



Board of Trustees

2:30 PM

December 20, 2022

Catherine Dower Center for the Performing and Fine Arts, Room 127

A live stream of the meeting for public viewing will also take place on YouTube at the following link:

<https://www.westfield.ma.edu/live>

For information about Westfield State's COVID-19 procedures, visit: www.westfield.ma.edu/covid

AGENDA

- | | |
|---|--|
| 1. Call to Order | Board Chair Dr. Robert Martin |
| 2. Approval of Minutes | Board Chair Dr. Robert Martin |
| a. October 12, 2022 | |
| b. October 19, 2022 | |
| c. December 1, 2022 | |
| 3. General Announcements | Board Chair Dr. Robert Martin |
| a. Minor Revisions to Policies emailed to Trustees: | |
| i. Data Classification (0630) | |
| ii. Remote Access (0620) | |
| iii. Information Security Passwords/Passphrases (0600) | |
| 4. President's Report | Dr. Linda Thompson |
| 5. Student Trustee Report | Trustee Chloe Sanfacon |
| 6. Innovation Fund Proposal: Center for Interdisciplinary Informatics (CI²) | Dr. Mao-Lun Weng, Biology Dept. Dr. Jennifer Hixon, Health Sciences Dept. |
| 7. <u>Financial Affairs and Advancement Committee</u> | Committee Chair Ali Salehi |
| a. Items for Information | |
| b. Items for Action | |
| i. Motion – Staff Emerita Status | |
| 8. <u>Academic Affairs Committee</u> | Committee Chair Dr. Gloria Williams |
| a. Items for Information | |

- b. Items for Action
 - i. Motion – Accept Mission Statement Report
 - ii. Motion – Faculty Emeritus/a
 - iii. Motion – Honorary Degree

9. Governance and Nomination Committee

Committee Chair Melissa Alvarado

- a. Items for Information

10. Enrollment Management and Student Affairs Committee

Committee Chair Lydia Martinez-Alvarez

- a. Items for Information

11. Audit Committee

Committee Chair Theresa Jasmin

- a. Items for Information
- b. Items for Action
 - i. Motion – Massachusetts Office of Student Financial Aid Report (OSFA)
 - ii. Motion – Uniform Guidance Report

12. Justice, Equity, Diversity, and Inclusion Committee

Committee Chair Madeline Landrau

- a. Items for Information
- b. Items for Action
 - i. Motion – Acceptance of Committee Priorities

Attachments:

- a. Draft Minutes of October 12, 2022
- b. Draft Minutes of October 19, 2022
- c. Draft Minutes of December 1, 2022
- d. Tracked Changes to Data Classification Policy (0630)
- e. Tracked Changes to Remote Access Policy (0620)
- f. Tracked Changes to Information Security Passwords/Passphrases (0600)
- g. President’s Presentation
- h. Center for Interdisciplinary Informatics (CI²) presentation

Financial Affairs and Advancement Committee:

- i. Motion – Staff Emerita Status
- j. Staff Emerita Justification

Academic Affairs Committee:

- k. Motion – Accept Mission Statement Report
- l. Mission Statement Report Presentation from Committee meeting
- m. Mission Statement Addendum Report
- n. Motion – Faculty Emeritus/a
- o. Faculty Emeritus/a Justifications

- p. Motion – Honorary Degree
- q. Honorary Degree Justification

Audit Committee:

- r. Motion – Massachusetts Office of Student Financial Aid Report (OSFA)
- s. Massachusetts Office of Student Financial Aid Report (OSFA) (Draft)
- t. Motion – Uniform Guidance Report
- u. Uniform Guidance Report (Draft)

Justice, Equity, Diversity, and Inclusion Committee:

- v. Motion – Acceptance of Committee Priorities
- w. JEDI Committee Priorities



BOARD OF TRUSTEES

October 12, 2022

Minutes

Arno Maris Gallery, Room 201, Ely Campus Center

And via Zoom, in accordance with Massachusetts Gov. Charlie Baker's Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020.

A live stream of the meeting for public viewing also took place on YouTube.

MEMBERS PRESENT: Chair Dr. Robert Martin, Vice Chair Ali Salehi, Secretary Dr. Gloria Williams, and Trustees Melissa Alvarado, Theresa Jasmin, Lydia Martinez-Alvarez, Chris Montemayor, William Reichelt, and Chloe Sanfacon

MEMBERS PARTICIPATING REMOTELY: Trustee Madeline Landrau

MEMBERS EXCUSED: Trustee Paul Boudreau

Also present and participating were Westfield State University President Dr. Linda Thompson; Associate Dean of the School of Business, Mathematics, Computing, and Sustainability Dr. Rebecca Morris; Dr. Jessica Holden, Nursing Department; Dr. Jesse Johnson, Mathematics Department; Dean of Assessment and Accreditation Dr. Brian Jennings; and cabinet members Maggie Balch, Daniel Forster, Dr. Michael Freeman, Richard Lenfest, Jr., Lisa McMahon, Dr. Juline Mills, Dr. LaRue Pierce, Timothy Rooke, and Stephen Taksar.

The meeting was called to order at 2:08 PM by Chair Martin and a roll call was taken of the Trustees participating as listed above. It was announced that the meeting is being livestreamed and captured as recorded.

MOTION made by Trustee Reichelt, seconded by Trustee Alvarado, to approve the minutes of the June 28, 2022, meeting.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

Chair Martin shared the following updates.

- The Board is responsible for approving University policies. The following five policies had minor cosmetic changes which were sent to the Board on September 2, 2022. There were no questions or discussion on the revisions to the policies.
 - Security Camera Authorization and Use (0640)
 - Software and Hardware Acquisition and Usage (0602)
 - Information Security (0580)

- WSU BOT Gift Acceptance (0340)
- Non-Cash (In-Kind) Contributions (0330)
- To ensure Board transparency and create more interaction between the Board and campus community, he requested committee chairs to work with the committee liaisons to prepare a summary of their committee meeting discussions to share with and inform the campus of what happens at Board committee meetings.
- By adding a new Board JEDI committee, it will be difficult to fit all committee meetings in one day and suggested moving one committee meeting to another day.
- He reiterated his interest in having committees bring forth strategic long-term issues likely to affect the University.

President's Report. Dr. Thompson stated Westfield State resonated with her because of the legacy of Horace Mann creating a campus to develop people who could be engaged in civil society. Her first year focused on a bridge to the future and restoring our health. We are now building on new IDEAs by focusing on the following framework to develop culture:

- INNOVATION to educate and work differently.
- DIVERSITY in learning and thought.
- ENGAGEMENT with students, alumni, community, business, and government leaders to create a greater impact and bring learners of all ages and stages of life here. The student body wants to link Student Affairs with Enrollment Management so that once they get to campus it will be easier to connect with Student Affairs. This matter will be brought to the next meeting.
- ADVANCING the University with a new marketing and advancement message that each person on campus can help spread to get people to invest in the University.

She has challenged the campus to get to 6,000 students in the next five years by being innovative in meeting the needs of all learners. Our hiring practices need to be diversified to create a greater cultural competence. The Strategic Plan of Westfield 2030 and beyond is starting to be developed. The homecoming celebration is engaging with alumni and others to encourage support of the University. A greater Washington, DC presence and a pathway for health sciences in the region is being developed. Over \$900,000 has been received in recent grants.

Student Trustee Report. Trustee Sanfacon shared that the Student Government Association (SGA) executive council is excited for the new division combining Enrollment Management and Student Affairs to focus on the whole student experience, starting with their admission. A new proposal has been suggested of using Westfield State students as University ambassadors back in their high schools. Last year the SGA petitioned access for gender neutral bathrooms, and they are currently requesting a workaround in the Presence app and Banner program to be able to use students' preferred names. Increased student participation is being encouraged and the SGA is hosting a town hall to discuss campus climate and culture. Trustee Sanfacon participated in a swearing in ceremony by Lt. Governor Polito and she will be attending the Board of Higher Education student advisory meeting with SGA presidents and student trustees across the commonwealth.

Sustainability Initiatives Recommendation. Student Daniel Currier, the SGA Vice President for Finance, gave a presentation entitled "Protecting the Global Nest – Going Green at Westfield State University." The presentation was the work of Dr. Tarin Weiss' Honors Environmental Geology students and included a detailed analysis of how the University can become more sustainable.

Mission Statement Review Report. Drs. Rebecca Morris, Jessica Holden, and Jesse Johnson from the Mission Statement Advisory Committee and NECHE Standard 1 Subcommittee presented results from the Mission/Vision Values survey performed. The results showed that the mission, vision, and values do not motivate or inspire, and are not specific to Westfield State University. Communication on campus needs to reflect that decisions are linked to the University's mission, vision, and values. The committee proposed

holding stakeholder meetings to analyze perceptions of parents and community members and to provide the survey results to the campus community. The committee will return in December with an update and recommendations.

Dashboard of Performance Metrics. Dr. Jennings stated that last fall the president's cabinet gathered data on the progress of the current Strategic Plan and started preparing for the next. Public facing metrics on the health of the institution were created, organized under the four themes of the current Strategic Plan. Suggestions from Trustees on the dashboard were to incorporate rolling three-year data, using benchmarks as the targets, creating metrics that are important to the University, and merging the two documents presented into one dashboard to use as a basic indicator of health.

Governance and Nomination Committee. Committee Chair Melissa Alvarado stated that the committee discussed and approved the creation of a new Board committee for JEDI with the following motion.

MOTION made by Trustee Salehi, seconded by Trustee Montemayor, to amend the Westfield State University's Board of Trustees Bylaws **Article V.** by adding **Section 10.** to establish a standing committee to consider and recommend to the Board policies and actions regarding the Division of Justice, Equity, Diversity, and Inclusion activities. The proposed language of Section 10 is as follows:

Section 10. Justice, Equity, Diversity, and Inclusion (JEDI) Committee

- A. *Membership.* The justice, equity, diversity, and inclusion committee shall consist of at least three voting trustees.
- B. *Responsibilities.* See the Justice, Diversity, Equity & Inclusion Charter for a more detailed listing of responsibilities. The committee shall provide oversight to the University's strategic planning of activities, initiatives, and practices designed to enhance the campus climate and culture.

Trustee Martinez-Alvarez requested to be added to the committee. **ROLL CALL VOTE** passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

Finance and Capital Assets Committee. Committee Chair Ali Salehi stated the following four action items were approved by the committee. A FY24 provisional budget and multi-year plan will be presented at future meetings.

MOTION made by Trustee Reichelt, seconded by Trustee Martinez-Alvarez, to approve the expenditure of an additional \$4,000 in FY23 to procure an ambulance for the Sports Medicine and Human Performance Department from Specialty Vehicles, Inc. With approval from the Board of Trustees in April 2022 to purchase an ambulance for \$5,000, this will bring the total purchase price of the vehicle to \$9,000 in FY23.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

MOTION made by Trustee Sanfacon, seconded by Trustee Reichelt, to approve the changes and accept the newly revised Student Travel Policy (4040), as presented.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

MOTION made by Trustee Reichelt, seconded by Trustee Sanfacon, to approve the FY23 Operating Budget as presented and to authorize the President to make budget adjustments to these funds.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

MOTION made by Trustee Jasmin, seconded by Trustee Reichelt, to approve the use of reserves totaling \$1,326,406 which is equal to the FEMA reimbursement. The revenue was recognized in FY22 when the reimbursement was requested and approved; most of the cash reimbursement was received in FY23. Funds will be used for strategic investments as shown in the attached summary, in support of institutional priorities as approved by the President. If funds are not fully spent in FY23, unspent funds will be automatically rolled forward into FY24. A year-end report will be provided to the Finance and Capital Assets Committee.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

Academic and Student Affairs Committee. Committee Chair Dr. Gloria Williams stated that the committee discussed engaging with students prior to their arrival and encouraging their participation in the Presence app, which will help keep them connected. Campus challenges contributed to by the pandemic were shared which included reluctance of students getting involved because they had spent the last two years online and they were afraid programs would be canceled with COVID outbreaks. Enrollment data by school and type of student was also presented. [Trustee Reichelt left the meeting at 4:00 p.m.] The committee approved the following action item.

MOTION made by Trustee Martinez-Alvarez, seconded by Trustee Alvarado, to approve the Bachelor of Fine Arts in Graphic Design.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

Audit Committee. Committee Chair Theresa Jasmin stated that the committee reviewed and approved a clean FY22 Annual Audited Financial Report with no issues after the audit firm presented financial statements and supplemental reports. The accounting firm informed the committee that listing the institution leases added \$113 million in assets and liabilities to the reports but had very little impact on the net position of the University. A proposal for internal audit functions will be presented at an upcoming meeting. [Trustee Reichelt returned to the meeting.]

MOTION made by Trustee Martinez-Alvarez, seconded by Trustee Williams, to accept the annual report for fiscal year ending June 30, 2022, as prepared by the university's Administration and Finance Division and to authorize the submission of this report to the State Comptroller's Office, the Massachusetts Department of Higher Education, and the State

Auditor's Office, as required by the Massachusetts Department of Higher Education. This annual report includes the Westfield State University FY22 Financial Statements, audited by O'Connor & Drew, P.C.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

Advancement and Enrollment Management Committee. Committee Chair Lydia Martinez-Alvarez stated that the committee reviewed a recruitment plan for 2022-2023 with the request that everyone focus on it. Homecoming events were also discussed.

Chair Martin presented the following motion to adjust President Thompson's compensation to the 50th percentile of her peer group, which is not related to her evaluation.

MOTION made by Trustee Martinez-Alvarez, seconded by Trustee Montemayor, to approve the following: Board of Trustees Bylaws, Article 1, Section 1B, establishes the role of the Board of Trustees in setting presidential compensation. President Thompson's compensation will be increased as follows: annual salary will increase by 2% or \$5,260, housing allowance by \$5,000 per year, and car allowance by \$300 per year. These changes will be effective with the first payroll period of Fiscal Year 2023 (FY23). The final FY23 Operating Budget presented in October 2022, will be adjusted to reflect the approved changes.

These changes are based on recommendations from Dr. Carlos Santiago, Commissioner of the Massachusetts Department of Higher Education, in his August 31, 2022, letter regarding President Thompson's compensation, housing allowance and car allowance. As described in the Commissioner's letter, the proposed changes are based on a recent study of presidential compensation conducted in FY22 by EY Parthenon utilizing CUPA data, peer survey data, and cost of living analysis. It has been over 10 years since the last presidential compensation study was conducted.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

From the previous discussion item on dashboard of performance metrics, the following action is taken.

MOTION made by Trustee Salehi, seconded by Trustee Reichelt, to accept the dashboard of performance metrics as presented on October 12, 2022, and to authorize the Executive Committee of the Board to make such adjustments as may be warranted based upon discussion with the President and Cabinet.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

The following ratifications of Executive Committee action were taken.

MOTION made by Trustee Jasmin, seconded by Trustee Reichelt, to ratify the July 27, 2022, actions of the Executive Committee in the approval of the use of ARPA maintenance funds as required by state law, for the projects recommended, in priority order based on option one and two. Further, to allow the President to shift the priorities of the projects based on updated facilities assessments and report back to the Board at the next scheduled meeting on any changes in scope or priority. Funding for the work related to the projects listed, may not exceed the available ARPA funding as noted in the attached materials.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

MOTION made by Trustee Sanfacon, seconded by Trustee Martinez-Alvarez, to ratify the July 27, 2022, actions of the Executive Committee in the approval of the transfer of \$800,000 from the University's investment accounts with Eaton Vance/WhiteOak Advisors, to the University's operating account at Berkshire Bank, consistent with the University's Investment Policy (0430), FY23 provisional budget, and verified with the financial analysis presented today.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

Chair Martin shared that the bylaws state Trustees have the responsibility for the table of organization and structure, and the merger of Enrollment Management and Student Affairs will be brought to a vote at a meeting next week.

There being no further business, **MOTION** made by Trustee Reichelt, and seconded by Trustee Alvarado, to adjourn.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

Meeting adjourned at 4:25 PM.

Attachments presented at this meeting:

- a. Draft Minutes of June 28, 2022
- b. Tracked Changes to Security Camera Authorization and Use (0640)
- c. Tracked Changes to Software and Hardware Acquisition and Usage (0602)
- d. Tracked Changes to Information Security (0580)
- e. Tracked Changes to WSU BOT Gift Acceptance (0340)
- f. Tracked Changes to Non-Cash (In-Kind) Contributions (0330)
- g. President's Report
- h. Letter to Board of Trustees, Cabinet, and President on Sustainability
- i. Submission Report – Protecting the Global Nest – Going Green at Westfield State University
- j. AUC Proposed Charge for Special Committee on Sustainability
- k. Presentation – Protecting the Global Nest – Going Green at Westfield State University
- l. Mission Statement Review Report
- m. Mission Statement Presentation
- n. Performance Metric Dashboard

- o. Performance Metrics Dashboard (In Progress)

Governance and Nomination Committee:

- p. Motion – Bylaw Amendment to Create a Committee for Justice, Equity, Diversity, and Inclusion
- q. Proposed Bylaw Amendment to Create a committee for Justice, Equity, Diversity, and Inclusion

Finance and Capital Assets Committee:

- r. Motion – Vehicle Purchase (Ambulance)
- s. Vehicle Purchase (Memo)
- t. Vehicle Purchase (Invoice)
- u. Motion – Student Travel Policy (4040)
- v. Student Travel Policy (Track Changes)
- w. Student Travel Policy (No Track Changes)
- x. Motion – FY23 Operating Budget
- y. FY23 Operating Budget (Summary)
- z. FY23 Operating Budget (Final)
- aa. FY23 Operating Budget (Detailed Budget)
- bb. FY23 Operating Budget (June 2022 Provisional Material)
- cc. Motion – FEMA Reserves Request
- dd. FEMA Reserves Request

Academic and Student Affairs Committee:

- ee. Motion – Approval of Bachelor of Fine Arts, Graphic Design
- ff. Massachusetts Dept. of Higher Education, Notice of Intent for BFA in Graphic Design

Audit Committee:

- gg. Motion – FY22 Audit Report
- hh. FY22 Audit Report (Required Communication)
- ii. FY22 Audit Report (Draft)

Full Board:

- a. Motion – Presidential Compensation Adjustment
- b. Presidential Compensation Letter August 31, 2022
- c. Motion – Dashboard of Performance Metrics
- d. Ratification of Motion Approved by Executive Committee – FY23 ARPA Capital Maintenance/Projects
- e. Ratification of Motion Approved by Executive Committee – FY23 Investment Income Allocation

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees meeting held on October 12, 2022.

Dr. Gloria Williams, Secretary

Date



BOARD OF TRUSTEES

October 19, 2022

Minutes

Via Zoom

in accordance with Massachusetts Gov. Charlie Baker's Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020.

A live stream of the meeting for public viewing also took place on YouTube.

MEMBERS PARTICIPATING REMOTELY: Chair Dr. Robert Martin, Vice Chair Ali Salehi, Secretary Dr. Gloria Williams, and Trustees Melissa Alvarado, Theresa Jasmin, Madeline Landrau, Lydia Martinez-Alvarez, Chris Montemayor, William Reichelt, and Chloe Sanfacon

MEMBERS EXCUSED: Paul Boudreau

Also participating remotely were Westfield State University President Dr. Linda Thompson and cabinet members Maggie Balch, Daniel Forster, Richard Lenfest, Jr., Lisa McMahon, Juline Mills, Michael Freeman, LaRue Pierce, Tim Rooke, Stephen Taksar.

The meeting was called to order at 4:30 PM by Chair Martin. It was announced the meeting was being livestreamed and recorded and a roll call was taken of the Trustees participating as listed above.

Chair Martin stated there is one agenda item to combine the divisions of Enrollment Management and Student Affairs.

President's Remarks. Student Affairs consultant Dr. Gail Sabatino recommended merging the divisions of Enrollment Management and Student Affairs after holding town halls and having conversations with students and the staff of both divisions. This would provide more efficiency in student life and streamline the process of bringing students to campus and keeping them here, helping enrollment, graduation rates, and retaining alumni. This model works and will make campus more effective and efficient. It is supported by student leadership and the staff in both divisions.

Student Trustee Sanfacon stated the recommendation included many student voices throughout the process who thought the merger would provide more student focus. They are already seeing the benefits.

Chair Martin stated the bylaws specifically designate the Board having a role in reviewing and approving the organizational structure with specific attention to vice presidents and deans.

President Thompson stated that while students and many people in the two divisions are supportive of the merger which has been discussed since last December, there are some on campus who are neutral and others that do not support the merger.

Vice President for Enrollment Management Daniel Forster and Dean of Students Maggie Balch shared feedback:

- After meetings between the divisions, both directors and staff saw opportunities for collaboration, especially when challenged for resources. Natural connections are happening, moving departments out of silos.
- At a summer retreat, the divisions planned operationally how to put students in the center and move them smoothly through processes of admissions through health services and housing. There has been innovation and discovery in this process.

President Thompson shared that Bay Path, other Massachusetts state universities, and universities across the country have merged these two divisions with success. Chief of Staff Dr. Freeman stated he was a vice president for student affairs and enrollment management at two universities where it worked very well.

The biggest challenge was in the beginning there was fear that others may take over jobs, or there may be a requirement to job share, but the staff understands this is more about communication than delegation. By sharing what is happening across the divisions, there is more potential of collaboration.

Dean Balch stated she has worked in a combined division at two institutions and understands the challenges and benefits and has been working with Vice President Forster about potential issues.

Trustees were eager to hear how retention will be embraced beyond Enrollment Management and Student Affairs. President Thompson stated that Vice President for JEDI Dr. Pierce will focus on more than diversity and will work with student success in Academic Affairs. There is a need to integrate a comprehensive approach to recruitment, retention, and the development of every person coming through the door. Chair Martin stated that an important part of the Board's role is to review the success of changes and would like to have an update in June with meaningful data of how the merge is working and if mid-course corrections are required.

MOTION made by Trustee Reichelt, seconded by Trustee Landrau, to combine the divisions of Enrollment Management and Student Affairs into a single division. A review of the integration will be conducted annually and presented to the Board of Trustees at its June Board meeting.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

There being no further business, **MOTION** made by Trustee Landrau, and seconded by Trustee Williams, to adjourn.

ROLL CALL VOTE passes motion unanimously with Trustees voting in the affirmative: Alvarado, Jasmin, Landrau, Martinez-Alvarez, Montemayor, Reichelt, Salehi, Sanfacon, Williams, and Martin.

Meeting adjourned at 5:09 PM.

Attachments presented at this meeting:

- Motion – Combining Enrollment Management and Student Affairs
- New Model of Enrollment Management and Student Affairs
- Current University Organizational Charts as of October 14, 2022

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees meeting held on October 19, 2022.

Dr. Gloria Williams, Secretary

Date



BOARD OF TRUSTEES

December 1, 2022

Minutes

Via Zoom

in accordance with Massachusetts Gov. Charlie Baker's Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020.

A live stream of the meeting for public viewing also took place on YouTube.

MEMBERS PARTICIPATING REMOTELY: Chair Dr. Robert Martin, Vice Chair Ali Salehi, and Trustees Melissa Alvarado, Theresa Jasmin, Madeline Landrau, Chris Montemayor, William Reichelt, and Chloe Sanfacon

MEMBERS EXCUSED: Secretary Dr. Gloria Williams and Trustees Paul Boudreau and Lydia Martinez-Alvarez

Also participating remotely were Westfield State University President Dr. Linda Thompson, Vice President for Enrollment Management and Student Affairs Daniel Forster, Chief of Staff Dr. Michael Freeman, and Vice President for Justice, Equity, Diversity, and Inclusion Dr. LaRue Pierce.

The meeting was called to order at 4:02 PM by Chair Martin. A roll call was taken of the Trustees participating as listed above, and it was announced that the meeting was being livestreamed and recorded.

Chair Martin stated the sole purpose of the meeting was to approve an amendment to the Bylaws to restructure the Board of Trustees committees to align with the new structure the University has adopted.

MOTION made by Trustee Reichelt, seconded by Trustee Landrau, to amend the Westfield State University's Board of Trustees Bylaws **Article V.** to reflect the restructuring and retitling of existing committees as referenced below. The membership and responsibilities of each committee will be updated in the next amendment to the Bylaws.

The proposed amended language of Article V. Board Committees, Section 1 is as follows:

Section 1. Standing Committees. The board shall establish certain standing committees as it wishes. It shall minimally have (1) an Executive committee, (2) an Academic Affairs committee, (3) a Financial Affairs and Advancement committee, (4) an Audit committee, (5) a Governance and Nomination committee, (6) an Enrollment Management and Student Affairs committee and (7) a Justice, Equity, Diversity, and Inclusion (JEDI) committee. Each standing committee shall have a written description of its responsibilities.

Discussion: Chair Martin stated that the changes to committees included combining Student Affairs with Enrollment Management, leaving Academic Affairs as a stand-alone committee,

and combining Advancement with Financial Affairs. At an earlier Board meeting a new JEDI committee was approved.

There being no further discussion, **ROLL CALL VOTE** taken:

| | |
|--------------------|-----|
| Trustee Alvarado | Yes |
| Trustee Jasmin | Yes |
| Trustee Landrau | Yes |
| Trustee Montemayor | Yes |
| Trustee Reichelt | Yes |
| Trustee Salehi | Yes |
| Trustee Sanfacon | Yes |
| Trustee Martin | Yes |

Motion passed unanimously.

Chair Martin stated that additional amendments to the Bylaws will be presented at the December Governance and Nomination Committee which will include revised committee responsibilities.

There being no further business, **MOTION** made by Trustee Jasmin, seconded by Trustee Alvarado, to adjourn.

There being no discussion, **ROLL CALL VOTE** taken:

| | |
|--------------------|-----|
| Trustee Alvarado | Yes |
| Trustee Jasmin | Yes |
| Trustee Landrau | Yes |
| Trustee Montemayor | Yes |
| Trustee Reichelt | Yes |
| Trustee Salehi | Yes |
| Trustee Sanfacon | Yes |
| Trustee Martin | Yes |

Motion passed unanimously.

Meeting adjourned at 4:08 PM.

Attachments presented at this meeting:

- a. Revised 2022-2023 Committee Structure/Assignments
- b. Motion – Bylaw Amendment to Rename Board Committees

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees meeting held on December 1, 2022.

Dr. Gloria Williams, Secretary

Date

DATA CLASSIFICATION

PURPOSE

The purpose of this policy is to provide a framework for securing data from risks, including but not limited to, unauthorized destruction, modification, disclosure, access, use and removal. This policy shall be enforced in conformity with all applicable local, state, and federal regulations and laws.

SCOPE

This policy applies to all students, faculty, staff, volunteers, vendors, consultants, contractors, or others (herein afterwards referred to as “constituents”) who use or have authorized access to University Information Technology Resources. This policy is supplemented by the policies of those networks to which the University is interconnected, including, but not limited to, the University of Massachusetts Information Technology Systems group, the Commonwealth of Massachusetts’ Information Technology Division, UMass Online, etc. It covers all University information whether in hardcopy or electronic form and any systems which access, process, or have custody of business data. This policy also applies to all information, in any form and in any medium, network, internet, intranet, computing environments, as well as the creation, communication, distribution, storage and disposal of information.

For the purposes of this policy, “Information Technology Resources” means all computer and communication facilities, services, data, and equipment that are owned, managed, maintained, leased or otherwise provided by the University. Information Technology Services (ITS) refers to authorized personnel currently assigned to Infrastructure Services and Administrative Systems. Academic Technology Services Support Desk (ATSSD) refers to authorized personnel currently assigned to Support Desk under Academic Information Services. Area Security Officials shall be the supervisor of each department or program with the authority to grant access to Information Technology Resources.

The use of the University’s Information Technology Resources constitutes an understanding of, and agreement to, abide by this policy. Additionally, all constituents must protect, and if necessary, intervene to assure that others protect the confidentiality, integrity, and security of all Information Technology Resources.

USER OWNERSHIP AND RESPONSIBILITIES

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Westfield State University

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APPROVED: October 2017

REVIEWED: October 2022

The University owns and maintains the information stored in its Information Technology Resources, and it limits access to its Information Technology Resources to authorized users. Users of Information Technology Resources have a responsibility to properly use and protect these resources, respect the rights of other users, and behave in a manner consistent with any local, state, and federal laws and regulations, as well as all University policies. Information Technology Resources, including Internet bandwidth, are shared among the community, and users must utilize these resources with this understanding.

Users must respect all intellectual property rights, including any licensing agreements, applicable to information and resources made available by the University to its community.

Information technology resources are provided to support the mission of teaching and learning and to conduct official University business. Therefore, the University bears no responsibility for the loss of any personal data or files stored or located on any system.

The University does not systematically monitor all communications or files. Users must be aware of, and responsible for, material which they send or publish using its network, servers, and other resources, including the Internet.

PROCEDURES

Data must be maintained in a secure, accurate and reliable manner and be readily available for authorized use. Data security measures will be implemented commensurate with data value, sensitivity, and risk. To implement these security measures and establish guidelines and procedures for compliance, data will be classified in one of the following categories:

- A. **Confidential** – sensitive data, information, materials, and other assets that are confidential to the organization, whether by law, by contract, or otherwise. This classification includes organizational performance (pricing, costs, sales, revenue, profit, etc.), strategic planning, proprietary information, contractual agreements, security issues, financial information, and personal information (PI). This information, if made public or even shared around the organization, could seriously damage the organization, the employees or the customers and could potentially be non-compliant with the Payment Card Industry Data Security Standard and applicable state or federal laws and regulations such as Massachusetts Privacy Law (201 CMR 17.00). This category includes, but is not limited to, Personally Identifiable Information (PII)*.
- B. **Sensitive** – sensitive data, information, materials and other assets that support the WSU's organizational operations and therefore must be guarded due to proprietary, ethical, contractual obligations or privacy considerations, and must be protected from unauthorized access, modification, transmission, storage or other use. This information is not intended for public use and its unauthorized disclosure could adversely impact the company, customers or employees.

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C. **Public** – Data which there is no expectation of privacy or confidentiality (data, materials, and other assets) that is intended for public circulation. This information may be freely disseminated without potential harm. Information includes event schedules, Internet content, completed press releases, publication-oriented personnel biographies and photos, publication archives, published materials, etc. Constituents that have a legal or regulatory requirement for the non-disclosure of their public information are required to notify the Human Resources Department.

1. Confidential and Sensitive data will require security measures appropriate with the impact of such loss or corruption of the data will impact the operating functions of WSU, result in financial loss or violate policy, contract, or law.
2. Security measures shall be set by the Chief Information Security Officer in collaboration with the Information Security Policy Team, and the Office of Information and Instructional Technology (OIT)..
3. All suspected violations of this policy should be immediately reported to the Chief Information Security Officer. Reports of any/all violations will be considered Sensitive Data until otherwise classified by the Chief Information Security Officer or the Information Security Policy Team.
4. The Chief Information Security Officer will investigate and document all suspected violations and make recommendations for further actions.
5. A combination of any of the data items in Sensitive or Public may result in a reclassification requiring a higher level of security measures.
6. All data shall be retained in accordance with the current Massachusetts Statewide Records Retention Schedule and any breaches of this data shall be reported in accordance with MGL CH93H.
7. Nothing in this policy shall prevent the distribution of public records as defined by the Massachusetts Public Records Law, G. L. c. 4, § 7(26). Under the law, every record that is made or received by a government entity or employee is presumed to be a public record unless a specific statutory exemption permits or requires it to be withheld in whole or in part.
8. A table of classification criteria shall be provided in the OIT Data Classification Guideline and shall serve as examples of each classification and is not to be considered an all-inclusive list.

*Personally Identifiable Information (PII) – any information that can potentially be used to uniquely identify an individual

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REVIEW

This policy shall be reviewed annually by the Chief Information Security Officer.

REMOTE ACCESS

PURPOSE

The purpose of this policy is to define the requirements for connecting to the Westfield State University network from any remote system. These requirements are designed to minimize the potential exposure to damages, which may result from unauthorized use of University resources. Damages include the breach of confidential, sensitive, or organizational information and intellectual property, damage to public image, damage to critical internal systems, the compromise of system availability, or the corruption of information integrity.

SCOPE

This policy applies to all students, faculty, staff, volunteers, vendors, consultants, contractors, or others (herein afterwards referred to as “constituents”) who use or have authorized access to University Information Technology Resources. This policy is supplemented by the policies of those networks to which the University is interconnected, including, but not limited to, the University of Massachusetts Information Technology Systems group, the Commonwealth of Massachusetts’ Information Technology Division, UMass Online, etc. It covers all University information whether in hardcopy or electronic form and any systems which access, process, or have custody of business data. This policy also applies to all information, in any form and in any medium, network, internet, intranet, computing environments, as well as the creation, communication, distribution, storage and disposal of information.

For the purposes of this policy, “Information Technology Resources” means all computer and communication facilities, services, data, and equipment that are owned, managed, maintained, leased, or otherwise provided by the University. The Office of Information and Instructional Technology (OIT) refers to authorized personnel currently assigned to Infrastructure Services, Media Services, the Center for Instructional Technology (CIT), Technology Support Services (TSS) and Administrative Systems. Area Security Officials shall be the supervisor of each department or program with the authority to grant access to Information Technology Resources.

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REVIEWED: October 2022

Any person with questions regarding the application or meaning of this policy should seek clarification from his or her supervisor, or from the Chief Information Security Officer.

The University owns and maintains the information stored in its Information Technology Resources, and it limits access to its Information Technology Resources to authorized users. Users of Information Technology Resources have a responsibility to properly use and protect these resources, respect the rights of other users, and behave in a manner consistent with any local, state, and federal laws and regulations, as well as all University policies. Information Technology Resources, including Internet bandwidth, are shared among the community, and users must utilize these resources with this understanding.

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The University does not systematically monitor all communications or files. Users must be aware of, and responsible for, material which they send or publish using its network, servers, and other resources, including the Internet.

PROCEDURES

1. All remote access to university applications, systems and hardware shall be authorized and approved through the Office of Information and Instructional Technology.
2. Any access not explicitly authorized and approved is forbidden.
3. Remote access to specific applications, systems, components, and technology infrastructure shall only be granted to users with a legitimate business need.
4. The level of access granted, and privileges assigned shall be limited to the minimum required to perform assigned duties.
5. Employees and third parties authorized to utilize remote connections shall ensure that unauthorized users are not allowed access to the University internal network utilizing these connections.
6. All individuals and machines, while accessing the network, including company-owned and personal equipment, are considered an extension of the University 's network.

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7. All devices, including personally owned computers, that are connected to the network via remote access technologies must;
 - i. Employ up-to-date anti-virus software, and be up to date on available patches,
 - ii. Employ security patches for installed operating systems (with auto-update, enabled), web browsers, and common applications shall be applied,
 - iii. A firewall must be enabled on each applicable device.
8. Remote access may only be used to conduct business-related work. Personal, private, or commercial use of any service available remotely is not permitted.
9. Users agree to protect University information assets from unauthorized access, viewing, disclosure, alteration, loss, damage, or destruction.
10. Remote access to data or services may not be used to copy private or personal information, such as that residing on a privately owned computer, to company file shares, or other university owned information systems.
11. Remote access to data or services may not be used to store University information on a personal system, file share or other non-university owned system without prior approval from the Chief Information Security Officer.
12. Any constituent found to have violated this policy, intentionally or unintentionally, may be subject to disciplinary action, up to and including termination of access or employment (if applicable).

REVIEW

This policy shall be reviewed annually the Chief Information Security Officer.

INFORMATION SECURITY PASSPHRASES

PURPOSE

The purpose of this policy is to establish a standardized, system-wide approach to managing the protection of information and Information Technology Resources to support core business needs and the provision of continuity and privacy at Westfield State University (“University”) and establish sanctions for violations of this policy. This policy is intended to protect the users of the University’s Information Technology Resources by ensuring a reliable and secure technology environment that supports the educational mission of the University. These resources are provided as a privilege to all Westfield State University employees, students, and authorized guests. The University seeks to ensure the integrity of Information Technology Resources made available to the user community, as such, to ensure these resources are secure from unauthorized access for those that utilize them. This policy is not intended to inhibit the culture of intellectual inquiry, discourse, academic freedom or pedagogy. In general, the same ethical conduct that applies to the use of all University resources and facilities applies to the use of the University’s Information Technology Resources.

SCOPE

This policy applies to all students, faculty, staff, volunteers, vendors, consultants, contractors, or others (herein afterwards referred to as “constituents”) who use or have authorized access to University Information Technology Resources. This policy is supplemented by the policies of those networks to which the University is interconnected, including, but not limited to, the University of Massachusetts Information Technology Systems group, the Commonwealth of Massachusetts’ Information Technology Division, UMass Online, etc. It covers all University information whether in hardcopy or electronic form and any systems which access, process, or have custody of business data. This policy also applies to any and all information, in any form and in any medium, network, internet, intranet, computing environments, as well as the creation, communication, distribution, storage and disposal of information.

For the purposes of this policy, “Information Technology Resources” means all computer, applications and communication facilities, services, data and equipment that are owned, managed, maintained, leased or otherwise provided by the University and the Office of Information and Instructional Technology (OIT) Area Security

Officials (ASO) shall be the supervisor of each department or program with the

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2022

REVIEWED: November

authority to grant access to Information Technology Resources.

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POLICY

All constituents are responsible for taking the appropriate steps to select and secure their passwords in compliance with the Information Security Policy, the OIT Access Control Guidelines and the OIT Password Creation, Protection and Administration Guidelines. Passwords are an important aspect of information security. A poorly chosen password may result in unauthorized access and/or exploitation of Information Technology Resources.

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PROCEDURE

All passwords must conform to the OIT Password Creation, Protection and Administration Guidelines and the OIT Access Control Guidelines, including but not limited to:

- Establishing a standardized passphrasecreation guideline
- Utilizing different passphrase for various access needs
- Establishing an automated, time-based passphrase change requirement
- Educate all constituents on how to protect their passphrases
- Establishing a guideline for changing forgotten or lost passphrases
- Establishing procedures for the authorization and termination of access to Information Technology Resources

REVIEW

This policy will be reviewed annually by the Chief Information Security Officer.



Presidential Message: Board of Trustees

December 2022

Dr. Linda Thompson, President

Westfield
STATE UNIVERSITY

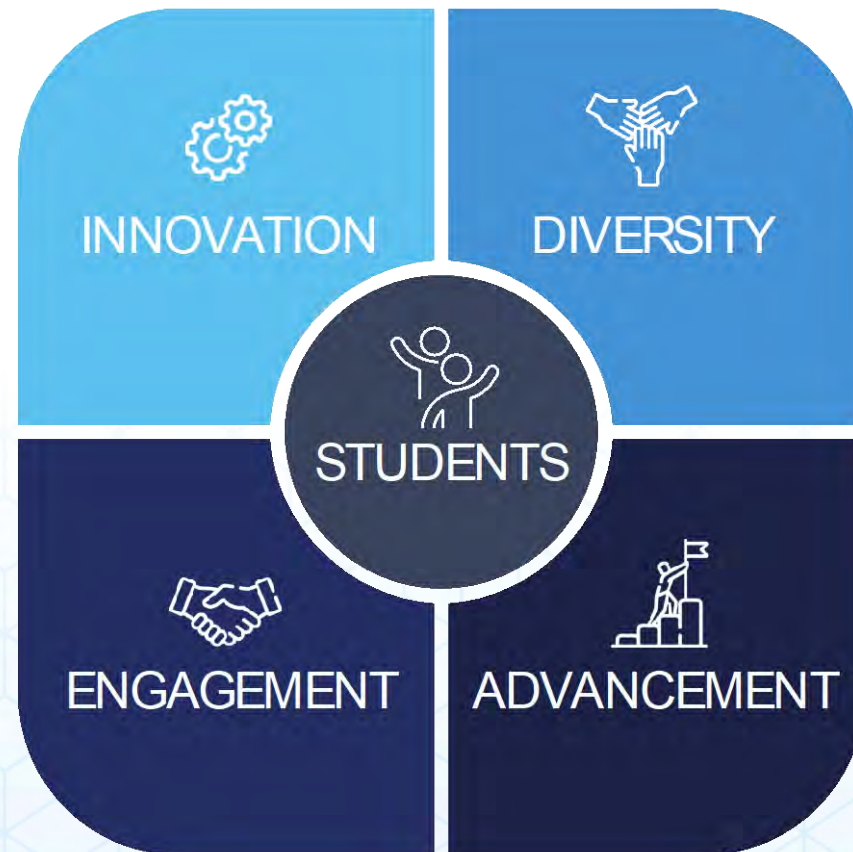
IDEA

AT Westfield State University



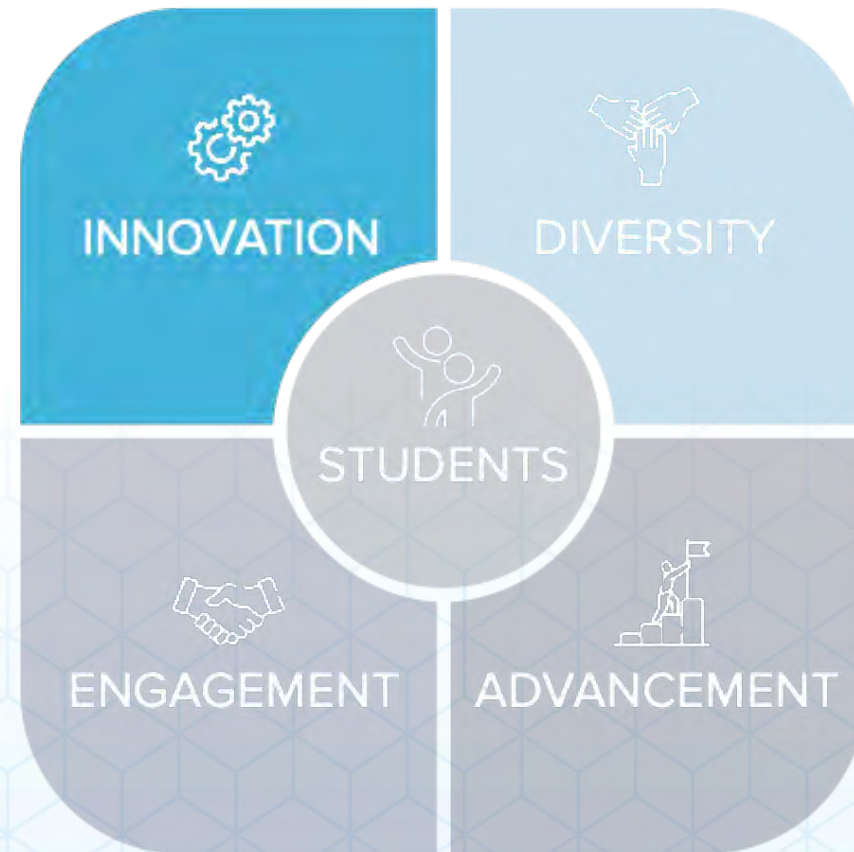
IDEAS

@Westfield State University



IDEAS

@ Westfield State University



INNOVATION FUNDING: ROUND 1

- Westfield Emerging Leaders Academy
- Campus and Conferences Creation
- Strategic Recruitment Travel for Targeted Geographic Expansion
- Center for Interdisciplinary Informatics



INNOVATION: EVENTS & CONFERENCES



INNOVATION FUNDING: ROUND 2

- Art, CURCA, and Theater: 3D Printer and Laser Cutter to bring modern equipment to programming
- Environmental Science and Geography, Planning, and Sustainability: Bear Hole Community Reserve Collaborative Survey and Inventory Project
- Communication Department: “Inform, Invite, and Inspire” project aimed at reaching area high school students who have shown interest in media and/or a communication major
- Library Faculty OER Grant Program: Expand and secure use of Open Education Resources to reduce student textbook costs in alignment with the DHE’s equity agenda
- Ely Library and Art Department: Creation of a zine collection to create a more inclusive library space and collection

INNOVATION: WEST SPRINGFIELD



INNOVATION: EXPANDED PARTNERSHIPS



**Baystate
Health**

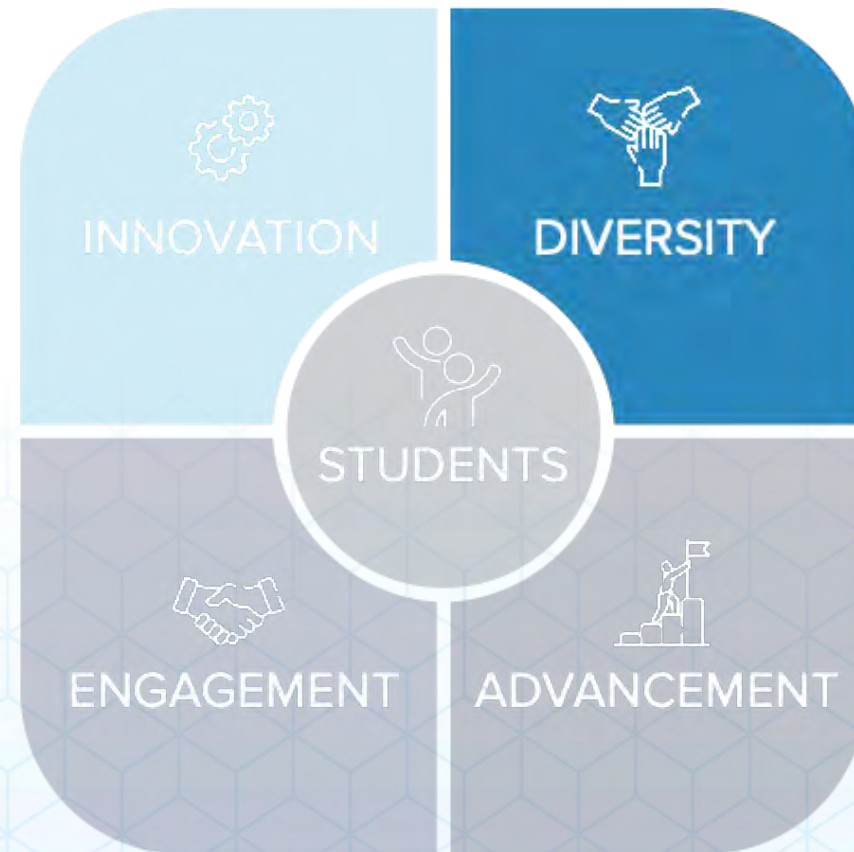


Stop&Shop®



IDEAS

@ Westfield State University





VOICES *of* JUSTICE

Lecture Series

presented by the Division of Justice, Equity, Diversity and Inclusion (JEDI)

JUSTICE *in* 2022

and BEYOND

ATTORNEY BEN CRUMP

*President of the National Civil Rights Trial
Lawyers Association and former President
of the National Bar Association*

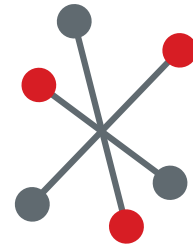


IDEAS

@ Westfield State University

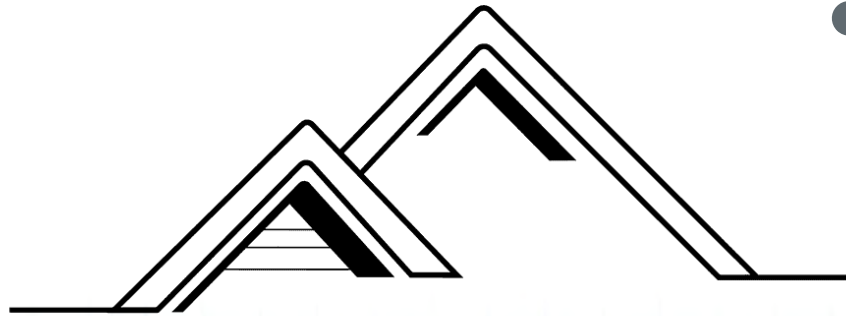


ENGAGEMENT BEYOND CAMPUS



RIVERSIDE

empowering people

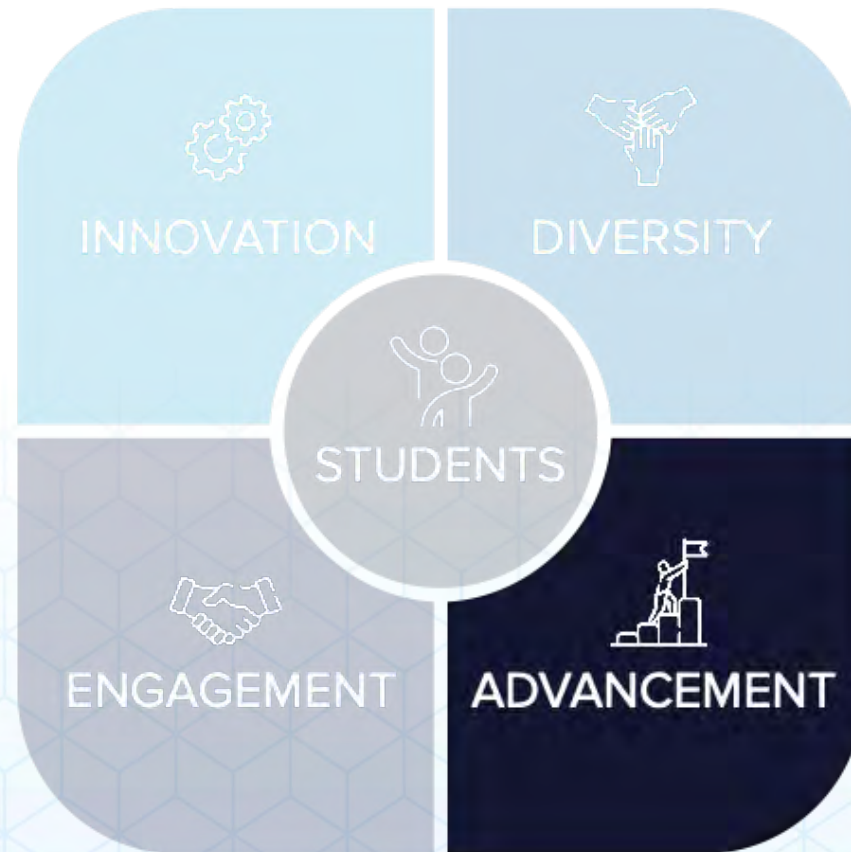


**GODDARD
HOUSE**

ASSISTED LIVING & MEMORY SUPPORT

IDEAS

@ Westfield State University



ADVANCEMENT—EXTERNAL GRANTS LIST

| Fund Agency | Dept | P.I. | Amount |
|---|-------------------|-----------------|----------------|
| MA Dept. of Higher Education (DHE) - Public Higher Education Student Behavioral and Mental Health Needs Grant | Counseling Center | Brian Cahillane | \$132K |
| Baystate Health, Inc. – Better Together Grant - Pathways for New Healthcare Professionals | Nursing | Jess Holden | \$250K |
| MA Dept. of Elementary & Secondary Education (DESE) – new Early Literacy Initiative | Education | Megan Kennedy | \$10K |
| National Endowment of the Arts (NEA) - Visual and Performing artist lecture series and related workshops | Theatre Arts | Sabine Klein | \$20K |
| MA Education, Labor and Workforce Development, and Housing and Economic Development – Skills Capital Grant Fund | Nursing | Jess Holden | \$500K |
| Dept. of Justice (DOJ) - Office on Violence Against Women (OVW) | Student Affairs | Maggie Balch | \$300K |
| | | TOTAL | \$1.21M |

ADVANCEMENT—EXTERNAL GRANTS LIST

| Fund Agency | Dept | P.I. | Amount |
|--|---|-----------------------|----------------|
| Dept. of Justice (DOJ) / NIJ - Evaluation of OJP Community Based Violence Intervention and Prevention Initiative (CVIPI) Project | Criminal Justice | Lisa Barao | \$451K |
| National Science Foundation (NSF) - Building Research Capacity of New Faculty in Biology | Sport Medicine & Human Performance | Brian Selgrade | \$495K |
| National Science Foundation (NSF) - Improving Undergraduate STEM Education: Education and Human Resources (IUSE: EHR) | Biology | Kathryn Weglarz | \$514K |
| National Science Foundation (NSF) - Collaborative Research: Communities for Mathematics Inquiry in Teaching (COMMIT): LEAD-U-ME | Mathematics | Christine Von Renesse | \$220K |
| National Endowment for the Humanities (NEH) - Dialogues on the Experience of War - Stronger Together: The Journey to the Veteran and Military Caregiver Alliance | School of Education, Arts, Communication & Humanities | Sabine Klein | \$71K |
| | | TOTAL | \$1.75M |

FUTURE GROWTH



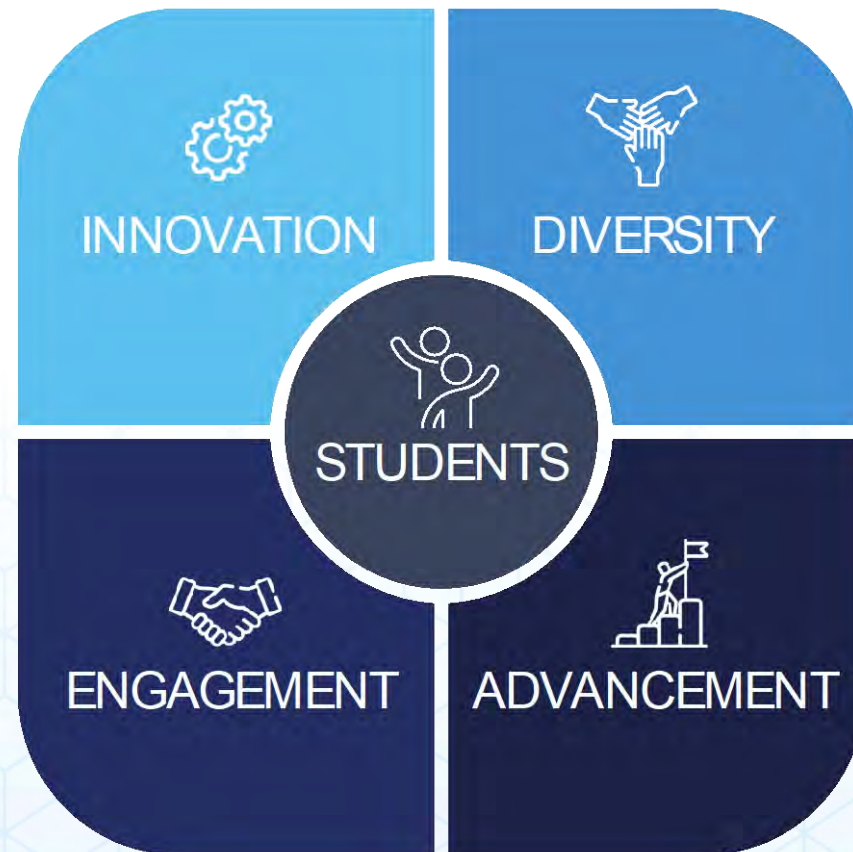
❖ PERFORMING ARTS

❖ HEALTH AND HUMAN DEVELOPMENT



IDEAS

@Westfield State University





Thank you

Westfield
STATE UNIVERSITY

Innovation Fund Proposal

Center for Interdisciplinary Informatics - CI²



Mao-Lun Weng, Ph.D.
Biology Department

Jennifer Hixon, Ph.D.
Health Science Department

Dec 20, 2022

CI² Team Members

Mao-Lun Weng, Assistant Professor, Biology

Jennifer Hixon, Professor and Chair, Health Science

Jessica Tansey, Director, Graduate Programs and Admission

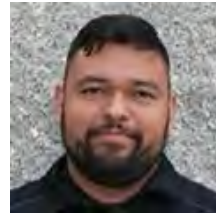
Subramanian Vaitheeswaran, Assistant Professor, Chemical and Physical Science

Kathryn Weglarz, Assistant Professor, Biology

Ruth Kurniawati, Assistant Professor, Computer and Information Science

Roderico Acevedo, Assistant Professor, Chemical and Physical Science

John Judge, Professor, Mathematics Department

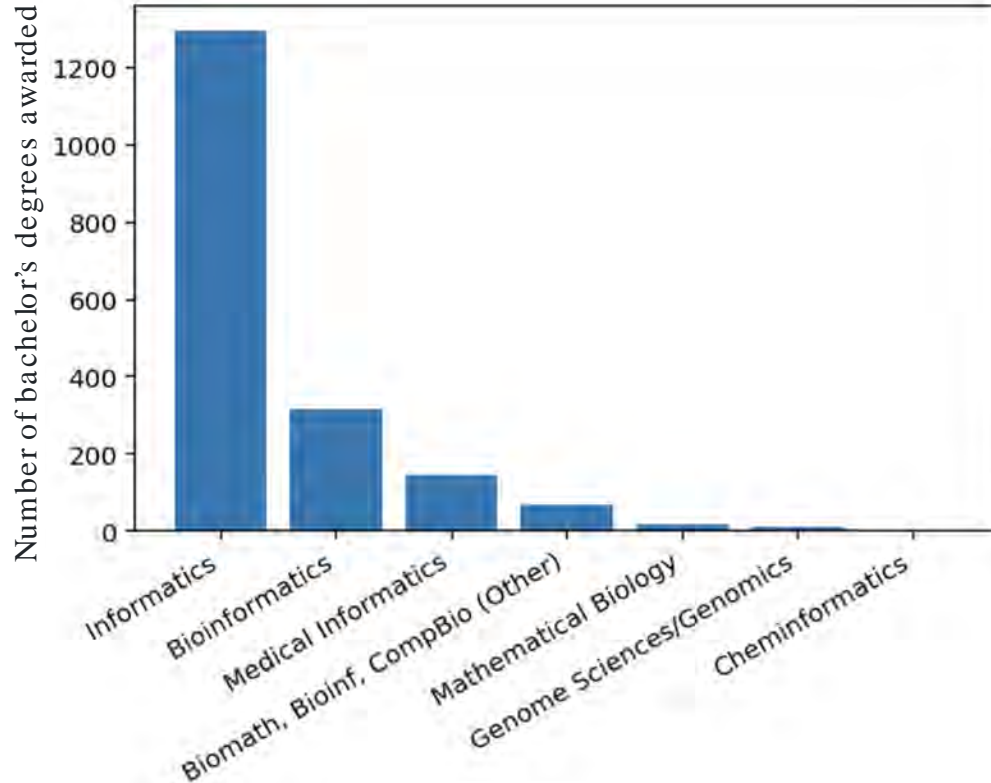


What is the informatics job outlook in the Commonwealth?

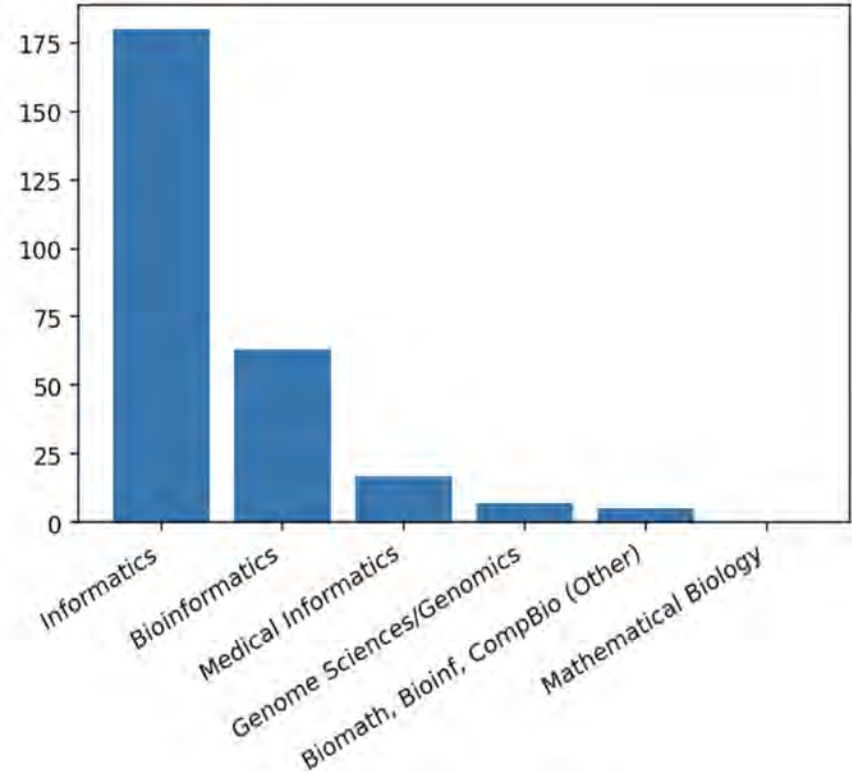
- **Bioinformatics:** 3rd highest employment level in the nation
(5,600 Biological Technicians employment)
- **Health Informatics:** with a growth trend (500 Health Information Technologist and Medical Registrars)
- **Cheminformatics:** 4th highest employment level in the nation
(4,590 Chemists employment)

Does college offer enough degrees to meet the demand?

Informatics Majors in the United States



Informatics Majors in the Northeast



Data source: Integrated Postsecondary Education Data System (IPEDS) survey data for 2019-20.

Objectives

1. **Niche** - Identify and study successful undergraduate informatics degrees across institutions that fit WSU's mission and the regional needs
2. **Curriculum** - Align curriculum for Interdisciplinary informatics Degrees
3. **Pathway** - Create a informatics pathway from recruitment, retention to early-career employment

Objective 1: Niche

Informatics Majors in the Northeast - WSU can fill the gap of Informatics Degree needs in the area

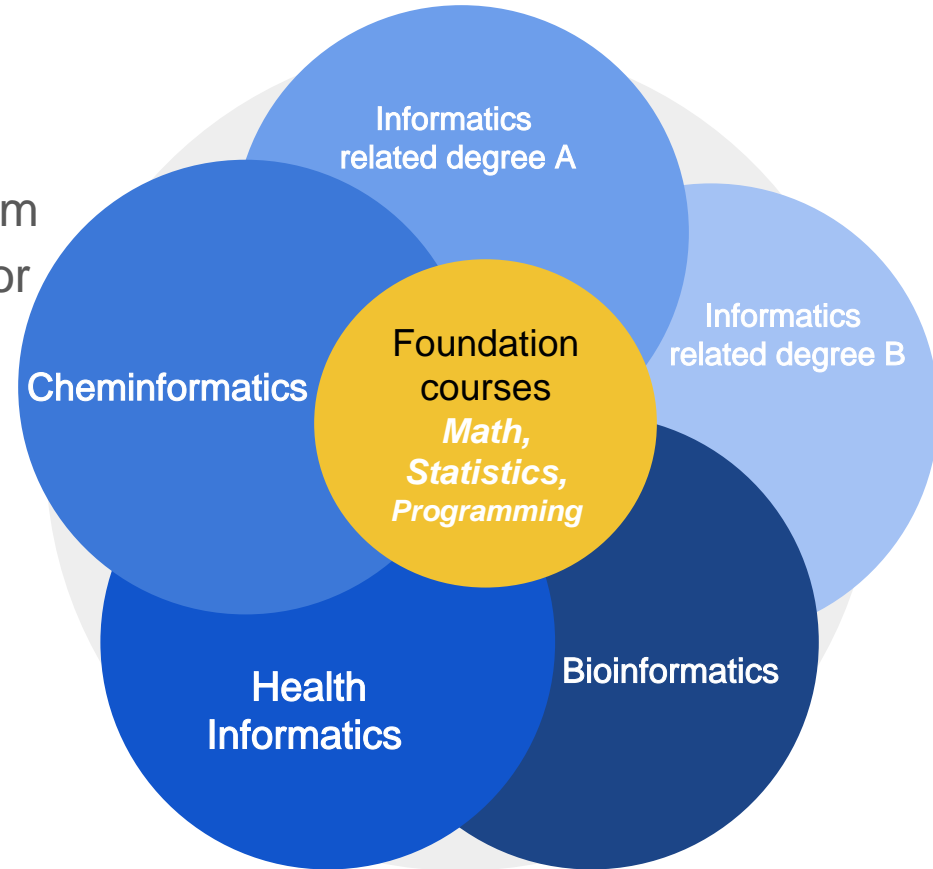
Table 6.2: Universities in the Northeast (ordered by total bachelor's degrees awarded)

| | InstitutionName | Major | Total |
|-------------|--|----------------------------------|--------------|
| Albany → | SUNY at Albany | Informatics | 129 |
| | CUNY New York City College of Technology | Bioinformatics | 42 |
| Amherst → | University of Massachusetts-Amherst | Informatics | 30 |
| | Rochester Institute of Technology | Informatics | 18 |
| | Rochester Institute of Technology | Bioinformatics | 9 |
| Worcester → | University of New Haven | Genome Sciences/Genomics | 7 |
| | Rensselaer Polytechnic Institute | Bioinformatics | 7 |
| | Worcester Polytechnic Institute | Biomath, Bioinf, CompBio (Other) | 5 |
| | Trocaire College | Medical Informatics | 5 |
| | Southern New Hampshire University | Medical Informatics | 5 |
| Worcester → | New England College | Medical Informatics | 3 |
| | Assumption University | Informatics | 3 |
| | University at Buffalo | Bioinformatics | 2 |
| Worcester → | Simmons University | Medical Informatics | 2 |
| | Worcester State University | Bioinformatics | 1 |
| | Wheaton College | Bioinformatics | 1 |
| Albany → | University of New England | Medical Informatics | 1 |
| | Excelsior College | Medical Informatics | 1 |
| | Canisius College | Bioinformatics | 1 |

Data source: Integrated Postsecondary Education Data System (IPEDS) survey data for 2019-20.

Curriculum Alignment

- Realign existing courses
- New courses development
- In collaboration with Data Analytics team
- In collaboration with Data Science Major
- NSF S-STEM proposal



Objective 2: Curriculum

Health Informatics Concentration

Careers: Medical fields, Biotech, Clinical Analyst, Precision medicine, EHR manager

A total of 18 credits

Requirement (12 credits)

- **CAIS117** Intro to Programming or **CAIS-218** Python II or **CAIS-120** Comp Sci/Design I or **CAIS-220** Comp Sci/Design II
- **HESC 2xx** Healthcare Informatics (new course)
- **CAIS346** System Analysis and Design
- **CAIS316** Web Programming or **CAIS3xx** Data Mining (a new course in Data Science major)

Elective Choose one (3 credits)

- **MGMT107** Software Applications in Management, or a higher level course
- **CAIS310** Database Management but we will run into pre-req issue.
- **CAIS380** Special Topics in Computer Science
- **HESC 3xx** Internship in Healthcare Informatics Environment

Elective Choose one (3 credits)

- **HESC 2xx** Introduction to Public Health (new course) or **HESC 0201** - Human Assessment
- **MOVP 0212** - Concepts of Nutrition
- **PSY 311** Health Psychology



Objective 2: Curriculum

Bioinformatics Major, Minor, and Certificate

Careers: Genomics, Medical fields, Biotech, Agricultural and Animal Sciences fields, Forensic Investigation

A total of 19-20 credits

Minor and Certificate Requirements (16 – 17 credits)

- **CAIS 117** Introduction to Computer Programming (3) or **CAIS 105/MATH113** Introduction to Data Science (3)
- **BIO 278** Biostatistics (3) or **MATH 108** Elementary Statistics (3)
- **BIO 203** Genetics w/ Lab (4) or **BIO 223** Microbiology w/Lab (4) or **BIOL 201** General Ecology (4)
- **BIO 2xx** Introduction to Bioinformatics (new course)
- **BIO 377** Genomic Data Analysis (new course) or **BIO 377** Computational Biology or another **BIO 377** Course
- **BIO 2xx** Seminar - Applied Bioinformatics (1-credit seminar taught by Drs. Weng and Weglarz)

Minor Electives (Choose One, 3 credits)

- **CAIS 210** Database Application Development Techniques (3)
- **CAIS 218** Python II (3)
- **CAIS 212** Visual Programming Concepts (3)
- **CAIS 316** Web Programming (3)
- **MATH 333** Applied Statistics and Experimental Design (3)



Cheminformatics degree

Careers: Pharmaceutical industry, Medical fields, Biotech

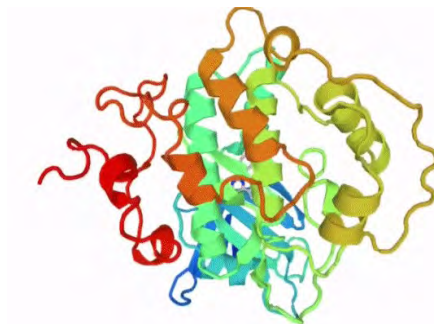
A total of 21-23 credits

Minor Requirements (18-19 credits)

- **CAIS 117** Introduction to Computer Programming (3)
- **CAIS 218** Python II (3)
- **CHEM 305** Physical Chemistry I (3)
- **CHEM 315** Biochemistry I (4) or **CHEM 211** Advanced Inorganic Chem (3)
- **CHEM 2xx** Introduction to Computational Chemistry and Chemical Informatics (new course)
- **CHEM 3XX** Biomolecule Simulation and Analysis (new course)
- **CHEM 139** Seminar Topics in Cheminformatics (1-credit seminar)

Minor Electives (Choose One, 3-4 credits)

- **CHEM 307** Physical Chemistry II (4)
- **CHEM 316** Biochemistry II (4)
- **CAIS 380** Special Topics in Computer Science (3)
- **MATH 333** Applied Statistics and Experimental Design (3)



An informatics pathway from recruitment to employment

- A collaboration with UMass Biostatistics Department's Graduate Program
- A collaboration with Project OnRamp for internship opportunities placement in Life Sciences Industry in Boston area

University of Massachusetts Amherst

School of Public Health & Health Sciences
Biostatistics



Next Step

- Develop and pilot new courses
- Communication with departments involved in the proposed curriculum
- Connect with local industries for job prospects
- University Curriculum Committee
- Marketing the new program
- New hire recommendation
- Computer lab renovation

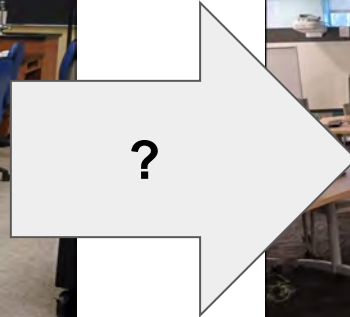


Computer lab updates



Wilson 214 (Biology)

New computers (16 iMacs and 6 PCs) have been purchased to be housed in Wilson 214



Renovation needed



Board of Trustees

December 20, 2022

MOTION

To approve the granting of staff emerita status, effective December 20, 2022, to the following individual:

1. Terri Haven

Robert A. Martin, Ph.D., Chair

Date

Nov 22, 2022

Terri Haven
41 Crescent Street
West Hartford, CT 06119

RE: Emeriti Status

Dear Terri,

Congratulations! I am pleased to share the great news, you were nominated for emeriti status!

A staff advisory committee, consisting of two APA members, two AFSCME members, and myself have reviewed your nomination and the emeriti committee has voted to forward your nomination to the Board of Trustees for their consideration and approval.

The enclosed bio will be shared with the President of the University and the Board of Trustees as part of this process. The Staff Emeriti policy includes the option of providing additional information regarding your nomination before sending to the Board of Trustees. The policy is available, for your reference, on the Human Resources page of the University's website.

Please review your enclosed bio carefully and forward any corrections and/or additional information you would like included to Meagan Woodruff at mwoodruff@westfield.ma.edu no later than December 5, 2022.

I look forward to reviewing your candidacy with the trustees at their December 20, 2022 board meeting.

Again, Congratulations and please don't hesitate to let me know if you have questions.

Sincerely,

Lisa G. McMahon
Interim Vice President, Institutional Advancement and
Executive Director, Westfield State Foundation

Terri Haven: Terri Haven came to WSU when the university began the launch of the Masters in Social Work (MSW) program to oversee the student field education requirements. The MSW program started in 2010 and graduated the first class of 30 MSW students in 2012, currently 266 MSW students are enrolled; an impressive number. Recently, an additional degree track has been developed to assist students in earning this degree; the University offers students the option of an online MSW program. Every student in social work is required to complete a foundation practicum of 400 hours and an advanced practicum of 500 hours.

Throughout the development and changes of the program, Terri created an impressive infrastructure that allowed students to meet their academic needs for applying their course content in the field, and thus fulfilling all the accreditation standards required in field education. Terri oversaw all aspects of field education and balanced the geographical location needs of the student with agency needs, simultaneously developing internship opportunities to ensure all students met the required standards.

Her service to the University was demonstrated through her active role in bringing in two Health Resources and Services Administration (HRSA) grants totaling \$2.8M, which provides over a million dollars in student training stipends. Terri provided a service to her community, partner agencies and field supervisors that is best summed up with a quote we hear over and over again from our partnering agencies: *“I love social work students from Westfield, they are so prepared and you are all so organized and supportive”*; this opinion of the MSW program at WSU was largely formed due to the tireless work Terri performed to ensure *that our students entering the field and their field supervisors were prepared and had the resources needed for success.*

There are over 150 community partners and each field supervisor, across different settings, needs to be oriented and mentored on our accreditation standards. Terri provided this level of support to agencies as a whole, which includes frontline field supervisors and agency CEO's. Building a workforce pipeline from our social work programs to agencies across Western MA was one of her specialties. The value of her commitment to the development of this pipeline that will continue to benefit our students for years to come cannot be understated. Terri has, without a doubt, put a mark on the development of the MSW program here at WSU and ensured its continued success. She and her work will be greatly missed.

Dates confirmed below

(Start 05/29/12 – end 06/17/22)



Board of Trustees

December 19, 2022

MOTION

To accept the Mission Statement Advisory Committee's Mission/Vision/Value Statement Survey Results Report as presented at the October 12, 2022, Board of Trustees meeting and the Addendum to the Report dated December 19, 2022. The Board expects the mission statement to be revisited, along with the recommendations from the report, as part of the University's next strategic planning process in the 2023 spring semester.

Robert A. Martin, Ph.D., Chair

Date

Results of the Mission/Vision Values Survey

Mission Statement Advisory Committee

Committee Membership

MISSION STATEMENT ADVISORY COMMITTEE

- Nancy Bals, Athletics (APA)
- David Raker, PhD, Education (MSCA)
- Rebecca Morris, PhD, Academic Affairs (NUP)*

NECHE STANDARD 1 SUBCOMMITTEE

- Jesse Johnson, PhD, Mathematics (MSCA)*
- Robert Hayes, PhD, Psychology (MSCA)
- Kristie Knotts, Banacos, (APA)
- Jessica Holden, Nursing, (NUP)

Agenda

- New survey data from Community Partners
- Further analysis of original survey data
- New (qualitative) analysis of open-ended survey questions
- Recommendations

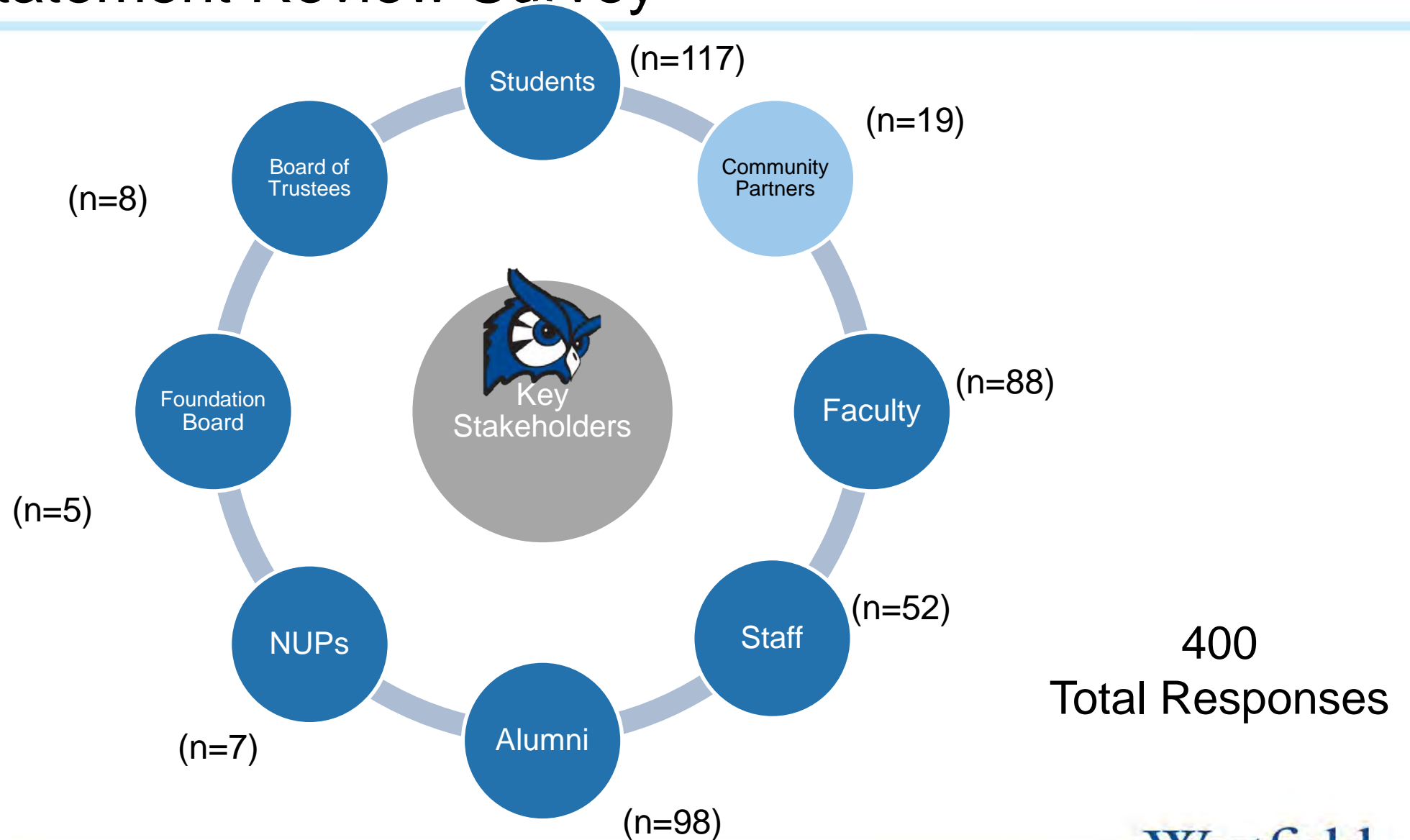
Findings to Date

- Stakeholders generally responded positively to the mission, vision, and value statements.
- Stakeholders were less positive on how well decisions of the institution were informed by mission, vision, and value statements.
- Stakeholders seemed to perceive that decisions and outcomes were not well aligned with mission, vision, and value statements.



Community Partners

Mission Statement Review Survey



Community Partners on Mission/Vision Statements

Table 2: Community Partners Responses on Mission & Vision

| As a Percentage of Valid Responses | | | | | | | | | | |
|------------------------------------|--|--|--|--|---------------------|---|--|---|--|--|
| | Offering accessible quality undergrad programs | Offering accessible quality undergrad programs in the liberal arts | Offering accessible quality programs in the sciences | Offering accessible quality programs in professional studies | Welcoming community | Focuses on student engagement and success | Contribute to the economic, social, and cultural | Developing responsible leaders and engaged citizens | Strives to be the premier public institution in the region | Commitment to student engagement and success |
| Extremely Well | 39% | 28% | 22% | 28% | 17% | 6% | 22% | 6% | 11% | 6% |
| Very Well | 28% | 28% | 44% | 22% | 22% | 44% | 11% | 39% | 17% | 39% |
| Somewhat Well | 6% | 6% | 0% | 6% | 28% | 17% | 17% | 11% | 22% | 11% |
| Neutral | 28% | 39% | 33% | 44% | 33% | 33% | 22% | 33% | 39% | 33% |
| Not Well | 0% | 0% | 0% | 0% | 0% | 0% | 28% | 11% | 11% | 11% |
| Well Score | 72% | 61% | 67% | 56% | 67% | 67% | 50% | 56% | 50% | 56% |
| Valid Responses | 18 | 18 | 18 | 18 | 18 | 18 | 17 | 18 | 18 | 18 |
| Other Stakeholders | 79% | 70% | 71% | 66% | 70% | 72% | 60% | 67% | 59% | 74% |

Community Partners on Value Statements

Table 3: Community Partners Responses on Westfield State University Values

| As a Percentage of Valid Responses | | | | | |
|------------------------------------|-------------------|--------------------------|---------------------------------|-----------------------------|------------------------------|
| | EMBRACE DIVERSITY | BUILD A STRONG COMMUNITY | ENGAGE IN THE OUTSIDE COMMUNITY | COLLABORATE WITH EACH OTHER | PROVIDE ACCESSIBLE EDUCATION |
| Agree Strongly | 23.5% | 17.6% | 5.9% | 5.9% | 31.3% |
| Agree Somewhat | 41.2% | 23.5% | 35.3% | 11.8% | 31.3% |
| Neither Disagree Nor Agree | 11.8% | 23.5% | 5.9% | 52.9% | 31.3% |
| Disagree Somewhat | 17.6% | 17.6% | 29.4% | 5.9% | 6.3% |
| Disagree Strongly | 0.0% | 11.8% | 23.5% | 11.8% | 0.0% |
| Don't Know | 5.9% | 5.9% | 0.0% | 11.8% | 0.0% |
| Agree Score | 64.7% | 41.2% | 41.2% | 17.6% | 62.5% |
| Valid Responses | 17 | 17 | 17 | 17 | 16 |
| Other Stakeholders | 73.7% | 59.2% | 59.5% | 43.5% | 71.5% |



Analysis of Survey Data

Sample Bias and Moving Forward

- Overall, the demographics of the survey respondents do not resemble data found in the 2021-2022 Institutional Common Data Set, particularly with regard to genders and stakeholder groups.
- Statistical analysis demonstrates some inherent differences in the data when separated by gender or stakeholder group.
- There is sample bias present in the data, which is common with surveys.
- Moving forward, it is important to consider gender and stakeholder group as relevant information.

Examples

- Differences in data when compared to **female respondents**

| Gender Identification | Comparing Averages | Comparing Range of Responses |
|-----------------------|---|---|
| Female | - | - |
| Non-binary | On average, reported opinions more toward “disagree.” | Respondents more likely reported “Strongly Agree” or “Strongly Disagree.” |
| Male | On average, reported opinions similarly. | Respondents more likely reported “Strongly Agree” or “Strongly Disagree.” |
| Prefer not to say | On average reported opinions more toward “disagree.” | Respondents more likely reported “Strongly Agree” or “Strongly Disagree.” |

Examples

- Differences in data when compared to **student respondents**

| Stakeholder Group | Comparing Averages | Comparing Range of Responses |
|-------------------|--|--|
| Students | - | - |
| Alumni | On average, reported opinions far more toward “agree.” | Respondents more often reported “Strongly Agree” or “Agree” |
| Staff | On average, reported opinions more toward “disagree.” | Respondents more often reported “Strongly Disagree” or “Disagree.” |
| Faculty | On average reported opinions more toward “disagree.” | Range of responses similar. |
| Administrator | On average reported opinions more toward “disagree.” | Too few respondents for analysis. |

Correlation Analysis

- Overall, the data were not surprising.
 - With regard to how well **WSU offers quality, accessible programs in the liberal arts, sciences, professional studies, and overall undergraduate programs**, participants in all stakeholder groups had opinions that were all agreeable or all disagreeable.
 - Opinions on how well **WSU uses the mission statement in its decisions** were not strongly associated with any other aspect of the survey.
 - Many respondents reported “Don’t Know” to how well WSU uses the mission statement in departmental decisions and curriculum design. (19% and 30%.)

Correlation Analysis

- Participants among all stakeholder groups show a strong tendency to report agreeable opinions of how well WSU **builds a strong community** with how well WSU **embraces diversity**.
- Student and alumni participants show a tendency to associate report opinions of how well WSU **fosters community** with how well WSU **offers quality undergraduate programs**.
- Participants in all stakeholder groups show a strong tendency to report agreeable opinions of how well WSU is **committed to student engagement and success** and how well WSU strives to be the **premier institution** in the Northeast region.

campus affordable professional
support diversity liberal
value equity community arts core
integrity students more strong
education student respect provide
work commitment academic other
learning westfield

Qualitative Analysis

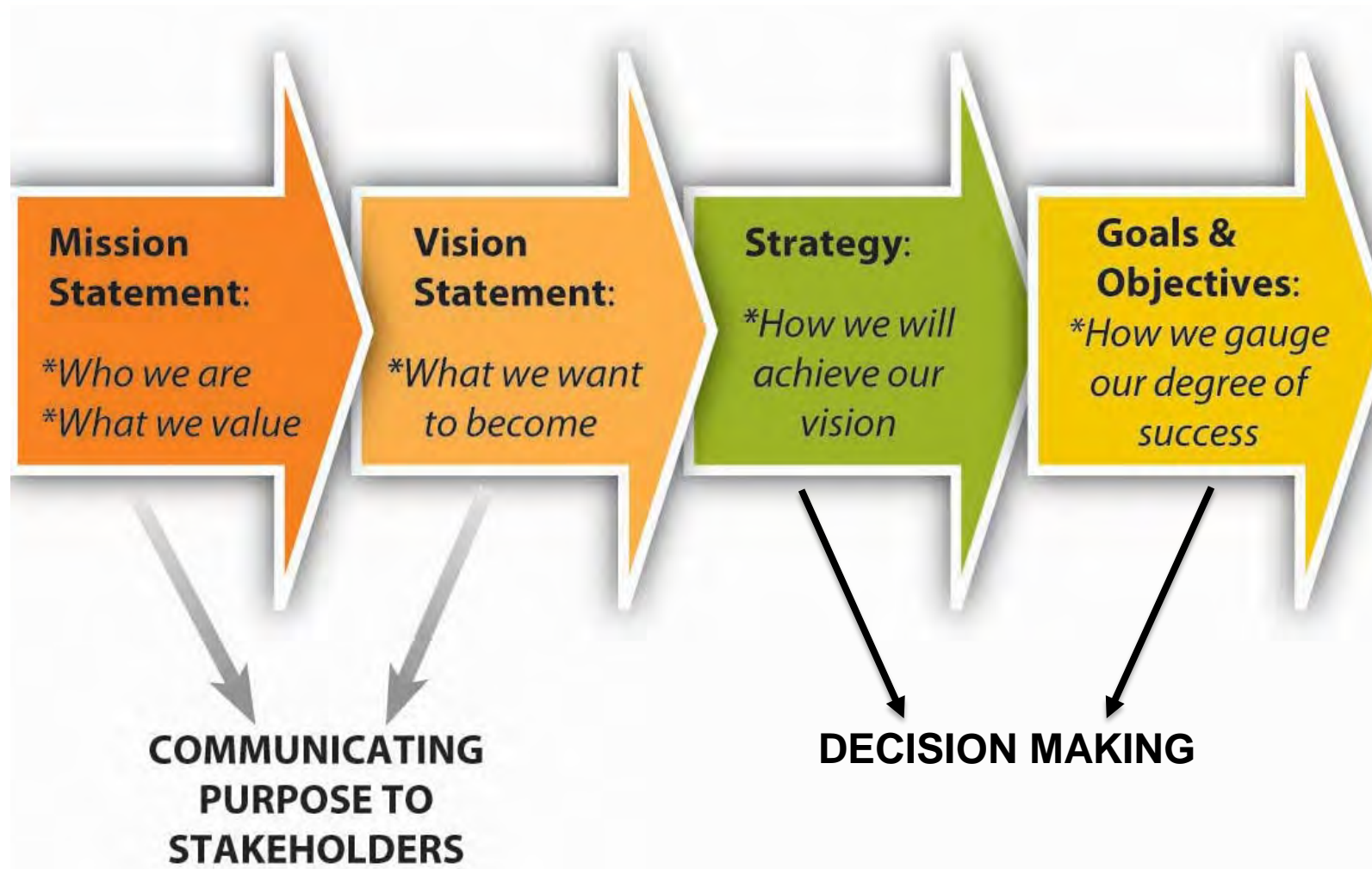
Most Frequently Named “Other Core Values”

Table 6: Most Frequently Named Other Core Values Respondents Would Most Like to See Associated with WSU

| Values | Stakeholder Groups | | | | | | | TOTAL |
|--|--------------------|-------------|--------------------|-------------|-------------|-------------|------------|--------------|
| | Administrators | Alumni | Community Partners | Faculty | Staff | Student | Trustee | |
| Justice, Equity, Diversity & Inclusion | 7 (41%) | 27 (68%) | 2 (17%) | 62 (64%) | 25 (51%) | 75 (56%) | 5 (56%) | 203 (57%) |
| Trust Collegiality, Openness, Transparency, Respect | 2 (12%) | 1 (3%) | 4 (33%) | 9 (9%) | 1 (2%) | 13 (10%) | 2 (22%) | 32 (9%) |
| Affordability | 1 (6%) | 6 (15%) | 1 (8%) | 9 (9%) | 7 (14%) | 20 (15%) | 0 (0%) | 44 (14%) |
| Community Engagement | 2 (12%) | 6 (15%) | 5 (42%) | 9 (9%) | 7 (14%) | 19 (14%) | 1 (11%) | 49 (9%) |
| Collaboration | 5 (29%) | 0 (0%) | 0 (0%) | 8 (8%) | 9 (18%) | 8 (6%) | 1 (11%) | 31 (9%) |
| Ethical | 0 (0%) | 1 (3%) | 0 (0%) | 4 (4%) | 1 (2%) | 1 (1%) | 0 (0%) | 2 (1%) |
| Total Coded Values | 17 | 40 | 12 | 97 | 49 | 135 | 9 | 359 |

Are the Current Mission, Vision, and Value Statements Serving Their Purposes?

Relationship of Mission & Vision to Decision Making



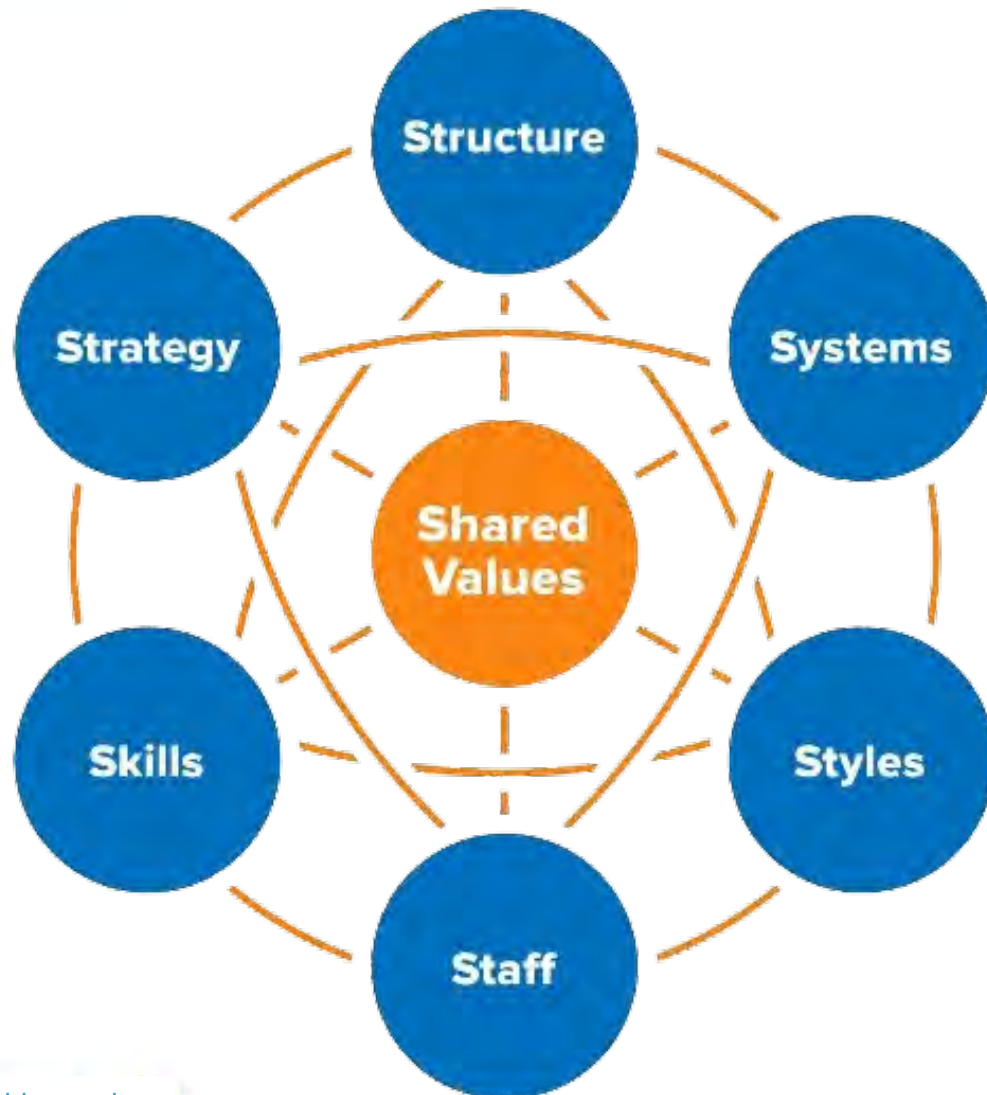
NECHE Standard One: Mission and Purposes

- 1.1 “The institution’s mission provides the basis upon which the institution **identifies its priorities, plans its future, and evaluates its endeavors.**”
- 1.5 “The institution periodically evaluates the content and pertinence of its mission and purposes, ensuring they are current and **provide overall direction in planning, evaluation, and resource allocation.**”

Neutral and Negative Responses on Relationship to Decision Making

| Table 8: Responses to “How well do you feel the WSU mission/vision/values statements inform the decisions of WSU?” | | | | | | | |
|--|-------|--------|---------|-------|---------|---------|-------|
| Percentage of Neutral and Negative Responses | | | | | | | |
| Decision | Admin | Alumni | Faculty | Staff | Student | Trustee | Total |
| Identifies its priorities | 100% | 74% | 89% | 100% | 86% | 86% | 86% |
| Plans for the Future | 100% | 77% | 94% | 100% | 81% | 83% | 87% |
| Evaluates its Endeavors | 100% | 74% | 94% | 100% | 84% | 100% | 88% |

McKinsey 7s Framework



For an organization to be successful, all 7 S's must be aligned and moving in the same direction



Recommendation

Recommendation

- Based on our research, the Mission Statement Advisory Committee recommends that the mission and vision statements be revised as Westfield State University prepares for its next strategic plan.
- Work is already underway on the values of the university with the Value-Based Culture Task Force

For the Mission Statement Revision

- Describe the students we plan to serve (NECHE 1.1)
- Focus on describing Westfield State University's distinctive character in the mission (NECHE 1.1)
- Use clear language so that the mission is well understood by both internal and external stakeholders (NECHE 1.4)
- Promote the mission to stakeholders and integrate it into decision making at all levels (NECHE 1.4)

For the Vision Statement Revision

- Include all stakeholders in identifying the strategic direction described in the vision (NECHE 1.4)
- Link planning, evaluation and resource allocation decisions to institutional progress on the vision (NECHE 1.4, 1.5)
- Communicate the vision to stakeholders to increase awareness of the institution's strategic direction
- Coordinate with individual units to ensure consistency of their plans with the vision (NECHE 1.4)



Addendum to Mission/Vision/Value Statement Survey Results Report



Mission Statement Advisory Committee

December 19, 2022

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Addendum to Mission/Vision/Value Statement Survey Results Report

Executive Summary

The Mission Statement Advisory Committee presented a preliminary report entitled “Mission/Vision/Value Statement Survey Results” to the Westfield State University Board of Trustees on October 12, 2022. This addendum adds the following:

- New survey data from Community Partners.
- In-depth analysis of the original survey data for Alumni, Faculty, Staff, Students, Administrators, Foundation Board and Board of Trustees stakeholders.
- New qualitative analysis of the open-ended survey questions for all stakeholders surveyed.
- Recommendations for next steps.

This report expands on the findings from the 380 responses to the mission statement survey. An additional 19 responses from Community Partners brings the total survey responses to 399 completed surveys. Surveys include responses from eight stakeholder groups—Administrators (NUPs), Alumni, Community Partners, Faculty (Full and Part-time), the Foundation Board, Staff, Students and members of the Board of Trustees. The first report (dated October 5, 2022) summarized the findings for the evaluation of the current Westfield State University mission, vision, and value statements for all eight stakeholder groups. The findings showed a positive response to the mission, a less positive response to the vision statement and a stronger positive response to the values statement. Further analysis was needed to better understand stakeholder perspectives on these strategic statements.

New Findings

Community Partners were surveyed and the 19 responses were analyzed in the same way as other stakeholders. The Community Partners expressed a strong positive response to the mission statement. We noted that 29.4% of the Community Partners respondents expressed a “Not Well” response when asked to evaluate WSU’s contribution to the economic, social, and cultural growth of the Northeast region. This negative perception from individuals external to the university may need to be addressed further through focus groups. The vision statement were more positive about the first portion of the vision statement regarding WSU as a premier public institution in the Northeast region. Community Partners were less positive on every value statement than all other stakeholders. The less positive response may reflect uncertainty as

some of the values may be difficult to evaluate from an external perspective. Community Partners were more positive when evaluating the economic, social, and sustainability contributions of WSU. This seems to contradict the earlier findings when evaluating similar concepts in the mission statement. Additional discussions may be needed to better understand the feelings of Community Partners.

Quantitative Analysis of survey responses was conducted to result in two key findings. First, the independence of stakeholder groups was examined. The statistical results indicated that the responses did not appear to be independent of the stakeholder identification of a surveyed individual. The non-independence of the responses indicated that an aggregate analysis of the data was not possible and that the level of analysis should be within each stakeholder group.

The statistical analysis also showed that although males and females tended to have similar average responses on the survey, females were more likely to select more neutral options in their responses while males were more likely to select extreme options.

The data indicates that WSU stakeholders believe that WSU is “stronger together.” Respondents tended to associate positive attitudes in program quality with positive opinions of WSU’s ability to engage students’ education and skills, and build a strong community.

Qualitative Analysis of open-ended questions used content analysis software to examine the open-ended responses to items requesting three other core values respondents would like to see associated with WSU and the single most important thing respondents felt would help WSU rise to the next level in terms of reputation and stature. The most frequently named core value that respondents would most like to see associated with Westfield State University was Diversity, Equity, Inclusion and Justice (across all stakeholders except Community Partners). The second frequently expressed value addressed Trust, Collegiality, Openness and Transparency with Students expressing a stronger desire to have these values associated with the university than other stakeholder groups.

The Single Thing question proved difficult to analyze as responses varying considerably among and between stakeholders. Two areas were identified as important for rising to the next level— Focus on Quality and New Academic Programs. Wide-ranging opinions and comments for this item made it difficult to draw much insight.

Recommendations

As was stated earlier, the survey results suggest that many stakeholders had positive perceptions of the mission, vision, and value statements. The committee asked the question of whether the current mission, vision, and value statements were serving their intended purposes in informing the strategic and operational decisions of the university. Mission and vision statements are intended to guide decision making throughout all levels of an organization. When the survey data on the decision items was more closely examined, the neutral and negative responses outweigh the positive ones. Respondents did not feel the decisions were informed by the

mission, vision, and value statements. The Mission Statement Advisory Committee believes that it is time to review and improve these statements as Westfield State University begins to develop its next strategic plan.

Community Partners

The Mission Statement Advisory Committee was committed to including all important stakeholders in our work. The report of October 5, 2022 included survey responses from Administrators, Alumni, Faculty, Foundation Board, Staff, Students, and Trustees. The committee was unable to identify data sources for two stakeholder groups—Parents/Champions and Community Partners. No email lists could be found that included these stakeholders.

Committee members continued to work to identify possible email lists but were ultimately unsuccessful in finding a Parents/Champions list. The only list of these individuals that could be identified was one that was used to confirm that incoming students were the children of Westfield State Alumni. As alumni, these parents would have been part of the Alumni email list and may have resulted in duplicate responses. We were not able to identify any other source of Parent/Champion email addresses and have not included these individuals in our work.

Three email lists were used to survey Community Partners. Email lists from two Town and Gown events were used along with the email list for the Westfield Chamber of Commerce. The Chamber of Commerce list included approximately 340 members of the Chamber while the Town and Gown lists added an additional 50 names. Surveys were sent to all on these lists in November 2022 and yielded 19 completed surveys for a response rate of 4.9%.

Community Partners Demographic Data

All 19 respondents to the survey indicated that their main business location was in Hampden County. When asked “Would you recommend WSU as a place to study?” 88.9% of respondents said “Definitely” or “Probably.” When asked “Would you recommend WSU as a place to work?” 66.7% of respondents indicate “Definitely” or “Probably.”

Respondents described their business as follows:

| Table 1: Community Partners Responses to “How would you best describe your business?” | | |
|--|-----------|------------|
| Business Description | Frequency | Percentage |
| Retail/Wholesale | 5 | 29.4% |
| Finance/Insurance, Real Estate | 3 | 17.6% |
| Hospitality/Tourism (restaurants/hotels) | 2 | 11.8% |
| Construction | 1 | 5.8% |
| Other | 6 | 35.3% |
| Valid Responses | 17 | 100.0% |

Community Partners Survey Responses

The Community Partner survey contained the same seven questions regarding the current university mission statement, vision and value statements to seek their perception of how well the university was doing in living up to these strategic statements. Additional questions were asked regarding demographics and the unique perceptions of this stakeholder group. A copy of the survey is included as Appendix A.

Although 19 responses were received, the number of valid responses varies as blank or missing responses are removed from the analysis.

Responses on Mission and Vision Statements

The first part of the mission statement addresses the quality of academic programs offered by Westfield State University. The survey asked respondents to assess the university’s academic programs as follows:

The first part of the mission statement addresses the quality of academic programs offered by Westfield State University. The survey asked respondents to assess the university’s academic programs as follows:

On a scale of 1-5 with 1=“Not Well” meaning the University is not accomplishing its mission at all and 5=“Extremely Well” meaning it is accomplishing its mission extremely well, please rate how well Westfield State is accomplishing its mission.

1. Offering accessible quality undergraduate programs

2. Offering accessible quality undergraduate programs in the liberal arts
3. Offering accessible quality undergraduate programs in the sciences
4. Offering accessible quality undergraduate programs in professional studies

The responses for each stakeholder group are shown as percentages in the tables below. The Well Score row shows the combined score for the “Extremely Well,” “Very Well,” and “Somewhat Well” responses for each Stakeholder. The Well Score thus indicates the percentage of survey respondents with a favorable response to each phrase of the mission statement.

The responses to questions 1 and 2 are shown as Table 2. Responses to question 3 are shown as Table 3. Table 4 shows Community Partner responses to questions 5-7.

Table 2: Community Partners Responses on Mission & Vision

| As a Percentage of Valid Responses | | | | | | | | | | |
|------------------------------------|--|--|--|--|---------------------|---|--|---|--|--|
| | Offering accessible quality undergrad programs | Offering accessible quality undergrad programs in the liberal arts | Offering accessible quality programs in the sciences | Offering accessible quality programs in professional studies | Welcoming community | Focuses on student engagement and success | Contribute to the economic, social, and cultural | Developing responsible leaders and engaged citizens | Strives to be the premier public institution in the region | Commitment to student engagement and success |
| Extremely Well | 39% | 28% | 22% | 28% | 17% | 6% | 22% | 6% | 11% | 6% |
| Very Well | 28% | 28% | 44% | 22% | 22% | 44% | 11% | 39% | 17% | 39% |
| Somewhat Well | 6% | 6% | 0% | 6% | 28% | 17% | 17% | 11% | 22% | 11% |
| Neutral | 28% | 39% | 33% | 44% | 33% | 33% | 22% | 33% | 39% | 33% |
| Not Well | 0% | 0% | 0% | 0% | 0% | 0% | 28% | 11% | 11% | 11% |
| Well Score | 72% | 61% | 67% | 56% | 67% | 67% | 50% | 56% | 50% | 56% |
| Valid Responses | 18 | 18 | 18 | 18 | 18 | 18 | 17 | 18 | 18 | 18 |
| Other Stakeholders | 79.40% | 69.50% | 71.10% | 66.30% | 70.20% | 71.90% | 60.20% | 67.00% | 58.60% | 73.70% |

Discussion:

As shown above in the Well Score, Community Partner respondents had a strong positive response (61.1%-88.9%) that Westfield State University was accomplishing its mission statement (first eight columns). When compared to the responses of the other stakeholder groups (last row of the table), some small differences can be seen. The Community Partners respondents had a much stronger positive response to the Welcoming Community and Professional Studies Programs than other survey respondents. The Community Partners respondents also gave a stronger positive response to the Developing Responsible Leaders item. The last two columns of the table cover the WSU vision statement. The Community Partners respondents expressed a much higher positive response to the first part of the vision statement, perhaps indicating a regional pride in the university. Community Partners responded negatively to the statement regarding the university’s contribution to the economic, social, and cultural growth of the northeast region (29.4% responded “Not Well”). Going forward, focus groups may be helpful in identifying the cause of this negative perception.

Table 3: Community Partners Responses on Westfield State University Values

As a Percentage of Valid Responses

| | EMBRACE DIVERSITY | BUILD A STRONG COMMUNITY | ENGAGE IN THE OUTSIDE COMMUNITY | COLLABORATE WITH EACH OTHER | PROVIDE ACCESSIBLE EDUCATION |
|----------------------------|--------------------------|---------------------------------|--|------------------------------------|-------------------------------------|
| Agree Strongly | 23.5% | 17.6% | 5.9% | 5.9% | 31.3% |
| Agree Somewhat | 41.2% | 23.5% | 35.3% | 11.8% | 31.3% |
| Neither Disagree Nor Agree | 11.8% | 23.5% | 5.9% | 52.9% | 31.3% |
| Disagree Somewhat | 17.6% | 17.6% | 29.4% | 5.9% | 6.3% |
| Disagree Strongly | 0.0% | 11.8% | 23.5% | 11.8% | 0.0% |
| Don't Know | 5.9% | 5.9% | 0.0% | 11.8% | 0.0% |
| Agree Score | 64.7% | 41.2% | 41.2% | 17.6% | 62.5% |
| Valid Responses | 17 | 17 | 17 | 17 | 16 |
| Other Stakeholders | 73.7% | 59.2% | 59.5% | 43.5% | 71.5% |

Discussion:

As shown above with the Agree Score, Community Partners were less positive on every value statement than all other stakeholders. Less positive responses would indicate a lower level of agreement with the individual value statements. “Embrace Diversity” received the strongest positive response from stakeholders while “Collaborate with Each Other” received the lowest level of agreement by Community Partners. The low level of agreement for “Collaborate with Each Other” most likely reflects the uncertainty of Community Partners as this value would be best observed internally than externally. Community Partners may not know how well Westfield State University members collaborate with each other as it is not directly observable from their interactions with the University. Alternatively, the Community Partners may be responding to how well Westfield State University collaborates with Community Partners. Higher “Neither disagree or agree” and “Disagree Strongly” responses may indicate a desire to strengthen the collaboration between the University and the community. Focus groups may be helpful in better understanding this relationship.

Table 4: Community Partners Responses on How Well Mission/Vision/Values Inform Decision Making

As a Percentage of Valid Responses

| | Identifies its priorities | Plans for the future | Evaluates its endeavors | Decisions made by your Department | Curriculum design |
|--------------------|---------------------------|----------------------|-------------------------|-----------------------------------|-------------------|
| Extremely Well | 12% | 13% | 6% | 0% | 7% |
| Very Well | 30% | 27% | 31% | 13% | 7% |
| Somewhat Well | 35% | 33% | 31% | 31% | 27% |
| Not Well | 0% | 13% | 0% | 0% | 0% |
| Don't Know | 24% | 13% | 31% | 56% | 60% |
| Well Score | 77% | 73% | 69% | 44% | 40% |
| Valid Responses | 17 | 15 | 16 | 16 | 15 |
| Other Stakeholders | 14% | 13% | 12% | 19% | 22% |

Discussion:

As shown above in the Well Score, Community Partners expressed a much stronger perception of how well the university’s mission, vision, and value statement informed the decision making of all types. The strongest positive responses by Community Partners were in university strategic decisions—identifying priorities, planning for the future, and evaluating its endeavors (first three columns). Community Partners were less familiar with decision-making at the operational level (departmental and curricular decisions), expressing “Don’t Know” more frequently. The outcomes of this section of the survey are not surprising. Internal stakeholders are more involved and aware of university decisions and may express less positive responses to them. Departmental and curricular decisions are not often public thus it is not surprising that Community Partners are less familiar with them or how they may relate to the mission, vision, and values of the university.

Table 5: Community Partners Responses on WSU’s Contribution to the Community

| As a Percentage of Valid Responses | | | | |
|------------------------------------|--|-----------------------|---------------------|-----------------------------|
| | How would you rate the quality of the education provided at WSU? | Economic Contribution | Social Contribution | Sustainability Contribution |
| Excellent | 33.3% | 7% | 0% | 0% |
| Very Good | 0.0% | 12% | 12% | 6% |
| Good | 33.3% | 41% | 24% | 24% |
| Fair | 33.3% | 24% | 47% | 53% |
| Poor | 0.0% | 17% | 18% | 18% |
| Positive Score | 100.0% | 84% | 83% | 83% |
| Valid Responses | 18 | 17 | 17 | 17 |

Discussion:

Table 5 provides information unique to the Community Partner survey. First, respondents were asked to rate the quality of the education provided at Westfield State University using a scale of 1=poor and 5=Excellent. As shown in the first column of data in Table 5, all respondents had a positive rating for this item. The committee was also interested in learning about the Community Partner’s perceptions of the contributions Westfield State University made to the local community. Survey respondents were asked to rate the economic, social, and sustainability contributions of WSU to the local community using a scale of 1=poor contribution and 5=excellent contribution. Community Partners were more positive about the economic contribution than they were the social or sustainability contributions. It should be noted that some Community Partners rated the contributions of Westfield State University as “poor” for economic, social, and sustainability contribution. Poor ratings may indicate Community Partners would like to see the university have a stronger role in the economic, social, and sustainability aspects of the surrounding community. Poor ratings may also indicate a lack of awareness of the programs, events, and activities conducted by the university. The university may wish to emphasize economic, social, and sustainability efforts in communications with the Westfield community going forward.

Further Analysis of Survey Data

Quantitative Analysis

Data Cleaning/Assumptions

Two survey entries from the Staff category were removed based on no responses being recorded. This reduced the number of observations in the Staff category to 52.

One survey entry from the Administrator category was removed based on no responses being recorded. This reduced the number of observations in the Administrator category to 8.

Responses of “Don’t Know” were emptied as “Don’t Know” cannot be fit into a Likert scale.

Numeric ranks were assigned to categorical data based on a Likert scale with highest rank corresponding to highest level of agreement within the scale. For data coming from a Likert scale with five levels, ranks were assigned numerically from 1 to 5. For data coming from a Likert scale with four levels, ranks were assigned numerically from 1 to 4. Having all ranks increase numerically by one justifies the use of Spearman correlation analysis.

A new variable was added that gives the time-to-complete for each survey respondent in minutes.

Independence of Stakeholder Groups

A cursory analysis of the data indicates that responses among the different stakeholder groups were not independent. To test the hypothesis of the independence of the stakeholder groups, a chi-squared test was performed. In order to approximate expected number of responses per value within each stakeholder group, the aggregate results were accepted as a population. For each question, the proportion of response for each possible choice was determined, which was then used to find the expected number of responses for each choice within each stakeholder group. Actual and expected values were determined based on the number of non-empty responses. Overall, the required assumptions to use a chi-squared test were satisfied. However, the total number of responses within the Administrator stakeholder group was not high enough to warrant an assumption of consistency. A 5% significance level was used for hypothesis tests across each question and each Stakeholder group.

Across the whole survey, all hypotheses of Stakeholder independence were rejected at the 5% level. These results indicate that responses did not appear to be independent of the stakeholder identification of a surveyed individual. Examining chi-squared results for each individual question resulted in rejection of independence hypotheses across stakeholder groups except among the

three questions involving the offering of quality programs. These results provided further evidence of non-independence.

Overall, the data indicated that stakeholder identity was important when considering future survey implementation and any related analysis. In order to give consist aggregate analyses in future surveys, it is vital to ensure a stratified sample across stakeholder groups. Analyzing results within each group is necessary.

Gender Distribution and Independence

A simple count of responses indicates the following distribution of gender identities:

| Gender Identity | N | Percentage of total respondents |
|--------------------------------|-----|---------------------------------|
| Non-binary | 10 | 2.75% |
| Female | 208 | 57.30% |
| Male | 104 | 28.65% |
| Prefer not to say or not given | 41 | 11.30% |

These percentages do not match gender distributions among the Westfield State University population. This discrepancy is present in all stakeholder groups as well. This indicates that the survey results are not well-stratified with regard to gender.

Conducting a chi-squared test rejects a hypothesis of independence of gender at the 5% level. The data indicate that responses are not independent of gender. Further analysis shows that question-by-question individuals identifying as male and female tend to have similar average responses (not statistically significant difference in means), however the variance of numeric ranks was significantly larger among individuals identifying as male. Individuals identifying as non-binary or chose not to indicate gender had statistically significant lower average responses compared to the responses of other genders. The data demonstrates the need to consider gender as an important factor in further analysis. In summary, female participants were more inclined to select more neutral options in each question, and male participants were more inclined to select more extreme options with a tendency toward the highest-ranked option.

Correlation Analysis

Correlation matrices were constructed using Spearman’s rank correlation coefficients. These tables are provided as Appendix B. Correlation tables were constructed for the entire aggregate data, data differentiated by stakeholder group, and data differentiated by stakeholder group and gender. Given the non-independence of stakeholder group and gender, the correlations within the aggregate data should be taken cautiously. The Administration group had too few participants to separate the data among genders. Overall, there were too few participants indicating a non-binary gender or not indicating any gender to separate their responses within

each stakeholder group. So, correlations matrices were computed within each stakeholder group for all participants, female participants, and non-female participants.

The correlation tables within each stakeholder group separated by gender further support the results given above regarding the spread of responses. Non-female participants tended to have many more strongly-positively correlated results as compared to female participants. This result indicates that female participants were more inclined to have a mixture of more-neutral responses. i.e., a mixture between “somewhat disagree” to “somewhat agree.” Non-female participants were more inclined to have more extreme responses, with each participant tending to provide mostly agreeable responses or mostly disagreeable responses. i.e., more “strongly agree” or “strongly disagree.” The only exception to this observation is within the Faculty stakeholder data in which correlations were not significantly different when separated based on gender.

In the aggregate, the correlations are not surprising. All responses across questions are positively correlated, which is expected as all questions are based on a Likert scale with the highest-ranked options representing “agreeable” opinions. Some questions produce stronger correlations than others. Generally, participants who feel WSU offers quality undergraduate programs tended to feel WSU similarly when assessing accessible quality programs in the liberal arts, sciences, and professional studies. This result is seen in all individual stakeholder groups, except the Staff stakeholder group in which the correlations were not as positive. However, within no stakeholder group was there a strong positive correlation between feelings of offering quality accessible liberal arts programs and offering quality science programs.

The aggregate data and all stakeholder group data show a clear strong positive correlation between “Commitment to student engagement and success” and “focuses on student engagement and success.” This result is expected, given the very similar implications of the questions.

The aggregate data and all stakeholder groups, except the Staff group, indicate a strong positive correlation between “Evaluates its endeavors” and “Identifies its priorities.” This result is expected given the connection between the concepts.

The aggregate data and all stakeholder groups, except the Administrator group, indicate a strong positive correlation between “Build a strong community” and “Embrace diversity.” This supports the idea that WSU stakeholders feel that diversity is fundamental to a strong community.

Lastly, the aggregate data and stakeholder-separated data indicate no strong correlation between feelings regarding the mission statement’s use in departmental/curricular decisions and any other questions. This result is expected as these two questions are fundamentally independent of the others within the survey.

One interesting result present within the aggregate data is the strong positive correlation between “Commitment to student engagement and success” and “Strives to be the premier

public comprehensive institution in the Northeast region.” This correlation is present in all stakeholder groups. This result indicates that respondents who feel WSU strives to be a premier institution also feel that WSU is committed to student engagement and success.

Overall, the Administrator group presents anomalous correlation data. Responses within this stakeholder group generally were not strongly positively correlated, with some even being somewhat negatively correlated. It is also the only stakeholder group to see some correlation between time to complete the survey and responses to the questions. These differences may be explained by the relatively small number of participants within that group.

Overall, the Staff group offers data with weaker correlations. These data indicate that Staff participants were less inclined to provide either mostly agreeable or mostly disagreeable responses when compared to other stakeholder groups.

Only the Student and Alumni stakeholder data indicate strong correlations among “Welcoming community,” “Build a strong community,” and “Embrace diversity.” So, within the current and past student population, feelings that WSU provides a welcoming community tend to correspond to feelings that WSU builds a strong community and embraces diversity. In other groups, this correlation is not as strong. Student and Alumni data also indicate a some-what positive correlation between questions related to community and diversity and questions related to offering quality/accessible programs. Other stakeholder group data indicate much weaker correlations. This result may indicate that current and past students tend to more often associate quality education with community.

Quantitative Analysis Conclusion

The survey data clearly provide evidence that feelings toward WSU’s mission statement, vision, and goals, and WSU’s work toward these goals, is not independent of stakeholder identity or gender identity. It is vital that current and future analyses regarding the University mission statement, vision, and goals must consider the unique perspectives of the diverse population. It cannot be assumed that attitudes within one stakeholder group/gender can be extrapolated to represent those of the whole community.

Ultimately, the data indicates that WSU stakeholders believe that WSU is “stronger together.” Respondents tend to associate positive attitudes in program quality with positive options of WSU’s ability to engage students, develop students’ education and skills, and build a strong community. This correlation is especially present within the Student and Alumni stakeholder groups.

Qualitative Analysis of Open-Ended Questions

The survey designed by the Mission Statement Advisory Committee asked all stakeholders two open-ended questions:

- Please name three (3) other core values that you would like to see associated with Westfield State University.
- What is the single most important thing that needs to be done for Westfield State University to rise to the next level in terms of reputation and stature?

The report provided a table identifying common themes for the open-ended questions for every respondent for all stakeholder groups. After the presentation to the Board of Trustees, committee members continued to analyze survey responses using qualitative data analysis software, Atlas.ti. Committee members coded the responses by themes and the artificial intelligence (AI) tools of the software were used to draw better qualitative insights into the results. These insights are discussed below.

Three Other Core Values

We received approximately 400 responses to the survey from nine stakeholder groups. Each survey response to the three core values question was carefully reviewed and subsequently coded to record the expressed themes. The most frequently named “Other Core Values” are provided in Table 6.

Discussion:

The most frequently named core value that respondents would most like to see associated with Westfield State University was Diversity, Equity, Inclusion and Justice across all stakeholders except Community Partners. The Justice, Equality, Diversity and Inclusion concept included related concepts such as dignity, diversity, empathy, equality, equity, inclusion, JEDI Office, and justice. All stakeholder groups expressed a desire for all individuals to be treated with dignity and respect, however, some respondents indicated that they would like to see the university do more about diversity and inclusion, making it an “ACTUAL priority” for the campus.

Comments regarding Trust, Collegiality, Openness, and Transparency were also frequently expressed as values respondents would like to see associated with WSU. The concept of Trust, Collegiality, Openness, Transparency, and Respect included authenticity, collegiality, commitment, compassion, consistency, fairness, harmony, honesty, hopefulness, integrity, leadership, truth, and wisdom. Students expressed a stronger desire to have these values associated with the university than did other stakeholder groups.

Single Thing

The second open-ended question on the survey asked respondents “What is the single most important thing that needs to be done for Westfield State University to rise to the next level in terms of reputation and stature?” As might be expected given the quantitative analysis of the survey as reported earlier, each stakeholder group had different responses to this question and

the comments they provided aligned with the identity of the stakeholder group. Students focused primarily on student issues, while Community Partners felt that “enhancing the greater Westfield community in the activities on campus...” would elevate Westfield State University to the next level. All comments were valued, but the diversity of issues made it difficult to draw summary conclusions. We have tried to report common themes in this section.

Discussion:

Table 7 provides an analysis of the single most important thing for Westfield to rise to the next level in terms of reputation and stature. Responses to this question varied considerably among and between stakeholders. Two areas were identified as important strategies for Westfield State University’s rise to the next level—Focus on Quality and New Academic Programs.

Focus on Quality was mentioned by 11% of the survey respondents with more frequent mentions from Alumni, Community Partners, Faculty, Staff, and Students. Sample comments included “Urge all to be as good as they can be to have it continue to be quality and have WSU strive to be the best of its kind. It is not Ivy League and should try not to be so. It can and should be the best it can be given the need for a very fine educational institution.” Others focused on the quality of academic programs with comments such as “high academic achievement” or “keep providing a quality, truthful education to all.” Others emphasized the quality of the experience.

New Academic Programs were mentioned by 8% of the survey respondents with more frequent mentions from Administrators, Alumni, Faculty, Staff, Students and Trustees. Comments included “continue to increase the number of educational programs at the university,” “provide pertinent course/major offerings that are adaptive to the current job market,” “Offer more up to date innovative course offerings, and “Diversity in programs (Asian Studies, other unique offerings).

Liberal Arts Education was commented on by 6% of the survey respondents. Comments regarding the liberal arts focus of the curriculum were provided by faculty and students. As might be expected given the quantitative analysis, these comments were primarily provided by students and faculty associated with Liberal Arts departments. The comments included “to invest in and value liberal arts education,” “valuing and promoting liberal art education for all,” and “reinforce image as excellent liberal arts education provider.”

Many survey respondents used the open-ended structure of this question to either complement the university or complain about some aspect of it. The qualitative data covered a wide range of issues from the past (internal conflicts, past campus racial issues, leadership issues) , present (desire for greater athletic success, better food in the dining commons, problems with a particular instructor), and future (need for a stronger vision). The wide-ranging opinions and comments made it difficult to draw much insight from the survey responses to this question..

in and value liberal arts education” and “reinforce image as excellent liberal arts education provid

Table 6: Most Frequently Named Other Core Values Respondents Would Most Like to See Associated with WSU

| Values | Stakeholder Groups | | | | | | | |
|---|--------------------|-------------|--------------------|-------------|-------------|-------------|------------|--------------|
| | Administrators | Alumni | Community Partners | Faculty | Staff | Student | Trustee | TOTAL |
| Justice, Equity, Diversity & Inclusion | 7 (41%) | 27 (68%) | 2 (17%) | 62 (64%) | 25 (51%) | 75 (56%) | 5 (56%) | 203 (57%) |
| Trust Collegiality, Openness, Transparency, Respect | 2 (12%) | 1 (3%) | 4 (33%) | 9 (9%) | 1 (2%) | 13 (10%) | 2 (22%) | 32 (9%) |
| Affordability | 1 (6%) | 6 (15%) | 1 (8%) | 9 (9%) | 7 (14%) | 20 (15%) | 0 (0%) | 44 (14%) |
| Community Engagement | 2 (12%) | 6 (15%) | 5 (42%) | 9 (9%) | 7 (14%) | 19 (14%) | 1 (11%) | 49 (9%) |
| Collaboration | 5 (29%) | 0 (0%) | 0 (0%) | 8 (8%) | 9 (18%) | 8 (6%) | 1 (11%) | 31 (9%) |
| Ethical | 0 (0%) | 1 (3%) | 0 (0%) | 4 (4%) | 1 (2%) | 1 (1%) | 0 (0%) | 2 (1%) |
| Total Coded Values | 17 | 40 | 12 | 97 | 49 | 135 | 9 | 359 |

Each cell contains the frequency of the response, and the percentage of the stakeholder group comments

Table 7: Most Frequently Named Single Most Important Thing for WSU to Rise to the Next Level

| Next Level: Single Thing | Stakeholder Groups | | | | | | | |
|-----------------------------------|--------------------|-----------|--------------------|------------|-----------|------------|-----------|-------------|
| | Administrators | Alumni | Community Partners | Faculty | Staff | Student | Trustee | TOTAL |
| Liberal Arts Education | | | | 11 (2%) | | 9 (2%) | | 20 (6%) |
| Focus on Quality | | 9 (9%) | 2 (3%) | 9 (2%) | 8 (3%) | 11 (2%) | | 39 (11%) |
| New Academic Programs | 5 (8%) | 4 (4%) | | 7 (1%) | 4 (1%) | 6 (1%) | 2 (6%) | 28 (8%) |
| Diversity of Thought | | | | 6 (1%) | | 5 (1%) | | 11 (3%) |
| Applied Learning | | | | 5 (1%) | 2 (1%) | 4 (1%) | | 11 (3%) |
| More Faculty | 1 (2%) | | | 4 (1%) | 2 (1%) | 2 (0%) | | 9 (3%) |
| Athletics | | | 2 (3%) | 3 (1%) | 2 (1%) | 4 (1%) | | 11 (3%) |
| Reduce Administration | | | | 3 (1%) | | | | 3 (1%) |
| Resolve Internal Conflicts | | 2 (2%) | | 3 (1%) | | 4 (1%) | | 9 (3%) |
| Better Strategic Direction | | 1 (1%) | | 3 (1%) | | 1 (0%) | | 5 (1%) |
| Advising | | | | | 2 (1%) | | | 2 (1%) |
| Adult Learners | | | | | | 7 (1%) | | 7 (2%) |
| Total Coded Single Things | 66 | 97 | 66 | 525 | 292 | 524 | 33 | 359 |

Each cell contains the frequency of the response, and the percentage of the stakeholder group comments

Are the Current Mission, Vision, and Value Statements Serving Their Purposes?

In the report dated October 5, 2022, the Mission Statement Advisory Committee stated “The University’s mission statement is one of its most important guiding principles. Its mission establishes its character and uniqueness while providing a framework for its priorities, activities, and future. Mission statements are supposed to describe the organization’s purpose while also giving the organization its own identity. It describes “who we are, what we do, and why we are here.” This framework is intended to guide decision making throughout all levels of the organization.

The vision statement describes where the organization is going. If the vision is to function as a valuable tool, it must communicate what leadership wants the organization to look like and provide a reference point for decision making.

The data presented in the October 5, 2022 report in Tables 1-15 showed that the majority of the 380 respondents identified positively with the mission statement’s description of Westfield State University’s commitment to offer accessible, quality undergraduate programs in liberal arts, sciences, and professional studies. Less positive responses were noted when assessing perceptions of the campus climate or the university’s contribution to the economic, social, and cultural development of the Northeast region. The vision statement was viewed less positively than the mission statement. The values statements were more positively viewed by survey respondents. In short, the survey results were generally positive. Stakeholders indicated that the university was doing well in achieving its current mission, vision, and value statements.

The survey results regarding stakeholder perceptions of how well different types of decisions were informed by the mission, vision, and value statements told a different story. Stakeholders did not see a strong relationship between the mission, vision, and value statements and decisions made by the university. This can be better shown by reformulating the data tables to emphasize neutral and negative responses rather than emphasizing the positive ones. In Table 8 below, the neutral (“Neither disagree nor agree”) and negative (“Disagree Somewhat” and “Disagree Strongly”) were summed to provide an indication of the neutral and negative responses to the question: “How well do you feel the WSU mission/vision/value statements inform the decisions of WSU?” When examined from this perspective, the survey respondents did not feel the decisions of the university were informed by the current mission, vision, and value statements.

| Table 8: Responses to “How well do you feel the WSU mission/vision/values statements inform the decisions of WSU?” | | | | | | | |
|--|--|--------|---------|-------|---------|---------|-------|
| Decision | Percentage of Neutral and Negative Responses | | | | | | |
| | Admin | Alumni | Faculty | Staff | Student | Trustee | Total |
| Identifies its priorities | 100% | 74% | 89% | 100% | 86% | 86% | 86% |
| Plans for the Future | 100% | 77% | 94% | 100% | 81% | 83% | 87% |
| Evaluates its Endeavors | 100% | 74% | 94% | 100% | 84% | 100% | 88% |

Recommendations

Westfield State University was concurrently conducting its self-study for NECHE accreditation as the Mission Statement Advisory Committee did its work to conduct a comprehensive review of the institution’s mission, vision, and value statements. NECHE Standards for Accreditation specifically address the mission and purposes in Standard One. The individual standards within Standard One are relevant to our recommendations and provide guidance for next steps. While all five individual standards address mission and purpose, we focused on three specific individual standards in formulating our recommendations (key aspects are shown in bold):

- “1.1 The mission of the institution **defines its distinctive character**, addresses the needs of society, **identifies the students the institution seeks to serve**, and reflects both the institution’s traditions and its vision for the future. The institution’s mission **provides the basis upon which the institution identifies its priorities, plans its future, and evaluates its endeavors**; it provides a basis for the evaluation of the institution against the Commission’s Standards.

- 1.4 The **mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, students, and sponsoring entity (if any)**. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution’s overall mission and purposes, are developed by the institution’s individual units.

1.5 The institution periodically evaluates the content and pertinence of its mission and purposes, **ensuring they are current and provide overall direction in planning, evaluation, and resource allocation.**¹

If the NECHE individual standards are applied to WSU’s current mission, vision, and value statements and the data and analysis from the mission statement survey, we would find the following:

| Individual Standard | Concern | Data Supporting |
|---|---|--|
| 1.1 “mission...defines distinctive character...” | The WSU was perceived as generic by many stakeholders | Qualitative data of stakeholder responses |
| 1.1 “identifies the students the institution seeks to serve...” | The word “student” is in the mission statement, but the statement does not describe the students we wish to serve | Observations of committee members |
| 1.1 “identifies its priorities, plans its future, and evaluates its endeavors” | Stakeholders were more neutral and negative than positive for these items in the survey | Table 8 in this report shows the neutral and negative responses. More than 70% of all stakeholders had a neutral or negative response for these three types of decisions |
| 1.4 “Mission and purposes are accepted and widely understood by its...(stakeholders)” | The mission and vision statements have been accepted as shown by the positive response to them but may not be clearly understood. | Positive response to mission and vision by stakeholders may indicate acceptance, but open-ended responses indicated misunderstandings or lack of clarity. Also, many alumni, community members and students indicated they had not seen or did not know what the university’s mission and vision were. |
| 1.5 Mission is “current and provide(s) overall direction in planning, evaluation, and resource allocation.” | The majority of stakeholders had a neutral or negative response to questions asking for their perceptions of how | Table 8 in this report shows the neutral and negative responses. More than 70% of all stakeholders had a |

¹ New England Commission for Higher Education. (2021, January 3). *Standards for accreditation*. NECHE. Retrieved December 14, 2022, from https://www.neche.org/resources/standards-for-accreditation#standard_one

| Individual Standard | Concern | Data Supporting |
|---------------------|--|--|
| | well institutional decisions were informed by the current mission, vision, and value statements. | neutral or negative response for the three types of strategic decisions. |

While Westfield State University was in compliance with NECHE standards regarding the approval of the mission, vision and value statements by the Board of Trustees and the establishment of a process for periodically evaluating these statements, the Mission Statement Advisory Committee concluded that the current mission, vision, and value statements should be improved to better serve their purpose as defined by the NECHE Standards and best practices of strategic management. We believe it is in the best interest of Westfield State University to embark on a revision process for the university’s mission, vision, and value statements as it prepares for the development of its next strategic plan. A unified vision and mission will be critical to the university’s performance in the years ahead.

Next Steps

Specific items to consider when developing the next mission and vision statements for Westfield State include the following:

Mission statement:

- Describe the students we plan to serve (NECHE 1.1)
- Focus on describing Westfield State University’s distinctive character in the mission (NECHE 1.1)
- Use clear language so that the mission is well understood by both internal and external stakeholders (NECHE 1.4)
- Promote the mission statement to stakeholders and integrate it into decision-making at all levels (NECHE 1.4)

Vision statement:

- Include all stakeholders in identifying the strategic direction described in the vision (NECHE 1.4)
- Link planning, evaluation, and resource allocation decisions to institutional progress on the vision (NECHE 1.4, 1.5)
- Communicate the vision to stakeholders to increase awareness of the institution’s strategic direction (NECHE 1.2)
- Coordinate with individual units to ensure consistency of their plans with the vision (NECHE 1.4)

The strong positive response of stakeholders to WSU’s Value Statements suggests little to no change may be needed.

Appendix A: Community Partners Survey

Westfield State University Mission, Vision and Values Statements Review Community Partner

The survey will take approximately 15 minutes to complete.

Dear Community Partner,

Westfield State University has successfully navigated the challenges of the pandemic. In order to thrive going forward, the institution is working on a new strategic plan. As a member of the university community, we need your help! We would like your opinion on how we are doing now and what the university should be doing in the next few years. Your feedback is completely anonymous and voluntary. We appreciate your participation!

For questions or comments, please email: mission@westfield.ma.edu

Westfield State University Mission Statement Assessment:

“Westfield State University is a public institution offering accessible quality undergraduate and graduate programs in the liberal arts, sciences, and professional studies. Our welcoming community focuses on student engagement and success. We contribute to the economic, social, and cultural growth of the northeast region by developing the knowledge, skills, and character essential for

1. On a scale of 1-5, with 1=Not Well being the University is not accomplishing its mission at all and 5=Extremely Well being it is

accomplishing its mission extremely well, please rate how well Westfield State University is accomplishing its mission.

| | Not Well | Somewhat Well | Neutral | Very Well | Extremely Well |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Offering accessible quality undergraduate programs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Offering accessible quality undergraduate programs in the liberal arts | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Offering accessible quality programs in the sciences | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Offering accessible quality programs in professional studies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Welcoming community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| focuses on student engagement and success | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| contribute to .. | | | | | |

the
economic,
social, and
cultural
growth of the
northeast
region

developing
the
knowledge,
skills, and
character
essential for
students to
become
responsible
leaders and
engaged
citizens

2. Listed below is the university vision statement. How well do you believe Westfield State University is achieving its vision?

“Westfield State University strives to be the premier public comprehensive institution in the Northeast region through its commitment to student engagement and success.

| | Not Well | Somewhat Well | Neutral | Very Well | Extremely Well |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Strives to be the premier public comprehensive institution in the Northeast region | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commitment to student engagement and success | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

3. Listed below are Westfield State University values. The university emphasizes these values as it strives for educational excellence. Please indicate your level of agreement with each value statement.

| | Disagree Strongly | Disagree Somewhat | Neither Disagree Nor Agree | Agree Somewhat | Agree Strongly | Don't Know |
|---|-----------------------|-----------------------|----------------------------|-----------------------|-----------------------|-----------------------|
| EMBRACE DIVERSITY: We treat all members of | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

our community with dignity and respect.



BUILD A STRONG COMMUNITY: We are inclusive and ensure equity, supporting the personal development of all community members, and embracing multiple perspectives.



ENGAGE IN THE OUTSIDE COMMUNITY: We support civic engagement in local, regional, and global initiatives.



COLLABORATE WITH EACH OTHER: We make decisions in a transparent and collaborative manner.



PROVIDE
ACCESSIBL
E
EDUCATION
: We commit
to providing
an accessible,
affordable
public higher
education for
all.

4. Please name three (3) other core values that you would like to see associated with Westfield State University. Please use a comma to separate each entry.

5. On a scale of 1-5 where 1=Not Well and 5=Extremely Well, how well do you feel the WSU mission/vision/values statements inform the decisions of WSU?

| | Not Well | Somewhat Well | Very Well | Extremely Well | Don't Know |
|---------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Identifies its priorities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Plans for the future | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Evaluates its endeavors | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

6. On a scale of 1-5 where 1=Not Well to 5=Extremely Well, How well do you feel the WSU mission/vision/values statements inform the following areas?

| | Not Well | Somewhat Well | Very Well | Extremely Well | Don't Know |
|-----------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Decisions made by your Department | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Curriculum design | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

7. Do you consult the mission/vision/values statements when planning?

- Yes
- No
- Sometimes
- Don't Know

8. What is the single most important thing that needs to be done for Westfield State University to rise to the next level in terms of reputation and stature?

The following questions are asked for classification purposes

9. Based on your experience with WSU students, how would you rate the quality of the education provided at WSU?

- Excellent
- Good
- Average
- Poor
- Fair

10. On a scale of 1-5, with 1=poor contribution and 5=excellent contribution, please rate WSU's contribution to the local community in the following areas:

| | Poor | Fair | Good | Very Good | Excellent |
|-----------------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Economic Contribution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social Contribution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sustainability Contribution | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. How would you best describe your business?

- Agriculture
- Mining
- Construction
- Manufacturing
- Retail/Wholesale
- Transportation, Communications and Public Utilities
- Finance, Insurance, Real Estate
- Hospitality and Tourism (restaurants and hotels)
- Government (Includes Education)
- Other

12. What city or town is your main business location

- Hampden County
- Other Counties in Massachusetts
- Outside of Massachusetts

13. Would you recommend WSU as a place to study?

- Definitely
- Probably
- Probably Not
- Definitely Not
- Don't Know

14. Would you recommend WSU as a place to work?

- Definitely
- Probably
- Probably Not
- Definitely Not
- Don't Know

Appendix B: Correlation Tables

Table 1: Correlation Aggregate

| | Time to complete | Offering accessible quality undergrad programs | Offering accessible quality undergrad programs in the liberal arts | Offering accessible quality programs in the sciences | Offering accessible quality programs in professional studies | Welcoming community | focuses on student engagement and success | contribute to the economic, social, and cultural growth of the northeast region | developing students to become responsible leaders and engaged citizens | Strives to be the premier public institution | Commitment to student engagement and success | EMBRACE DIVERSITY | BUILD A STRONG COMMUNITY | ENGAGE IN THE OUTSIDE COMMUNITY | COLLABORATE WITH EACH OTHER | PROVIDE ACCESSIBLE EDUCATION | Identifies its priorities | Plans for the future | Evaluates its endeavors | Department decisions | Curriculum design |
|---------------------------------|------------------|--|--|--|--|---------------------|---|---|--|--|--|-------------------|--------------------------|---------------------------------|-----------------------------|------------------------------|---------------------------|----------------------|-------------------------|----------------------|-------------------|
| Time to complete | 1 | | | | | | | | | | | | | | | | | | | | |
| Offering accessible quality un | 0.00083039 | 1 | | | | | | | | | | | | | | | | | | | |
| Offering accessible quality un | -0.0445857 | 0.77806138 | 1 | | | | | | | | | | | | | | | | | | |
| Offering accessible quality pro | -0.0646526 | 0.72641899 | 0.65204532 | 1 | | | | | | | | | | | | | | | | | |
| Offering accessible quality pro | -0.0240167 | 0.74581813 | 0.643576 | 0.73946468 | 1 | | | | | | | | | | | | | | | | |
| Welcoming community | -0.104782 | 0.53466293 | 0.48473099 | 0.45262087 | 0.53053407 | 1 | | | | | | | | | | | | | | | |
| focuses on student engage | -0.070504 | 0.63101937 | 0.54781483 | 0.57998646 | 0.57207377 | 0.6412735 | 1 | | | | | | | | | | | | | | |
| contribute to the economic, | -0.0094793 | 0.51930101 | 0.49071693 | 0.42284588 | 0.48039586 | 0.55669895 | 0.5815999 | 1 | | | | | | | | | | | | | |
| developing the knowledge, sk | -0.05001 | 0.62794443 | 0.58476358 | 0.57900271 | 0.61345313 | 0.69365603 | 0.70034611 | 0.65138971 | 1 | | | | | | | | | | | | |
| Strives to be the premier pub | -0.0874412 | 0.57789664 | 0.54507696 | 0.4902361 | 0.50890683 | 0.54565379 | 0.63929313 | 0.55032695 | 0.63291027 | 1 | | | | | | | | | | | |
| Commitment to student eng | -0.0470942 | 0.64366945 | 0.57493407 | 0.57237625 | 0.57886045 | 0.60629838 | 0.81036631 | 0.64933901 | 0.74108302 | 0.7661799 | 1 | | | | | | | | | | |
| EMBRACE DIVERSITY: We trea | -0.069947 | 0.41655148 | 0.43375763 | 0.35121196 | 0.42216713 | 0.62498993 | 0.48172019 | 0.493816 | 0.518128 | 0.46951075 | 0.50077996 | 1 | | | | | | | | | |
| BUILD A STRONG COMMUNIT | -0.0488025 | 0.51383592 | 0.47786195 | 0.42269499 | 0.52859924 | 0.65859803 | 0.54632714 | 0.47303099 | 0.60321621 | 0.54821678 | 0.5648804 | 0.8029882 | 1 | | | | | | | | |
| ENGAGE IN THE OUTSIDE COV | 0.02011657 | 0.47608033 | 0.49705306 | 0.44003458 | 0.45668501 | 0.49078481 | 0.48743446 | 0.58732855 | 0.58121205 | 0.54940607 | 0.59493717 | 0.56514424 | 0.6009081 | 1 | | | | | | | |
| COLLABORATE WITH EACH OT | -0.1100992 | 0.43791355 | 0.4031242 | 0.39473805 | 0.47286559 | 0.56142311 | 0.51471671 | 0.46587893 | 0.60451507 | 0.56026256 | 0.57818741 | 0.60096572 | 0.69027204 | 0.620135 | 1 | | | | | | |
| PROVIDE ACCESSIBLE EDUCAT | -0.0178397 | 0.51708685 | 0.48535771 | 0.46537578 | 0.46973834 | 0.44507315 | 0.49301284 | 0.4424242 | 0.54672395 | 0.4340201 | 0.51163261 | 0.52123531 | 0.52215736 | 0.51386023 | 0.554207105 | 1 | | | | | |
| Identifies its priorities | -0.1913122 | 0.5093882 | 0.46382108 | 0.43289214 | 0.48394443 | 0.5781247 | 0.5542781 | 0.51407228 | 0.61490017 | 0.63057057 | 0.63051716 | 0.52758725 | 0.62882069 | 0.47943826 | 0.632955557 | 0.46740109 | 1 | | | | |
| Plans for the future | -0.1093141 | 0.47070646 | 0.43738196 | 0.42220383 | 0.4797373 | 0.52177752 | 0.54161246 | 0.49789951 | 0.60808181 | 0.65461283 | 0.64103744 | 0.4914329 | 0.59275463 | 0.51288988 | 0.616648852 | 0.50190344 | 0.79647835 | 1 | | | |
| Evaluates its endeavors | -0.1631113 | 0.44001123 | 0.41898183 | 0.38154033 | 0.42182589 | 0.56775421 | 0.51957995 | 0.48909008 | 0.57338396 | 0.65691972 | 0.59787241 | 0.46525482 | 0.58979911 | 0.50757276 | 0.639200842 | 0.42402812 | 0.78766134 | 0.81270986 | 1 | | |
| Department decisions | -0.1619423 | 0.30067045 | 0.31630664 | 0.29840392 | 0.32685531 | 0.36446905 | 0.36320568 | 0.37265299 | 0.44254956 | 0.42235584 | 0.41434136 | 0.34804187 | 0.43844135 | 0.36731565 | 0.474878067 | 0.35373912 | 0.49717961 | 0.44689913 | 0.43939964 | 1 | |
| Curriculum design | -0.1385381 | 0.34891514 | 0.37273268 | 0.3256637 | 0.29953396 | 0.34813779 | 0.39733832 | 0.33544159 | 0.41243865 | 0.47625692 | 0.42425857 | 0.29951623 | 0.38630126 | 0.37238335 | 0.443193185 | 0.33447121 | 0.49001062 | 0.44331682 | 0.49516023 | 0.72158116 | 1 |

Time to complt quality unundergrad puality prog'ty programming commnt engager', and cultural for studenprehensiveident engagibers of our'he personal rt civic engæ decisions ividing an aifies its priois for the futtes its endertment decirriculum design

| | | | | | | | | | | | | | | | | | | | | | |
|---------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|---|
| Time to cor | 1 | | | | | | | | | | | | | | | | | | | | |
| Offering acc | 0.272506 | 1 | | | | | | | | | | | | | | | | | | | |
| Offering acc | 0.555656 | 0.707107 | 1 | | | | | | | | | | | | | | | | | | |
| Offering acc | 0.248176 | 0.801784 | 0.377964 | 1 | | | | | | | | | | | | | | | | | |
| Offering acc | 0.272506 | 1 | 0.707107 | 0.801784 | 1 | | | | | | | | | | | | | | | | |
| Welcoming | 0.50263 | 0.144338 | 0.612372 | 0 | 0.144338 | 1 | | | | | | | | | | | | | | | |
| focus on | 0.097458 | -0.17678 | 0 | 0.188982 | -0.17678 | 0 | 1 | | | | | | | | | | | | | | |
| contribute | 0.364872 | -0.381 | 0.179605 | -0.47519 | -0.381 | 0.146647 | 0 | 1 | | | | | | | | | | | | | |
| developing | 0.68537 | 0.127 | 0.538816 | 0.067884 | 0.127 | 0.439941 | 0.359211 | 0.483871 | 1 | | | | | | | | | | | | |
| Strives to b | -0.10103 | 0.324443 | 0.344124 | 0.433555 | 0.324443 | -0.18732 | 0.688247 | -0.0412 | 0.123613 | 1 | | | | | | | | | | | |
| Commitme | 0.245375 | 0.286039 | 0.53936 | 0.356753 | 0.286039 | 0.330289 | 0.80904 | -0.07265 | 0.508577 | 0.77336 | 1 | | | | | | | | | | |
| EMBRACE D | 0.584307 | 0.079556 | 0.675053 | -0.12757 | 0.079556 | 0.91863 | 0.112509 | 0.303108 | 0.464765 | -0.02581 | 0.43995 | 1 | | | | | | | | | |
| BUILD ASTF | 0.01744 | 0 | 0.288675 | -0.21822 | 0 | 0.471405 | 0.288675 | -0.31109 | 0.103695 | 0.132453 | 0.544949 | 0.584613 | 1 | | | | | | | | |
| ENGAGE IN | 0.645694 | 0.069673 | 0.492665 | -0.26069 | 0.069673 | 0.321807 | 0.098533 | 0.336244 | 0.619396 | -0.02261 | 0.332154 | 0.565377 | 0.511992 | 1 | | | | | | | |
| COLLABOR/ | 0.082428 | -0.20412 | 0.288675 | -0.65465 | -0.20412 | 0.589256 | -0.28868 | 0.20739 | 0.20739 | -0.39736 | 0 | 0.64957 | 0.666667 | 0.56888 | 1 | | | | | | |
| PROVIDE AC | 0.635744 | 0.251754 | 0.712069 | 0.134568 | 0.251754 | 0.581402 | 0.356034 | 0.44762 | 0.959185 | 0.24504 | 0.6241 | 0.600855 | 0.205557 | 0.572992 | 0.274075 | 1 | | | | | |
| Identifies it | -0.21555 | 0.147442 | 0 | 0.078811 | 0.147442 | -0.3405 | 0.417029 | -0.48685 | -0.18725 | 0.526201 | 0.477973 | -0.1173 | 0.601929 | 0.308183 | 0 | -0.17322 | 1 | | | | |
| Plans for th | 0.01744 | 0 | 0.288675 | -0.21822 | 0 | 0.471405 | 0.288675 | -0.31109 | 0.103695 | 0.132453 | 0.544949 | 0.584613 | 1 | 0.511992 | 0.666667 | 0.205557 | 0.601929 | 1 | | | |
| Evaluates it | -0.07645 | 0.5 | 0.353553 | 0.267261 | 0.5 | -0.14434 | 0 | -0.381 | -0.381 | 0.486664 | 0.286039 | 0.079556 | 0.408248 | 0.20902 | 0 | -0.25175 | 0.73721 | 0.408248 | 1 | | |
| Departmen | -0.29713 | -0.80178 | -0.25198 | -0.80952 | -0.80178 | 0.102869 | 0.251976 | 0.565704 | 0.022628 | 0.028904 | 0.050965 | 0.240971 | 0.218218 | 0.06207 | 0.436436 | 0.044856 | -0.07881 | 0.218218 | -0.26726 | 1 | |
| Curriculum | 0.496485 | -0.04003 | 0.190941 | 0.091287 | -0.04003 | -0.11707 | 0.766032 | 0.240192 | 0.458333 | 0.611111 | 0.661438 | 0.222222 | 0.258199 | 0.62361 | -0.17504 | 0.381881 | 0.547723 | 0.258199 | 0.320256 | 0.084921 | 1 |

Time to complete quality undergraduate quality program programming committee engaged, and cultural for student/prehensive/ident engaged of our personal/civic engagement decisions involving an affixes its priors for the future its endowment deciriculum design

Table with 30 columns and 30 rows of correlation coefficients for 'All Alumni'. The diagonal is all 1s. Values range from -0.27694 to 0.857883.

Correlation All Alumni

Time to complete quality undergraduate quality program programming committee engaged, and cultural for student/prehensive/ident engaged of our personal/civic engagement decisions involving an affixes its priors for the future its endowment deciriculum design

Table with 30 columns and 30 rows of correlation coefficients for 'Alumni Female'. The diagonal is all 1s. Values range from -0.43464 to 0.801879.

Correlation Alumni Female

Time to complete quality undergraduate quality program programming committee engaged, and cultural for student/prehensive/ident engaged of our personal/civic engagement decisions involving an affixes its priors for the future its endowment deciriculum design

Table with 30 columns and 30 rows of correlation coefficients for 'Alumni Non-Female'. The diagonal is all 1s. Values range from -0.01853 to 0.897476.

Correlation Alumni Non-Female

Time to compl quality unundergrad puality progty programming commnt engagen', and cultural for studenprehensiveidnt engabgers of our he personal rt civic enge decisions i viding an aifies its priors for the futbes its endertment decriculum design

Table with 28 columns and 28 rows showing correlation coefficients for various factors like Offering acc, Welcoming, focuses on, etc.

Correlation Faculty

Time to compl quality unundergrad puality progty programming commnt engagen', and cultural for studenprehensiveidnt engabgers of our he personal rt civic enge decisions i viding an aifies its priors for the futbes its endertment decriculum design

Table with 28 columns and 28 rows showing correlation coefficients for various factors like Offering acc, Welcoming, focuses on, etc.

Correlation Faculty Female

Time to compl quality unundergrad puality progty programming commnt engagen', and cultural for studenprehensiveidnt engabgers of our he personal rt civic enge decisions i viding an aifies its priors for the futbes its endertment decriculum design

Table with 28 columns and 28 rows showing correlation coefficients for various factors like Offering acc, Welcoming, focuses on, etc.

Correlation Non-Female

Time to compl quality ungrad puality prog ty programming commnt engager, and cultural for studenprehensiveidnt engagibers of our he personal r t civic engc decisions ividing an aifjes its priors for the fuites its endertment deciriculum design

Table with 17 columns and 17 rows of correlation data for Correlation Staff. Values range from -0.8166 to 1.0. Significant values are highlighted in yellow, such as 0.229778, 0.182083, and 0.117259.

Correlation Staff

Time to compl quality ungrad puality prog ty programming commnt engager, and cultural for studenprehensiveidnt engagibers of our he personal r t civic engc decisions ividing an aifjes its priors for the fuites its endertment deciriculum design

Table with 17 columns and 17 rows of correlation data for Correlation Staff Female. Values range from -0.8166 to 1.0. Significant values are highlighted in yellow, such as 0.229778, 0.182083, and 0.117259.

Correlation Staff Female

Time to compl quality ungrad puality prog ty programming commnt engager, and cultural for studenprehensiveidnt engagibers of our he personal r t civic engc decisions ividing an aifjes its priors for the fuites its endertment deciriculum design

Table with 17 columns and 17 rows of correlation data. Values range from -0.8166 to 1.0. Significant values are highlighted in yellow, such as 0.229778, 0.182083, and 0.117259.



Board of Trustees

December 19, 2022

MOTION

To approve the granting of Faculty Emeritus/a status, effective December 20, 2022, to the following individuals:

Dr. Sandra Berkowitz, Education

Mr. Nigel Dobereiner, Communication

Dr. Barbara Goff, Education

Dr. Frederick Harling, History

Dr. Michael Konig, History

Dr. Wilma Ortiz, Education

Dr. Elizabeth Preston, Communication

Dr. Elise Young, History

Robert A. Martin, Ph.D., Chair

Date

ACADEMIC AFFAIRS

December 6, 2022

Dr. Linda Thompson
President
Westfield State University

Dear President Thompson:

The Emeritus Committee met on Wednesday, November 10, 2022. After review and discussion, the committee made recommendations to me, and after careful review of the nominees, I recommend the following be granted Faculty Emeritus/a status:

Dr. Sandra Berkowitz, Professor Emerita, Education
Mr. Nigel Dobereiner, Assistant Professor Emeritus, Communication
Dr. Barbara Goff, Professor Emerita, Education
Dr. Frederick Harling, Professor Emeritus, History
Dr. Michael Konig, Professor Emeritus, History
Dr. Wilma Ortiz, Associate Professor Emerita, Education
Dr. Elizabeth Preston, Professor Emerita, Communication
Dr. Elise Young, Professor Emerita, History

These individuals met the qualifications for designation as Emeritus/a by demonstrating substantive, sustained achievement in their careers at Westfield State University in one or more of the following areas: teaching, advising, scholarship, professional service to the university, the community and the discipline. Accordingly, I am forwarding these recommendations to you and, subsequently, to the Board of Trustees. Justifications for each nomination are enclosed.

Thank you for your consideration.

Sincerely,



Juline E. Mills, Ph.D.
Provost and Vice President, Academic Affairs

Approved:



12/6/2022

Dr. Linda Thompson, President

Date

Dr. Sandra Berkowitz, Professor Emerita, Education

Since Dr. Sandra Berkowitz began teaching in CGCE in 1989 and serving as a fulltime member of the Education faculty in 2003, she has been an award winning teacher, an inspiring mentor and advisor for thousands of undergraduate students in Elementary Education, Early Childhood Education, and Special Education. She has been devoted and has advised, taught, and inspired thousands of students on how to assess and instruct elementary and middle school students and Reading Specialist candidates in best research-based pedagogical practices, assessment-based instruction, and instructional leadership.

As Chair of Education from 2010-2017, Dr. Berkowitz generously mentored other professors in best advising practices and led efforts to align and re-align programs of study to meet ever-changing state and national standards. She developed ongoing tools to support faculty advising, including updated tracking sheets, MTEL recording sheets and resource manuals. Practicum supervision materials, and the Education Department's Handbook, which she created in 2015 and updated yearly.

Mr. Nigel Dobereiner, Assistant Professor Emeritus, Communication

Professor Nigel Dobereiner taught a wide variety of courses in Westfield State's Communication Department from 2002-2021. His was widely seen as the department's multimedia expert. That experience also facilitated his work in the communication internship program, for which he served as coordinator for a decade. In that role, he developed an online application, restructured the application criteria, and worked to expand the number and type of internship opportunities available to WSU students. The primary focus of his work at WSU, however, was always his commitment to teaching and advising. He was an engaging instructor, consistently received strong teaching evaluations from his students, and earned the Outstanding Teaching Award in 2005. A number of his students chose a Communication major after taking his introductory courses, often indicating that it was his excellent teaching that had led them to that decision. Students completing internships often noted the importance of his Web Site Design course to their internship success. He was also a sought-after advisor, averaging roughly 25 advisees at any one time, many of them in the department's popular Media Arts and Analysis concentration. Advisees appreciated his industry connections, his enthusiasm, and his respect for them - and many have stayed in touch with him after leaving Westfield State. Nigel's dedication to, and excellence in, teaching and advising over his 19 years at Westfield State are deserving of recognition with emeritus status.

Dr. Barbara (B.J.) Goff, Professor Emerita, Education

Dr. Goff is a dedicated teacher who has prepared and taught most of the courses on special needs in Moderate Disabilities, PreK-8, and Grades 5-12 major programs of study. Dr. Goff remained passionate to her teaching throughout her tenure at WSU. Dr. Goff also advised students in the MTEL process, monitored their progress in passing the challenging tests, and counseled students in study strategies for test success.

In the broader educational community, Dr. Goff is a recognized international expert on Prader-Willi syndrome, a devastating and sometimes life-threatening childhood disorder. Dr. Goff has studied and written about this disorder throughout her career and has shared her knowledge within the field of Special Education at the international, national, and local level. Dr. Goff is a highly sought-after conference contributor, frequently fulfilling the role of keynote speaker.

In her service to the Education department, Dr. Goff routinely served on numerous peer review committees and search committees, often chairing search committees for special education candidates. She has served on the licensure waiver committee and the department scholarship committee and curriculum committee. As Coordinator of the Special Needs Moderate programs in the Education Department, Dr. Goff represented Special Education at Teacher Education Council meetings for years (now TEAAC). She led numerous accreditation and program approval efforts for all Special Education programs at WSU.

Rev. Dr. Frederick Farnham Harling, Professor Emeritus, History

From the time he began as a full time instructor at Westfield State College in the fall of 1966 until his retirement from Westfield State University in the spring of 2017, Frederick “Rick” Harling embodied the founding principles of our university. He dedicated himself to the education of all people regardless of race, social class, or sexual orientation. The progressive spirit, which animated his career at Westfield, manifested itself in his teaching, his service to his department and university, and his scholarly pursuits.

Dr. Harling served Westfield’s students outside the classroom as well. He spent nearly forty years as the academic advisor to the Westfield chapter (*Kappa Omicron*) to *Phi Alpha Theta*, the National History Honor Society. He, furthermore, served for many years on *Phi Alpha Theta*’s scholarship committee. He also advised Westfield’s International Relations Club for eighteen years.

Dr. Harling, in his early years, aided the History Department’s transition into a new age in which its curriculum gradually began to embrace a more global perspective. As a Korean War veteran, this was a project very dear to his heart. He was also a pioneer in Multi-Cultural Education at Westfield State having served seven years on our campus’ first Multicultural Committee. He also volunteered to act as a facilitator at one of the very first, if not the first, campus gathering addressing issues related to multi-cultural education and diversity.

Dr. Harling’s commitment to diversity is also reflected in his scholarly pursuits. His publications include a contribution to the volume *The Ethnic Contribution to the American Revolution* and an article entitled *The Indians of Eastern Massachusetts, 1620-1645*. In addition, he was also a pioneer in the field of Psycho-History. This was a unique approach to the past in which theories of personal and group psychology were applied to historical figures and specific historical time periods. Dr. Harling’s interest in this field culminated in an article entitled “Hitler, Stalin, and Mao: Common Personality Traits of Three 20th Century Tyrants.”

Dr. Harling also served for ten years on the University Curriculum Committee. He was a member and president of the university’s Faculty Senate and he served as a member of Westfield’s chapter of the American Association of University Professors for ten years.

For twenty years, Dr. Harling, who held a Masters in Divinity degree from Boston University, served as a chaplain at the Holyoke Soldiers' Home. A strong advocate for criminal justice reform, he served on the Executive Board of the Hampden County Sherriff for several years and was an Honorary Sherriff for twenty years.

Dr. Michael Konig, Professor Emeritus, History

Dr. Michael Konig served Westfield State's History Department from 1985 through 2012, teaching a variety of courses in United States history (particularly 20th century history, urban history, and history of the American West) and acting as the department's chair for 9 years. He developed a number of new courses during that time and was committed to offering a diverse learning experience by exploring minority history and the stories of underrepresented groups in his courses. He received the John F. Nevins Outstanding Educator Award in 2008. He also received the Award for Outstanding Professor for Westfield State University announced at Commencement in the spring of 2005. On campus, he served on several committees, including the Promotions Committee and the University Curriculum Committee. His scholarship included contributions to books on the political history of Massachusetts, the history of downtown planning in Springfield, Massachusetts and other topics related especially to the history of Springfield and education in Massachusetts.

Dr. Konig was the editorial director for the *Historical Journal of Massachusetts* from 1997 to 2008 and wrote numerous book notes on topics related to the history of New England for that publication. He also contributed book reviews, especially on topics related to the urban history of the West, to a number of other publications, and authored more than a dozen entries for the *Encyclopedia of Business History and Biography*. His contributions to the greater Springfield community include service on the Advisory Board for the Springfield History Hall (part of the Springfield Library and Museums) for 17 years, on the Board of Directors for the Massachusetts Studies Project for 11 years, and work with the Greater Springfield and Ludlow Chambers of Commerce. He even narrated television programs on the Springfield Armory and the history of Springfield mayors.

Dr. Wilma Ortiz, Associate Professor Emerita, Education

Dr. Ortiz has dedicated her career to teaching educators, and future educators, how to support multilingual learners and enact a humanizing pedagogy that centers the value and contributions of all learners and their families. A large part of her teaching at Westfield State related to her stewardship of our Sheltered English Immersion Course that is taken by all teacher candidates across all licensure programs and a course central to our departmental pillars related to Critical Engagement with Diversity, Community Building, Social Justice, Scholarship and Reflection. Dr. Ortiz has advised over a thousand students in undergraduate programs in Elementary Education, Early Childhood Education, and Special Education.

Dr. Ortiz has published scholarly works in well-respected journals and at multiple statewide, national, and international conferences on bilingual and English language learning education and cultural

sustaining and antiracist pedagogies. Dr. Ortiz has received numerous grants and has presented at many conferences, institutes, and symposiums. Her accomplishments include a 2022 CARES grant, written with colleagues on the WSU Anti Oppression Committee, to support a WSU Social Justice Peer Mentoring Program and Faculty/Staff Training on Racism.

Dr. Ortiz served on a number of WSU working groups and initiatives, including Reach to Teach and the Hispanic Serving Institution Working group. Dr. Ortiz was instrumental in developing a partnership with Holyoke Public Schools' Ethnic Studies Program and serving as a resource for faculty at the Dean Tech High School. Her longstanding co-advisor role to the WSU Latino Association for Empowerment (LAFE) illustrates how Dr. Ortiz embodies the notion of "servant leader".

Dr. Elizabeth Preston, Professor Emerita, Communication

Over her nearly 32 years at Westfield State, Dr. Preston has served as Communication Department Chair, Dean of Faculty, Vice President of Academic Affairs and Interim President. In the latter role, she worked to increase diversity at Westfield State, secured the construction of a new science building, initiated the now-thriving Physician Assistant program, stabilized the financial standing of the school, and established procedures for transparency and accountability throughout the administration.

Dr. Preston was an exemplary leader but no less exemplary was her work to foster knowledge through communication and citizenship through example. Dr. Preston initiated the "Reach to Teach" program to work with inner-city high school students in Springfield, nurture their growth, and bring them all the way through the Education program at Westfield State to become classroom teachers. To foster active citizenship of Westfield State students, she institutionalized incentives to add civic engagement elements to a wide variety of classes. She was also instrumental in establishing the Common Goods food pantry for students and others in need. In addition to her extensive accomplishments as a communication scholar and professor, Dr. Preston brought the long-standing high school quiz show program "As Schools Match Wits" to Westfield State's television studio, giving Westfield State students a chance to work on a broadcast TV program. She has served as executive producer and writer for the award-winning program now co-produced at Westfield State in partnership with WGBV-TV of Springfield.

Dr. Preston's scholarly pursuits have touched on many areas critical to the public interest, including media literacy education in our public schools. She has also conducted important research on direct marketing to consumers by pharmaceutical companies, and is featured in a documentary video by the Northampton-based Media Education Foundation, entitled "Big Bucks, Big Pharma." Dr. Preston also serves on the boards of Girls Inc. of the Valley and the Hilltown Cooperative Charter School and has served on the board of the Friends of the Westhampton Library

Dr. Elise Young, Professor Emerita, History

In her twenty-three years at Westfield State University, Dr. Elise Young was an innovative pedagogue, a tireless champion of multi-cultural education, and an eloquent advocate for the principle that our university should prepare its students to become responsible global citizens.

As a member of the History Department, Dr. Young introduced a number of new courses which greatly enriched the Department's offerings. She enhanced the Department's non-Western course offerings by creating courses that focused on Africa, Asia and the Middle East. She also created a course related to international Conflict Resolution and Peace Studies.

Dr. Young's most important contributions to the life of the university were her creation of the *Global Women's History Project* and *Africa Alive!* respectively. These programs were among the most important steps taken in the cause of providing Westfield's students with a truly global perspective. Dr. Young was also an active scholar. She composed a number of scholarly articles on a wide range of topics related to Middle Eastern History, Womens' History, and Peace Studies. She, furthermore, participated in many conferences, round table discussions and speaking events throughout New England and beyond.



Board of Trustees

December 19, 2022

MOTION

To approve the granting of an honorary degree to the individual listed below, subject to a final vetting before the degree is granted:

Mr. Steven P. Marcus, Doctor of Public Service

Robert A. Martin, Ph.D., Chair

Date

ACADEMIC AFFAIRS

December 5, 2022

Dr. Linda Thompson
President
Westfield State University

Dear Dr. Thompson:

The Committee on Honorary Degrees convened for the purpose of reviewing nominations from the University community. Present at that meeting were Professor Claudia Ciano-Boyce, Professor Rebecca Burwell, Professor Ruth Darling, Professor Beverly St. Pierre, and Assistant Provost Enrique Morales-Diaz. After consideration, the committee recommended the following for an honorary degree:

Mr. Steven P. Marcus, Doctor of Public Service

Mr. Steven Marcus has been nominated for an honorary degree for his achievements in public service.

Mr. Marcus, a graduate of Westfield States University's Social Work program, founded New England Geriatrics and West Central Family and Counseling, as well as the New England Hospice treating thousands of the most vulnerable patients in need. These organizations served patients in short-term and long-term facilities and outpatient settings. Countless patients received care for mental health challenges from the resources developed by Mr. Marcus.

He was appointed by the Governor and served two terms on the Board of Trustees of Westfield State University. During his tenure as board member and chair, the Trustees and the University navigated administrative and programmatic challenges. Mr. Marcus displayed leadership qualities that facilitated transitions to allow the University to strategically overcome challenges and move forward.

Mr. Marcus served organizations of teaching and learning in leadership roles such as the Wilbraham and Monson Academy Trustees Committee, Chair of the Board of Directors, Academy Hill School and as a Member of the Massachusetts Association of Mental Health.

Many community organizations were fortunate to have benefited from the timeless service provided by Mr. Marcus. These include serving as Governor, International Board of Legatus; Deacon, St. Maron Maronite Church; Chairman, Development Leadership Council, Catholic Near East Welfare Association, a papal agency; Member, Board of Directors, Newman Center, University of Massachusetts; and Member, Board of Directors, Daughters of Mary of Nazareth, Archdiocese of Boston.

The Committee voted this recommendation be forwarded to you, and subsequently to the Board of Trustees. Thank you for your consideration.

Sincerely,

Juline E. Mills, Ph.D.
Interim Provost and Vice President, Academic Affairs

Approved:

Dr. Linda Thompson, President

Date



Board of Trustees

December 20, 2022

MOTION

To accept the agreed upon procedures report pursuant to the Massachusetts Office of Student Financial Assistance attestation guide for fiscal year ended June 30, 2022 as prepared by the firm of O'Connor & Drew, P.C., and to authorize the submission of this report to the State Comptroller's Office and the Department of Higher Education.

Robert A. Martin, Ph.D., Chair

Date

WESTFIELD STATE UNIVERSITY

INDEPENDENT ACCOUNTANTS' REPORT ON COMPLIANCE PURSUANT TO THE MASSACHUSETTS OFFICE OF STUDENT FINANCIAL ASSISTANCE ATTESTATION GUIDE

JUNE 30, 2022

WESTFIELD STATE UNIVERSITY

Independent Accountants' Report Pursuant to the Massachusetts Office of Student Financial Assistance Attestation Guide

June 30, 2022

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Independent Accountants' Report on Compliance with Specified Requirements Applicable to the Massachusetts Office of Student Financial Assistance Program Cluster

To the Board of Trustees of
Westfield State University
Westfield, Massachusetts

We have examined Westfield State University's (the "University") compliance with the following requirements as specified in the Massachusetts Office of Student Financial Assistance ("MOSFA") *Student Financial Assistance Attestation Guide, Fifth Edition (The "Guide")* for the year ended June 30, 2022:

- Institutional eligibility
- Student eligibility
- Reporting
- Disbursements
- Refunds

Management is responsible for the University's compliance with those requirements. Our responsibility is to express an opinion on the University's compliance based on our examination.

Our examination was conducted in accordance with attestation standards established by the American Institute of Certified Public Accountants. Those standards require that we plan and perform the examination to obtain reasonable assurance about whether management's assertion is fairly stated, in all material respects. An examination involves performing procedures to obtain evidence about management's assertion. The nature, timing, and extent of the procedures selected depend on our judgement, including an assessment of the risks of material misstatement of management's assertion, whether due to fraud or error. We believe that the evidence we obtained is sufficient and appropriate to provide a reasonable basis for our opinion.

We are required to be independent and to meet our other ethical responsibilities in accordance with relevant ethical guidelines related to the engagements.

In our opinion, the University complied, in all material respects, with the aforementioned requirements during the year ended June 30, 2022.

**Certified Public Accountants
Braintree, Massachusetts**

DATE

WESTFIELD STATE UNIVERSITY

Schedule of Findings and Questioned Costs

For the Year Ended June 30, 2022

There are no current year findings to report.

DRAFT

WESTFIELD STATE UNIVERSITY

Schedule of Findings and Questioned Costs

For the Year Ended June 30, 2022

There were no prior findings.

The University has not been subjected to these procedures since fiscal year ended June 30, 2019, as the University received a two year exemption from performing the examination of the Massachusetts financial assistance from the Massachusetts Office of Student Financial Assistance.

DRAFT

**Opinion on Financial Statements and Supplementary Schedule of Population,
Items Tested and Findings for Massachusetts Office of Student Financial
Assistance Program Cluster**

Independent Auditors' Report

To the Board of Trustees of
Westfield State University
Westfield, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of Westfield State University (the "University"), which comprise the statement of net position as of June 30, 2022, the related statements of activities and changes in net position and cash flows for the year then ended, and the related notes to the financial statements, and have issued our report thereon dated **DATE**.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting ("internal control") as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal control. Accordingly, we do not express an opinion on the effectiveness of the University's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected, on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and, accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Report on Schedule of Population, Items Tested, and Findings for Massachusetts Office of Student Financial Assistance Program Cluster

Our audit was conducted for the purpose of forming an opinion on the financial statements as a whole. The accompanying Schedule of Population, Items Tested, and Findings for Massachusetts Office of Student Financial Assistance Program Cluster is presented for purposes of additional analysis as required by the Massachusetts Office of Student Financial Assistance Compliance Attestation Guide, and is not a required part of the financial statements. Such information is the responsibility of management and was derived from, and relates directly to, the underlying accounting and other records used to prepare the financial statements. This information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the information is fairly stated, in all material aspects, in relation to the financial statements as a whole.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated **DATE**, on our consideration of the University's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of that testing, and not to provide an opinion on internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University's internal control over financial reporting and compliance.

**Certified Public Accountants
Braintree, Massachusetts**

DATE

(except for the Schedule of Population, Items Tested, and Findings for Massachusetts Office of Student Financial Assistance Program Cluster, for which the date is **DATE**)

DRAFT

Westfield State University
 Schedule of Population, Items Tested, and Findings for the
 Massachusetts State Financial Assistance Program Cluster

Year Ended June 30, 2022

| | Description of Category | Number of students | Percent of population | Amount of awards | Percent of population |
|---|------------------------------------|-------------------------------|----------------------------------|-----------------------------|----------------------------------|
| Commonwealth Commitment Rebate Credit | Population | 5 | 100% | \$ 4,332 | 100% |
| | Tested | 2 | 40% | 931 | 21% |
| | Findings | - | 0% | - | 0% |
| John and Abigail Adams Scholarship | Population | 380 | 100% | 347,866 | 100% |
| | Tested | 4 | 1% | 3,880 | 1% |
| | Findings | - | 0% | - | 0% |
| DCF Adopted Child Tuition Waiver and Fee Assistance | Population | 34 | 100% | 357,554 | 100% |
| | Tested | 3 | 9% | 38,987 | 11% |
| | Findings | - | 0% | - | 0% |
| Financial Aid Tuition Waiver | Population | 758 | 100% | 593,103 | 100% |
| | Tested | 3 | 0% | 2,425 | 0% |
| | Findings | - | 0% | - | 0% |
| Early Childhood Educator's Scholarship | Population | 7 | 100% | 40,000 | 100% |
| | Tested | 2 | 29% | 10,000 | 25% |
| | Findings | - | 0% | - | 0% |
| DCF Foster Child Tuition and Fee Waiver | Population | 23 | 100% | 207,067 | 100% |
| | Tested | 3 | 13% | 33,417 | 16% |
| | Findings | - | 0% | - | 0% |
| Massachusetts Foster Grant | Population | 15 | 100% | 79,300 | 100% |
| | Tested | 2 | 13% | 12,000 | 15% |
| | Findings | - | 0% | - | 0% |

See accompanying report.

Westfield State University
 Schedule of Population, Items Tested, and Findings for the
 Massachusetts State Financial Assistance Program Cluster - Continued

Year Ended June 30, 2022

| | Description of Category | Number of students | Percent of population | Amount of awards | Percent of population |
|--|------------------------------------|-------------------------------|----------------------------------|-----------------------------|----------------------------------|
| Massachusetts GEAR UP Scholarship | Population | 9 | 100% | \$ 10,800 | 100% |
| | Tested | 1 | 11% | 1,200 | 11% |
| | Findings | - | 0% | - | 0% |
| Massachusetts High Demand Scholarship | Population | 20 | 100% | 76,000 | 100% |
| | Tested | 1 | 5% | 4,000 | 5% |
| | Findings | - | 0% | - | 0% |
| Koplik Mastery Tuition Waiver | Population | 24 | 100% | 22,310 | 100% |
| | Tested | 1 | 4% | 970 | 4% |
| | Findings | - | 0% | - | 0% |
| Massachusetts Rehab Tuition Waiver | Population | 41 | 100% | 36,860 | 100% |
| | Tested | 3 | 7% | 2,425 | 7% |
| | Findings | - | 0% | - | 0% |
| Mass Grant Plus | Population | 477 | 100% | 1,024,300 | 100% |
| | Tested | 3 | 1% | 7,892 | 1% |
| | Findings | - | 0% | - | 0% |
| Paraprofessional Teacher Preparation Grant | Population | 1 | 100% | 5,400 | 100% |
| | Tested | 1 | 100% | 5,400 | 100% |
| | Findings | - | 0% | - | 0% |
| Part Time Student Grant Program | Population | 22 | 100% | 13,000 | 100% |
| | Tested | 2 | 9% | 1,134 | 9% |
| | Findings | - | 0% | - | 0% |
| Paul E. Tsongas Scholarship Tuition Waiver | Population | 17 | 100% | 16,490 | 100% |
| | Tested | 1 | 6% | 970 | 6% |
| | Findings | - | 0% | - | 0% |

See accompanying report.

Westfield State University
 Schedule of Population, Items Tested, and Findings for the
 Massachusetts State Financial Assistance Program Cluster - Continued

Year Ended June 30, 2022

| | Description of Category | Number of students | Percent of population | Amount of awards | Percent of population |
|---|------------------------------------|-------------------------------|----------------------------------|-----------------------------|----------------------------------|
| State University Internship Incentive Program | Population | 83 | 100% | \$ 236,830 | 100% |
| | Tested | 1 | 1% | 5,000 | 2% |
| | Findings | - | 0% | - | 0% |
| Mass Grant | Population | 1,061 | 100% | 1,653,093 | 100% |
| | Tested | 21 | 2% | 34,900 | 2% |
| | Findings | - | 0% | - | 0% |
| Massachusetts Transfer Tuition Waiver | Population | 113 | 100% | 95,545 | 100% |
| | Tested | 6 | 5% | 5,820 | 6% |
| | Findings | - | 0% | - | 0% |
| Mass Teach Grant | Population | 5 | 100% | 34,000 | 100% |
| | Tested | 1 | 20% | 2,000 | 6% |
| | Findings | - | 0% | - | 0% |
| Massachusetts Rehab Commission | Population | 34 | 100% | 138,458 | 100% |
| | Tested | 5 | 15% | 12,275 | 9% |
| | Findings | - | 0% | - | 0% |
| Massachusetts Cash Grant | Population | 628 | 100% | 1,002,645 | 100% |
| | Tested | 7 | 1% | 10,810 | 1% |
| | Findings | - | 0% | - | 0% |
| Native American Tuition Waiver | Population | 1 | 100% | 970 | 100% |
| | Tested | 1 | 100% | 970 | 100% |
| | Findings | - | 0% | - | 0% |

See accompanying report.

Westfield State University
 Schedule of Population, Items Tested, and Findings for the
 Massachusetts State Financial Assistance Program Cluster - Continued

Year Ended June 30, 2022

| | Description of Category | Number of students | Percent of population | Amount of awards | Percent of population |
|-----------------------|------------------------------------|-------------------------------|----------------------------------|-----------------------------|----------------------------------|
| OSFA Emergency Grant | Population | 52 | 100% | 169,096 | 100% |
| | Tested | 1 | 2% | 5,000 | 3% |
| | Findings | - | 0% | - | 0% |
| OSFA Completion Pilot | Population | 61 | 100% | 153,500 | 100% |
| | Tested | 1 | 2% | 1,100 | 1% |
| | Findings | - | 0% | - | 0% |

DRAFT

See accompanying report.



Board of Trustees

December 20, 2022

MOTION

To accept the audit report on the audit procedures required pursuant to the Office of Management and Budget (OMB) Uniform Guidance for fiscal year ending June 30, 2022, as prepared by the firm of O'Connor & Drew P.C., and to authorize the submission of this report to the Federal Audit Clearinghouse and to other parties as required by OMB Uniform Guidance and the Commonwealth of Massachusetts.

Robert A. Martin, Ph.D., Chair

Date

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

**INDEPENDENT AUDITORS' REPORTS AS REQUIRED
BY THE UNIFORM GUIDANCE AND *GOVERNMENT*
AUDITING STANDARDS AND RELATED
INFORMATION**

JUNE 30, 2022

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

**Independent Auditors' Reports as Required by the Uniform Guidance and
Government Auditing Standards and Related Information**

June 30, 2022

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INDEPENDENT AUDITORS' REPORT ON COMPLIANCE FOR EACH MAJOR FEDERAL PROGRAM; REPORT ON INTERNAL CONTROL OVER COMPLIANCE; AND REPORT ON THE SCHEDULE OF EXPENDITURES OF FEDERAL AWARDS REQUIRED BY THE UNIFORM GUIDANCE

To the Board of Trustees of
Westfield State University
Westfield, Massachusetts

Report on Compliance for Each Major Federal Program

We have audited Westfield State University's (an Agency of the Commonwealth of Massachusetts) (the "University") compliance with the types of compliance requirements described in the *OMB Compliance Supplement* that could have a direct and material effect on each of the University's major federal programs for the year ended June 30, 2022. The University's major federal programs are identified in the summary of auditors' results accompanying schedule of findings and questioned costs.

In our opinion, the University complied, in all material respects, with the types of compliance requirements referred to above that could have a direct and material effect on each of its major federal programs for the year ended June 30, 2022.

Basis for Opinion on Each Major Federal Program

We conducted our audit of compliance in accordance with auditing standards generally accepted in the United States of America; the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States; and the audit requirements of Title 2 *U.S. Code of Federal Regulations* Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (Uniform Guidance). Our responsibilities under those standards and the Uniform Guidance are further described in the Auditors' Responsibilities for the Audit of Compliance section of our report.

We are required to be independent of the University and to meet our other ethical responsibilities, in accordance with relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our opinion on compliance for each major federal program. Our audit does not provide a legal determination of University's compliance with the compliance requirements referred to above.

Responsibilities of Management for Compliance

Management is responsible for compliance with the requirements referred to above and for the design, implementation, and maintenance of effective internal control over compliance with the

requirements of laws, statutes, regulations, rules, and provisions of contracts or grant agreements applicable to University's federal programs.

Auditors' Responsibilities for the Audit of Compliance

Our objectives are to obtain reasonable assurance about whether material noncompliance with the compliance requirements referred to above occurred, whether due to fraud or error, and express an opinion on University's compliance based on our audit. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards in the United States of America, *Government Auditing Standards*, and the Uniform Guidance will always detect material noncompliance when it exists. The risk of not detecting material noncompliance resulting from fraud is higher than for that resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Noncompliance with the compliance requirements referred to above is considered material if there is a substantial likelihood that, individually or in the aggregate, it would influence the judgment made by a reasonable user of the report on compliance about University's compliance with the requirements of each major federal program as a whole.

In performing an audit in accordance with generally accepted auditing standards in the United States of America, *Government Auditing Standards*, and the Uniform Guidance, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material noncompliance, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding University's compliance with the compliance requirements referred to above and performing such other procedures as we considered necessary in the circumstances.
- Obtain an understanding of University's internal control over compliance relevant to the audit in order to design audit procedures that are appropriate in the circumstances and to test and report on internal control over compliance in accordance with the Uniform Guidance, but not for the purpose of expressing an opinion on the effectiveness of University's internal control over compliance. Accordingly, no such opinion is expressed.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit and any significant deficiencies and material weaknesses in internal control over compliance that we identified during the audit.

Report on Internal Control over Compliance

A *deficiency in internal control over compliance* exists when the design or operation of a control over compliance does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, noncompliance with a type of compliance requirement of a federal program on a timely basis.

A *material weakness in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance, such that there is a reasonable possibility that material noncompliance with a type of compliance requirement of a federal program will not be

prevented, or detected and corrected, on a timely basis. A *significant deficiency in internal control over compliance* is a deficiency, or a combination of deficiencies, in internal control over compliance with a type of compliance requirement of a federal program that is less severe than a material weakness in internal control over compliance, yet important enough to merit attention by those charged with governance.

Our consideration of internal control over compliance was for the limited purpose described in the Auditors' Responsibilities for the Audit of Compliance section above and was not designed to identify all deficiencies in internal control over compliance that might be material weaknesses or significant deficiencies in internal control over compliance. Given these limitations, during our audit we did not identify any deficiencies in internal control over compliance that we consider to be material weaknesses, as defined above. However, material weaknesses or significant deficiencies in internal control over compliance may exist that were not identified.

Our audit was not designed for the purpose of expressing an opinion on the effectiveness of internal control over compliance. Accordingly, no such opinion is expressed.

The purpose of this report on internal control over compliance is solely to describe the scope of our testing of internal control over compliance and the results of that testing based on the requirements of the Uniform Guidance. Accordingly, this report is not suitable for any other purpose.

Report on Schedule of Expenditures of Federal Awards Required by the Uniform Guidance

We have audited the financial statements of the University, as of and for the year ended June 30, 2022. We issued our report thereon dated October 12, 2022, which contained an unmodified opinion on those financial statements. Our audit was performed for the purpose of forming an opinion on the financial statements as a whole. The accompanying schedule of expenditures of federal awards is presented for purposes of additional analysis as required by the Uniform Guidance and is not a required part of the financial statements. Such information is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the financial statements.

The information has been subjected to the auditing procedures applied in the audit of the financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the financial statements or to the financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the schedule of expenditures of federal awards is fairly stated in all material respects in relation to the financial statements as a whole.

**Certified Public Accountants
Braintree, Massachusetts**

December 20, 2022

(except for the Schedule of Expenditures of Federal Awards, for which the date is October 12, 2022)

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Trustees of
Westfield State University
Westfield, Massachusetts

We have audited, in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the business-type activities of Westfield State University (the "University"), and its discretely presented major component unit, as of and for the year ended June 30, 2022, and the related notes to the financial statements, which collectively comprise the University's basic financial statements, and have issued our report thereon dated October 12, 2022.

Report on Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered the University's internal control over financial reporting ("internal control") as a basis for designing the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinion on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of the University's internal controls. Accordingly, we do not express an opinion on the effectiveness of the University's internal controls.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control, such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified.

Report on Compliance and Other Matters

As part of obtaining reasonable assurance about whether the University's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts and grant agreements, noncompliance with which could have a direct and material effect on the financial statements. However, providing an opinion on compliance with those provisions was not an objective of our audit and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the University's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the University internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

**Certified Public Accountants
Braintree, Massachusetts**

October 12, 2022

DRAFT

**SCHEDULE OF EXPENDITURES
OF FEDERAL AWARDS**

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Expenditures of Federal Awards

For the Year Ended June 30, 2022

| | Assistance Listing Number | Pass-Through Entity | Pass-Through Entity Award Number | Federal Expenditures | Through to Subrecipients |
|---|---------------------------------|---|-------------------------------------|-------------------------|-----------------------------|
| STUDENT FINANCIAL ASSISTANCE CLUSTER | | | | | |
| U.S. Department of Education: | | | | | |
| Direct Awards: | | | | | |
| Federal Supplemental Educational Opportunity Grant | 84.007 | N/A | N/A | \$ 295,448 | \$ - |
| Federal Work-Study Program | 84.033 | N/A | N/A | 298,147 | - |
| Federal Pell Grant Program | 84.063 | N/A | N/A | 6,427,552 | - |
| Federal Perkins Loan Program (beginning of year) | 84.038 | N/A | N/A | 253,679 | - |
| Federal Perkins Loan Program (current year expenditures) | 84.038 | N/A | N/A | - | - |
| William D. Ford Federal Direct Loan Program (Note 4) | 84.268 | N/A | N/A | <u>27,056,226</u> | - |
| Total Student Financial Assistance Cluster | | | | <u>34,331,052</u> | - |
| TRIO CLUSTER | | | | | |
| U.S. Department of Education: | | | | | |
| Direct Awards: | | | | | |
| Student Support Services | 84.042 | N/A | N/A | <u>320,384</u> | - |
| RESEARCH AND DEVELOPMENT CLUSTER | | | | | |
| National Science Foundation: | | | | | |
| Pass-through Awards: | | | | | |
| Education and Human Resources | 47.076 | University of Nebraska at Omaha | 1925188 | <u>10,145</u> | - |
| NON-CLUSTER | | | | | |
| Library of Congress | | | | | |
| Pass-through Awards: | | | | | |
| Teaching with Primary Sources Eastern Region | 42.010 | Waynesburg University | GA08C0016 | <u>25,000</u> | - |
| U.S. Department of Health and Human Services | | | | | |
| Direct Awards: | | | | | |
| Mental and Behavioral Health Education and Training | 93.732 | N/A | N/A | <u>377,779</u> | - |
| U.S. Department of Education: | | | | | |
| Direct Awards: | | | | | |
| COVID-19 -Higher Education Emergency Relief Fund (HEERF) - Student Aid Portion | 84.425E | N/A | N/A | 6,571,937 | - |
| COVID-19 -Higher Education Emergency Relief Fund (HEERF) - Institutional Portion | 84.425F | N/A | N/A | 6,321,907 | - |
| COVID-19 -Higher Education Emergency Relief Fund (HEERF) - Strengthening Institutions Portion | 84.425M | N/A | N/A | <u>569,984</u> | - |
| Subtotal - Direct Awards HEERF | | | | <u>13,463,828</u> | - |
| Pass-through Awards: | | | | | |
| COVID-19 -Governor's Emergency Education Relief Fund | 84.425C | Massachusetts Department of Education | ISARGT70092020WSC22A | <u>13,183</u> | - |
| * Subtotal of Assistance Listing 84.425 Programs | | | | <u>13,477,011</u> | - |
| U.S. Department of the Interior | | | | | |
| Direct Awards: | | | | | |
| National Wild & Scenic Rivers System | 15.962 | N/A | N/A | <u>85,494</u> | - |
| Federal Emergency Management Agency: | | | | | |
| Passthrough Awards: | | | | | |
| COVID-19 - Disaster Grants - Public Assistance | 97.036 | Massachusetts Emergency Management Agency | PA-01-MA-4496-PW-01185(1034) | <u>1,326,407</u> | - |
| Total Non-Cluster | | | | <u>15,291,691</u> | - |
| | | | | <u>\$ 49,953,272</u> | <u>\$ -</u> |

See accompanying notes to the Schedule of Expenditures of Federal Awards.

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Notes to the Schedule of Expenditures of Federal Awards

Year Ended June 30, 2022

Note 1 - **Basis of Presentation**

The accompanying Schedule of Expenditures of Federal Awards (the “Schedule”) includes the federal award activity of Westfield State University (the “University”) under programs of the Federal Government for the year ended June 30, 2022. The information on this Schedule is prepared in accordance with the requirements of Title 2 U.S. Code of Federal Regulations Part 200, *Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards* (“Uniform Guidance”). Because the Schedule presents only a selected portion of the operations of the University, it is not intended to and does not present the financial position, changes in net position or cash flows of the University.

Note 2 - **Summary of Significant Accounting Policies**

Expenditures reported on the Schedule are reported on the accrual basis of accounting. Such expenditures are recognized following the cost principles contained in the Uniform Guidance.

Note 3 - **Indirect Cost Rate**

The University has elected not to use the 10-percent de minimis indirect cost rate as allowed under the Uniform Guidance.

Note 4 - **Federal Student Loan Programs**

Perkins Loan Program

The Federal Perkins Loan Program (“Perkins”) is administered directly by the University and balances and transactions relating to this program are included in the University’s basic financial statements. During the year ended June 30, 2022, there were no loans advanced under the Perkins program. During the year ended June 30, 2022, \$5,080 of administrative costs were incurred. As of June 30, 2022, loan balances receivable, net under Perkins was \$178,934.

There was no federal capital contribution or match by the University during the current year.

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Notes to the Schedule of Expenditures of Federal Awards - Continued

Year Ended June 30, 2022

Note 4 - **Federal Student Loan Programs - Continued**

Direct Student Loan Program

The University disbursed \$27,056,226 of loans under the Federal Direct Student Loans program, which include Stafford Subsidized and Unsubsidized Loans and Parent Plus Loans. It is not practical to determine the balances of the loans outstanding to students of the University under the program as of June 30, 2022. The University is only responsible for the performance of certain administrative duties and, accordingly, these loans are not included in the University's financial statements.

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WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs

Year Ended June 30, 2022

Section I – Summary of Auditors’ Results:

Financial Statements

Type of auditors’ report issued:

Unmodified

Internal control over financial reporting:

- Material weaknesses identified? yes no
- Significant deficiencies identified that are not considered to be material weaknesses? yes no

Noncompliance material to the financial statements noted?

yes no

Federal Awards

Type of auditors’ report issued on compliance for major programs:

Unmodified

Internal control over major programs:

- Material weaknesses identified? yes no
- Significant deficiencies identified that are not considered to be material weaknesses? yes no

Any audit findings disclosed that are required to be reported in accordance with the Uniform Guidance?

yes no

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2022

Identification of Major Programs

| Name of Federal Program or Cluster | Assistance Listing Number |
|--|---------------------------|
| Federal Emergency Management Agency COVID-19 - Disaster Grants - Public Assistance | 97.036 |
| Education Stabilization Fund (ESF): | |
| CARES Act Higher Education Emergency Relief Fund - Students | 84.425E |
| CARES Act Higher Education Emergency Relief Fund – Institutional | 84.425F |
| CARES Act Higher Education Emergency Relief Fund – Strengthening Institutions Program (SIP) | 84.425M |
| COVID-19 - Governor’s Emergency Education Relief Fund | 84.425C |

Dollar threshold used to distinguish between
type A and type B programs:

\$1,498,598

Auditee qualified as a low-risk auditee?

 x yes no

WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2022

Section II – Financial Statement Findings:

None

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WESTFIELD STATE UNIVERSITY
(an Agency of the Commonwealth of Massachusetts)

Schedule of Findings and Questioned Costs - Continued

Year Ended June 30, 2022

Section III – Federal Award Findings and Questioned Costs:

None

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ADMINISTRATION AND FINANCE

Management's Summary Schedule of Prior Audit Finding

Year Ended June 30, 2021

Section IV – Management's Summary Schedule of Prior Audit Findings:

None.

DRAFT



Board of Trustees
Justice, Equity, Diversity, and Inclusion Committee

December 20, 2022

MOTION

To accept the priorities and goals of the Justice, Equity, Diversity, and Inclusion (JEDI) Committee as presented.

Robert A. Martin, Ph.D., Chair

Date

Board of Trustees Justice, Equity, Diversity & Inclusion (JEDI) Committee Priority and Goals

About the Board of Trustees JEDI Committee

The Board of Trustees, Justice, Equity, Diversity, and Inclusion (JEDI) Committee advances justice, equity, diversity, and inclusion principles and initiatives at Westfield State University (WSU). Members work to ensure that excellence remains at the forefront of JEDI endeavors and projects. The Committee will assist WSU as it develops the appropriate means to address the expectations of the Massachusetts Department of Higher Education's (DHE) Equity Agenda and the Strategic Plan for Racial Equity, as well as its own strategic priorities. In step with the goal of the DHE Equity Agenda, the Committee's ultimate goal is to dismantle barriers, ensure equitable outcomes, and create a just educational experience where all students thrive. At WSU, this work involves designing, developing, and promoting new policies, plans, and activities to create change. It is acknowledged that the effort will require time, funds, and other resources. Finally, a means to interpret, monitor, and measure, performance across the campus is essential to ensure progress. The WSU Diversity Plan will devise a series of goals, priorities, and strategies to address recruitment and retention and climate and culture; however, the Committee will be entrusted with ensuring an institutional-level perspective to the design, development, and implementation of these programs along with other special actions as noted within this document .

PRIORITY: BHE Equity Agenda—Integration at WSU

Background / Why

With a desire to dismantle the many subtle and overt educational structures that inhibit the success of Students of Color, the Board of Higher Education (BHE) Equity Agenda outlines how the state's top policy and performance priorities to significantly raise the enrollment, attainment, and long-term success outcomes among Students of Color. The Equity Agenda outlines an action plan that covers five key areas: *Policy Audit; Student Experience; Data and Evidence; Community of Practice; and Sustained Transformation.*

Goal 1: Policy Audit

- Ensure Equity Agenda priorities and measures to reach them are understood by the university community.
- Design a policy audit based on the above to evaluate how well WSU policies support diverse students, faculty, and staff, reveal what needs to be changed, and help chart a path forward.

- Implement policy audit and report.

Goal 2: Student Experience

- Collaboratively develop a recruitment and retention plan (at the graduate, undergraduate, and certificate programs) for traditionally underrepresented students based on documented best practices
- Study and document the specific needs of students from traditionally underrepresented groups at WSU and begin to identify targeted solutions.
- Identify and implement effective ways for academic departments, faculty, and others to meaningfully engage students from traditionally underrepresented groups.

Goal 3: Data and Evidence

- Ensure Equity Agenda priorities and measures to reach them are understood by the university community.
- Develop or adopt a dashboard.
- Select initial indicators and appropriate data points to be measured.
- Establish a system and timeline for acquiring and analyzing the data.
- Carry out regular reporting both to the university and to the DHE.
- Maintain and expand the dashboard over time.

Goal 4: Building a Community of Practice

- Recruit interdisciplinary faculty, staff, and students of color to help further define key issues, identify resources and solutions, foster authentic connections, and participate in JEDI initiatives.
- Define institution-level climate and culture action steps and mobilize leaders towards serving as role models and influencing each of their divisions.

Goal 5: Sustaining Transformation

- Continuously study best practices and collected data to ensure long-term JEDI planning adaptively addresses the WSU needs.
- Explore and initiate efforts for resource development to sustain JEDI efforts (e.g., work with the Foundation, Marketing, community partners)
- Identify and sustain community partnerships.