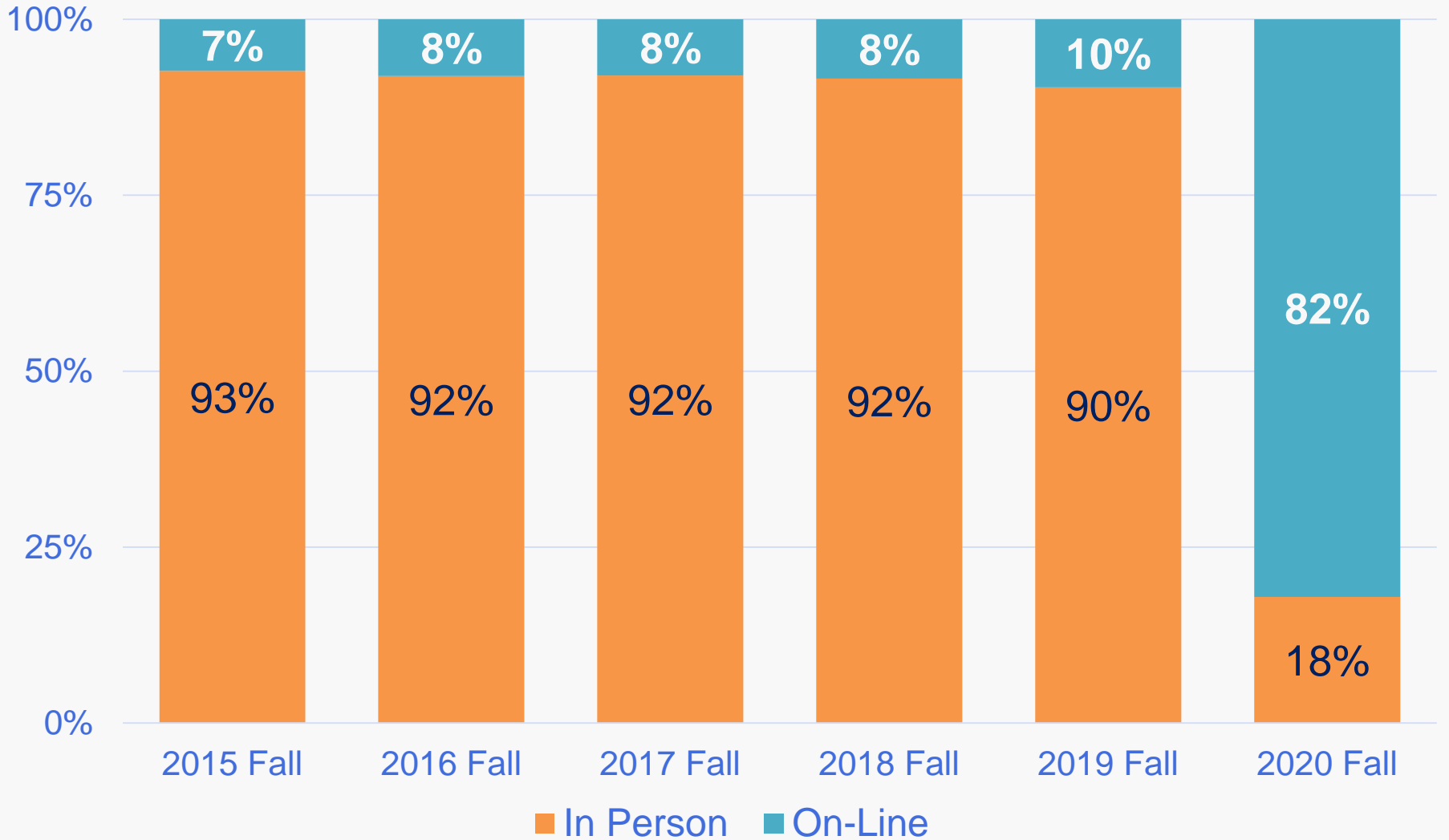
- The most recent numbers
- Embedding online options into program development & revision
 - BLS, HCS, SUDA
- Periodic pulse-taking: surveys
 - Students
 - Faculty
- Online-focused support
 - Students
 - Faculty

Course Modalities

- ❖ Face to Face
- ❖ Hybrid (F2F + Online)
- ❖ Synchronous Online (fixed schedule)
- ❖ Asynchronous Online
- ❖ Blended Online (Sync Online + Async Online)
- ❖ HyFlex (F2F + Synch Remote)

Distribution of Course Delivery Modalities

(Day+CE+Grad; Lab, Lecture, Seminar, Studio)



Flexibility in **Undeclared**

Undecided Majors / “Explorers”

- Coaching and peer mentorship
- Strengths Quest assessment focused on gifts and talents
- Cohorted first year seminar offerings
- Required Career development and exploration programs
- Required financial literacy programming

Update on **Internships**

Integration into academic programs

- Many programs require internship-type work
- Others make it optional
- New programs have woven experiential learning into the curriculum e.g. Healthcare Studies, HC Studies + Spanish

Goals

- Increase # **paid** internships
- Decrease barriers for students to have internships
- Increase alumni involvement

Update on Internships

Internship Taskforce

- Met on 12/1/2020
- Highly collaborative
 - intersection of academics and co-curricular / career center
 - there are contractual boundaries
- Institution-wide analysis of current internship practices pending
- Revised policy in the works
 - Previous version of proposal
 - Comments from the APC
 - Expectation-setting framework: University, Employer, Student
- Enhanced use of “Handshake”
 - Manage opportunities (equity concern)
 - Track activity, including signatures

Critical Interactions

The Foundation



The Primary Goal



The Ultimate Payoff

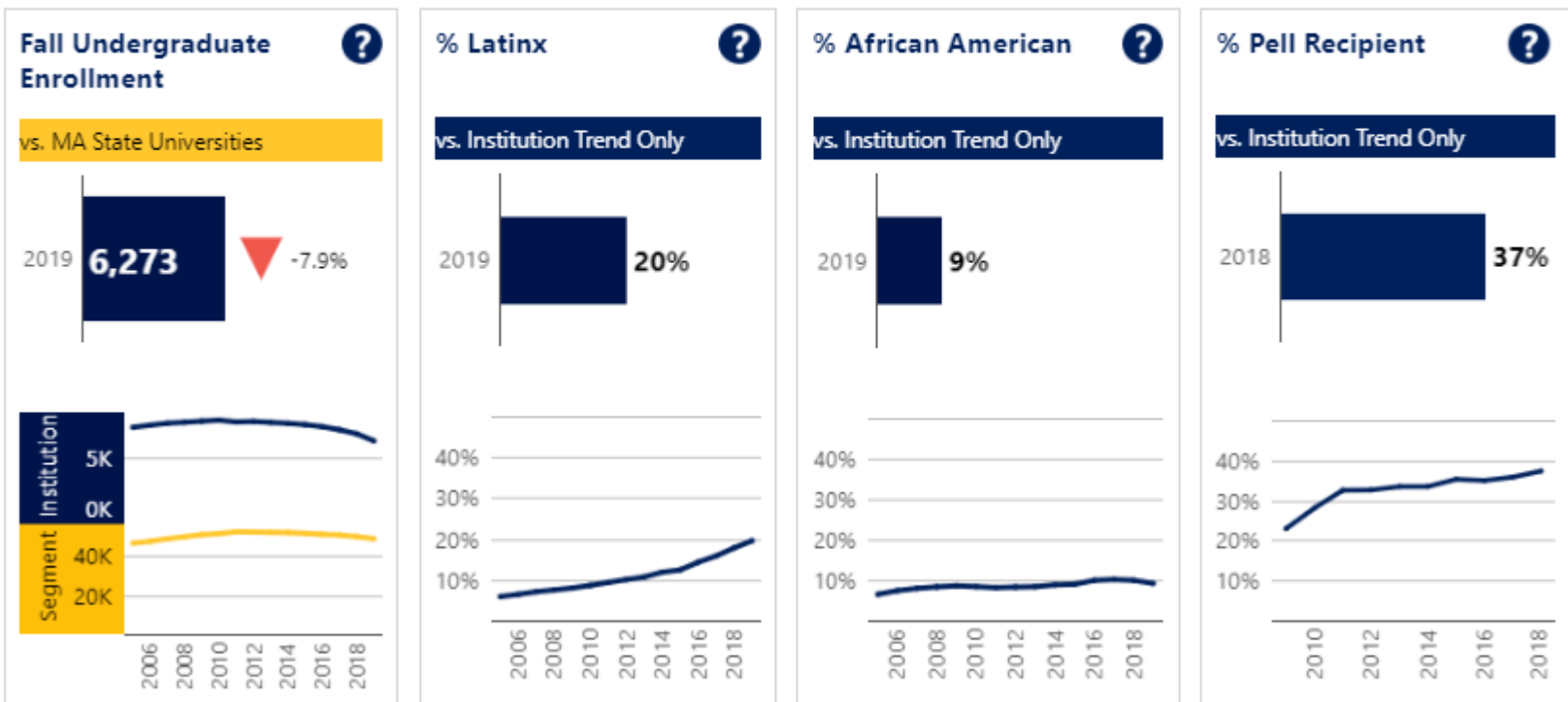


DHE: Enrollment & Equitable Access

<https://www.mass.edu/datacenter/pmrs/salem.asp>

Enrollment & Equitable Access

Is Salem State University enrollment maintaining expected levels, and are traditionally underserved populations well represented?



The Core Issue:

Year over Year Enrollment Declines

Ex: 7.9%-point drop in enrollment (2018-19)

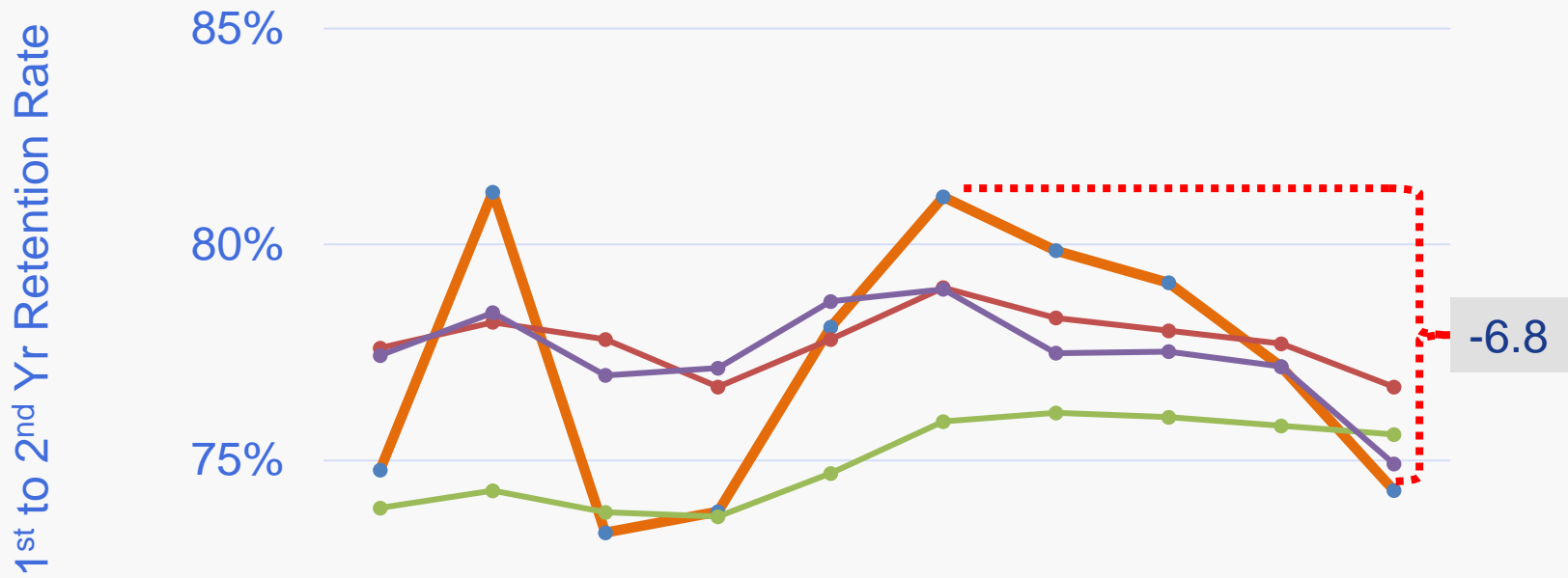
Academic Vision	<ul style="list-style-type: none"> • Alignment
What Needs to be Accomplished?	<ul style="list-style-type: none"> • Retain current students • Attract new students • Close achievement gaps • Align with Workforce
Three Dimensions of Support	<ul style="list-style-type: none"> • Academic • Personal • Financial } + the intersections
To Begin...	<ul style="list-style-type: none"> • DHE Data

DHE Dashboard Data Overview

- First- to Second-Year Retention down 7% points from a peak at 2013 (81% → 74%)
 - Not enough students accumulate enough credits in 1st 2 semesters
- Affordability and Debt
 - Unmet need at SSU is higher vs. other MA SUs (13% vs. 10%)
- Long-Term Success
 - SSU outperforms national peers on 1st-time 6-year graduation rate (58% vs. 53%)
- Equity Gaps
 - For key metrics, disparities exist / persist between: *(see slide 21)*
 - African-American vs. White
 - Latinx vs. White
 - Males vs. Females
 - Pell Recipients vs. Pell Ineligible

DHE: First- to Second-Year Retention Rates

<https://www.mass.edu/datacenter/success/home.asp>



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
% Returning to Same Institution										
● Salem State University	74.8%	81.2%	73.3%	73.8%	78.1%	81.1%	79.9%	79.1%	77.2%	74.3%
● Northeast States**	77.6%	78.2%	77.8%	76.7%	77.8%	79.0%	78.3%	78.0%	77.7%	76.7%
● National	73.9%	74.3%	73.8%	73.7%	74.7%	75.9%	76.1%	76.0%	75.8%	75.6%
● MA State U (-MCAD & MMA)	77.4%	78.4%	77.0%	77.1%	78.7%	79.0%	77.5%	77.5%	77.2%	74.9%

DHE: First-Year Progress

<https://www.mass.edu/datacenter/pmrs/salem.asp>

First-Year Progress

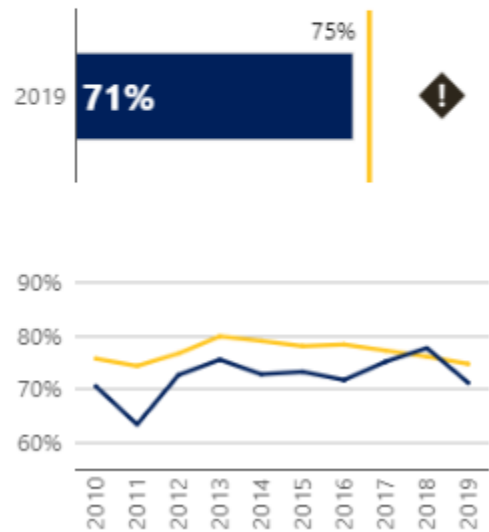
Looking at recent entering cohorts, are Salem State University students hitting early milestones associated with achieving college success?

Timely Completion of Gateway Courses ?

vs. Institution Trend Only

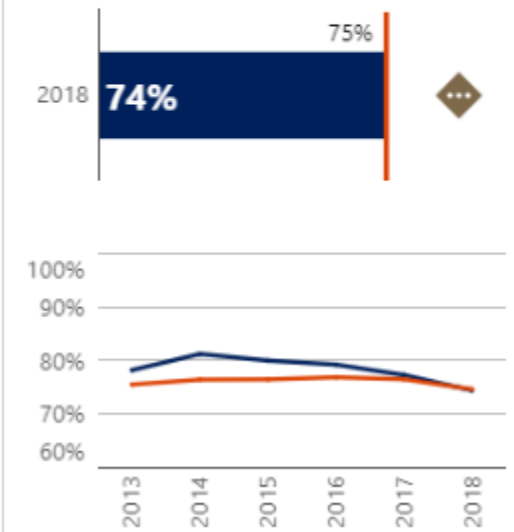
On-Time Credit Accumulation ?

vs. MA State Universities



Retention After First Year ?

vs. National Peers

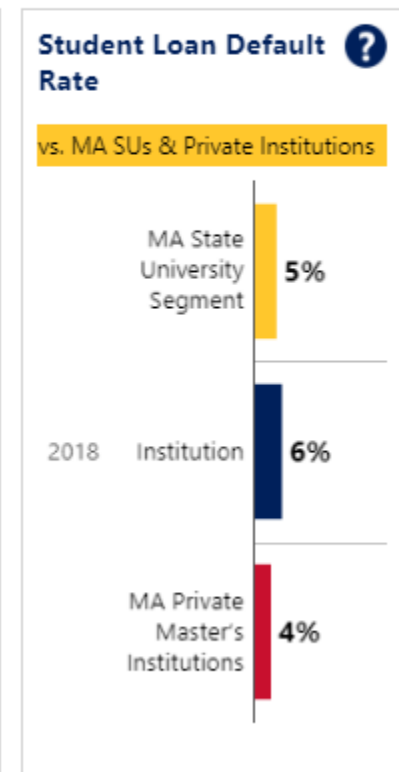
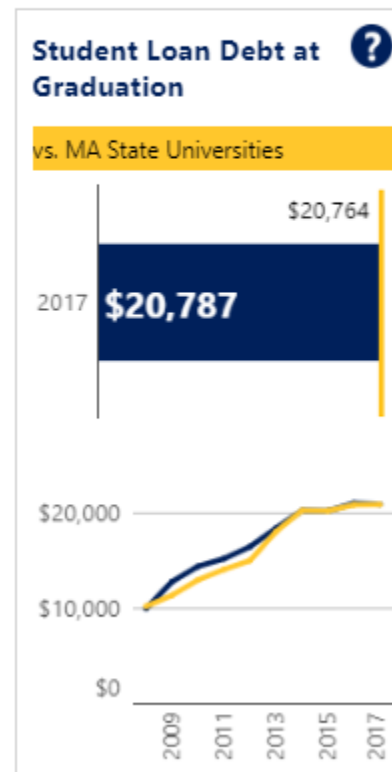
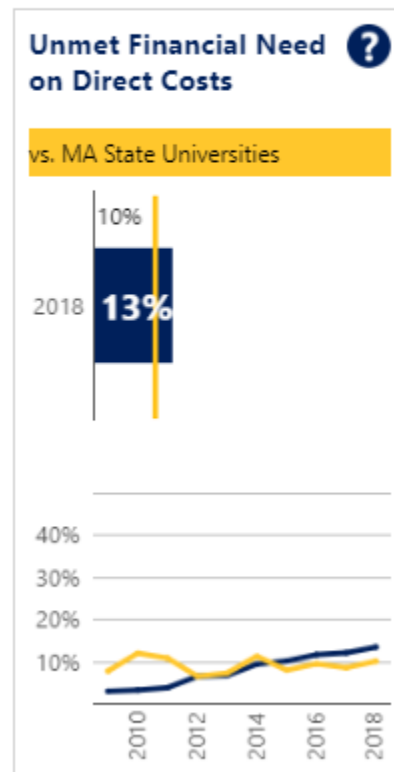
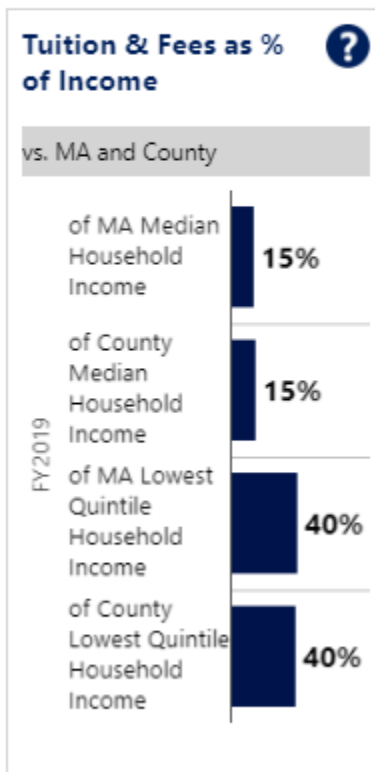


DHE: Affordability & Debt

<https://www.mass.edu/datacenter/pmrs/salem.asp>

Affordability & Student Debt

Are Salem State University tuition and fees affordable to median and low-income families, and are students avoiding excessive levels of debt?

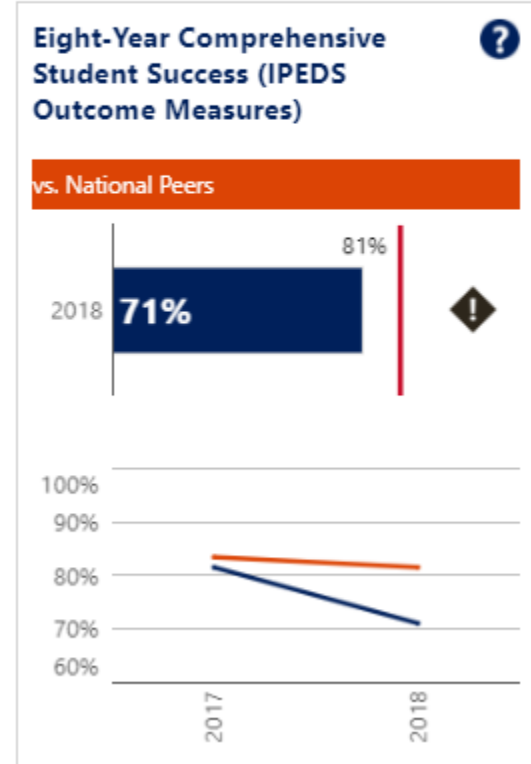
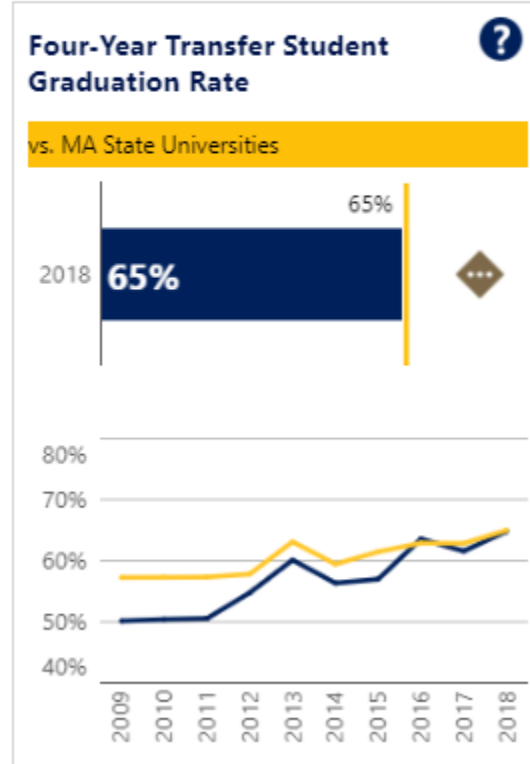
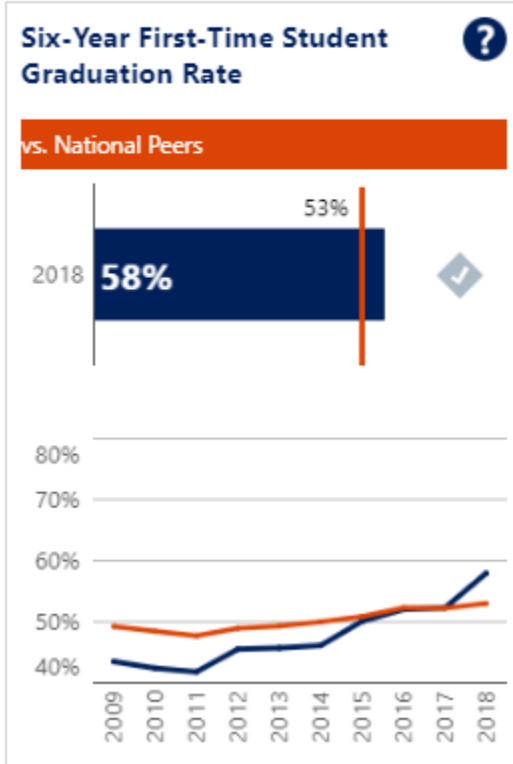


DHE: Long-Term Success

<https://www.mass.edu/datacenter/pMrs/salem.asp>

Long-Term Success

Looking at earlier entering cohorts, are Salem State University students achieving college success after a lengthier period of enrollment?

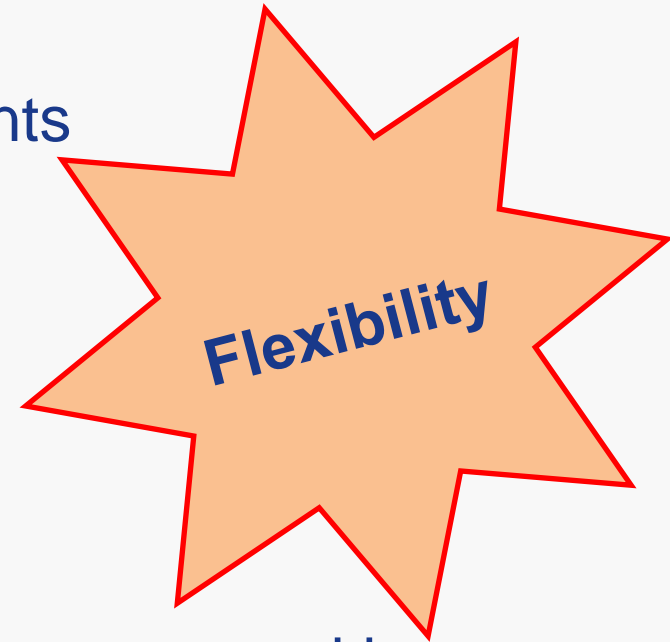


Summary of DHE Dashboard Equity Data

	AA vs. White	LX vs. White	Female vs. Male	Pell Ineligible vs. Pell Recip't
On-Time Credit Accumulation	70% vs. 78% - 8	68% vs. 78% - 10	76% vs. 72% + 4	78% vs. 72% - 6
Retention after 1 st Yr	85% vs. 89% - 4	84% vs. 89% - 5	89% vs. 85% + 4	91% vs. 88% - 3
6 Yr First-Time Grad'n Rate	57% vs. 55% + 2	47% vs. 55% - 8	57% vs. 49% + 8	69% vs. 63% - 6
4 Yr Transfer Student Grad'n Rate	58% vs. 64% - 6	57% vs. 64% - 7	66% vs. 60% + 6	68% vs. 57% - 11

What Needs to be Done?

1. Improve retention of existing students
2. Increase number of new students
3. Close equity gaps
 - Black
 - Latinx
 - Male
 - Pell-Eligible
4. Workforce Alignment: Increase degrees earned in
 - Management / Sales
 - Business & Financial Operations
 - Healthcare Practitioners & Technical
 - Computer & Mathematical



What Needs to be Done?

- 1. Improve retention of existing students**
2. Increase number of new students
3. Close equity gaps
 - Black
 - Latinx
 - Male
 - Pell-Eligible
4. Workforce Alignment: Increase degrees earned in
 - Management / Sales
 - Business & Financial Operations
 - Healthcare Practitioners & Technical
 - Computer & Mathematical

What strategies and tools are required?

1. Appropriate technology
 - Big data
 - Meaningful reports

< Continued funding & support
< Adaptive deployment over time
2. Early intervention
 - Just-in-time engagement
 - An ounce of prevention vs. a pound of cure

< Sufficient # of fully-trained staff
< Shared expectations on when to connect
3. Holistic approach
 - Not just academics
 - Seamless student-facing practices

< De-silo-ing current functions
< We are all invested & responsible
4. Carefully crafted communication
 - Asset-based
 - Caring matters

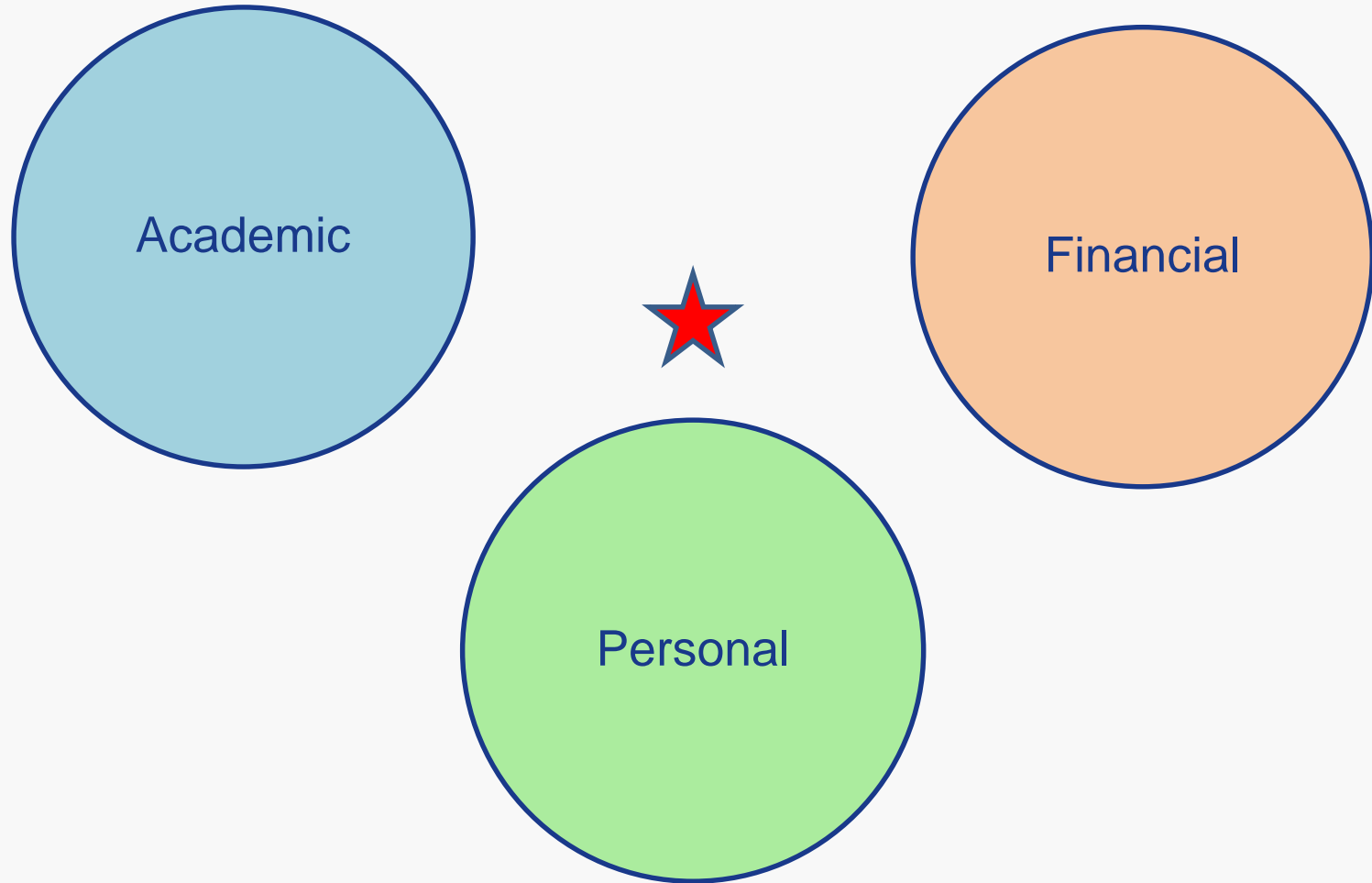
-
5. Campus buy-in
 - Every level
 - Culture change

< Unified approach: “How does this support our students?”

We end where we began...



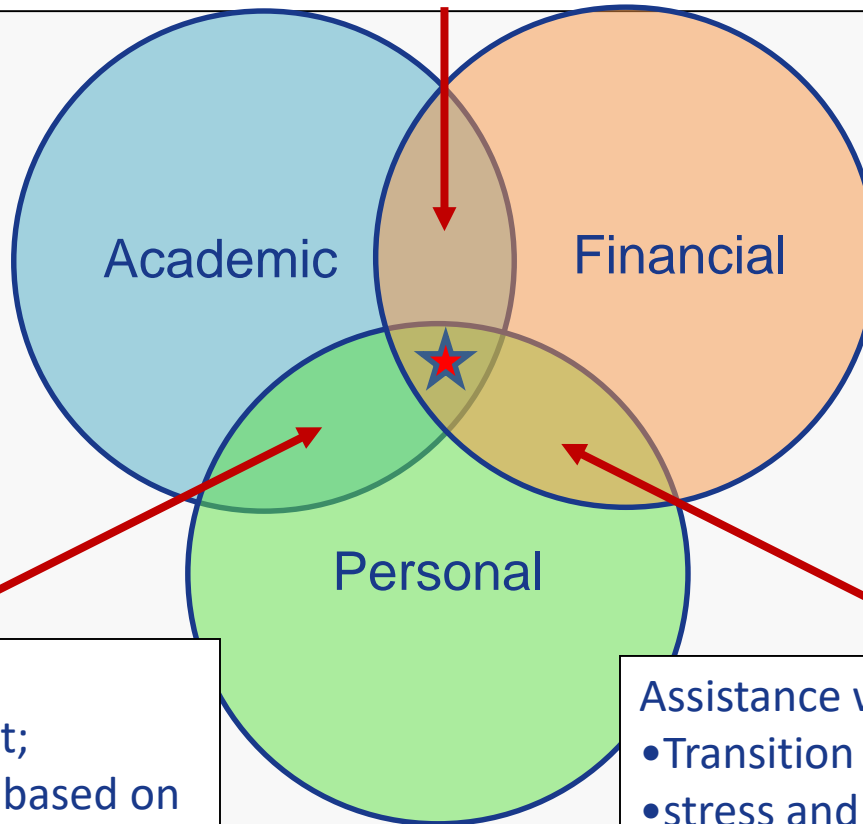
Retention Efforts: The Three Domains



For optimal impact, efforts must be coordinated, seeing the student as a **"whole" student**.

Assistance with:

- covering costs such as tuition, fees, books, materials, etc.
- scholarships & internships
- loans and payment plans



Assistance with:

- time management;
- accommodations based on disability;
- relationships with faculty

Assistance with:

- Transition and work-life balance
- stress and wellness challenges
- basics (food, shelter, transport, technology)

Student Retention in the Academic Domain: “Intrusive” Advising and Support

What is it?	Intentional contact with students to develop a caring and beneficial relationship to increase motivation & persistence
The Approach	<ul style="list-style-type: none"> • Intentional planning & tracking student journeys • Proactive invitation to academic support (<i>reduce D,F,W</i>) • Enhanced care case management where needed • Timely nudges: right time, right info, right direction • Integrated class-to-career discussions & planning
Actions Taken / Underway	<ul style="list-style-type: none"> • Expanded use of Navigate campus-wide • Enhanced relationships between CAE and Dept Chairs
Future Tactics (each w/ assessment plan)	<ul style="list-style-type: none"> • Increase Navigate use to 100% (student, faculty, staff) • Expand use of First-Year cohorting practices • Explore the development of a mentoring program
Desired Outcome	<ul style="list-style-type: none"> • For each year 2021 to 2026, the first- to second-year retention rate will rise by 1 percentage point

Student Retention in the Personal Domain: Relationship Building

What is it?	More fully integrating university units to create more meaningful and supportive relationships with students
The Approach	<ul style="list-style-type: none"> • Intentional coaching for each student <ul style="list-style-type: none"> • thinking & preparing for career and life after college • providing tools they need along the way • supporting them at new transitions and challenges • Integrated support with academic and financial supports
Actions Taken / Underway	<ul style="list-style-type: none"> • Hired SL Case Manager and restructured dep • Adopted Navigate and Maxient to track student behavior, wellness and concerns • Developed of online reporting and Care & Concern team
Future Tactics (each w/ assessment plan)	<ul style="list-style-type: none"> • Coaches and/or peer mentors for each student • Scaffolded curriculum to coaching toward career and life ready that aligns with academic curriculum • Enhanced use of Navigate
Desired Outcome	<ul style="list-style-type: none"> • Increased retention and student satisfaction

Student Retention in the Financial Domain: Financial Aid Leveraging with Financial Literacy

What is it?	Making an SSU education affordable & accessible
The Approach	<ul style="list-style-type: none"> • Educating students and families on how to finance • Re-strategizing use of institutional aid • Partnering with community-based organizations • Promoting early college & dual enrollment
Actions Taken / Underway	<ul style="list-style-type: none"> • Increase in and strategic use of institutional aid • Financial Literacy Curriculum (1+2 effort, workshops) • Emergency and completion grants • Policy review • Communication campaign with nudges – cohort outreach
Future Tactics (each w/ assessment plan)	<ul style="list-style-type: none"> • Intentional, quality counseling on cost/affordability • Enhanced pipelines and partnerships on early college • Income Share Agreements • Automation enhancements
Desired Outcome	<ul style="list-style-type: none"> • Reduction in # students who leave due to financial challenges

What Needs to be Done?

1. Improve retention of existing students
- 2. Increase number of new students**
3. Close equity gaps
 - Black
 - Latinx
 - Male
 - Pell-Eligible
4. Workforce Alignment: Increase degrees earned in
 - Management / Sales
 - Business & Financial Operations
 - Healthcare Practitioners & Technical
 - Computer & Mathematical

Attracting New Students

Action Steps to be Taken in the Three Domains

Academic	<ul style="list-style-type: none">• Offer an attractive portfolio of academic programming & career exploration• Credit other work: APL, Early College, Test Optional• Accelerate engagement w/ major & departmental faculty• Attend to needs of non-traditional students (CE & Grad)
Personal	<ul style="list-style-type: none">• Career and life ready focus and coaching• Welcoming campus for all, especially BIPOC• Experiential and developmental experiences
Financial	<ul style="list-style-type: none">• Increase student & family knowledge re: cost/affordability• Remove application/completion barriers• Increase access for the neediest students
Desired Outcome	<ul style="list-style-type: none">• For each year 2021 to 2026, number of students who apply, who are accepted, who deposit, and who matriculate will each be increased by 1 percentage point

What Needs to be Done?

1. Improve retention of existing students
2. Increase number of new students
3. **Close equity gaps**
 - **Black**
 - **Latinx**
 - **Male**
 - **Pell-Eligible**
4. Workforce Alignment: Increase degrees earned in
 - Management / Sales
 - Business & Financial Operations
 - Healthcare Practitioners & Technical
 - Computer & Mathematical

Critical Culture Shift:

Abandon Deficit Model in favor of Asset-Based Model

> What does each student bring?

> How do we need to engage to foster success?

Closing Equity Gaps

Action Steps to be Taken in the Three Domains

Academic	<ul style="list-style-type: none">• Collaborate w/ Early College partners to optimize college-readiness• Expand number of affinity-based Learning Communities• Continue to shape a faculty that represents our students
Personal	<ul style="list-style-type: none">• Update policies and procedures that marginalize• Enhance the Diversity Center physical location• Enhance mental health support for BIPOC students
Financial	<ul style="list-style-type: none">• Offer on campus employment• Remove barriers (holds, late fees, etc.)• Campaign around critical deadlines• Increase completion and emergency grant funding
Desired Outcome	<ul style="list-style-type: none">• For each year 2021 to 2026, number of students who apply, who are accepted, who deposit, and who matriculate will each be increased by 1 percentage point – Increase college access and success for students who traditionally face barriers.

What Needs to be Done?

1. Improve retention of existing students
2. Increase number of new students
3. Close equity gaps
 - Black
 - Latinx
 - Male
 - Pell-Eligible
- 4. Workforce Alignment: Increase degrees earned in**
 - **Management / Sales**
 - **Business & Financial Operations**
 - **Healthcare Practitioners & Technical**
 - **Computer & Mathematical**

DHE Initiative: Workforce Alignment

https://www.mass.edu/strategic/work_home.asp

Four Areas of Attention from the DHE (mid- to late-2010s)

- Advanced Manufacturing
- Technology Talent Initiative
- Allied Health-Direct Care
- STEM

The [More Recent] Question

“What proportion of degrees and certificates awarded each year are in fields associated with high-demand occupations?”

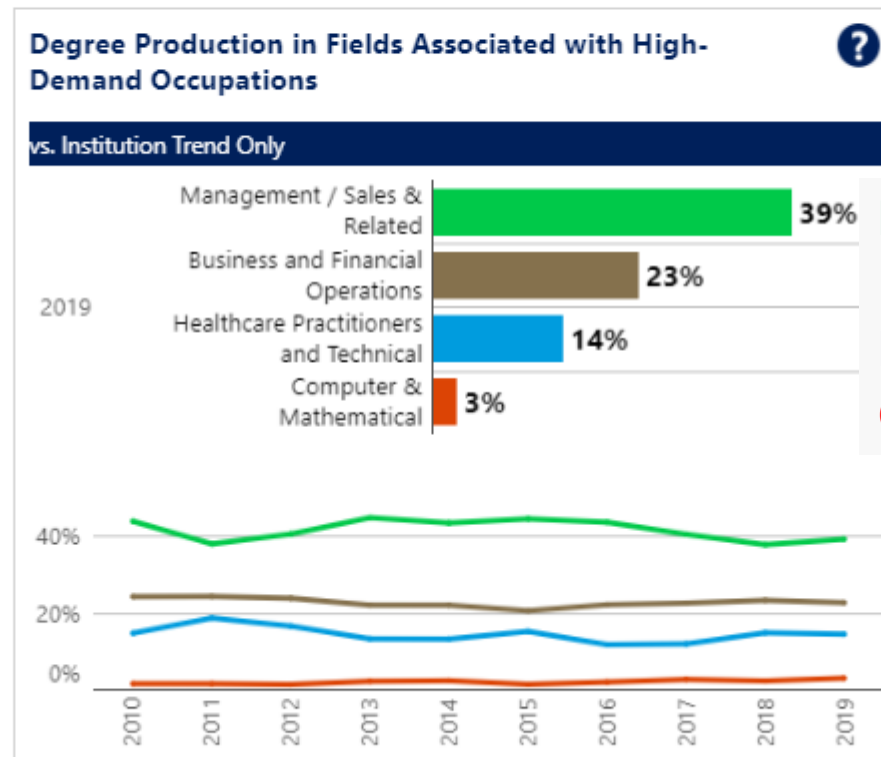
Source: Data collected by Massachusetts Department of Higher Education (HEIRS), analyzed with data from Burning Glass and Massachusetts Executive Office of Labor & Workforce Development Projections and Vacancies.

Key DHE Metric: Workforce Alignment

<https://www.mass.edu/datacenter/pmrs/salem.asp>

Workforce Alignment

Is Salem State University promoting completion of degrees that are aligned with occupations of employment benefit to students as well as the economic needs of the Commonwealth?



Management / Sales
Business / Financial
Healthcare
Computer & Math

Aligning Degrees Earned with Workforce Needs

Actions to be Taken in the Three Domains

Academic	<ul style="list-style-type: none"> • Robust accreditations (business, nursing, social work, AT, etc.) • Project BOLD • Full integration of internships in key areas • Partner intentionally (early college, comm colleges, international)
Personal	<ul style="list-style-type: none"> • Coaching and preparation for experiential opportunities • Continue to develop programs that provide resources like career closet
Financial	<ul style="list-style-type: none"> • Increase paid internships • Improve time to degree through CC pathways and use of early college and commonwealth commitment programs.
Desired Outcomes	<ul style="list-style-type: none"> • For each year 2021 to 2026, <ul style="list-style-type: none"> • the number of students successfully completing an internship course and • the number of paid internships completed will increase by 1 percent point

A Summary: What Needs to be Done?

1. Improve retention of existing students
2. Increase number of new students
3. Close equity gaps
 - Black
 - Latinx
 - Male
 - Pell-Eligible
4. Workforce Alignment:
 - Management / Sales
 - Business & Financial Operations
 - Healthcare Practitioners & Technicians
 - Computer & Mathematical



HOLISTIC =
A More Fully
“Student-Ready”
University

= FLEXIBLE

Exercise: Building the Ideal “Student-Ready” State University

Reflecting upon your own lived experiences – academic, personal, and professional:

1. What are the three key characteristics of the ideal “Student-Ready” State University?
2. Where do you see the need to invest resources?

Option A: Blue Skies

A fictional university built from the ground up.

Option B: Anchored

The Future Salem State

A note on Resource Alignment

<https://www.mass.edu/datacenter/pmrs/salem.asp>

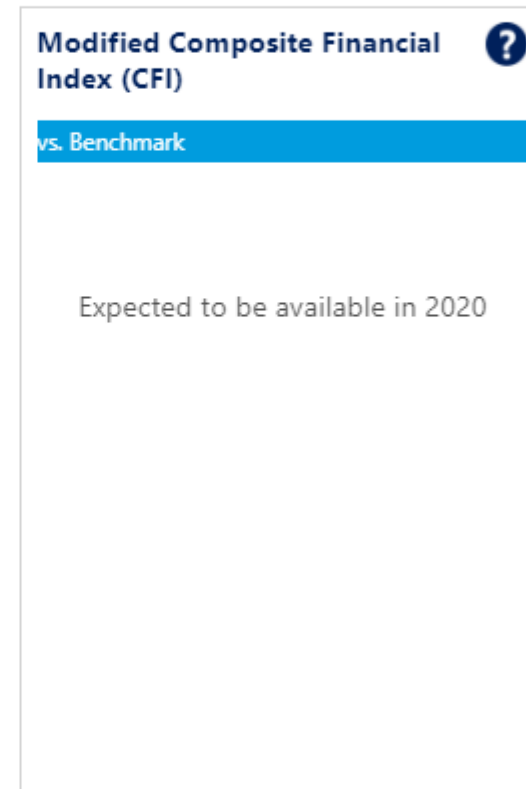
Resource Allocation

With respect to key funding priorities, is Salem State University allocating resources efficiently and appropriately?



Financial Health

Is Salem State University meeting an established benchmark for overall financial health?



DHE Equity: African-American Students (2017-19)

Source: <https://www.mass.edu/datacenter/pmrs/salem.asp>

		African-American	White	AA ~ WH (% points)	SSU vs. Compar
On-Time Credit Accumulation	SSU	70%	78%	- 8	SSU leads MASU by 6
	MASU	66%	80%	-14	
Retention after 1 st Year	SSU	85%	89%	- 4	SSU on par with MASU
	MASU	89%	91%	- 2	
6 Year First-Time Graduation Rate	SSU	57%	55%	+ 2	SSU leads USA by 13
	USA	44%	55%	- 11	
4 Year Transfer Student Graduation Rate	SSU	58%	64%	- 6	SSU leads MASU by 5
	MASU	53%	64%	-11	

DHE Equity: Latinx Students (2017-19)

Source: <https://www.mass.edu/datacenter/pmrs/salem.asp>

		Latinx	White	LX ~ WH	SSU vs. Compar
On-Time Credit Accumulation	SSU	68%	78%	- 10	SSU leads MASU by 4
	MASU	66%	80%	- 14	
Retention after 1 st Year	SSU	84%	89%	- 5	SSU on par with MASU
	MASU	85%	91%	- 6	
6 Year First-Time Graduation Rate	SSU	47%	55%	- 8	SSU on par with USA
	USA	48%	55%	- 7	
4 Year Transfer Student Graduation Rate	SSU	57%	64%	- 7	SSU on par with MASU
	MASU	59%	64%	- 5	

DHE Equity: Sex (2017-19)

Source: <https://www.mass.edu/datacenter/pmrs/salem.asp>

		Female	Male	F ~ M	SSU vs. Compar
On-Time Credit Accumulation	SSU	76%	72%	+ 4	SSU on par with MASU
	MASU	79%	72%	+ 7	
Retention after 1 st Year	SSU	89%	85%	+ 4	SSU on par with MASU
	MASU	91%	87%	+ 4	
6 Year First-Time Graduation Rate	SSU	57%	49%	+ 8	SSU on par with USA
	USA	56%	47%	+ 9	
4 Year Transfer Student Graduation Rate	SSU	66%	60%	+ 6	SSU on par with MASU
	MASU	66%	60%	+ 6	

DHE Equity: Pell Grant Status (2017-19)

Source: <https://www.mass.edu/datacenter/pmrs/salem.asp>

		Pell Ineligible	Pell Recipient	Recipient ~ Ineligible	SSU vs. Compar
On-Time Credit Accumulation	SSU	78%	72%	- 6	SSU on par with MASU
	MASU	81%	72%	- 9	
Retention after 1 st Year	SSU	91%	88%	- 3	SSU on par with MASU
	MASU	93%	88%	- 5	
6 Year First-Time Graduation Rate	SSU	69%	63%	- 6	SSU on par with MASU
	MASU	69%	63%	- 6	
4 Year Transfer Student Graduation Rate	SSU	68%	57%	- 11	SSU lags MASU by 4
	MASU	67%	60%	- 7	

1: Improve Retention

- Academic
 - Another Example
 - Prevent Grades of D, F, W
 - Student academic support (tutoring, supplemental instruction)
 - Faculty teaching support (Awareness & Strategy, Davis Foundation Grant)
- Personal
 - Removing Barriers, especially for BIPOC students
 - Universal Design
 - Foster a Sense of Belonging
 - Cohort-based programs
 - Engagement activities
- Financial
 - Intentional support at key points in the semester (e.g. FAFSA due date)
 - Improve students' financial literacy
- Intersection
 - Plan and Track Each Student's Journey: Case Management
 - Input from faculty, advisors *Navigate*
 - Input from professional advisors *Navigate*
 - More intensive case management *Navigate + Maxient*

2: Increase Number of New Students

- Work the “Admissions Funnel”
 - Market Awareness through to the point of Matriculation
- Update new student orientation
- Offer Desirable Academic Programs
 - Strategic Academic Program Development

3: Increase Degrees in Areas of Workforce Needs

- Academic Programming
 - Business
 - Healthcare
 - Information Technology
- Earlier Connections to Career
 - FYE
- Career-Related Experiential Learning
 - Internship

4: Close Equity Gaps

- Foster a Culture of “College-Going”
 - Early College programs
 - 100 Males to College
- Improve Access
 - Financial Aid Leveraging
 - Community College Partnerships (including Mass Transfer)
- Increase Belonging
 - Micro-Communities: Cohort Programs (FLC, TRiO, SBA, etc.)
 - More diverse / representative faculty & staff
- Support more Intentionally throughout the Journey
 - Input from faculty
 - Input from professional advisors
 - More intensive case management

Student Success & Retention and the Academic Program

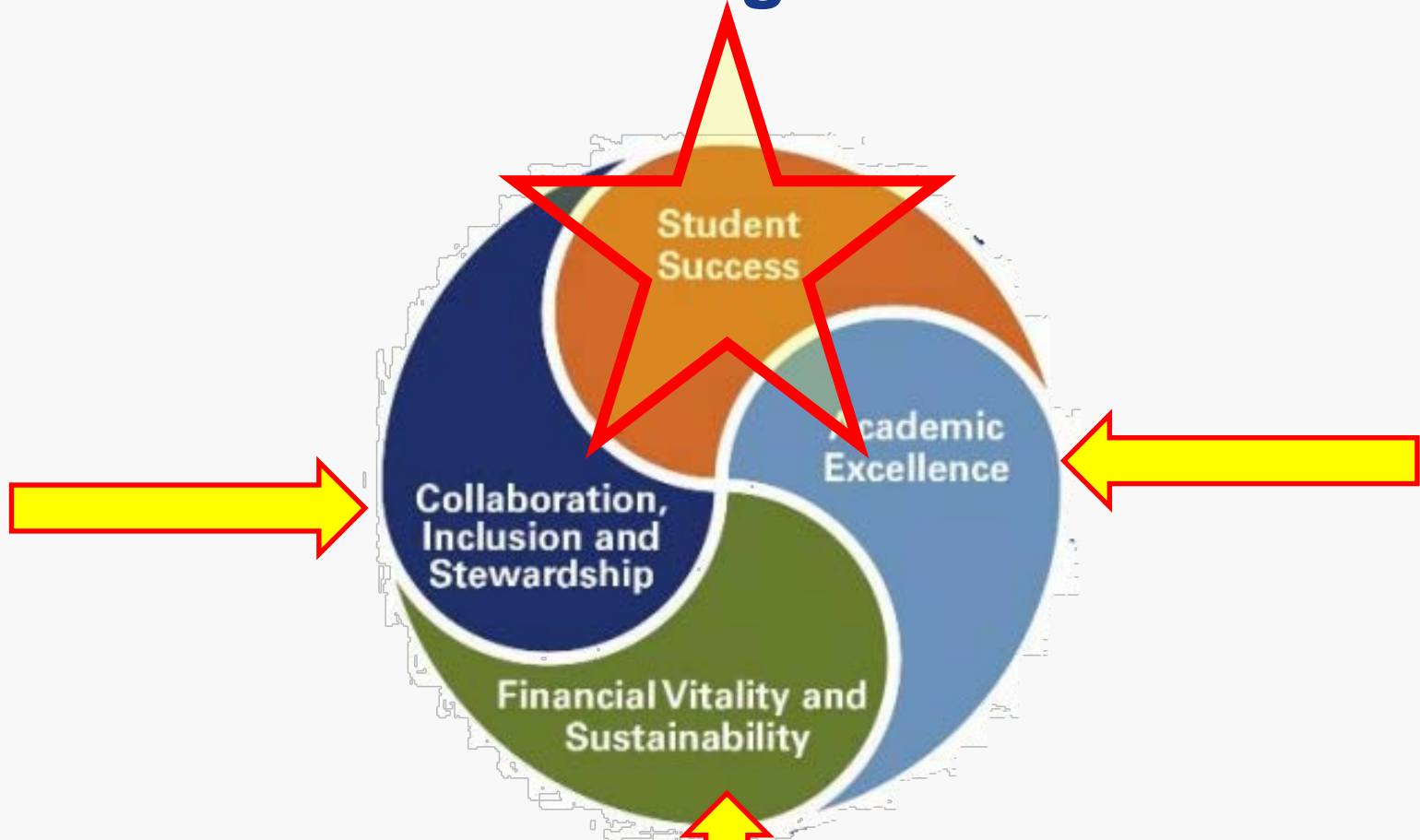
Bonnie Galinski

Carla Panzella

David J. Silva

SSU Board of Trustees Off-Site Meeting
Friday, 4 December 2020

Setting the Stage: SSU's current Strategic Plan



The Academic Vision: **Alignment**

- **Portfolio of Programs**

better aligned with:

- Student Interest
- Workforce Needs
- Science & Healthcare on a Liberal Arts Foundation

- **Program Delivery**

better aligned with:

- Early- to Mid-21st century expectations
 - **Options** → **Customization**
- Student availability
 - Esp. for non-traditionals

- **Student Support**

better aligned with:

- Student Needs
 - academic, personal, financial
- Student Behaviors
 - when, where, why, how

- **AA & SL workforce**

better aligned with:

- Student body profile
 - variety of lived experiences
- Optimal delivery of services
 - Fiscally viable
 - High quality & rigorous

Heads up! **Important Limitation**

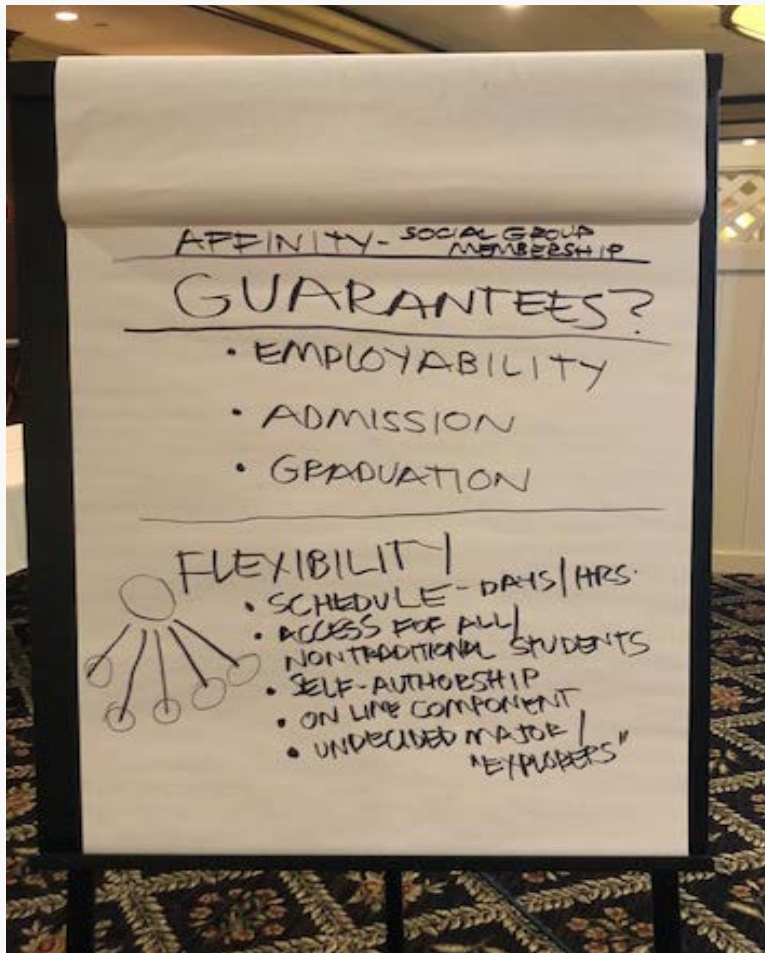
- **The Sustainable Pathway Forward Task Force has yet to complete its work**
- **Key Milestones**
 - Convening & Charging
 - Data Collection
 - Deliberation
 - Drafting a Plan
 - Submission to Leadership
- **Today's conversation: Framing / Vision**



December 2019's *Flexibility Conversation*

Flexibility

- Schedule: Days, Hours
- Access for All / Non-Traditional Students
- Self-Authorship
- Online Component
- Undecided Majors / “Explorers”



Flexibility in **Scheduling**

Schedule: Days, Hours

- Continuing Education & Graduate Studies
 - More weekend programming
 - Academic Institutes → *How long? When?*
 - Number and scope of online options
- Day Division
 - Initial exploration around expanding “quarter” courses
 - Limitations given contractual definition of “day”
- Alignment of Day and Evening
 - Seamless structure (scheduling, costs)
 - Limitations given the current two-contract structure

Flexibility in Access

Access for All / Non-Traditional Students

- Educate students & families about college (Spanish, etc.)
- Financial Options
 - Early College (Salem, Lynn)
 - FAFSA completion
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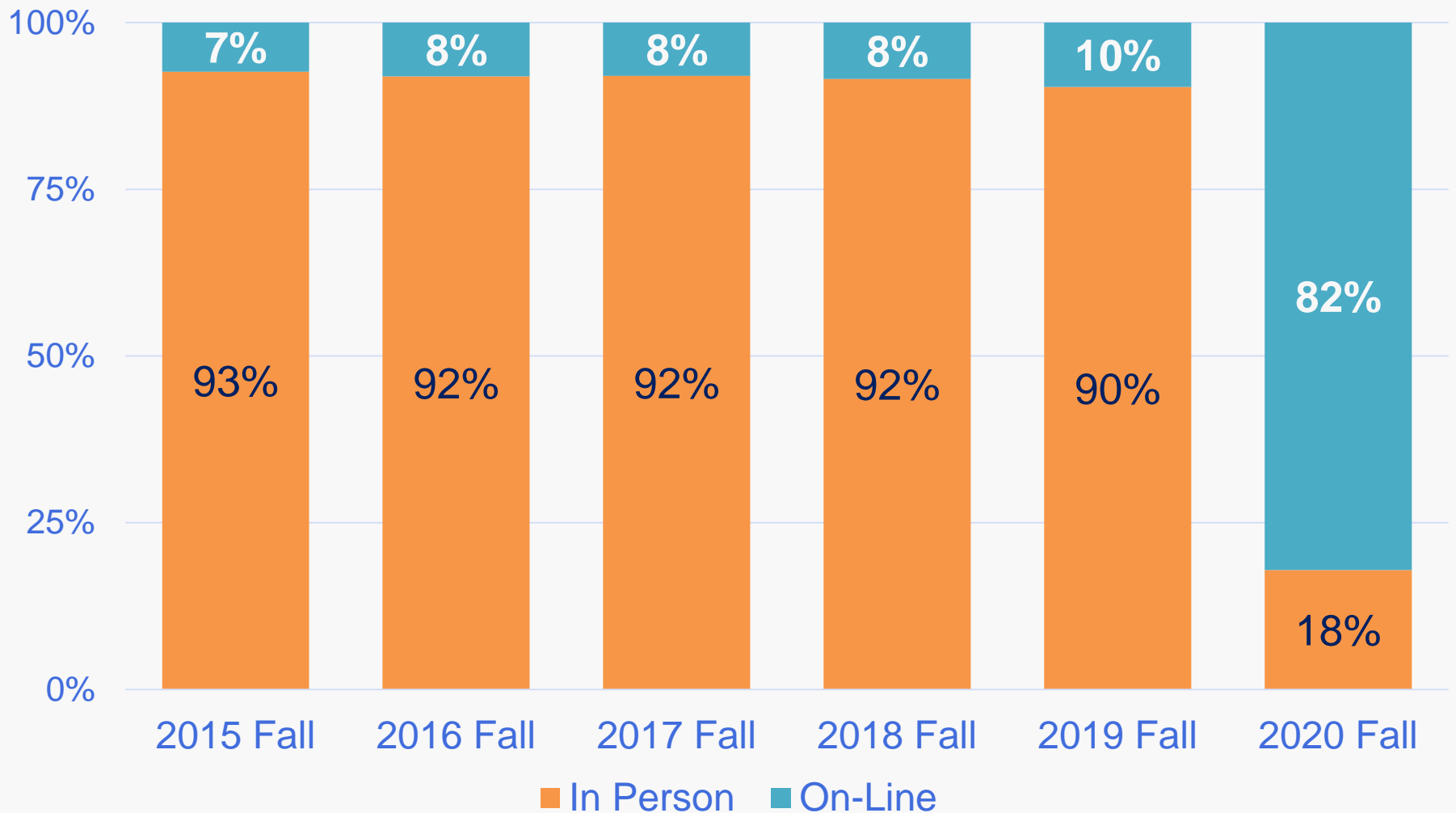
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Course Modalities

- ❖ Face to Face
- ❖ Hybrid (F2F + Online)
- ❖ Synchronous Online (fixed meeting schedule)
- ❖ Asynchronous Online (no fixed meetings)
- ❖ Blended Online (Sync Online + Async Online)
- ❖ HyFlex (F2F + Synch Remote)

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(Day+CE+Grad; Lab, Lecture, Seminar, Studio)



Upcoming Programs for Students

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- ✓ Internship Working Group Input is necessary (next slide)
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- Met on 12/1/2020
- Highly collaborative
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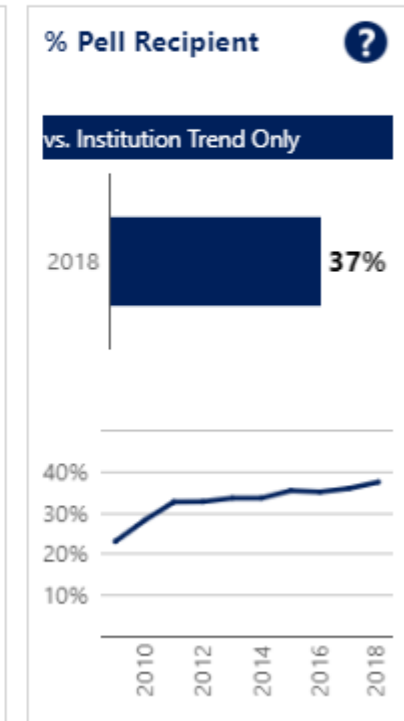
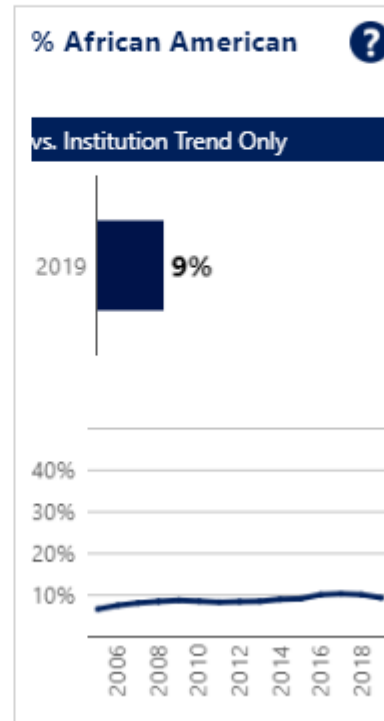
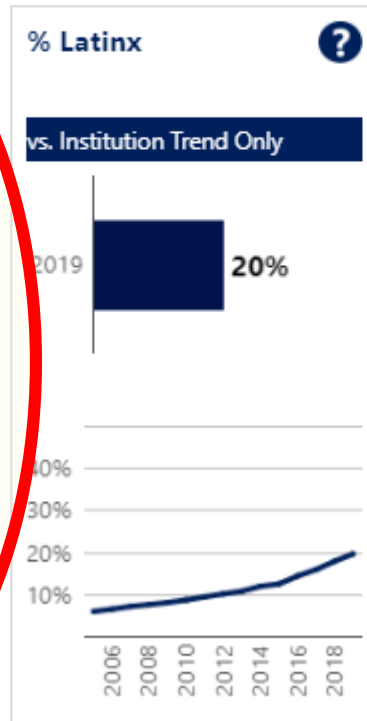
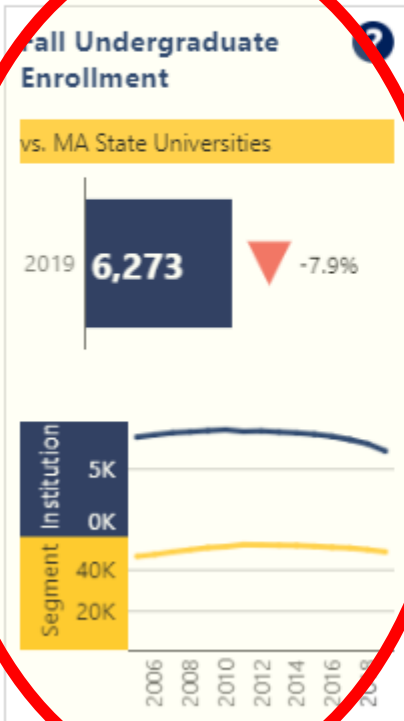


DHE: Enrollment & Equitable Access

<https://www.mass.edu/datacenter/pmrs/salem.asp>

Enrollment & Equitable Access

Is Salem State University enrollment maintaining expected levels, and are traditionally underserved populations well represented?



The Core Issue:

Year over Year Enrollment Declines

Ex: 7.9%-point drop in enrollment (2018-19)

The Vision	<ul style="list-style-type: none">• Alignment
What Needs to be Accomplished?	<ul style="list-style-type: none">• Retain current students• Attract new students• Close achievement gaps• Align with Workforce
Three Dimensions of Support	<ul style="list-style-type: none">• Academic• Personal• Financial } + the intersections
To Begin...	<ul style="list-style-type: none">• DHE Data

DHE Dashboard Data Overview

- First- to Second-Year Retention down 7% points from a peak at 2013 (81% → 74%)
 - Not enough students accumulate enough credits in 1st 2 semesters
- Affordability and Debt
 - Unmet need at SSU is higher vs. other MA SUs (13% vs. 10%)
- Long-Term Success
 - SSU outperforms national peers on 1st-time 6-year graduation rate (58% vs. 53%)
- Equity Gaps
 - For key metrics, disparities exist / persist between: *(see slide 21)*
 - African-American vs. White
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STRATEGIC PLAN METRICS 2018 – 2021

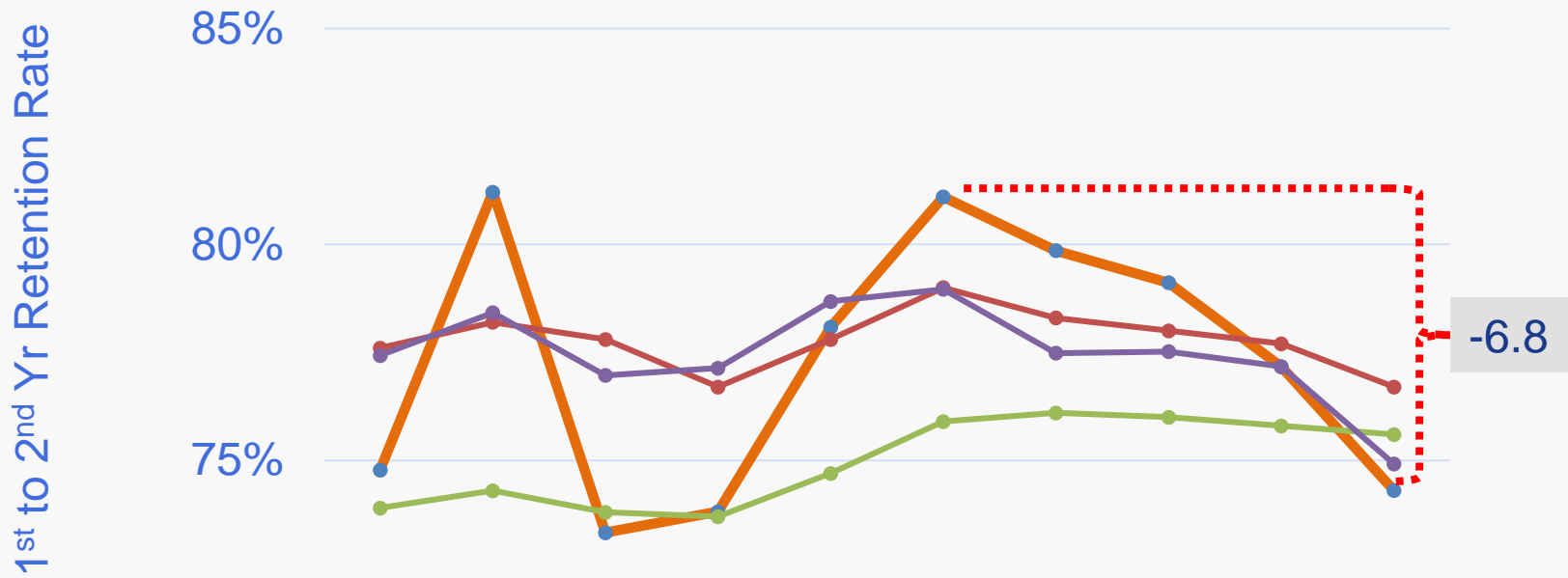
College Completion and Closing Achievement Gaps

Key Metrics	Baseline FY2017	FY2018	FY2019	FY 2020	Goal FY2021	Progress Notes
College Completion						
Six-year Graduation Rate All Students	52.07%	57.83%	57.13%	59.27%	62%*	
Closing Achievement Gaps						
Six-year Graduation Rate Black - White	-1.48	4.97	2.60	-9.51%	0.00*	
Six-year Graduation Rate Hispanic - White	-8.68	-5.34	-6.89	-10.44%	0.00*	
Six-year Graduation Rate Male-Female	-5.62	-5.11	-7.39	-5.75%	0.00*	
Six-year Graduation Rate Pell-Eligible vs. Non Pell-Eligible	-10.85	-2.07	-4.29	-8.25%	0.00*	
% Faculty of Color	18.80%	21.10%	23.25%	22.80%	25%	
% Staff of Color	17.68%	18.06%	18.98%	20.48%	23%	
Hispanic Serving Institution (HSI) Status					TBD	HSI campuses have a population of at least 25% Hispanic students

* Existing Commitments to BHE

DHE: First- to Second-Year Retention Rates

<https://www.mass.edu/datacenter/success/home.asp>



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
% Returning to Same Institution										
● Salem State University	74.8%	81.2%	73.3%	73.8%	78.1%	81.1%	79.9%	79.1%	77.2%	74.3%
● Northeast States**	77.6%	78.2%	77.8%	76.7%	77.8%	79.0%	78.3%	78.0%	77.7%	76.7%
● National	73.9%	74.3%	73.8%	73.7%	74.7%	75.9%	76.1%	76.0%	75.8%	75.6%
● MA State U (-MCAD & MMA)	77.4%	78.4%	77.0%	77.1%	78.7%	79.0%	77.5%	77.5%	77.2%	74.9%

DHE: First-Year Progress

<https://www.mass.edu/datacenter/pmrs/salem.asp>

First-Year Progress

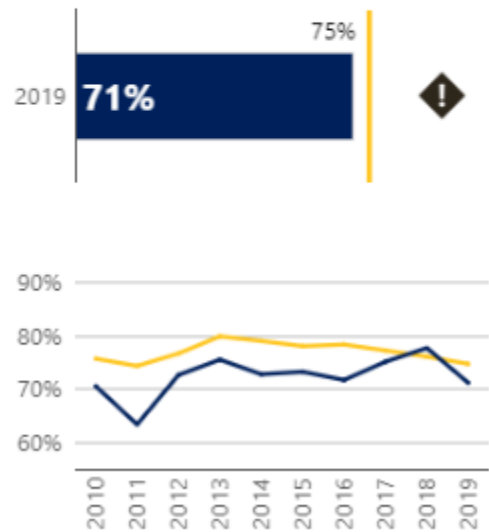
Looking at recent entering cohorts, are Salem State University students hitting early milestones associated with achieving college success?

Timely Completion of Gateway Courses ?

vs. Institution Trend Only

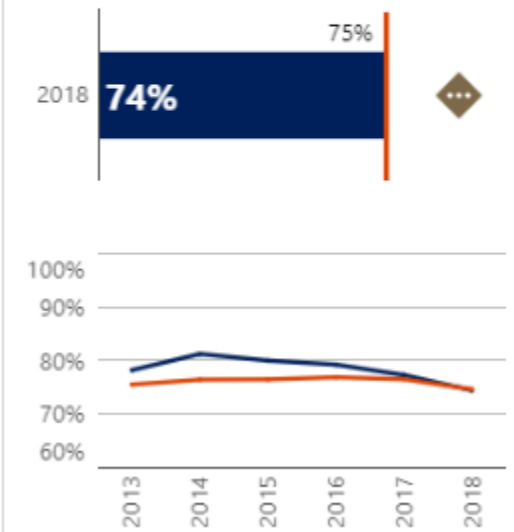
On-Time Credit Accumulation ?

vs. MA State Universities



Retention After First Year ?

vs. National Peers

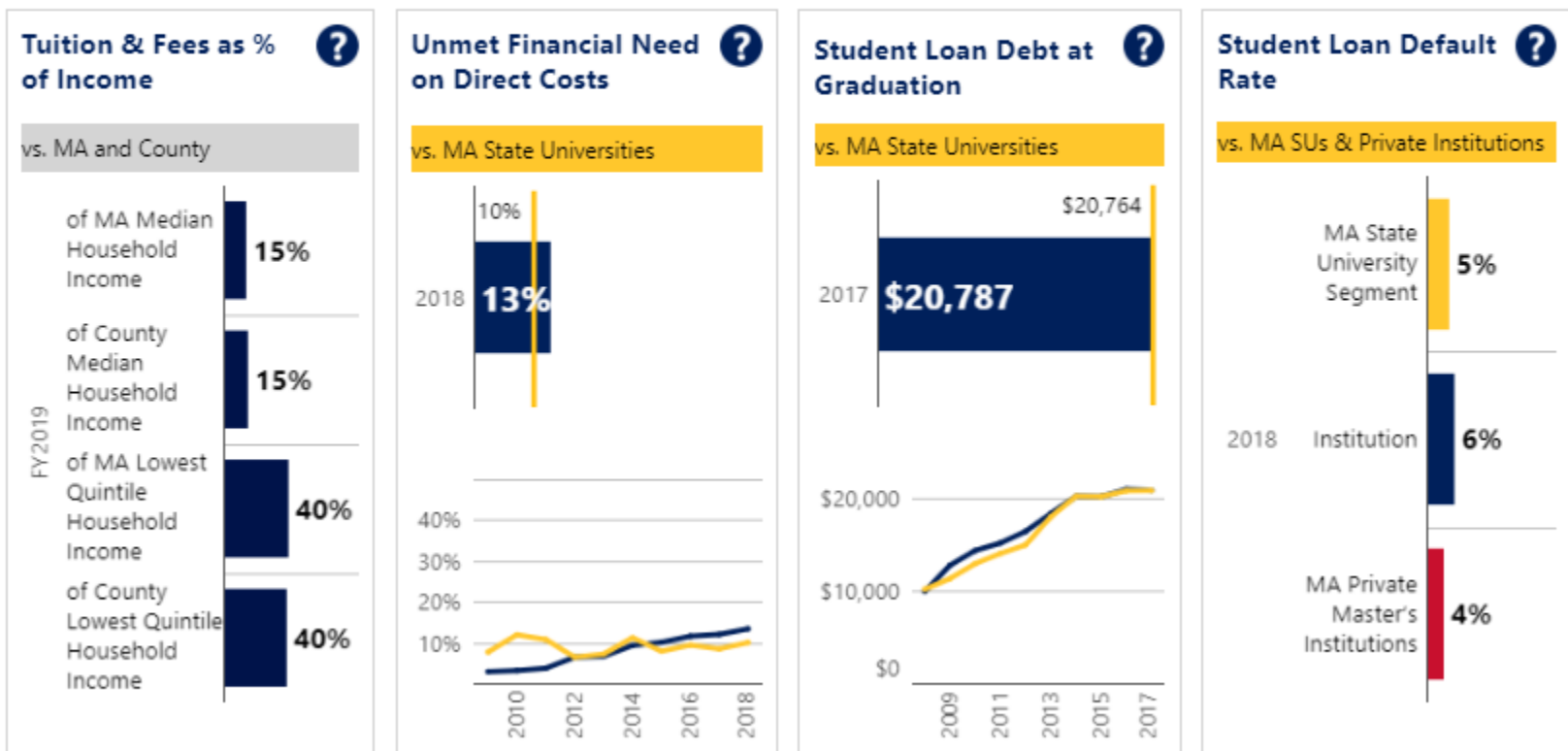


DHE: Affordability & Debt

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Affordability & Student Debt

Are Salem State University tuition and fees affordable to median and low-income families, and are students avoiding excessive levels of debt?

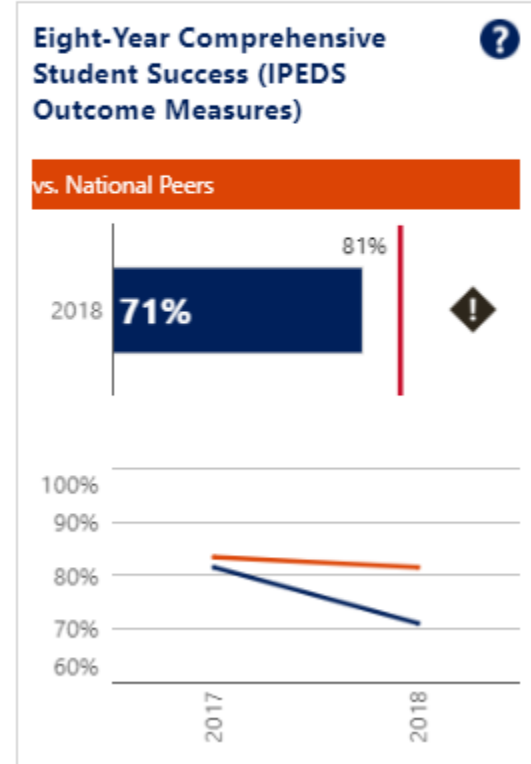
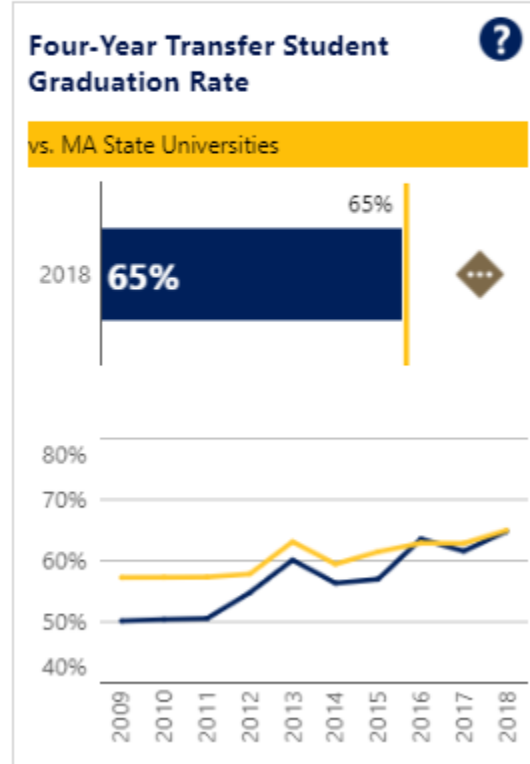
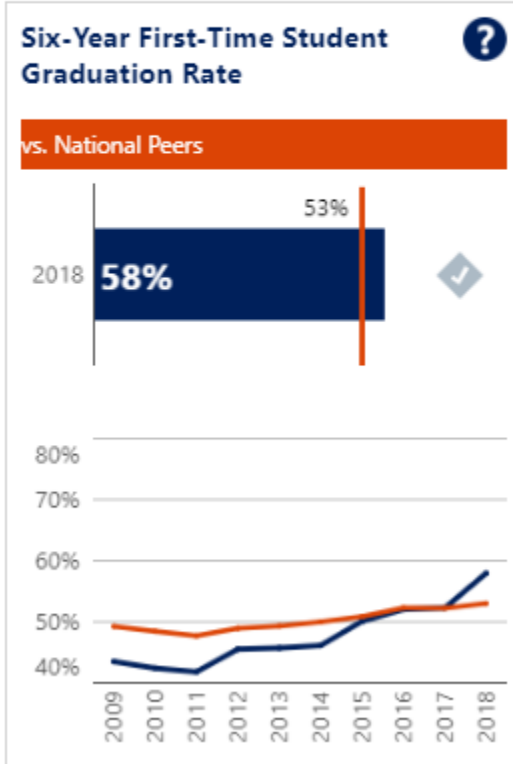


DHE: Long-Term Success

<https://www.mass.edu/datacenter/pmrs/salem.asp>

Long-Term Success

Looking at earlier entering cohorts, are Salem State University students achieving college success after a lengthier period of enrollment?



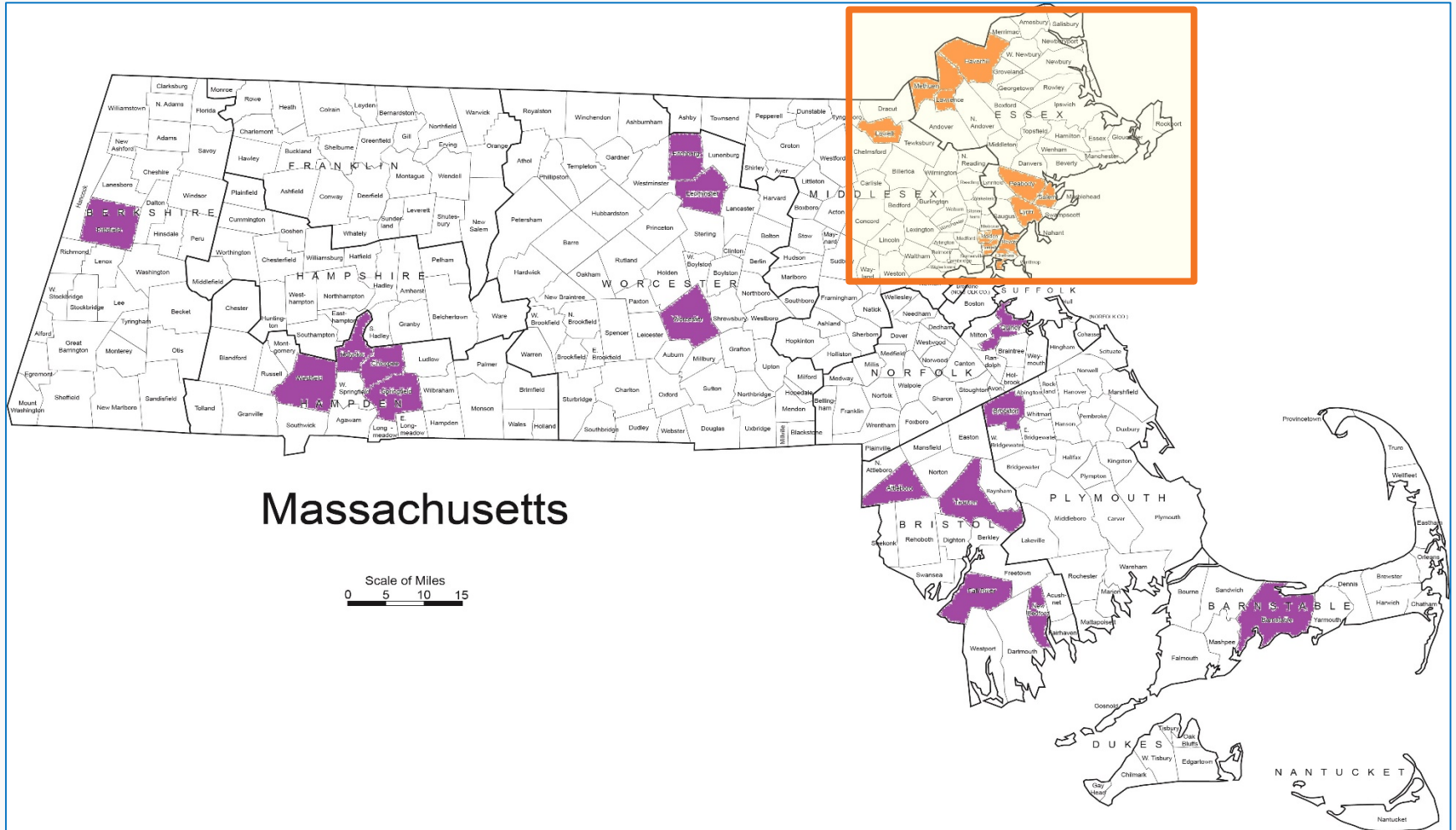
Summary of DHE Dashboard Equity Data

	AA vs. White	LX vs. White	Female vs. Male	Pell Ineligible vs. Pell Recip't
On-Time Credit Accumulation	70% vs. 78% - 8	68% vs. 78% - 10	76% vs. 72% + 4	78% vs. 72% - 6
Retention after 1 st Yr	85% vs. 89% - 4	84% vs. 89% - 5	89% vs. 85% + 4	91% vs. 88% - 3
6 Yr First-Time Grad'n Rate	57% vs. 55% + 2	47% vs. 55% - 8	57% vs. 49% + 8	69% vs. 63% - 6
4 Yr Transfer Student Grad'n Rate	58% vs. 64% - 6	57% vs. 64% - 7	66% vs. 60% + 6	68% vs. 57% - 11

A Note on MA Gateway Cities (n=26)

Attleboro	Fall River	Lynn	Quincy
Barnstable	Fitchburg	Malden	Revere
Brockton	Haverhill	Methuen	Salem
Chelsea	Holyoke	New Bedford	Springfield
Chicopee	Lawrence	Peabody	Taunton
Everett	Leominster	Pittsfield	Westfield
SSU: 11/26	Lowell		Worcester

A Note on MA Gateway Cities (n=26)



What Needs to be Done?

1. Improve retention of existing students
2. Increase number of new students
3. Close equity gaps
 - Black
 - Latinx
 - Male
 - Pell-Eligible
4. Workforce Alignment: Increase degrees earned in:
 - Management / Sales
 - Business & Financial Operations
 - Healthcare Practitioners & Technical
 - Computer & Mathematical

A starburst graphic with a red outline and an orange fill, containing the word "Flexibility".

Flexibility

A starburst graphic with a red outline and an orange fill, containing the text "Student-Ready University".

**Student-Ready
University**

*Per the Commissioner
of Higher Education*

What strategies & tools are required?

1. Appropriate technology
 - Big data
 - Meaningful reports

< Continued funding & support
< Adaptive deployment over time
2. Early intervention
 - Just-in-time engagement
 - An ounce of prevention vs. a pound of cure

< Sufficient # of fully-trained staff
< Shared expectations on when to connect
3. Holistic approach
 - Not just academics
 - Seamless student-facing practices

< De-silo-ing current functions
< We are all invested & responsible
4. Carefully crafted communication
 - Asset-based
 - Caring matters

-
5. Campus buy-in
 - Every level
 - Culture change

< Unified approach: “How does this support our students?”

Alignment in Student Success: One Thread

The Student Success Collaborative (EAB)

- A partnership of more than 550 colleges and universities working together to improve student outcomes and the student experience.

The Data + Tech Backbone: **NAVIGATE**

- EAB's Student Success Management System
- A **comprehensive technology** that **brings together** administrators, faculty, advisors, and staff to support students **from enrollment to graduation and beyond.**

Celebrating Faculty, Student Service Coordination



Insights from Faculty, Staff Use of Navigate Progress Report



198 faculty participated in AY19-20 Progress Report



2,758 students marked at-risk to fail

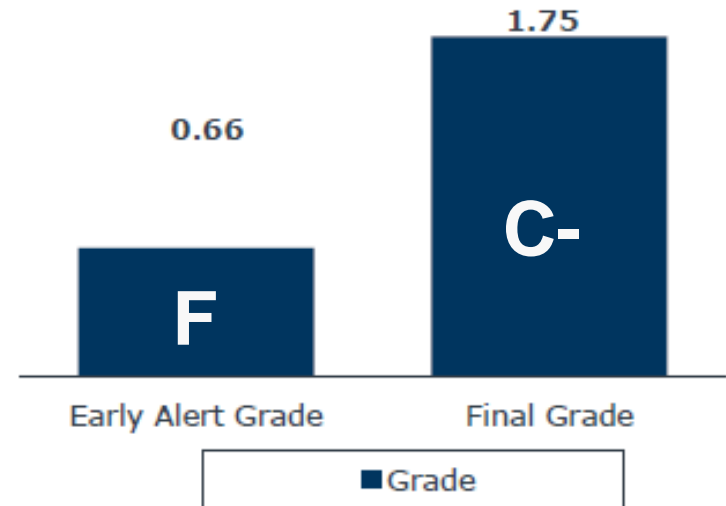


754 students marked with both an early alert grade and final grade A-F
All prompted case referral



412 students with both grades were successfully followed up with, per case closed reason

AY19-20, Early Alert, Marked At-Risk Grades



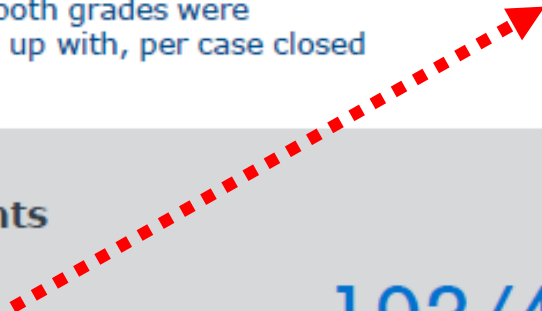
Impact Highlights

1.09

Grade increase, Early Alert to Final

193/412 → 47%

Passed the course they were marked at-risk to fail



Other Navigate Statistics

	AY19-20	AY20-21	AY21-22	GOAL
Percent of students who have downloaded the Navigate App	37% all students	53% all students	70% all students	100% all students
	60% first years	88% first years	95% first years	100% first year
Percent of faculty (FT & PT) who submitted to Navigate	41% (310/757) <i>full year</i>	33% (227/682) <i>partial year</i>	65% x <i>full year</i>	100%

Navigate Goals

- Take full advantage of the system's comprehensiveness & functionalities in supporting students
 - Ex: Student Milestone Guidance)
 - requires supplementing personnel in Retention Services
- Complete implementation of Academic Planning & Registration functionality
 - hopefully fall 2021
- Increase academic department utilization of scheduling more (all) student appointments through Navigate
 - advising appts, office hours, meetings with dept chairs, etc.

Navigate incorporates each strategy & tool

1. **Appropriate technology**
 - Big data
 - Meaningful reports
2. **Early intervention**
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We end where we began...



Student Success & Retention and the Academic Program

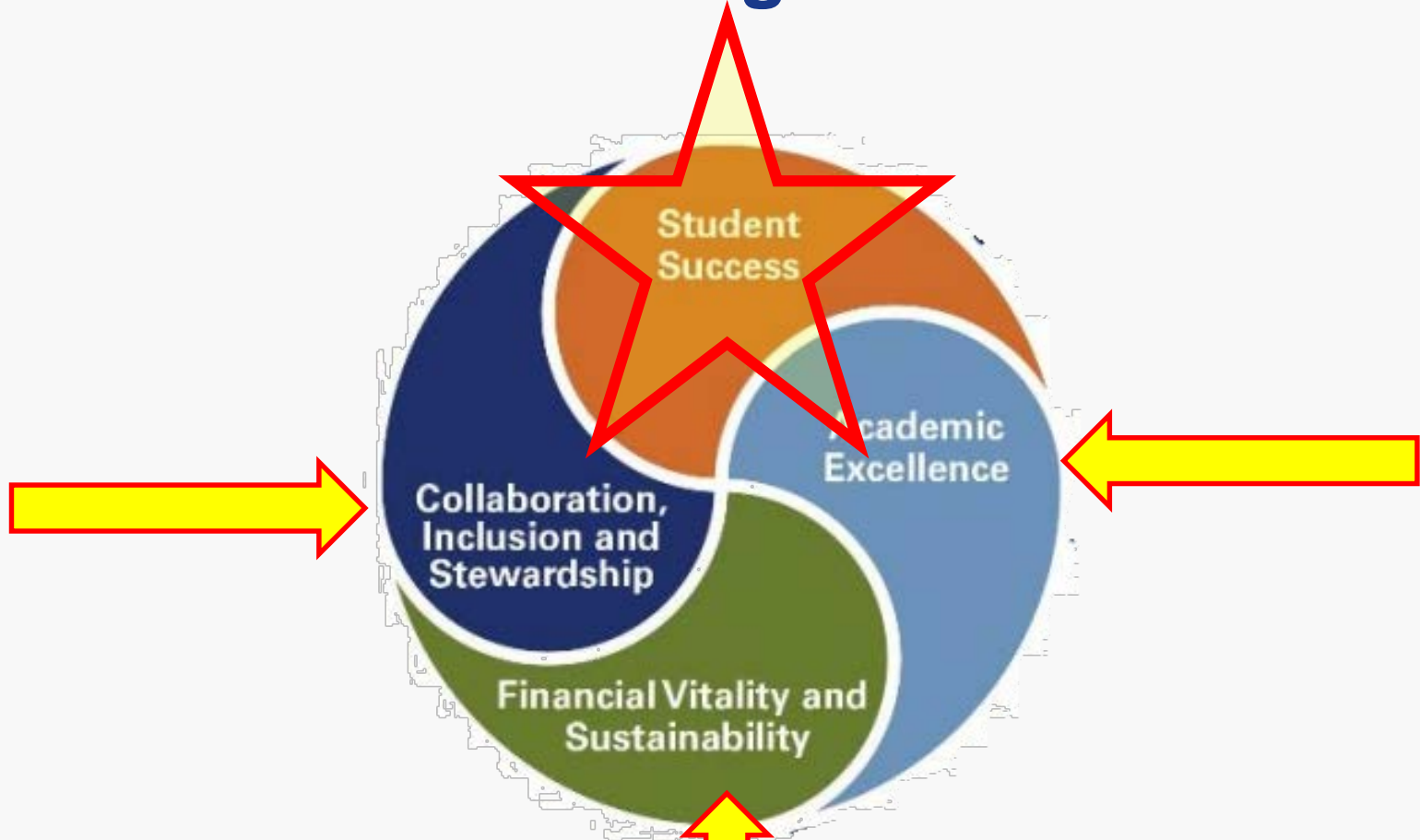
Bonnie Galinski

Carla Panzella

David J. Silva

SSU Board of Trustees Off-Site Meeting
Friday, 4 December 2020

Setting the Stage: SSU's current Strategic Plan



The Academic Vision: **Alignment**

- **Portfolio of Programs**

better aligned with:

- Student Interest
- Workforce Needs
- Science & Healthcare on a Liberal Arts Foundation

- **Program Delivery**

better aligned with:

- Early- to Mid-21st century expectations
 - **Options** → **Customization**
- Student availability
 - Esp. for non-trationals

- **Student Support**

better aligned with:

- Student Needs
 - academic, personal, financial
- Student Behaviors
 - when, where, why, how

- **AA & SL workforce**

better aligned with:

- Student body profile
 - variety of lived experiences
- Optimal delivery of services
 - Fiscally viable
 - High quality & rigorous

Heads up! **Important Limitation**

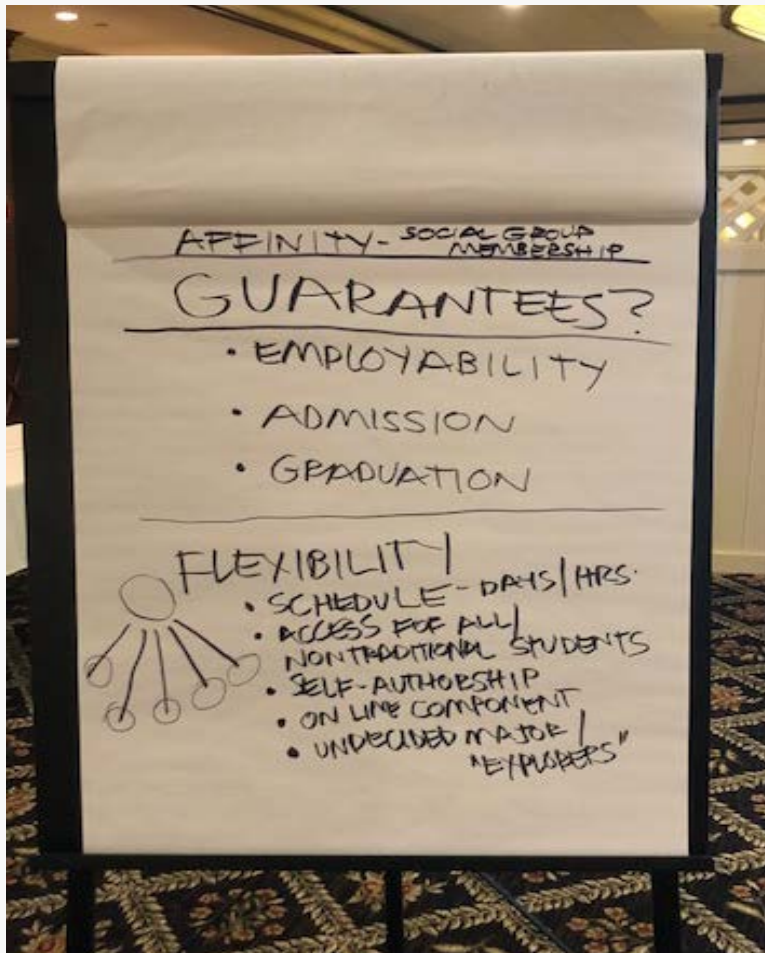
- **The Sustainable Pathway Forward Task Force has yet to complete its work**
- **Key Milestones**
 - Convening & Charging
 - Data Collection
 - Deliberation
 - Drafting a Plan
 - Submission to Leadership
- **Today's conversation: Framing / Vision**



December 2019's *Flexibility Conversation*

Flexibility

- Schedule: Days, Hours
- Access for All / Non-Traditional Students
- Self-Authorship
- Online Component
- Undecided Majors / “Explorers”



Flexibility in **Scheduling**

Schedule: Days, Hours

- Continuing Education & Graduate Studies
 - More weekend programming
 - Academic Institutes → *How long? When?*
 - Number and scope of online options
- Day Division
 - Initial exploration around expanding “quarter” courses
 - Limitations given contractual definition of “day”
- Alignment of Day and Evening
 - Seamless structure (scheduling, costs)
 - Limitations given the current two-contract structure

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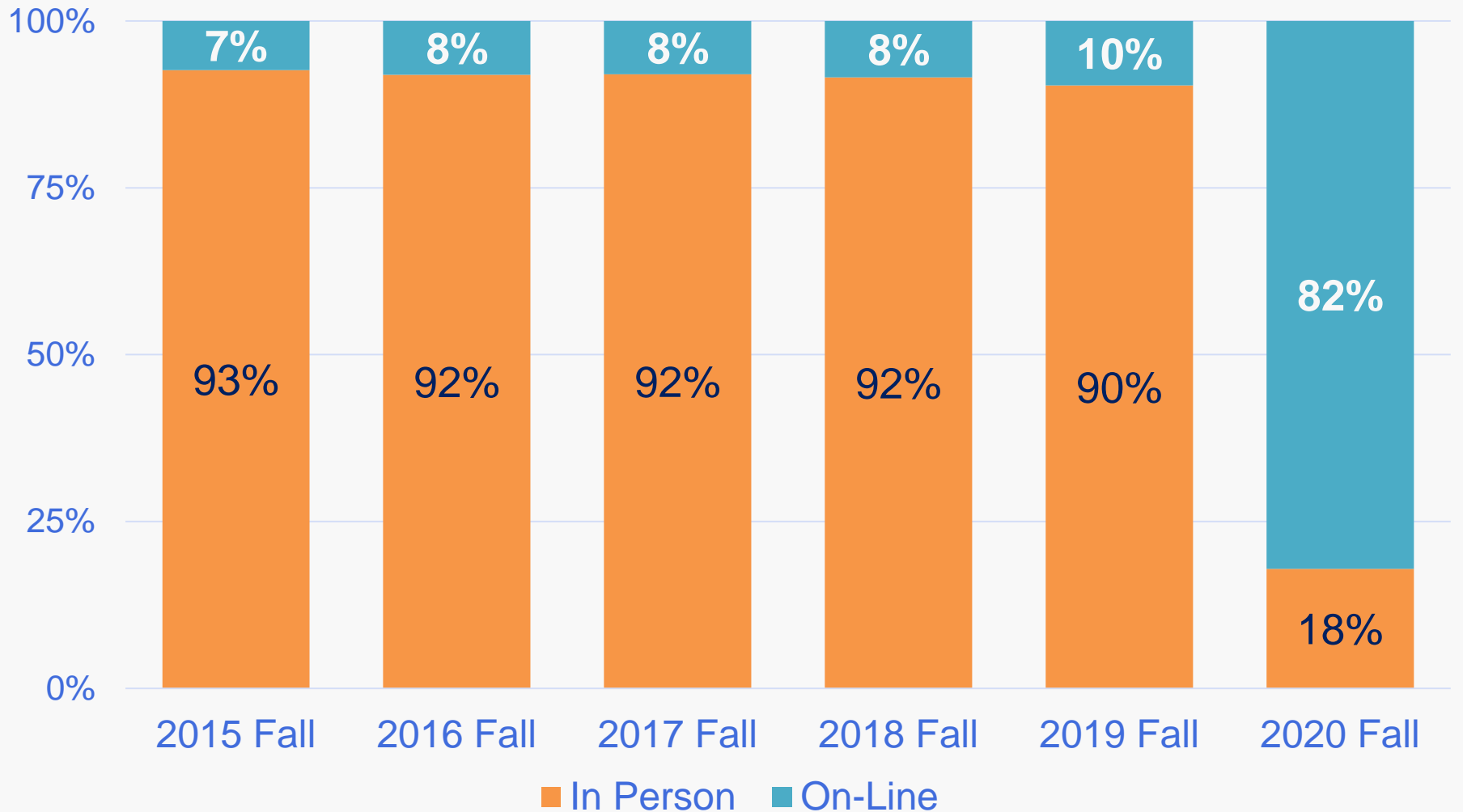
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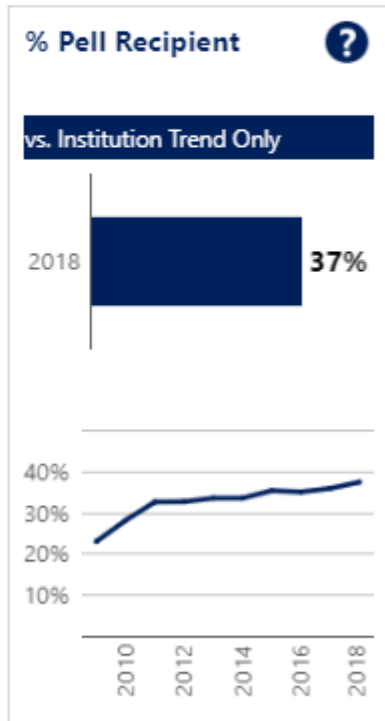
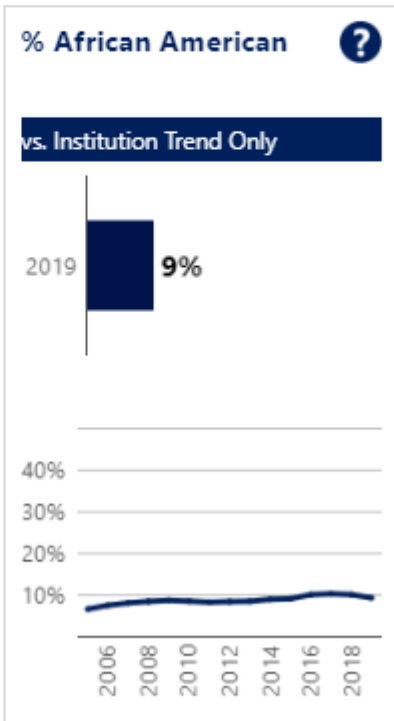
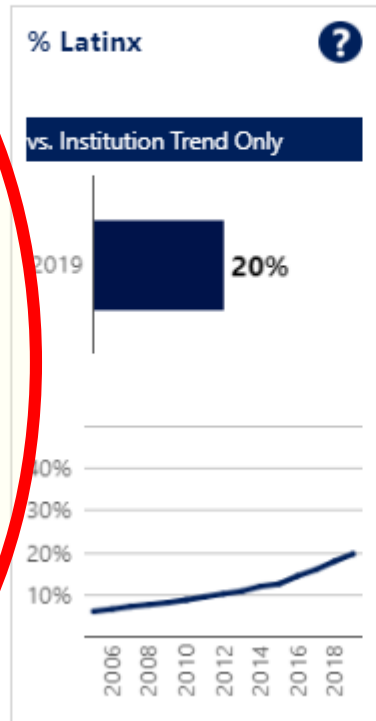
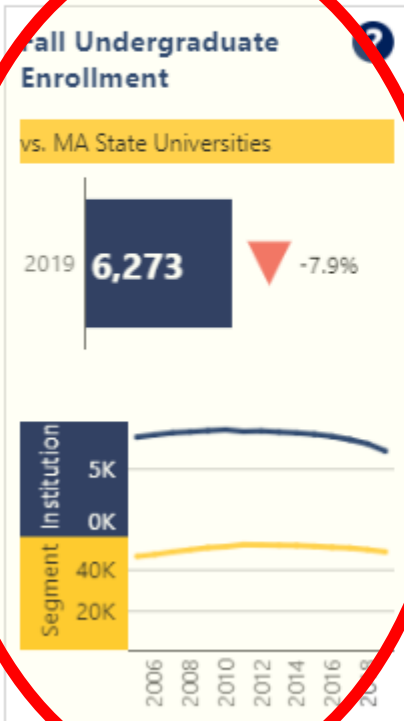


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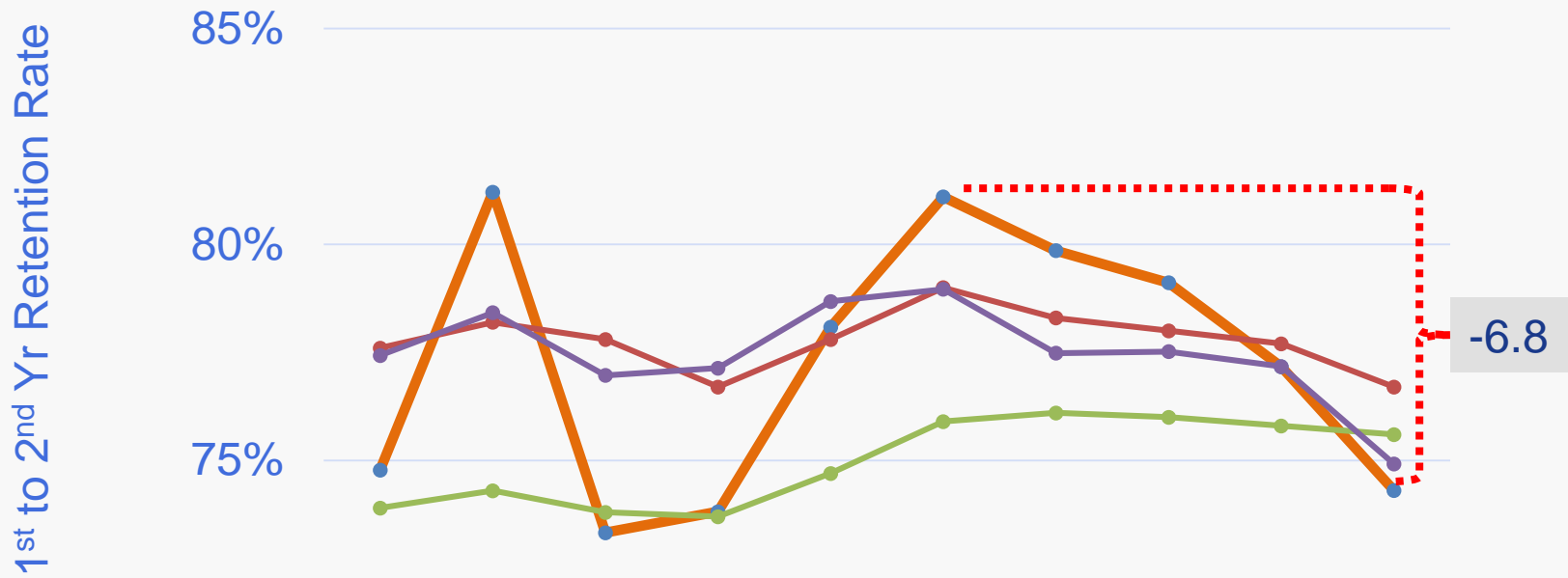
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Six-year Graduation Rate All Students	52.07%	57.83%	57.13%	59.27%	62%*	
Closing Achievement Gaps						
Six-year Graduation Rate Black - White	-1.48	4.97	2.60	-9.51%	0.00*	
Six-year Graduation Rate Hispanic - White	-8.68	-5.34	-6.89	-10.44%	0.00*	
Six-year Graduation Rate Male-Female	-5.62	-5.11	-7.39	-5.75%	0.00*	
Six-year Graduation Rate Pell-Eligible vs. Non Pell-Eligible	-10.85	-2.07	-4.29	-8.25%	0.00*	
% Faculty of Color	18.80%	21.10%	23.25%	22.80%	25%	
% Staff of Color	17.68%	18.06%	18.98%	20.48%	23%	
Hispanic Serving Institution (HSI) Status					TBD	HSI campuses have a population of at least 25% Hispanic students

* Existing Commitments to BHE

DHE: First- to Second-Year Retention Rates

<https://www.mass.edu/datacenter/success/home.asp>



	2008	2009	2010	2011	2012	2013	2014	2015	2016	2017
% Returning to Same Institution										
● Salem State University	74.8%	81.2%	73.3%	73.8%	78.1%	81.1%	79.9%	79.1%	77.2%	74.3%
● Northeast States**	77.6%	78.2%	77.8%	76.7%	77.8%	79.0%	78.3%	78.0%	77.7%	76.7%
● National	73.9%	74.3%	73.8%	73.7%	74.7%	75.9%	76.1%	76.0%	75.8%	75.6%
● MA State U (-MCAD & MMA)	77.4%	78.4%	77.0%	77.1%	78.7%	79.0%	77.5%	77.5%	77.2%	74.9%

DHE: First-Year Progress

<https://www.mass.edu/datacenter/pmrs/salem.asp>

First-Year Progress

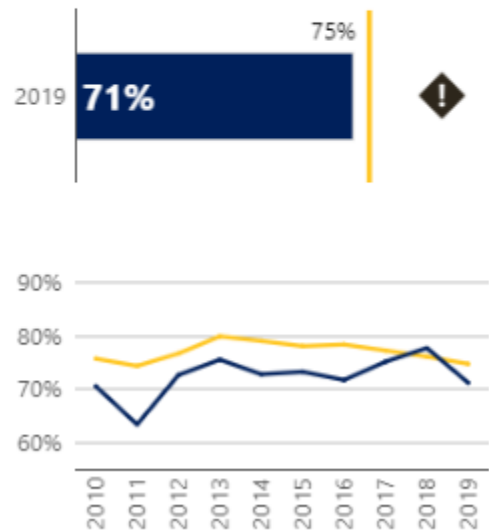
Looking at recent entering cohorts, are Salem State University students hitting early milestones associated with achieving college success?

Timely Completion of Gateway Courses ?

vs. Institution Trend Only

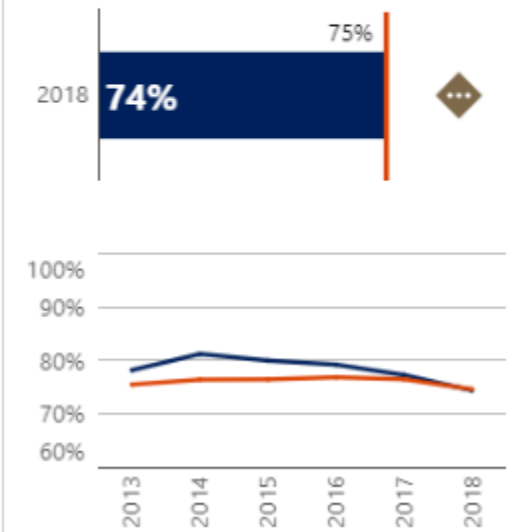
On-Time Credit Accumulation ?

vs. MA State Universities



Retention After First Year ?

vs. National Peers

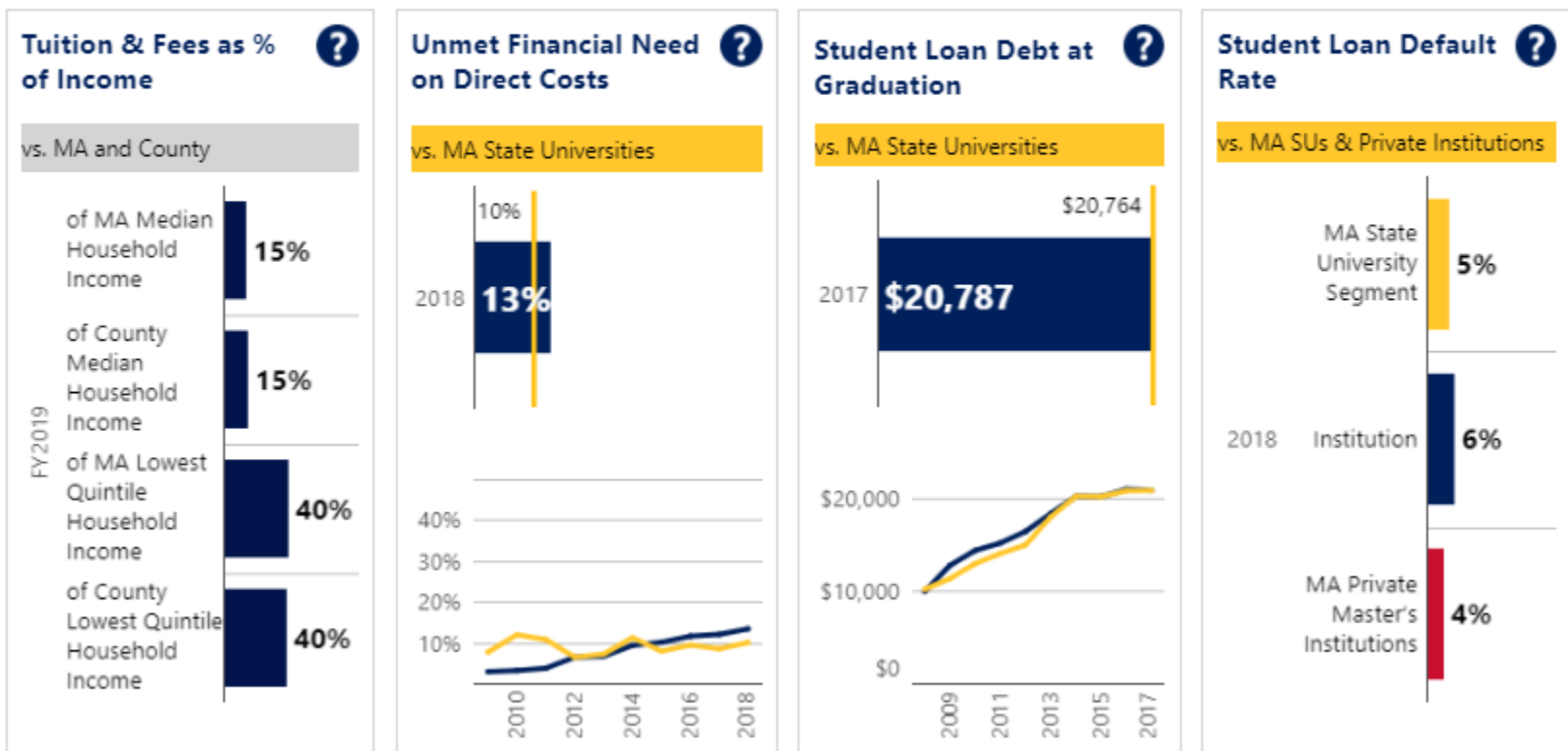


DHE: Affordability & Debt

<https://www.mass.edu/datacenter/pmrs/salem.asp>

Affordability & Student Debt

Are Salem State University tuition and fees affordable to median and low-income families, and are students avoiding excessive levels of debt?

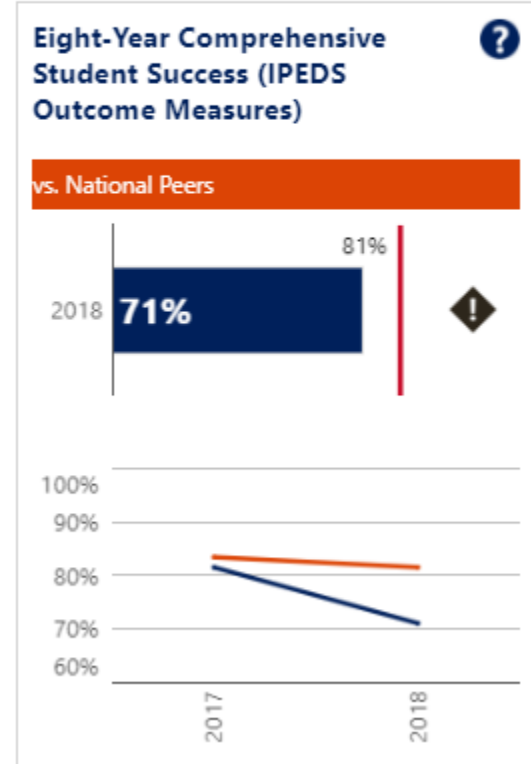
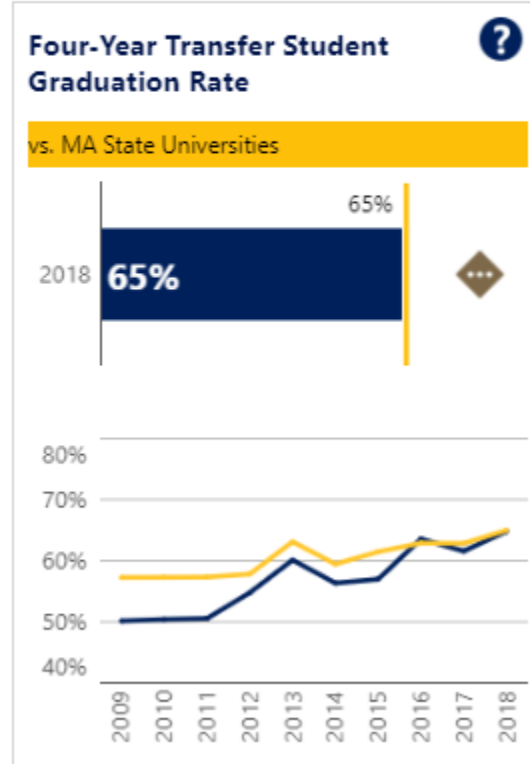
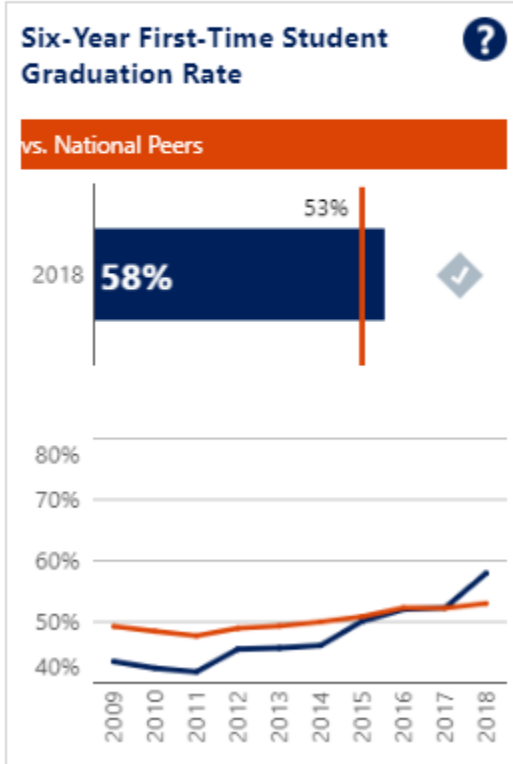


DHE: Long-Term Success

<https://www.mass.edu/datacenter/pmrs/salem.asp>

Long-Term Success

Looking at earlier entering cohorts, are Salem State University students achieving college success after a lengthier period of enrollment?



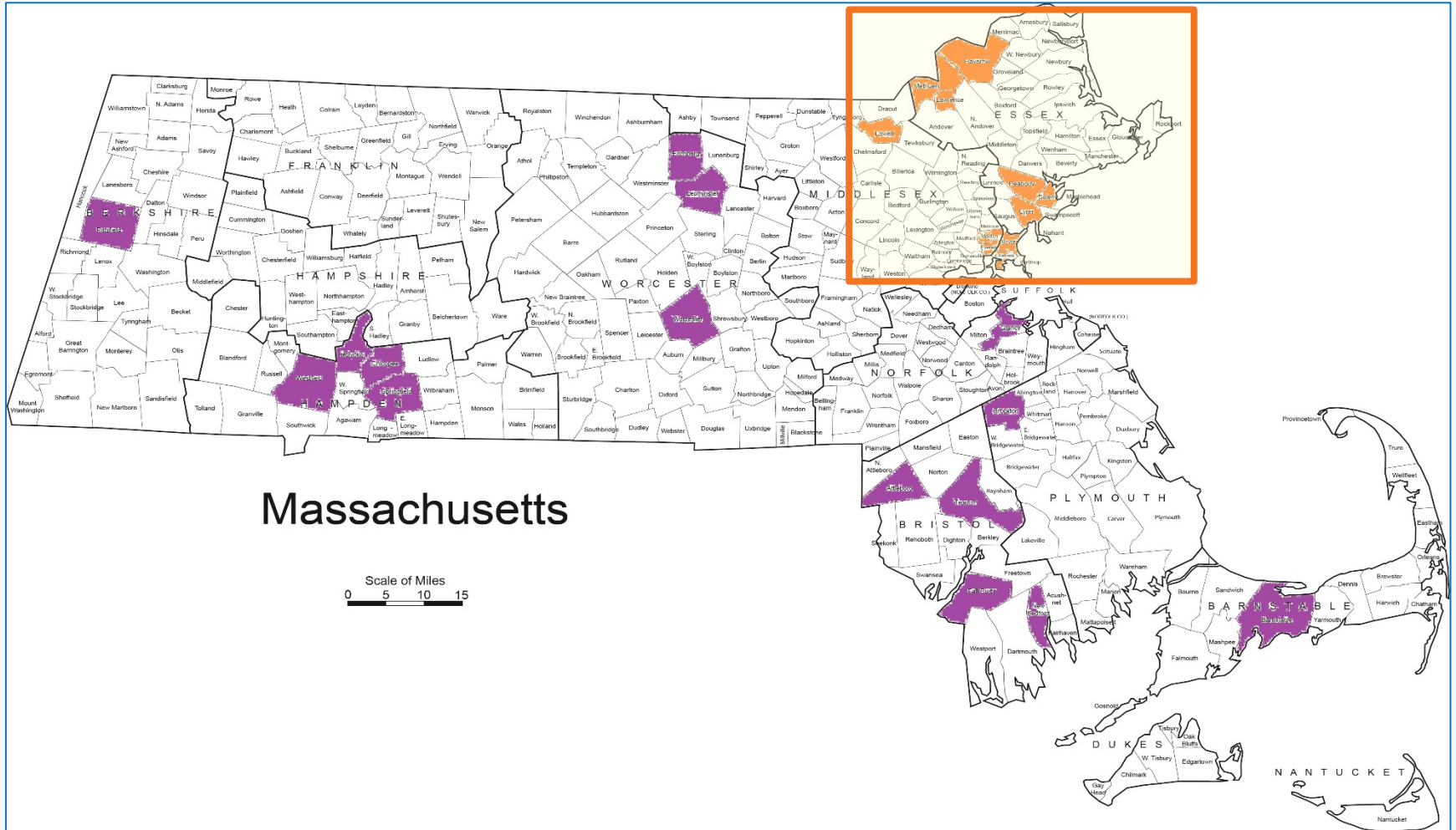
Summary of DHE Dashboard Equity Data

	AA vs. White	LX vs. White	Female vs. Male	Pell Ineligible vs. Pell Recip't
On-Time Credit Accumulation	70% vs. 78% - 8	68% vs. 78% - 10	76% vs. 72% + 4	78% vs. 72% - 6
Retention after 1 st Yr	85% vs. 89% - 4	84% vs. 89% - 5	89% vs. 85% + 4	91% vs. 88% - 3
6 Yr First-Time Grad'n Rate	57% vs. 55% + 2	47% vs. 55% - 8	57% vs. 49% + 8	69% vs. 63% - 6
4 Yr Transfer Student Grad'n Rate	58% vs. 64% - 6	57% vs. 64% - 7	66% vs. 60% + 6	68% vs. 57% - 11

A Note on MA Gateway Cities (n=26)

Attleboro	Fall River	Lynn	Quincy
Barnstable	Fitchburg	Malden	Revere
Brockton	Haverhill	Methuen	Salem
Chelsea	Holyoke	New Bedford	Springfield
Chicopee	Lawrence	Peabody	Taunton
Everett	Leominster	Pittsfield	Westfield
SSU: 11/26	Lowell		Worcester

A Note on MA Gateway Cities (n=26)



What Needs to be Done?

1. Improve retention of existing students
2. Increase number of new students
3. Close equity gaps
 - Black
 - Latinx
 - Male
 - Pell-Eligible
4. Workforce Alignment: Increase degrees earned in:
 - Management / Sales
 - Business & Financial Operations
 - Healthcare Practitioners & Technical
 - Computer & Mathematical



Flexibility



Student-Ready University

Per the Commissioner of Higher Education

What strategies & tools are required?

1. Appropriate technology
 - Big data
 - Meaningful reports

< Continued funding & support
< Adaptive deployment over time
2. Early intervention
 - Just-in-time engagement
 - An ounce of prevention vs. a pound of cure

< Sufficient # of fully-trained staff
< Shared expectations on when to connect
3. Holistic approach
 - Not just academics
 - Seamless student-facing practices

< De-silo-ing current functions
< We are all invested & responsible
4. Carefully crafted communication
 - Asset-based
 - Caring matters

-
5. Campus buy-in
 - Every level
 - Culture change

< Unified approach: “How does this support our students?”

Alignment in Student Success: One Thread

The Student Success Collaborative (EAB)

- A partnership of more than 550 colleges and universities working together to improve student outcomes and the student experience.

The Data + Tech Backbone: **NAVIGATE**

- EAB's Student Success Management System
- A **comprehensive technology** that **brings together** administrators, faculty, advisors, and staff to support students **from enrollment to graduation and beyond.**

Celebrating Faculty, Student Service Coordination



Insights from Faculty, Staff Use of Navigate Progress Report



198 faculty participated in AY19-20 Progress Report



2,758 students marked at-risk to fail

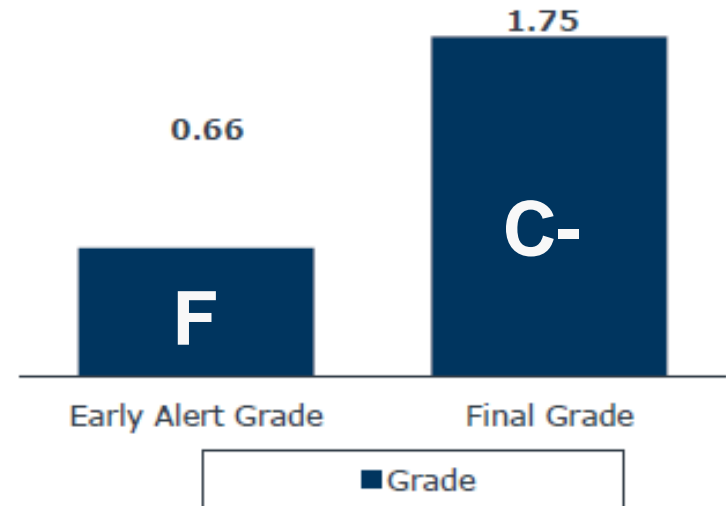


754 students marked with both an early alert grade and final grade A-F
All prompted case referral



412 students with both grades were successfully followed up with, per case closed reason

AY19-20, Early Alert, Marked At-Risk Grades



Impact Highlights

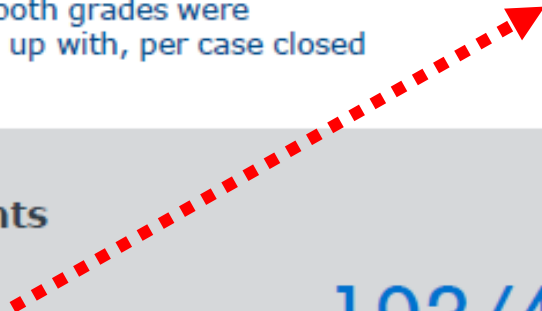
1.09

Grade increase, Early Alert to Final

193/412

→ 47%

Passed the course they were marked at-risk to fail



Other Navigate Statistics

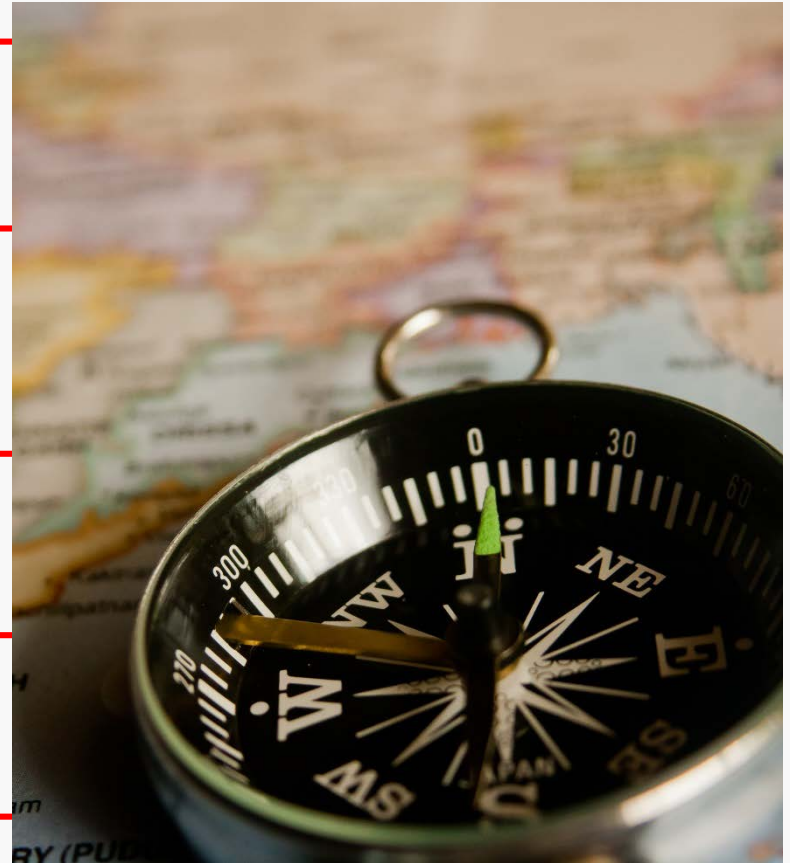
	AY19-20	AY20-21	AY21-22	GOAL
Percent of students who have downloaded the Navigate App	37% all students	53% all students	70% all students	100% all students
	60% first years	88% first years	95% first years	100% first year
Percent of faculty (FT & PT) who submitted to Navigate	41% (310/757) <i>full year</i>	33% (227/682) <i>partial year</i>	65% x <i>full year</i>	100%

Navigate Goals

- Take full advantage of the system's comprehensiveness & functionalities in supporting students
 - Ex: Student Milestone Guidance)
 - requires supplementing personnel in Retention Services
- Complete implementation of Academic Planning & Registration functionality
 - hopefully fall 2021
- Increase academic department utilization of scheduling more (all) student appointments through Navigate
 - advising appts, office hours, meetings with dept chairs, etc.

Navigate incorporates each strategy & tool

1. **Appropriate technology**
 - Big data
 - Meaningful reports
2. **Early intervention**
 - Just-in-time engagement
 - An ounce of prevention vs. a pound of cure
3. **Holistic approach**
 - Not just academics
 - Seamless student-facing practices
4. **Carefully crafted communication**
 - Asset-based
 - Caring matters
5. **Campus buy-in**
 - Every level
 - Culture change



We end where we began...



REQUEST FOR TRUSTEE ACTION

Date: November 30, 2020
To: Board of Trustees
From: Cherie Butts, Chair, Presidential Review Committee
Subject: Presidential Review Committee report
Requested Action: Approval

MOTION

The Board of Trustees of Salem State University hereby accepts and approves the annual review of John D. Keenan for Academic Year 2019-2020, as presented by the Presidential Review Committee, to be submitted to the Board of Higher Education.

Committee Assigned: Presidential Review Committee

Committee Action:

Date of Action:

Trustee Action:

Trustee Approval Date:

Effective Date:

Signed: _____

Title: Secretary of the Board of Trustees

Date: _____

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Subject: Presidential Review Committee report
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Committee Assigned: Presidential Review Committee

Committee Action:

Date of Action:

Trustee Action:

Trustee Approval Date:

Effective Date:

Signed: _____

Title: Secretary of the Board of Trustees

Date: _____

December 8, 2020

Commissioner Santiago
Department of Higher Education
One Ashburton Place
Boston, MA 02108

Dear Commissioner Santiago:

On behalf of the Board of Trustees of Salem State University (SSU), I am submitting the 2019-2020 Annual Performance Review for President John D. Keenan as approved by the Board at its meeting on December 4, 2020. The Board has full confidence in President Keenan and believes he deserves high marks for his decisive leadership during this unprecedented year. President Keenan is an exemplary institutional leader with a strong vision for Salem State's future.

This evaluation has been conducted in accordance with the Compensation and Evaluation Guidelines and Procedures for State University and Community College Presidents issued by your office in June, 2013. We have also included the required review of performance with respect to statewide and system priorities as detailed in your memo of January 27, 2020.

While the DHE guidelines on presidential review require that the board make a compensation recommendation if one is merited, President Keenan recommended, and the Board agreed, that it would be inappropriate to suggest an increase in compensation in these challenging financial times. In fact, President Keenan's compensation will be reduced this year through the furlough program being instituted at the university.

President Keenan is now in his fourth year as president of SSU. He is a proven and strong leader who has the acumen for careful stewardship of the university's financial resources. He continues to be transparent with the campus community about university finances by identifying, and then setting in motion, the changes necessary to address fiscal challenges. President Keenan is keenly aware of higher education's changing landscape, and he has committed extensive resources on campus to address enrollment and retention challenges that are aligned with your Equity Agenda. We are proud of President Keenan's accomplishments and share his commitment that SSU remain student-centered and forward-thinking. We are certain of his ability to meet the challenges and opportunities of the future. We look forward to your comments and will be happy to answer any questions that arise.

The Board of Trustees very much appreciated your talk at our recent off-site meeting. We were energized by your clear and insightful message regarding our educational mission and the Equity Agenda. Thank you for your continued leadership.

Very best regards,



Robert Lutts, Chair
Board of Trustees

2019-2020 Executive Summary

Presidential Review: Salem State University, President John D. Keenan

Presidential Review Committee

Cherié Butts, chair
Jamie Zahlaway Belsito
Ruthanne Russell
Robert Lutts (*ex officio*)

I. The Review Process

The 2019-2020 Presidential Review Committee (PRC) was established earlier this year and annual review process initiated with a charge from the Board Chair to the PRC to produce a report to be considered for a vote by the Board of Trustees on December 4, 2020. The PRC established the criteria for review, clarified the protocol for completion of the review, and determined the timeline of meetings required to submit a report to the Board of Higher Education.

As part of the annual evaluation process, the president prepares a self-evaluation (See Appendix 1).

The president's self-evaluation is organized using statewide objectives, the University's Strategic Plan and mutually-established goals as a framework. The report is comprehensive and describes the initiatives, planning, achievements and challenges during the last academic year. The report acknowledges that FY20 has been a financially challenging one for the university. The ongoing decline in enrollments combined with total employee compensation and unanticipated pandemic expenses caused an anticipated \$26 million gap in the university's finances for FY21.

The committee considered the president's performance in two broad areas: performance of Salem State in the context of statewide objectives, specific goals set forth by Salem State University, and advances made by focusing on the essential elements of student success: affordability, campus climate, student support, policy innovations, and evidence based practices.

II. The Performance Data to Support Conclusions and Recommendations

Performance data are embedded within each section of this document.

III. Summary Statement

The Board of Trustees would like to recognize that it has been an unprecedented year and that President Keenan deserves high marks for his visible, decisive leadership in responding to the COVID-19 pandemic. He continues to navigate the global crisis with compassion, steadiness, and adaptability. The president and his team developed a pandemic-adjusted budget, contingency plans, and a framework for delivering the University's academic mission in Fall 2020, while

continuing to maintain our student-centered focus with success and safety priorities.

With fewer available high school graduates and more competition to enroll them, the overall decline in enrollment continues. We have also seen a shrinking population from the transfer pipeline due to enrollment declines at feeder schools (page, 7, Presidential Review 2019-2020). Salem State continues to be one of the most diverse campuses within our system with 39.7 percent of the first year, Fall 2019 student population identifying as students of color. While total enrollment of underrepresented populations dipped slightly this year, the number of Hispanic/Latinx students remained fairly consistent and reflective of demographics of the region. It is anticipated this student population will steadily increase in coming years (page 8, chart 2).

Despite increases in institutional aid, there is growing financial insecurity among our students. Ninety-five (95) percent of the Fall 2019 incoming students applied for financial aid, with 46 percent Pell-eligible (page 9, chart 3). SSU's overall six-year graduation rate has increased once again. The graduation rate for the 2019-2020 academic year (2014 cohort) reached 59 percent. This is an increase of 22 percentage points in a 13-year period. The increase is attributed to an intentional cohort support model, involving collaborations with the registrar, financial aid, academic affairs and student accounts to retain students. While we are pleased with the increase, we are concerned by data that show a dip in the six-year graduation rate for our under-represented population in the 2013 and 2014 cohort, specifically Hispanic/Latinx males and African American/Black males and females. Positive results were seen in retention of underrepresented students. Our African American/Black cohorts were retained at higher rates overall for the 2008-2015 cohorts and Hispanic/Latinx cohorts retained at higher rates for the 2016 and 2017 cohorts (page 14, table 5 and chart 4).

The Board is pleased that President Keenan implemented the following high impact initiatives to further the Equity Agenda to improve student success, and with a focus on equity and access:

- President Keenan joined with EAB to implement Navigate, a comprehensive, University-wide student success platform that links faculty and staff to students through a coordinated care network. Designated to proactively assist students from enrollment to graduate, the development and deployment of Navigate represents a significant collaborative effort toward a single common goal: improving student success; and
- To improve affordability at SSU, President Keenan leveraged institutional funds. The University removed small financial barriers that could deter students from completing their education by implementing the strategic use of institutional aid in the form of emergency and completion grants. These funds assist students with unexpected costs so that they may remain enrolled and graduate.

Last year the University began the largest fundraising campaign in SSU history with a \$50 million comprehensive campaign focused on student success. Working with Institutional Advancement, President Keenan's personal approach, strong presence and accessibility has translated into highly positive and greatly strengthened interactions across and beyond the SSU community.

President Keenan’s people skills have revitalized longstanding relationships and led to new ones with donors and businesses. To date, the campaign raised 11 percent of our goal – approximately \$6 million.

Enrollment projections have indicated that we will continue to serve fewer students in the years ahead, and we must position the University to thrive in those years. Adapting our workforce to improve efficiencies, while remaining sufficient to ensure the success of our students is necessary work. President Keenan is to be credited for the creation of the Sustainable Path Forward Taskforce. The taskforce, comprised of a cross section of campus representatives, will study all aspects of campus operations to develop a sustainable path forward for the University. The taskforce has been charged with recommending an innovative, comprehensive, cohesive, and affordable plan for reorganization of the University for the future. This is a challenging time for the campus community as it does the hard work to “right size” itself to meet the demands of students needs now and in the future.

Another initiative President Keenan is spearheading with an eye towards future needs is the innovation of the University campus. SSU BOLD, the university’s campus unification and modernization project, which in addition to consolidating the University’s footprint, will significantly improve our life science and healthcare offerings by providing students with the opportunity to study in modernized wet labs and updated nursing simulation and occupational therapy labs. As the only comprehensive university on the North Shore, SSU will fill an important need by educating future professionals in the STEM and health care fields in the region. This past summer, Governor Baker signed into law the legislation that permits DCAMM to sell the South Campus property and return the proceeds to Salem State to support campus infrastructure.

The Board believes that President Keenan is laying the difficult groundwork for key decisions facing the institution in the years ahead. The president is a strong leader who encourages input from the campus community. Tapping the University’s depth and breadth of talent will be necessary to meet the challenges confronting the institution in the years to come. President Keenan is a strong communicator and it will be important to continue and maintain communication throughout the University’s transition.

A. Institutional Goals

AY2019-2020 Goals and Priorities

- Continue to enhance recruitment efforts and institutional aid to support access to under-represented constituencies.
- Focus on retention and student success by implementing strategies advanced by Strategic Plan Goal Groups and new Education Advisory Board (EAB) Enrollment Services Case Management System
- Continue to utilize Business Intelligence (BI) to invest in promising growth areas responsive to student demand and workforce needs of the region
- Continue to evaluate voluntary retirement/separation proposals to reduce workforce and minimize our structural budget deficit

- Continue advocacy and DCAMM planning for new Science Teaching Labs (STLs)
- Complete final planning and prioritization of Campaign II.
- Continue local, state and federal advocacy for a new train stop in South Salem/Salem State.
- Engage faculty/leadership in early discussion for preparation of bargaining next faculty contract.
- Hire Chief Diversity and Inclusion Officer (CDIO) by January 2020.

The Board has reviewed the metrics set last fall and found that the president had successfully exhibited exceptional leadership and management abilities during the 2019-2020. The AY2020-2021 goals and priorities are set forth below and we believe these goals are aligned with the system-wide priority objectives set forth by the Board of Higher Education.

AY2020-2021 Goals and Priorities

- With input from the recommendations of the Strategic Path Forward Taskforce, present a balanced budget and sustainable multi-year plan to the Board of Trustees.
- Achieve AACSB, International Accreditation for the Bertolon School of Business.
- Receive a successful NECHE review.
- Complete an Internal Policy Audit. With this being a year of reckoning when it comes to anti-Black racism in our country, we have a moral obligation to support the increasing number of underserved students of our region. In preparation of their arrival on our campus, we will begin the review of all university policies for the presence of structural racism. We will then remove and adjust procedures and practices that may have an inequitable or negative impact on students, faculty and staff of color. This effort is central to the health of SSU and our student success efforts. This work is never complete as we must continually assess and improve.
- Continue bringing SSU's instructional workforce into better alignment with the student body by:
 - Reducing the number of instructional full-time equivalents by 7 percent.
 - Increasing the student-to-faculty ratio.
 - Maintain, at minimum, the percentage of minority full-time faculty at 23 percent.
- Realize increased engagement with the new EAB Navigate system by:
 - Increasing the percentage of students who have downloaded the app by 20 percent.
 - Increasing the percentage of faculty who have entered data into the system by 15 percent.
- Increase both headcount and credits in the School of Continuing and Professional Studies and the School of Graduate Studies by 5 percent.
- Continue the position trend of increasing retention for all students and work to close achievement gaps for our students of color.
- Plan and begin the work for our next Strategic Plan (2023 – 2028).
- Raise \$14.5 million towards our campaign goal of \$50 million.

B. System-Level Goals

Salem State University continues to be guided by the tenets and the goals set forth by the Board of Higher Education. The following details focus on the Equity Agenda and campus efforts to close opportunity gaps and improve success rates for all students:

Affordability/Accessibility

College affordability and accessibility are a priority at SSU. President Keenan has implemented a regular audit of financial and registration policies to remove barriers that could keep students from completing their education. Examples of work in this area include Emergency and completion grants, and leveraging financial aid. Additionally, academic programs were streamlined to reduce the number of credits required for completion, making these programs more cost-effective for graduate students. Due to the decline of college aged students, the national enrollment trend continues its downward trajectory. SSU is working to counter the trend by increasing pathways with feeder schools, enhancing outreach and collaboration with transfer partners, and boosting marketing and recruitment efforts. The 2020 cycle has shown increases in both applications and admits for freshmen and graduate activity (page 9, table 2, Presidential Review 2019-2020).

Student support

The University has increased support for students. Examples include the implementation of Navigate, which has enhanced communication and case management outcomes at SSU. Living/Learning communities were also initiated for Business students and those from the Hispanic/Latinx communities. Furthermore, the Veteran's Affairs Office added personnel to support students who are veterans with navigating the educational experience at SSU.

Policy innovation

The University has made policy innovations to increase student success and outcomes. Highlights include President Keenan's direction to review all university policies for the presence of structural racism. Policies that have an inequitable impact on the campus community will be removed or adjusted. Advances were also made with the implementation and expansion SSU's first early college program, the Forten Scholars Program, in partnership with the Salem Public Schools, with support from LEAP for Education, Inc. and the Northshore Workforce Board. The university's second early college program, partnering with the city of Lynn, the Viking Scholars, launched earlier this year.

Campus climate

Results of the 2016 Campus Climate Study continue to inform the transformation of the campus. President Keenan's commitment to fostering an environment of inclusiveness and belonging is evident and has been especially vital during this year of racial injustice and social unrest. Vice President of Diversity and Inclusion Bennett leads the Inclusive Excellence Team which achieved many goals in this area including; revised the university Equity Review process to ensure employee hiring is an inclusive practice, hired a Faculty Fellow for Diversity

and Inclusion, implemented an online reporting system for Bias Prevention and Response Protocol, hosted a “Men of Color Success” workshop for students and a workshop for employees around “Effective Strategies for Sustaining a Racially Equitable Climate”.

Evidence

The university is using evidence and enhancing its data collection to identify the impacts of specific programs and to better predict and understand outcomes. ITS’s management of business intelligence provided information to the enrollment management team on enrollment trend enhancements, returning-not-registered reporting, and FAFSA trend reporting, as well as information to other departments with Power BI or data requests (First Year Experience, NECHE data requests, Center for International Education Reporting needs, School of Arts and Sciences), providing a much clearer picture for informed decision making on enrollment, retention and completion.

IV. Recommendation for Compensation Adjustment

The Board of Trustees recognizes that President Keenan has done a comprehensive self-evaluation focused on the goals for this year. He demonstrated a combination of intelligence, experience, decisiveness, and compassion to meet and exceed expectations. He deserves significant credit for strong leadership during a time of great uncertainty. As this review indicates, President Keenan is aware of the university’s challenges and is implementing extensive efforts to increase enrollment and improve success rates. President Keenan’s forward-thinking leadership and capacity to innovate has served the University well. The Board of Trustees have a high degree of optimism as President Keenan continues to bring to the Salem State presidency a commitment to academic excellence and resiliency.

Due to the University’s current financial situation, President Keenan has requested that the committee make no compensation adjustment on his behalf. The PRC appreciates and agrees with the president’s prudent assessment. If the Salem State Board of Trustees were to recommend the maximum merit adjustment once the university’s finances allow or other consideration for President Keenan, we would agree with enthusiasm.

V. Supporting materials: charts, graphs, and/or data

1. John D. Keenan’s Presidential Review Self Evaluation 2019-2020
2. Salem State University Strategic Plan 2017-2020 Metrics

JOHN D. KEENAN, JD

PRESIDENTIAL REVIEW SELF EVALUATION
AY2019 ~ 2020



NOVEMBER 2, 2020

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MESSAGE FROM THE PRESIDENT

The year began, like many in the history of Salem State University, with Convocation in September 2019. What stood out that day, and what reminded all administrators, faculty and staff of our mission, was the address given by Student Government Association President Armando Martinez to our incoming students. Armando led students through what he called a “resilience walk,” a play on the commonly-used “privilege walk.” He asked all in the room to stand if they identified with the following statements, which he read one by one:



- I am the first in my family to graduate high school.
- I am the first in my family to attend college.
- I have had to work to help support my family.
- I speak a second language.
- I have a strong connection to my family history and culture.
- I have been told by adults in my life “college may not be for me.”
- I have participated in a protest.
- I have spoken up and intervened when someone has been offensive to another.
- I am determined to graduate college.

The number of students who stood as each statement was read served as a reminder of where our students come from, what challenges they face, and their grit to overcome obstacles that could have prevented them from pursuing higher education. I was particularly struck by the number of students who identified with the statement, “I have been told by adults in my life ‘college may not be for me.’” This discouragement did not deter these students from striving for more and demonstrates the resilience and determination they bring to our campus. It now becomes our job to ensure that they persist, learn, and grow throughout their journeys to graduation.

When Armando read the final statement, “I am determined to graduate college,” it appeared that the entire room was standing. Our mission could not be more clear. We, in public higher education, are the voices that continue to tell students they can and push them to endure. We work against the negative forces that may impact their lives and strive to provide them with the knowledge and resources they need to succeed. This is what occurs on our campus every day. As the only public, four-year institution on the North Shore, we are responsible for being the pathway to upward mobility, and we wholeheartedly believe in this mission and are proud to carry out this purpose.

John D. Keenan
President

As I look back over the 2019-2020 academic year, it was none like any I could have predicted. I am dismayed by the profound impact of the COVID-19 pandemic and yet I am also energized by the continued perseverance and resiliency of the Salem State University (SSU) community, and the ability for all to adapt to this new and everchanging environment.

Sadly, the pandemic has not been the only crisis to impact our campus this year. Our country and community are coping with social and racial unrest, as we continue to witness the racism that has long existed in this country. We are living in a time of multiple crises, and we must be mindful of how these issues could be impacting our colleagues and our students. Much like our country is at a crossroads, so is our campus. As we face these historic challenges, we must meet this moment and adapt.

The past academic year feels as though it were two; one conducted in our traditional, tried and true model of largely in-person course delivery and engagement, and one that necessitated an overhaul to our entire operations, forcing us to adapt to a new environment that held many unknowns and was often everchanging. With this in mind, I reviewed the achievements and challenges of each period in preparing my report for your consideration. This report provides my findings and places them in the context of the statewide objectives, Salem State's Strategic Plan, and the goals we mutually established last year. Additionally, I have included my goals for the 2020-2021 year for your review.

Working together, with the Board of Trustees, our community stepped up to the many unknown challenges of the spring, facing them head on and maintaining our focus of a student-centered experience. Our students' education and success remain our top priorities and the driving factors for all that we do on campus.

SUCSESSES

Civic Engagement

Civic and community engagement a fundamental part of the Salem State experience and our identity. SSU's commitment to community and civic engagement is in the fabric of our campus culture and it is apparent in our classrooms, programs and activities. I am pleased to share that this commitment is now nationally recognized.

In the spring 2020 semester, SSU received the prestigious Carnegie Community Engagement Classification. This recognition places the university among a total of only 359 institutions nationally, and just 26 in Massachusetts, with this designation. This demonstrates that our collective passion for empowering students to connect with the world around them is truly exceptional.

The Carnegie Community Engagement Classification came on the heels of SSU's announcement of the Frederick E. Berry Institute for Politics and Civic Engagement and a new minor in interdisciplinary civic engagement that launched in January 2020. The university has also received accolades for its student voter engagement. These include a gold seal from the All In Campus Democracy Challenge for its 46.8 percent midterm election student voter rate—above the 39.1 percent national average—and being named by Washington Monthly as one of “America’s Best Colleges for Student Voting 2019.”

Navigate

In September of 2019, we partnered with EAB on the implementation of a new student success management platform, Navigate, to improve student outcomes and experience, with a special focus on equity and access. Navigate is a comprehensive, university-wide student success platform that links faculty and staff to students through a coordinated care network designed to help proactively support students from enrollment to graduation. In addition to better student engagement and support, Navigate will provide us with a suite of reports and dashboards that offer full visibility into Salem State’s student success operations (Predictive Model, Historical Trend Analytics, and Population Health Analytics). These tools will allow us to design actionable strategies to increase enrollment, retention, and graduation.

Voluntary Separation Incentive Program

The 2019-2020 academic year saw the successful implementation of SSU’s Voluntary Separation Incentive Program (VSIP), which aimed to reduce the size of the university’s workforce in order to ensure the financial strength of the institution for generations to come. Even before the pandemic, a workforce reduction was necessary to structurally balance our 2021 budget and reduce pressure on continually rising student fees due to demographic, economic and state funding trends. The initial goal was to reduce salary expenses by \$4.5 million, which equals approximately a 50-position net reduction. This VSIP exceeded our expectations with a reduction of 82 positions. Going forward, we will save \$6.6 million a year with this reduction. The distribution of participants across employee factions is as follows:

- AFSCME: 31
- Association of Professional Administrators (APA): 23
- Massachusetts State College Association (MSCA/Faculty): 22
- Non-Unit (Non-union): 6

While the VSIP was nothing but responsible fiscal stewardship, with continued enrollment decline combined with the unanticipated fiscal impacts of the COVID-19 pandemic, we remain in challenging financial times. We continue to fill positions on a very limited basis according to how they relate to operational needs and our strategic plan, with a focus on retention and potential growth areas. Enrollment projections tell us that we will serve fewer students in the years ahead, and we must position ourselves to thrive in those years. Adapting our workforce to improve efficiencies, while remaining sufficient to ensure the success of our students, will be the primary focus of our work this year.

Leadership Changes

We have welcomed two new members of our leadership team this year: Vice President for Diversity and Inclusion Sean Bennett, and Graduate Dean Stephanie Bellar.

Vice President Bennett leads the university's strategic diversity and inclusion priorities, working collaboratively with stakeholders throughout campus to develop, implement and embed inclusive excellence in all university endeavors. He joins Salem State with over 17 years of experience in higher education, including executive-level leadership within both student and academic affairs, most recently serving as the assistant dean for academic operations and student success in the College of Engineering Technology at the Rochester Institute of Technology. Vice President Bennett is known for building an informed, welcoming community and for promoting student success. He holds a doctorate in higher education management from the University of Pennsylvania, a master of education in administration, planning and social policy from Harvard University, and a master of education from the State University of New York at Brockport. Prior to joining the world of higher education, he worked in K-12 education in both administrative and teaching capacities for seven years.

Dean Bellar leads the School of Graduate Studies and is tasked with the oversight of advancing innovative graduate programs and comprehensive educational opportunities at the graduate level as well as expanding diversity initiatives within the graduate community. Dean Bellar joins Salem State with a distinguished record of teaching and research, and with over ten years of administrative experience in graduate education, including as Dean of the Graduate School and Director of Sponsored Programs at the University of Central Arkansas. A professor of political science, Dr. Bellar taught at the University of Tennessee at Chattanooga for twenty-five years and held numerous leadership positions including interim dean of the graduate school prior to joining the University of Central Arkansas. She specializes in women's leadership and has won numerous awards including the Innovations in Teaching Award from the Tennessee Political Science Association. Dean Bellar will marry her myriad of different interests and to be able to participate in, as well as encourage, interdisciplinary research. While being the dean comes with many responsibilities, Bellar still plans on pursuing her research which focuses mainly on women in leadership. Bellar received her undergraduate degree from Austin Peay State University, with a BS in Political Science and Sociology. She received her master's degree there as well, but in Psychology, and then went on to get her PhD at the University of Kentucky in Political Science.

CHALLENGES

COVID-19 Pandemic

There has been no other event that has had more significant impact on our campus during the past year, or perhaps any in recent history, than the COVID-19 pandemic. SSU remained open throughout this crisis, and through adapting our modalities and operations continued to serve and educate our students to the best of our abilities. I am highly impressed by our faculty and staff's ability to maintain our student-centered focus and provide an excellent education while balancing their own personal

challenges of working remotely, addressing personal responsibilities of their households, and, in some cases, direct impacts from COVID-19.

In March 2020, the university shifted to a fully remote learning modality for the remainder of the spring semester. This meant that nearly all students left campus, and faculty members had to quickly adjust to a new modality. The university immediately implemented a care case management system to support students during this transition and contacted each and every SSU student directly. We also issued refunds to students for housing, dining and parking fees for the time that they were not on campus. As SSU serves a large Pell eligible student population (37 percent of all undergraduates), more direct measures were launched to support our students with the greatest need to ensure their access and success in this new remote environment. Supports included a large laptop loan program, access to hotspots so that students could access the internet off campus, and securing as much federal aid as possible to assist our students through the CARES Act.

There was great collaboration across campus and regular, transparent communication with all facets of our community. We quickly set up a variety of virtual programs to ensure maintenance of recruitment and retention efforts for both the spring 2020 semester and the next academic year. This included registration, remote class support, orientation and housing.

We made great efforts throughout the spring and summer to plan for all potential options for the Fall 2020 semester, basing our plan on guidance from the Center for Disease Control, the Commonwealth, and the Department of Higher education. Respecting physical distancing, we significantly reduced our class capacity, in most cases to less than half of our intended enrollment. Housing occupancy was also limited with the goal of providing single bedrooms to all students. For the indefinite future, staff who can work remotely were instructed to do so. De-densifying our campus with these efforts reduces the number of people on campus – maximizing opportunities for physical distancing and minimizing spread. As we continue through these unprecedented times, our plan remains a flexible and living document. We continue to vigilantly watch over our campus and while making adjustments as needed to protect our community as much as possible. Appendix A contains a copy of our repopulation plan, dated October 21, 2020, for your reference.

Financial

For FY20, the university ended with \$9.7million in managed net income, and an increase in cash balances by \$400,000. However, it is important to highlight some revenue and expense matters:

- Net tuition and fee revenues were down in FY20 by \$5 million due to lower enrollments.
- Auxiliary revenue (primarily from housing and dining operations) was also down by \$6.1M, due to refunds caused by the COVID-19 pandemic.
- Although the university did receive \$6.6 million in Federal CARES Act grant funding, half of these dollars went directly to students for student aid, with Salem State acting as an

administrator of these funds. The remaining \$3.3 million partially offset housing refunds from the spring semester.

- Fortunately, investment returns were higher than anticipated, and assistance from the Massachusetts State College Building Authority (MSCBA) was greater for a combined increase of \$1.8 million.
- Due to the voluntary separation incentive program (VSIP) implemented in FY19, described above, and a cautiously prudent hiring strategy that was in place for most of the fiscal year, the university's compensation savings were \$5.0 million.
- As students moved to remote learning in the spring, there were significant support and facilities savings, primarily from dining services which was approximately \$11.4 million. It should be noted that the university's recently contracted dining services provider, Aramark, canceled their contract in FY20, causing the university to go out to bid again and hire Sodexo for FY21.

Although the FY21 university budget was balanced prior to the outbreak of the pandemic, COVID-19 response had significant impacts on university finances. As a regional institution, Salem State had already been experiencing declining enrollments, approximately 15 percent during the past five years due to changing demographics with fewer high school and community college transfer students available for us to enroll. At the same time, despite our efforts with the VSIP, the decrease in the total number of employees did not match the dip in enrollment. Thus, total employee compensation, largely due to union contracts, comprised approximately 72 percent of the university's budget. In the end, these factors combined with the unanticipated expenses of the pandemic caused an anticipated \$26 million gap in the university's finances for FY21.

CONCLUSION

Despite the challenges of the pandemic, demographic contraction, increasing education costs, and a rising number of university mergers, the need for public higher education to provide equity and access to students in the Commonwealth and our need to prepare the future workforce is apparent, especially on the North Shore. Many of the primary industries in our region require at least a four-year degree. In looking closer at our region and the labor market blueprint, a key challenge is that not enough young people are pursuing STEM degrees to keep up with job openings and employer demand. These concerns are compounded by an aging workforce in the region and an industry desire for a diverse workforce. Research shows that employers also value skills that serve as a foundation for all of our majors at SSU, including oral communication, critical thinking, and ethical judgment.

I am proud that Salem State University continues to serve the North Shore region's students and industries, helping students to pursue their infinite potential and providing programs that provide the necessary knowledge and skills our workforce demands. Our campus remains resilient, determined and strong. Our students arrive on campus, in-person and remotely, ready for the SSU student-centered experience, and we are ready to help them succeed.

ADVANCING THE EQUITY AGENDA AT SSU



During its October 2019 meeting, the Board of Higher Education addressed the importance of advancing the Equity Agenda in Massachusetts at both the institution and the system level by focusing on five pillars of student success: Affordability, Campus Climate, Student Support, Policy Innovations, and Evidence-Based Practices. As one of the most diverse campuses in our system, we take this agenda very seriously and focus our student-centered education on closing achievement gaps and providing access to all students in the communities we serve.

Stabilizing and growing enrollments in targeted areas is a top priority and a significant part of our strategic efforts. During the past five years, there has been a decline in enrollment due to attrition, an increase in students graduating and a very competitive market, with less high school graduates which has resulted in less transfers and flat freshmen counts. We are prioritizing retention programs and strategically marketing Salem State to increase the pipeline and improve our yield. We are enhancing recruitment efforts and increasing collaboration, outreach, and articulation agreements with our community college partners that focus on seamless transfer pathways, including Mass Transfer Pathways, Commonwealth Commitment, and Reverse Transfer.

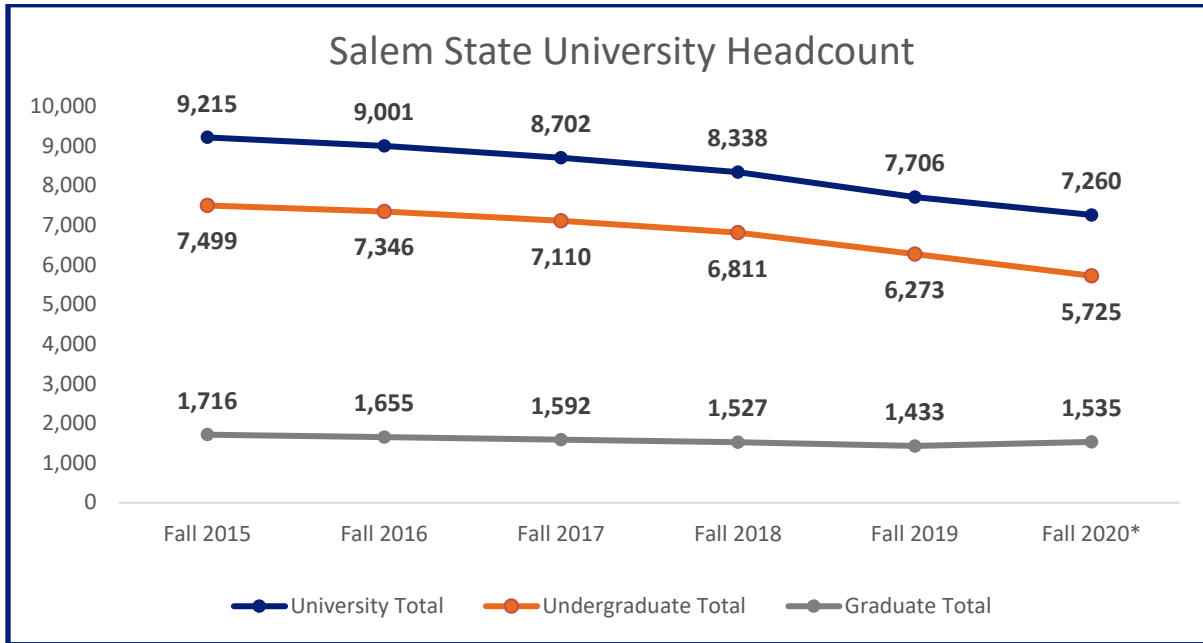
In fall 2019, we welcomed 1,011 freshmen and 505 transfer students. This is down from the previous year, as increased competition and declining college-going, high school graduates in our catchment area have impacted freshmen enrollment. There is also a shrinking transfer pipeline due to enrollment declines at our feeder schools. Overall, undergraduate day and evening and graduate enrollments continue to decline as students struggle with financial insecurity, personal challenges, work and family obligations. We plan to counter this with the implementation of enhanced early alert and retention efforts, along with additional marketing and recruitment efforts as well as increased outreach and collaboration with our transfer partners. Table 1 and Chart 1 illustrate SSU’s fall headcount for the past six years, including preliminary data for Fall 2020.

Table 1

SSU	Fall 2015	Fall 2016	Fall 2017	Fall 2018	Fall 2019	Fall 2020*
Undergraduate	9,215	9,001	8,702	8,338	7,706	7,260
Graduate/Professional	7,499	7,346	7,110	6,811	6,273	5,725
Total	1,716	1,655	1,592	1,527	1,433	1,535

**Preliminary data as of September 20, 2020*

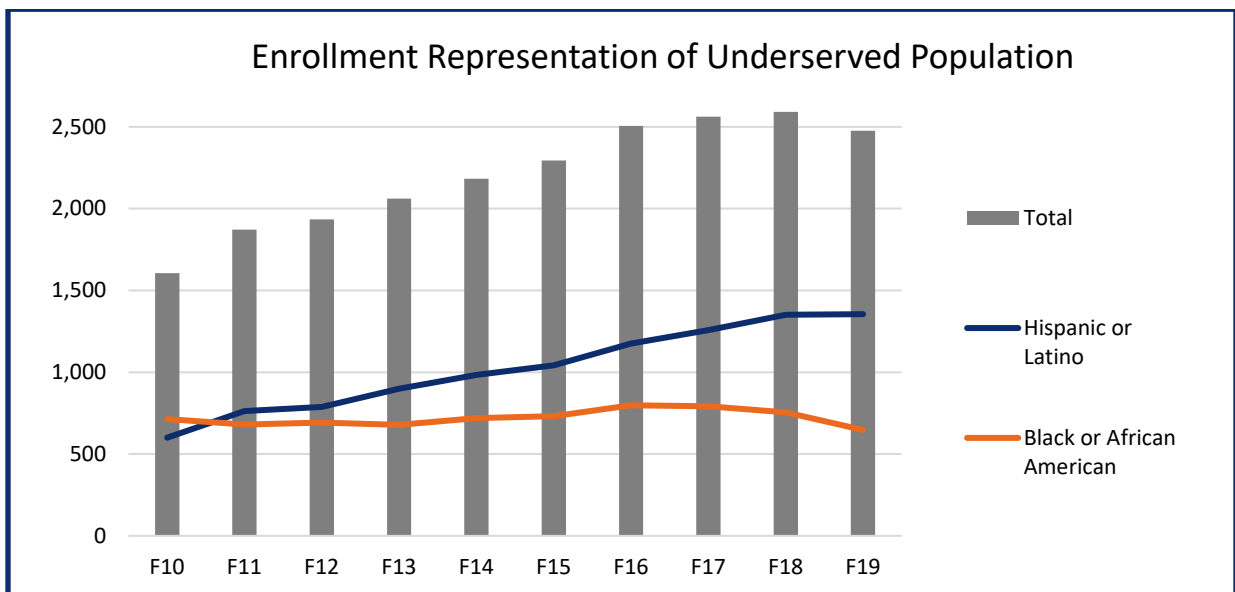
Chart 1



*Preliminary data as of September 20, 2020

SSU's top three feeder cities are the Gateway Communities of Lynn, Salem and Peabody. We remain one of the most diverse campuses within our system with 39.7 percent of the first-year, fall 2019 student population identifying as students of color. While our total enrollment of underrepresented populations dipped slightly this year, the number of Latinx students remained fairly consistent as indicated in Chart 2. With the demographics of our region, we anticipate that this student population will steadily increase in the years to come.

Chart 2



Admissions enhanced recruitment efforts, focusing on our catchment area by increasing visits and on-the-spot reviews and adding a \$1,500 Salem Scholarship. We increased outreach and programming with community-based organizations and high schools in Salem, Lynn, Boston and Lawrence. Ninety three percent of our 2019 incoming freshmen class came from Massachusetts, with 76% living within a 20-mile radius, compared to 71% in 2018.

The 2020 cycle has shown increases in both applications and admits for freshmen and graduate activity. See Table 2. We created a new evening application for the School of Continuing and Professional Studies and collaborated with the School of Graduate Studies to market several programs, which yielded an increase in applications of 9 percent for 2020.

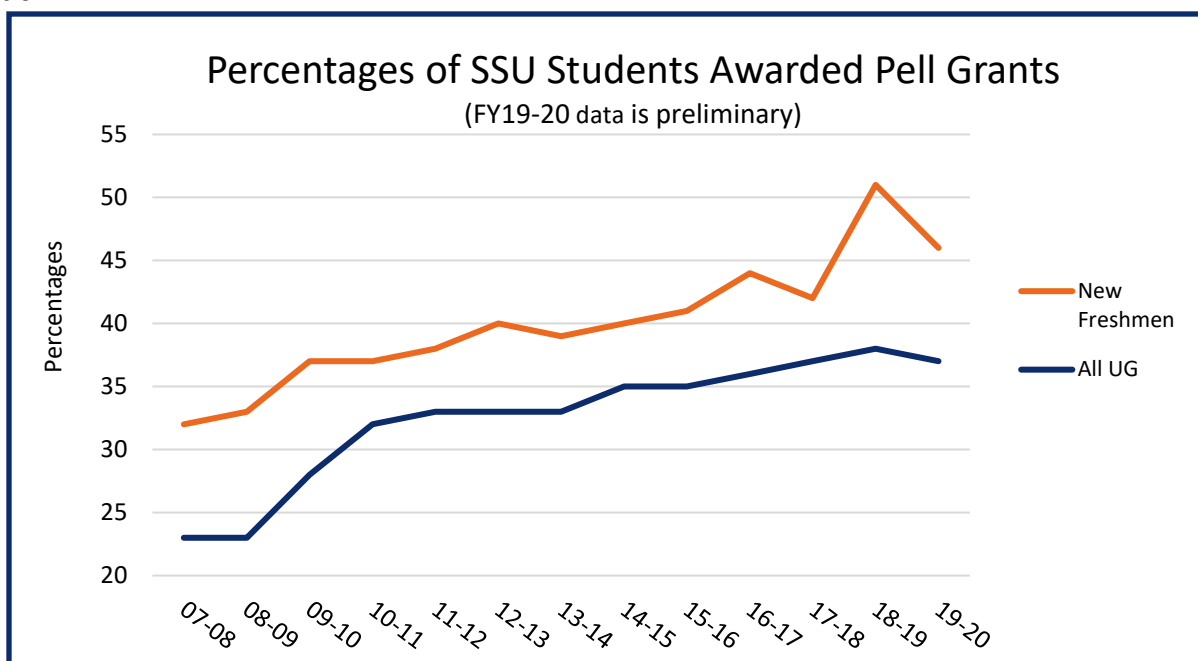
Table 2 – Fall 2020 Applications

	Fall 2020 Freshmen Applications				Fall Graduate Applications			
	2019	2020	Diff.	%	2019	2020	Diff.	%
Total Applications	7,790	8,413	623	7%	889	974	85	9%
Admits	4,842	5,575	733	13%	441	451	10	2%
Matriculation	969	1,000	31	3%	285	285	0	0%

AFFORDABILITY

SSU consistently evaluates registration barriers, holds and obstacles that may prevent students from attending or persisting toward graduation. Student feedback often received is that college is expensive. Our students continue to demonstrate significant financial need. Ninety-five percent of the fall 2019 incoming students applied for financial aid, with 46 percent Pell eligible. Our overall number of Pell eligible students remains high as compared to 10 years ago at 37 percent as shown in Chart 3.

Chart 3



Despite increases in institutional aid, there is growing financial insecurity among our students who are relying on alternative, private loans and work to fund unmet need. This debt is in addition to National Direct Student Loan (NDSL) borrowing. See Table 3.

Table 3 – Loan Borrowed (Net)

Year	PLUS Loan	Private Loan	Grand Total
2015	\$4,137,885.00	\$4,694,501.50	\$8,832,386.50
2016	\$5,402,552.00	\$8,021,534.00	\$13,424,086.00
2017	\$6,206,364.00	\$9,577,648.00	\$15,784,012.00
2018	\$6,529,539.00	\$10,391,941.50	\$16,921,480.50
2019	\$6,049,549.00	\$10,461,039.00	\$16,510,588.00
2020	\$5,215,432.00	\$9,910,627.25	\$15,126,059.25
Grand Total	\$33,541,321.00	\$53,057,291.25	\$86,598,612.25

Removing small financial barriers that are within the university’s reach have a tremendous impact on our students’ ability to move forward with their educational experience. We have implemented strategic use of institutional aid in the form of emergency and completion grants to assist students with unexpected expenses so that they may remain enrolled and graduate. We continue to support students through an array of financial literacy counseling.

COVID-19 brought additional, unanticipated financial challenges to our students this year. To address this, the university secured \$3.3 million in CARES Act funding that went directly to for student aid. With the approval of the SSU Board of Trustees, the university also eliminated fees previously assessed for online courses, bringing parity and equity to all courses regardless of modality, a necessity in this largely remote environment.

The following are examples of additional efforts made in the 2019-2020 academic year that improve access and affordability for our students as they relate to the Equity Agenda priorities:

- **Emergency and Completion Grants** – Strategic use of institutional aid to assist students with unexpected expenses so they remain enrolled and graduate. In the 2019 -2020 academic year, the financial aid office distributed over \$6.6 million in institutional scholarships to students to cover these types of expenses.
- **Viking Open Educational Resources (OER)** – Through the OER and Textbook Affordability Initiative at Salem State, a project initially funded by a DHE Performance Improvement Fund (PIF) grant in FY19, SSU successfully achieved the following in the 2019-2020 academic year. (See Appendix C for greater detail.):
 - Engaged 34 percent of faculty in activities that increased the number, and improved the quality of, OER on campus.
 - Saved SSU students over \$505,000 in textbook expenditures

- Created a cohort of faculty innovators (n=12) who have created OER materials and – in the context of COVID-19 – were able to lend their expertise to their peers.
- **Community Based Organization (CBO) Partnerships** – Salem State supports the ongoing efforts of CBOs and their commitment to higher education access. In 2019, we managed over 300 applications from CBOs, including Bottom Line (Greater Boston), One Goal (various throughout MA), Raw Arts (Lynn), Girls Inc (Lynn), Inversant (Salem), Boys & Girls Club of Lawrence, and La Vida Scholars (Lynn). Through these partnerships, we connected counselors and students to resources and provided ongoing support to students once enrolled.
- **Program Restructure** – The multitude of Master of Arts in Teaching (MAT) programs offered by the School of Graduate Studies, in conjunction with faculty from the College of Arts and Sciences, were restructured to reduce the number of credits required for completion. With a reduction from 42 to 34 (or 37) credits, these programs became more cost-effective for our graduate students and the university more competitive in education our future educators.
- **Upward Bound Jamboree** – SSU hosted the second annual statewide Upward Bound Jamboree conference in August 2019, which brought over 300 academically prepared high school students of color to the campus. This initiative increases our engagement with students who are both racially and economically diverse and will hopefully aid in recruitment efforts and provide greater access to higher education to this underserved population of students.

CAMPUS CLIMATE

Fostering an environment of inclusiveness and belonging is imperative to the success of our students, and we have continued our work and deep commitment to better understand and address the results of the Campus Climate Study conducted in 2016. The Office of Inclusive Excellence, with the help of campus committees, are transforming our campus culture and working with the campus community to develop next steps related to the study's results. The following are highlights of achievements from the 2019-2020 academic year:

- **Recruitment and Hire of Inclusive Excellence Team**
 - The inaugural Director of Education and Training for Diversity and Inclusion was hired in August 2019. This position focuses on building a comprehensive professional development plan for all SSU employees that is grounded in the university's inclusive excellence philosophy.
 - A campus search committee began a national search for the Vice President of Diversity and Inclusion began in the fall of 2019 with support from the President's Executive Council and President's Advisory Committee on Diversity, Equity, and Inclusive Excellence, along with consultation from Spelman and Johnson. This extensive search resulted in inviting five finalists to campus. After a thorough review of the candidates and the feedback from the

university community, Dr. Sean Bennett was selected as the Vice President of Diversity and Inclusion and joined the campus community on June 1, 2020.

- **National Coalition Building Institute (NCBI)** – The university continued its membership in the MA Consortium for NCBI, which educates employees and students about issues of discrimination, harassment, prejudice, and diversity. Seven additional members participated in the Train-the-Trainer in 2019, bringing our total number NCBI trained facilitators to 17. Our team of SSU NCBI trainers, comprised of faculty, staff and students, join the NCBI Massachusetts Consortium trainers to offer professional development workshops and trainings, free of charge, to others in the campus and community. Additionally, New Employee Orientation now includes the NCBI One-Day “Welcoming Diversity” training and professional development trainings and workshops will be offered on campus climate, implicit bias, and structural oppressions throughout the year.
- **Black, Brown and Proud** – The work of Inclusive Excellence with student leaders in Black, Brown, and Proud has continued to move forward. We made a commitment to continue to monitor the concerns raised by students of color, and have streamlined a tracking mechanism from demands articulated by students of color back in 2016 now referred to as “Strategies for Success in Supporting Students of Color.” This working document provides status updates from stakeholders on campus whom are responsible for overseeing and monitoring the progress of the student demands. Updates and information relevant for the purposes of this document include all steps planned and executed in the fall of 2019. We have also worked to build strong relationships with student leaders of color, and remain in consistent contact with them regarding their experience through the Inclusive Excellence Office.
- **Employee Resource Groups (ERGs)** – In continuing to sustain the significant desire to network and build relationships among community members with similar interests and identities acknowledged in the campus climate survey, we established policies, processes, and procedures for six ERGs. They include: Asian ERG, Black ERG, Family Caregivers ERG, Latinx ERG, LGBTQ+ ERG, and Women’s ERG. Each ERG has continued to host network gatherings and receptions, lunches, and community-centered events for SSU employees who identify with these groups. Additionally, each ERG has been connected to a President’s Executive Council (PEC) Liaison to ensure access to university policymakers which provides the Administration with a better understanding of the needs of these communities.
- **Four-Step Process** – As part of the Inclusive Excellence philosophy, and in collaboration with Human Resources and Equal Opportunity as well as Academic Affairs, a “Four-Step Process” framework was developed for university-wide accountability and responsibility to student success. NCBI has been designated as a foundational component to the office’s infrastructure and “4-Step Process” in university-wide accountability to student success.

- **Diversifying Employee Population** – Although hiring has remained limited in recent years, Salem State has made good progress in diversifying our faculty and staff populations. The percentage of full-time faculty who identify as a member of a minority group increased from 15 percent in 2015 to 23 percent in 2020. For staff, these numbers rose from 15 percent to 21 percent during the same time period. We still have much work to do, but we are heading in the right direction. As we think about how to create a diverse and inclusive campus that sets all students up for success, we continue our work to recruit and retain faculty and staff of color. Our Office of Inclusive Excellence and Human Resources and Equal Opportunity have already begun a review and revision of SSU’s Equity Review process in order to better engage in employee hiring and retention as an anti-racist and inclusive practice. This work will continue this year as we strive to further diversify our employee base on campus.

STUDENT SUPPORTS

SSU is supporting the growth of a system-wide community of practice by elevating the work of our equity leaders and sharing implementation resources. As noted above the university’s participation in the National Coalition Building Institute has allowed us to actively collaborate with other institutions as a member of the Leading for Change Higher Education diversity coalition hosted by Bridgewater State University (BSU).

While SSU’s Office of Inclusive Excellence has been leading a group of colleagues committed to BSU’s Leading for Change Consortium for several years now, SSU’s team made the commitment to participate in a yearlong Racial Equity and Justice Institute. This team is made up of leadership and practitioners across the institution that are committed to student success, eliminating the achievement gap, and creating access for students of color – breaking down barriers to create an equitable higher education system that delivers for everyone. As a result of the work, emerging best practices were submitted to the consortium.

SSU’s overall six-year graduation rate has increased once again. The graduation rate for the 2019- 2020 academic year (2014 cohort) reached 59 percent. In a 13-year period, Salem State’s graduation rate has increased by 22 percentage points. Part of this continued success is attributed to campus-wide retention efforts. In particular, an intentional Cohort Support model, involving collaborations with the registrar, financial aid, student accounts and academic affairs, was developed to support, retain and graduate students, especially students in their fifth or sixth year. While we are pleased with this increase, we are concerned by preliminary data that shows a dip in the six-year graduation rate for our underrepresented populations in the 2013 and 2014 cohort, specifically Hispanic males and African American males and females. We will be focusing on these populations to determine what resources and supports can be put in place to help them graduate and eliminate achievement gaps. See Table 4.

Table 4 – Six-Year Graduate Rate Metrics

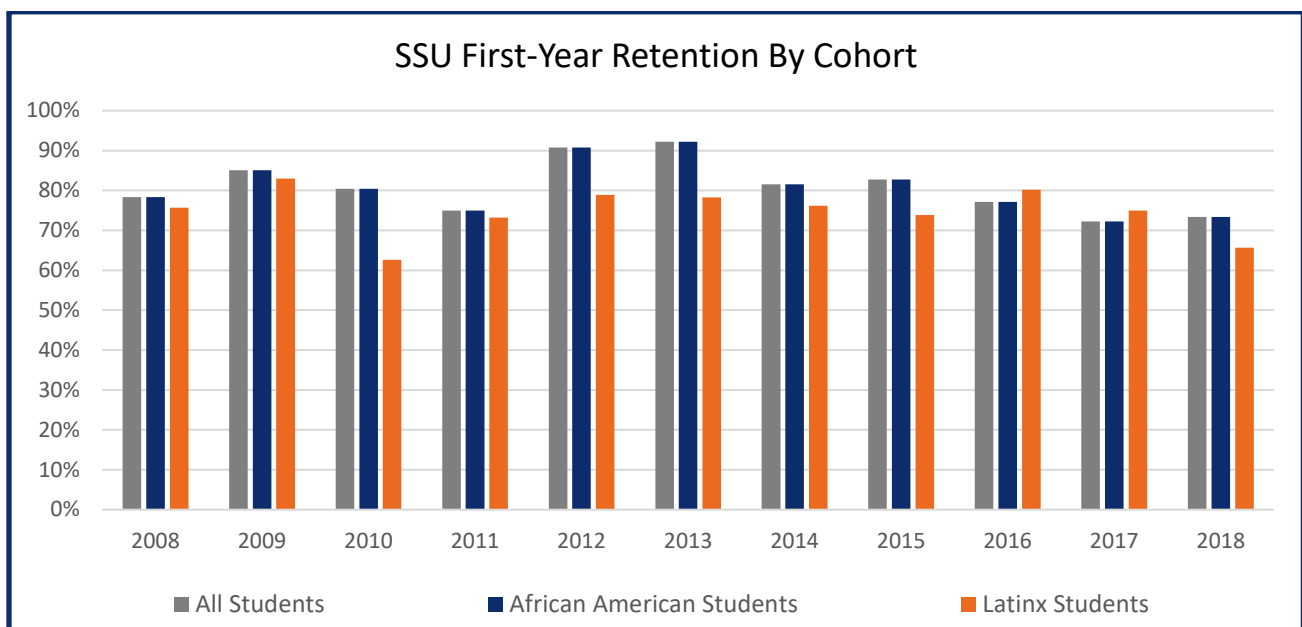
Key Metrics	Baseline FY2017	FY2019
Six-year Graduation Rate Black-White*	-1.48	-9.51
Six-year Graduation Rate Hispanic-White*	-8.68	-10.44
Six-year Graduation Rate Male-Female*	-5.62	-5.75
Six-year Graduation Rate Pell-Eligible vs. Non Pell-Eligible	-10.85	-8.25

We did see some positive results in the area of retention of our underrepresented students. Our African American cohorts were retained at higher rates overall for the 2008-2015 cohorts, and our Latinx cohorts were retained at higher rates for the 2016 and 2017 cohorts. See Table 5 and Chart 4.

Table 5 – First-Year Retention Rate by Cohort

Fall Cohort Year	Cohort Size	All Students	African American Students	Latinx Students
2008	1,133	74.85%	78.30%	75.65%
2009	974	81.21%	85.06%	83.00%
2010	986	73.33%	80.39%	62.63%
2011	989	73.81%	75.00%	73.17%
2012	1,086	78.08%	90.79%	78.86%
2013	1,073	81.17%	92.19%	78.26%
2014	1,127	79.86%	81.58%	76.19%
2015	1,082	79.11%	82.76%	73.88%
2016	1,130	77.17%	77.14%	80.20%
2017	1,082	74.31%	72.28%	75.00%
2018	1,097	73.02%	73.33%	65.67%

Chart 4



The following are highlights of achievements from the 2019-2020 academic year:

- **Navigate** – As mentioned in the introduction, the university invested significant resources to successfully launch the EAB Navigate system, which has enhanced communications and a case management process at SSU. The success of the program is reflected in the adoption by faculty and staff and the ability to identify measurable outcomes related to student performance.
- **Jump Start Program** – The School of Continuing and Professional Studies (SCPS), in partnership with leadership within SSU’s Center for Academic Excellence, supported the university’s “Jump Start” program for admitted undergraduate day students. The cohort of students were scheduled to take three Continuing Education (CE) courses the summer of 2020 to prepare them for success in the Fall 2020 term and beyond. The SCPS dean also worked with department chairs to identify faculty appropriate for teaching this program and collaborated with the team in SSU’s Student Navigation Center to establish appropriate protocols for student accounts and student records.
- **Veterans Student Support** – SSU provided additional personnel to the university’s Veterans Affairs Office to offer veterans additional support in navigating the college experience and to ensure full and timely compliance with all applicable rules and regulations of the Veterans Administration and other similar entities.
- **Living/Learning Communities**
 - **Business and Latinx Communities** – We have initiated Living/Learning communities for Business and Latinx students, as retention in these groups was documented to be lower than other university groups.
 - **Diversifying Teacher Workforce Pipeline** – The School of Education closely collaborated across their departments to develop supports for students of color and those whose native language is not English. They designed and delivered specialized sections of their Exploring Education course to young men and women of color, as a way for young teachers of color to receive more targeted mentoring as they enter into the teaching profession. These sections were very successful this past year and are scheduled to be taught again in the fall of 2020 as part of SSU’s 2020-21 learning communities.

POLICY INNOVATIONS

We have focused more effort on the transformation of our undeclared students by creating the Explorers program, which provides programming and curriculum (First Year Seminars) focused on the success of these students. After determining that the time to graduation for these students was higher than the university numbers as a whole, a policy change was instituted to enforce a declaration of major by 45 credits.

The following are highlights of achievements from the 2019-2020 academic year:

- **Expand Early College** – SSU successfully implemented its first Early College program, the Forten Scholars Program, in partnership with Salem Public Schools, with supporting collaboration from LEAP for Education, Inc. and the Northshore Workforce Board. Focusing on opening the door to college to first-generation, low-income high students and providing them with college credit and resources, the Forten Scholars Program included 50 students for the 2019 – 2020 academic year. These students earned a collective total of 150 college credits; juniors in Foundations of Writing and US History and Constitution Government and seniors in Principles of Microeconomics and Medical Ethics. Twenty seniors graduated having completed the full 12 credits of the program, and six of these students have matriculated into SSU programs after graduation. SSU was pleased to receive the DHE’s approval to establish a second Early College program with the Lynn Public Schools, the Viking Scholars Program for the current academic year.
- **Policy Review** – Submitted policy changes to university governance removing barriers in support of progression and success.

EVIDENCE

SSU has invested energy and resources to better position the university for meeting the challenges and opportunities emerging out of the changing higher education landscape. This work has been increasingly informed by a more comprehensive inventory of evidence, including but not limited to, business intelligence (BI) data.

SSU remains committed to providing affordable, high-quality academic experiences to meet the personal and professional needs of our students and to enhance the communities that we serve by educating a regional citizenry that is not only “career ready” but also civically engaged, globally minded, and creatively prepared to address the economic, social, and political realities of the mid-twenty-first century. The following are highlights of achievements from the 2019-2020 academic year:

- **Power BI and EAB Navigate: An Analytical Deep Dive into Student Success Initiatives** – Through this initiative, the university was able to investigate longitudinal patterns of persistence and degree completion exhibited by student populations for whom there have been historical performance gaps. This initiative unites the analytical power of business intelligence (BI) with the predictive power of EAB’s Navigate program, as augmented by a follow-on ethnographic study. Through this cross-cutting effort led by Academic Affairs and with intentional program development to intervene and provide support, we have been able to discern that at SSU, African American students, have been outperforming their white and Latinx counterparts. Through this work, institutional changes, including student supports and policy innovations we have been able to propagate this pattern of success with the African American 6-year graduation rate increasing from 42.99% (2008 cohort) to 61.54% (2013 cohort) and the

Hispanic 6-year rate from 44.44% (2008 cohort) to 50.71% (2013 cohort). Despite this solid success, we have recently seen a dip in the graduation rates of our two most recent cohorts in our African American and Hispanic male populations. Efforts are underway to address this and provide needed supports. The full report can be seen in Appendix B.

- **Bachelor of Liberal Studies (BLS)** – A new BLS degree was developed and approved by the Salem State University Board of Trustees. This new major is intended to provide day students with a flexible, broad-based baccalaureate degree option and also to foster a more seamless transition to college for community college students with an Associate in Arts (AA) degree. This degree program additionally provides another avenue to adult learners who have “stopped out” to return to Salem State to complete a baccalaureate degree. In an effort to enhance SSU’s market position in the online education space, and in anticipation of final approval for the new BLS in Liberal Studies, the School of Continuing and Professional Education prioritized the development and scheduling of courses in online modalities, with converting 52 percent of all fall 2019 continuing education offerings online, which is up from 32 percent in fall 2018.
- **Degree Maps** – To ensure graduation is possible in four years we have initiated the use of Degree Maps so students can chart a clear path to graduation. Additionally, all departments publish a two-to-four year rotation of electives so students know when electives are to be offered and can plan their course of study appropriately.

This year of our strategic plan began like the first, with the center of all of our efforts focused on students. However, as I noted in my introduction, SSU was forced to restructure its operations in mid-March 2020, due to the coronavirus outbreak. Classes were cancelled the week immediately following spring break to allow for a wholesale migration of all our courses to a remote modality. In this one-week period, our faculty rose to the challenge to recast their course offerings to an online modality, relying primarily on the university's learning management system, Canvas, and additional digital tools including Zoom videoconferencing. Administrators and staff also stepped up during this time to assist faculty with course design and provide them with trainings on our online tools. The effort put forth faculty and staff was tremendous. Collectively, we maintained our student-centered focus and provided an excellent education and support services while balancing the personal challenges and, in some cases, direct impacts from COVID-19.

RETENTION AND RECRUITMENT

There is significant focus on understanding why students leave and great effort in creating programs to retain our students. This year, these efforts included the implementation of Navigate, college completion coaches, and financial wellness programs. Additionally, we reinstated the Enrollment Management and Retention Committee and Student Success Group to enhance our retention efforts in a collaborative manner. Through these efforts we strategically leveraged institutional aid, coordinated registration efforts, and enhanced progression communications and social media platforms.

With regard to recruitment, Enrollment Management integrated all recruitment programming into a virtual format to stay connected to prospective students during the pandemic. We transitioned to a new phone system, adjusted the admissions and the deposit policies, shifted the commitment deadline, created virtual one-on-one support programs, and enhanced communications and webpages. The result was our best case scenario for fall 2020 enrollment.

COMMUNICATING DURING CRISIS AND IN A VIRTUAL ENVIRONMENT

Campus engagement and transparent communication have always been foundational goals in my administration. COVID-19 forced us into a virtual environment with new technologies that made us rethink how we operate and communicate within and outside our campus community. Since March, we have increased the number of direct messages from leadership tenfold and developed a number of virtual interactions and events to engage students, prospective students, parents, employees and the general community. Messages often presented uncertainties combined with aspirational notes to reposition the university as positively as possible during this difficult period. The website was also redeveloped multiple times since the start of the pandemic to improve communications with both our internal and extended communities.

To reinforce the university's brand and core values to enrolled and prospective students, while being sensitive to student and parent needs, we launched the "We Care" campaign to reinforce that SSU is the right choice. We also capitalized on our slogan "No place so close will take you so far," redirecting our marketing dollars to reach our market while the state was in isolation, utilizing platforms on streaming services, like Netflix, Hulu, and Spotify, digital ads, social media targeted campaigns, and billboards. This was done to promote accepted students day, open houses and other traditionally campus-located events; all with direct calls to actions such as applying or registering for classes.

The homepage of the university's website enjoyed over 3 million views. Many of these visitors followed the prospective student path that was developed. Our page views increased since October when this section was relaunched: majors and programs garnered 184,753 page views; admissions and aid, 47,107 page views; tuition and fees, 67,745 page views; and take a class, 51,941 page views.

STUDENT SUCCESS

The university made high-impact adjustments to the business side of being a student to support student success. Financial aid increased the awarding schedule, and counselors met one-on-one with families around costs and affordability. A collaborative effort was made by multiple university offices pre- and post-registration to enhance student awareness of registration dates, process and financial aid options.

During the spring 2020 semester, the university mobilized a team to transition course plans to an online format, using social media, Navigate and virtual advising.

The following are highlights of achievements from the 2019-2020 academic year for this goal area:

- Implemented an exploratory program for undeclared students, a collaboration between First-Year Experience and the College of Arts and Sciences, to increase yield and retention of first-year, undeclared students, one of our largest cohorts.
- Identified and supported first-generation, low income students who registered for orientation but did not attend. This intentional outreach resulted in 50 percent of these students enrolling in the fall 2019.
- Followed a continuous improvement plan to ensure we are meeting the needs of our changing student populations and in response to industry updates, with several policies submitted to governance this past year.
- Many SSU students have achieved distinction in their academic disciplines. Examples of such success include:

- Theater students were victorious at the regional Kennedy Center American College Theater Festival, with seven students winning a total of 14 regional awards in various competitions, including the Irene Ryan Scholarship competition.
- Geography and Sustainability students won the 2019 Geography Bowl at the annual NESTVAL meeting.
- Nursing students achieved an overall pass rate of 91 percent on the NCLEX in the 2019 calendar year. This was the first time in 5 years the NCLEX pass rate for the School of Nursing was above 90 percent. Additionally, Q1 results for 2020 are at 97 percent, demonstrating a continued positive trend.
- Students in the MS program in Occupational Therapy achieved a 100 percent pass rate on the national certification exam for the seventh consecutive year. It is noted that the national average pass rate for the year just ended is 86 percent.

ACADEMIC EXCELLENCE

As part of SSU's COVID-19 response, the university was required to adjust its policies and practices for the spring 2020 semester to assist in the transition to remote learning and ensure course completion. We temporarily revised our grading policy to a pass/no pass structure, established and implemented a framework for defining course modalities and prioritizing in-person instruction for summer and fall 2020, and successfully launched the Summer Bridge Academy in an online format, recruiting approximately the same number of students as the prior year.

The following are highlights of achievements from the 2019-2020 academic year for this goal area:

- Presented a second (annual) TEDx event (TEDxSalemStateUniversity), with the theme "Mindfulness and Transformation." Ten faculty were featured in nine presentations, each of which has been archived in the TEDx YouTube channel with over 12,800 views in the aggregate (as of 7.7.2020).
- Processed and implemented university governance of 300+ courses, policies and program changes, and the updating of catalogs, flowsheets and degree tracker.
- Launched new minors in Criminal Justice, Security Studies and Cybercrimes, in collaboration with the Computer Science Department.
- Submitted a Final Self Evaluation Report from the Bertolon School of Business to AACSB, International. An AACSB site visit is scheduled for November 2020.
- Many SSU faculty have achieved distinction in their academic disciplines. Examples of such success include:
 - Professor Alexandria Peary (English) was chosen to serve as New Hampshire State Poet Laureate at a swearing in ceremony October 2019. In that role, she received an Academy of

American Poets Fellowship in support of youth survivors of the New Hampshire opioid crisis.

- Professor January O'Neil (English) was the John and Renee Grisham Visiting Writer at the University of Mississippi.
- Professor Cindy Vincent (Media and Communication) served on team that received a \$100,000 Higher Education Innovation Fund grant to create an Equity and Engagement Consortium (EEC) across the Massachusetts state universities.
- Professor Jennifer Jackman (Political Science) was awarded a Woods Hole Sea Grant as PI for "Human Dimensions of Rebounding Seal and Shark Populations on Cape Cod."
- Professor Sara Moore (Sociology) was named one of the "35 Outstanding Women in Higher Education" in *Diverse: Issues in Higher Education* and received a Whiting Foundation Fellowship.

FINANCIAL VITALITY AND SUSTAINABILITY

Positive gains were made in the fall 2019 semester that improved the university's overall financial position. We positively managed net income and increased cash, improved financial ratios, and identified cost savings strategies to balance the FY21 budget despite projected enrollment decrease and while minimizing tuition and fee increases. When the pandemic hit, our financial focus was challenged by many unknowns.

The pandemic led us to an assessment exercise to develop a best, middle, and worst-case revenue scenario estimates inclusive of COVID-19 impacts. This process welcomed faculty and subject matter expertise and resulted in a responsible and balanced FY21 budget plan. This plan reflected the likely severe revenue impact of the pandemic and allocated funding for COVID-19 mitigation efforts, which received Board of Trustees approval on schedule.

The following are highlights of achievements from the 2019-2020 academic year for this goal area:

- Solicited and evaluated bids for investment advisory services, leading to retention of Eastern and the acquisition of a new internship opportunities for SSU students.
- Implemented a new dining contract that generated significant financial return to the university in commissions, capital investment, equipment replacement and food insecurity funds.
- Sought and received sustainability related grants including: North Campus Energy Study, a \$100,000 grant from the Massachusetts Department of Energy Resources; Electric Vehicle Charging Station in the O'Keefe Center parking lot, a \$120,000 grant from Mass EVIP Workplace and National Grid); and Recycling Containers through a \$10,000 grant from PepsiCo Zero Impact Fund.

- Reduced the number of sections taught by part-time, adjunct faculty to adjust the instructional workforce in the face of declining enrollments which reduced the part-time teaching budget.
- Consolidated departmental support staff to more efficiently deploy human resources while reducing the personnel budget.
- Established the Viking Environmental Stable Isotope Lab in Geological Sciences with funds from the National Science Foundation, which provides an innovative revenue stream through analytical services to internal and external users for a fee.
- Implemented pathways toward increasing revenue in the School of Nursing by revising graduate-level programming to make it more attractive and cost-effective for prospective students and by increasing the size of the specialized Accelerated Bachelor of Science in Nursing program.
- Increased SSU's Teacher Leadership/Educational Leadership program, offered through the School of Education's Secondary and Higher Education Department, from 31 students in a single cohort to 132 students across six simultaneous cohorts. This represents just under \$2 million in gross revenue.

COLLABORATION, INCLUSION AND STEWARDSHIP

The cross-functional development and deployment of SSU's implementation of EAB Navigate represents a significant collaborative effort toward a single common goal: improving student success. Moreover, the resources of time and finances invested in the EAB Navigate project stands out as meaningful act of stewarding the institution's resources, as offices from across campus pooled both dollars and talent in service to the effort.

Following COVID-19 outbreak, our Inclusive Excellence Office partnered with various departments and centers to bring Summer 2020 Professional Development Opportunities. This compilation of workshops and trainings was developed for employees and by employees to help with the transition to virtual teaching and to address climate during and post-COVID 19. Additionally, we implemented "Bringing SSU to You," an on-going campaign created in partnership with Inclusive Excellence, Human Resources and Equal Opportunity, and Campus Recreation, to engage with students and employees in positive ways in our remote environment.

In response to the nationwide uprisings against systemic racism beginning in June 2020, our Inclusive Excellence Office initiated three educational and training programs open to all employees. They included Healing Circles for the Salem State Black community, in partnership with the Black ERG, NCBI Listening and Sharing Spaces for the Salem State community, and Inclusive Excellence Critical Learning Spaces on Dismantling White Supremacy and Disrupting Anti-Black Racism.

The following are highlights of achievements from the 2019-2020 academic year for this goal area:

- Successfully integrated First-Year Experience and Disability Services into the Center for Academic Excellence, due to reorganization needs resulting from the VSIP program. The reorganization resulted in increased collaboration and improved communications to support student success.
- The Bachelor of Science in Social Work program implemented the initial stage of an equity assessment to improve the ability of the program to equitably serve all students, regardless of social identities.
- Initiated a review and revision of the university's Equity Review process in order to ensure employee hiring is an anti-racist and inclusive practice.
- Successfully rolled out the enhanced online reporting system for the Bias Prevention and Response Protocol, accompanied by an internal training on Implicit Bias.
- Rolled out the "Cultural Month Collaborative Strategy" (e.g., Latinx Heritage Month, Black History Month) to collaborate and engage with student organizations and the student population by institutionalizing international and national cultural heritage and identity awareness events and programs.
- Hosted a "Men of Color Success" workshop for students and a workshop for employees around "Effective Strategies for Sustaining a Racially Equitable Climate," both with Sy Stokes in Fall 2019.
- Hosted Dr. Ibram X. Kendi as the keynote speaker at the 30th Annual MLK Convocation, welcoming over 300 attendees.
- Announced a Faculty Fellow for Diversity and Inclusion for 2020 – 2022. This Faculty Fellow will work closely with Inclusive Excellence to continue efforts in trainings, policies, and practice to diversify the SSU curriculum and other educational opportunities for faculty and staff.

SSU BOLD: A CAMPUS UNIFICATION AND MODERNIZATION PROJECT

In December of 2019, SSU submitted a major project capital request through the Division of Capital Asset Management and Maintenance's (DCAMM's) Higher Education Capital Project Funding FY21 process. Our project, SSU BOLD: A Campus Unification and Modernization Project (SSU BOLD) is a comprehensive plan that addresses our needs in the sciences while also making our campus facilities more efficient and modern overall and in alignment with the Governor's stated goal of "fix it first."

SSU BOLD notably addresses the major capital needs of the university while providing significant, universal impact on our academic programs and the student experience as a whole. It rightsizes our physical footprint by divesting from South Campus, a move that reduces our campus footprint by 257,177 gross square feet; eliminates more than \$80,000,000 in deferred maintenance repairs for DCAMM and the Massachusetts State College Building Authority combined; and opens up 23 acres of land within the city of Salem for redevelopment, an opportunity that excites Mayor Kim Driscoll.

In addition to consolidating our footprint and bringing our campus community closer together, literally and figuratively, SSU BOLD significantly improves our life science and healthcare offerings by providing students with the opportunity to study in seven modernized wet labs in an addition to Meier Hall and updated nursing simulation and occupational therapy labs in the renovated Horace Mann Building, which currently sits vacant. These facilities will provide an environment that will correspond to those of the regional businesses within the biotech, life science and healthcare sectors, who were predicted to have increased needs for an educated and skilled workforce across the North Shore even prior to the pandemic. These facilities will also provide authentic lab experiences that match what students will find in the current and future workforce in these sectors, while also addressing an equity issue our diverse student body faces by studying in labs that are cramped, outdated and beyond repair. SSU BOLD directly supports the university's strategic plan, which was created through a campus-wide collaboration, that states Salem State's position is a focus on "science and healthcare with a liberal arts foundation."

As the only public, comprehensive university on the North Shore, I see the importance to educate our future leaders in the life and health science sectors now more than ever. The need for skilled professionals in the STEM and health care fields in our region, pre-COVID-19, is in fact what drove Salem State's efforts to secure funding for this comprehensive capital project, as it centers around our critical need for modernized science and health care labs to educate the future workforce of our region.

Since the Governor's Order Authorizing Nursing Practice by Graduates and Senior Students of Nursing Education Programs back in April, we have received several calls for our healthcare majors, particularly nursing students, from several employers in our region. These requests have originated from hospitals,

long-term care/nursing facilities, and other healthcare providers who needs of this public health crisis. With the unpredictability of COVID-19 and its impacts on our future, this workforce need is likely to remain and perhaps increase. Our proposals could not have been better timed to both address our needs as an institution but also what will be a growing demand for scientists and healthcare workers in the Commonwealth. Additionally, post-COVID-19, this capital investment in our infrastructure will be a needed economic stimulus as the state recovers from this recession. The timing may even benefit the project with lower construction costs.

Late last year, the Board of Trustees voted to support SSU BOLD with a campus investment of up to \$20 million, subject to state funding through the DCAMM process. Additionally, each member of the Board and my leadership team made personal contributions and commitments to support this important project. We also cleared a major milestone this past summer when Governor Baker signed into law the legislation that permits DCAMM to sell the South Campus property and return the proceeds to Salem State to support campus infrastructure.

Back in April and most recently in September, I was invited by DCAMM to participate in a check-in call with the reviewers of the applications for the FY21 Higher Education Capital Project Funding. On that call, I unequivocally reaffirmed our commitment to investing in this important piece of infrastructure. Even as we balance a difficult FY21 budget and plan for FY22 with many unknowns, our laser-like focus remains on assuring our ability to make this strategic investment which is so critical to our future. In this unprecedented time for our campus and the world, there is no project that will better assist the future of the North Shore region and the Commonwealth as a whole in addressing the demands of the healthcare workforce.

CAMPAIGN II

Last year saw the beginnings of the largest fundraising campaign in SSU history. A \$50 million comprehensive campaign, the four priorities are financial aid, high-impact retention practices, SSU BOLD, and unrestricted funds. As you can see, these priorities are rightly focused on our students and their success.

Much of the work last year focused on the pre-planning and orientation phase of this ambitious campaign, which required restructuring business practices and implementing findings of the internal assessment. Currently in still in a silent phase, I am extremely proud to report that as of the end of FY20, we already raised 11% of our goal, which is approximately \$6 million.

I would be remiss not to acknowledge the leadership of the Campaign Chairs Trustee Mary DeSimone '76, Kim Gassett-Schiller '83, '18H, Nicole Goggin '14, '17G, Trustee Elliot Katzman '78 and Donna Katzman '78, '89G, and the entire Board of Trustees for their full participation in the exceptional support for this effort.

In addition, our Institutional Advancement team worked to increase financial support for the university and its students in an effort to make college more affordable while improving institutional pride among our alumni and donor base. They expanded philanthropic support to the university and continue to build strategic relationships with prospective donors while stewarding current donors. Highlights from the 2019-2020 academic year include:

- Launching 16 crowdfunding projects of which eight were completed and three remain active. These efforts raised \$29,835 from 421 donations.
- Submitting 63 foundation and corporate proposals totaling \$888,000 in asks. Of these proposals, we garnered \$46,000 in gifts and pledges with six additional proposals (totaling \$187,000) pending for FY21.
- Streamlining operations to develop best practices within the division, such as creating an Annual Giving three-year plan, coding constituent records with unrestricted ask amount, and deploying and integrating Crescendo into standard business practice to promote planned giving.
- Producing two impact of giving printed pieces in Winter 2019 and Summer 2020.
- Launching our first Salem State 40 under 40 program and are working to make this a tradition.
- More than tripling donations from Viking Warrior Day, raising \$195,693 from 340 donors as compared to \$58,914 and 320 donors in FY19, in support of the student emergency fund. Viking Warrior Day is a fairly new tradition that employs pride building engagement strategies to enhance the reputation of Salem State University and deepen relationships among our community.
- Launching a new giving site to highlight ways to give, impact of giving and campaign priorities.
- Increasing Social Media outreach to grow affinity and engagement through Facebook, Twitter and Instagram, and increasing video communications, producing 19 promotional videos, 15 fundraising videos and 134 stewardship videos.
- Receiving the GuiseStar's Gold Seal in March 2020 in recognition of our transparency to our donors.
- Mapping records for: 531 Legacy attributes, 1,143 foundations, 351 boards to 331 unique organizations, 2440 organizations with industry type to date, 672 company records marked Inactive, 158 records recorded as Non-Profit organizations, 17 records coded as government agencies, 6 records coded as educational institutions.
- Conducting research and providing alumni counts for science and technology industries in support of SSU BOLD.

We continue to work with our regional partners to identify opportunities for our students while benefiting the economic vitality of the North Shore region. In the fall of 2019, we increased our engagement with the regional Chambers of Commerce, identifying a single point person to represent SSU for each membership. This increased engagement has led to more dialogue around meeting the workforce needs of our region as well as opportunities for me to present to various Chamber events and meetings on what is happening on our campus and how we can partner with businesses in the surrounding communities.

Additionally, we continued to work with the City of Salem, North Shore Medical Center, and the Salem Partnership on securing a train stop in South Salem that would benefit the university, medical center and economic development of South Salem. This project has gained more attention from the Massachusetts Department of Education and from a new landowner of a property that abuts the proposed location. With the Mayor of Salem as the lead of this initiative, we expect that this project will continue to progress toward the finish line.

The outbreak of COVID-19 drastically changed our external engagement for the spring semester. As the university responded internally by restricting travel, closing residence halls, and transitioning fully to remote teaching, learning and work, we also responded to the needs of the greater community. We opened our vacated residence halls to house healthcare workers who might have been exposed to the virus through work and to housing insecure families identified by the city who needed a safe place to quarantine. We also donated our supplies of personal protective equipment (PPE) from our teaching labs and various campus offices to local hospitals and first responders. In addition, we remained in close contact with city officials and Salem's Department of Public Health to coordinate our efforts to ensure the safety of both the SSU and greater communities.

The use of virtual meeting platforms has afforded me and my team the opportunity to stay more engaged with external entities, because there is no longer travel time, and are able to access meetings and events more easily. We have used these platforms to attend meetings with the city and local businesses, participate events held by our membership organizations, maintain contact with our local, state and federal leaders on COVID-19 relief and general public higher education advocacy, and host a meeting with external, community stakeholders on or repopulation of the campus.

We are proud to be the only four-year public institution of higher education in our region and value our external partnerships and the benefits they bring to our students. We also return that favor by serving as a resource to the region through internships, experiential learning partnerships, civic engagement projects, and educating the future workforce. Additionally, many of our faculty and staff serve on boards and committees throughout the region, providing expertise to the business and nonprofit

worlds. In my role as president, I share this responsibility by dividing my time over the segments listed below:

- Council of State University Presidents, Member

- Business Community
 - New England Council, Board of Directors, Member
 - North Shore Alliance for Economic Development, Member
 - North Shore Chamber of Commerce, Board of Directors, Member
 - North Shore Workforce Investment Board, Board of Directors, Member
 - Salem Partnership, Vice President
 - Salem State University Assistance Corporation, Board of Directors, Member

- Greater Community
 - Essex County Community Foundation County Leadership Council, Member
 - Northeast Arc Advisory Board, Member
 - North Shore Advisory Board of the Anti-Defamation League, Member
 - Salem for All Ages Leadership Council, Member
 - Voices Against Injustice, Advisory Board, Honorary Co-Chair with Mayor Kimberly Driscoll

CONCLUSION AND AY2020-2021 GOALS



The past eight months have certainly challenged all in the higher education sector, with both the pandemic and civil unrest in our country. Indeed, Commissioner Santiago, who's been in higher education for four decades, calls this the most challenging time he's ever witnessed. For our public institutions of higher education, which serve some of our more disadvantaged students, these challenges are greater. COVID-19 exacerbated so many disparities for our students, faculty and staff of color are greatly impacted by the systemic racism that pervades the United States. These challenges make the Commonwealth's commitment to the Equity Agenda more important than ever before. We are in uncharted waters, but we have learned that SSU students are resilient and our faculty and staff are extraordinarily dedicated to their success. We remain prepared and flexible, as we fully appreciate the uncertainties of COVID-19 and the path to eliminate racism in our communities.

Like most colleges and universities in this country, we also face financial challenges in these extraordinary times. SSU is managing significant resource reductions due to the pandemic, and how we navigate during this period will set the course for our future. It is with this imperative that I established the Sustainable Path Forward Taskforce this fall to study all aspects of campus operations – academics, student support services, and administrative practices – so we can create a sustainable path forward for our university, within the confines of our limited resources and the uncertainties of the state budget. This taskforce, comprised of a cross section of campus representatives, has been tasked with recommending an innovative, comprehensive, cohesive, and affordable plan for reorganization and operationally changing SSU for the future.

These recommendations will be driven by student needs and will provide a plan for the optimal delivery of academic programs, as well as administrative and student services, while offering significant financial savings (from revenue and/or cost savings). The ultimate goal is to eliminate our recurring structural budget deficit, while continuing to provide our high-quality, student-focused programs to the North Shore region. Recommendations may include structures and programs that promote enrollment growth and foster persistence, developing graduates who are career and life-ready; all within the equity lens.

SSU is also undergoing an accreditation review by the New England Commission of Higher Education (NECHE) this year. We very much appreciate the rigor of this process and are looking forward to our accreditation visit in April of 2021.

In consideration of the above, we have extended our Strategic Plan through AY 2022. This will allow us to gain a better understanding of how COVID-19 may permanently impact our processes for delivering our academic programs and student support services, while also allowing us to incorporate the recommendations from SSU's Sustainable Path Forward Taskforce and NECHE review.

AY2020-2021 GOALS

- With input from the recommendations of the Strategic Path Forward Taskforce, present a balanced budget and sustainable multi-year plan to the Board of Trustees.
- Achieve AACSB, International Accreditation for the Bertolon School of Business.
- Receive a successful NECHE review.
- Complete an Internal policy Audit. With this being a year of reckoning when it comes to anti-Black racism in our country, we have a moral obligation to support the increasing number of underserved students of our region. In preparation of their arrival on our campus, we will begin the review of all university policies for the presence of structural racism. We will then remove and adjust procedures and practices that may have an inequitable or negative impact on students, faculty and staff of color. This effort is central to the health of SSU and our student success efforts. This work is never complete as we must continually assess and improve.
- Continue bringing SSU's instructional workforce into better alignment with the student body by:
 - Reducing the number of instructional full-time equivalents by 7 percent.
 - Increasing the student-to-faculty ratio.
 - Maintain, at minimum, the percentage of minority full-time faculty at 23 percent.
- Realize increased engagement with the new EAB Navigate system by:
 - Increasing the percentage of students who have downloaded the app by 20 percent.
 - Increasing the percentage of faculty who have entered data into the system by 15 percent.
- Increase both headcount and credits in the School of Continuing and Professional Studies and the School of Graduate Studies by 5 percent.
- Continue the position trend of increasing retention for all students and work to close achievement gaps for our students of color.
- Plan and begin the work for our next Strategic Plan (2023 – 2028).
- Raise \$14.5 million towards our campaign goal of \$50 million.

**SSU Repopulation Operations Plan:
A Practical Guide to Navigate Campus This Fall**

SSU REPOPULATION OPERATIONS PLAN

A PRACTICAL GUIDE TO NAVIGATE CAMPUS THIS FALL
JULY 17, 2020



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MESSAGE FROM THE PRESIDENT

Salem State University has responded with remarkable courage, compassion and determination to the monumental challenges posed by the COVID-19 pandemic. As you are keenly aware, SSU remained open throughout this crisis, and through adapting our modalities and operations continued to serve and educate our students to the best of our abilities. I am highly impressed by our faculty and staff's ability to maintain our student-centered focus and provide an excellent education while balancing their own personal challenges of working remotely, addressing personal responsibilities of their households, and, in some cases, direct impacts from COVID-19.

Like the general economy, our re-population of campus will be very slow and deliberate and will be based on the data and science available, as well as guidance from the Department of Higher Education. At Salem State University, however, we are not reopening a business, we are re-populating our community. Thus, we are purposefully taking a conservative approach to the number of students, faculty and staff on campus as well as implementing physical distancing and health and safety protocols to keep our community as safe as possible and to limit the spread of COVID-19 within our community.

We have made great efforts to plan for all potential options for the Fall 2020 semester. While this operations plan will guide our physical return to campus, it will be a flexible and living document, as we will be vigilantly watching over our campus and will make adjustments as needed to protect our community as much as possible. Respecting physical distancing significantly reduces our class capacity, in most cases to less than half of our intended enrollment. Housing occupancy will also be limited with the goal of providing single bedrooms to all students. For the indefinite future, staff who can work remotely will continue to do so. De-densifying our campus with these efforts reduces the number of people on campus – maximizing opportunities for physical distancing and minimizing spread.

What I describe above is likely the new normal for academic year 2020-2021. As Worcester Polytechnic Institute President Laurie Leshin stated as part of the Commonwealth's COVID-19 Reopening Advisory Board, these decisions – how and when to return to campus – are probably the most difficult of any college president's entire career. Indeed, these decisions impact the safety of our students, faculty, staff and the entire community of Salem, as we typically bring thousands of people to and from campus every day. All who come to campus play an important role in the safety of our community and must follow the university policies and protocols designed to limit the spread of COVID-19. I am confident in our community and our plans to move forward with the next academic year safely and effectively.

I would like to thank all who assisted in the response and planning related to COVID-19, particularly our entire SSU COVID-19 Emergency Response Team and its leaders, Gene Labonte, Operations and Risk Management Lead, and Elisa Castillo, Health and Safety Lead. As we know COVID-19, in some manner, will be with us for the entirety of the upcoming academic year, I have appointed Chief Labonte and Dr. Castillo to continue to lead these efforts. They will report directly to me.

While the future impacts of the pandemic remain unknown, we will continue our efforts to provide our students with the high-quality, student-centered education they have worked so hard for and deserve.

John D. Keenan
President



MESSAGE FROM SSU COVID-19 EMERGENCY RESPONSE TEAM LEADERSHIP

Salem State University is committed to taking the necessary steps to ensure the health and safety of our students, faculty and staff as much as possible. Our campus has worked harder than ever the past few months to address the pandemic, and we have been honored to lead this work.

Collectively, we addressed the COVID-19 pandemic in three phases: focusing on the immediate safety and well-being of our campus; maintaining continuity of operations and preparing for the surge; and planning for the recovery from the pandemic's impact. As we begin phase three and work towards a goal of returning to campus, we strive to do so safely and will implement a plan in accordance with the Center for Disease Control's Higher Education Guidelines, the Commonwealth's Framework for Reopening Colleges and Universities and its Reopening Task Force Mandatory Safety Standards for Workplaces, and our own COVID-19 Recovery Task Force. This plan, the SSU Repopulation Operations Plan, will serve as our campus guide so that we have a shared understanding of the expectations, logistics and protocols to keep our campus community as safe and healthy as possible while limiting the spread of COVID-19.

The principles that informed this plan and that should be considered for all aspects of university activity are simple. First, health and safety are a shared responsibility, and our implementation should guide our community to internalize behaviors that are essential to ensuring the health and safety of all members of our community. Second, health and safety are the primary considerations for all decisions regarding campus activities and interactions. We all have a personal responsibility when coming to campus to follow this plan if we are to truly limit the spread of the virus and mitigate the impact. Third, despite all our collective, best efforts, we cannot guarantee that there will not be a COVID-19 outbreak on campus. However, if we all do our part and follow the protocols as described in this document, we believe that we will be limiting the spread of the disease and protecting our community to the greatest degree possible.

Please keep in mind that a rushed or ill-considered return to normalcy will undermine all efforts we have taken thus far to successfully limit the spread of COVID-19 on our campus. While it is common for individuals to crave normalcy in a time of crisis, we must carefully monitor decision making to ensure it is not guided by that desire, but instead by rational risk analysis. Our primary mission of educating students must conform to the structural conditions and protocols in this plan for each phase identified by the Governor, and we must be flexible and able to adapt quickly should we enter a resurgence of COVID-19. When "normal" does come, it will look very different than the pre-pandemic normal we once knew. However, we have seen our community come together and excel over the past few months, and we are confident that we will get through this.

Thank you for your continued care and concern for our community. We continue to think of those impacted, and we will forever be grateful for the health care workers and first responders who are taking care of our community during this time. Thank you for doing your part to protect the SSU community.

Gene Labonte
Assistant Vice President
for Public Safety and Risk Management
ERT Operations and Risk Management Lead

Elisa Castillo, PhD
Assistant Dean of Students for Wellness
ERT Health and Safety Lead

INTRODUCTION

The outbreak of the coronavirus (COVID-19) has forced the world into an unprecedented time when most facets of our daily lives were stopped and needed to adapt. Originating overseas, the virus spread across the United States from the West Coast in the beginning of 2020. While Massachusetts saw its first cases in February, the Commonwealth became a hotspot for the epidemic in March, and the Governor declared a State of Emergency issuing a stay at home advisory.

Salem State University (SSU) has monitored COVID-19, its spread, and the evolving nature of the virus from the beginning. President Keenan established the SSU COVID-19 Emergency Response Team (ERT) from the university's Incident Command Center in February of 2020 to coordinate with federal, state and local agencies on responding to, mitigating, and limiting the spread of COVID-19 on campus and within the SSU community. Additionally, the team was charged with developing a continuity of operations plan for the pandemic that addressed the needs of Academic Affairs, Student and Residential Life, and Human Resources and Information Technology, within the context of the overall health and safety of the campus community and in adherence to federal and state guidelines.

The ERT and the SSU community responded quickly: restricting travel, closing residence halls, and transitioning fully to remote teaching, learning and work. The university also responded to the needs of the greater community by providing local hospitals and first responders with personal protective equipment (PPE) and housing for those exposed to the virus through work as well as for those in need of a safe place to quarantine.

Our operational planning process then evolved to include four COVID-19 Recovery Implementation Teams: Health and Safety; Academic Affairs; Student and Residential Life; and Human Resources and Information Technology. Each team included administrators, faculty and staff who were tasked with identifying risks, challenges and mitigation strategies for physically returning to campus in the safest way possible. The team findings, combined with federal and state guidelines, were used to inform the university's operational strategy outlined in this report.

Throughout this crisis, SSU has and will remain open, and our student-centered education and supports will continue to be delivered as best as possible while strictly adhering to the guidance and recommendations provided by the Center for Disease Control (CDC) and the Commonwealth. The SSU community is a strong and caring one that tends to look out for each other and advocate for those who cannot. Let's keep this SSU spirit and be kind, patient and flexible as we navigate these uncharted waters together.

SSU GUIDING PRINCIPLES FOR OUR PHYSICAL RETURN TO CAMPUS

This is a unique and challenging time in our world's history in many ways. This operations plan is based on the most current information available about COVID-19 and is subject to change based on the trajectory of the virus combined with local, state and federal guidance. At Salem State University, the health and safety of our entire community remains our top priority, and our return to campus requires that we all prepare for new learning and working environments. For Fall 2020, our in-person classes, housing occupancy, and on-campus workforce will be more restricted than in our traditional academic year, allowing us to de-densify our campus and enact protocols that will assist in limiting the COVID-19 spread. The guiding principles for our physical return to campus center around the Massachusetts Higher Education Framework guidance. They are as follows:

Protect the health and safety of students, faculty, staff and those in surrounding communities.

- Health and safety are the cornerstones of all decisions made for the repopulation of our campus.
- Health and safety protocols are data informed and based on national, state and local public health guidance.
- While the Commonwealth may permit a higher capacity for workspaces and gatherings, SSU will continue to practice caution on campus, aiming to be under the limits permitted by the state.
- All community members who return to campus must follow public health guidance and the SSU COVID-19 Health and Safety Protocols.

Enable students to make meaningful progress towards their educational goals.

- Offer a range of online and in-person educational experiences to help our students meet their educational goals, as well as, make meaningful connections with other students, faculty and staff.
- Monitor and address the impact isolation can have on members of our community.
- Provide access to resources and support services to ALL students to assist them in their personal growth and wellbeing.
- Encourage faculty to work with students who need to be absent from campus due to public health concerns.

Acknowledge and address disparities.

- Remain aware and address disparate impact on vulnerable populations and minority communities of students, faculty and staff.
- Encourage and assist with online education and remote work whenever possible.
- Prepare Disability Services and Human Resources to address the needs of students or employees with underlying medical conditions who may need accommodation for online or in-person activities.
- Increase supports and resources for students focused on their health care and wellness, with particular attention to health disparities and the needs of students of color.
- Be prepared to house and support students in the residence halls, if it is the safest place for them to quarantine or if the campus is otherwise closed.

Respond to the evolving conditions of the pandemic.

- Continuously monitor public health information and guidance, and be prepared to adapt activities in order to protect our community from the spread of the disease.
- Communicate with the community as the pandemic and the resources to address the disease evolve.
- All on-campus employees should be prepared to work remotely in the event that there is a need for isolation or quarantine.
- Everyone should be prepared to transition to remote learning or work if there is an outbreak or second wave that requires a safer at home advisory.

Engage all community members in the solution.

- Health and safety are a shared responsibility. Our operations plan should guide students and employees to internalize behaviors that are essential to ensuring the health and safety of every member of the campus community.
- All community members must follow public health guidelines and the SSU COVID-19 Health and Safety Protocols.
- As a Viking we expect you to advocate for and foster a culture of shared responsibility for the health and safety of our larger community. Every member of our community, their families and loved ones, are counting on each of us to keep them safe as we interact on campus.

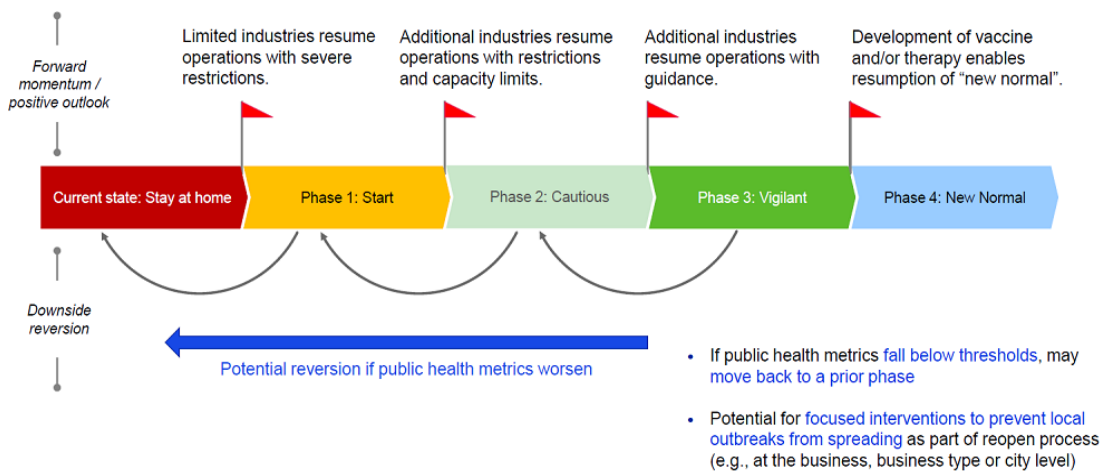


COORDINATION WITH EXTERNAL AGENCIES

SSU maintains close contact with several offices and agencies at the federal, state and local levels to ensure that we have the most up-to-date information on the COVID-19 pandemic and are compliant with all public health directives. This operations plan takes a phased approach to the repopulation of our campus for the fall based on the Commonwealth's Reopening Massachusetts Plan as well as its Higher Education Framework for returning to campus.



Four-Phase Approach to Reopening Massachusetts



Commonwealth of Massachusetts – Reopening Advisory Board Presentation, May 11, 2020

While the Commonwealth's guidelines to reopen, depicted above, may allow for more capacity than what is identified in this plan, our approach to repopulating the SSU campus is deliberately conservative due to our design, population and operating principles. Consequently, the ERT has relied heavily on guidance from the American College Health Association, CDC Sector Specific Guidance for Institutions of Higher Education and others in addition to the state guidance. Valued sources of information include:

Federal Agencies

- Centers for Disease Control and Prevention (CDC)
- National Institutes of Health (NIH)
- Occupational Safety and Health Administration (OSHA)
- U.S. Department of Education (DOE)
- Federal Emergency Management Agency (FEMA)
- U.S. Department of State (DOS)
- Equal Employment Opportunity Commission (EEOC)

State, Regional and Local Agencies

- Commonwealth of Massachusetts Department of Public Health (DPH)
- Massachusetts Emergency Management Agency (MEMA)
- Executive Office of Education (EOE)
- Board of Higher Education (BHE)
- City of Salem Board of Health

Our community must remain vigilant and flexible should another surge impact our region. Planning and communication will be the keys to a successful academic year, and this plan will be updated accordingly.

Triggers for Down Phase

SSU will monitor various health metrics to assess the pandemic's impact to campus, the surrounding community and the region. Counseling and Health Services will track screening data and cases identified on campus to detect the early signs of a potential viral outbreak on campus. Should the university's quarantine and isolation efforts require more beds than the university's quarantine capacity, or if state or local health officials indicate that the campus, greater Salem community or region must curtail activities to reduce transmission of the virus, then SSU will act promptly to move to a more restrictive mode of operation. This may include the possibility of suspending in-person instruction, commencing a move-out of the residence halls, and transitioning the workforce to fully remote operations.

SSU COVID-19 HEALTH AND SAFETY PROTOCOLS



We are all in this together. If we all strictly adhere to the required SSU COVID-19 Health and Safety Protocols while on our campus, we stand a much better chance at limiting the spread of this virus to ourselves, our family, our friends, and the greater community. These protocols are based on best practices and recommendations from the Center for Disease Control, the World Health Organization and the Commonwealth of Massachusetts.

SSU requires that ALL who come to campus abide by these protocols to help minimize the spread of COVID-19 and mitigate its impact.



CAMPUS ONLINE RE-ENTRY ORIENTATION

All members of the SSU community must participate in an Online Re-Entry Orientation before physically returning to campus. There are specific orientations for both students and employees. Orientations will cover the SSU COVID-19 Health and Safety Protocols, share tips and resources for self-monitoring your health, and expectations of the campus community to limit the virus' spread and mitigate the impact to campus.



PRACTICE GOOD HYGIENE

Frequently wash your hands for at least 20 seconds (the length of the "Happy Birthday" song) with soap and warm water. Use hand sanitizer when you cannot wash your hands. Avoid touching your eyes, nose and mouth, particularly when in a public setting.



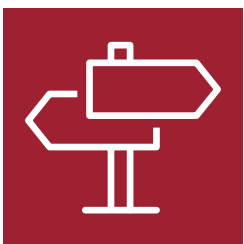
WEAR EFFECTIVE FACIAL COVERINGS

Facial coverings or masks are essential to preventing person-to-person transmission of COVID-19 in our community and must be worn by everyone at all times when in public or common areas on campus. This includes but is not limited to: classrooms, conference space, shared offices, reception areas, hallways, and indoor spaces where physical distancing is not possible. Masks must cover your mouth and nose fully; fit snugly against the sides of your face so there are no gaps; and be fully secured to prevent slipping. Individuals who are not in compliance and have not been granted an accommodation from Disability Services or Human Resources may be asked to leave campus.



PHYSICALLY DISTANCE YOURSELF FROM OTHERS

Campus spaces will be modified to accommodate physical distancing as much as possible. Strategies may include staggered seating, closure of common or public spaces, and restricted use of shared spaces and equipment. You can assist with our physical distancing efforts by maintaining the recommended 6-foot distance from others on campus.



CONSTANT COMMUNICATION

SSU will continue to do its best to be transparent and timely with pertinent information relative to COVID-19, our campus community, and changes to phases or protocols. This will be accomplished through direct emails, the website, and internal tools like Navigate and Polaris.

INFORMATIONAL SIGNAGE

With new room capacity and sanitization protocols, SSU will alert the campus community through strategically placed protocol and wayfinding signage. This may include notification of open spaces, directional signage for pedestrian traffic control within buildings, and wayfinding signs to resources such as hand sanitizers.

MONITOR YOUR HEALTH

All community members are required and expected to monitor their health for COVID-19 symptoms through the John Hopkins self-checker (or a similar application) daily before coming to campus. Students and staff who plan to be on campus in the fall will have access to the Coverified app that will assist with daily health monitoring, access to testing and test results and other features to help prevent the spread of Covid 19. Personal health information will be protected. Students and employees who will remain remote in the fall should monitor their health daily for their own wellbeing, but will not be expected to share their information with the university. COVID-19 symptoms include but are not limited to: fever (100.4°F or greater), cough, shortness of breath, sore throat, chills, body aches, headaches, runny or congested nose, and new loss of smell or taste. SSU encourages all community members to get a flu shot this year. If you are experiencing symptoms, contact Counseling and Health Service, if a student, or Human Resources, if an employee, for further guidance. **If you are exposed or show symptoms, stay home or isolated in your residence hall room.** Testing will be available on-campus for students only. Students can contact Counseling and Health Services to access health care and receive public health guidance and testing when needed.

SSU will provide free testing to on campus students and employees in the fall. All residential students will receive free testing at move-in and a portion of students will receive testing every 2 weeks, through CHS. In addition, residential students who are symptomatic will also be tested on campus. Employees who have frequent close contact with residential students will also have access to testing, through HR. Any employee that is symptomatic will be referred to their primary care. Employees should contact Human Resources (HR) to receive guidance and should contact their primary health care provider for testing. If needed, HR can assist in referring employees to local testing sites.

CONTACT TRACING

Contact tracing in Massachusetts is the responsibility of the city or town in which any infected individual resides. Community members must follow the direction of their local board of health if they have been exposed or infected. However, SSU will work closely with the communities as well as the Department of Public Health, of any infected student or employee to help trace where on campus the individual may have been and with whom he, she or they may have come in contact. There will be limited contact tracing capabilities through our ITS infrastructure including WiFi networks, card access controls, and ClipperCard transactions. This year we will use our Navigate tool to assist us with contact tracing by tracking in person class attendance and student's participation in on campus offices and activities. COVID-19 positive students should contact Counseling and Health Services and employees should contact Human Resources as soon as a diagnosis has been determined.

INCREASED SANITATION AND CLEANING

Facilities will follow CDC guidance for cleaning and disinfecting public spaces, workplaces, and classrooms. Staff has been trained on these sanitizing and disinfecting protocols and will adhere to strict PPE guidelines, including wearing masks and frequent glove changes and hand sanitizing between cleaning different areas of campus. Additionally, Facilities will be using Environmental Protection Agency approved disinfectants for cleaning.



PREPARING CAMPUS FOR YOUR RETURN

While it is our desire to return to a vibrant in-person campus community, enforcing physical distancing and de-densifying campus are the most important actions we can take to best manage the COVID-19 crisis at this point in time. The greater the number of people on campus equates to a greater risk for our community and a larger amount of required resources to maintain health and safety. The following explains how SSU will prepare the campus for the return of our community for the Fall 2020 semester.

Facilities Access and Space Planning

Access to campus spaces will be restricted to those within the SSU community throughout the pandemic. In preparation for our physical return to campus, all administrative and academic units who have been approved by the ERT to be on campus this fall have a Departmental COVID Control Plan. Area heads will apply the guidance included in this document to the unique operational conditions of their plans and will communicate how they will resume on-campus operations safely and effectively with their teams. As part of this process, employees will receive health and safety training, and facilities will prepare the space for occupation. Plexiglass barriers have been installed in high-traffic areas where transactions occur.

Our classroom spaces, which are designed for smaller class sizes, pose a challenge for physical distancing when considering our traditional in-person learning capacities. Limiting the amount of in-person courses and campus activities will help us address this challenge and will allow the university to reconfigure larger spaces so that these interactions can be conducted safely and in accordance with the SSU COVID-19 Health and Safety Protocols and state guidelines.

Offices and workstations may be reconfigured where necessary to ensure appropriate physical distancing among employees and office guests. Office appointments and meetings should be conducted virtually whenever possible or by appointment.

The number of classrooms, offices and shared spaces that will be available on campus have been reduced this fall in an effort to focus Facilities' resources for cleaning and sanitation of populated spaces. Spaces that will be open for use will have a new maximum capacity limit displayed near the entrance. This limit takes into account the amount of space needed to allow for proper physical distancing (approximately 48 square feet per person). In order to ensure that all campus spaces are maintained appropriately, ad hoc use of space will not be permitted this semester. Classrooms and offices that are not in use will be marked "closed" and should not be used.



meetings will need to be scheduled and follow the departmental approval process before a space is used. Whether a community member is on campus or not, all meetings should be conducted on a virtual platform for the foreseeable future to prevent potential exposure. If that is not possible, in-person meetings must be conducted in a location where physical distancing is achievable, and attendees must wear masks.

Most common, shared and gathering spaces will not be available this fall to reduce congregation and to facilitate physical distancing. Common spaces such as shared kitchens and lounges will be closed until further notice. Dining facilities will have limited capacity, adhering to the guidance and restrictions of the Commonwealth that are similar to policies around restaurants.



SSU will establish a right of way in hallways and stairwells and will identify entrance- and exit-only doors when necessary to comply with health and safety standards. Staggered scheduling of spaces may also be used to ensure effective physical distancing in corridors and classrooms. Public hand-sanitizing units will be mounted near all building entrances, and all hand soaps in the bathrooms have been changed to an antimicrobial soap. Facilities will monitor and refill dispensers as needed. Increased communication and informational signage will aid the SSU community in navigating campus during the pandemic.

Conference and Event Space

All meeting and event spaces throughout campus will be restricted to approved bookings and will follow protocols that adhere to federal and state guidelines. Similar to classrooms, room capacities have been changed to accommodate appropriate physical distancing. Many spaces have predetermined physical distancing set-ups that are intended to remain fixed as much as possible to minimize the need for breakdown and set-up and to ensure physical distancing requirements are being followed within each space. Additional requirements to the current facilities use policies have been developed to provide guidance for each space that are in accordance with the SSU COVID-19 Health and Safety Protocols. Student Life Operations is also prepared to assist and support students with virtual events and programming. This will allow for some face-to-face interaction while encouraging the development of remote services and virtual engagement.



Facilities will utilize the Department COVID Control plans of each division and department to determine which areas of campus are in use and in need of cleaning. Facilities staff will follow CDC guidance for cleaning and disinfecting public spaces, workplaces, and classrooms. Staff is trained on these sanitizing protocols and will adhere to strict PPE guidelines, including wearing masks and frequent glove changes and hand sanitizing between cleaning different areas of campus. Facilities will also be using Environmental Protection Agency approved disinfectants for cleaning.

Facilities is utilizing Permasafe™ on surfaces in high-traffic areas. Permasafe™ is a spray on product that forms a barrier on surfaces which kills 99.9 percent of germs. One application can last for several months, and facilities will apply the product to surfaces at the start of each semester.

Permasafe™ will be used on surfaces in spaces identified as “in use,” including: classroom furniture, door hardware, bathroom fixtures, Navigation Center, Admissions, Berry Library, Counseling and Health Service, University Police, locker rooms, dance studios, and other high-traffic areas. Facilities will continue to wipe down these surfaces daily, using cleaners and disinfectants as appropriate. Disinfecting spray and paper towels will also be available in open classrooms and gathering spaces for individual use. Facilities will treat large areas with disinfectant utilizing hand-held electro-static sprayers as needed.

Engineering Controls

Engineering controls involve isolating employees from work-related hazards. In workplaces where they are appropriate, these controls reduce exposure to hazards without relying on employee behavior. Engineering controls for COVID-19 include installing high-efficiency air filters, modification of HVAC systems, and design to increase ventilation rates in the work environment.

By Fall of 2020, Facilities will have assessed all HVAC equipment for occupied spaces to ensure that they meet Occupational Safety and Health Administration guidelines.

SSU HEALTH AND SAFETY STRATEGIES FOR FALL 2020

We all have a role to play in educating our students and ensuring their success while keeping our community safe and healthy. The COVID-19 Recovery Implementation Teams devised the following health and safety strategies based upon the SSU Guiding Principles for Our Physical Return to Campus for Fall 2020.

- De-densify the campus population; Continue remote learning and work wherever operationally feasible for the foreseeable future.
- Enhance sanitation protocols in accordance with CDC and EPA guidelines.
- Require all who physically return to campus to:
 - o Participate in the appropriate health and safety orientation.
 - o Follow the SSU COVID-19 Health and Safety Protocols.
 - o Self-monitor health daily.
- Deliver curriculum in multiple modalities including in-person and online classes.
- Prioritize in-person classes based on the teaching and learning needs associated with course objectives and student learning outcomes.
- Adhere to the limits physical distancing places on our classroom and programming capacity.
- Build online and remote learning and work capacity, while also considering new ways to meet our students' needs with the goal of reducing the risk of a COVID-19 outbreak on campus.
- Provide enriching higher education experiences and support outside of the classroom, both virtually and in-person.
- Provide on-campus housing at a reduced capacity with one student per bedroom.



SSU OPERATIONAL PLANS FOR FALL 2020

SSU's COVID-19 Recovery Implementation Teams based their operational plans for Fall 2020 on guidelines from the Center for Disease Control, the World Health Organization and the Commonwealth of Massachusetts in the context of the needs and priorities for our student population and academic mission. All aspects of operational plans for campus activities will require strict adherence to the SSU COVID-19 Health and Safety Protocols outlined in this document.

HEALTH AND SAFETY OPERATIONAL PLAN

The general operational plan for the university centers around the overall health and safety of the SSU community. It requires the campus to repopulate in a phased manner consistent with state and federal guidance. The intent of the plan is to de-densify the campus community and educate those returning on how to navigate the physical campus as safely as possible. This requires all who return to campus to take personal responsibility to protect themselves and the overall SSU community by adhering to the SSU COVID-19 Health and Safety Protocols, which will be posted around campus and on the university website.

Symptom Monitoring Requirement

On days community members expect to be on campus, they must self-check for any symptoms suggestive of COVID-19. Should any member have any symptoms or a known exposure, they must stay home and contact Counseling and Health Services, if a student, or Human Resources, if an employee, for further guidance. There are various symptom self-check apps, such as the Johns Hopkins self-checker, which is a short and simple recommended app. On campus students, and employees will have access to the Coverified app to help them monitor their health, track symptoms, schedule testing, receive results and more.

Testing

SSU has signed a contract with the Broad Institute to be able to offer free testing to SSU on-campus students during the fall semester. All residential students will be tested for COVID-19 on move in-day, prior to moving into the residence halls, and asymptomatic residential students will have the opportunity to receive testing throughout the fall semester, during regularly scheduled weekly on campus testing days. Commuter students who are taking in person classes and may be considered higher risk will also have access to testing. In addition, any residential student who experiences any symptoms associated with COVID-19 will be able to get tested through CHS. Commuter students will be able to receive telehealth medical services through CHS and will be referred to off-campus testing, as deemed medically recommended.

Likewise, employees who are scheduled to be on campus in the fall, especially those who have frequent close contact with residential students, or who have particular risk factors will also be able to access asymptomatic testing on campus through HR. If an employee experiences symptoms associated with COVID they should contact their PCP.

This COVID test, provided by the Broad Institute, is a FDA approved RT-PCR test, consisting of a self-swab that will be monitored by our health care staff. The test requires a swab from the lower nostril, which is far less invasive than a nasopharyngeal swab. After the tests are processed in the Broad's clinical lab, students will be able to access their results within 24

hours. We expect that students will be able to receive their results within 48 hours of taking the test on campus. Students will also have access to the Coverified app that will not only display their test results, but will also help them follow other health and safety protocols such as self-monitoring their health for symptoms every day, and scheduling testing when needed.

Regular testing of individuals, whether or not they have symptoms, is one of the keys to fighting this pandemic while living in group settings. We strongly encourage our on campus Vikings to follow all of our health and safety protocols including wearing a cloth mask in public, following physical distancing, monitoring their health every day, staying home if you feel ill, in addition to, accessing testing when needed.

Broad Institute of MIT and Harvard is a nonprofit academic research institution based in Cambridge, Massachusetts. In mid-March, Broad converted part of its clinically-certified lab into a high-throughput COVID-19 testing facility. The team has steadily increased the pace and scale of diagnostic testing, while also developing test protocols that make them easier to administer and process. All this being done at low cost, to make it as affordable as possible for the people and communities who need support. Learn more about Broad's efforts to support COVID-19 testing [here](#), and click [here](#) to find out how Broad is helping to understand and overcome COVID-19.



Quarantine and Isolation

Anyone who has tested positive for COVID-19 will be required to immediately self-isolate for an amount of time prescribed by the Department of Public Health or their physician. Close contacts, those who have been within six feet for 15 minutes or more, to the infected individual will be directed to quarantine themselves to prevent further spread. Provisions for self-isolation and quarantine are as follows:

- Commuter and resident students who are able to travel to their homes will be directed to self-isolate or quarantine at their off-campus residences if possible.
- Resident students with a positive test for COVID-19 who are unable to travel home, will be isolated immediately in designated residence hall rooms. Residents who have been exposed to a COVID-19 positive individual will quarantine in their rooms. Counseling and Health Services will continue to monitor and support students who are mandated to quarantine or isolate. Faculty will be notified that these students are not allowed to return to in-person classes until they are cleared by their physician or their local board of health.
- Employees who become ill on campus will be provided with guidance by Human Resources on how to self-isolate/return home immediately as well as quarantine requirements.

High-Risk Populations

Counseling and Health Services will encourage high-risk students to discuss the risks and benefits of on-campus interactions with their health care provider prior to coming to campus. Student requests for accommodations will be evaluated by Disability Services. Options regarding completing courses remotely will be coordinated with individual colleges, departments and faculty members.

Employees who self-identify as high-risk pursuant to CDC Guidelines may apply for an accommodation from Human Resources to continue to work remotely. According to the CDC, individuals with certain conditions may have a higher risk for COVID-19 infection, including older persons, persons who have compromised immune systems, and those with other chronic medical conditions.

Students, faculty, or staff who share a household with someone who is determined to be high risk may receive an accommodation through Disability Services or Human Resources.

Travel for Faculty, Staff, and Students

In the interest of student, faculty and staff health, all international and domestic travel has been canceled for the 2020-2021 academic year, unless required for grant compliance or deemed essential.

Study Abroad

Until a time when we can assure safety for study abroad students, including faculty-led travel, all study abroad for the Fall 2020 and Spring 2021 semester has been suspended. A decision regarding summer travel, including faculty-led trips, will be made by March 1, 2021.

SSU will assess information from the US State Department, the World Health Organization, NAFSA, and the Center for Disease Control in determining when to resume study abroad programs.

Return to Campus for Out-of State Students

Domestic, out-of-state students will be allowed to return to campus but will need to follow additional quarantine requirements pending the Massachusetts Department of Public Health guidelines.

Return to Campus for International Students

International students who are already in the U.S. will be permitted to return to campus following guidelines related to Covid19 testing and quarantine if arriving from out of state. International students arriving from an international location will also have to follow Massachusetts and Salem State University guidelines as related to Covid19 testing and quarantine before entering campus. SEVP/Department of Homeland Security guidance will determine eligibility for students on F-1 student visas to resume classes on campus. At present, returning students are allowed to re-enter the U.S. and take courses in the modality offered by individual universities. New international students who have obtained a visa to study in the U.S. are allowed to enter and begin classes, but cannot take an entirely online course of study. They will follow all Massachusetts and SSU policies as related to Covid19 testing and quarantine.

ACADEMIC AFFAIRS OPERATIONAL PLAN

The instructional plan for the Fall 2020 semester requires that SSU deliver our curriculum in multiple modalities. Faculty and staff will engage in creative ways to connect with and support our student population both in person and online. The operational plan for course instruction for the fall semester includes in-person classes where possible and as necessary for adequate instruction, with appropriate safety measures in place, as well as online courses. Adhering to the SSU COVID-19 Health and Safety Protocols and the limits physical distancing places on our classroom capacity, it is important to prioritize in-person instruction according to course objectives and student learning outcomes, focusing on classes that truly need to be and can safely be offered in person. We will also continue to build our online and remote work capacity and skills, while considering new ways to meet our students' needs with the goal of reducing the risk of a COVID-19 outbreak on campus.

While it was determined our curriculum will be best delivered in multiple modalities for the fall semester and likely the entire academic year, every effort will be made to establish a single, consistent modality for each course section in order to minimize any need to switch modalities midsemester, should the Commonwealth's orders require it. The curriculum modalities that will be used for the Fall 2020 semester are: in-person; hybrid; and online.

Additionally, the Health and Safety and Academic Affairs Implementation Teams worked together to ensure the university is following the guidance, sector specific safety protocols, and best practices outlined in the Massachusetts Mandatory Safety Standards for Workplaces. This includes requirements for research and lab safety, clinical placements, libraries, and the performing arts.

Academic Policies

This summer a new course information policy was passed through governance to include changes in course modality, as well as, to add Health and Safety Protocols into syllabi. This policy was passed by an emergency meeting of All University Committee in June 2020.

In-Person Instruction

In-person instruction, which mirrors our traditional modality, will occur in designated campus locations during regularly scheduled, predetermined days and times. This modality will be offered this fall but is restricted. Academic Affairs has developed a method to prioritize which classes will occur in-person based on the teaching and learning needs associated with course objectives and student learning outcomes. In-person instruction will be offered in classrooms that allow for proper physical distancing and will require strict adherence to the SSU COVID-19 Health and Safety Protocols identified in this document.

All classes normally offered on campus have been prioritized into five priority levels. The extent to which the university will be able to offer in-person instruction is directly tied to the health and safety guidelines of the federal and state governments.



The priority levels are as follows:

- **Priority Level 1: Specialized Equipment and Technique Courses**
Examples include: Laboratory Sections; Studio Courses; Performance Technique Courses; and Pre-Clinical Skills Courses.
- **Priority Level 2: Foundation-Setting Courses**
Examples include: First Year Seminars; Written Communication Level 1; Oral Communication; and Cohort-Based Courses
- **Priority Level 3: Career-Launching Experiences**
Examples include: Capstone Courses and Seminars
- **Priority Level 4: Courses with Unique Circumstances Not Covered in Priorities 1-3**
Courses in this category will be approved on a case-by-case basis by the dean, then the provost.
- **Priority Level 5: All Other Courses**

Online Instruction

There are three types of online instruction that will be offered at SSU: asynchronous online, synchronous online and blended online. Asynchronous online instruction offers students the opportunity to learn online at their own convenience. There are no convenings of the entire class in this modality, and student engagement with faculty occurs by request through a digital platform. Synchronous online instruction offers students virtual classroom experiences during regularly scheduled, predetermined days and times. This modality allows for faculty and students to meet virtually, similar to the schedule of an in-person course. Blended online instruction allows for student learning to occur primarily asynchronously online, but also includes pre-scheduled, synchronous virtual convenings of the entire class on a digital platform. The virtual class convenings will take place during the times published in the original course schedule.



Hybrid Instruction

Hybrid courses offer an opportunity for both in-person and online instruction within one course. While student learning will occur primarily online asynchronously, there will be in-person instruction at designated dates and times on campus. In-person class convenings will be prescheduled and must take place in the times published in the original course schedule.

Students with Disabilities

Students with underlying health conditions or a disability that makes adhering to any required prevention strategy difficult, or who is at risk of severe illness if exposed to COVID-19 are strongly encouraged to consult with Disability Services to discuss accommodations. Based on the individual situation and the supporting documentation, possible accommodations may include accessing closed captioning for virtual meetings and classes or providing clear masks for students who benefit from lip-reading.

Research and Laboratory Safety

SSU created a checklist for laboratory safety to comply with sector specific protocols. This checklist is also integrated into the Departmental COVID Control Plan for employees returning to campus to conduct research in our laboratories. The Laboratory Safety Checklist can be found in Appendix 9.



Performing Arts

While in-person performances are not yet allowed under the Massachusetts Phased Reopening Plan, Academic Affairs is working with the performing arts departments on how to manage curricular activities prior to the state's "new normal," when in-person performances may resume. The Center for Creative and Performing Arts is working with academic department leadership to develop protocols for rehearsals and performances that follow public health guidance and this operations plan. These protocols will be reviewed by the Health and Safety Implementation Team and will be shared once approved. Protocols will be updated as additional guidance is released by the state for the next phase.

Frederick E. Berry Library and Learning Commons

The Berry Library and Learning Commons has developed additional protocols in a Departmental COVID Control Plan due to the unique challenges of the space and the services delivered there. This plan is based on sector specific protocols and best practices, as well as national guidance. The goal is to re-open these resource to the campus community by mid-August with physical distancing and other public health strategies in place.

Off-Campus Academic Experiences

SSU developed a process to allow students to return to field placements that outlines the expectations for students, for the academic department and the field placement site. This process will be adapted for all internships, clinical and field placements and practicas. See Appendix 10 for samples from the School of Social Work for their adapted field placements.



STUDENT SUPPORT SERVICES OPERATIONAL PLAN

At SSU students remain at the center of all that we do. Our Enrollment Management and Student Life divisions will continue to support students in a multitude of ways as some return to campus this fall and others attend virtually. SSU will continue care case management to help students answer questions and connect students with supports and engagement opportunities, including counseling and health care, financial assistance, academic support, access to technology, and connection with events and programs. Additionally, SSU will provide on-campus housing for interested students at a reduced capacity. The proposed restrictions and parameters in this plan are intended to create a campus environment that allows for some face-to-face interaction, while encouraging the ongoing development of remote services and engagement options.

Counseling and Health Services (CHS)

As SSU transitioned to remote learning in the spring semester, CHS quickly pivoted services to telehealth in order to continue to provide care for our students. For the fall semester, students will be able to access medical and behavioral health care in-person and remotely through telehealth. In preparation, CHS is investing in the expansion of our electronic medical record capabilities to be able to facilitate remote, confidential communication with students. Students can now upload their health and immunization forms remotely, schedule a telehealth visit, connect with a provider, and access prescriptions or follow up without having to step foot on campus. Very limited in-person medical visits are allowed over the summer and must be scheduled in advance for certain high-stakes tests or procedures, including reproductive health.

This fall, most counseling visits will occur over telehealth, while there will be limited in-person visits for students who do not have access to telehealth or who are presenting in an acute psychological state that requires an in-person evaluation or intervention. At least one counselor will be present in the office during business hours, while the remainder of the clinical staff will work remotely to provide telehealth. The largest office will be designated for in-person clinical visits to accommodate physical distancing. We may also create an office where students can access technology to meet with their clinicians via telehealth in case they do not have access to the privacy and technology needed for a therapeutic visit. The counseling informed consent is being updated to include telehealth and the physical distancing protocols for in-person visits.

Any students accessing care, whether it is counseling or health services, will undergo a phone health screening, as well as an in-person screening to make sure that they are not coming into the office with COVID-19 symptoms. Clinicians will be provided with PPE, and students will be expected to wear cloth masks. Students seeking health care will also be connected to telehealth for the majority of their care. Some visits will be scheduled for in-person care if an evaluation, procedure or sample is required. One office will be designated for this purpose and will have increased air flow and enhanced disinfecting protocols. Additional time will be added to the schedule between patients to allow for cleaning and to reduce potential for interactions or gatherings in the office. Students will not be permitted to bring guests into CHS unless it is an ADA accommodation.

COVID-19 Monitoring, Testing, Treatment and Contact Tracing

CHS is prepared to offer COVID-19 testing to symptomatic students in the residence halls. Non-residential students who are concerned about exposures or symptoms of COVID-19 are encouraged to contact CHS for a telehealth visit and can be referred to local resources for testing and care if needed. An outdoor testing facility will be located outside of CHS in the parking lot of the Ellison Campus Center, and regular testing hours will be made available to students who may have been exposed or are experiencing COVID-19 like symptoms. CHS has purchased the rapid point of care testing that will offer results in 15 minutes. If any student who is symptomatic requires additional in-person evaluation or care, we will prepare a “sick room” that is exclusively for COVID-19 symptoms. Providers will utilize proper PPE. Symptomatic students will also be referred to their primary care off campus, and we will transport any student with severe symptoms to North Shore Medical Center in Salem if emergency care is required.

CHS is investing in a new module in our electronic medical record to allow us to monitor on-campus students and assist with monitoring any student who is quarantined or needs to participate in contact tracing. CHS will increase its staff in order to provide care to students impacted by COVID-19 and who require monitoring and contract tracing. These positions are an RN, a part-time nurse practitioner and a part-time contact tracer.

If a student were to contract COVID, they are to communicate directly with CHS. CHS will work with the Salem Board of Health to engage in contact tracing any additional exposures.

The student will be prohibited from coming to campus until they meet DPH criteria to be cleared, based on COVID-19 test results or period of time post-fever and symptoms. Faculty will be notified that the student is absent related to this public health concern and will be asked to be flexible in allowing the impacted student to make up work as long as it does not interfere with the critical learning goals of the class. Faculty will be notified by the Dean of Students Office or CHS staff when a student is allowed to return to their class.

Admissions

SSU Admissions will continue to host on-campus tours in a safe environment that correspond to the SSU Health and Safety Protocols. They will also offer prospective students and their families an array of virtual options to explore SSU and learn from current students, faculty and staff.



Athletics

In coordination with MASCAC, we have made the difficult decision to cancel the fall athletics season, like all of our state sister institutions. Athletics staff and coaches will continue to engage SSU athletes and provide in-person training opportunities as the state, NCAA and institutional guidelines allow. No decision has been made about winter sports, which normally begin in October.

Gassett Fitness Center

The Fitness Center will be closed to all students, faculty, staff and community members. Any paid memberships will be honored and extended appropriately once the Gassett Fitness Center reopens. Despite the facility closure, programming out of the Gassett will continue and will follow broad Student Life guidance to create engagement opportunities. Programming may include remote activities at various campus locations including outdoors, virtual group exercise classes, and some in-person classes that require pre-registration. In-person classes will be held on the rec court and will follow physical distancing and public health guidelines. Caps for in-person activities will be set based on the equipment needed and the class format.

Residence Life

SSU will provide housing on campus in a limited capacity this fall. The total capacity of our residence halls has been reduced to 1,200 beds, which allows for each student to have their own bedroom. Safety plans are in place to help students interact and move about the campus as safely as possible, including way finding through the buildings and enforcement of the SSU COVID-19 Health and Safety Protocols. Student Life will reimagine the delivery of programming and activities to ensure that we continue to provide our students the engagements and growth opportunities they deserve both virtually and in person when appropriate.

Additionally, Residence Life has structured the following changes to ensure physical distancing and health measures are taken:

- Common areas such as lounges and community kitchens will be closed.
- Residential students will be restricted from bringing outside guests into the building.
- For Fall Move In, residential students will be distributed over a week-long move-in process to ensure maximum social distancing and a reduction of crowds.
- Residential students will be asked to monitor symptoms before move-in and in an ongoing way to self-report any potential health risks to Counseling and Health Services.
- Information about COVID-19 safety will be incorporated into fall floor meetings with residential students.

Residence Life will enact an isolation and quarantine plan – specifically holding a number of spaces at the Bates Complex with private bedrooms and bathrooms for students who are in need of isolation due to COVID-19 and cannot return home.

Student Navigation Center

Students will continue to have access to financial and account guidance, class registration support, transcript processing, graduation management, and more through the Student Navigation Center. Access will be available in-person, by appointment, and virtually.

Student Life Programming

Promoting and encouraging an active campus life while continuing to develop and pursue the goals outlined in the Student Life Curriculum will continue to be priorities in a physically distant environment. Finding ways to continue to engage students, positively impact retention and retain campus traditions will be important. SSU will deliver programs using four distinct delivery methods: passive programming; remote programming; in-person programming, with registration required; and large-scale, walk-through programming:

- **Passive Programming:** These campaigns will allow Student Life to continue pursuing educational priorities and will help set the tone for the campus environment. They will be marked by large, splashy campaigns delivered through posters, social media, TV screens, chalking, and wall clings. The topics will connect to various office themes including cultural awareness, leadership and wellness.
- **Remote Programs:** These technology-based programs will continue the use of virtual platforms like Zoom and social media and will cover topics and conversations consistent with department goals. SSU will continue to offer our popular “do-it-yourself” activities mailed to students’ rooms and homes.
- **In-Person Programs:** There will be some in-person events that will require registration to ensure the recommended campus capacity is not exceeded.
- **Large Scale Walk-Through Programs:** These programs will be capped in occupancy in accordance with the revised location capacities in order to ensure proper physical distancing. The purpose of these programs will be to maintain a vibrant campus life through large, visible efforts in public spaces that students can walk through and engage quickly in, with low commitment and high reward. These will likely take place at the Central Campus commons, Alumni Plaza and North Campus Quad.

Student Services and Support

SSU is prepared to offer most student services provided pre-COVID-19. However, the method and mode for delivery, as well as, the demand for the services is likely to change, depending on the service. Most services are prepared to move (or remain) remote, while maintaining open office hours with limited staff. Visit the SSU website for details.

Student serving offices will share limited in-person office hours from 10 to 2 pm M- F. Students who are already on campus can stop by to handle their business or schedule an appointment. Departments will offer additional times by appointment. All offices will be available virtually (email, phone and video chat). Webpages and social media outlets will be updated with current contact and access information for each department. Departments are prepared to have staff available to maintain “open” status and service as posted.

SSU plans to continue Care Case Management in a similar manner to the Spring 2020 semester, as students are likely to be on-campus less than in a traditional academic year.

Dining

SSU will continue to offer on-campus dining for students and staff. As previously communicated to the campus community, SSU is in the process of selecting a new dining service vendor for the upcoming academic year. The vendor selection process is underway, is mindful of the ongoing pandemic, and has set forth expectations including actions designed to comply with SSU's rigorous health and safety standards. All actions support promoting physical distancing, implementing enhanced levels of food safety and making necessary revisions to all locations to provide safe service to customers from well trained and healthy staff members. The new vendor will be required to address the following prior to the start of the fall semester:

- **Preparation for Opening:** Actions will be taken to ensure safe food receiving, storage, preparation and service protocols to help keep students and staff safe.
- **Staff Training:** Additions will be made to staff training objectives and subject matter related to COVID-19 and will be delivered to all dining staff prior to beginning work on SSU's campus.
- **Communication and Trust:** Coordinated communications will advise all customers on physical distancing requirements, facility traffic patterns for safe selection and purchase of food in all dining locations.
- **Location Modifications:** SSU will install protective barriers to help protect students and staff. Seating capacity will be reduced and spread throughout locations to meet up-to-date guidelines. Floor marking may be installed in certain areas to help guests and staff maintain the approved facility layout.
- **Food Distribution:** SSU will work with the selected food service vendor to review health and safety standards to determine the safest means to deliver food and beverage. Considerations will be given to the elimination of all self-serve stations, continued

use of individually wrapped, single use utensils, and more. The continuation of grab and go meals will be considered and evaluated by the selected vendor in consultation with the SSU Health and Safety team to determine if it necessary to meet current guidelines supporting the safety and wellness of the campus community.

- **Meals for Students Quarantined:** SSU will coordinate with the dining service vendor to identify a process in concert with CHS to provide meals to those who need to comply with quarantine and/or isolation protocols.



HUMAN RESOURCES AND INFORMATION TECHNOLOGY OPERATIONAL PLAN

HUMAN RESOURCES

SSU determined that departments and employees who can continue to fulfill their duties via remote work will continue to do so for the foreseeable future. As we work towards a broader repopulation of campus for the fall, the university will assess which departments and employees will be required to return to on-campus work to support the academic mission and the needs of our students. This situation will continue to be monitored as the year progresses and more about COVID-19 is discovered. No employee who was not already deemed essential should return to campus without the explicit permission of the COVID-19 Emergency Response Team (ERT).

While a good portion of the SSU team will continue to work remotely this fall, SSU will increase its on-campus workforce to ensure that the direct needs of our students are met. This requires employees returning to campus to participate in the Health and Safety Information and Protocols Training on COVID-19 prior to their return, and employees working remotely to continue to meet the expectations of their supervisors and be available to the entire SSU community as they would be during regular business hours if they were on campus. SSU employees can contact Human Resources or refer to the Employee Guide for Return to Campus, Supervisor Guide for Return to Campus, and other resources on the COVID-19 Polaris Channel for additional information.

Departmental COVID Control Plan

All administrative and academic departments must develop a written control plan outlining how their workplace will comply with the SSU COVID-19 Health and Safety Protocols. The plan must be completed in accordance with the guidance provided in the SSU Repopulation Operations Plan and be submitted to the ERT for approval before any employees may return to campus. The template for the Departmental COVID Control Plan is included in this document as Appendix 12.

On-Campus Workforce

In keeping with the Commonwealth's guidelines for the return of an in-person workforce, no department is authorized to bring employees back to campus prior to receiving authorization and associated guidance from the ERT. Supervisors wishing to return limited operations to campus must submit a request to their area Vice President. If the Vice President agrees a specific employee's return is an operational need to the university, the request will be forwarded to the ERT for approval. Requests will be reviewed in terms of campus health and safety compliance; adherence to Commonwealth standards for the workforce; and overall population density of the campus.



Remote Workforce

As previously stated, those who can work remotely should continue to do so to reduce the number of individuals on campus and the potential spread of the COVID-19 virus. Remote work arrangements must be approved by the employee's immediate supervisor. Remote employees must maintain their regular schedule and be available to the SSU community as they would be if they were working on campus. Remote employees will develop workplans and maintain contact with their immediate supervisors to ensure a proper level of productivity.

INFORMATION TECHNOLOGY SERVICES (ITS)

SSU has just experienced an intense period of "prototyping" for our remote learning and working systems during the COVID-19 outbreak this spring. From this, ITS gathered very valuable information that would have taken years to discern otherwise. It was discovered that the tools previously developed for internal ITS and low-volume usage sustained as our use multiplied by factors of 50 or more when the university moved to a remote modality. Platforms such as Zoom, Canvas, VPN and Voice over IP handled the surge and enabled the university to function in a brand-new way.

Continuity of Remote Learning and Work

Beginning with Summer Session II and continuing into the fall, ITS is fully prepared to support the technology tools and solutions necessary for effective remote learning, robust course delivery, and remote work. As described in the Academic Affairs Operational Plan, course instruction will be delivered via multiple modalities including in-person, online and hybrid. Emphasis has been placed on creating course content prepared by faculty that can be engaged, in some cases, asynchronously by students and, in other cases, synchronously either in-person or via videoconferencing platforms. To ensure academic continuity, faculty support, and course design and build, technological considerations have been taken as follows:

- Ensure that faculty and students have appropriately configured technological solutions that will allow full participation in courses both in-person and remotely. This may include laptops, cameras, microphones and appropriate access to internet.
- Coordinate with SSU's Office of Disability Services and ADA Coordinator to vet technological solutions for meeting, or exceeding, accessibility compliance requirements as defined by the U.S. Department of Education's Office of Civil Rights and the Americans with Disabilities Act.
- Support the university's learning management system, Canvas, to facilitate faculty course set-up and enable a cohesive and consistent experience across courses for students.
- Support face-to-face classroom technologies, including computer hardware and software, projectors, audio, etc., in both traditional classrooms and non-traditional classrooms, so configurations allow in-person instruction while maintaining physical distancing and other health and safety standards.
- Deploy ITS staff and vendors to implement network infrastructure improvements, including WiFi upgrades, supporting increased usage due to online course delivery.

APPENDIX 1

SSU Advisors to the COVID-19 Response and Repopulation Efforts

SSU COVID-19 Emergency Response Team

Chairs

- Elisa Castillo, Assistant Dean of Students for Wellness
- Gene Labonte, Assistant Vice President of Public Safety and Risk Management

Members

- Emerson Baker, Vice Provost for Academic Affairs
- Sean Bennett, Vice President of Diversity and Inclusion
- Nate Bryant, Vice President and Chief of Staff
- Rita Colucci, Vice President and General Counsel
- Corey Cronin, Assistant Vice President of Marketing and Creative Services
- Adria Duijvesteijn, Senior Director of External Relations
- Kalei Ensminger, Nurse Practitioner and Associate Director of Counseling and Health Services
- Bonnie Galinski, Associate Vice President of Enrollment Management
- Karen House, Vice President for Finance and Facilities
- John Keenan, President,
- Curt King, Chief Information Officer
- Maria Machado, Staff Associate of Enrollment Management
- Lynne Montague, Special Assistant to the President and Secretary to the Board of Trustees
- Mark Quigley, Assistant Vice President of Human Resources and Equal Opportunity
- Carla Panzella, Associate Vice President and Dean of Students
- Ben Szalewicz, Associate Vice President of Facilities

Health and Safety Implementation Team and Working Group Members

Chairs

- Elisa Castillo, Assistant Dean of Students for Wellness
- Gene Labonte, Assistant Vice President of Public Safety and Risk Management

Members

- Kathleen Adee, Associate Professor, School of Nursing
- Emerson Baker, Vice Provost for Academic Affairs
- Lisa Bibeau, Assistant Dean for Disability Services
- Corey Cronin, Assistant Vice President of Marketing and Creative Services.
- Ezekiel Holt, ADA and Leave Coordinator, Human Resources
- Kalei Ensminger, Associate Director of Counseling and Health Services
- Marlin Nabors, Associate Dean of Students
- Reynaldo Ramos, Senior Director of Purchasing and Vendor Relations
- Richard Riggs, Captain, University Police
- Rui Sousa, Assistant Director of Facilities
- Ben Szalewicz, Associate Vice President of Facilities
- Emily Topacio, Director of Human Resources and Equal Opportunity
- Yvonne Vissing, Professor, Healthcare Studies

Academic Affairs Implementation Team and Advisors

Chairs

- Emerson Baker, Vice Provost
- David Silva, Provost and Academic Vice President

Members

- Sami Ansari, Interim Dean, Maguire Meservey College of Health and Human Services
- Stephanie Bellar, Dean, School of Graduate Studies
- Lisa Bibeau, Assistant Dean, Disability Services
- Lee Brossoit, Assistant Provost, Center for Academic Excellence
- Joseph Cambone, Dean, School of Education
- Tiffany Chenault, President, MSCA/Salem Chapter
- Mathew Chetnik, Director, First Year Experience

- Karen Gahagan, Director, Center for Creative and Performing Arts
- Gail Gasparich, Dean, College of Arts and Sciences
- Joanna Gonsalves, Vice President, MSCA/Salem Chapter
- Anne-Marie Hakstian, Grievance Officer, MSCA/Salem Chapter
- Elizabeth Haran, Acting Dean, Bertolon School of Business
- Lisa Johnson, Interim Director, School of Social Work
- Barbara Layne, Dean, School of Continuing and Professional Studies
- Monica Leisey, Interim Dean, School of Graduate Studies
- Raminder Luther, Interim Dean, Bertolon School of Business
- Elizabeth McKeigue, Dean, Berry Library
- Megan Miller, Registrar
- Samuel Ohannesian, Senior Director, Student Retention Services
- Gail Rankin, Deputy Chief Information Officer
- Roopika Risam, Faculty Fellow, Library Digital Initiatives and Online Teaching
- Amy Smith, Chair, All University Committee
- C Julie Whitlow, Assistant Provost, Center for International Education

Members of:

- o All University Committee
- o Academic Policies Committee
- o Committee on Teaching and Learning
- o Department Chairpersons
- o Associate Deans

Student and Residential Life Implementation Team

Chair

- Carla Panzella, Associate Vice President and Dean of Students

Members

- Thomas Alexander, Director of Leadership, Engagement, Advocacy, and Diversity (LEAD)
- Elisa Castillo, Assistant Dean of Students for Wellness
- Lauren Hubacheck, Assistant Dean of Student Success and Transition
- Kelly Janos, Director of Campus Life and Recreation
- Marlin Nabors, Associate Dean of Students
- Joy Schmelzer, Director of Residence Life
- Scott Shea, Assistant Director of Student Life Operations
- Nicolle Wood, Director of Athletics

Human Resources and Information Technology Implementation Team

Chair

- Curt King, Chief Information Officer
- Mark Quigley, Assistant Vice President of Human Resources and Equal Opportunity

Members – Human Resources

- Rebekah Boudreau, Assistant Director of Operations
- Siobhain Feeney, Associate Director of Employee and Labor Relations
- Ezekiel Holt, ADA and Leave Coordinator
- Emily Topacio, Director of Human Resources and Equal Opportunity

Members – Information Technology

- Carol Crowther, Director of Telecom and Unified Communications
- Dan Gomes, Director of Data Center
- Brian Helman, Director of Networking Services
- Steve Landry, Director of Service Transition
- Matt McAuliffe, Director of Business Intelligence and Integration
- Dan Parlin, Director of Client Support Services
- Maureen Pelletier, Director of Application Services
- Gail Rankin, Executive Director and Deputy Chief Information Officer of Faculty

Support Services

- Mike Rose, Deputy Chief Information Officer of Technology Services
- Ben Stewart, Director of Service Operations and Centralized EUC

Financial Strategic Planning Groups

Health Policy and Externally Imposed Restrictions

- Kathleen Adee, Associate Professor, School of Nursing
- Gene Labonte, Assistant Vice President of Public Safety and Risk Management
- Yvonne Vissing, Professor, Healthcare Studies

Economic Impact

- Kenneth Ardon, Chair, Economics
- Economics Department Faculty

Psychology

- Darlene Crone-Todd, Chair, Psychology
- Timothy Eddy, Associate Professor, Psychology
- Martin Krugman, Professor, Psychology
- Christopher Mark, Assistant Professor, Psychology

Historical Perspective

- Andrew Darien, Professor, History
- History Department Faculty

Higher Education Industry

- Nicole Harris, Associate Dean, School of Education
- Vijay Kanagala, Associate Professor and Program Coordinator, Secondary and Higher Education
- Steven Oliver, Associate Professor, Secondary and Higher Education

Budget Committee

(Please note that this committee was expanded during the pandemic to include more input from faculty to develop financial strategies in response to the economic impact of COVID-19.)

- Kathleen Adee, Associate Professor, School of Nursing
- Jon Amari, Director, Budget and Financial Planning
- Kenneth Ardon, Chair, Economics
- Melissa Arroyo, Associate Director, LEAD
- Guillermo Avila-Saavedra, Associate Professor, Media and Communication
- Marisa Curtin, Accountant II, Student Accounts
- Ryan Fisher, Professor, Biology
- Jackie Haas, Director, Admissions
- Nicole Harris, Associate Dean, School of Education
- Karen House, Vice President for Finance and Facilities
- Vijay Kanagala, Associate Professor and Program Coordinator, Secondary and Higher Education
- Miranda Lam, Professor, Accounting and Finance
- Barbara Layne, Interim Dean, School of Continuing and Professional Studies
- Marcos Luna, Professor, Geography and Sustainability
- Raminder Luther, Dean, Bertolon School of Business
- Oliver McArdle, Associate Director, College of Arts and Sciences
- Elizabeth McKeigue, Dean, Berry Library
- Dan Mulcare, Chair, Political Science
- Steven Oliver, Associate Professor, Secondary and Higher Education
- Mark Quigley, Assistant Vice President, Human Resources
- Lorien Sheehan, IT Budget and Purchasing Administrator, Information Technology Services
- Jeramie Silveira, Chair, Occupational Therapy
- Scott Stanton, Senior Director, Continuous Improvement Finance
- Kurt von Seekamm, Assistant Professor, Economics
- Nicolle Wood, Director, Athletics
- Yvonne Vissing, Professor, Healthcare Studies

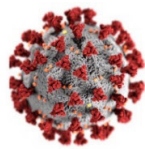
Student Representatives

- Richie Cadet
- Frederick Plante
- Gabriela Vargas
- Christian Weisse
- Paul Wilkens

APPENDIX 2

What You Should Know About COVID-19 to Protect Yourself and Others

What you should know about COVID-19 to protect yourself and others



Know about COVID-19

- Coronavirus (COVID-19) is an illness caused by a virus that can spread from person to person.
- The virus that causes COVID-19 is a new coronavirus that has spread throughout the world.
- COVID-19 symptoms can range from mild (or no symptoms) to severe illness.



Know how COVID-19 is spread

- You can become infected by coming into close contact (about 6 feet or two arm lengths) with a person who has COVID-19. COVID-19 is primarily spread from person to person.
- You can become infected from respiratory droplets when an infected person coughs, sneezes, or talks.
- You may also be able to get it by touching a surface or object that has the virus on it, and then by touching your mouth, nose, or eyes.



Protect yourself and others from COVID-19

- There is currently no vaccine to protect against COVID-19. The best way to protect yourself is to avoid being exposed to the virus that causes COVID-19.
- Stay home as much as possible and avoid close contact with others.
- Wear a cloth face covering that covers your nose and mouth in public settings.
- Clean and disinfect frequently touched surfaces.
- Wash your hands often with soap and water for at least 20 seconds, or use an alcohol-based hand sanitizer that contains at least 60% alcohol.



Practice social distancing

- Buy groceries and medicine, go to the doctor, and complete banking activities online when possible.
- If you must go in person, stay at least 6 feet away from others and disinfect items you must touch.
- Get deliveries and takeout, and limit in-person contact as much as possible.



Prevent the spread of COVID-19 if you are sick

- Stay home if you are sick, except to get medical care.
- Avoid public transportation, ride-sharing, or taxis.
- Separate yourself from other people and pets in your home.
- There is no specific treatment for COVID-19, but you can seek medical care to help relieve your symptoms.
- If you need medical attention, call ahead.



Know your risk for severe illness

- Everyone is at risk of getting COVID-19.
- Older adults and people of any age who have serious underlying medical conditions may be at higher risk for more severe illness.



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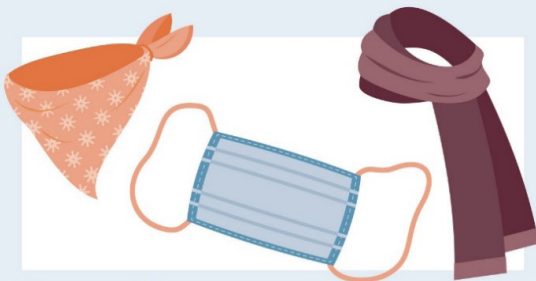
cdc.gov/coronavirus

APPENDIX 3

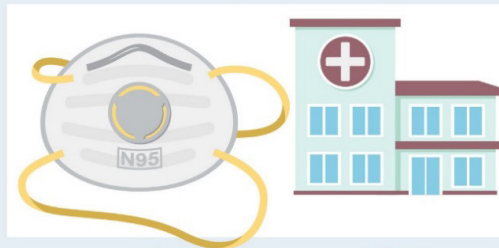
Using a Face Covering Effectively

Stop the Spread of Germs

Using a Face Covering Effectively



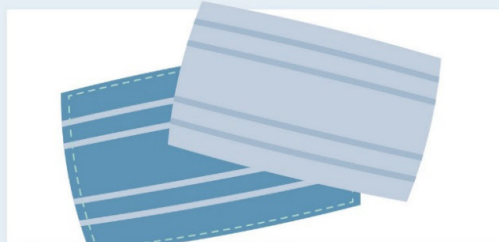
Use anything that covers your nose and mouth.



Leave surgical masks and N95's for healthcare workers.



Masks should fit snugly, be secured with ties or ear straps, and not restrict breathing.



Face coverings should be multiple layers.



Your mask or face covering should be able to be machine washed and dried.



Only touch the ties or ear straps, not the front, and wash your hands after handling.

For more, visit: www.mass.gov/CoverYourFace

Massachusetts Department of Public Health

5/8/2020

APPENDIX 4

Student Guide for On-Campus Safety During COVID-19



STUDENT GUIDE FOR ON-CAMPUS SAFETY DURING COVID-19

We are excited to welcome you back to campus! Things may look and feel different. Our new policies and processes for responding to the COVID-19 pandemic are rooted in keeping all our community members as safe as possible and align with city, state, and federal guidance. However, we cannot eliminate the risks and need your help in preventing the spread of illness on campus. Everyone needs to participate in the prevention strategies to protect one another and we appreciate your partnership in keeping our community safe.

SYMPTOM MONITORING REQUIREMENT

On days you expect to be on campus, you **MUST** self-check for any symptoms suggestive of COVID. Should you have any symptoms or a known exposure, you must stay home and contact counseling and health services for further guidance. There are various symptom self-check apps, Johns Hopkins self-checker is a short and simple recommended app. Possible COVID symptoms could include any one of the following:



- Cough
- Fever
- Chills
- Fatigue

- Headache
- Sore throat
- Muscle pain
- New GI symptoms

- Shortness of breath or difficulty breathing
- Repeated shaking with chills
- Runny nose or new sinus congestion
- New loss of taste or smell



FACE MASKS/CLOTH FACE COVERINGS

Face masks or face coverings must be worn by all students while on-campus when in the presence of others and in public settings. Cloth face coverings should be worn in any public indoor setting, even when physical distancing is maintained. Cloth face masks should be washed daily and before wearing again.

PHYSICAL DISTANCING

Keep at least six feet of space between you and others. Since people can spread the virus before they know they are sick, it is important to stay away from others when possible, even if you have no symptoms. Students on campus must follow these physical distancing practices:

- Stay at least 6 feet (about 2 arms' length) from other people at all times, especially if in contact for more than 15 minutes.
- Avoid confined spaces, prioritize use of elevators for accessibility.
- Do not gather in groups.
- Stay out of crowded places and avoid mass gatherings.
- Follow university directional and occupancy signage.



HANDWASHING

Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, sneezing, or touching your face. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol.

Cover all surfaces of your hands and rub them together until they feel dry.

According to the CDC, gloves are not necessary for general use and do not replace good hand hygiene.

AVOID TOUCHING YOUR FACE

Students do not need to wear goggles or face shields as part of general activity on campus. Staying home when ill, physical distancing, cloth face coverings, good hand hygiene and avoiding touching your face are the most effective COVID prevention strategies.

CLEANING/DISINFECTION

Students should avoid sharing spaces and items with others, to all extents possible. If using a shared workspace or item, you should wipe down the surface before and after use with an EPA-approved disinfectant. Examples of shared items & spaces could include copiers, printers, pens, computers, A/V and other electrical equipment, coffee makers, desks and tables, light switches, doorknobs, etc.



GATHERINGS

Avoid large gatherings. If gathering in-person, maintain physical distancing to all extents possible. Wear cloth face coverings at all times. Understand that outdoor gatherings are safer than prolonged indoor gatherings.

TRACK ON CAMPUS ACTIVITY AND CONTACTS

- If you are identified as having been exposed to the virus or are diagnosed with COVID, you will likely be asked to share information about who you've been in close contact with and where you've been, both on and off campus. It will be easier to recall this information if you are mindful of this and keep either physical or mental notes of this information.
- Don't bring any unnecessary guests or visitors on campus. Non-SSU visitors could unknowingly bring infection to campus and increase the risk for our SSU community.



PREVENT OTHER ILLNESS



To reduce the risk of respiratory illnesses on campus, it is strongly recommended that you receive your flu vaccine this year, as soon as you are able. Health services will provide no-cost flu vaccines to students in the fall. Please also ensure your immunizations are complete and meet our state and university requirements. You can verify this information in your health services portal.

YOUR PERSONAL HEALTH

- Make sure your health insurance is active
- All students must enroll in or waive out of the student health insurance plan. For questions about the health insurance requirements, contact the Student Navigation center.
- Students with any underlying medical condition(s) that make it difficult to adhere to any of the public health requirements or who may be at increased risk for severe COVID-19 infection if exposed, should consult with Disability services to discuss possible accommodations.







TESTING




We encourage all students, with even the mildest symptoms, to be tested for COVID-19. Testing should become the new normal, should you have any symptoms or exposures, and can help us identify the virus early in attempts to prevent spreading and outbreaks. There will be limited on campus testing options in the fall. Health services can also help connect you to off campus testing resources. Once you've been tested, you **MUST** notify health services, so that we can review our university policies and ensure you have the healthcare you need.

COVID-19 PREVENTION REQUIREMENTS


    Symptom Self-Checks


 Cloth Face Coverings

 Physical Distancing

 Handwashing

 Cleaning/Disinfecting

 Avoid Large Gatherings and Track Campus Activity

 Prevent Other Illness

 Personal Health

STEPS THE UNIVERSITY HAS TAKEN TO MAKE CAMPUS SAFER:

- De-densified campus
- Establish cleaning and disinfection guidelines and schedule
- Updates to HVAC systems to improve airflow
- Reconfigure spaces to encourage physical distancing
- Provide cloth face masks
- Provide additional disinfectant supplies and hand sanitizer in classrooms and offices
- Updated signage to remind all to follow public health guidance
- Updated Health & Safety policies for 2020-2021
- And more...

ON CAMPUS CONTACT INFORMATION

COUNSELING & HEALTH SERVICES

978.542.6413
or your health services portal
@saalemstatewellness

DISABILITY SERVICES

978.542.6217
or access@saalemstate.edu

STUDENT NAVIGATION CENTER

978.542.8000

UNIVERSITY POLICE & SAFETY

978.542.6111
for on-campus emergency

978.542.6511
for non-emergency

INSTAGRAM

@saalemstatewellness

APPENDIX 5

Employee Guide for On-Campus Safety During Covid-19



EMPLOYEE GUIDE FOR ON-CAMPUS SAFETY DURING COVID-19

We are excited to welcome you back to campus! Things may look and feel different. Our new policies and processes for responding to the COVID-19 pandemic are rooted in keeping all our community members as safe as possible and align with city, state, and federal guidance. However, we cannot eliminate the risks and need your help in preventing the spread of illness on campus. Everyone needs to participate in the prevention strategies to protect one another and we appreciate your partnership in keeping our community safe.

SYMPTOM MONITORING REQUIREMENT

On days you expect to be on campus, you **MUST** self-check for any symptoms suggestive of COVID. Should you have any symptoms or a known exposure, You must stay home and contact your immediate supervisor and human resources for further guidance. There are various symptom self-check apps, Johns Hopkins self-checker is a short and simple recommended app. Possible COVID symptoms could include any one of the following:



- Cough
- Fever
- Chills
- Fatigue

- Headache
- Sore throat
- Muscle pain
- New GI symptoms

- Shortness of breath or difficulty breathing
- Repeated shaking with chills
- Runny nose or new sinus congestion
- New loss of taste or smell



FACE MASKS/CLOTH FACE COVERINGS

Face masks or face coverings must be worn by all employees while on-campus when in the presence of others and in public settings. Cloth face coverings should be worn in any public indoor setting, even when physical distancing is maintained. Cloth face masks should be washed daily and before wearing again.

PHYSICAL DISTANCING

Keep at least six feet of space between you and others. Since people can spread the virus before they know they are sick, it is important to stay away from others when possible, even if you have no symptoms. Employees on campus must follow these physical distancing practices:

- Stay at least 6 feet (about 2 arms' length) from other people at all times, especially if in contact for more than 15 minutes.
- Avoid confined spaces, prioritize use of elevators for accessibility.
- Do not gather in groups.
- Stay out of crowded places and avoid mass gatherings.
- Follow university directional and occupancy signage.



HANDWASHING

Wash your hands often with soap and water for at least 20 seconds especially after you have been in a public place, or after blowing your nose, coughing, sneezing, or touching your face. If soap and water are not readily available, use a hand sanitizer that contains at least 60% alcohol. Cover all surfaces of your hands and rub them together until they feel dry. According to the CDC, gloves are not necessary for general use and do not replace good hand hygiene.

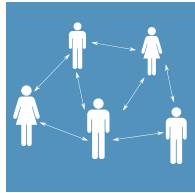
AVOID TOUCHING YOUR FACE

Employees do not need to wear goggles or face shields as part of general activity on campus. Staying home when ill, physical distancing, cloth face coverings, good hand hygiene and avoiding touching your face are the most effective COVID prevention strategies.

CLEANING/DISINFECTION

Employees should avoid sharing spaces and items with others, to all extents possible. If using a shared workspace or item, you should wipe down the surface before and after use with an EPA-approved disinfectant. Examples of shared items & spaces could include copiers, printers, pens, computers, A/V and other electrical equipment, coffee makers, desks and tables, light switches, doorknobs, etc.





GATHERINGS

Avoid large gatherings. If gathering in-person, maintain physical distancing to all extents possible. Wear cloth face coverings at all times. Understand that outdoor gatherings are safer than prolonged indoor gatherings.

TRACK ON CAMPUS ACTIVITY AND CONTACTS

- If you are identified as having been exposed to the virus or are diagnosed with COVID, you will likely be asked to share information about who you've been in close contact with and where you've been, both on and off campus. It will be easier to recall this information if you are mindful of this and keep either physical or mental notes of this information.
- Don't bring any unnecessary guests or visitors on campus. Non-SSU visitors could unknowingly bring infection to campus and increase the risk for our SSU community.



PREVENT OTHER ILLNESS

To reduce the risk of respiratory illnesses on campus, it is strongly recommended that you receive your flu vaccine this year, as soon as you are able.

YOUR PERSONAL HEALTH

- Make sure your health insurance is active
- Employees with any underlying medical condition(s) that make it difficult to adhere to any of the public health requirements or who may be at increased risk for severe COVID-19 infection if exposed, should consult with human resources to discuss possible accommodations.



TESTING

We encourage all employees, with even the mildest symptoms, to be tested for COVID-19. Testing should become the new normal, should you have any symptoms or exposures, and can help us identify the virus early in attempts to prevent spreading and outbreaks. Health services can also help connect you to off campus testing resources. Once you've been tested, you **MUST** notify human resources.

COVID-19 PREVENTION REQUIREMENTS



Symptom Self-Checks



Cleaning/Disinfecting



Cloth Face Coverings



Avoid Large Gatherings and Track Campus Activity



Physical Distancing



Prevent Other Illness



Handwashing



Personal Health

STEPS THE UNIVERSITY HAS TAKEN TO MAKE CAMPUS SAFER:

- De-densified campus
- Establish cleaning and disinfection guidelines and schedule
- Updates to HVAC systems to improve airflow
- Reconfigure spaces to encourage physical distancing
- Provide cloth face masks
- Provide additional disinfectant supplies and hand sanitizer in classrooms and offices
- Updated signage to remind all to follow public health guidance
- Updated Health & Safety policies for 2020-2021
- And more...

ON CAMPUS CONTACT INFORMATION

HUMAN RESOURCES
978-542-7229
eholt@salemstate.edu

UNIVERSITY POLICE & SAFETY
978.542.6111
for on-campus emergency

978.542.6511
for non-emergency

APPENDIX 6

SSU Campus Repopulation FAQ for Employees

What will the university provide employees who are approved to return to campus?

When employees are approved to return to campus and complete the process, including employee training, a work order will be placed with facilities for their work area that includes:

- A cloth mask for employee
- Hand sanitizer for the area
- Disinfectant spray and towels
- Daily cleaning schedule for space
- Any approved physical changes such as furniture layout, etc.
- Signage for the area to reinforce SSU Health and Safety Protocols

How do we request additional cleaning supplies?

- Community members can place a facilities work order to request additional cleaning supplies.
- While facilities will provide disinfectant spray and some hand sanitizer for campus spaces, departments or organizations will be expected to provide any additional common supplies needed to support their department or event, including cleaning supplies they would have purchased in the past.
- If a department needs assistance in acquiring supplies due to a shortages in the supply chain, they can ask for assistance from the Health and Safety Implementation Team. Supervisors and Deans can contact the team at SSUCovid19Info@salemstate.edu.

When do we need additional PPE, and how do we request it?

- Cloth face coverings are the only type of personal protective equipment (PPE) required on campus.
- Gloves, face shields, and special masks are reserved for those caring for people with suspected or confirmed COVID-19. The SSU Health and Safety Protocols are required to minimize risk of infection while on campus.
- If there are departmental activities that required PPE prior to the COVID-19 pandemic, or if there are curricular activities that do not allow for physical distancing, employees can work with their deans or supervisors, who will then work with the Health and Safety Implementation Team to request additional PPE if approved.

Where do I go if I have questions or concerns related to COVID-19?

- Employees should contact Ezekiel Holt in Human Resources at 978.542.7229 or eholt@salemstate.edu.
- Students should contact Counseling and Health Services at 978.542.6413.
- All community members can email COVID-19 related questions to SSUCovid19Info@salemstate.edu.

APPENDIX 7

COVID-19 Information for Faculty

During the COVID-19 pandemic, we strongly encourage faculty to be prepared to:

- Consider how to continue a class if they were to become ill or need to quarantine for a period of time during the academic semester.
- Consider how to accommodate a student who becomes ill or needs to quarantine for a period of time during the academic semester.
- Consider how to shift the class to remote learning if there is a campus or state emergency, and that requires a campus closure for the rest of the semester.
- Consider taking attendance or using assigned seating for in-class instruction to reduce spread and assist with contact tracing if needed.
- Report any student COVID-19 related concerns to Counseling and Health Services or SSUCovid19Info@salemstate.edu.

During the COVID-19 pandemic (likely the 2020-2021 academic year), the syllabus must include:

- A description of the course modality for all online and hybrid (blended) courses, including specific expectations for any mandatory synchronous class meetings held throughout the semester and information about the medium that will be used for synchronous meetings (e.g., Zoom, teleconference).
- A statement on whether or not a final examination will be given and, if given, whether it is required or optional, and whether it will be held synchronously or asynchronously online, along with any specific proctoring requirements.
- The following equal access statement: "Salem State University is committed to providing equal access to the educational experience for all students in compliance with Section 504 of The Rehabilitation Act and The Americans with Disabilities Act and to providing all reasonable academic accommodations, aids and adjustments. Any student who has a documented disability requiring an accommodation, aid or adjustment should speak with the instructor immediately. Students with disabilities who have not previously done so should provide documentation to and schedule an appointment with Disability Services and obtain appropriate services."
- The following Covid-19 pandemic statement: "Students must comply with the Covid-19 Health and Safety Protocols for the 2020-2021 Academic Year. This includes wearing masks in class and on campus in public spaces, practicing physical distancing where possible, including in class, engaging in a daily symptom check, notifying Counseling and Health Services at 978-542-6413 if they have any symptoms associated with COVID-19, and not coming to campus or to an in-person class if they have any of the symptoms related to COVID-19, until cleared by the Student Life Wellness Area. Students who have documented disabilities that may prevent them from complying with these policies are required to contact the Disability Services office."
- The following critical emergency statement: "In the event of a university declared critical emergency, Salem State University reserves the right to alter this course plan. Students should refer to Salem State for further information and updates. The course attendance policy stays in effect until there is a university declared critical emergency. In the event of an emergency, please refer to the alternative educational plans for this course located at/in [faculty member determines this]. Students should review the plans and gather all required materials before an emergency is declared."

APPENDIX 8

SSU COVID-19 Health and Safety Mitigation Strategies for On-Campus Activities

General Requirements for Campus Activities

- Before students, faculty, staff or administrators return to campus, they must participate in the SSU Health and Safety COVID-19 Protocol Training.
- All community members are expected to follow the SSU Health and Safety Protocols including:
 - Physical distance or maintain at least 6 feet of distance from another person.
 - Wear cloth face coverings in all public spaces.
 - Stay home or in your room and away from others, if you do not feel well or have had an exposure to someone diagnosed with COVID-19.
 - Increase hand washing, cleaning and hygiene.
- All community members should refrain from bringing unnecessary guests to campus.
- Tracking attendance is strongly encouraged in all classes, meetings, or gatherings. This will help if we have cases on campus and need to identify close contacts (or contact trace).
- Some activities may necessitate enhanced safety precautions such as increasing physical distancing, and limiting the number of attendees, type of space use, etc. Activities that will require forceful speaking, blowing of air, possible physical contact, and physical exertion will likely require unique considerations.

Classroom or Curricular Experiences

- All shall maintain six feet of physical distance.
 - If physical distance is not possible, limit time in close contact with others to less than 15 minutes.
 - If physically distancing is routinely not possible physical barriers must be considered.
- All shall wear cloth face coverings at all times.
- Encourage all to disinfect hands upon entering building/classroom with soap and water or alcohol-based hand sanitizer (of at least 60% ethanol).
- Encourage all to disinfect any shared work spaces or items before and after use.
- Consider opening windows or other methods to increase room air flow.
- Consider using outdoor spaces for some activities.
- Consider using cohorts if group work is important to meet the learning goals of the class.
- Faculty are encouraged to take attendance.

Campus Meetings

- Remote meetings are highly encouraged whenever possible, using phone, Zoom or other audio or video chat technology.
- In-person meetings are discouraged. If it is important that the meeting take place in person, SSU Health and Safety Protocols must be followed. Additionally, attendees should consider:
 - Disinfecting shared spaces or items before and after each use, although sharing items is strongly discouraged.
 - Opening windows if feasible and meeting indoors.
 - Scheduling meetings in advance, to reduce traffic into an area.
 - Meet outdoors, if at all feasible.
 - Follow guidance for indoor/outdoor capacity to ensure proper physical distancing.

Events or Gatherings

- Virtual large gatherings are possible using Zoom, including the webinar function.
- All events must be reserved and approved in 25Live, to make sure they comply with the SSU Health and Safety Protocols.
- Indoor Gatherings
 - In-person, indoor gatherings are discouraged, however, if needed, must comply with state capacity ordinances.
 - Per state ordinance, indoor gatherings will be capped at eight people per 1,000 square feet with a maximum of 25 attendees. Our room reservation system (25Live) will be updated to include new occupancy limits for each available space per this guidance.
 - Participants must follow SSU Health and Safety Protocols including wearing cloth face coverings and maintaining physical distancing of at least six feet at all times.
 - Serving food and beverage is strongly discouraged unless a host can ensure all attendees can remain six feet apart while removing masks to consume. There should not be any shared food items (buffets or shared dispensers). Food should be individually packaged.
 - Sharing items is strongly discouraged.
 - Event organizers should take attendance.
 - Attendees should be able to attest that they do not have any symptoms.
 - Disinfect shared spaces or items before and after each use with an EPA-approved disinfectant.
 - Increase air flow and circulation indoors through open windows.
 - Consider outdoor gatherings if reasonable and feasible.

-
- Outdoor Gatherings – In addition to the above, outdoor gatherings must follow these guidelines:
 - o There are currently no outdoor occupancy limits for open spaces based on state ordinance, as long as physical distancing is maintained.
 - o Enclosed, outdoor gatherings (under a tent, for example) will be limited to 25% of permitted capacity with a maximum of 100.
 - o For outdoor gatherings of more than 10, all attendees must wear cloth face coverings at all times.
 - o Enclosed indoor or outdoor spaces that have been deemed closed by state ordinances, including at present, stadiums, arenas, theaters, concert halls, convention halls, and ballrooms, cannot be utilized.

How do I schedule outdoor space?

- Outdoor space can be reserved through the SSU Polaris system at:
<https://polaris.salemstate.edu/launch/154>

Please note that these guidelines may change based on new guidance from the Department of Public Health and the State Phased Reopening Plan, although they are likely to remain in place until the state has reached Phase 4 of its phased reopening.

APPENDIX 9

SSU Laboratory Safety Check List

PRIOR TO COMING TO THE LABORATORY:

- Successfully complete the re-entry training required for all faculty, staff and students working on campus which includes up-to-date safety information and precautions including hygiene and other safety measures.
- Do a health self-check and if you are feeling ill, have a temperature, and/or are experiencing any COVID-19 related symptoms you must stay home and notify your faculty member.
- If you have been in close contact to a known or suspected COVID-19 case, self-quarantine and contact your healthcare provider to determine when it is safe to return to class.
- If you test positive for COVID-19 let your faculty member know for purposes of cleaning/ disinfecting and contact tracing so close contacts can be advised to isolate and self-quarantine. Employees will need to share this information with Ezekiel Holt in Human Resources. Students will need to contact Counseling and Health Services at 978.542.6413.
- Ensure you have a facial covering on prior to coming onto campus and that you keep it clean (with frequent washing). If you are unable to wear a face covering due to a medical condition or disability, students should contact Disability Services, and employees should contact Ezekiel Holt in Human Resources.

START OF LABORATORY CLASSES

- A mask and gloves are required at all times; additionally goggles and/or a face shield may be required for some classes. Your faculty member will let you know if that is the case.
- You will be assigned a working area that allows a separation of 6 feet or more between individuals. If you must move from your location to get materials or use equipment you must be aware of others around you at all times and wait until you can move while still maintaining the 6 foot distance.
- At the start of class, wipe down your work space with disinfectant that will be provided.

END OF LABORATORY CLASSES

- At the end of class, wipe down your work space with disinfectant that will be provided (70% ethanol), and wipe down all equipment that was used. Your faculty member may assign students to wipe down shared equipment at the end of class.
- Dispose of gloves as directed by your faculty member and either use the handwashing facility in the laboratory or the hand sanitizer that will be available prior to leaving the laboratory.

INDIVIDUAL OR SMALL GROUP RESEARCH PROJECTS

- All individuals are required to wear facial coverings and gloves at all times. Face shields and goggles may also be required by the faculty member. Maintain a 6-foot distance as much as possible.
- Be sure to wipe down your work space with disinfectant that will be provided before and after use, and wipe down all equipment used individually. Students or faculty members must wipe down shared equipment before and after class.
- Dispose of gloves as directed by your faculty member and either use the handwashing facility in the laboratory or the hand sanitizer that will be available prior to leaving the laboratory.
- For contact tracing purposes, we need to know who is on campus, when and where. A log or schedule must be kept of individuals who are on campus to participate in research that is accessible, if needed, for contact tracing. If you are working independently, please let your faculty mentor know this information prior to starting your research.

FIELD TRIPS

- Facial coverings must be worn at all times when on campus and/or on SSU affiliated off-campus field trips.
- Maintain physical distancing when walking to a site and while on site. Hand sanitizer should be carried and used frequently. If traveling by car, physical distancing should be made in the mode of transportation, and the same physical distancing, facial covering, and hand-washing principles would apply once on site.

APPENDIX 10

Sample Guidance for Practica, Clinical Placements, and Internships – School of Social Work

Expectations for Students:

We are working to help you prepare for both in-person and remote field activities via the following methods. We are prepared to allow students to begin in-person field activities once they have completed these requirements:

1. All students must complete the Salem State University “Health and Safety Training” and associated quiz, which can be found in your field education seminar Canvas course.
2. All students must complete the online training: “Telehealth Basics for Social Work Educators and Behavioral Health Practitioners.”
3. All students will be provided and confirm that they have reviewed and completed the attached “SSU SSWK Safety Educational Requirements.”
4. Students will review and sign an “Acknowledgment of Risk for Field Education,” if they elect to continue with their field placement in-person. It is important to understand that electing to do your field placement at this point in time is voluntary. If you are uncomfortable completing field tasks in-person, you will not be required to do so, however, this may require deferring your field placement to a later date and impacting your date of graduation.
5. Some field sites will be able to accommodate students doing remote field work and others may not. Due to the current crisis, field practicum opportunities are extremely limited. If you are matched with a field site that requires in-person field work and you are unable/unwilling to do so, we will likely not be able to find you an alternative site. You would need to plan to defer field to a later point in time, which could impact your program completion and graduation date.

Expectations for Field Sites:

We understand that the work of some organizations is not conducive to remote activities and therefore certain field sites may only be able to host a student if they can present in-person. We respectfully ask field sites to consider the following as they develop plans with students:

1. Students are individuals with varying levels of health risk, family obligations and comfort levels pertaining to re-entering the community and the related inherent risk that poses. We ask that at this time, field sites only consider asking students to present for in-person field activities if it is absolutely necessary and/or the student expresses their willingness and comfort in doing so.
2. We ask that Salem State students be provided access to the same safety training, safety protocols, and personal protective equipment as is provided to the staff of your organization.
3. We ask that the field site agree to comply by all health and safety recommendations and best practices set forth by local, state and federal government, the Centers for Disease Control and OSHA.
4. If a field site can only host a student in-person and the student is unable/unwilling to do so, we will need to discuss other options with the student, including deferring their field placement to a later field cycle.

APPENDIX 11

SSU Protocols by Commonwealth Phase

STAY AT HOME PHASE – ESSENTIAL BUSINESS AND SERVICES ONLY

MA Higher Education Framework Guidelines

Most campus-based activities are supported remotely, and intensive virtual recruitment strategies are implemented to secure new student enrollment.

Courses	Delivered remotely where possible
Research	Working remotely, except some COVID-19 research
Residence Halls	Occupied by very few who live permanently on campus or who can't return home
Dining Services	Limited services to the few remaining students
Athletics	Cancelled

SSU Policies and Protocols

Most campus-based activities are supported remotely, and all non-essential employees return to remote work.

Courses	Deliver remotely
Research	Continue remotely, if possible; Unless research falls into above categories
Residence Halls	Occupancy is limited to those who can't return home and have university approval
Dining Services	Limited services are available to remaining students; Served as grab and go
Athletics	Cancelled

PHASE 1: START – LIMITED INDUSTRIES RESUME OPERATIONS WITH SEVERE RESTRICTIONS

MA Higher Education Framework Guidelines

- Repopulate Research Labs, Medical, Dental, Veterinary & Allied Health Clinical Education and Services
- Repopulate Limited Functions Necessary for Students to Return

SSU Policies and Protocols

Most campus-based activities are supported remotely, and all non-essential employees return to remote work.

Courses	Deliver remotely
Research	Continue remotely, if possible; Unless research falls into above categories
Residence Halls	Occupancy is circumstance dependent and may be limited to those who can't return home or those already living on campus
Dining Services	Limited services are available to remaining students; Served as grab and go
Athletics	Cancelled

PHASE 2: CAUTIOUS – ADDITIONAL INDUSTRIES RESUME OPERATIONS WITH RESTRICTIONS AND CAPACITY LIMITATIONS

MA Higher Education Framework Guidelines

- Relaunch/Pilot Limited Student Programming on Campus

SSU Policies and Protocols

Most campus-based activities are supported remotely, and some non-essential employees return to campus after university approval and reorientation training.

Courses	In-person delivery for some lab and studio courses; Deliver majority of courses remotely
Research	Continue remotely, if possible; Unless research falls into above categories
Residence Halls	Occupancy is limited to those who can't return home and have university approval
Dining Services	Limited services are available; Served as grab and go
Athletics	Cancelled

PHASE 3: VIGILANT – ADDITIONAL INDUSTRIES RESUME OPERATIONS WITH GUIDANCE

MA Higher Education Framework Guidelines

- Opening: Carefully Repopulate Residence Halls, Dining Halls, Classrooms

SSU Policies and Protocols

Roughly one-third of university activities will return to campus, while the remaining are supported remotely. While those who can work remotely productively should continue to do so, additional non-essential employees will return to campus after university approval and reorientation training.

Courses	In-person delivery for approximately 30% of courses base on Academic Affairs priority levels; Deliver remaining courses remotely
Research	Research on campus may resume with university permission
Residence Halls	Occupancy is restricted to one student per bedroom
Dining Services	TBD
Athletics	TBD

PHASE 4: NEW NORMAL – DEVELOPMENT OF VACCINES AND / OR TREATMENTS ENABLE RESUMPTION OF “NEW NORMAL”

MA Higher Education Framework Guidelines

- New Normal Operations on College and University Campuses

SSU Policies and Protocols

The majority of university activities will return to campus, while some may take advantage of remote formats by preference. Full workforce will return to campus after reorientation training.

Courses	All course modalities may be available, operating under the “new normal”
Research	Resumes under “new normal” operations
Residence Halls	Occupancy will follow guidelines of “new normal”
Dining Services	Dining facilities will open under “new normal” operations
Athletics	Resume under “new normal” operations

APPENDIX 12

Departmental COVID Control Plan Template

Below is the information required for the Departmental COVID Control Plan.

[Click here to fill out this form online.](#)

Vice presidents and deans are to coordinate efforts within their areas, assess their operations and submit this official request to bring employees back to campus.

Each request will be carefully scrutinized by the COVID-19 Task Force team leaders Gene Labonte, Assistant Vice President for Public Safety and Risk Management and Dr. Elisa Castillo, Assistant Dean of Students for Wellness. Consideration criteria include the operational needs, health and safety of the community, compliance with state guidelines, and will be reviewed in consideration of overall building and campus population density, among other factors.

Vice president's or dean's name

Vice president's or dean's email

Name(s) of the employee(s) seeking to return to work on campus:

Under normal circumstances, what is the total number of employees who would be working in this departmental space?

Out of the total (from the above question), how many people do your plan to bring back to campus at this time?

Building location of employee(s):

Room/office location of employee(s):

Schedule of the employee(s) [include days and hours]:

The operational need that requires the employee(s) to conduct the work on campus:

Explain why this work cannot be done remotely?

How will the mission essential functions of the department suffer if the work is not conducted on campus?

APPENDIX 13

References

American College Health Association

- Considerations for Reopening Institutions of Higher Education in the COVID-19 Era. (May 2020). Retrieved from https://www.acha.org/documents/resources/guidelines/ACHA_Considerations_for_Reopening_IHEs_in_the_COVID-19_Era_May2020.pdf

American Society of Heating, Refrigerating and Air-Conditioning Engineers (ASHRAE)

- Reopening of Schools and Universities. (July 2020). Retrieved from <https://www.ashrae.org/technical-resources/reopening-of-schools-and-universities>.

Center for Disease Control and Prevention

- Considerations for Events and Gatherings. (June 2020). Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/community/large-events/considerations-for-events-gatherings.html>
- Information for Laboratories about Coronavirus. (June 2020). Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/lab/index.html>
- Interim Considerations for Institutions of Higher Education. (June 2020). Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/community/colleges-universities/ihe-testing.html>
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- People Who Need to Take Extra Precautions. (July 2020). Retrieved from <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/index.html>

Commonwealth of Massachusetts

- Commonwealth Workplace COVID-19 Re-Occupancy Guide. (June 2020). PDF available upon request.
- Reopening Massachusetts. (May 2020). Retrieved from <https://www.mass.gov/doc/reopening-massachusetts-may-18-2020/download>
- Safe on Campus: A Framework for Reopening Colleges and Universities. (May 2020). Retrieved from https://www.mass.edu/covid-19/_documents/2020-05-22%20Higher%20Ed%20Framework%20Briefing%20to%20RAB.pdf



**Power BI and EAB Navigate:
An Analytical Deep Dive into Student Success Initiatives**

Leading for Change Racial Equity and Justice Emerging Practice

1) Name of Campus: Salem State University

2) Name of initiative: Power BI and EAB Navigate: An analytical deep dive into student success initiatives

3) Keywords (5-7 key words that summarize initiative): Power BI, EAB Navigate, Student Success Analytics, Data Analytics

4) Institutional data that indicated intervention(s) was needed to close/eliminate an achievement/opportunity gap.

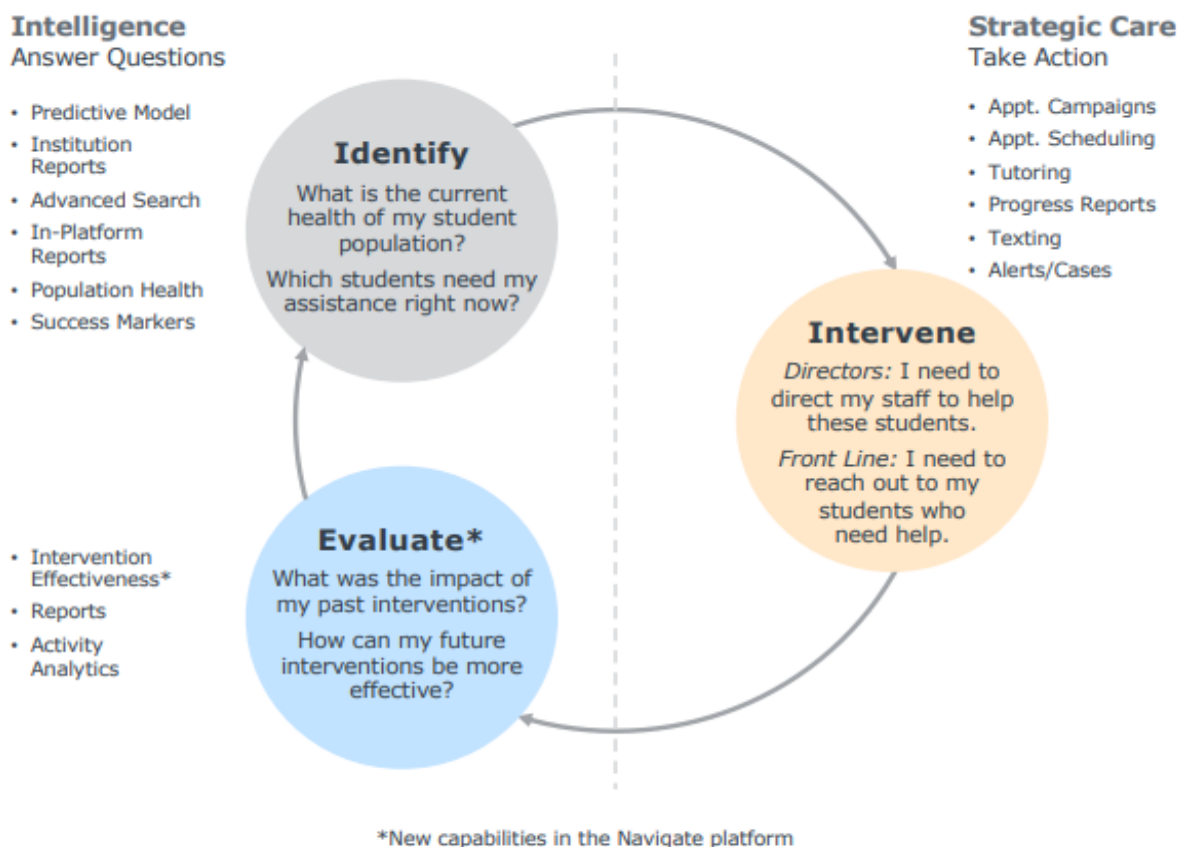
In 2017, Salem State University (SSU) was recognized by the Education Trust as one of the top ten institutions for Latino student success as indicated by the lack of a gap in graduation rates (https://s3-us-east-2.amazonaws.com/edtrustmain/wp-content/uploads/2018/10/02135855/Latino_Success_Report_Final_HR.pdf). Additionally, at this time the institution's strategic plan (2018-2021-<https://www.salemstate.edu/strategic-plan>) was developed to focus on four strategic goals including student success through the lens of inclusive excellence. In alignment with the DHE goals of the time, one area of emphasis was on building on the success of closing opportunity gaps by focusing resources on the programmatic areas with the highest impact. In a time of limited resources and with the goal to maintain and improve on any opportunity gaps, SSU needed to understand which programs were impactful in order to make data-informed decisions about resources. Under the joint leadership of the Chief Financial Officer and the Chief Technology Officer, SSU created a Business Intelligence Steering Committee which included staff from Institutional Research, Institutional Advancement, and Academic Affairs (two Deans and faculty representation). The mission of the Salem State University Business Intelligence Steering Committee is to provide the university community with accurate, interactive, accessible, and robust information that can be used to inform decision making and planning.

Detailed data analytics are essential to determine key areas of focus for student success initiatives and the subsequent analysis of student success interventions. Salem State University (SSU) uses a combination of Power BI (a data visualization tool included in Microsoft 365) and Navigate (a student success analytics package from EAB). Navigate tools help staff to identify students in need of interventions, provide an understanding of the historical context of likely outcomes for groups of students without interventions, determine how faculty and staff are progressing in initiatives and interventions (process metrics), and evaluate the impact of interventions (outcome metrics). The combination of these tools allows for a deep analysis of student data on recruitment, retention, academic success, progress toward degree, and time to graduation. The strategy is to use current and historical data to drive predictive analytics and enhance student success using programs and institutional actions shown to have a positive impact in these areas.

Literature suggests that best practices for success should include a “clear identification and definition of the problem based on data (quantitative and qualitative)” (McNair et al., 2016 p.95). Additionally, the failure to use institutional data to assess programs designed to increase student success, retention, and graduation has resulted in the failure to bring about institutional change (Tinto, 2012 p.117).

Data analyzed included a breakdown of students by race, gender, PELL eligibility, participation in specific programming (e.g. STEP, Summer Bridge Academy, and TRIO), major, retention from 1st

to 2nd year, retention from 2nd to 3rd year, cumulative GPA, DFW rates within key gateway courses, and graduation rate). In all cases it is possible in the Power BI system to disaggregate by a variety of characteristics listed above. Navigate provides an opportunity to create and track cohorts of students that experience a specific intervention versus a matched control group to begin to determine effectiveness of the intervention on student success. The figure below illustrates how Navigate will provide a process to identify, intervene and evaluate the effectiveness of various initiatives.



5) Students the initiative is designed to support:

Although these initiatives will ultimately help all students, the target is on all first-generation, low-income students of color with a focus on African American/Black students and Latinx students. This group of students was selected to directly address the equity agenda of the Department of Higher Education and get a better understanding of the level of success for these students and potential opportunity gaps that needed to be addressed.

6) The goals of the initiative:

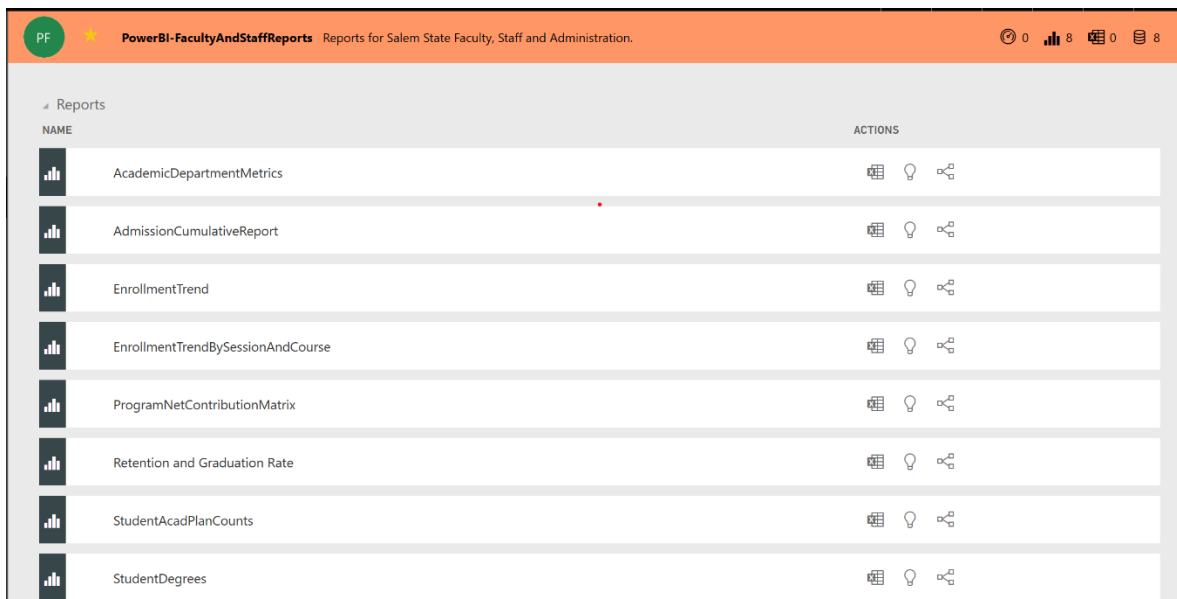
The first goal of the Power BI and EAB Navigate emerging practice is to clearly identify which groups of students are experiencing opportunity gaps at SSU.

The second goal of the Power BI and EAB Navigate emerging practice is to identify student success initiatives (interventions) that decrease the opportunity gaps at SSU.

The third goal of the Power BI and EAB Navigate emerging practice is to bring the retention and graduation rates for all demographic groups to within +/- 3 percentage points of each other.

7) A detailed description of how the initiative is implemented:

Power BI is Microsoft’s Business Intelligence reporting platform which is part of Office 365. The tool pulls data from the data warehouse that stores both student and financial data. It then can provide graphical representations of data to find trends, patterns, and/or to compare groups. At SSU, this data is stored in Peoplesoft and a dedicated staff member within the Information Technology Department is responsible for pulling the data queries, maintaining the Power BI site, and being responsive for requests to specific data for use by faculty and staff. Oversight is provided by the SSU Business Intelligence Steering Committee that is made up of faculty and staff from Information Technology, Administration and Finance, Institutional Advancement, Enrollment Management, and Academic Affairs. The mission of the committee is to provide the SSU community with accurate, interactive, accessible, and robust information that can be used to inform decision making and planning. The screen shot below provides a list of reports available to all faculty and staff including recruitment and enrollment data, student retention and graduation data, and information specific to academic departments (including DFW rates).



At the end of the spring 2019 semester SSU embarked on the process of implementing the student success platform Navigate. Navigate is a comprehensive, University-wide student success platform that links faculty and staff to students in a coordinated care network designed to help proactively manage student success. Additionally, Navigate provides a full suite of reports and dashboards that provide full visibility into SSU’s student success operations (Predictive Model, Historical Trend Analytics and Population Health Analytics).

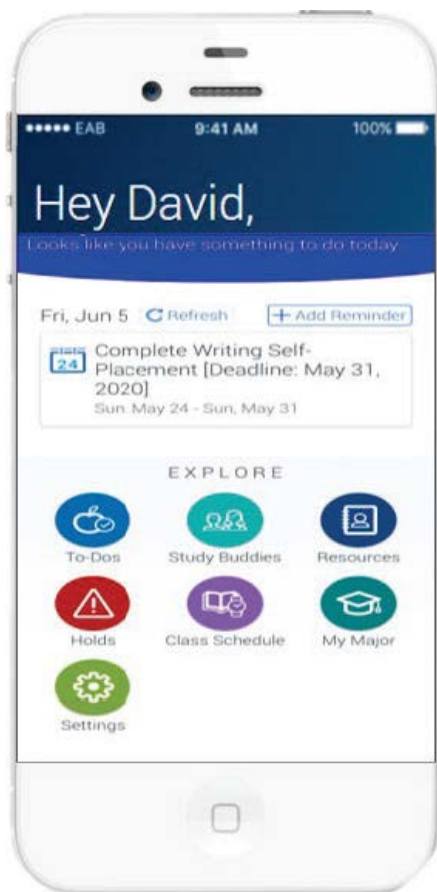
Project work, primarily technical data specifications and development of SSU structures, began in April 2019. Throughout the summer months the project progressed quite rapidly. Due to the expedited and aggressive implementation timeline, SSU’s Navigate Leadership Committee along with the Navigate Engagement Teams prioritized its focus on standing the core success platform up to ensure that the university community would have the basic platform available by the first week of September 2019. The membership of the Committee and Engagement Teams included Administrators (including all Associate Deans), Faculty, and Staff. An important ally for the project

was the former MSCA Union President to participated in all thirty department training sessions to encourage faculty.

Every university employee (with the exception of contract employees) has access to Navigate and is expected to use the system for raising student academic and day-to-day alerts, progress reports, and recording advising notes and contacts in a centralized location. The level of access that each faculty or staff member has is based on their job responsibilities and their role at the university. In order to realize the full potential of our new success platform, the University has recognized that we are all part of the network of care that supports our students' success and progression.

Based on analyzing the number of cases in the prior Mapwork system, to the number of cases in the new Navigate system, there was a significant increase of 195% from 970 (Mapwork cases in Fall 2018 to 2,866 (Navigate cases in Fall 2019). This provides strong evidence that the adoption to the Navigate system was well received and has provided an enhanced case management process for our students. The number of unique students that were reported on went from 741 to 1358 which was an 83% increase and the number of people issuing an alert went from 135 to 290 which was a 115% increase.

Beginning on October 1, 2019 students had access to Navigate and can also download Navigate Student, a free mobile app in either the App Store or Google Play. The app has a wide range of abilities including helping students choose the right major, connecting students with University supports, helping students stay on top of important dates and deadlines, and allowing students to participate in quick surveys/polls. A sample of what the app looks like is shown below. The capabilities of Navigate's continues to evolve and in the future will allow student-initiated appointments, predictive modeling and the creation of the Academic Planner which will allow students to eventually register for courses using their cell phones.

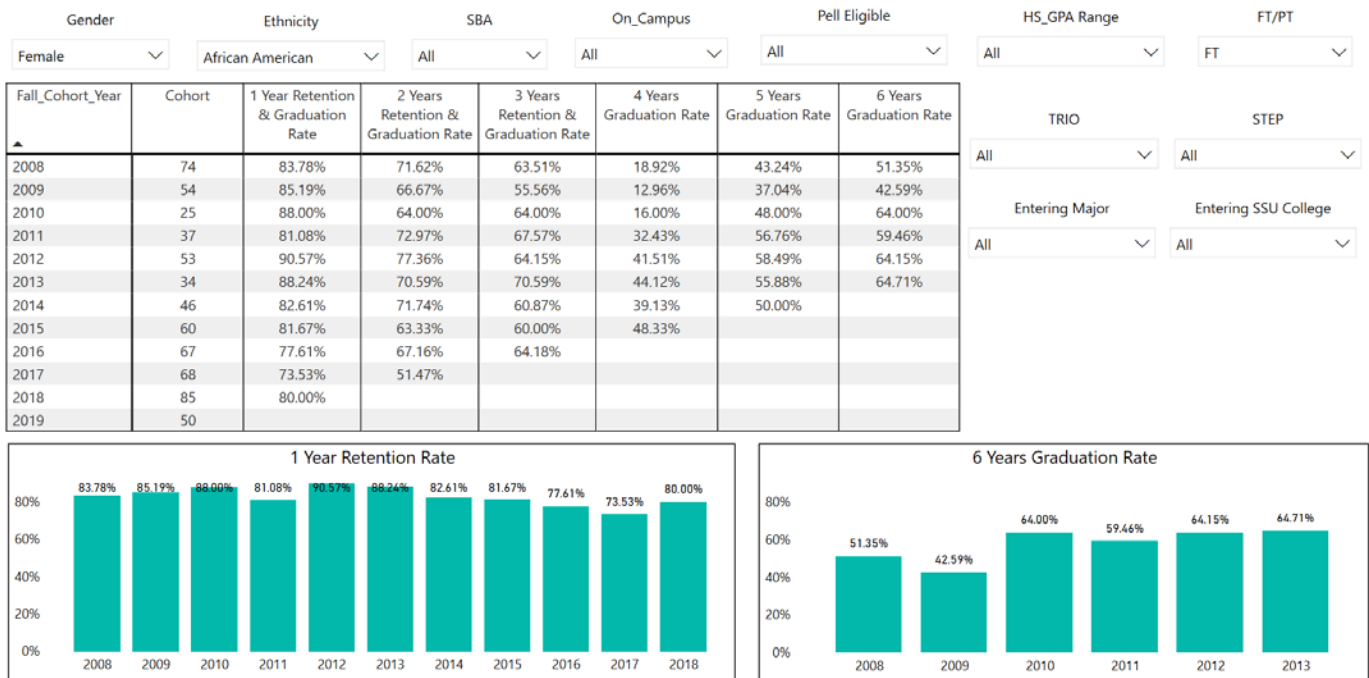


8) Data on the effectiveness of the initiative to date:

Prior to the creation of the Power-BI it was very difficult to understand the progression and retention rates of our students from a longitudinal lens. This tool allows us to easily examine ten years' worth of data and control for variables including student demographics. As an example, to compare retention and graduation rates for African American women and White women we would go to the retention and graduation rate report page and select gender and ethnicity (you can see several other options that can be selected for comparison along the top bar). The top screenshot is for African American women and the bottom for White women.

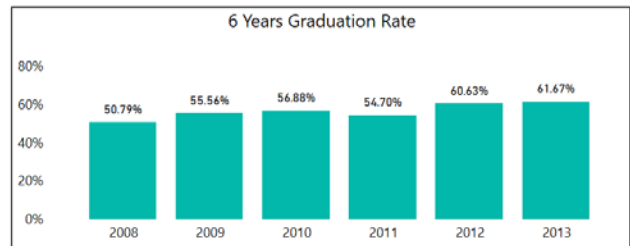
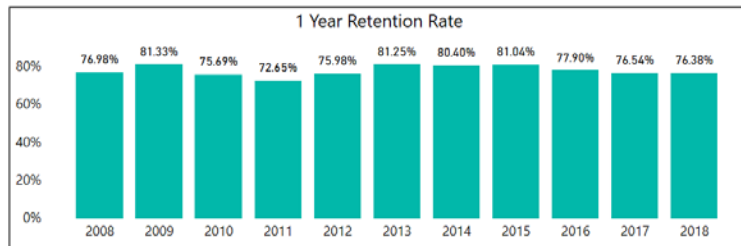
Retention and Graduation Rate - Freshman

Note : All filter categories are from entering year of students at Salem State University. Students may not have retained or graduated in the same categories of entering year. TRIO program started in Fall 2008 and STEP program started in Fall 2012.



Note : All filter categories are from entering year of students at Salem State University. Students may not have retained or graduated in the same categories of entering year. TRIO program started in Fall 2008 and STEP program started in Fall 2012.

Fall_Cohort_Year	Cohort	1 Year Retention & Graduation Rate	2 Years Retention & Graduation Rate	3 Years Retention & Graduation Rate	4 Years Graduation Rate	5 Years Graduation Rate	6 Years Graduation Rate
2008	504	76.98%	64.29%	57.14%	28.37%	45.63%	50.79%
2009	450	81.33%	68.67%	62.00%	32.22%	52.00%	55.56%
2010	436	75.69%	63.53%	60.55%	32.80%	49.54%	56.88%
2011	479	72.65%	63.88%	59.29%	31.94%	50.94%	54.70%
2012	508	75.98%	67.52%	64.76%	42.72%	58.86%	60.63%
2013	480	81.25%	70.21%	66.46%	47.29%	59.58%	61.67%
2014	495	80.40%	71.31%	68.48%	50.10%	62.83%	
2015	480	81.04%	71.88%	68.33%	47.92%		
2016	457	77.90%	68.27%	64.33%			
2017	439	76.54%	69.93%				
2018	381	76.38%					
2019	366						

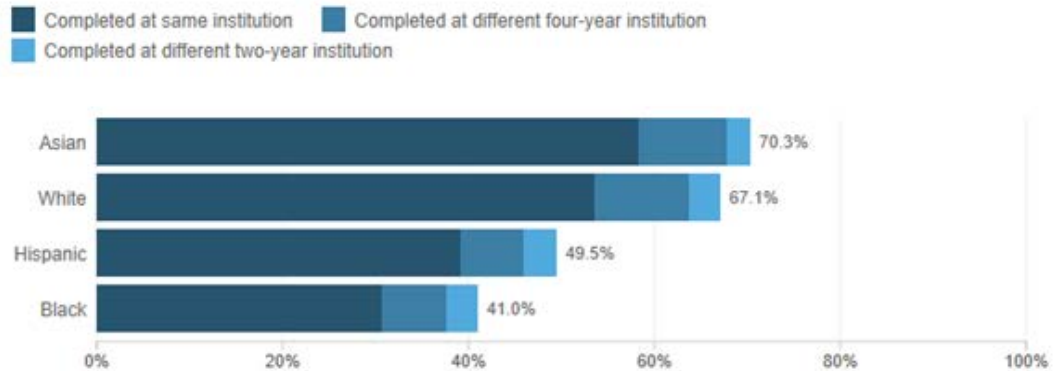


This comparison showed us that African American women had a higher 6-year graduation rate than White women. As a result, this led to development of focus groups for women of color with a GPA or 3.0 or higher to obtain qualitative data about their success.

African American students are excelling at SSU based on the data from Power-BI of six-year graduation rates. SSU has seen considerable gains in our six-year graduation rate by 13% from 45% to 58%. There are many reasons for this significant increase including the creation of intentional program development to intervene and provide support to increase student success. Perhaps more impressive than the increase in the six-year graduation rate for the entire student body is the dramatic increase in the graduation rates of African American students at the university during the past five years from 43% to 62%. As a group SSU African American students have surpassed the general population in their six-year graduation rates which contradicts what occurs on a national level (Brown, 2019). A national study conducted by NPR using data from the National Student Clearinghouse, found that African American students who entered college in 2012 had a six-year completion rates of 41% (Nadworny, 2019). Based on this finding, African American students at SSU have a six-year graduation rate that is 21% above the national average for African American students.

College Completion Outcomes By Race And Ethnicity

Six-year completion rates for first-time, degree-seeking students who began their postsecondary studies in the fall of 2012.



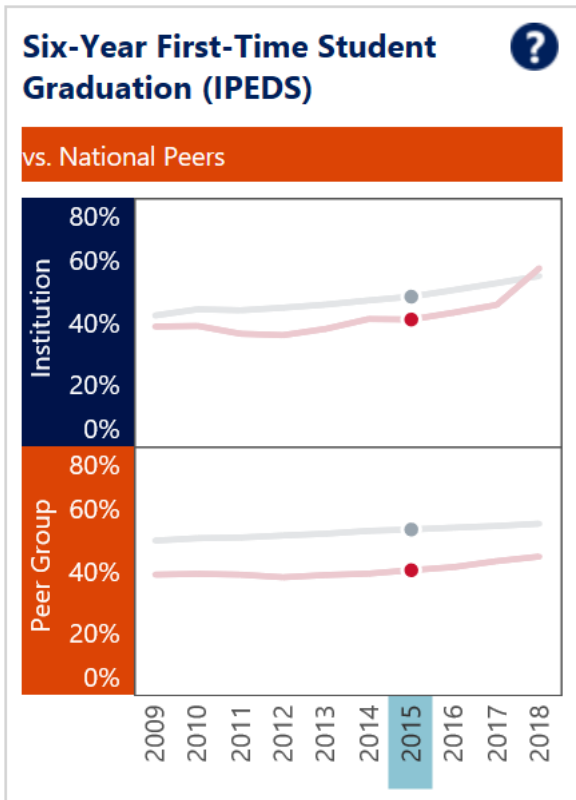
Source: National Student Clearinghouse

Credit: Koko Nakajima/NPR

According to the Department of Higher Education website, *“The gap between the college participation rates of African-American and White young adults has narrowed from 18 to 6 percentage points in five years. At some public colleges and universities, achievement gaps between White and Latino/a students are starting to close, but those between White and African-American students remain largely entrenched.”* This isn’t the case at SSU because for the 2013 cohort, the six-year graduation rate for African American students (64%) surpassed the graduation rate of White students (58%).

The DHE Performance Measurement Reporting System provides comparative data that allows institutions to examine how their six-year graduation rates compare with the MA State Universities and National Peers. <https://www.mass.edu/datacenter/PMRS/home.asp>

The figure below combines years (2016-2018) and does not include the last two years that represents the most significant increase among African American students at SSU (over 70% six-year graduation rate). It does demonstrate that the SSU African American students six-year graduation rate (2016-2018) was 57% compared with the African American national peer group which was 44%.



But why are these students excelling? SSU conducted a qualitative study “to understand, from an asset-based perspective, how students of color at Salem State describe and perceive the University’s resources in relation to their academic achievement” (Neville, 2020).

In these focus groups students spoke of their achievements and success in spite of challenges they face. Four overall themes emerged from the study in which students the need to; 1) Believe in yourself (all participants had very detailed career goals that required a college degree and they were highly motivated to be successful and reach their goals); 2) Build connections (they mentioned that their success was a direct result of making connections with faculty, staff, and peers to build a support network); 3) Leave your comfort zone (students discussed the benefits of joining clubs and getting involved in campus life as important); and, 4) Write their own ticket (all understood the importance of real-world experiences and participated in internships and/or graduate school preparation programs to be ready to move to the next level after graduation).

Other changes made as a result of data analytics include the following:

- To ensure graduation is possible in four years we have initiated the use of Degree Maps so students can see what they need to do to graduate and all departments publish a 2-4 year rotation of electives so students know when electives are to be offered.
- We have initiated two Living/Learning communities for Business and Latinx students as a result of seeing that retention in these two groups was lower than the university numbers as a whole.
- We have focused more effort on the transformation of our undeclared students by creating the Explorers program which provides programming and curriculum (First Year Seminars) focused on the success of these students. A policy change to enforce a declaration of major by 45 credits was a direct result of finding that the time to graduation for these students was higher than the university numbers as a whole.

9) The lessons learned in the implementation and/or evaluation of the initiative:

- Get User input and see the site as dynamic and able to change to accommodate requests and needs
- Ensure that faculty understand this is not used in their evaluation process
- The data is only part of the story, you often must dig deeper to find out the reasons for what is observed.

10) Contact information for person(s) who can share more about this emerging practice:

- Campus name: Salem State University
- Name of Person Responsible for Emerging Practice: Lee Brossoit
- Institutional Role: Assistant Provost
- Phone Number: 978-542-6673
- Email: lbrossoit@salemstate.edu

11) References used to inform emerging practice:

- Brown, S. (2019). Nearly Half of Undergraduates are Student of Color. But Black Student Lag Behind. Chronicle of Higher Education, February 14.
- Massachusetts Department of Higher Education (2020). DHE Performance Measurement Reporting System. <https://www.mass.edu/datacenter/PMRS/home.asp>
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- Neville, K. (2020). Results of a Qualitative/Phenomenological Study of Academically Successful Students of Color at Salem State University (in preparation for this volume).
- Nadworny, E. (2019). College Completion Rates are Up but the Numbers Will Still Surprise you. NPR, March 13.
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**Viking Open Educational Resources (OER)
and Textbook Affordability Initiative Report**

Performance Incentive Fund (PIF) Year-End Reporting Template



I. Contact and Program Information

Please provide the following information:

- Salem State University
- Viking OER & Textbook Affordability Initiative
- Elizabeth McKeigue, *Dean of the Library*, (978) 542-6762, emckeigue@salemstate.edu
- New Approaches to Affordability and Student Success

II. Abstract

The first year of the Viking OER and Textbook Affordability Initiative at Salem State addressed all of the “big-three” areas by focusing on new approaches to increasing college affordability and supporting student academic success. The initiative’s campus-wide, programmatic approach to faculty development has raised awareness of OER (Open Educational Resources), facilitated expansion and adoption of OER, and fostered creation of OER by Salem State faculty. Over 50 individual faculty received grants and/or stipends to revise course syllabi with the goal of lowering costs for students. In addition, an estimated 50-100 faculty and administrators learned about OER through presentations on campus. Faculty who received stipends submitted both their before-OER syllabi and, once their work was completed, their revised syllabi to the project coordinators. By comparing before and after costs, the total estimated savings to students enrolled in revised courses that would begin using OER in Fall 2019 was just over \$500,000.

III. Project Implementation

Through the funding provided from the PIF grant, the Viking OER and Textbook Affordability initiative began by hiring an OER coordinator to assist with the project. During that process, the project directors drafted calls for participation in the professional development opportunities for faculty that were at the heart of the grant: OER adoption grants for faculty willing to transform syllabi to reduce their course costs by a minimum of 75%; OER creation grants for faculty interested in creating and disseminating OER; faculty learning communities – faculty-led professional development groups working to transform their syllabi to meet our goal of 75% course cost reduction; and a week-long institute for sustained faculty support in reducing textbook costs by 75%. The rationale for this work was that faculty, like our students, learn in different ways. Thus to maximize participation in the Viking OER and Textbook Affordability Initiative and to meet our goal of \$500,000 in cost reduction of course materials for our students, we provided multiple avenues of professional development intended to meet the needs of diverse learning styles (individual, small-group, large group). Early in the process, the project directors introduced the program to the university’s extended leadership cabinet (senior level administrators and their direct reports, department chairs, and program coordinators) and collected feedback on the attendees’ knowledge of OER and interest in facilitating the initiative. Through this presentation and data collection, the project directors identified key allies for promoting OER adoption on campus. Using this information, the project directors also convened an OER taskforce comprised of stakeholders among faculty, staff, and administration. The taskforce met to share their knowledge of and experience with OER and to evaluate applications for the professional development opportunities provided by the grant. Through surveys of faculty and students conducted in partnership with our MASSPIRG

chapter, we gathered data on textbook costs, student concerns, and faculty concerns, and we were able to use the results to guide our work with faculty to reduce the cost of course materials. Throughout the academic year, the project directors along with the OER coordinator worked with faculty in multiple capacities to promote OER on campus and to assist faculty engaged in course cost reduction professional development opportunities. This included one-on-one and group meetings with faculty, meetings with student leaders, meetings with financial staff, meetings with the bookstore, and events showcasing the work of speakers who have effectively used OER in their teaching. In May, participants in the faculty professional development opportunities submitted revised syllabi for review and feedback from project directors, then submitted final versions to receive stipends. We also held the week-long institute who faculty who would benefit from more scaffolded support for OER adoption.

We encountered several challenges during the process. First, faculty were on work-to-rule, which has produced significant disengagement on campus – even for compensated professional development activities. While we had hoped to have significantly more applications for participation than we received, the lack of faculty engagement from work-to-rule impeded our efforts. For example, we had hoped to award 3 OER creation grants, but were only able to award 2. This was despite direct outreach to faculty and to department chairs. Second, the amount of paperwork required to process stipends – as well as challenges negotiating the disbursement of grant monies – proved significantly time consuming. Third, faculty who were working independently required more mentoring and one-on-one support than we had anticipated; however, between the OER coordinator and the project directors, we were able to meet the demand.

In spite of these challenges, however, the positive impact of the grant funding and the Viking OER and Textbook Affordability Initiative on our students was clear. We were able to exceed our goal of a \$500,000 reduction in course costs across the board, across departments and schools within the university. The most significant impact on a single course was our success with incentivizing faculty who teach the public speaking course that all first-year students take to eliminate their \$100 course text in favor of a free OER textbook. Students were appreciative of the increased awareness of textbook costs among faculty. As our goal was promoting a cultural shift in which faculty made thoughtful and intentional choices about textbooks and course materials to lower costs, the Viking OER and Textbook Affordability Initiative also have had effects on faculty perspectives that are intangible or impossible to measure.

IV. Outcomes

The first objective of the project was to **engage 25% of faculty in redesigning syllabi to incorporate OER**. We exceeded this goal by engaging 34% of faculty (125 total) in OER outreach and activities. We measured faculty engagement through number of applications from faculty for professional development opportunities, syllabi deliverables collected from participants in professional development opportunities, attendance at planned OER events, and through a faculty survey. The breakdown of faculty participation in grant-funded activities is as follows:

- 19 faculty participated in 3 OER Faculty Learning Communities
- 18 faculty participated in Individual OER grants (adoption and creation)
- 12 faculty participated in OER Institute
- 8 faculty participated in Regional OER Book Reviews
- 18 faculty participated in OER Regional Workshops
- 46 faculty responded to OER Survey

- 10 faculty participated in OER workshops during Open Education Week
- 2 faculty served on the OER Task Force

The second objective of the project was to **increase existing savings of textbook costs for students to \$500,00 by fall 2019**. We exceeded this goal, with the total amount saved by students in AY 19-20 at **\$505,988**. We measured savings based on a comparison study between original textbook choices and revised OER choices from faculty participating in compensated professional development activities. A breakdown of cost savings is as follows:

- 49.70% of savings came from faculty learning communities.
 - A faculty learning community in the History Department saved students \$57,400
 - The Speech Communication FLC saved students \$130,566
 - The Counseling Professions FLC saved students \$63,505.
- 43% of savings came from OER adoption grantees
 - OER adoption grantees saved students \$217,855.
- 7.25% of savings came from the OER institute
 - 10 participants saved students \$36,662.

The third objective of the project was to **double the number of OER materials used in courses**. This objective proved difficult to meet, simply because we were unable to accurately gauge the number of OER materials used in courses. We made a good faith attempt to gather this data through a benchmark OER survey to which 47 faculty responded. 55% of respondents stated that they were somewhat aware of OER, while 19% said they were not at all aware. 40% of the respondents stated that they do not assign OER, while 25% indicated that they were not sure if they assign OER. 90% of respondents stated that they do assign some course materials that are free to students, which could mean as little as a single article or as much as an OER textbook. We also attempted to collect data on course adoptions from the university bookstore but were unable to obtain that data. However, based on our benchmark data from our 2016 OER initiative and the syllabi deliverables from faculty participants, it is clear that we were able to at least double the number of courses that used OER. Based on this experience, for future surveys, we need to collect more granular data on the nature of OER used. Additionally, focus groups or interviews with faculty respondents will help us more accurately assess total OER counts and whether total number of materials is a useful metric for OER usage.

The fourth and final objective of the project was to **create a cohort of faculty innovators who are creating OER (books, software, A/V materials etc.)**. We have succeeded with the early stages of this goal, with two faculty creating OER books and 10 faculty remixing OERs for their courses. We measured this objective through deliverables of completed OER textbooks and syllabi deliverables from faculty who received OER adoption grants. We will be drawing on the expertise of these faculty innovators, asking them to serve as our OER evangelists for their colleagues.

Based on our project implementation and outcomes, it is clear that we have developed a successful model of best practices for increasing textbook affordability. In particular, our model encouraged faculty participation precisely because we met faculty where they were, offering support to faculty who were new to using OER and allowing faculty who were more experienced to experiment independently. Thus, we were able to offer the “just in time” support that faculty needed. Based on our successes, we were able to secure a small budget from Academic Affairs to continue this work. The results of our program have several implications: 1) faculty will be motivated to increase textbook affordability if allowed to do so on their own terms – whether they want to work with a group for a semester, work independently on their own time, or work with sustained support for a shorter period of time; 2) financial incentives for OER are a useful investment in increasing cost savings for students; 3) having a dedicated staff member, such as an OER coordinator, is integral to success. Furthermore, with an investment of funds and staffing, this model is a scalable one.

V. Budget

Expense Category	PIF Grant Funds from DHE			In-kind/ Partner Commitments		
	PIF Funds Requested	PIF Funds Expended	Balance	In-kind	Expended	Balance
1) Salaries	28000	29067.54	-1067.54	0	0	0
Administrator	28000	29067.54	-1067.54			0
Instructor/Professional			0			0
Staff Support			0			0
2) Fringe Benefits*	10400	13189.05	-2789.05			0
3) Travel	3600	686.08	2913.92			0
4) Supplies & Materials			0			0
5) Subcontracts	57000	56703	297			0
6) Consultants			0			0
7) Other Costs	1000	690	310			0
Food	1000	690	310			0
(specify)			0			0
(specify)			0			0
8) Student Tuition & Fees			0			0
9) Equipment			0			0
Totals	100000	100335.67	-335.67	0	0	0

The Viking OER initiative expended 100% of the total PIF grant funds. Although we had underestimated the budget for the cost of fringe benefits to our salaried OER Coordinator, we underspent in the areas of travel and food for events and workshops. The speakers and workshop facilitators we engaged were based in Massachusetts and required or requested no travel or lodging reimbursement.

APPENDIX 2

METRICS

Key Metrics	Baseline FY2017	FY2018	FY2019	FY 2020
Financial Vitality & Sustainability:				
Total Enrollment (Fall 2016)	9,001	8,702	8,338	Enrollment 11/18/20 7,302
Endowment	\$28,500,000	\$30,179,717	\$31,487,363	\$32,530,458
Operating Cash Flow Margin	2.16%	4.37%	4.55%	3.38%
Gift Revenue to University	\$1,800,982	\$2,277,617	\$2,364,867	\$1,870,580
College Completion				
Six-Year Graduation Rate All Students*	52.07%	57.83%	57.13%	59.27%
Closing Achievement Gaps				
Six-Year Graduation Rate Black - White*	-1.48	4.97	2.60	-9.51%
Six-year Graduation Rate Hispanic - White*	-8.68	-5.34	-6.89	-10.44%
Six- year Graduation Rate Male- Female*	-5.62	-5.11	-7.39	-5.75%
Six-year Graduation Rate Pell-Eligible vs. NonPell-Eligible	-10.85	-2.07	-4.29	-8.25%
% Faculty of Color	18.80%	21.10%	23.25%	22.80%
% Staff of Color	17.68%	18.06%	18.98%	20.48%
Hispanic Serving Institution Status				
Civic Engagement				
Achieve Carnegie Classification for Community Engagement	N/A	In progress		Achieved Successfully
Workforce Development				
Open Science Teaching Lab Addition	Study Completed			Decision pending; South Campus Sale legislation signed into law

Salem State University Strategic Plan 2017 - 2020