

BOARD OF TRUSTEES
April 12, 2023

PRESENT: Trustees Butts (chair), Chisholm, Lampassi, Maldonado, Mattera, Morales Russell, Walsh. Also participating at the meeting were President Keenan and Board Secretary Montague
ABSENT: Contreras

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. Specifically, this extension allows public bodies to continue holding meetings remotely without a quorum of the public body physically present at a meeting location, and to provide "adequate, alternative" access to remote meetings. Governor Healey extended the provision to March 2025.

* * *

I. CALL TO ORDER - Chair Butts called the meeting to order at 5:00 pm. With a quorum of the board present she proceeded to the first order of business.

Call to Order

* * *

II. STUDENT FOCUS – No student focus speaker due to a scheduling conflict

Student Focus

Faculty Focus

* * *

Staff Focus

III. FACULTY FOCUS – **Dr. Bethany Jay**, Professor in the History Department
Dr. Jay introduced herself by stating that she is from the history department. She began by sharing a slide show for her presentation. She mentioned that the history department offers degrees and certificate programs. The M.A. program is a traditional degree which is broad and offers a “global perspective.” The history department also offers a MAT degree program and two certificate programs which can be completed entirely online. The online program has students that hail from Canada, just to name someplace other than Massachusetts. The department offers hybrid courses and offers flexibility. The department also offers a robust internship program. As part of “experiential learning” in the real world the programs make visits to museums and some alumni return to bring their students on these trips. Some of the graduates from the history department include activists, lawyers, and businesspeople. Professor Jay concluded her presentation on the history department by opening the floor to questions which included questions from Chair Butts, Trustee Mattera, and Trustee Russell. Several of the trustees expressed their love for history and their admiration for their work of Dr. Jay’s work. (Presentation attached).

Connecting SSU To Statewide Efforts

* * *

IV. STAFF FOCUS – Tara Gallagher, Sustainability and EH&S Coordinator, Facilities Department

Tara Gallagher introduced herself by stating that she has been with the facilities department for five and a half years. She went on to state that four interns work within the office of sustainability. She

began her presentation by sharing the university's efforts to move to decarbonization and moving away from fossil fuels. She mentioned that the Department of Energy and Resources funded \$100,000 for a decarbonization study for North campus. Regarding water conservation, Salem State is one of five universities that was offered a study. She then talked about some of the events that took place during Earth Week which included a ribbon cutting on April 4th which highlighted some additional solar panels that have been added on campus. One of the newest projects featured solar panels at Meier Hall. Salem State which has six buildings in total equipped with solar panels. Earth days began at the College of Arts and Sciences and is sponsored by outside partners. The program has engaged over 700 people this year up to today's date. Tara closed her presentation by stating that Salem State won a "Leading by Example" award for decarbonization planning efforts in 2021. Regarding green transportation, there are 23 parking spaces on campus with electric vehicle ("EV") charging stations. There is also a shared Uber and Salem Skipper program on campus. Regarding a reuse/recycle program, there was a give and take program set up on campus which students really loved. Trustee Lampassi made a comment at the end of her presentation and thanked Tara for her well-done presentation. (Presentation attached)

*Committees:
No Actions*

Chair's Report

*President's
Report*

* * *

V. CONNECTING SSU TO STATEWIDE EFFORTS - Joanna Gonsalves, Massachusetts State College Association (MSCA) Vice President

Professor Gonsalves introduced herself by stating that she is a professor in the psychology department and Vice President of the state Massachusetts State College Association ("MSCA"). She talked about the Higher Ed for All Campaign and how we are losing newer faculty. She noted that during the pandemic it was noted that our students have specific needs. There is a need for affordable colleges to prevent student debt. Student debt has increased, and students are working full-time, which impacts learning. There is also a growing number of minority students. She spoke about lowering advising loads for faculty and staff. She explained that to help achieve higher education for all, student fees should not be raised, and we should advocate for the Cherish Act and Debt Free College Bill. Chair Butts thanked Professor Gonsalves for her presentation. (Presentation attached)

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VI. COMMITTEE ACTIONS – No Committee Actions

* * *

VII. REPORT OF THE CHAIR – Chair Butts noted that during this academic year we have been looking at and thinking about the campus community of students, faculty, staff, and volunteers participating to contribute to the community. Chair Butts thanked all for contributing and building a sense of community during the academic year.

* * *

VIII. REPORT OF THE PRESIDENT – President Keenan began his report by stating that the campaign has moved its goal mark from \$50 to \$75 million and that there are 24 days until the

Campaign launch on May 6th. He mentioned how Undergraduate Accepted Students Day on April 1st was a success and that more than 1,000 people attended. He stated that that Accepted Students Day was the best day since he became president at SSU. Career day was also a success for the Career Center, so much so that they had to turn away employers. He also mentioned the Closet Day was a remarkable success. He congratulated Elisa Castillo who will serve as Salem State University's inaugural assistant vice president of Hispanic Serving Institution (HSI). President Keenan then thanked Trustee Morales for serving as a judge for the Bertolon School Business Pitch competition. He went on to state that this year there will be three commencement ceremonies as opposed to the five last year and that Lieutenant Governor Driscoll will be a speaker at one of the ceremonies.

President Keenan then shared that he was proud to report that Salem State is on track to reclaim its title as a top producer of Fulbright Awards. In the current academic year, three faculty members were awarded Fulbrights:

Professor Michele Louro, History, Fulbright Scholar award to India

Professor John McArdle, Accounting and Finance, Fulbright Specialist award to Kosovo

Professor Zoe Kessler, Social Work, Fulbright Scholar award to Latvia

For the coming academic year, Fulbrights have been awarded to four faculty members, all of whom will serve as Fulbright Scholars:

Professor Kenneth Ardon, Economics, Turkey

Professor Melanie Gonzalez, Secondary and Higher Education, Mexico

Professor Rebecca Hains, Media and Communication, Poland

Professor Julie Kiernan, Theatre and Speech Communication, Bulgaria

For a regional comprehensive university like ours to have seven faculty win Fulbrights in a two-year period is nothing short of remarkable.

These recent awards complement the additional 21 SSU faculty and administrators who have earned Fulbright awards as scholars or specialists since 1989. Salem State has been, and continues to be, active on the global scene.

Salem State's annual "Research Day" will be held on Monday, May 8. This event brings our community together to share the best in Salem State research, scholarship, and creative activity. The morning sessions showcase work by our undergraduate students, while the afternoon sessions feature work by graduate students and faculty. Provost Silva extends to each member of the Board an invitation to spend an hour or two at this year's event.

* * *

IX. SSU COMMUNITY FORUM – Vice Chair Russell noted that there were no questions submitted for the board meeting. She encouraged the community to submit questions for discussion at future meetings. She advised that the link to submit questions can be found in the university's e-newsletter News to Use and that the newsletter is published several weeks prior to the board's meeting date.

* * *

X. OLD BUSINESS:

Strategic Plan - President Keenan and Jeff Theiss, Chair, All University Committee. Chair Theiss stated how the Strategic Plan Committee reports to the All-University Committee, and they

*SSU
Community
Forum*

*Old
Business:
Strategic
Plan*

reviewed the document, they offer recommendations but do not reject or approve. The focus was to make sure that the university had the best product possible. It was a thorough process and not rushed. Chair Theiss applauded the work that was done by the Strategic Planning Committee especially by its chairs Mary Jo Grenfell and Cynthia Lynch. President Keenan echoed Chair Theiss' comments and answered questions regarding process.

Chair Butts presented the motion which was moved by Trustee Russell and seconded by Trustee Mattera. Hearing no further discussion, it was,

VOTED: That the Board of Trustees of Salem State University approves the Strategic Plan for 2023-2028 as presented. (See attached)

Voting in the affirmative: Chisholm, Lampassi, Maldonado, Mattera,
Morales, Russell, Walsh, Butts (chair)
Voting in the negative: None
Absent: Contreras

* * *

XI. CONSENT AGENDA - Chair Butts read the items contained on the Consent Agenda and asked for any objections or modifications. Hearing none she asked if there was a motion. Trustee Chisholm duly offered a motion to approve which was seconded by Trustee Mattera, upon a roll call vote it was,

Consent Agenda

VOTED: To approve the Consent Agenda of April 12, 2023 (CA 22-03).

Voting in the affirmative: Chisholm, Lampassi, Maldonado, Mattera,
Morales, Russell, Walsh, Butts (chair)
Voting in the negative: None
Absent: Contreras

* * *

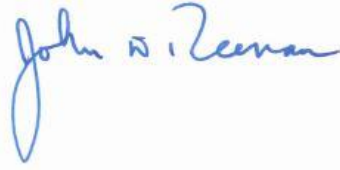
XII. ADJOURNMENT - There being no further business to come before the Board and on a motion made by Trustee Chisholm, and seconded by Trustee Mattera, it was unanimously,

VOTED: to adjourn the meeting at 6:26 pm

Adjournment

Voting in the affirmative: Chisholm, Lampassi, Maldonado, Mattera,
Morales, Russell, Walsh, Butts (chair)
Voting in the negative: None
Absent: Contreras

Respectfully submitted,



John Keenan
President



Lynne Montague
Secretary to the Board of Trustees

Graduate Programs in History



MA - History

The M.A. program includes courses on historical research, historiography, and four different content areas. Depending on a student's interests, they can take additional courses in an era or geographic area to further develop their knowledge.



MAT - History

Students with a background in history (or a related Social Studies field) can build their content knowledge while completing the coursework and fieldwork they need to earn an initial license to teach in a public school.

Students practice a lesson that uses a scale model and archaeological data to understand northern slavery at the Royall House and Slave Quarters



Certificate Programs

Holocaust and Genocide Studies

Interdisciplinary certificate provides coursework and experiences relevant for educators, civic leaders, policy-makers and health-care professionals in the area of comparative genocide studies and human rights.

Public History

For students with little formal background in History, the public history certificate is an affordable and efficient introduction to the field and offers many opportunities to consider further study in museum studies, heritage tourism, archives and library science and history. Combined with an MA, the Certificate is the credential of choice for those wishing to enter the field.



Former Nuremberg prosecutor Ben Ferencz as featured speaker at the Center for Holocaust and Genocide Studies' Sonia Schreiber Weitz series event, "Nuremberg and Now: Genocide and the International Courts"

Innovation

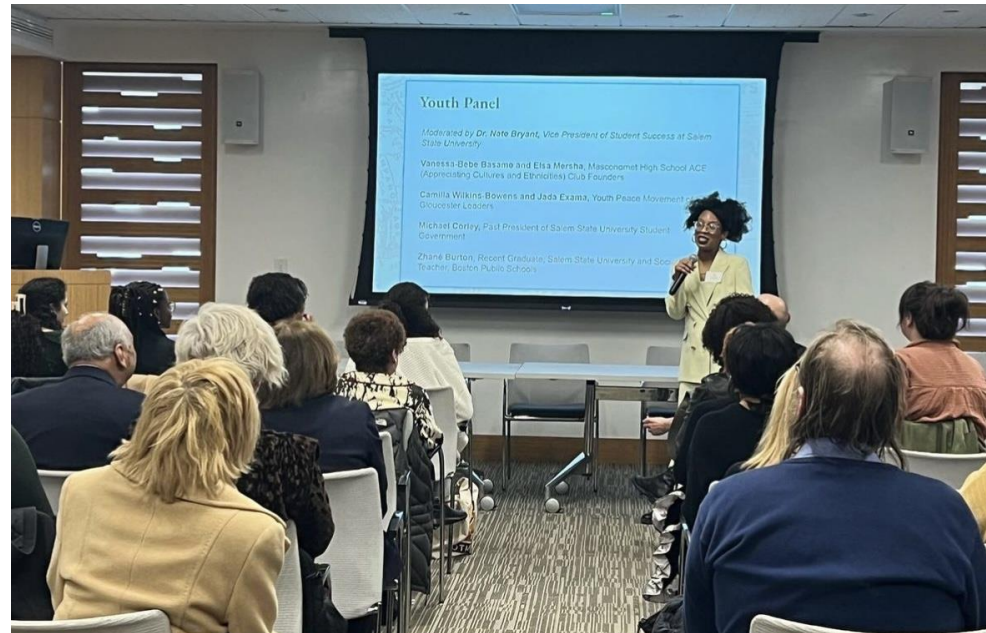
Students in a hyflex class meeting for the study/travel course, “Race and Rights in the American South” discuss a book with its author, renowned historian Jim Cobb. Students participated from as far as California and Virginia.



Student Opportunities: Research and Professional Presentations



Students at ACIS Conference, Philadelphia



Graduate Alumna discusses teaching and activism at ENHC/SSU event



Student Opportunities: Internships

1. Bosnian Community Center
2. Casey & Lundregan P.C.
3. Commonwealth Mortgage
4. Hamilton Hall
5. Historic New England: Coffin House
6. Historic New England: Spencer Peirce Little House
7. Historic New England: Beauport Mansion
8. Historic New England: Phillips House
9. Historic Beverly
10. Historic Salem
11. Holocaust Center of the North Shore
12. Hopkinton Local History Resource Room
13. House of the Seven Gables
14. Ipswich Museum
15. Lowell's Boat Shop
16. Lynn Museum
17. Marblehead Museum
18. Massachusetts State Archives
19. Merrimack Valley Planning Commission
20. Museum of Russian Icons
21. National Archives Waltham Center
22. National Park Service Lowell National Park
23. National Park Service Salem Maritime
24. New England Historic Genealogical Society
25. Peabody Institute Archives
26. Peabody Chamber of Commerce
27. Pucker Gallery
28. Quarrybrook Outdoor Learning Center
29. Saint Michael's Church Archives and
30. Salem at SEA
31. Salem Athenaeum
32. Salem Award Foundation for Human Rights
33. Salem Education Foundation
34. SSU Archives and Special Collections
35. SSUCenter for Holocaust and Genocide Studies
36. Salem State University Sextant Journal
37. University of Wisconsin Press
38. USS Constitution
39. Woburn Public Library – Glennon Archives

Experiential Learning: Public History



At Salem National Historic Site



At the Museum of Old Newbury

Experiential Learning: History Travel Institutes



Rwanda Life and Culture



**Holocaust
Remembrance**



World War II in Europe



Cuban History and Sustainability

In-service middle and high school teachers and SSU education students at teacher workshop on the topic of “The Attack on Truth: Media and Democracy.”



SSU History Teachers

- Amesbury High School
- Beverley High School
- Chelsea High School
- Danvers High School
- Georgetown High School
- Gloucester High School
- Haverhill High School
- Ipswich High School
- Lowell Technical
- Lynn Classical
- Lynn English
- Lynnfield High School
- Manchester Essex High School
- Marblehead Charter School
- Marblehead High School
- Masconomet High School
- Melrose High School
- Newburyport High School
- Peabody High School
- Phillips Academy
- Redding High School
- Salem Academy
- Salem High School
- Saugus High School
- Stoneham High School
- Tyngsborough High School
- Wakefield High School

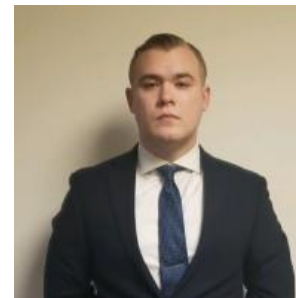
What Can You Do with a Salem State History Degree?



Manny Brito
Collins Middle School
Teacher



Nikki Freeman
Education Director
Miami Holocaust Memorial



Jaleel Vasquez
University of Illinois
Law School



Pawel Markiewicz
Polish Institute
Security Analyst



Danny Rolls
Dell Corporation
Management



Alayna Travagione
Charleston Historical Society
Metadata Specialist

What Can You Do with a Salem State History Degree?



Scan to
learn more
about SSU
History



Jenny Roper
Morgan & Morgan
Litigation Paralegal



Karl Rozyn
Cornell Libraries
Exhibits Curator



Zhane Burton
Boston Tech Schools



Andrew Savage
University of Michigan
Law School Student



Amanda Knox
Brown University
Archivist



Jeff Swartz
Salem Chamber of Commerce
Assistant Director

Thank you!



History Students pose for a picture while in Germany

Sustainability at Salem State

Tara Gallagher, Sustainability and EH&S
Coordinator, tgallagher@salemstate.edu

Salemstate.edu/sustainability

Sustainability Across Campus

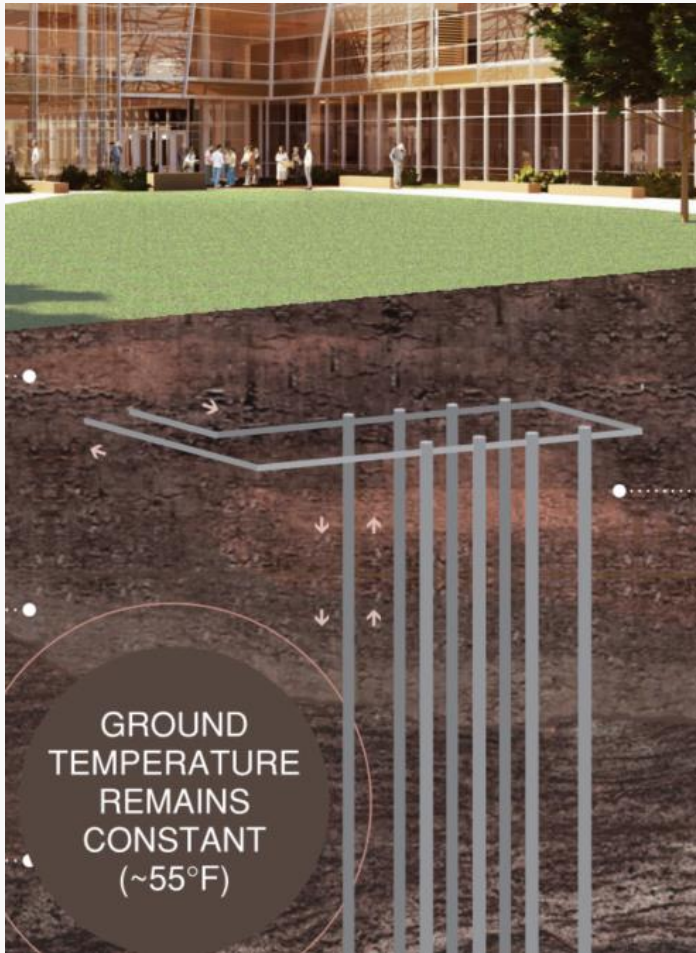
Academics: responding to increasing student concern about climate change

- 14 Climate Change courses per academic year, up from 1 in 2015
- Cutting-edge faculty research
- 30+ sustainability courses across departments

Environmental Sustainability and Climate Action: new goal in proposed Strategic Plan

- *Desired Outcome: Against the backdrop of an accelerating climate crisis and rising student concern, as well as bold state mandates for operational change, Salem State will address the climate crisis by pursuing campus de-carbonization, broadening sustainability scholarship, and deepening community connections.*

Decarbonization – focus on moving heating and cooling away from fossil fuels



- **Goal of carbon neutrality by 2050**
- DOER funded \$100,000 decarbonization study for North Campus
- Study positioned us as one of two state agencies receiving significant new funding to serve as decarbonization case studies
- **Geothermal** (ground source heat pump) technology will play a key role in heating and cooling solution
 - Library already has a geothermal system, drilled below the Quad

Building Efficiency

- New Buildings
 - High building performance standards
- Energy Efficiency Projects
 - 13,000 upgraded lights
 - Building controls
 - Library heating/cooling system optimization
- Five LEED-certified buildings
- Water Conservation
 - SSU was one of nine universities nationally to be awarded water conservation project support

6 Buildings with Rooftop Arrays, 964 KW Installed Capacity 3.5 Million kWh generated

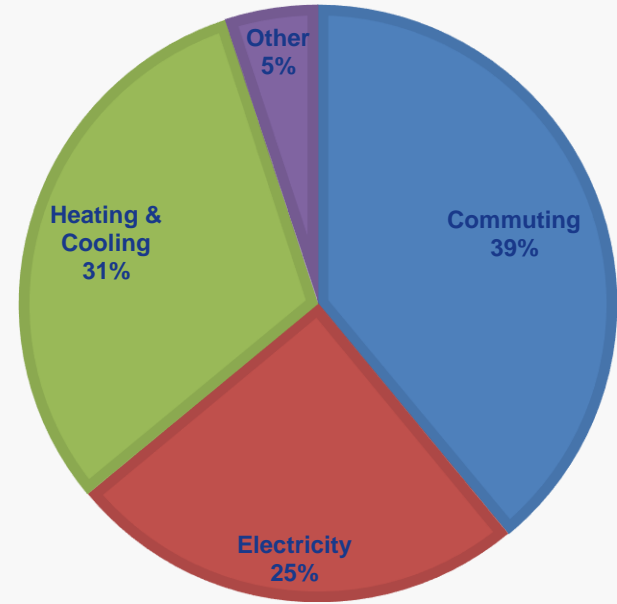


O'Keefe: 2012 151 KW and additional panels in 2023 245 KW
Gassett: 2020 101 KW **Total:497 KW**

Tracking Sustainability

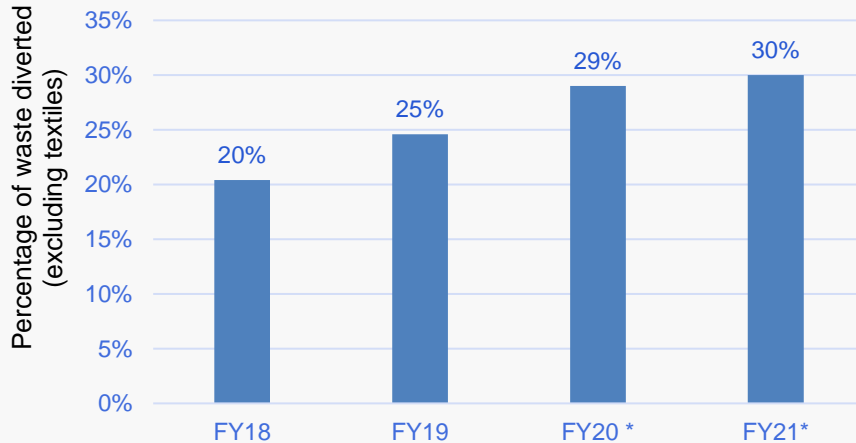
GHG EMISSIONS

■ Commuting ■ Electricity ■ Heating & Cooling ■ Other



Waste Diversion Rate

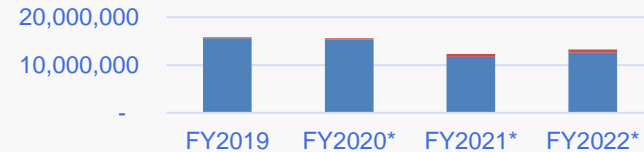
(compost + recycling / compost + recycling + trash)
Aspiration is 100% diversion



**SSU operated remotely for 3.5 months in FY20 and for all of FY21

Electricity Usage in kWh

On-site solar was 5% of total electricity used (excludes Meier and O'Keefe Phase 2 projects)



*Closure or reduced operation due to Covid affected usage in FY20, FY21, and FY22

■ National Grid Electricity ■ Solar Electricity

Green Transportation

Commuting was responsible for 39% of Salem State's GHG emissions in FY2019

- 2 Bluebike Hubs on Campus
- 23 parking spots with EV charging
- Salem Skipper student subsidies



Reuse and Recycle Programs

- 34 Water Bottle Refill Stations
- Freecycle Tables in Res Halls
- Textile Recycling Bins
- Compost at all dining halls
- Compost Pilot in Atlantic Hall



Salem STATE UNIVERSITY

RECYCLE YOUR TEXTILES ON CAMPUS!

We throw away an average of 81 lbs. of clothing per person each year in the U.S. Almost all clothing and footwear can be reused or recycled.

IT'S THE LAW. No clothing, footwear, bedding, curtains, towels or similar items can go in the trash.



Earth Days



SALEM STATE EARTH DAYS 2023

APRIL 10 – 14

salemstate.edu/earthday



Tuesday, April 11

11 am – 12 noon, ECC, Martin Luther King Jr. Room

LECTURE: Climate and Health Coverage

Eugenia Gibbons, Barry IOP Fellow, clean energy expert



12:15 – 1:30 pm, ECC, Martin Luther King Jr. Room

FILM: Stopping the Peabody Peaker Plant

Post-film Q&A with filmmaker Stephen Andrade and activists Susan Smoller, Leader of Breathe the Clean North Shore, and Lilly Worthly, Massachusetts Climate Action Network



1:30 – 2 pm, Alumni Plaza, Main location ECC, Veterans Hall A

Solar Panel Ribbon-Cutting

Celebrate our two newest rooftop solar arrays. Opportunities to view solar panels from Meier Hall rooftop at 1 and 2 pm



2:30 – 3:30 pm, North Campus, McKeown Quad

EXHIBITION: Kite Flying

Students from SSU Form+Design classes will fly the climate change-themed kites they have created.



4:30 – 5:30 pm, Bluebike Hub, Along Bike Path on Harrington Campus

Bike Ride on the Bike Path

Led by the Salem Bike Committee. Bring your own bike or rent a Bluebike while supplies last.



Wednesday, April 12

1:45 – 2:30 pm, Meier Hall 420

15-minute presentation, then visit the aquaponics project on the 6th floor

DEMONSTRATION:

Aquaponics, Research You Can Eat!

Biology Professor Joseph Buttner and student Robyn Cashins



Thursday, April 13

12 – 1 pm, Charlotte Forten Room, Meier Hall 316B

Sustainability Challenge

Led by Professor Ryan Fisher, Biology



12:15 – 1:30 pm, ECC, Martin Luther King Jr. Room

FILM: True Cost

The environmental and social costs of the fashion industry.

1:40 – 2:55 pm, ECC, Veterans Hall A

LECTURE: The Challenges of Securing a Future for African Elephants

Gini Cowell, Wildlife Conservationist with Elephant Aware Masai Mara in Kenya



4:30 – 5:30 pm, ECC, Veterans Hall A

Earth Days Awards

Logan Malik will accept the Friend of the Earth award on behalf of the Massachusetts Climate Action Network. View student contest entries and honor winners. Pizza will be available.



Friday, April 14

9:25 – 10:40 am, ECC, Martin Luther King Jr. Room

LECTURE: City of Salem's Sustainability, Housing, and Transportation Initiatives

Stacy Kilo, City of Salem Sustainability Engagement Coordinator



1:40 – 2:55 pm, ECC, Martin Luther King Jr. Room

PANEL: Environmental Justice: The Good, The Bad and The Just

Professor Marco Luna, SSU Geography and Sustainability; Rob Bonney, Citizens' Climate Lobby North Shore; Luzi Corchado, SSU's Center for Justice and Liberation and President, Salem's Point Neighborhood Association



2:30 – 3:30 pm, North Campus, McKeown Quad

EXHIBITION: Kite Flying climate change-themed kites

Thursday, April 20

2 pm, Webinar – bit.ly/SSUHealth

Climate Change, Racism and Health Justice

Dr. Abi Deivenayagam, Lancaster University/University College, London



Saturday, April 22

12 – 3 pm, North Campus Quad

Student Earth Day Festival

Hosted by BioSociety. Music, food, activities and more!

More information and more events at salemstate.edu/earthday.

Follow us on social media
[SalemStateSustainability](https://www.facebook.com/SalemStateSustainability)
[salemstate_ssu](https://www.instagram.com/salemstate_ssu)

For accommodations and access information, visit salemstate.edu/access.





Facebook: Salem State Sustainability
Instagram: sustainable_ssus

Nominated for Salem Chamber of Commerce Sustainability and Resiliency Award – results to come soon



Won Leading By Example award for decarbonization planning efforts in 2021



INVESTING IN HIGH-QUALITY, AFFORDABLE AND
ACCESSIBLE HIGHER EDUCATION FOR A
BRIGHTER FUTURE FOR ALL

OUR PUBLIC HIGHER EDUCATION PRIORITIES



Recruit and retain highly qualified faculty and staff



Increases in student support



Affordable and accessible public college for all



Investing in long-term and sustainable infrastructure

WHY NOW

The Moment

- New Governor
- Fair Share
- BHE Equity Agenda
- Student Debt

The Allies

- Higher Ed Community
- Public Sector Unions
- Statewide Advocacy Committee

The Goals

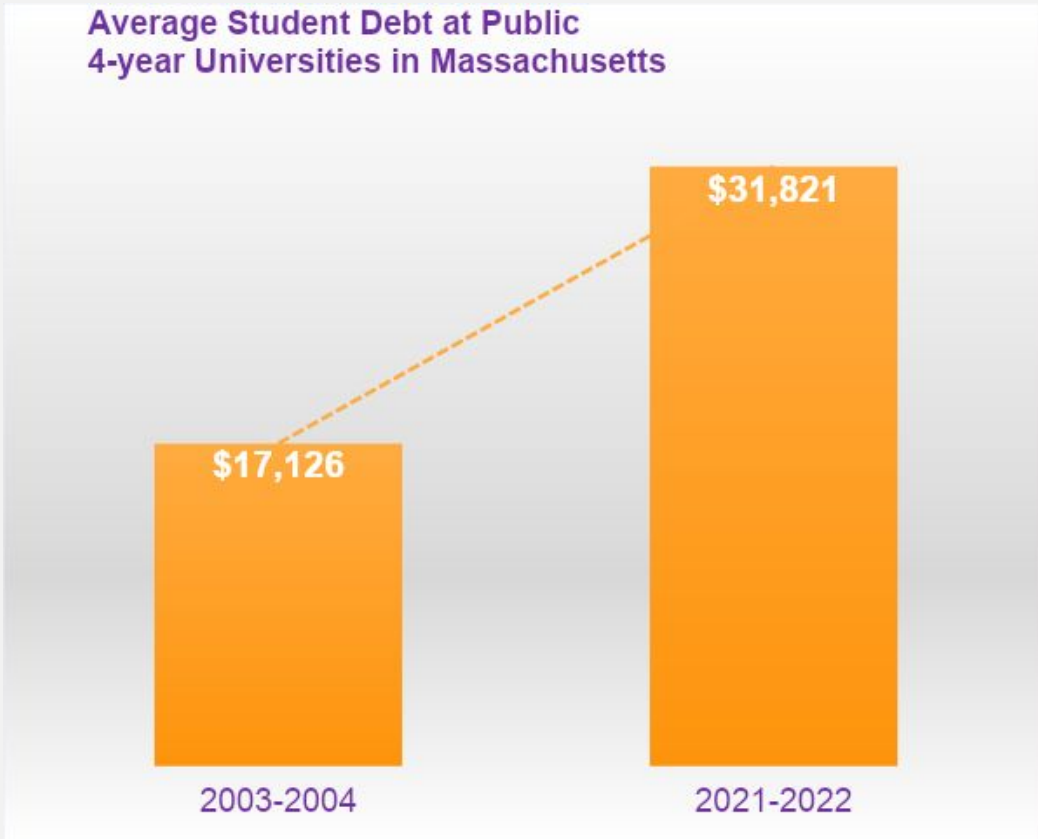
- Cherish & Debt-Free legislation
- Administrative Actions
- Salaries which retain campus workers and provide quality education

AFFORDABLE AND
ACCESSIBLE PUBLIC
COLLEGE FOR ALL

Provide affordable college to
prevent student debt

Address issues of food and
housing insecurity

The underfunding of public colleges has increased student debt



Data used to create this graph is from U.S. Dept. of Education data as of June 30, 2020

Student Debt

- Limits access to higher education, particularly for low-income and first-generation students
- Delays the ability to buy a car or own a home
- Deters entering lower paying professions like teaching or social work

Defaulting on student debt leads to

- The entire debt, plus fees, immediately comes due
- Wages may be garnished & federal benefits withheld
- Negative credit history makes it harder to get loans credit cards, and pass landlord background checks
- SSU student default rate is the highest rate of all the
- 9 state universities (around 7.5%) which is below the nation average

Success for our public higher education system requires meeting the needs of all students, particularly working-class students of color who aren't adequately served by our current system.

Percent of Massachusetts high school students that identify as students of color



STUDENT SUCCESS

Targeted support, advising, and attention

Holistic supports

Lower advising loads for faculty and staff

Address understaffing

Support part-time faculty

Our colleges are not addressing barriers faced by working class students and students of color

	Non-Minority	Minority	Non-Low-Income	Low-Income
Attend any post-secondary institution	67%	42%	74%	43%
Persist to year 2	60%	33%	67%	34%
Attain a post-secondary degree within 6 years	49%	20%	56%	22%

INFRASTRUCTURE



Green and Healthy Buildings



Healthy learning and working conditions



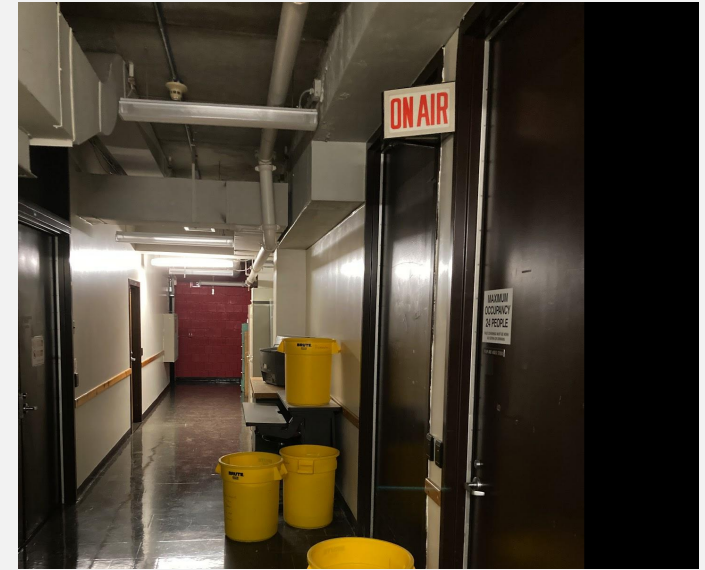
Address deferred maintenance



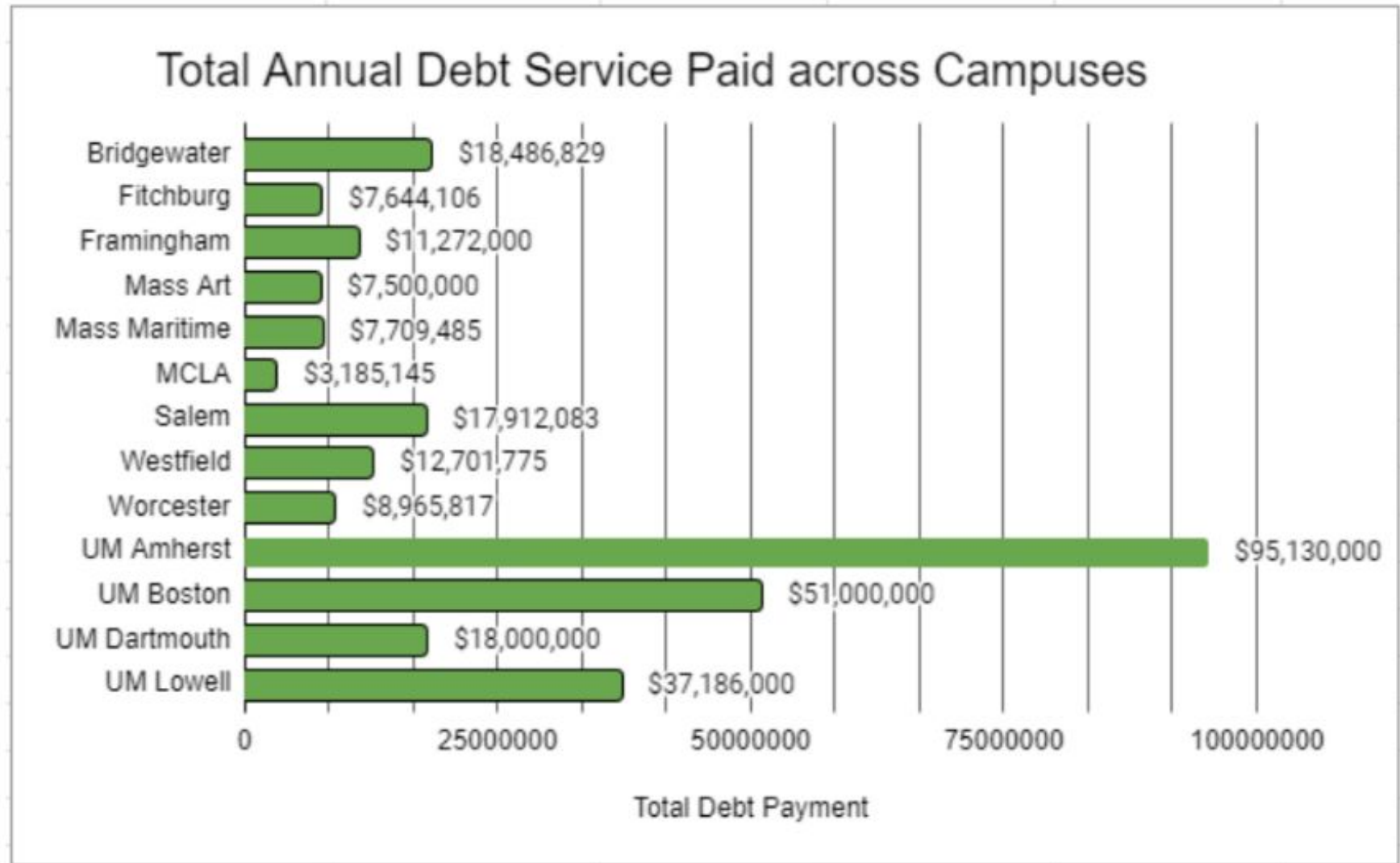
Historic model of state funding for campus buildings without rolling costs to students via fees

Our public higher education students and staff deserve healthy, green and safe buildings and infrastructure.

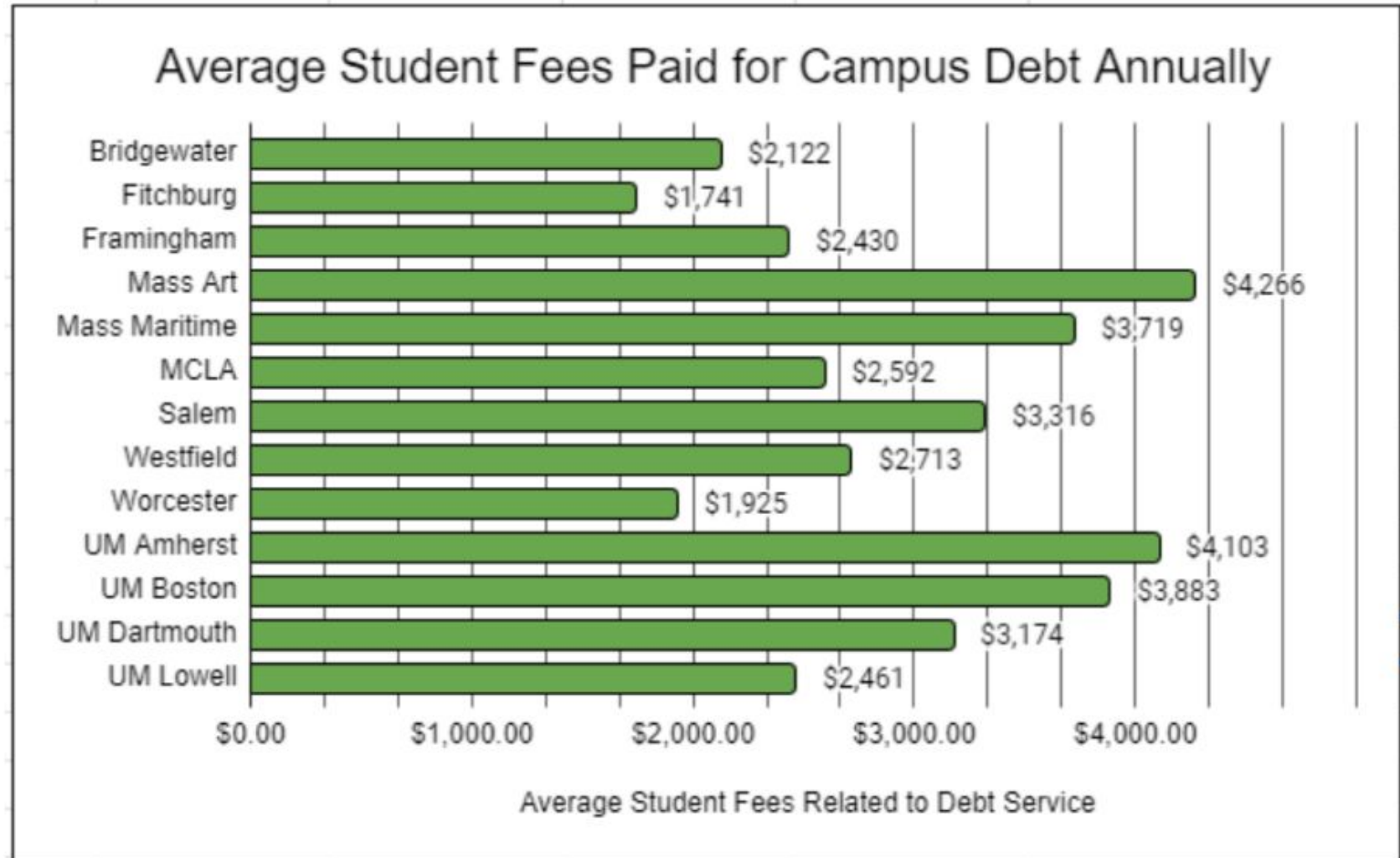
Images from
Fitchburg State



DEBT SERVICE –
A CAMPUS
BURDEN



DEBT SERVICE
– A STUDENT
BURDEN



Fair Wages



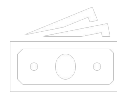
Salaries adjustments for cost of living



Salaries that recruit and retain faculty and staff



Implement equity adjustments



Mass Public Higher Employees' Real Wages



How you can help achieve Higher Ed for All

- Don't raise student fees
- Use your power and connections to advocate for the Cherish Act and Debt Free College bill
- Join the State College Presidents and campus employees in urging the Governor to set fair salary adjustment parameters
- Attend the SSU Cross-union Legislative Breakfast on May 12!

Meeting of the Board of Trustees
April 12, 2023
Agenda page 2

XI. Consent Agenda: Approval of Minutes & Committee Reports (2 minutes)

Approval of the following meeting minutes and committee reports:

Board of Trustees: February 8, 2023

Risk Management & Audit: March 29, 2023

Advancement: March 29, 2023

Academic Affairs & Student Success: March 29, 2023

Finance & Facilities: March 29, 2023

REQUEST FOR TRUSTEE ACTION

Date: April 12, 2023
To: Board of Trustees
From: President Keenan
Subject: Strategic Plan
Requested Action: Approval

MOTION

That the Board of Trustees of Salem State University approves the Strategic Plan for 2023-2028 as presented.

Committee Assigned:

Committee Action:

Date of Action:

Trustee Action:

Trustee Approval Date:

Effective Date:

Approved
April 12, 2023
April 12, 2023



Signed:

[Handwritten Signature]

Title:

Secretary of the Board of Trustees

Date:

4/13/2023

March 31, 2023

John D. Keenan, *President*

Commissioner Noe Ortega
Department of Higher Education
One Ashburton Place, Suite 1401
Boston, MA 02108

Dear Commissioner Ortega,

Culminating what has been an inclusive and comprehensive planning process on campus this past year, I am pleased to submit the updated and final version of Salem State University's strategic plan that our Board of Trustees is expected to approve formally at its meeting on April 12. With Dr. Winnie Hagan's consent, we are submitting the plan prior to the trustees' vote to approve in order to allow sufficient lead time for the BHE's executive committee to review the plan in advance of our Touch Point III meeting with the full Board on May 9. I shall notify Dr. Hagan immediately following the trustees' vote on April 12.

This final version of the plan is not substantially different from the version reviewed with Dr. Hagan and you at our Touch Point II meeting on February 22, but we believe it is considerably improved based upon the constructive feedback Dr. Hagan provided on behalf of the staff who reviewed our draft thoroughly. Among the enhancements are a more explicit articulation (in the Mission and Core Values sections) of:

- Salem State's role both within the Commonwealth's public education *system* as an integrated whole and as *the* state university on the North Shore, where we have a unique opportunity to leverage local assets and relationships and to have a positive regional impact while also making a difference in individual lives; and
- Salem State's dual commitment (a) to cultivating critical skills and lifelong habits of mind through educational experiences grounded in the liberal arts and (b) to preparing students for rewarding careers and upward social mobility in an ever-evolving economy and society; these commitments are not mutually exclusive but rather are mutually reinforcing in ways we believe prepare our graduates exceptionally well for success.

Our plan also responds to Touch Point II feedback by:

- including Key Progress Indicators (KPIs) closely tied to the plan's goals and objectives as well as the desired outcomes expressed in an earlier section of the plan; I am confident these KPIs will help members of the Salem State community hold each other accountable for upholding common values, supporting shared goals, making progress toward them, and maintaining public trust; and
- drawing clear attention to the plan's alignment with DHE goals and priorities—not only as expressed in the Strategic Plan for Racial Equity, but also in the Student Support and Success Framework adopted in June 2022; you will find the assessment of our strategic plan's alignment with DHE's plans in an appendix.

At the core of the plan we submit to you for BHE approval is Salem State's commitment to student success and life readiness; you will see this highlighted as a "strategic imperative," and you also will find this commitment woven throughout the goals and objectives. Also embedded throughout the plan is our fundamental commitment to promoting equity, closing achievement gaps, and eliminating racial disparities. As a community, we must redouble efforts to promote equitable access to the opportunities Salem State offers; toward that end, we will work to dismantle barriers to the recruitment, retention, engagement, and advancement of students, faculty, and staff from historically under-represented or marginalized populations. In this context we are excited and proud that this strategic plan will propel us to become the Commonwealth's first four-year, public HSI/MSI.

I would also like to highlight another particularly significant element of the plan: our determination to be, and be recognized as, *the* civic engagement university within the Commonwealth's public higher education system. SSU is well positioned to leverage historic strengths, current relationships, and innovative new strategies in ways that differentiate our university but also, and most importantly, enrich the educational experience of our students while also making important contributions to civic life, environmental sustainability, and the cultural, social, and economic vitality of the North Shore region. It is worth noting that as part of this round of strategic planning, we developed and adopted a refreshed mission statement that specifically highlights this outward-facing public purpose.

Our goals and objectives relating to environmental stewardship and climate action represent another exciting opportunity to further distinguish Salem State as a leader and model for others. The strategic plan calls on us to reflect our commitment to sustainability in every aspect of campus life and operations—from academic programs, to administrative decision making, to capital planning, to individual choices and behaviors. This commitment is clearly articulated among the core values in the strategic plan. These core values, like our mission statement, were refreshed and revised as part of the strategic planning process. Now we must be unified behind them and regularly evaluate whether we are living up to them.


As you will read in the appendix that describes our planning process, we sought to be inclusive throughout the plan's development. Along the way drafts of the plan have been shared with members of the SSU community, and most recently the final draft was vetted with members of my executive team and the All University Committee, a key piece of our shared governance system. The feedback has been overwhelmingly positive. I am confident members of the SSU community will be unified as well as energized in their common pursuit of the plan's goals and in taking actions designed to operationalize the plan's objectives. Many specific strategies and initiatives already have been identified by the Strategic Planning Committee and eight working groups that focused on each of the plan's goals, so we are in excellent shape to transition from long-range strategic planning to short-term implementation planning. Implementation will be a University-wide undertaking; every unit, department, office, and individual—whether trustee, senior administrator, staff member, faculty member or student—should be able to find places where their particular goals, roles and responsibilities intersect with a strategy, initiative, or desired outcome of the strategic plan.

Over the summer, my executive team and I will be focused on this critical transition from long-range strategic planning to short-term implementation planning. We are fully committed to putting this strategic plan into action and holding ourselves accountable for progress. Building on recommendations submitted by the Strategic Planning Committee, we will set short-term priorities and assess the financial implications to ensure alignment of action plans with available resources. We also will develop division-level action plans, identify benchmarks and set targets for plan-related performance indicators, and prepare an attractive shorter version of the strategic plan to be used with our various external audiences to raise awareness and generate support.

We already have taken steps to ensure our *Meet the Moment* comprehensive campaign—which will be announced publicly on May 6 and whose goal is to raise \$75 million—fully aligns with the aspirations and objectives captured in the strategic plan; it will provide fuel for much of the work to be done. In addition, with the benefit of generous state funding support, we are already on a path to realizing the ambitious goals of SSU BOLD, our transformative campus renewal and modernization project that is a key centerpiece of the strategic plan.

I have every confidence this strategic plan for 2023-2028 will position Salem State University to advance critical statewide priorities, fulfill our public mission and role in the wider community, serve our diverse students, and support our talented faculty and staff more effectively than ever. We are indeed poised and ready to “Meet the Moment!” I look forward to discussing the roadmap to our future with you and your colleagues at the upcoming Touch Point III meeting.

Sincerely,



John D. Keenan
President



MEETING THE MOMENT

Salem State University: DRAFT Strategic Plan 2023-2028

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THE FOUNDATION: MISSION AND CORE VALUES

Mission

As a comprehensive university, Salem State prepares students of diverse backgrounds and interests to achieve their educational and career goals and to contribute to a global society as ethical and engaged community members. As a public university, Salem State also makes critical contributions to civic life, environmental sustainability, and the cultural, social, and economic vitality of the North Shore region.

We fulfill this mission principally by:

- providing access and an intellectual home for all who desire to pursue a post-secondary degree, regardless of their lived experiences, presentation of self, or socio-economic circumstances;
- equipping students to enhance their social mobility to improve the future well-being of themselves, their families, and their communities, thereby diversifying our region's body of social, economic, cultural, and political leaders;
- promoting the development of a broad range of practical skills and habits of mind, through both classroom-based learning and community-engaged practice, that equip students with the knowledge and confidence required to address contemporary issues of central concern and enter 21st-century careers prepared for success;
- grounding students' personal and professional growth in a contemporary recasting of the liberal arts tradition, with its emphasis on intellectual curiosity, critical thinking, creative problem solving, and effective communication;
- leveraging Salem's unique place in the American historical, cultural, and geographic landscapes as a vital asset in cultivating an intellectually vibrant and civically engaged community of learners and scholars; and
- serving as a leader, partner and resource for the North Shore region while working collaboratively with other state universities and community colleges in Massachusetts to create a more equitable public higher education system.

Core Values

In pursuing our mission, as a campus community we embrace, are inspired by, and seek to embody the following core institutional values:

- **Academic Excellence** –We are dedicated to assuring teaching excellence and providing experiential and culturally responsive pedagogies and other high-impact strategies that promote learning in and beyond the classroom. We are committed to building and supporting a diverse faculty of highly qualified teachers and scholars who are equity-minded and student-focused. We balance an unwavering commitment to an educational experience firmly grounded in the liberal arts with the responsibility to be responsive to regional workforce trends. We believe in promoting faculty and student research and creative endeavors that expand knowledge and academic disciplines, inform or inspire others, and connect us with the wider world.
- **Student-Centeredness** –We believe in, care about, and empower every student, and we believe everyone on campus, no matter the job description, has a role to play in contributing to student success. Being student-centered means learning who our students are and what they bring

when they enroll; understanding who they wish to become and where they want their educations to lead them; helping them discover their strengths and passions; and then supporting and challenging them to dig deeper, reach higher, and go farther than they imagined possible.

- **Justice, Equity, Diversity, and Inclusion** –We promote an inclusive campus environment that respects human differences, welcomes and celebrates diversity in all its dimensions, promotes global awareness, and inspires students, faculty and staff to be champions of equity and social justice. We believe justice, diversity, equity, and inclusion should be key considerations in university decision making, resource allocation, program design, and policy development.
- **Belonging** –We are committed to ensuring that the campus life and the classroom experience provide a sense of belonging to all students, particularly those from under-represented or marginalized backgrounds, first-generation students, and students who struggle economically or with challenges that may make them feel alone, different, or excluded.
- **Open Inquiry** –We promote and value critical exploration of diverse perspectives and democratic principles through open dialogue and civil discourse.
- **Civic Engagement** –We believe a public university must be connected with and contributing to local, state, national, and global communities by engaging meaningfully in all spheres of civic life and fostering productive exchanges of knowledge and skills to the mutual benefit of students, faculty, and community.
- **Access and Affordability** –As a public institution, Salem State’s education should be readily and affordably accessible to any student from any background who qualifies for admission. Ability to pay should not be a barrier to access or completion.
- **Environmental Sustainability** –Salem State is deeply committed to reducing its environmental impact and to wise stewardship of natural resources. We believe the university must do all it can to promote and model environmental sustainability and to help SSU students understand both what is at stake and what can be done to address an accelerating climate emergency.
- **Collaborative Leadership** –We value all voices and viewpoints, and through a commitment to transparency, clear communication, collaboration, and shared governance, we are committed to providing all members of the Salem State community meaningful opportunities to discuss and have input on issues affecting the future direction of the university.



THE DESTINATION: DESIRED OUTCOMES ENVISIONING SALEM STATE IN 2028

Based on outreach to and engagement with campus stakeholder groups during the diagnostics phase of the strategic planning process, SPC believes **the outcomes implicit in the statements below reflect ambitions and aspirations shared by the Salem State community broadly**. Collectively they are an expression of who and what Salem State hopes to be and what it will strive to do and become within five years.

The aspirational desired outcomes below informed the goals and objectives that are the core elements of the strategic plan and will inspire the work necessary to make progress toward realizing those goals and objectives by 2028.

- **Relating to Student Success** –Salem State University will be a student-ready and student-centered university—meeting students where they are; considering what their individual needs, assets and interests are; and offering them flexibility to design their educational path to align with their skills and desired degree outcomes. SSU will have a clear, specific, and shared understanding of student success and a clear path to implementation, achievement and assessment. Our graduates will be well prepared to pursue next steps—employment and a career, an entrepreneurial venture, further study and an advanced degree, service to the community, or whatever destination their academic journey leads them to.
- **Relating to Academic Program** –Salem State University will offer undergraduate and graduate students an education designed to serve the public good by preparing them to tackle the challenges of a rapidly changing, increasingly complex world. Reflecting our unique role within the Commonwealth’s system of public education as the North Shore’s comprehensive state university, our academic programs will have a distinctive focus that leverages established SSU strengths and regional assets. Students will learn from a faculty dedicated to continual improvement as teacher-scholars in service to both the success of their students and the advancement of knowledge in their respective disciplines. Through a curriculum that infuses into each degree pathway the core principles of the liberal arts and the power of “learning by doing,” students will develop the knowledge, skills, creativity, and confidence to succeed in their chosen careers and contribute positively to their communities.
- **Relating to Civic Engagement** –Salem State will be recognized as the Commonwealth’s Civic Engagement University, where pedagogies and experiential learning experiences foster a sense of social responsibility and prepare students to think critically and work creatively to address societal needs and engage with their world. On and off campus, civic engagement will be highly valued, practiced, assessed, and recognized.
- **Relating to Reputation** –Salem State will fortify its reputation for excellence, quality and value, and it will increasingly be a first-choice institution for anyone seeking to earn a degree or pursue a career in higher education in Massachusetts. The SSU brand and identity will be authentic, clear, and understood by all our stakeholders. People will know who we are, what matters to us as a university, and what we contribute to the local, regional, and state communities. Our leadership in the areas of civic engagement and environmental justice and sustainability will be increasingly recognized by the public as institutional distinctions.

- **Relating to Justice, Equity Diversity and Inclusion** –Salem State will further diversify an already inclusive and welcoming community. All academic areas will intentionally use learning models and practices that incorporate content that reflects diverse ways of knowing, being and experiencing the world. SSU will build a strong record of hiring and retaining faculty, staff, and administrators of color. The university will invest in professional development around culturally responsive teaching and services, and SSU’s retention and graduation rates for minority or marginalized student groups will be better than the state average. SSU will be a leader in Massachusetts as a Hispanic Serving Institution modeling the design and implementation of an intentional, successful plan to serve, support, and empower students at and through all levels of the institution.
- **Relating to Campus Climate** –Our campus culture will be open and collaborative, offering many and diverse opportunities for faculty, staff and students to be meaningfully engaged in campus life. We will have an energetic and respectful workplace, and all employees will be valued as members of our community. Salem State will build trust and a sense of common purpose on campus by sharing data in a transparent manner, institutionalizing data-based decision making, and promoting opportunities for all campus constituencies to have input and be engaged through the shared governance process. School spirit and institutional pride will be on the rise.
- **Relating to Human Resources (faculty and staff)** –Salem State will invest in our people, because people are the greatest asset we have. We will be guided in our human resource policies and practices by the desire to establish SSU as a first-choice destination for prospective faculty and staff and as a place where current faculty and staff want to stay. We will recognize and celebrate excellence, and professional development will be seen as an investment in the University’s future.
- **Relating to Facilities** –SSU BOLD, Salem State’s campus unification and modernization project, will have addressed major capital needs of the university by establishing a compact and efficient campus core while maximizing programmatic synergies and streamlining operations. The campus master plan will have been updated, paving the way for future progress toward modernizing campus facilities. In addition, a significant amount of deferred maintenance will have been eliminated following sale of South Campus. SSU’s physical facilities will foster a sense of belonging for members of the campus community and will be competitive with facilities on other public and private campuses throughout the state.
- **Relating to Environmental Sustainability** –Against the backdrop of an accelerating climate crisis and rising student concern, as well as bold state mandates for operational change, Salem State will address the climate crisis by pursuing campus de-carbonization, broadening sustainability scholarship, and deepening community connections. SSU will continue to pursue green investment policies and strive to reduce carbon emissions steadily with the goal of achieving carbon neutrality by mid-century. Faculty, staff, and students all will be engaged in a collective effort to reduce SSU’s impact on the environment and address climate concerns more broadly.
- **Relating to Financial Resources** –Salem State will be in a healthy, stable financial position. Through prudent cost control, effective enrollment management, a successful \$70-75M fundraising campaign, and persistent advocacy for increased public funding, revenues will be sufficient to sustain operations while also allowing for investment in key strategic priorities. Committed to the ultimate goal of ensuring affordable access and minimizing student debt upon graduation, SSU will have made important strides toward making the cost of attending affordable and as predictable as possible for the duration of a student’s academic journey.

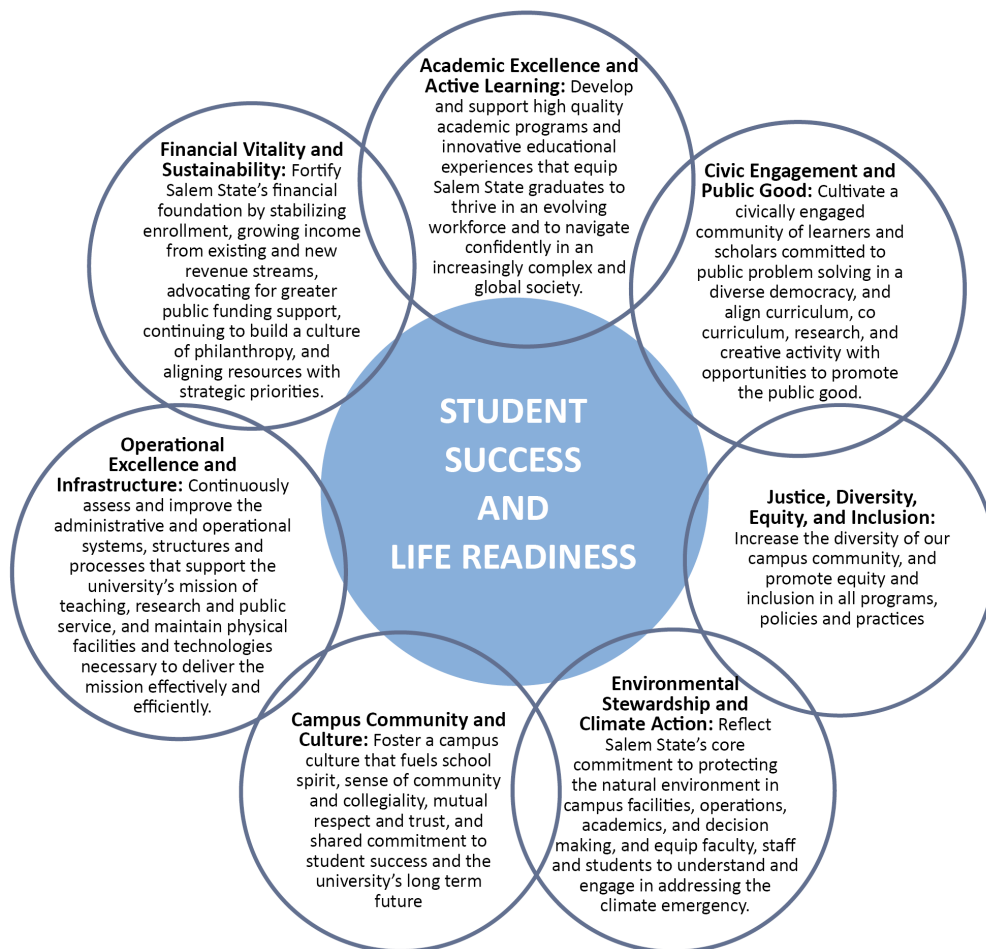
These aspirational desired outcomes paint a picture of Salem State as it hopes to be by 2028. They are ambitious and bold, particularly in view of the very serious challenges posed by declining student enrollments. They envision the university at its best. They are simultaneously the motivation behind the five-year strategic plan and the destination to which the plan—through its overarching goals and associated objectives, as well as annually developed implementation strategies and action plans—is designed to lead.



UNIFYING COMMITMENT AT THE CENTER OF OUR PLAN: STUDENT SUCCESS AND LIFE READINESS

Our commitment to student success and life readiness is the unifying commitment at the very center of this strategic plan and will remain Salem State University's North Star. We are committed to fostering student success and life readiness by creating a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal, and career goals. **This core commitment is reflected in and supported by the strategic plan's seven goals and associated objectives.**

A Challenging and Supportive Learning Environment that Fully Engages Students in Their Learning and Promotes Attainment of Academic, Personal and Career Goals.



Achieving the following objectives aimed squarely at promoting student success and life readiness is deemed essential to progress. As such, these imperatives merit special attention in the strategic plan and will require campus-wide attention as the plan is implemented.

Student-Centered Strategic Imperatives

- **Build and sustain a campus culture of inclusion and belonging** in which diversity in its many forms is acknowledged, valued, celebrated, and integrated into the entire college-going experience
- **Strengthen onboarding structures, activities, and services** to assist students in adjusting to and succeeding as engaged learners in a university learning environment
- **Provide experiences and supports that improve retention and promote timely** progress toward educational goals for all student populations, including dual-enrollment, early-college, transfer, and graduate students
- **Remove institutional barriers** that negatively affect the college experience or academic progress of non-traditional, minority, marginalized, or economically disadvantaged students
- **Expand high-impact programmatic and engagement initiatives**—such as student research, study abroad, internships, and community service—that prepare students for future careers and help students build confidence, connections, and life-skill learning outside the classroom
- **Reimagine and revamp the approach to student advising** in order to provide more comprehensive and holistic support and promote students’ engagement, well-being and academic success throughout their years of study.

KEY MEASURES AND INDICATORS OF PERFORMANCE AND PROGRESS

1. By race/ethnicity, gender:
 - a. total number of applicants for degree-seeking undergraduate programs
 - i. transfer student applications
 - ii. community college/continuing ed applications
 - iii. Pell recipient vs. non-recipient applications
 - iv. students from Salem and the North Shore region
 - b. total number of students enrolled in degree-seeking undergraduate programs
 - c. total number of students enrolled in graduate degree programs
2. Sense of belonging of underrepresented student groups as evidenced by periodic climate surveys
3. Sense of belonging among commuter, transfer, and graduate students
4. Student engagement as measured by National Survey of Student Engagement (NSSE)
5. 1st-year students utilizing student support services as measured by the Ruffalo Noel Levitz (RNL) Student Satisfaction Inventory (SSI)
6. GPA, credit completion and persistence of students by academic department
7. By race/ethnicity, gender, and Pell recipient v. non-Pell:
 - a. 1st-year retention rate
 - b. 6- year graduation rate
 - c. 8- year Comprehensive Student Success (IPEDS Outcome Measures)
8. Graduation rates for:
 - a. 1st- generation students
 - b. veterans
9. Number and percentages of faculty and staff utilizing Navigate
10. Number and percentages of students and faculty/instructors utilizing Open Educational Resources (OER) by race/ethnicity and gender
11. Undergraduate and graduate degrees conferred in high-demand fields [PMRS]
12. Post-graduation employment and social mobility data
13. Student loan debt at graduation

**THE STRATEGIC ROADMAP:
PATHWAYS TO THE DESIRED OUTCOMES**



Goals and Objectives

I. Academic Excellence and Active Learning

Goal: Develop and support high-quality academic programs and innovative educational experiences that equip Salem State graduates to thrive in an evolving workforce and to navigate confidently in an increasingly complex and global society

Objectives:

- 1.1 Sustain Salem State’s commitment to providing a foundation in the liberal arts and strengthen the general education curriculum
- 1.2 Provide an array of transformative experiential learning opportunities that prepare students for a lifetime of engaged citizenship, successful careers, and upward social mobility
- 1.3 Design and deliver academic programs at both the undergraduate and graduate levels that are cross-disciplinary, civically minded, culturally responsive, and anti-racist
- 1.4 Engage students and scholars in improving the human condition through academic programs, research, and creative activities that address the pressing matters of our time, including social justice, racial equity, health disparities, climate change, and economic inequality
- 1.5 Leverage our location in historic Salem on the North Shore of Massachusetts, while also constructing a more globally aware curriculum, in ways that further distinguish the university’s academic offerings and enhance students’ learning experiences
- 1.6 Provide students a strategically designed class schedule that offers a range of course delivery formats and equip the faculty with the tools and confidence to ensure the quality of students’ experience in any course does not depend on modality
- 1.7 Remove barriers to successful degree program completion through implementation of retention and persistence strategies for at-risk, under-represented, and systemically marginalized learners
- 1.8 Create and implement a more robust academic advising model for both undergraduates and graduate students that leverages technology and is integrated, equitable, and readily accessible



KEY MEASURES AND INDICATORS OF PERFORMANCE AND PROGRESS

1. Number of dual enrollment courses
2. Number of early college courses
3. Percentage of courses offered in two modalities: in-person and online.
4. Grades earned by students for each modality, looking for gaps among modalities.
5. DFW rates within key gateway and general education courses
6. Time to degree by
 - a. Race / ethnicity
 - b. Gender
 - c. Pell status
 - d. Academic unit (college/school)
7. Number and proportion of classes that can be identified as:
 - a. Cross-disciplinary
 - b. Civically minded
 - c. Culturally responsive
 - d. Addressing "the pressing matters of our time, including social justice, racial equity, health disparities, climate change, and economic inequality"
8. Number and proportion of classes that specifically cover / are engaged with:
 - a. Salem
 - b. North Shore
 - c. Faculty or students from other nations (e.g., COIL)
9. Numbers and percentages of students (by race/ethnicity) participating in HIPs:
 - a. Student research
 - b. Experiential learning (internships, practica, clinicals, etc.)
 - c. Community service
 - d. Honors program
 - e. Study abroad
10. Grants for teaching and learning
11. Participation in professional development
12. Open Educational Resources (OER)
 - a. Numbers and percentages of courses utilizing open educational resource (OER)
 - b. By race/ethnicity and gender: Numbers and percentages of students enrolled in those courses which utilize OER
13. Percentage of budget allocated to instruction and student support relative to national peers [PMRS]
14. Average number of advisees per FT faculty member
15. Student satisfaction with academic advising
16. Number of students in graduate education programs offered through the Graduate School
17. Percentage of students entering the workforce or advanced studies within one year of graduation

II. Civic Engagement and Public Good

Goal: Cultivate a civically engaged community of learners and scholars committed to public problem solving in a diverse democracy, and align curriculum, co-curriculum, research, and creative activity with opportunities to promote the public good

Objectives:

- 2.1 Build on SSU's historic commitment to social justice and civic engagement and expand Salem State's reputation as the Commonwealth's Civic Engagement University
- 2.2 Increase our campus community's understanding of the intersection of civic engagement with justice, equity, diversity, and inclusion work
- 2.3 Expand and strengthen the university's regional connections for experiential learning, civically engaged pedagogical and curricular innovation, scholarship, and creative endeavors
- 2.4 Organize and enhance experiential learning opportunities and increase use of high-impact practices to support students' personal development and professional preparation
- 2.5 Strengthen the university's capacity to foster students' leadership skills for the purpose of social change
- 2.6 Enhance SSU's impact in the North Shore region by working with community stakeholders to identify societal challenges that can be addressed through meaningful, collaborative partnerships

KEY MEASURES AND INDICATORS OF PERFORMANCE AND PROGRESS

1. Retaining Carnegie Community Engagement classification
2. Number of courses designated as civic learning in SSU's curriculum as measured by the Department of Higher Education's HEIRS system
3. Numbers and percentages of students (by race/ethnicity) participating in:
 - a. Internships
 - b. Community engagement
 - c. Study abroad
 - d. Leadership programs
4. Headcount and student credit hours enrolled in the civic learning courses
5. Number of courses incorporating social responsibility/public problem solving
6. Number of students participating in internships across all schools and colleges
7. Number of events and attendance at activities focused on advocacy, social justice, and political engagement
8. Number and percentage of SSU students engaged in voting as evidenced by results of our participation in the National Study of Learning, Voting and Engagement
9. Number of faculty and staff professional development opportunities relating to civic engagement
10. Number of articles/publications/research projects related to community and civic engagement
11. Number of employees serving on city and regional boards (cultural, economic development, etc.)
12. Number of partnerships/collaborations with local/regional schools and non-profit organizations

III. Justice, Diversity, Equity and Inclusion

Goal: Increase the diversity of our campus community, and promote equity and inclusion in all programs, policies, and practices

Objectives:

- 3.1 Continue to promote equitable access and boost college participation through expanded partnerships with PK-12 districts and improved, barrier-free transfer pathways for community college students
- 3.2 Incorporate principles of universal design to foster a more inclusive learning environment that acknowledges and supports a diverse range of student needs and abilities and promotes equitable outcomes for all learners
- 3.3 Create a culture of support for, and expand investment in, professional development for faculty, staff, and student employees around, culturally responsive teaching and learning, student services, and operations in all areas
- 3.4 Transform academic programs, policies, pedagogies, and practices such that they are rooted in a commitment to racial equity
- 3.5 Build a strong record of hiring, supporting, and retaining faculty, staff, and administrators of color and from historically underrepresented groups, and increase SSU's retention and graduation rates for minority or marginalized students
- 3.6 Assert SSU's leadership as a Hispanic-Serving Institution (HSI) modeling the design and implementation of an intentional, successful plan to serve, support, and empower students at and through all levels of the institution
- 3.7 Prioritize research, creative activity, and knowledge creation that contribute to the scholarship of teaching and learning, particularly as they relate to the experiences of students from historically under-represented communities
- 3.8 Continue striving to remove financial barriers to access by investing in financial aid for students and championing the cause of providing debt-free public higher education in Massachusetts



KEY MEASURES AND INDICATORS OF PERFORMANCE AND PROGRESS

1. Achieving HSI/MSI designation.
2. By race/ethnicity and gender, total number of degree-seeking:
 - a. Transfer student applications and enrollments
 - b. Community college/continuing ed applications and enrollments
 - c. Pell recipient vs. non-recipient applications and enrollments
 - d. Graduate student applications and enrollments
3. Sense of belonging of underrepresented student groups, faculty and staff as evidenced by equity audit, climate survey results, Employee Resource Groups (ERGs)
4. Student experience as measured by the Inclusiveness and Engagement with Cultural Diversity module of National Survey of Student Engagement (NSSE)
5. By race/ethnicity and gender: student participation in leadership roles on campus
6. Percentage of diverse faculty and staff (by race/ethnicity) in comparison with diversity of enrolled students
7. Retention rate of faculty and staff from traditionally underrepresented groups
8. By race/ethnicity and gender: Faculty and staff participation in professional development events and conferences
9. Number of faculty/staff professional development opportunities relating to diversity, equity, and inclusion
10. Number of courses that can be identified as relating to:
 - a. Anti-racism
 - b. Justice, equity, diversity, and inclusion more broadly
11. By race/ethnicity, gender, and Pell recipient v. non-Pell:
 - a. Time to degree
 - b. First-year retention rate
 - c. Six-year graduation rate
 - d. Eight- year Comprehensive Student Success (IPEDS data)
12. By race/ethnicity and gender: Number and percentages of students enrolled in:
 - a. Degree programs in STEM and health professions
 - b. Degree programs in other high-demand fields [PMRS]
13. Percentage of students with unmet financial need relative to direct cost
14. Tuition and fees as % of ...
 - a. Median household income in the state
 - b. Median household income in the state segmented by race and ethnicity

IV. Environmental Stewardship and Climate Action

Goal: Reflect Salem State’s core commitment to protecting the natural environment in campus facilities, operations, academics and decision making, and equip faculty, staff and students to understand and engage in addressing the climate emergency

Objectives:

- 4.1 Create a campus culture of sustainability and infuse sustainability into campus decision making
- 4.2 Demonstrate leadership in climate action and climate justice by engaging the Salem State community and broader North Shore region in educational and collaborative initiatives that raise awareness and contribute significantly to efforts to safeguard local resources
- 4.3 Implement emission reduction strategies and aggressively pursue carbon neutrality
- 4.4 Develop and implement a sustainable waste management system that emphasizes waste prevention
- 4.5 Maximize opportunities for low-carbon construction and for energy and water efficiency in all new building projects and major renovations
- 4.6 Ensure that buildings, landscapes, and natural areas create and sustain a campus community that conserves natural resources, restores environmental quality, and protects biodiversity
- 4.7 Ensure sustainability-related academic offerings meet student interest and support opportunities to create and disseminate knowledge relating to environmental stewardship and climate action

KEY MEASURES AND INDICATORS OF PERFORMANCE AND PROGRESS

1. Number of environment-friendly on-campus initiatives and resources invested
2. Number of sustainability courses tagged according to the criteria established by globally used AASHE Stars
3. Number of students taking tagged sustainability courses
4. Number of on-campus events and projects focusing on waste reduction and sustainability
5. Number of external partnerships/collaborations/projects focused on advancing climate action/justice
6. Number of any kind of initiatives by academic departments and administrative offices to advance environmental sustainability
7. Annual tonnage of waste diversion calculated as follows: (recycling + composting)/ (recycling + composting + trash)
8. Number of electric vehicles in the fleet
9. Number of electric vehicles charging stations
10. Metric tons of greenhouse gas emissions from fossil fuel use in:
 - a. Buildings
 - b. Vehicles
11. Gallons of petroleum-based oil used (in non-vehicle applications)
12. Campus-wide compliance with the energy requirements of Executive Order 594
13. Progress toward SSU’s decarbonization plan as evidenced in/by:
 - a. Greenhouse gas emissions from North Campus building heating and cooling
 - b. Fossil fuel usage by North Campus buildings
 - c. North Campus production of renewable solar energy in kWh

V. Campus Community and Culture

Goal: Foster a campus culture that fuels school spirit, sense of community and collegiality, mutual respect and trust, and shared commitment to student success and the University's long-term future

Objectives:

- 5.1 Engage faculty, staff, and students in creating and maintaining a supportive environment that promotes student engagement, empowerment, sense of belonging, and progress toward goals
- 5.2 Ensure clear and consistent internal communications foster awareness, transparency, trust, and a deeper sense of community among campus stakeholders
- 5.3 Promote a heightened sense of pride in Salem State's identity and the accomplishments of members of the Salem State community
- 5.4 Nurture the development of meaningful professional relationships at all levels of the organization and foster an engaged student community that promotes relationship building and involvement in campus life
- 5.5 Foster physical, mental, social, and emotional wellness among all members of the campus community in an environment that feels safe and prioritizes holistic health
- 5.6 Expand professional development opportunities and encourage lifelong learning for faculty and staff
- 5.7 Strengthen shared governance practices and seek expanded campus participation in conversations and endeavors relevant to institutional mission and goals
- 5.8 Equip and engage members of the SSU community to be effective advocates and ambassadors for Salem State in the wider community

KEY MEASURES AND INDICATORS OF PERFORMANCE AND PROGRESS

1. Percentage of enrolling students who choose SSU as their first choice (ASQ data)
2. Percentage of students who are most or least satisfied with their experiences at SSU as measured various surveys (NSSE, Student Satisfaction Inventory SSI, and Senior Graduating Survey)
3. Community attendance at campus events
4. Open rates for SSU internal communications and Intranet logins such as Polaris
5. Morale on campus as measured in campus climate survey and as reported through Employee Resource Groups (ERGs)
6. Employee voluntary resignation rate
7. Number and types of program offerings designed to promote physical, mental, social, and emotional wellness among students and employees
8. Percentage of students utilizing services related to mental health
9. Participation in faculty and staff professional development
10. Number of events to promote a sense of belonging for students, faculty, and staff annually
11. Number and types of benefits to encourage students and employees to be engaged as life-long learners

VI. Operational Excellence and Infrastructure

Goal: Continuously assess and improve the administrative and operational systems, structures, and processes that support the university's mission of teaching, research and public service, and maintain physical facilities and technologies necessary to deliver the mission effectively and efficiently

Objectives:

- 6.1 Establish Salem State as a first-choice place to work and pursue a career
- 6.2 Prioritize meeting student needs and promoting organizational effectiveness when evaluating, determining, and implementing optimal staffing models and levels
- 6.3 Enhance operational capacity to support students throughout the calendar year cost-effectively through innovative, collaborative approaches to expanding services and resources available to students in need
- 6.4 Complete the transformative SSU BOLD project to address major capital needs and establish a compact, efficient campus core
- 6.5 Update the campus master vision plan and continue to chip away at deferred maintenance
- 6.6 Enhance physical infrastructure and facilities management plans to improve access and optimize experiences for all who attend, work at, or visit the university
- 6.7 Develop and implement an enterprise risk management model for all university functions, and build a campus-wide culture of assessment, continuous improvement, and accountability
- 6.8 Pursue strategies to standardize, streamline, as necessary upgrade, and support technology systems and infrastructure across campus

KEY MEASURES AND INDICATORS OF PERFORMANCE AND PROGRESS

1. Size of applicant pool for open positions and rejection rate for offered positions
2. Ranking on hiring platforms and surveys (Great Places to Work, Indeed, etc.)
3. Student-to-faculty ratio and student-to-staff ratio
4. Results of periodic faculty, staff and student (undergraduate and graduate) satisfaction surveys
5. Student service and support hours for nontraditional and traditional students during evenings, weekends and summer
6. Satisfaction with physical infrastructure and facilities management based on survey results
7. Percentage of campus buildings that are physically accessible to individuals with disabilities
8. Dollar value of deferred maintenance backlog
9. Capital improvement expenditures (equipment, buildings, technology)
 - a. Total \$ (all revenue sources)
 - b. State funding \$
10. Budget for and training in new/upgraded technologies relating in particular to course delivery and operational efficiencies
11. Number of business units/departments integrating risk management into existing planning and operational processes
12. Percentage of identified key risks monitored, mitigated

VII. Financial Vitality and Sustainability

Goal: Fortify Salem State’s financial foundation by stabilizing enrollment, growing income from existing and new revenue streams, advocating for greater public funding support, continuing to build a culture of philanthropy, and aligning resources with strategic priorities

Objectives:

- 7.1 Expand interest in enrolling at Salem State through strategic marketing aimed at expanding public awareness of the intrinsic value and enduring benefits of a Salem State education
- 7.2 Sustain tuition and housing-related revenues by improving retention and completion rates for current students
- 7.3 Increase tuition revenues by diversifying and expanding markets and student populations and through new and expanded programs that generate enrollment-driven revenue
- 7.4 Seek to grow and diversify sources of non-tuition revenue, and proactively advocate for increased public funding
- 7.5 Foster a campus-wide culture of philanthropy and deepen engagement with Salem State alumni and the wider community
- 7.6 Ensure policies, systems, budgeting practices, and staff competencies are adequate to sustain financial health
- 7.7 Engage the campus community and shared governance in thoughtful institutional discernment about how most effectively to invest and deploy limited resources in order to maximize impact and promote shared accountability for prudent resource management



KEY MEASURES AND INDICATORS OF PERFORMANCE AND PROGRESS

1. Perceptions of Salem State’s academic reputation among admitted students (both enrolling and non-enrolling) as reflected in annual Admitted Student Questionnaire (ASQ) data
2. Number of applications and yield on accepted students:
 - a. Undergraduate degree-seeking programs
 - b. Continuing education
 - c. Graduate programs
3. Enrollment:
 - a. Early-college and dual enrollment
 - b. Undergraduate
 - i. In-state/out-of-state
 - ii. International
 - iii. Online
 - iv. Transfer student
 - v. Veteran student
 - vi. Adult student
 - c. Graduate student
 - d. Non-credit enrollments
4. Overall student retention rate
5. Total net tuition revenue
6. Number of students in residence halls
7. Housing occupancy percentage/rate
8. Housing-related revenue
9. Total amount of state budget appropriation (TBD which figure to be used)
10. Total grant funding:
 - a. New grants awarded
 - b. Funds received (and spendable)
11. Total annual giving and participation rate by alumni
12. Progress toward \$70-75M Meet the Moment campaign
13. Value of the endowment (restricted and unrestricted)
14. Cash and investments held
15. Debt service-to-revenue ratio
16. Participation in committee work by campus community members representing all campus constituent groups (students, faculty, staff)
17. Participation in Employee Resource Groups (ERGs) “as a vehicle for leveraging university shared governance” and serving as “a resource to university leadership regarding staff/community issues, needs and policies”

APPENDIX I: The Planning Process

Salem State University's strategic planning process began in December of 2021 with the charge of the Strategic Planning Committee (SPC). The SPC was formed jointly by the university's administration and the MSCA/Salem State Chapter through the All University Committee (AUC), in accordance with Article VII D-3c.

The committee was comprised of 10 MSCA members (3 from the College of Arts and Sciences; 2 from the Maguire Meservey College of Health and Human services; 2 from the Bertolon School of Business; 2 from the McKeown School of Education; and 1 at large); 9 administrators; 2 students; 2 AFSCME members; and 3 non-voting support members (Trustee Liaison, Senior Director of External Relations, and Executive Director for Strategic Planning and Decision Support). Of this group there was an SPC liaison to the AUC and to the President's Executive Council (PEC). The SPC was led by a chair and vice chair elected by the committee's members, and it was supported by two graduate students.

In June 2022, the university engaged the services of a strategic planning consultant with extensive higher education experience, including with multiple universities within the Massachusetts state system. During the course of the planning process, SPC leadership met weekly with the consultant and bi-weekly with the president to keep the process on track and moving forward. The consultant's guidance and the president's visible commitment to strategic planning as a university-wide priority contributed significantly to progress and positive outcomes.

The SPC led the campus community through a very collaborative, inclusive and analytical process. It began with an intensive review and discussion of existing assessments and plans intended to guide the committee's thinking of where Salem State should be in the next five years. This included several university documents such as the previous strategic plan, most recent NECHE assessment, Vision for a Sustainable Future and Community Feedback Addendum, Sustainable Path Forward Task Force Suggestions and Lines of Inquiries, MSCA Growth Plan, and MSCA Liberal Arts and Equity White Paper. The SPC also considered several documents from the Massachusetts Department of Higher Education (DHE) including the New Undergraduate Experience Report, Strategic Plan for Racial Equity, and Student Support and Success Framework.

Communication with the university community at all stages of the plan's development was paramount to the committee. The SPC made every effort to provide engagement opportunities for all campus constituencies so that stakeholder input could be incorporated into the university's next strategic plan. SPC leadership also regularly updated the campus community via email and on the university's intranet, so that all were aware of the milestones of the plan's development and how they could get involved.

To collect input and feedback throughout the planning process, the committee served as conduit between internal and external stakeholders and university leadership to ensure that all voices were represented. Engagement opportunities included 12 in-person and remote open forums with students, parents, faculty, staff and alumni as well as four online surveys at different stages of the plan's development to gather feedback from campus constituencies and volunteer boards. In addition, the SPC hosted targeted meetings with academic leadership, the President's Cabinet, PEC, Board of Trustees, and campus subject matter experts. Joined by President Keenan, SPC leadership also engaged with external stakeholders, including four area Chambers of Commerce, leaders in the region's arts community, local non-profit leaders, and elected officials to ensure that the needs of the North Shore region were considered in the plan's development.

As part of the analysis of the information collected, the SPC identified themes and threads running through and across data sets, key studies and reports, and stakeholder input that reflected commonly held aspirations and shared concerns. As part of a thorough assessment of Salem State's current state, the SPC employed a "4-S" lens, identifying what should be sustained or leveraged; started or explored; strengthened or improved; and stopped or scaled back. The SPC also conducted a review of the university's mission, vision and values, ultimately making some course corrections that aligned with the feedback received from internal and external stakeholders.

Over the summer of 2022, the committee developed a framework for the strategic plan that included overarching goals that would serve as central pillars for the next strategic plan. The framework and newly aligned mission, vision and values were shared with the campus community for feedback at an opening day community forum that fall and also were vetted with the Board of Trustees

From there, the SPC created eight goal groups to flesh out the overarching goals. These groups each included SPC members and campus representatives with expertise in goal areas. The goal groups were charged to develop recommendations regarding, objectives, strategies, and actions the university should take in pursuit of the identified goal. Their work focused on desired outcomes, strategies, key initiatives and alignment to system-wide goals and DHE priorities. The work of the goal groups was shared broadly with all campus stakeholders and the Board of Trustees for feedback.

Each goal group developed a comprehensive report for the SPC's consideration. After thorough review of this input, and during the course of several meetings, the SPC developed an integrated strategic plan that included a set of key objectives for each of the goals. The SPC also determined that the goal relating to student success and life readiness ought to serve, in effect, as an "uber" goal and represent a unifying commitment underpinning the entire plan. The draft strategic plan document went through several rounds of vetting and editing leading up to Touch Point II with the DHE in February 2023 and was further refined based on DHE feedback at that critical meeting.

As a critical dimension of the integrated plan, the SPC also developed an initial set of metrics and key progress indicators that would be used to demonstrate and evaluate progress toward desired outcomes during the course of the strategic plan's implementation. In developing these measures and indicators, the SPC paid close attention to their alignment to the DHE's Strategic Plan for Racial Equity and other known DHE priorities. The SPC's initial list of indicators was vetted and refined with the PEC and then shared with the campus community and the Board of Trustees in February of 2023. Following Touch Point II with the DHE that month, the SPC further refined the indicators to also ensure alignment with the DHE's Student Support and Success Framework.

The final draft plan with associated KPIs was shared with the AUC and PEC for final comment and endorsement before it was presented to the Board of Trustees for formal approval in April.

APPENDIX II: Alignment with Department of Higher Education Plans and Priorities

The Roadmap: Goals and Objectives

STRATEGIC IMPERATIVE: Foster student success and life readiness by creating a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal, and career goals								
OBJECTIVES	ALIGNMENT WITH DHE STRATEGIC PLAN FOR RACIAL EQUITY				ALIGNMENT WITH THE STUDENT SUPPORT & SUCCESS FRAMEWORK			
	Strategy 1 <i>Infrastructure</i>	Strategy 2 <i>Culture</i>	Strategy 3 <i>Access</i>	Strategy 4 <i>Educational Experience</i>	Strategy 5 <i>Success after grad</i>	Foundations	Operating Capacities	Holistic Support Systems
1. Build and sustain a campus culture of inclusion and belonging in which diversity in its many forms is acknowledged, valued, celebrated, and integrated into the entire college-going experience	X		X	X		X		
2. Strengthen onboarding structures, activities, and services to assist students in adjusting to and succeeding as engaged learners in a university learning environment		X	X			X		X
3. Provide experiences and supports that improve retention and promote timely progress toward educational goals for all student populations, including dual enrollment, early-college, transfer, and graduate students	X	X				X	X	X
4. Remove institutional barriers that negatively affect the college experience or academic progress of nontraditional, minority, marginalized, or economically disadvantaged students	X	X	X			X	X	
5. Expand high-impact programmatic and engagement initiatives—such as student research, study abroad, internships, and community service—that prepare students for future careers and help students build confidence, connections, and life-skill learning outside the classroom		X		X	X	X		X
6. Reimagine and revamp the approach to student advising in order to provide more comprehensive and holistic support and promote students' engagement, well-being and academic success throughout their years of study		X						X

GOAL 1 ACADEMIC EXCELLENCE & ACTIVE LEARNING: Develop and support high-quality academic programs and innovative educational experiences that equip Salem State graduates to thrive in an evolving workforce and to navigate confidently in an increasingly complex and global society								
OBJECTIVES	ALIGNMENT WITH DHE STRATEGIC PLAN FOR RACIAL EQUITY				ALIGNMENT WITH THE STUDENT SUPPORT & SUCCESS FRAMEWORK			
	Strategy 1 Infrastructure	Strategy 2 Culture	Strategy 3 Access	Strategy 4 Educational Experience	Strategy 5 Success after grad	Foundations	Operating Capacities	Holistic Support Systems
1.1 Sustain SSU's commitment to providing a foundation in the liberal arts and strengthen the general education curriculum				X		X		X
1.2 Provide an array of transformative experiential learning opportunities that prepare students for a lifetime of engaged citizenship, successful careers, and upward social mobility				X	X		X	X
1.3 Design and deliver academic programs at both the undergraduate and graduate levels that are cross-disciplinary, civically minded, culturally responsive, and anti-racist	X	X		X		X	X	X
1.4 Engage students and scholars in improving the human condition through academic programs, research, and creative activities that address the pressing matters of our time, including social justice, racial equity, health disparities, climate change, and economic inequality		X		X				X
1.5 Leverage our location in historic Salem on the North Shore of Massachusetts, while also constructing a more globally aware curriculum, in ways that further distinguish the University's academic offerings and enhance students' learning experiences				X	X	X	X	
1.6 Provide students a strategically designed class schedule that offers a range of course delivery formats, and equip the faculty with the tools and confidence to ensure the quality of students' experience in any course does not depend on modality		X	X	X				X
1.7 Remove barriers to successful degree program completion through implementation of retention and persistence strategies for at-risk, under-represented, and systemically marginalized learners		X	X			X	X	X
1.8 Create and implement a more robust academic advising model for both undergraduates and graduate students that leverages technology and is integrated, equitable, and readily accessible			X					X

GOAL 2 CIVIC ENGAGEMENT AND PUBLIC GOOD: Cultivate a civically engaged community of learners and scholars committed to public problem solving in a diverse democracy, and align curriculum, co-curriculum, research, and creative activity with opportunities to promote the public good								
OBJECTIVES	ALIGNMENT WITH DHE STRATEGIC PLAN FOR RACIAL EQUITY					ALIGNMENT WITH THE STUDENT SUPPORT & SUCCESS FRAMEWORK		
	Strategy 1 <i>Infrastructure</i>	Strategy 2 <i>Culture</i>	Strategy 3 <i>Access</i>	Strategy 4 <i>Educational Experience</i>	Strategy 5 <i>Success after grad</i>	Foundations	Operating Capacities	Holistic Support Systems
2.1 Build on Salem State's historic commitment to social justice and civic engagement, and expand Salem State's reputation as the Commonwealth's Civic Engagement State University				X		X	X	
2.2 Increase our campus community's understanding of the intersection of civic engagement with justice, equity, diversity, and inclusion work	X	X		X		X	X	X
2.3 Expand and strengthen the University's regional connections for experiential learning, civically engaged pedagogical and curricular innovation, scholarship, and creative endeavors				X	X	X	X	X
2.4 Organize and enhance experiential learning opportunities, and increase use of high-impact practices to support students' personal development and professional preparation				X	X		X	X
2.5 Strengthen the University's capacity to foster students' leadership skills for the purpose of social change		X		X	X	X		X
2.6 Enhance SSU's impact in the North Shore region by working with community stakeholders to identify societal challenges that can be addressed through meaningful, collaborative partnerships	X			X	X		X	

GOAL 3 JUSTICE, DIVERSITY, EQUITY, AND INCLUSION: Increase the diversity of our campus community, and promote equity and inclusion in all programs, policies, and practices								
OBJECTIVES	ALIGNMENT WITH DHE STRATEGIC PLAN FOR RACIAL EQUITY					ALIGNMENT WITH THE STUDENT SUPPORT & SUCCESS FRAMEWORK		
	Strategy 1 Infrastructure	Strategy 2 Culture	Strategy 3 Access	Strategy 4 Educational Experience	Strategy 5 Success after grad	Foundations	Operating Capacities	Holistic Support Systems
3.1 Continue to promote equitable access and boost college participation through expanded partnerships with PK-12 districts and improved, barrier-free transfer pathways for community college students		X	X	X		X	X	X
3.2 Incorporate principles of universal design to foster a more inclusive learning environment that acknowledges and supports a diverse range of student needs and abilities and promotes equitable outcomes for all learners	X	X		X		X	X	X
3.3 Create a culture of support for, and expand investment in, professional development for faculty, staff, and student employees around, culturally responsive teaching and learning, student services, and operations in all areas		X		X			X	
3.4 Transform academic programs, policies, pedagogies, and practices such that they are rooted in a commitment to racial equity	X	X	X	X		X	X	X
3.5 Build a strong record of hiring, supporting, and retaining faculty, staff, and administrators of color and from historically underrepresented groups, and increase SSU's retention and graduation rates for minority or marginalized students		X					X	
3.6 Assert SSU's leadership as a Hispanic-Serving Institution (HSI) modeling the design and implementation of an intentional, successful plan to serve, support, and empower students at and through all levels of the institution		X		X		X	X	
3.7 Prioritize research, creative activity, and knowledge creation that contribute to the scholarship of teaching and learning, particularly as they relate to the experiences of students from historically underrepresented communities		X		X			X	X
3.8 Continue striving to remove financial barriers to access by investing in financial aid for students and championing the cause of providing debt free public higher education in Massachusetts	X		X				X	X

GOAL 4 ENVIRONMENTAL STEWARDSHIP AND CLIMATE ACTION: Reflect Salem State’s core commitment to protecting the natural environment in campus facilities, operations, academics and decision making, and equip faculty, staff and students to understand and engage in addressing the climate emergency								
OBJECTIVES	ALIGNMENT WITH DHE STRATEGIC PLAN FOR RACIAL EQUITY					ALIGNMENT WITH THE STUDENT SUPPORT & SUCCESS FRAMEWORK		
	Strategy 1 Infrastructure	Strategy 2 Culture	Strategy 3 Access	Strategy 4 Educational Experience	Strategy 5 Success after grad	Foundations	Operating Capacities	Holistic Support Systems
4.1 Create a campus culture of sustainability and infuse sustainability into campus decision making	X					X		
4.2 Demonstrate leadership in climate action and climate justice by engaging the Salem State community and broader North Shore region in educational and collaborative initiatives that raise awareness and contribute significantly to efforts to safeguard local resources					X	X		
4.3 Implement emission reduction strategies and aggressively pursue carbon neutrality								
4.4 Develop and implement a sustainable waste management system that emphasizes waste prevention								
4.5 Maximize opportunities for low-carbon construction and for energy and water efficiency in all new building projects and major renovations								
4.6 Ensure that buildings, landscapes, and natural areas create and sustain a campus community that conserves natural resources, restores environmental quality, and protects biodiversity								
4.7 Ensure sustainability-related academic offerings meet student interest and support opportunities to create and disseminate knowledge relating to environmental stewardship and climate action		X		X				X

GOAL 5 CAMPUS COMMUNITY AND CULTURE: Foster a campus culture that fuels school spirit, sense of community and collegiality, mutual respect and trust, and shared commitment to student success and the University's long-term future.								
OBJECTIVES	ALIGNMENT WITH DHE STRATEGIC PLAN FOR RACIAL EQUITY					ALIGNMENT WITH THE STUDENT SUPPORT & SUCCESS FRAMEWORK		
	Strategy 1 Infrastructure	Strategy 2 Culture	Strategy 3 Access	Strategy 4 Educational Experience	Strategy 5 Success after grad	Foundations	Operating Capacities	Holistic Support Systems
5.1 Engage faculty, staff, and students in creating and maintaining a supportive environment that promotes student engagement, empowerment, sense of belonging, and progress toward goals	X			X		X		X
5.2 Ensure clear and consistent internal communications foster awareness, transparency, trust, and a deeper sense of community among campus stakeholders	X					X	X	
5.3 Promote a heightened sense of pride in Salem State's identity and the accomplishments of members of the Salem State community		X				X		
5.4 Nurture the development of meaningful professional relationships at all levels of the organization, and foster an engaged student community that promotes relationship building and involvement in campus life		X			X		X	X
5.5 Promote physical, mental, social and emotional wellness among all members of the campus community and especially among students		X						X
5.6 Expand professional development opportunities and encourage lifelong learning for faculty and staff		X					X	
5.7 Strengthen shared governance practices and seek expanded campus participation in conversations and endeavors relevant to institutional mission and goals	X					X	X	
5.8 Equip and engage members of the SSU community to be effective advocates and ambassadors for Salem State in the wider community						X		

GOAL 6 OPERATIONAL EXCELLENCE AND INFRASTRUCTURE: Continuously assess and improve the administrative and operational systems, structures, and processes that support the University's mission of teaching, research, and public service, and maintain physical facilities and technologies necessary to deliver the mission effectively and efficiently.

OBJECTIVES	ALIGNMENT WITH DHE STRATEGIC PLAN FOR RACIAL EQUITY					ALIGNMENT WITH THE STUDENT SUPPORT & SUCCESS FRAMEWORK		
	Strategy 1 Infrastructure	Strategy 2 Culture	Strategy 3 Access	Strategy 4 Educational Experience	Strategy 5 Success after grad	Foundations	Operating Capacities	Holistic Support Systems
6.1 Establish Salem State as a first-choice place to work and pursue a career						X		
6.2 Prioritize meeting student needs and promoting organizational effectiveness when evaluating, determining, and implementing optimal staffing models and levels		X					X	
6.3 Enhance operational capacity to support students throughout the calendar year cost-effectively through innovative, collaborative approaches to expanding services and resources available to students in need		X				X	X	
6.4 Complete the transformative SSU BOLD project to address major capital needs and establish a compact, efficient campus core							X	
6.5 Update the campus master vision plan and continue to chip away at deferred maintenance							X	
6.6 Enhance physical infrastructure and facilities management plans to improve access and optimize experiences for all who attend, work at, or visit SSU		X					X	
6.7 Develop and implement an enterprise risk management model for all University functions, and build a campus-wide culture of assessment, continuous improvement, and accountability	X						X	
6.8 Pursue strategies to standardize, streamline, as necessary upgrade, and support technology systems and infrastructure across campus	X						X	

GOAL 7 FINANCIAL VITALITY AND SUSTAINABILITY: Fortify Salem State’s financial foundation by stabilizing enrollment, growing income from existing and new revenue streams, advocating for greater public funding support, continuing to build a culture of philanthropy, and aligning resources with strategic priorities.								
OBJECTIVES	ALIGNMENT WITH DHE STRATEGIC PLAN FOR RACIAL EQUITY					ALIGNMENT WITH THE STUDENT SUPPORT & SUCCESS FRAMEWORK		
	Strategy 1 Infrastructure	Strategy 2 Culture	Strategy 3 Access	Strategy 4 Educational Experience	Strategy 5 Success after grad	Foundations	Operating Capacities	Holistic Support Systems
7.1 Expand interest in enrolling at Salem State through strategic marketing aimed at expanding public awareness of the intrinsic value and enduring benefits of an education earned at Salem State			X	X			X	
7.2 Sustain tuition and housing-related revenues by improving retention and completion rates for current students	X		X			X		X
7.3 Increase tuition revenues by diversifying and expanding markets and student populations and through new and expanded programs that generate enrollment-driven revenue	X		X				X	X
7.4 Seek to grow and diversify sources of non-tuition revenue, and proactively advocate for increased public funding	X		X				X	
7.5 Foster a campus-wide culture of philanthropy, and deepen engagement with Salem State alumni and the wider community	X		X			X		
7.6 Ensure policies, systems, budgeting practices, and staff competencies are adequate to sustain financial health	X		X			X	X	
7.7 Engage the campus community and shared governance in thoughtful institutional discernment about how most effectively to invest and deploy limited resources in order to maximize impact and promote shared accountability for prudent resource management	X		X			X	X	X



Salem State University
352 Lafayette Street
Salem, MA 01970
978.542.6000
salemstate.edu/strategic-plan

Recommendations to Accompany SP (Sunday 3/26/23)

The All University Committee is extremely grateful for the care, thoughtfulness, and patience that the SPC put into the creation of an ambitious and all-encompassing five-year Strategic Plan. This plan puts students at the center of our mission, and creates the vision to enable Salem State to thrive as a liberal-arts-based, comprehensive teaching university. In addition, this plan provides an opportunity for Salem State University to overcome the extreme challenges of the last four to five years, including the COVID-19 pandemic and the breakdown in relations between the faculty and the upper management of the University. For this ambitious plan to have the best chance of success, it is vital for the upper management and the faculty union to take sincere and collegial steps to find an amicable solution to end work to rule as part of the process to improve campus morale and rebuild trust. The implementation of this all-encompassing five-year strategic plan requires a unified campus with active engagement with and contributions from students, staff, faculty, and administration.

We firmly acknowledge that the AUC recommendations are to act supplementary to the plan itself, and make the following recommendations:

1. Morale is addressed in the Strategic Plan, but it must be seen as the foundation upon which success in all other areas will be built, as it is low across campus and translates into a lack of trust. The upper management must initiate steps in a sincere, collegial manner that includes various constituencies on campus to improve the campus climate.
 - a. Staff, students, faculty, and administrators must feel valued and able to contribute to the collective vision of the University. Upper management and relevant groups need to determine how to implement necessary changes so that these groups are heard.
 - b. As stated in the preamble to these recommendations, sincere, collegial and transparent steps should be taken by the upper management and faculty to amicably resolve the work to rule impasse. Ending work to rule will also facilitate the seating of non-contract committees that will be helpful in implementing and shaping the Strategic Plan.

2. It is vital that the Strategic Plan be introduced to the community in a clear and nuanced way as it is complex and ambitious. The All University Committee recommends that SPC members willing to work past the life of

the committee be invited to shape the communications. In particular, the collaborative nature of the SPC's work across constituencies can help maintain the larger goal of breaking down the silo effect of various units.

3. The Key Performance Indicators provide a basis for the continuing assessment of the five-year plan, allowing the annual progress towards the ultimate five-year target to be monitored, and to make adjustments if necessary. There should be some caveats with the KPI, though.
 - a. This assessment needs to be transparent and clearly reported to the SSU community, including an annual report to the All University Committee.
 - b. In addition, KPI do not adequately measure all SP goals and objectives. It is vital that each objective be measured regardless of whether it is quantifiable or not. KPI need to be evaluated in context and be used as part of the overall narrative.
 - c. Finally, KPI tend to fall within division-specific domains; it is imperative that they not inadvertently reinforce the siloed nature of the university that the SP seeks to overcome.
4. Risk management is addressed in several places in the strategic plan. The issue of personal safety of all members of the campus community needs to be clearly laid out in the implementation phase of the plan.
5. In the launch of the strategic plan, and continually during the five-year period of its life, the SSU community is informed and reminded that the annual progress, reported on each year, is an incremental path towards the ultimate five-year target in 2028.