

OFF-SITE MEETING
December 16, 2022
Remote Meeting

Present for the Board: Lampassi, Lutts, Mattera, Morales, Russell, Walsh, Butts (chair). Also participating President Keenan, Board Secretary Montague and Assistant Secretary Clarke
Absent: Trustees Chisholm, Maldonado

In accordance with the General Laws of the Commonwealth of Massachusetts, Chapter 30A and An Act Relative to Extending Certain State of Emergency Accommodations, which, among other things, extends the expiration of the provisions pertaining to the Open Meeting Law to March 31, 2023, the Board of Trustees met on December 16, 2022, which Chair Cherie Butts presiding.

I. Welcome, agenda review, announcements

Chair Butts welcomed the attendees to the Board Off-site meeting and reviewed the agenda. The chair began by stating that it was important to her and to the entire board that there was an understanding of the university and the faculty's work and so the agenda would open with a series of Faculty Focus segments that continue to provide a closer examination of our academic units. Today we will look at the McKeown School of Education, the Berry Library and the School of Social Work. We will move on to discuss SSU as an Emerging Hispanic Serving Institution so that we can have an understanding about what that means and how we can leverage that discussion. The last segment will be with the leadership of the Strategic Planning Committee regarding the status of the committee's work and will require the board's feedback so we can plan for the future. We will then adjourn and will not reconvene in public. The board will have a separate closed zoom meeting for a training session with Dr. Lewis.

II. Announcements

The next Board Committee meetings are on Wednesday, January 25th and those meetings will be remote. The university is currently dealing with a triple-demic as flu, respiratory syncytial virus (RSV) and COVID are present so we should plan on meetings staying remote for the near future.

Chair Butts welcomed President Keenan to make comments. President Keenan thanked Chair Butts, the board and the participants for their attendance at the meeting. He expressed his appreciation to the Strategic Planning Committee for their work and to Interim Vice President Valens and Executive Director Lynch for their discussion on SSU Emerging as a Hispanic Serving Institution, which is related to the Strategic Plan.

President Keenan then thanked Trustee Mattera who is the Segmental Representative on the Board of Higher Education for the board's strong support to potentially double the funding for each Pell eligible student (potential funding could be \$2,000 each Pell eligible student). The president closed his remarks by stating that he looked forward to the morning's discussions.

III. Convene

Chair Butts called the meeting to order at 9:05 am and moved to the first Faculty Focus segment and welcomed Professor Duhaylongsod to the meeting.

IV. Faculty Focus

Leslie Duhaylongsod – Assistant Professor, Secondary and Higher Education

Professor Duhaylongsod discussed the Educator Scholars of Colors Program. (See attachment) The program was created to increase the number of students entering the program, increase retention of students of color and meets the needs of our partners districts and the needs of Northshore community.

The 4+1 Teacher Preparation Programs started in 2016 and provide students with the opportunity to earn a Bachelor's Degree + Master's Degree + MA Teacher Licensure. The MA initial license requires: passing 3 to 5 MTEL exams, and completing student pre-practicum & practicum hours.

4+1 programs to teach up through elementary school

- Early Childhood Education (preK-2nd grade)
- Elementary Education (1st-6th grade)

4+1 programs to teach middle and high school

- Biology
- English
- History
- Mathematics
- Physical Education
- Spanish

The Educator Scholars of Colors is enthusiastically co-directed by faculty and staff of color. The program began in 2021 with 27 students with grant from Eastern Bank. Today the program has 40 students with support from the Cummings Foundation. The program has four main components; advising support and retention, financial awards, curriculum and programs, and recruitment and partnerships.

Professor Duhaylongsod spoke of the program's early success stories including that two of the 5th year students were hired by Salem public schools and that currently, four of the senior students are being pursued by Salem public school for full time teaching positions in the 2023-2024

Following Professor Duhaylongsod's presentation a discussion ensued and the trustees applauded the faculty and staff's obvious passion for the program and support of its students.

Cathy Fahey – Research & Instruction Library, Library

Librarian Fahey shared that everything done in the library is centered on student success and retention. The digital library is open 24/7 365. Library instruction and class visits teach students how to do research. The core of the library is access to knowledge. Library literacy contributes to student retention. (See attachment)

To build the library the librarians work with the faculty to build resources that replace costly textbooks. If the library can replace textbooks it can help students save money. The library is committed to using its resources for student and faculty use. The library has been constantly updating its space to make for a more inclusive place for family members, mediation and adaptive study. The library also has things that make SSU special to the community like archives and special collections. Anyone can access the library's resources and this speaks to the equity agenda. The library is here for everyone.

The trustees applauded the library's inclusive space for "young humans" and the librarians research classes for SSU students. A brief discussion ensued regarding how research/workshops are designed for specific classes. Trustee Morales remarked that she would love to see the research class as a gen ed. Research Librarian Fahey commented on the importance of research skills for a students success.

Yvonne Ruiz, Professor and Chair of the School of Social Work

Chair Ruiz presented the names of the faculty in the School of Social Work and she shared the faculty's impressive accomplishments for academic year 2021-2022. (See attachment). The chair then shared that social work is a very engaged discipline and touches many areas. She shared some Civic Engagement examples:

Board of Directors, National Association of Social Workers
Dept. of Children and Families
LGBTQIA + Elders in an Ever-Changing World Conference
Planning Committee Soc Work Conference in HIV/Aids
Riverside Trauma Center/Mindwise Innovations
Disability Special Interest Group (NASW)
Macro Social Work Student Network

She then moved to discuss the schools teaching innovations including:

MSW online program
International courses in Latvia and Rwanda
Collaborative online course: "Comparative perspectives on social challenges in Switzerland and the US
Inquiry-based learning
Certificate in Equity Minded Practice partnership with DCF
Faculty Fellows: DEI & HSI
Explicit & implicit curriculum

Chair Butts thanked Chair Ruiz for her presentation and for taking the time to join the board and share the excellent work that is being down by the faculty at the School of Social Work.

V. Emerging as a Hispanic Serving Institution, Minority Serving Institution

Chair Butts welcomed Keja Valens, Interim Vice President for Diversity and Inclusion and Elisa Castillo, Associate Dean of Students for Wellness, Student Life for the next discussion pertaining to Salem State emerging as a Hispanic Serving and Minority Serving Institution.

The discussion began with an explanation of what it means to be a Minority Serving/Hispanic Serving Institution. These are federal designations that rely on federal terminology. Colleges and Universities become MSIs by receiving designation in one of seven specific categories (HBCU, TCU, ANHNSI, PBCU, AAPISI, NANTSI, HSI) Colleges and Universities can apply for the "HSI" designation once they enroll more than 25% Latinx or Hispanic undergraduate students. Currently SSU is 22% enrolling Hispanic or Latinx undergraduate students and 40% students of color. Within a few years we could be above 25% enrolling. As a liberal arts institution this designation is relevant as it is a public good in preparing an educated workforce.

SSU could become the first 4-year public institution in MA to attain this designation. HSI campuses can apply for Title III and Title V grants from DOE and other funding opportunities.

Serving - the goal is to become Hispanic and Minority serving not just about enrolling students. To serve students is to create a transformative educational experience where students feel like they belong, engage in community, and succeed academically.

Intentionally centering the experiences of Hispanic and Minority students in our work also helps us serve other students of color, students from immigrant and low-income communities, and all students; student success practices that serve Hispanic students enhance the success of all students.

Serving Hispanic and Minority students includes closing retention and graduation gaps, focusing on equity and inclusion and aligns with the priorities of the DOE and BHE - "new undergraduate experience."

The presentation continued and discussed what Hispanic Serving/Minority Serving doing it well means:

- Creating positive inclusive campus climate
- Fostering a sense of belonging
- Use disaggregated data when examining campus policies
- Implement evidence-based practices that contribute to student success
- Provide evidence based professional development for faculty and staff
- Engage in culturally responsive teaching and curricula
- Recognize that a diverse workforce of faculty and staff, help foster student success for a diverse student population
- Access a diverse funding portfolio including, federal grants, private and state funding

Desired Impact for SSU would:

Increase recruitment and enrollment at SSU

Create welcoming and inclusive campus culture

Increase retention and academic success for SSU students

Increase graduation rates

Increase funding sources

Increase opportunities for students

Meet BHE priorities

For the larger community

Increase percent of Latino/Hispanic and people of color in our region who attain a BA and are prepared to contribute to the workforce and community development.

The presentation concluded with discussion on how to support the university's efforts to become an HSI/MSI. The trustees engaged in further discussion regarding the topic and Chair Butts requested talking points for the boards use.

VI. Strategic Planning Committee

Chair Butts then moved to the last agenda item, the Strategic Planning Committee (SPC) conversation. She welcomed the committee's chair Mary-Jo Grenfell and vice chair Cynthia Lynch and the committee's Graduate Student Diksha Ojha.

The chair and co-chair credited the committee members (see attachment) for their work on the strategic plan and then they discussed the steps taken to date:

Mission and core values
Envisioned future (metrics and KPIs)
Goals
Objectives
Strategies and actions

Currently, SSU is at the goals stage which is, the "where do we want to go" and the objectives stage, which is the "what must we do in order to get there" stage. The presenters then reviewed the challenging and supportive learning environments that fully engage students in their learning and that promote attainment of academic personal and career goals. The discussion turned to who the SPC had heard from on-campus and the number of documents consulted during the group's work.

The goal groups were discussed and then the next steps to be taken in the SPC's process:

- Refine Plan based on Feedback and Input from Dec Presentations
- Preliminary Discussions on KPIs
- Continued Priority Setting for Short-Term Implementation and Resource Allocation
- Recommendation for ongoing Evaluation of and Accountability for Strategic Plan Progress
- Connect with BHE
- Review and vet with AUC and PEC

Tentative approval milestones were presented including a meeting with the Board of Trustees in February with an updated draft and KPIs and then meeting with the Board again in April with a final plan and performance metrics/goals. Finally, a meeting with the Board of Higher Education for approval would take place in June 2023.

Vice chair Lynch asked the trustees what resonated most powerfully about the objectives/goals. What if anything seems under-emphasize or perhaps even conspicuously absent

Chair butts noted that the plan focuses on student success it should be a great success for students but it should also be a success for the people that work at Salem State. Trustee Lutts offered that there should be metrics so that assessments can be made. President Keenan agreed that metrics are

necessary. Trustee Morales noted that certain words in the mission resonated with her and she offered commentary. And she asked for clarification on differentiating student experience between living on campus and commuters. Chair Grenfell said that all constituencies – graduate, undergraduate, commuters, resident students were kept in mind throughout the plan. Course modalities were also kept noted.

Trustee Morales added that she would like to see under REJI 3.6 remove additional institutional barriers. What are those barriers? If we could know what those barriers are that would be helpful to know specifically about the campus community and culture. If we can show more specificity it would be helpful.

Chair Butts commented that a shared understanding would help move us move directionally together. An example can help folks move together. It doesn't have to be prescriptive. Trustee Russell mentioned that she wondered if students are doing more on campus. Vice chair Lynch offered that Student Life does a wonderful job planning event. Chair butts recommended digging into the Campus Culture Survey Nate Bryant mentioned that his office did a survey asking what students wanted for events and students requested quick short events. There have been a number of events on the campus community calendar offered via different modalities.

Chair Butts thanked Committee Chair Grenfell and Vice Chair Lynch for joining the board and she thanked the Strategic Planning Committee for their work.

Chair Butts then announced that the Board of Trustees would adjourn for the purpose of a training session Examining a "Chronicle of Higher Education" Crisis Moment with an Inclusive Lens with Dr. William Lewis. The board would not reconvene in public.

VII. Adjourn

Having completed its agenda and with no additional business to conduct Chair Butts asked if there was a motion to adjourn. Trustee Mattera offered a motion and Trustee Lutts seconded the motion. Hearing no further discussion, it was,

VOTED: to adjourn

Voting in the affirmative: Lampassi, Lutts, Mattera, Morales,
Russell, Walsh, Butts (chair)

Voting in the negative: None

Absent: Chisholm, Contreras, Maldonado

Respectfully submitted by L. Montague, Secretary to the Board of Trustees

The Educator Scholars of Color Program

at the McKeown School of Education at Salem State University



Leslie Duhaylongsod, Assistant Professor, Secondary and Higher Education

4+1 Teacher Preparation Programs

started in 2016

- Bachelor's Degree + Master's Degree + MA Teacher Licensure
 - MA initial license requires: passing 3 to 5 MTEL exams, and completing student pre-practicum & practicum hours
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**The Educator Scholars of Color Program
was created to:**
**increase the number of students of color
entering our 4+1 Teacher Prep Programs**
AND
**increase the retention of students of
color in these programs**
AND
**meet the needs of our partner school
districts & the needs of the broader
NorthShore community**

Educator Scholars of Color is Co-Directed by Faculty and Staff of Color



**Associate Dean
Nicole Harris**



**Professor
Steven Oliver**



**Professor
Dennis
Sanchez
Rosemartin**



Professor Leslie Duhaylongsod



**Program Manager
Manny Quiroz**



**Assistant Director of Student
Services Vu Tran**

The Educator Scholars of Color Program has grown!

ESOC in the beginning...

- Started in Spring 2021
- **27 students**
- Generous support from an Eastern Bank grant

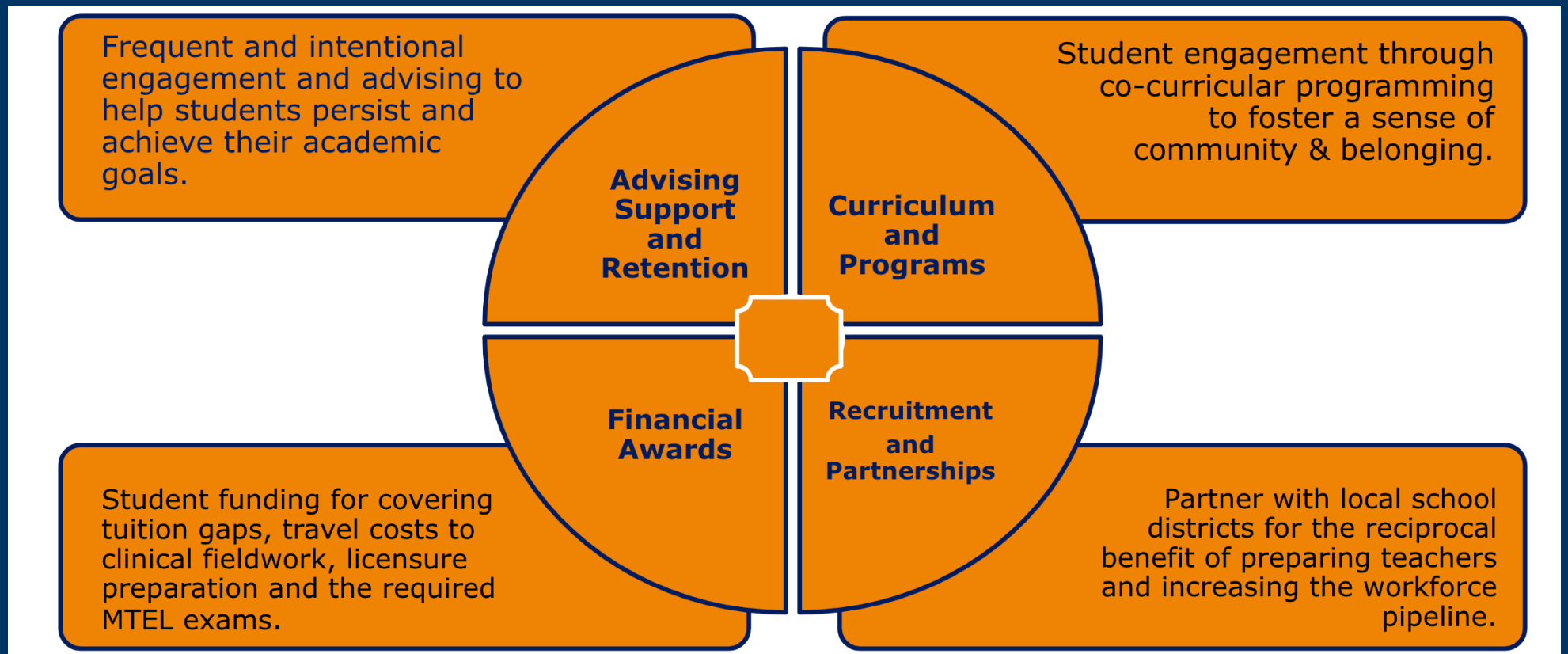


ESOC TODAY!

- Biggest cohort ever in Fall 2022
- **40 students**
- Generous support from the historic gift by the Cummings Foundation



Educator Scholars of Color Program Components





**Dr. Oliver's Early College Class
at Revere High School - Fall 2022**

**EDC 115:
Exploring Education**



**Dec 2022 Community Event:
Private Screening of
Black Panther - Wakanda Forever**



**ESOC First-Year
Learning Community
Fall 2022**

**Educator Scholars of
Color Program:
Broadening Our Reach**

Early Success Stories

- **Two of our 5th-year 4+1 ESOC students were hired by Salem Public Schools as Teachers of Record for the 2022-2023 school year.**
- **The InSPIRED program, a partnership with Salem Public Schools, allows our ESOC students to get paid tutoring positions in schools where they do their pre-practicum hours - saving them time, giving them more experience in education while getting paid, and helping them build relationships with colleagues at SPS.**
- **Despite the challenges of the pandemic, a number of ESOC students have maintained straight A's for many semesters OR have dramatically improved their GPAs.**
- **More ESOC students are passing MTELs earlier in the program than before.**

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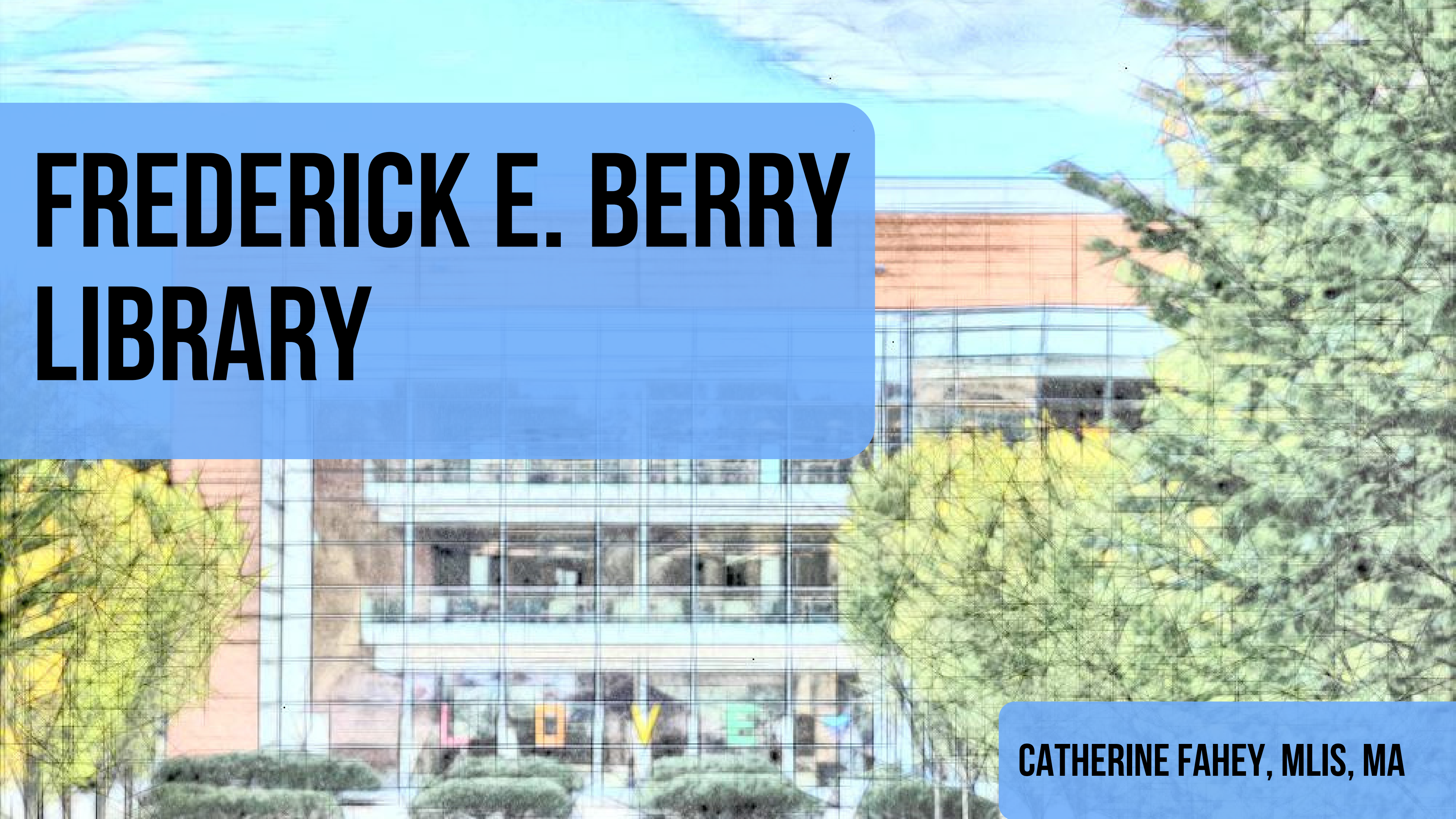
VOTED: to adjourn

Voting in the affirmative: Lampassi, Lutts, Mattera, Morales,
Russell, Walsh, Butts (chair)

Voting in the negative: None

Absent: Chisholm, Contreras, Maldonado

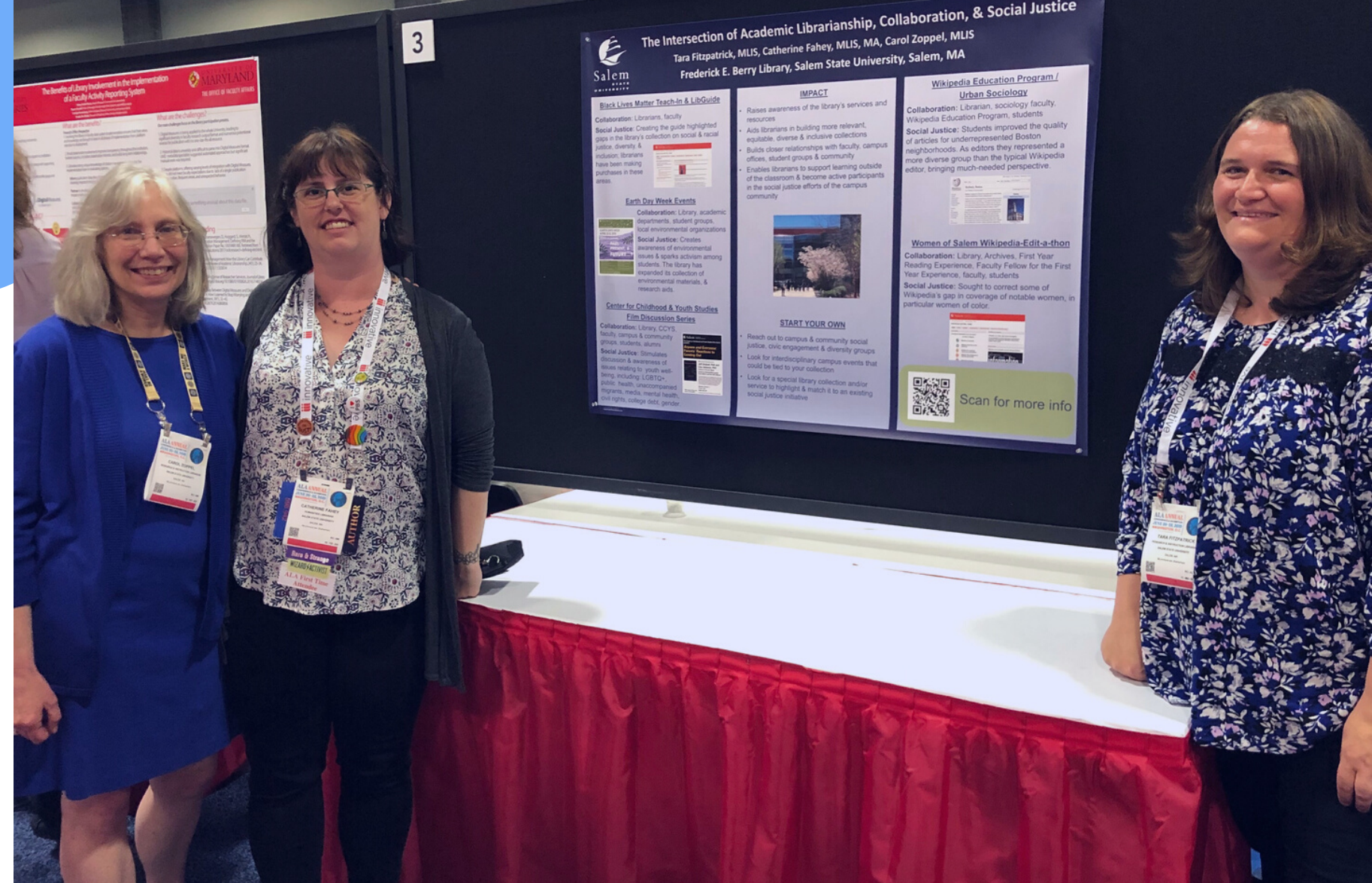
Respectfully submitted by L. Montague, Secretary to the Board of Trustees



FREDERICK E. BERRY LIBRARY

CATHERINE FAHEY, MLIS, MA

FACULTY LIBRARIANS



SCHOLARSHIP & SERVICE

Research
Publish & Present
Advise
Volunteer

TEACHING

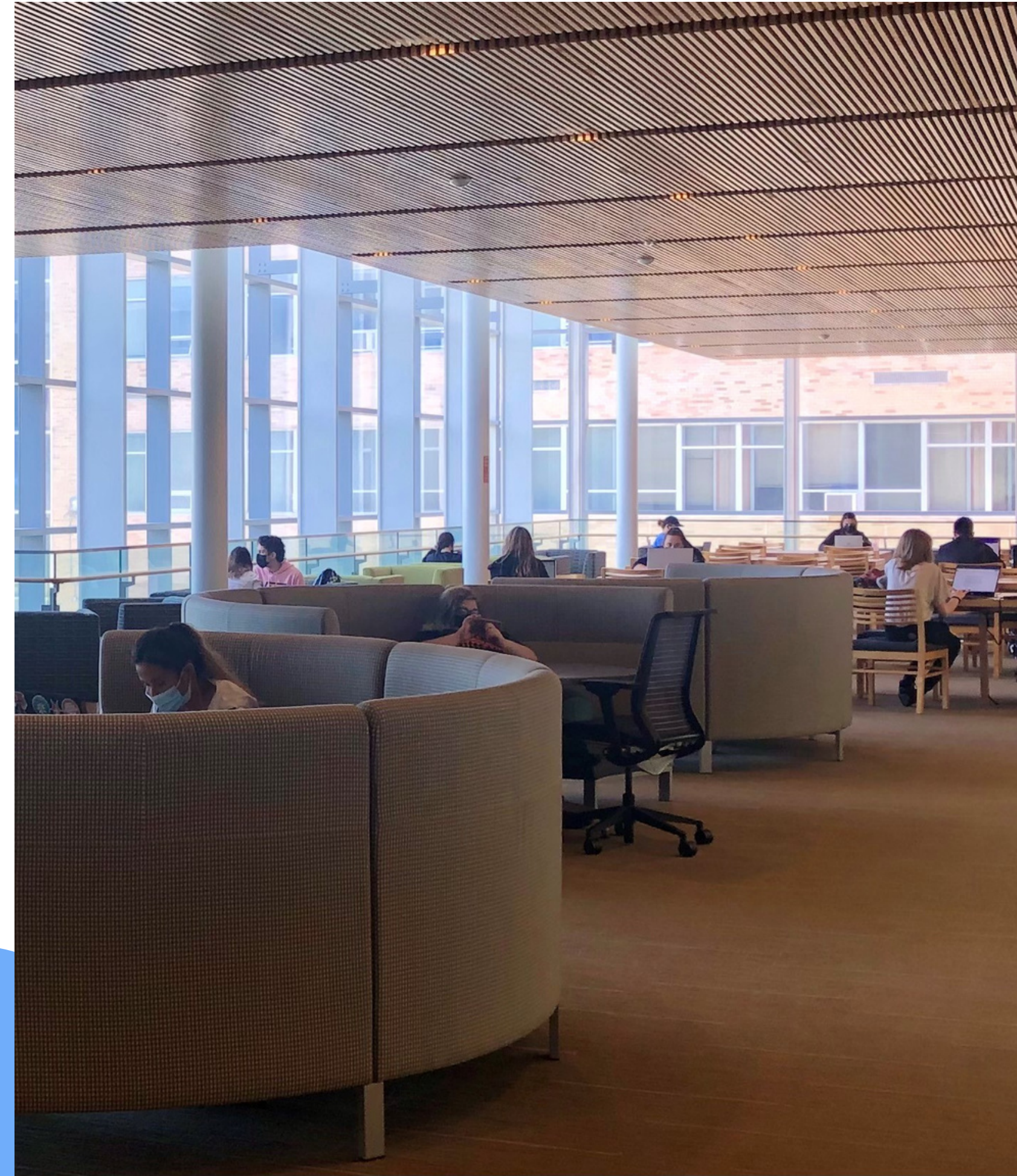
Classes
1:1 research consultations
Workshops

ACCESS TO KNOWLEDGE

Collections
Community building
Inclusion
Equity
Supporting the whole student

"Students who used any library resource at least one time were 1.389 times more likely to be enrolled in four years or 1.441 times more likely to have graduated in four years than peers who did not use any library resources."

Soria, K. M., Fransen, J., & Nackerud, S. (2017). The impact of academic library resources on undergraduates' degree completion. *College & Research Libraries*, 78(6), 812–823.
<https://doi.org/10.5860/crl.78.6.812>
University of Minnesota



Cross-tabulation of attending single versus multiple library instruction sessions, 2015–2017.

			Library instruction attendance		Total
			Attended one session	Attended more than one session	
Retention	Not retained	Count % within attendance	324 24.30%	79 27.00%	403 24.80%
	Retained	Count % within attendance	1010 75.70%	214 73.00%	1224 75.20%
Total		Count % within attendance	1334 100.00%	293 100.00%	1627 100.00%

Chi-square = 0.922, $p > 0.05$.

LIBRARY INSTRUCTION SESSIONS CONTRIBUTE TO STUDENT RETENTION

Wright, L. B. (2021). Assessing library instruction: A study of the relationship between attendance, retention, and student success. *The Journal of Academic Librarianship* 47 (5), <https://doi.org/10.1016/j.acalib.2021.102431>
Valdosta State University

DIGITAL & PHYSICAL COLLECTIONS



INCLUSIVE SPACES

Idea Den

Adaptive Study Room

Meditation Room

Family Study Room

Education Resource Area



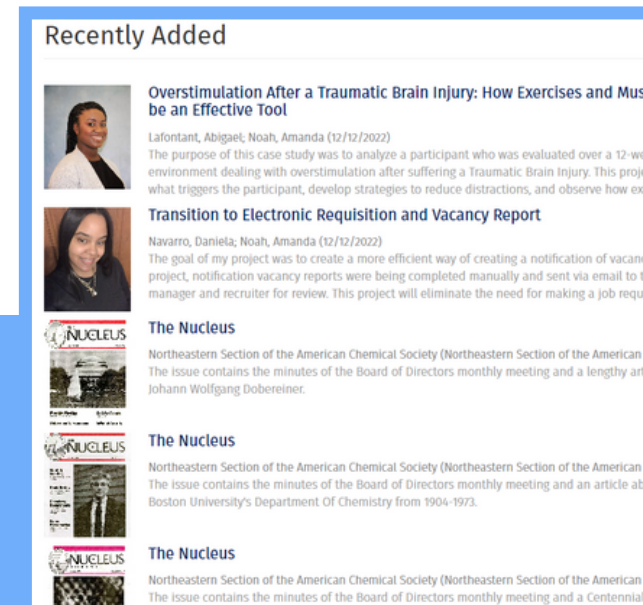
THIS IS US



**ARCHIVES &
SPECIAL
COLLECTIONS**



**KNOWLEDGE
CREATION**



**DIGITAL
REPOSITORY**



**COMMUNITY
BUILDING**

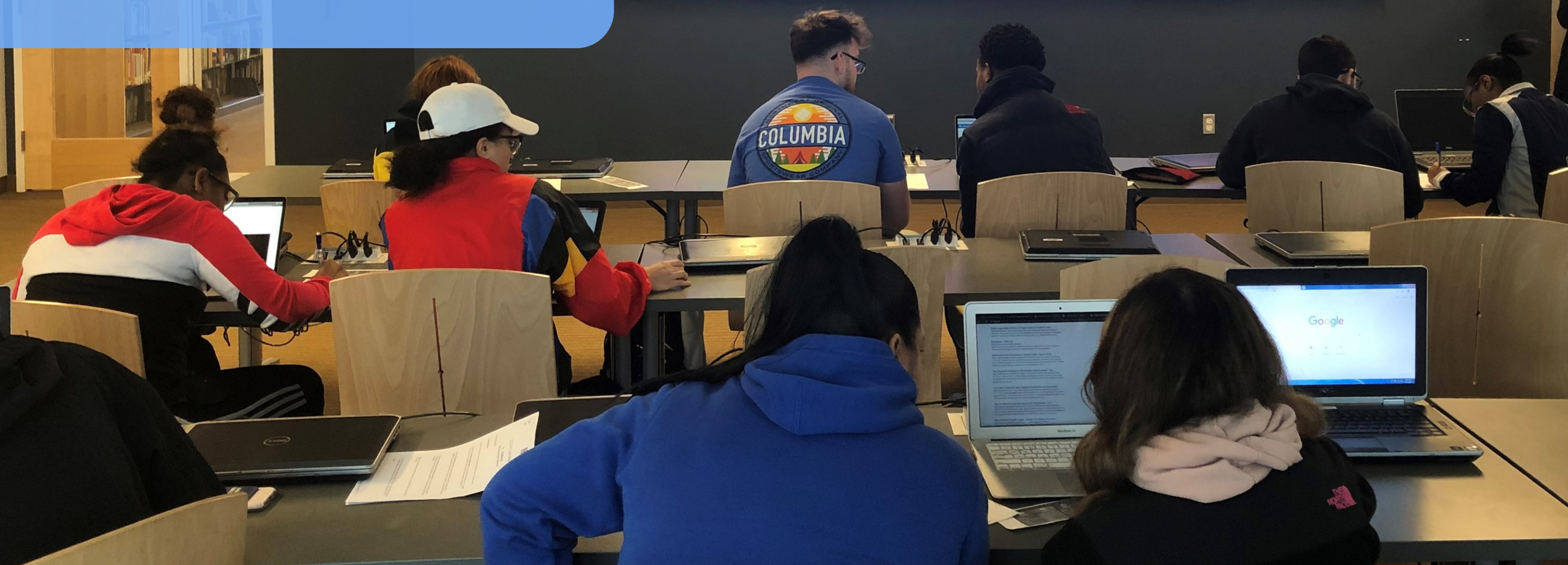
QUESTIONS?

Criteria for evaluating news article

E	S	C	A	P	E
EVIDENCE DO THE FACTS HOLD UP? Look for information you can verify. <ul style="list-style-type: none">• Dates• Quotes• Photos• Documents	SOURCE WHO MADE THIS, AND CAN I TRUST THEM? Investigate: <ul style="list-style-type: none">• Credibility• Expertise• Objectivity• Bias• Reputation• Track record	CONTEXT WHAT'S THE BIG PICTURE? Consider if this is the whole story and might other factors surrounding it. <ul style="list-style-type: none">• Current events• Cultural trends• Political goals• Historical precedents	AUDIENCE WHO IS THE INTENDED AUDIENCE? Look for attempts to appeal to specific groups or types of people. <ul style="list-style-type: none">• Image choices• Persuasive techniques• Language• Content	PURPOSE WHY WAS THIS MADE? Look for clues in the writing. <ul style="list-style-type: none">• The publisher's mission• Persuasive language or images• Sensational tactics• Dated or outdated agendas• Calls to action	EXECUTION HOW IS THIS INFORMATION PRESENTED? Consider how the way it's made affects the impact. <ul style="list-style-type: none">• Style• Images• Tone• Image choices• Placement and layout

Criteria for evaluating news article

E	S	C	A	P	E
EVIDENCE DO THE FACTS HOLD UP? Look for information you can verify. <ul style="list-style-type: none">• Dates• Quotes• Photos• Documents	SOURCE WHO MADE THIS, AND CAN I TRUST THEM? Investigate: <ul style="list-style-type: none">• Credibility• Expertise• Objectivity• Bias• Reputation• Track record	CONTEXT WHAT'S THE BIG PICTURE? Consider if this is the whole story and might other factors surrounding it. <ul style="list-style-type: none">• Current events• Cultural trends• Political goals• Historical precedents	AUDIENCE WHO IS THE INTENDED AUDIENCE? Look for attempts to appeal to specific groups or types of people. <ul style="list-style-type: none">• Image choices• Persuasive techniques• Language• Content	PURPOSE WHY WAS THIS MADE? Look for clues in the writing. <ul style="list-style-type: none">• The publisher's mission• Persuasive language or images• Sensational tactics• Dated or outdated agendas• Calls to action	EXECUTION HOW IS THIS INFORMATION PRESENTED? Consider how the way it's made affects the impact. <ul style="list-style-type: none">• Style• Images• Tone• Image choices• Placement and layout



SCHOOL OF SOCIAL WORK

Presented by Yvonne Ruiz, PhD
Salem State University Board of Trustees
December 16, 2022



Salem

STATE

UNIVERSITY

Faculty

- *Phil Amato, Professor*
- *Barbara Cox, Temp Full-Time Faculty*
- *Jeff Driskell, Professor*
- *Kristen Erbetta, Assistant Professor*
- *Lisa Johnson, Associate Professor*
- *Zöe Kessler, Assistant Professor*
- *Monica Leisey, Associate Professor*
- *Jonathan Lukens, Associate Professor*
- *Mbita Mbao, Assistant Professor*
- *Michael Melendez, Professor*
- *Rebecca Mirick, Associate Professor*
- *Yvonne Ruiz, Professor*
- *Lamont Simmons, Assistant Professor*
- *Elspeth Slayter, Professor*
- *Shelley Steenrod, Professor*
- *Katherine Walbam, Assistant Professor*

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- *Child Development*
- *Critical Anti-Racism*
- *Disabilities and intersectionality*
- *Fulbright: Social Care in Latvia*
- *Homeless Fathers*
- *Interprofessional Education: OT & SW*
- *Mental Health & Well-Being*
- *Neuroscience, Assessment and Intervention*
- *Racial Justice*
- *School-based social work*
- *Suicide training in social work education*
- *Telemental Health & Racial Justice Equity Lens*

Publications & Presentations

20	Peer-Reviewed Publications
9	Peer-Reviewed Presentations
9	Invited Publications
5	Invited Presentations
2	Open Educational Resources Books
6	Book Chapters
11	Out for Review or In-Press Publications

SOCIAL WORK FACULTY ACCOMPLISHMENTS 2021-2021

- Carrington, S., & DRISKELL, J.D. (2021). Telemental Health Through a Racial Justice and Health Equity Lens, *Social Science Research Network*, pp. 1-5.
- Davis, A. & MIRICK, R.G. (2021). COVID-19 and social work field education: A descriptive study of students' experiences. *Journal of Social Work Education*, 57(sup1), 120-136.
- Davis, A. & MIRICK, R.G. (2022). Microaggressions in social work education: Learning from BSW students' experiences. *Journal of Social Work Education*, 58(3), 431-448.
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- Driskell, J., & Slayter, E., (2022). My Client is Disabled and Queer: The importance of developing an intersectional lens. *Social Work Voice*, 5 (2), pp.8-9.
- Johnson, L., Slayter, E., & Simmons, L.D. (2021, Fall). On equity-minded practice as a framework for social workers. *The New Social Worker*, 28(3), 14-15.
- Leisey, M. Social Work Leadership: Being & Doing. (In review) *The Journal of Teaching in Social Work*.
- Leisey, M. (2022). Pandemic teaching. *Reflections: Narratives of Professional Helping*, 28(1).
- Leisey, M.R. (January, 2022). *Organizational Practice and the Self* [Presentation]. Bryn Mawr College, School of Social Work.
- Mirick, R.G. (in press). Suicide training in social work education: A survey of programs. *Advances in Social Work*.
- Mirick, R.G. & Berkowitz, L. (in press). School based postvention services: Exploring the perspectives of students. *Children & Schools*.
- Mirick, R.G. & McCauley, J. (in press). Listening to youth: Student perspectives on the SOS Signs of Suicide program. *School Social Work*.
- Mirick, R.G. (in press). Suicide training in social work education: A survey of programs. *Advances in Social Work*.
- Mirick, R.G. (in press). Strategies for teaching suicide content in social work education: A survey of social work instructors. *Journal of Teaching in Social Work*.
- Mirick, R.G. (in press). Self-care in social work education: An experiential learning exercise. *Journal of Social Work Education*.
- Mirick, R.G. (in press). A survey of suicide content in social work education. *Journal of Social Work Education*.
- Mirick, R.G., Berkowitz, L., McCauley, J., & Bridger, J. (in press). School-based screenings for depression and suicide: Identifying students at-risk of suicide. *Children & Schools*.
- Mirick, R.G. & Davis, A. (2021). Witnessing microaggressions: BSW students' responses to vignettes, *Journal of Social Work Education*, 58(4), 794-801.
- Mirick, R.G. & Davis, A. (2021). Only liberal view welcome? The experiences of conservative Christian BSW students, *Journal of Baccalaureate Social Work*, 26(1), 135-158.
- Mirick, R.G. & Davis, A. (2021). Supporting social work students during the COVID-19 pandemic. *Journal of Teaching in Social Work*, 41(5), 484-504.
- Mirick, R.G. & Davis, A. (2021). Microaggressions in social work classrooms: Recognition and response by BSW bystanders, *Journal of Teaching in Social Work*, 41(3).
- Mirick, R.G. & McCauley, J. (2022). Virtual SOS Signs of Suicide: Students perspectives and acceptability. *School Psychology Review*.
- Mirick, R.G. & Berkowitz, L. (2022). Adolescents' experiences with school-based postvention services: Needs, supports, and recommendations. *OMEGA-Journal of Death and Dying*.

- Mirick, R.G. (2022). Social work practice instructors' preparedness and readiness to teach suicide content. *Social Work Education*. Published Online.
- Mirick, R.G. & Wladkowski, S. (2022). Infertility and pregnancy loss in doctoral education: Understanding students' experiences. *Affila: Feminist Inquiry in Social Work*. Published Online.
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- Mirick, R.G., McCauley, J., & Bridger, J. (2022). Trauma-informed clinical practice with clients with suicidal thoughts and behaviors. *Smith Studies in Social Work*, 92(3), 169-184.
- Mirick, R.G., & Simmons, L.D. (2022, March 23-25). Gatekeeping in BSW programs: Processes, pitfalls, and resources [Virtual conference session]. 39th Annual Association of Baccalaureate Social Work Program Directors Conference.
- Mirick, R. & Walbam, K. (2022). "Information everyone should have": Assessing learning of child development in the MSW curriculum and beyond. Manuscript in preparation.
- Ruiz, Y. (2022). *Social work must understand and lift up Latinx/Hispanic heritage awareness*. *Social Work Voice*, 5(4), 3.
- Ruiz, Y. (2022). *Equity matters for mental health*. *Social Work Voice*, 5(2), 3.
- Ruiz, Y. (2021). *Equity-minded leadership matters*. *Social Work Voice*, 4(4), 3.
- Simmons, L.D. (2021, August 23). Conversation with new faculty members on the importance of ensuring academic success for students of color amid the COVID-19 pandemic. The Center for Teaching Innovation. Salem State University, Salem, MA.
- Simmons, L.D. (2021, March 2). Systemic racism, COVID-19, and the social determinants of health. [Virtual keynote address]. Citizens Inn Annual Meeting, Salem, MA.
- Simmons, L.D. (2021, June 14-15). How master of social work students conceptualize social justice in preparing for social change [Virtual poster session]. 5th Annual Conference on Academic Research in Education, Las Vegas, NV.
- Simmons, L.D. (2022, March 21-22). A case study of persistence among undergraduate Black males in an ethnic-based student organization. [Virtual poster session]. 6th Annual Conference on Academic Research in Education, Las Vegas, NV.
- Simmons, L.D., & Slayter, E. (2022, March 21-22). Intersectional anti-racist interventions with the disability community. [Virtual lecture session] 25th Annual American Association of Behavioral and Social Sciences Conference, Las Vegas, NV.
- Slayter, E. & Johnson, L., Eds. (2022). *Social work practice and the disability community: An intersectional anti-oppressive approach*. Open Social Work Education.
- Slayter, E.** (2021). Macro practice: Community-based disability accessibility assessment. In Ed. Zgoda, K. (2021). *Active Learning Lessons, Activities, & Assignments for the Modern Social Work Educator*, New York: Taylor & Francis/Routledge.com.
- Slayter, E.** (2021). Clinical practice: Choosing an evidence-based practice when there are scarce resources to be had. In Ed. Zgoda, K. (2021). *Active Learning Lessons, Activities, & Assignments for the Modern Social Work Educator*, New York: Taylor & Francis/Routledge.com.
- Slayter, E.** (2021). Clinical practice: Dialoguing about evidence-based practice. In Ed. Zgoda, K. (2021). *Active Learning Lessons, Activities, & Assignments for the Modern Social Work Educator*, New York: Taylor & Francis/Routledge.com.

- Slayter, E.** (2021). Research and evaluation: Assessment of agency evaluation practice. In Ed. Zgoda, K. (2021). *Active Learning Lessons, Activities, & Assignments for the Modern Social Work Educator*, New York: Taylor & Francis/Routledge.com.
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- Slayter, E.** (2021). Want to be evidence-based? Here's a literature review hack that'll help you get there. *The New Social Worker Online*.
- Slayter, E., & Simmons, L.D. (2021, October 26-27). Intersectional anti-racist practice with the disability community. [Virtual presentation]. Anti-Racism Virtual Summit 2021. Social Work Helper and Sacred Heart University.
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- Steenrod, S. A. (2021b). The Legacy of Exploitation in Intercountry Adoptions from Ethiopia: "We Were under the Impression That Her Birth Parents Had Died". *Adoption Quarterly*, 1-28. <https://doi.org/10.1080/10926755.2021.1884157>
- Walbam, K.M. (2021, November). *Primary caregiver accommodation of sensory processing differences in early childhood*. Paper presented at the New England Psychological Association Annual Program Meeting, Virtual Conference.
- Walbam, K.M. (2021, October). *Recognizing the impact of sensory processing differences: Social work assessment and intervention*. Presentation for the Friends of the School of Social Work, Salem State University, Salem, MA.
- Walbam, K., & Fink, T. (2022). A case for interprofessional education between occupational therapy and social work: A practical partnership in higher education. Manuscript in preparation.
- Walbam, K.M. (2022). A lot to maintain: Caregiver accommodation of sensory processing differences in early childhood. *Journal of Child and Family Studies*. Advance online publication. <https://doi.org/10.1007/s10826-022-02242-z>
- Walbam, K.M. (2022, April). *Assisted Reproductive Technology and women's body image*. Paper presented at the National Association of Social Workers Massachusetts Virtual Symposium.



Hispanic Serving Institutions, Minority Serving Institutions

WHY BECOME AN HSI-MSI? WHAT DOES IT
MEAN, AND HOW DO WE PREPARE?

What does it mean to be a Minority Serving Institution and a Hispanic Serving Institution?



- ❖ These are all federal designations that rely on federal terminology
- ❖ Colleges and Universities become MSIs by receiving designation in one of seven specific categories (HBCU, TCU, ANHNSI, PBCU, AAPISI, NANTSI, HSI)
- ❖ Colleges and Universities can apply for the "HSI" designation once they enroll more than 25% Latinx or Hispanic undergraduate students.
 - ❖ Currently we are 22% enrolling Hispanic or Latinx undergraduate students and 40% students of color. Within a few years we could be above 25% enrolling.
 - ❖ We could become the first 4-year public institution in MA to attain this designation.
- ❖ HSI campuses can apply for Title III and Title V grants from DOE and other funding opportunities.

Terminology

Hispanic/ Latino/a/e/x

Hispanic - people from Spain or from Spanish-speaking countries in Latin America (excludes Brazilians)

Latino/a/e/x are people from Latin America regardless of language (this includes Brazil but excludes Spain and Portugal)

Afro-Latino/a/e/x holds up folks who are Hispanic or Latinx and part of the African Diaspora

Geographic Variations in terminology

- West Coast – Hispanic is not used as much, prefer Latino/a/e/x
- East Coast – Hispanic and Spanish are used along with Latino/a/e/x

"Servingness"

- ❖ The goal is to become Hispanic and Minority serving not just enrolling.
- ❖ To **serve** students is to create a transformative educational experience where students feel like they **belong, engage in community, and succeed academically.**
- ❖ **Intentionally centering the experiences of Hispanic and Minority students in our work** also helps us serve other students of color, students from immigrant and low-income communities, and all students student success practices that serve Hispanic students enhance the success of all students.
- ❖ Serving Hispanic and Minority students includes **closing retention and graduation gaps**, focusing on **equity and inclusion** and aligns with the priorities of the DOE and BHE - "new undergraduate

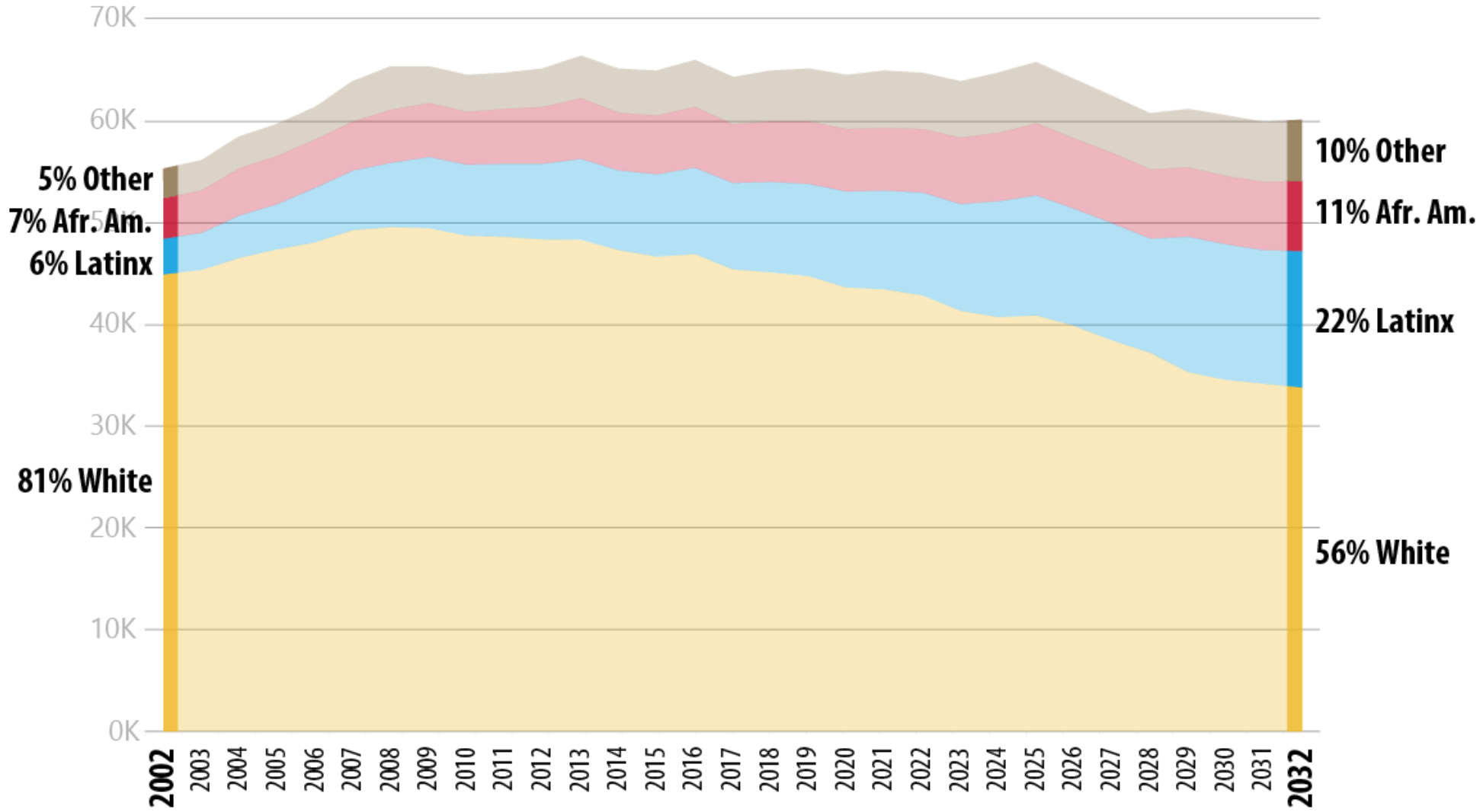


Why HSI?- Hispanic population in MA



- ❖ **Hispanics make up the fastest growing population segment in education and the work force in the USA.** Improved educational opportunities are essential for Latinos and for Massachusetts.
- ❖ Current population trends in MA
 - ❖ About 12% of the state's population is Hispanic
 - ❖ **18% of Massachusetts students in K-12 schools are Hispanic.**
 - ❖ Our feeder school districts have a higher percent of Hispanic students.
 - ❖ **21% of Latinos hold a bachelor's degree or more, compared to 43% of the state population.**
 - ❖ A disproportionate share of Latinos in Massachusetts today contend with food insecurity and have low rates of intergenerational economic mobility.
 - ❖ Today still nearly one in four Latinos lives below the federal poverty line.

MA Public HS Graduating Classes: By Race/Ethnicity



Hispanic Student Enrollment in MA State Universities (Fall 2021)

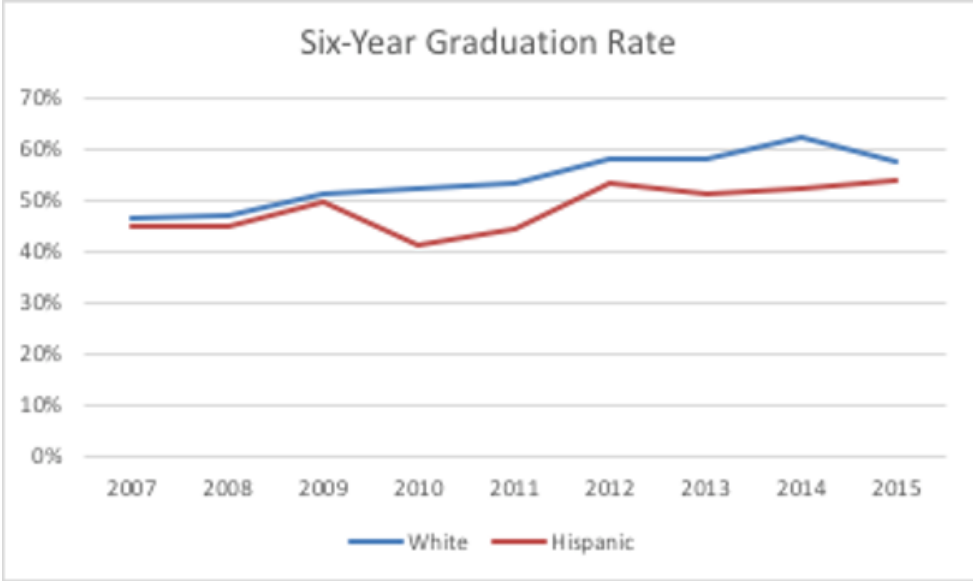
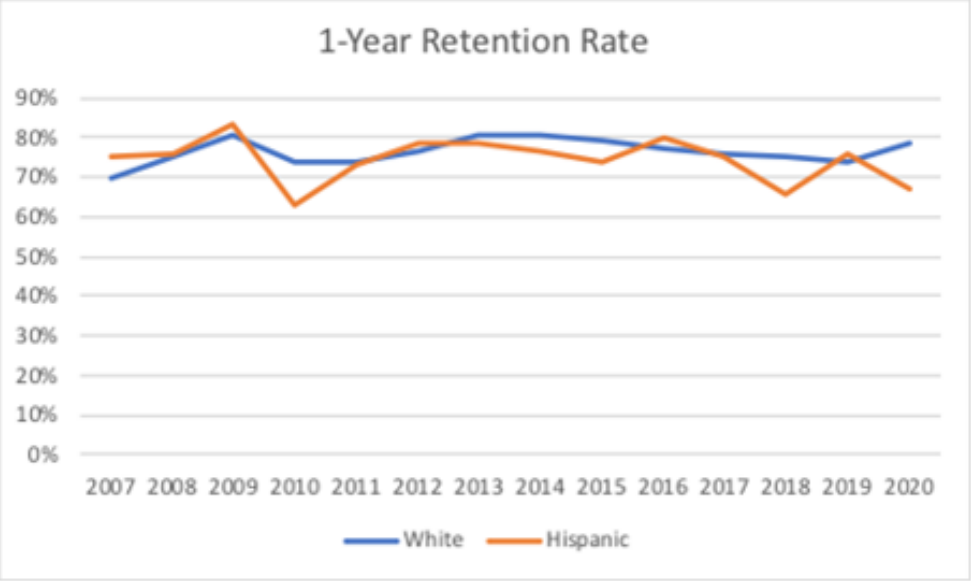
Institution Name	Grand total (EF2021A All students Undergraduate total)	Hispanic total (EF2021A All students Undergraduate total)	% Hispanic
Bridgewater State University	8,368	703	8.4%
Fitchburg State University	3,349	484	14.5%
Framingham State University	3,213	598	18.6%
Salem State University	5,555	1,178	21.2%
Westfield State University	4,239	482	11.4%
Worcester State University	4640	668	14.4%

Salem State had 21.2% Hispanic undergraduate population, which is more than any of the other state universities.

Hispanic and Minority Students at SSU ... are more likely to be Pell eligible and need to study part-time.

Degree Seeking Undergraduate Students - Fall 2021								
Ethnicity	Total	PELL #	Non-PELL #	PELL %	FT #	PT #	FT %	PT %
American Indian/Alaska Native	3	2	1	67%	3		100%	
Asian	178	84	94	47%	132	46	74%	26%
Black or African American	447	261	186	58%	369	78	83%	17%
Capeverdean	23	11	12	48%	20	3	87%	13%
Hispanic (of any race)	1,025	605	420	59%	825	200	80%	20%
Native Hawaiian/Pacific Island	4	3	1	75%	3	1	75%	25%
Two or more races	177	94	83	53%	156	21	88%	12%
White	2,954	884	2,070	30%	2,509	445	85%	15%
International	124	4	120	3%	98	26	79%	21%
Unknown	111	47	64	42%	83	28	75%	25%
Total	5,046	1,995	3,051	40%	4,198	848	83%	17%

Retention and graduation trends



Hispanic Serving/Minority Serving Institutions...

**doing it well
means:**

- ❖ Create a positive **inclusive campus climate**.
- ❖ Foster **sense of belonging** for diverse student population
- ❖ **Use disaggregated data** when examining campus policies, practices, and metrics.
- ❖ Implement **evidence-based practices** that contribute to student success.
- ❖ Provide evidence based **professional development** for faculty and staff.
- ❖ Engage in **culturally responsive teaching and curricula**.
- ❖ **Recognize that a diverse workforce of faculty and staff**, help foster student success for a diverse student population.
- ❖ **Access a diverse funding portfolio** including, federal grants, private and state funding.

Salem State University:

Hispanic and Minority
Serving Institution



❖ Desired Impact:

❖ **For Salem State University**

- ❖ Increase recruitment and enrollment at SSU
- ❖ Create welcoming and inclusive campus culture
- ❖ Increase retention and academic success for SSU students
- ❖ Increase graduation rates
- ❖ Increase funding sources
- ❖ Increase opportunities for students
- ❖ Meet BHE priorities

❖ **For the larger community**

- ❖ Increase percent of Latino/Hispanic and people of color in our region who attain a BA and are prepared to contribute to the workforce and community development.

SSU Initiatives for 2022-2023

Academic Affairs is partnering with the Office of Inclusive Excellence and Student Life to help prepare SSU to become a HSI/MSI

SSU has sent a delegation to the AHSIE and HACU conferences in 2022 after making an open call to faculty.

Academic Affairs has hired a faculty fellow for Latinx Student Success- Miguel Montalva Barba, as well as a Faculty Fellow for HSI preparedness- Yvonne Ruiz.

The Office of Inclusive Excellence has hired a grad assistant for HSI to work with Keja Valens and Elisa Castillo.

We have formed a working group with faculty, staff, administrators, and students to work in spring 2023 to roadmap to Hispanic- and Minority-Serving Institution status and servingness.

Starting in fall 2023 a dedicated full-time employee in the Office of Inclusive Excellence will lead HSI –MSI initiatives, implementation of the roadmap, and applications for federal and other grants.



How can you support efforts

01

Help educate the community about SSU becoming and HSI-MSI

02

Engage in professional development to learn more about our Hispanic community in MA and HSI's and MSI's

03

Focus on needs of Hispanic/Latinx and Students of Color

04

Help us access funding sources



To learn more

Email us at: HSI@salemstate.edu

Website: www.salemstate.edu/HSI

Canvas:

<https://elearning.salemstate.edu/courses/1382155>
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