



Fitchburg State University

Board of Trustees

Published on September 3, 2019 at 1:07 PM EDT

Date and Time

Tuesday September 10, 2019 at 8:00 AM EDT

Location

Presidents' Hall, Mazzaferro Center, 291 Highland Ave., Fitchburg, MA 01420

Notice of a meeting of the Fitchburg State University Board of Trustees on Tuesday, September 10, 2019 at 8:00 a.m. in Presidents' Hall, Mazzaferro Center, 291 Highland Ave., Fitchburg, MA 01420

Agenda

	Purpose	Presenter	Time
I. Opening Items			08:00 AM
A. Record Attendance and Guests			1 m
B. Call the Meeting to Order		Donald Irving	1 m
C. Public Comments			3 m
D. Approve Minutes from the May 7, 2019 Meeting - VOTE (01-19/20)	Approve Minutes		1 m
Approve minutes for Board of Trustees Meeting on May 7, 2019			
II. President's Assessment and Goals			08:06 AM
A. President's Goal Performance 2018-2019 Academic Year	Discuss		8 m
B. Accept the President's Goal Assessment for AY2018-2019 - VOTE(02-19/2020)	Vote		1 m
C. President's Goals AY2019-2020	Discuss		8 m
D. Accept the President's Goals for AY2019-2020 - VOTE (03-19/20)	Vote		1 m
III. Technology Update			08:24 AM
A. Forms	FYI		5 m
B. Google mail	FYI		5 m
C. Telephones	FYI		5 m

D. Cyber Software	FYI	5 m
IV. Financial Items		08:44 AM
A. Technology Fee Trust Fund - Revised - VOTE (04-19/20)	Vote	5 m
B. Funding from reserves - VOTE (05-19/20)	Vote	5 m
V. Notifications		08:54 AM
A. Personnel Actions (N01-19/20)	FYI	1 m
VI. Chair's Report		08:55 AM
A. Committee Assignments	FYI	5 m
B. DHE Trustee Conference and Trustee Orientation	FYI	5 m
VII. President's Report		09:05 AM
A. Opening of the university	FYI	5 m
B. Strategic Planning	Discuss	5 m
C. 125th Anniversary	FYI	5 m
D. Clementi Family Charitable Trust	FYI	5 m
E. Coming events	FYI	5 m
F. Conflict of Interest	FYI	5 m
G. News Articles	FYI	1 m
VIII. Closing Items		09:36 AM
A. Adjourn Meeting	Vote	1 m

Cover Sheet

Approve Minutes from the May 7, 2019 Meeting - VOTE (01-19/20)

Section: I. Opening Items
Item: D. Approve Minutes from the May 7, 2019 Meeting - VOTE (01-19/20)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Meeting on May 7, 2019
VOTE Minutes.pdf

DRAFT



Fitchburg State University

Minutes

Board of Trustees Meeting

Date and Time

Tuesday May 7, 2019 at 4:00 PM

Location

Room 106, Percival Hall, 254 Highland Ave., Fitchburg, MA 01420

Notice of a meeting of the Fitchburg State University Board of Trustees

Tuesday, May 7, 2019 at 4:00 p.m. in Percival Hall, Room 106, 254 Highland Ave., Fitchburg, MA 01420

Trustees Present

A. Clementi, A. Ramos, Jr., C. Stimpson, D. Irving, D. Phillips, D. Tiernan, F. O'Donnell, L. Barrieau, M. Nicholson

Trustees Absent

D. Nieto

Trustees Arrived Late

F. O'Donnell

Ex-Officio Members Present

R. Lapidus

Non Voting Members Present

R. Lapidus

Guests Present

Campus Community, Cathy Canney, Chris Picone, Christian Estrella, Crystal Aneke, G. Doiron, Heather Urbanski, Heidi Swift, Jay Bry, Jessica Murdoch, Laura Bayless, Marilyn Siderwicz, Mary Beth McKenzie, Shaina Cruel-Reynoso, Steve Swartz, Yvonne Malcolm, Zoe Frati

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

D. Irving called a meeting of the board of trustees of Fitchburg State University to order on Tuesday May 7, 2019 @ 4:00 PM at Room 106, Percival Hall, 254 Highland Ave., Fitchburg, MA 01420.

C. Public Comments

MSCA Union faculty members from various departments expressed their concerns urging the board to support the CHERISH act.

Current students, Zoe Frati and Shaina Cruel-Reynoso, each read a statement regarding the rising cost of tuition and fees. Matthew Murphy, current student, read a prepared statement on behalf of the new SGA president stating how important it is to fully support the CHERISH Act. He also reiterated his support for the legislation. Crystal Aneke, the new student trustee for the next academic year, encouraged the board to support not just the spirit of the act, but the CHERISH act itself. She expressed her opposition to the proposed fee increases for the next year.

Chairman Irving provided background on the past state funding process and the way the institution is currently funded by the state. He stated in his opinion, the university is no longer financially state supported, but state assisted. He indicated that the money the school receives from the state does not cover all the costs to operate the institution. He emphasized that the board does not want to increase fees and that tuition is fixed. He provided background on the budget process, endowments, and talked about how contracts are funded. He reminded those present that the campus currently operates with a structural deficit and that the difference must be closed with money from reserves. He emphasized that to keep the institution financially healthy is a difficult balancing act. He applauded the students for their cause and indicated respect with what the faculty and students were saying. He concluded by stating that the board has a fiscal responsibility to protect the institution and thanked them for expressing their concerns.

D. Approve Minutes from the Board of Trustees April 2, 2019 - VOTE (31-18/19)

D. Phillips made a motion to approve minutes from the Board of Trustees on 04-02-19.
D. Tiernan seconded the motion.
The board **VOTED** unanimously to approve the motion.

E. Approve minutes from Executive Session on April 2, 2019 - VOTE (40-18/19)

F. O'Donnell arrived late.
D. Phillips made a motion to approve.
M. Nicholson seconded the motion.
The board **VOTED** unanimously to approve the motion.

II. Finance and Administration Committee

A. FY2020 Budget Narrative

The Chairman of the Finance Committee, D. Phillips provided the Finance Committee report. She stated the committee met and the budget was discussed in great detail. The decision to raise fees is always heartbreaking she stated, but it was determined that it must be done.

The president reiterated many of the points presented by both D. Phillips and D. Irving. He indicated that the university instituted a 5% reduction on operating for every unit on campus.

The president said that all units were contributing to cost reduction. Additionally, other revenue generating initiatives were underway. The institutional goal is to contain fee increases and overall student debt.

F. O'Donnell asked if there were any staff reductions. The president responded that no occupied positions had been retrenched, but that in some cases vacant positions had been eliminated.

F. O'Donnell asked about any retirement packages. The president responded that there are currently no state retirement packages. He reminded that board that recently an early retirement package was offered and administered at the local level.

The president said that fully online graduate programs were doing well and served as a good source of revenue to balance declining undergraduate enrollment. A new MBA concentration is scheduled to launch in summer and should be a popular alternative.

There was a discussion. The consensus was that the board felt it needed to raise fees.

B. Budget Narrative Appendix

The budget narrative appendix was discussed in detail.

C. Annual Operating Budgets FY17-FY20

The annual operating budget was discussed in detail.

D. University Fee Increase - VOTE (32-18/19)

A. Clementi made a motion to approve the following annual student fee effective for the fall semester 2019: Day School Student Fee Increase University Fee: \$150.00 increase for FY2020. The new fee total will be \$7,624.00.

D. Phillips seconded the motion.

The board **VOTED** to approve the motion.

A. Ramos voted no.

E. Course Fee - VOTE (33-18/19)

The president discussed the courses that have higher lab fees. There are currently three levels of course fees and he recommend add a fourth level at \$325.00. The fee is targeted at one program (policing). This increase would be instituted next year. The fee will address high levels of equipment and resources necessary to run the police academy portion of the program

A. Clementi made a motion to approve the addition of a fourth tier to the course fee structure of \$325/course, as amended, effective beginning with the summer term 2020.

C. Stimpson seconded the motion.

The board **VOTED** to approve the motion.

A. Ramos voted no.

F. Accelerated On Line Program Trust Fund- VOTE (34-18/19)

The president presented the accelerated online program trust fund. The establishment of this new trust fund is to assist with better understanding the contribution and cost associated with online programs relative to other GCE programs in general.

D. Phillips made a motion to in accordance to the provisions stated in Chapter 15A, Section 26 of the General Laws, hereby establishing a trust fund entitled "Accelerated Online Programs Trust Fund". The trust is established to receive and disburse funds. This fund is established to provide for the operations of accelerated online degree programs, including receipt of tuition, fees, and to disburse expenditures, including instruction and administrative expenses. This fund is designed to be self-supporting. This trust fund shall be administered by the President of Fitchburg State University and proper records and accounts shall be

maintained under his control. The receipt and disbursement of funds and necessary accounting shall be maintained in a manner consistent with proper accounting procedures for an enterprise of this kind and will be subject to audit and inspection by the Department of State Auditors and other agencies with such responsibilities.

F. O'Donnell seconded the motion.

The board **VOTED** unanimously to approve the motion.

G. FY2020 Budget - VOTE (35-18/19)

D. Phillips made a motion to approve the FY2020 Budget as presented by the President.

A. Clementi seconded the motion.

The board **VOTED** to approve the motion.

A. Ramos voted no.

There was a discussion on endowments, the dashboard and the impact of raising online fees.

H. Roll Forward of Funds to FY2020 Budget - VOTE (36-18/19)

D. Phillips made a motion to approve that ongoing capital projects roll forward into the FY2020 University Budget.

A. Clementi seconded the motion.

The board **VOTED** unanimously to approve the motion.

The president extended his praise and appreciation to Jay Bry and everyone in Financial Services for their hard work in putting together such a complicated budget.

III. Letter of Support of Increased Higher Education Funding

A. Letter of Support - VOTE (39-18/19)

Chairman Irving discussed the letter of support for increased higher education funding to be sent to the local legislative delegation.

A. Clementi made a motion to approve the attached letter of support.

D. Phillips seconded the motion.

The board **VOTED** unanimously to approve the motion.

IV. Equal Opportunity, Diversity and Affirmative Action Plan - VOTE (37-18/19)

A. Equal Opportunity, Diversity and Affirmative Action Plan

President reviewed the Equal Opportunity, Diversity and Affirmative Action Plan approved by the Massachusetts Board of Higher Education. Discussion regarding the plan ensued and questions were answered.

D. Phillips made a motion to approve.

A. Clementi seconded the motion.

The board **VOTED** unanimously to approve the motion.

V. Slate of Officers

A. Slate of Officers - VOTE (38-18/19)

D. Phillips made a motion to approve the following slate of officers effective July 1, 2019: Chairman – Donald R. Irving, Vice Chairman – C. Deborah Phillips, Clerk – Lynn M. Barrieau.

D. Tiernan seconded the motion.

The board **VOTED** unanimously to approve the motion.

VI. Notifications

A. Personnel Actions (N08-18/19)

The personnel actions were presented for informational purposes.

B. Financial Statements (N09-18/19)

The financial statements were presented for informational purposes.

VII. Chair's Report

A. Recognition of Service

The Chairman acknowledged the tremendous job Anna Maria Clementi preformed as a trustee. He stated that her contributions to the board and the university were invaluable.

A. Clementi stated that it has been a pleasure serving on the board. She has worked with many great people over the years. She is very proud of everything we do here for the benefit of the students and the community. She is proud of the Center for Italian Culture, and the collaborative work the university is doing in conjunction with the Fitchburg Art Museum. She intends to still be involved with the university.

VIII. President's Report

A. Fall Enrollment

The president reported that enrollment continues to be a moving target, but that he expected enrollment to be down relative to last year. Applications and deposits continue to trickle in and he will be better able to report the outcome of enrollment efforts in the fall. The university continues to reach out to underserved students to see how to better serve them. He briefly shared the Commissioner's Equity Agenda.

B. Vice President of Institutional Advancement Jeffrey Wolfman

The president introduced Mr. Jeffrey Wolfman, Vice President of Institutional Advancement. He reported that the search committee interviewed a large diverse pool and that the campus was excited to welcome Jeffrey onboard. J. Wolfman responded that he is delighted to join the team and be part of the leadership. He provided the board with some of his past experience.

C. Undergraduate Research Conference and Convocation

The president informed the Board of the successful Convocation and Undergraduate Research Conference which were both well attended. There were a significant number of presentations at the conference. It is a great opportunity for faculty and students to work together in the academic community. At the Convocation, many scholarships and awards were presented to a diverse group of students.

D. Graduate and Undergraduate Commencements

The Graduate Commencement will be held on Thursday, May 16 at 6:30 p.m. and the Undergraduate Commencement is scheduled for Saturday, May 18 at 10:00 a.m. All board members are invited to attend these events. The graduate ceremony will award the largest number of degrees in the institution's history.

E. Nursing Pinning

The Nursing Pinning Ceremony will be held on May 15 at 6 p.m. There are a record number of nurses graduating this year.

F. End-of-the-year Activities

The president reported on the many end-of-year activities which included the Athletic Banquet, induction ceremonies, Special Olympics, and a Naturalization Ceremony.

G. Board of Registration in Nursing

The Nursing Department received notice that the program maintains full approval status. This was presented for informational purposes.

H. News Articles

The news articles were presented for informational purposes.

The Chairman commended Alex Ramos for his service and stated Alex did a tremendous job representing students. The board wished Alex well in all his future endeavors. He is sure to accomplish great things in the future. The president announced that Alex was recognized as one of The 29 Who Shine at the State House recently.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 5:43 PM.

Respectfully Submitted,
D. Phillips

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: September 10, 2019
FROM: The President	REQUEST NUMBER: 01-19/20
SUBJECT: May 7, 2019 Board Meeting minutes	

It is requested that the Fitchburg State University Board of Trustees vote to approve the minutes from the May 7, 2019 Board Meeting.

Cover Sheet

President's Goal Performance 2018-2019 Academic Year

Section: II. President's Assessment and Goals
Item: A. President's Goal Performance 2018-2019 Academic Year
Purpose: Discuss
Submitted by:
Related Material: Presidents Report to Trustees 2018-19.pdf



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Richard S. Lapidus, Ph.D.

PRESIDENT

President's Report to Trustees: Goals for 2018-19 Academic Year

Overview:

The president is responsible for leading the university in an effective and efficient manner, and administering daily operations with a primary focus on quality and excellence. The goals for this year are consistent with the campus strategic plan and are designed to support and strengthen the mission and vision.

Goals:

1. Maintain sound financial management and operational controls.

- The University had a clean financial audit this year with no findings.
- The University continued to reduce its structural deficit without a general fee increase.
- The University produced a flat budget in support of fiscal conservatism.
- The University was able to hold student fees stable.
- University Development raised \$1,946,000 from gifts and grants (\$746,430 from 1,790 donors and \$1,199,570 in grants (\$627,710 from federal sources and \$571,869 from state sources.)
- The University closed out fiscal year FY19 with no open P.O's or work encumbrances.
- The University made significant changes to the student employment program.
- The University implemented an online parking permit sales system.
- The University added a Risk/Emergency Management position and revised its Emergency Management Plan.
- The University coordinated a new grants approach with the Comptroller's Office involving the MMARS processing system.
- Student Accounts implemented new 1098T processing for FY18 tax year reporting, implemented a single summer term billing process for Summer 2019 and enhanced a number of processes and reports to streamline and reduce manual activity and error.
- In conjunction with Chartwell's the University launched the Catertrax online ordering system and launched the mobile ordering system at the Bistro.
- Established the "Swipe It Forward Program" to assist with student food insecurity.

Information Technology Upgrades

- **OneCard and Networking/Telecom**
 - Cable TV Upgrade – Converted the Campus Cable TV system from analog to all digital channels and increased the number of HD channels available to students.

- Internet Upgrade – Upgraded internet connection from 2G to 4G with expansion up to 20G.
- Network Software Upgrade and Reconfiguration – Upgraded network switchgear to newer firmware and reconfigured the network environment for a better end user experience.
- Chartwells Online Ordering – Integrated Chartwells BOOST system to the Blackboard Transaction system. Allowing students using mobile online ordering to use OneCard Fitchburg Gold, Falcon Dollars, and Dining Points as payment.
- Emergency Call Box Conversion – Expanded the outdoor emergency broadcast alert system by installing six new VOIP units and two WEBS towers.
- Security Camera System – Replaced and upgraded Simonds Hall, Ross Parking Lot, Civic Center, and Conlon security cameras from analog to HD. Expanded the camera system to Percival, Theater Bock, and Edgerly.

- **IT Business Office**
 - Replaced Help Desk ticketing system - migrated from SysAid to Dell KACE. The system is more user friendly and more cost effective.
 - Replaced Lecture Capture software. The software is well received and more cost effective.

- **Helpdesk**
 - Improved the computer refresh process.
 - Hired a technology trainer whose primary purpose is to be the interface between the end users and the User Services staff
 - Implemented a classroom problem tracking system.
 - Improved classroom technology reliability by installing 13 new laser projectors in classrooms.
 - Upgraded Internet Service (increased bandwidth from 2 to 4 gig)
 - Moved the Library and general classroom VDI environment to Windows 10

- **Server and Enterprise Apps**
 - Deployed Banner 9 across campus under budget and ahead of deadline.
 - Degreeworks server refresh performed.
 - Automated the import of Slate records into Banner, reducing the possibility of human error and reducing admissions staff workload.
 - Began pilot of Banner SSB9 applications. Ellucian has delivered new modules such as Attendance Tracking, Communications Management, and Faculty Grade Entry.
 - Completed a major upgrade of XTender.
 - Automated the BDMS import of documents from Slate into Banner.
 - Performed a major upgrade of core VMWare environment.
 - Upgraded the entire Crystal Reports environment, including all clients and server hardware.

2. Continue to work in support of strategic plan goals.

Academic strategic plan goals saw positive progress or completion this past year. A select few are presented below:

- **Strategic Goal 1. Strengthen Academic Programs:**
 - A new General Education Curriculum was created, reviewed and approved. It integrates both a “First Year Experience” and a signature applied learning experience for all students. It is the first major curricular reform in 15 years.
 - A new “Environmental Public Health” major was approved and will be offered to students in fall 2019.
 - A new “Educational Studies” major (a non-licensure education major) was approved and will be offered in the fall 2019.
 - A new concentration in Biochemistry & Molecular Biology was approved and will be offered in fall 2019.
 - A new online Social Media concentration in Applied Communication Master’s program was approved and will be offered in fall 2019.
 - The University developed and had approved three new concentrations for the Online MBA program. Health Care Management will begin during fall 2019, Marketing will begin Spring 2020 and Supply Chain and Logistic in Summer 2020.
 - A 4+1 MBA program option was developed and approved and will be implemented for fall 2019.
 - Four Academic Schools were created through the governance process.
 - In partnership with AUIA, a China based educational company, beginning in the Summer of 2019 approximately 93 students from over 30 different U.S. universities will be taught by Fitchburg State faculty in China.
 - The Police Program curriculum was revised to articulate with new MPTC standards and to better align ‘traditional’ CJ and CJ/Police programs.
 - A Police Academy Summit was held to underscore the campus-wide nature of this unique policing program and develop processes to better facilitate its annual implementation.
 - Study abroad programming was reorganized to establish a three-year rotation of new destinations, courses and programs, so as to facilitate and increase student participation.
 - The Education department revised undergraduate programs which eliminated double majors, and added and increased the number of pre-practicum hours.
 - The Industrial Technology department and majors were restructured and renamed “Engineering Technology” in order to better meet workforce demands and to align more closely with ABET accreditation standards.
 - The Library doubled its book collection by adding over 180,000 e-books through its purchase of the EBSCO Academic Complete ebook package subscription.

- The Library also added the JSTOR Life Sciences Journal Collection adding extraordinary depth in the biological and general sciences and coverage in medicine, nursing, epidemiology, and public health.
 - The Library added access to over 70,000 ebooks from prestigious scholarly publishers through JSTOR, effective July, 2019. These books are all DRM license free and can be embedded directly into courses.
 - The Library added two new streaming video collections to support the mental health, counseling, and psychology curricula, effective July, 2019.
 - An online workshop for all newly hired online adjunct faculty was developed. This training will also be made available and promoted to all current full-time and adjunct faculty. Faculty that complete the training will receive a certificate which will assist in maintaining best practice quality standards in the courses.
 - A list of standards was developed to be used as a guideline for faculty reviewers who are tasked with reviewing and approving online courses. This will also assist with maintaining quality standards across departments for online courses.
- **Strategic Goal 2. Promote Student Success by Breaking Down Barriers:**
 - Received a positive state audit regarding ADA compliance (support of students with disabilities, emergency evacuation plans and necessary accommodations). One minor finding regarding the documentation of staff member training participation was identified. This issue has been addressed and noted by the State Auditor's Office.
 - Implemented a new Academic Warning and Probation policy to facilitate early identification of at-risk students.
 - Funded through a PIF Grant, a program was established to mentor incoming male Hispanic students. The grant sought both to improve the retention rate (and thus overall enrollments) of incoming male Hispanics, but also to gather data so as to better mentor the same and new students moving forward.
 - Established a new multi-tiered communication strategy that allows texting with students that have registration barriers and bottlenecks.
 - Created a probationary admissions option for graduate students to assist with retention as previously students were dismissed if they earned one grad of 0 and would be unable to reapply for one year. This policy will provide students with an opportunity to make up that course without being dismissed.
 - An Open Educational Resources working group has been formed to better understand and promote these resources.
 - The Education department has continued with MTEL success initiatives. Student retention rates from freshman to sophomore have increased by 24% over a three-year period.
 - Athletics has been working with the Student Success Collaborative (SSC) and with faculty to identify academic concerns of student-athletes as early as possible so that coaches can address them.
 - Summer Bridge continues to be effective at helping students who are classified as Category 4 matriculate into the fall semester.

- The CARE Team continues to work on a growing number of cases particularly related to mental health issues.
 - The University conducted an assessment of the student commuter population, benchmarked for best practices, and reviewed the research to create a strategic plan to better serve commuters more effectively.
 - A new Commuter Handbook will be distributed in fall 2019 to all new and returning commuter students.
 - The Expanding Horizons Program reported that 94% of its students were in good academic standing at the end of Spring 2019 and that more than 85% have registered for Fall 2019. 82% of the 2013-14 EHP cohort have obtained their bachelor's degree within 5 years.
 - The Food Insecurity Initiatives reported 479 visits to the Falcon Bazaar Food and Necessities Pantry, by 182 students. The Swipe it Forward program distributed 265 meals.
 - Health Services reported that 99% of respondents to their Student Satisfaction Survey indicated that their academic progress was supported positively by the services provided by Health Services.
 - Housing and Residential Services staff connected individually with residential students who were on the mid-term grade deficiency list.
 - The First Year Residential Experience (FYRE) Program hosted 10 programs.
 - The University is working to create a Housing Marketing Strategy targeting at new students in alignment with Admissions and targeting returning students to promote the value of living on campus, and increased customer service.
 - Launched suite-style gender inclusive housing.
 - Gender inclusive bathroom signs were added to Hammond Hall.
 - Strong support was provided to multicultural and LGBTQ+ organizations in providing programming to the campus and opportunities for growth and development for the student leaders.
- **Strategic Goal 3. Build a University Community that Embraces Civic and Global Responsibility:**
 - The University hosted the Leading For Change Institute meeting March 2019 with over 20 universities in attendance.
 - The University hosted the Crocker Center Civic Engagement symposium and Department of Higher Education Making Democracy Work: Civic Learning and Civic Engagement in Higher Education meetings in May 2019.
- **Strategic Goal 4. Grow and Strategically Align Fitchburg State's Resources:**
 - Developed an alumni mapping project to better understand the distribution of our more than 46,500 alumni to assist the departments and the newly formed schools to engage alumni.

- Developed a closer relationship with MWCC, including a grant to fund our STEM Summer Bridge for community college-Fitchburg State transfers in STEM fields, and the STEM Summer Research program for MWCC freshman.
- Drafted Dean’s Council Charter to define the scope of activities for a collective Dean’s Advisory Board.
- The University hosted a number of state-wide conferences and meetings, including:
 - Massachusetts Parole Officers training conference.
 - Digital Learning Unit hosted the annual state MCO conference in with over 40 Universities attending.
 - The New England regional meeting of the Math Education Association.
 - The inaugural regional “Connected- Student Success Navigator” conference with more than 20 schools in attendance.
 - The “Watermark TK20” users conference for new England with more than 35 schools in attendance.

3. Continue to work on the improvement of student enrollment goals.

Undergraduate enrollment numbers were down slightly over the course of the year (approximately 150 students) as compared to the prior year. This is a statewide and New England issue that has been identified and discussed. Overall, enrollment numbers are trending slightly up as the result of aggressive work in graduate education. The following actions are being undertaken as a means of stemming the decline in undergraduate enrollment and to address enrollment in general.

- Received State Designation from the Governor’s Office as an Early College Program provider. The newly formed consortium, North Central Mass Early College Academy, is a partnership amongst Fitchburg State, MWCC, Fitchburg High School, Leominster High School, Sizer School, and Gardner High School. The academy will serve high school students from underrepresented populations and support them towards college enrollment and completion.
- Successfully secured a grant from the Department of Higher Education for dual enrollment (CDEP)
- Fitchburg State was the first public institution in Massachusetts to receive approval under the State Authorization Reciprocity Agreement (SARA) allowing the institution to offer its online programs across all 50 states.
- Quick Start Registration System was implemented. This allows for online registration and enrollment of all of our Extended Campus students. By Fall 2019 all partner organizations will have moved to the Quick Start registration process.
- The position of Outreach and Recruitment Coordinator was added to campus to assist with improving recruitment outreach for the undergraduate degree completion population. The position is charged with expanding contacts in the community and local businesses, further exploring continuing education non-credit programming opportunities and implementing strategies to promote our credit-based programs through local employers.

- An articulation agreement was signed between the Physical Therapist Assistant program at MWCC and the EXSS program at Fitchburg State.
- Fitchburg State established Guaranteed Admissions agreements for our RN to BS in Nursing program with Bristol, Northern Essex and North Shore Community Colleges.
- A successful and full implementation of the STEM & Health Sciences living and learning communities was completed.
- Worked with “Spark451” to update all of the communication that currently goes out to GCE undergraduate applicants. This is part of the overall effort to increase enrollment in our online degree completion programs. The templates developed through this initiative are now being adapted to all GCE related admissions communication.

4. Continue to evaluate the campus organizational structure and grow faculty and staff in support of the university mission.

- The University conducted 56 searches.
- The University launched the HR onboarding module for benefitted employees.
- The University transitioned to Everfi for training modules to meet compliance requirements; implemented a process to increase completion rate.
- The University coordinated interpreters for deaf tenure track faculty and adjuncts.
- The University provided professional development programming for campus related to diversity and inclusion efforts, mindfulness, retirement, wellness and professional engagement trainings.
- On-boarded a new Director of Title IX and Compliance.
- The University began converting all I-9 document storage to electronic files.
- The University began creating electronic payroll files for all new hires.
- The University began streamlining processes to eliminate manual process and reduce paper.

5. Oversee ongoing capital projects and advocate for additional funding to address deferred maintenance and renovation needs as appropriate.

- The University completed construction of Percival (phase 3) and opened new classroom and office space.
- The University completed the Edgerly elevator project.
- The University completed the Russell Towers Bathroom project (phase 1).
- The University completed construction of the IdeaLab.
- The University completed the Holmes Cooler project.
- The University was award funding to install its first electric vehicle charging station.

6. Oversee the campus branding exercise.

- The university brand review, including a marketing audit and market research was completed.

- A new key institutional message and the rollout of a refreshed visual identity is underway as part of the development and launch in spring 2020 of a new fully responsive website.
- **Strategic Communications Planning**
 - The 2018-2019 academic year included more experimentation with selection, timing and quantity of media advertising.
 - Worked to strengthen search engine optimization in support of online programs.
 - Increased inclusiveness of university recruiting efforts (adult students, transfer students, veterans, other underserved populations etc.)
 - Updated academic Majors and Concentrations collateral materials, including the addition of new programs.
 - Created new graduate and undergraduate programs flyers for International Education.
 - Created 9 webinar promotions (which includes Facebook ads, social posts, blogs, email invitations, campus TV promos, web homepage ads and web page updates - <https://www.fitchburgstate.edu/admissions/graduate-studies/webinars/>).
 - Created Graduate Fair promotion materials (including graphic banners, A-frame posters, campus TV promo, flyers, Facebook ads, social posts on Facebook/LinkedIn/Twitter, etc.)
 - Created GCE Blog.
Published 40 blogs – shared on Facebook/Twitter/LinkedIn (11,015 views)
 - Two issues of Contact Magazine were produced and distributed to nearly 40,000 alumni and friends.

7. Continue to strengthen university/community relationships.

- Sizer School - Board of Trustees
- Our Fathers House - Board of Directors
- Fitchburg Art Museum - Board of Trustees
- Chamber of Commerce - Board of Directors
- Fitchburg Plan - Co-Chair
- United Way - Board of Directors
- UMass Memorial Health Alliance Hospital - President's Council
- Cushing Academy - Board of Trustees
- Fitchburg Public Library - Foundation Board
- The University served as a moderator for a number of local political debates.
- The University has placed significant effort on strengthening alumni relations with support of the Alumni Association.
- Continued to strengthen connection with the Fitchburg Art Museum with programing and sponsorship support.
- The Alumni Office organized 49 events, of which 34 were on-campus and 15 off-campus.

Cover Sheet

Accept the President's Goal Assessment for AY2018-2019 - VOTE(02-19/2020)

Section: II. President's Assessment and Goals
Item: B. Accept the President's Goal Assessment for AY2018-2019 -
VOTE(02-19/2020)
Purpose: Vote
Submitted by:
Related Material: VOTE Accept the President's Goal Performance for 2018-2019.doc.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: September 10, 2019
FROM: The President	REQUEST NUMBER: 02-19/20
SUBJECT: Accept the President's Goal Performance for AY2018-2019	

It is requested that the Board of Trustees accept the performance appraisal summary of the president by the Chairman for AY2018-FY2019 in accordance with the guidelines set forth by the Commissioner of the Board of Higher Education.

And

It is requested that the Board of Trustees recommend to the Commissioner of the Board of Higher Education the maximum allowable compensation adjustment.

Cover Sheet

President's Goals AY2019-2020

Section: II. President's Assessment and Goals
Item: C. President's Goals AY2019-2020
Purpose: Discuss
Submitted by:
Related Material: Presidents - Goals 2019-20.pdf



160 Pearl Street, Fitchburg, MA 01420-2697

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rlapidus@fitchburgstate.edu

www.fitchburgstate.edu

Richard S. Lapidus, Ph.D.

PRESIDENT

President's Report to Trustees: Goals for 2019-20 Academic Year

Overview:

The president is responsible for leading the university in an effective and efficient manner, and administering daily operations with a primary focus on quality and excellence. The goals for this year are consistent with the campus strategic plan and are designed to support and strengthen the mission and vision.

Goals:

1. Maintain sound financial management and operational controls.
2. Continue to work in support of strategic plan goals.
3. Facilitate the development of a new campus strategic plan (2020-2025)
4. Continue to work on the improvement of student enrollment goals.
5. Continue to evaluate the campus organizational structure and grow faculty and staff in support of the university mission.
6. Oversee ongoing capital projects and advocate for additional funding to address deferred maintenance and renovation needs as appropriate.
7. Oversee the website redesign project.
8. Continue to strengthen university/community relationships.

Cover Sheet

Accept the President's Goals for AY2019-2020 - VOTE (03-19/20)

Section: II. President's Assessment and Goals
Item: D. Accept the President's Goals for AY2019-2020 - VOTE (03-19/20)
Purpose: Vote
Submitted by:
Related Material: VOTE President's 2019-2020 Goals.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: September 10, 2019
FROM: The President	REQUEST NUMBER: 03-18/19
SUBJECT: Accept the President's Goals for AY2019-2020	

It is requested that the Board of Trustees accept the President's goals for AY2019-2020.

Cover Sheet

Technology Fee Trust Fund - Revised - VOTE (04-19/20)

Section: IV. Financial Items
Item: A. Technology Fee Trust Fund - Revised - VOTE (04-19/20)
Purpose: Vote
Submitted by:
Related Material: VOTE - Technology Fee Trust Fund - Revised.doc.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: September 10, 2019
FROM: The President	REQUEST NUMBER: 04-19/20
SUBJECT: Technology Fee Trust Fund - Revised	

It is requested that the Fitchburg State University Board of Trustees, according to provisions of Section 14 of the General Laws, Chapter 73, hereby establish a trust fund entitled "Technology Fee Trust Fund." The trust is established to receive and disburse funds.

This fund is established for the purpose of allowing for the support of campus computers and technology infrastructure.

This trust fund shall be administered by the President of Fitchburg State University, and proper records and accounts shall be maintained under his control. The receipt and disbursement of funds and necessary accounting shall be maintained in a manner consistent with proper accounting procedures for an enterprise of this kind and will be subject to audit and inspection by the Department of State Auditors and other agencies with such responsibilities.

Cover Sheet

Funding from reserves - VOTE (05-19/20)

Section: IV. Financial Items
Item: B. Funding from reserves - VOTE (05-19/20)
Purpose: Vote
Submitted by:
Related Material: VOTE - Funding from Reserves.doc.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: September 10, 2019
FROM: The President	REQUEST NUMBER: 05-19/20
SUBJECT: Funding from Reserves	

It is requested that the Fitchburg State University Board of Trustees authorize the President to use up to \$300,000.00 in reserves from the University Fee and/or Continuing Education Trust Fund to support the land/property acquisition of 133 Snow Street and 153-155 Snow Street through the Fitchburg State University Foundation Supporting Organization.

This would be consistent with the university's master plan for property acquisitions.

Cover Sheet

Personnel Actions (N01-19/20)

Section: V. Notifications
Item: A. Personnel Actions (N01-19/20)
Purpose: FYI
Submitted by:
Related Material: BOT Notifications 09102019.pdf

FITCHBURG STATE UNIVERSITY

Board of Trustees

NOTIFICATIONS

TO: Board of Trustees	DATE: September 10, 2019
FROM: The President	NOTIFICATION NUMBER: 01-19/20
SUBJECT: Personnel Actions	

New Hire

Melisa Alves, MED Effective: 8/1/19	Director of Career Services & Advising Career Services & Advising Center	\$82,000.00
Crystal Bouphe, BA Effective: 7/1/19	Staff Assistant, Education Coordinator Upward Bound	\$48,000.00
Brandon Brideau, MBA Effective: 7/15/19	Staff Assistant, Area Coordinator (11 Month) Housing & Residential Services	\$43,824.00
Sarah Bromberg, Ph.D. Effective: 9/3/19 End: 5/31/20	Assistant Professor Humanities	\$60,000.00
Elizabeth Carron, Ph.D. Effective: 9/3/19 End: 5/31/20	Assistant Professor Psychological Science	\$63,000.00
Staisha Chavis, BA Effective: 7/15/19	Staff Assistant, Case Manager Student Affairs	\$53,000.00
Rachelle Dermer, Ph.D. Effective: 9/3/19 End: 5/31/20	Assistant Professor Communications Media	\$65,000.00
Dara Drawbridge, Ph.D. Effective: 9/3/19 End: 5/31/20	Assistant Professor Behavioral Sciences	\$65,000.00
Melissa Dunn, MS Effective: 9/1/19 End: 5/31/20	Assistant Professor Nursing	\$85,000.00

Andrew Goodwin, MA Effective: 9/9/19	Staff Associate, Coordinator for Early College and Dual Enrollment Academic Affairs/Admissions	\$54,000.00
Morgan Hakala, MED Effective: 8/5/19	Staff Assistant, Academic Coach Student Success	\$47,500.00
Nancy Hodge, BS Effective: 5/20/19	Director of Operations & Maintenance Capital Planning & Maintenance	\$90,000.00
Whitney Jarnis, MA Effective: 9/3/19	Assistant Registrar Registrar's Office	\$54,000.00
Cathy Kaluzny, Ed.D. Effective: 9/9/19	Director of Assessment Institutional Research and Planning	\$85,000.00
Yang Liu, MS Effective: 9/1/19 End: 5/31/20	Assistant Professor Business Administration	\$67,000.00
Eduardo Ramirez Martinez, MS Effective: 9/3/19 End: 5/31/20	Instructor Mathematics	\$46,000.00
Kat McLellan, Ph.D. Effective: 9/4/19	Dir. of the Academic Coaching & Tutoring Ctr. Student Success	\$70,000.00
Nellipher Mchenga, MS Effective: 9/1/19 End: 5/31/20	Assistant Professor Nursing	\$85,000.00
Rachael Norton, Ph.D. Effective: 9/3/19 End: 5/31/20	Assistant Professor Mathematics	\$62,500.00
Christine Oleksyk, MS Effective: 9/1/19 End: 5/31/20	Instructor Nursing	\$62,000.00
Joseph Phelan, MS Effective: 6/17/19	Staff Associate, Event Operation Manager Event Services	\$52,000.00

Laura Pierce, MA Effective: 7/23/19	Staff Assistant, Recreational Programming and Head Woman's Basketball Coach Athletics & Recreation Services	\$47,500.00
Limari Rivera, BA Effective: 7/29/19	Associate Director for Transfer Admissions Admissions	\$65,000.00
Jeanette Robichaud, BS Effective: 8/19/19	Staff Assistant, Grants Development Officer Alumni/Grants Development	\$60,000.00
Collin Syfert, MA Effective: 9/1/19 End: 5/31/20	Assistant Professor English Studies	\$60,000.00
Jeffrey Wolfman, BA Effective: 5/6/19	Vice President for Institutional Advancement Alumni & Development	\$162,000.00
Shaohua (Sandy) Yu, MBA Effective: 7/1/19	Staff Assistant, International Programs Coord. International Education	\$51,000.00
Resignation		
Brian Borneman Effective: 6/13/19	Staff Assistant, Risk & Emergency Mgr. Environmental Health & Safety	\$65,000.00
Doreen Charron Effective: 8/10/19	Payroll Manager Human Resources & Payroll Services	\$78,540.00
Alicia Cianciola Effective: 5/31/19	Staff Assistant, Grant Assistant Grants Center	\$58,140.00
Lauren Clifford Effective: 7/12/19	Staff Assistant, Academic Advisor Expanding Horizons	\$41,099.34
Christine Coffin Effective: 6/28/19	Director of Peer Services and Placement Student Success	\$70,227.00
Kerry Hafford Effective: 6/28/19	Assistant Registrar Registrar's Office	\$54,100.80

Merri Incitti Effective: 7/31/19	Director of Assessment Institutional Research & Planning	\$81,600.00
Heidi Swift Effective: 8/2/19	Director of Budgeting Financial Services	\$100,960.56
Anthony Wilcox Effective: 7/1/19	Director of Institutional Research IR/Assessment	\$88,889.14

Retirement

Robert Dumas Effective: 5/31/19	Professor Nursing	\$96,337.04
Elizabeth Fineberg Effective: 8/31/19	Associate Director Counseling Services	\$57,385.55

Rehire

Althea Aranda Effective: 9/1/19 End: 5/31/20	Instructor Nursing	\$65,947.00
Arlana Arsenault Effective: 9/1/19 End: 5/31/20	Instructor Nursing	\$73,159.90
Karen Beaton Effective: 9/1/19 End: 5/31/20	Instructor Nursing	\$66,300.00
Brett Collins Effective: 9/1/19 End: 5/31/20	Assistant Professor Mathematics	\$59,160.00
John Crawley Effective: 9/1/19 End: 5/31/20	Assistant Professor Business Administration	\$65,000.00
Christine Devine Effective: 9/1/19 End: 5/31/20	Assistant Professor Nursing	\$85,000.00

Teresa Finn Effective: 9/1/19 End: 5/31/20	Instructor Nursing	\$73,424.98
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Nancy Green Effective: 9/1/19 End: 5/31/20	Instructor Nursing	\$62,560.59
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Amy Kendrick Effective: 9/1/19 End: 5/31/20	Assistant Professor Nursing	\$78,000.00
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Elizabeth Kilpatrick Effective: 9/1/19 End: 5/31/20	Assistant Professor Biology/Chemistry	\$67,583.03
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John Lohmann Effective: 9/1/19 End: 5/31/20	Assistant Professor Business Administration	\$60,690.00
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Tina Morin Effective: 9/1/19 End: 5/31/20	Instructor Earth & Geographic Sciences	\$60,863.40
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Maria (Lourdes) Ramirez Effective: 7/29/19 End: 6/30/2020	Staff Assoc. Field Placement & Partnering Coord Education	\$75,000.00
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Allison Shields Effective: 9/1/19 End: 5/31/20	Instructor Nursing	\$87,742.38
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Promotion

Jennifer Abbott Effective: 7/1/19 End: 9/4/19	From: Staff Asst., Academic Support Specialist To: Interim Coordinator of the Academic Coaching and Tutoring Center Student Success	From: \$48,450.00 To: \$58,434.00
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Catherine Grantz Effective: 8/19/19 End: 2/17/19	From: Accountant III To: Staff Assistant Human Resources & Payroll Services	From: \$73,654.10 To: \$74,654.10
Daniel Langdon Effective: 8/12/19	From: Staff Assistant To: Assistant Director Graduate & Continuing Education	From: \$50,381.91 To: \$55,000.00
Lisa Moison Effective: 8/12/19	From: Assistant Dean To: Associate Dean Graduate & Continuing Education	From: \$82,402.01 To: \$90,000.00
Lauren O'Brien Effective: 8/12/19	From: Assistant Director To: Associate Director Counseling Services	From: \$59,387.85 To: \$62,387.85
Amanda Sapienza Effective: 8/12/19	From: Staff Assistant To: Assistant Director Counseling Services	From: \$52,020.00 To: \$53,520.00
Natalia Serna Effective: 7/8/19	From: Administrative Assistant I To: Staff Assistant Student Affairs	From: \$44,800.86 To: \$52,000.00
Jessica Shea Effective: 8/12/19	From: Clerk IV (PT, 10 Month) To: Interim Staff Assistant, Academic Advisor (Full time, 10 Month) Expanding Horizons	From: \$25,731.42 To: \$40,000.00

Change in Department/Supervisor

Lynn D'Agostino Effective: 9/1/19 End: 6/30/2020	From: Field Placement Coordinator To: Instructor Education	From: \$69,641.78 To: \$62,500.00
Scott Davidson Effective: 5/20/19	From: Interim Director To: Staff Assistant Capital Planning & Maintenance	From: \$86,700.00 To: \$78,030.00
Nancy Robillard Effective: 8/7/19	From: Staff Associate To: Administrative Assistant II Student Success	From: \$75,999.47 To: \$69,995.90

Salary Adjustment

Amber Deschenes Effective: 8/12/19	Staff Assistant Graduate & Continuing Education	From: \$50,407.38 To: \$51,407.38
Marilyn Gainan Effective: 8/12/19	Staff Assistant Graduate & Continuing Education	From: \$51,815.50 To: \$52,815.50

Cover Sheet

Committee Assignments

Section: VI. Chair's Report
Item: A. Committee Assignments
Purpose: FYI
Submitted by:
Related Material: Board of Trustees Standing Committees FY2020.pdf
Committee Assignment List 2019-2020.pdf

Board of Trustees Standing Committees – FY2020

The Committee on Academic Affairs shall have the following powers and duties:

1. To consider policies regarding the quality, character, and extent of instruction and research at the University, including policies governing admission requirements, programs of instruction, curriculum, degrees, public service activities, and research, and to make recommendations to the Board of Trustees with respect thereto.
2. To consider policies relates to the educational purposes and responsibilities of the University and evaluate the same on a long-range basis, and to make recommendations to the Board of Trustees with respect thereto.
3. To advise the President on any matter within the scope of the Committee’s duties.

Academic Affairs

Anna Maria Clementi
Frank O’Donnell
VACANT

The Committee on Administration and Finance shall have the following powers and duties:

1. To inquire into all fiscal affairs of the University, to consult with the President, and to consider and recommend to the Board of Trustees for action matters relative to the general administrative service functions and the fiscal and budgetary requirements and operation of the University, and those policies and other matters pertaining to the physical properties of the University, including all buildings, land acquisition and transfer, landscape plans, and developments and construction.

Finance and Administration

Deborah Phillips – Chair
Lynn Barrieau
VACANT
David Tiernan

The Executive Committee shall have the following powers and duties:

1. To act upon matters referred to it by the President of the University, when prompt action is necessary.
2. To consider and act upon proposals referred by the Board of Trustees.

Executive/Nominating

Donald Irving – Chair
Deborah Phillips - Vice Chair
Lynn Barrieau– Clerk

The Committee on Student Life shall have the following powers and duties:

1. To consult with the President and consider and recommend to the Board of Trustees for action, matters pertaining to student life and activity, student Government, and the health and well-being of the student body.

Student Affairs

Anna Maria Clementi
Crystal Aneke
Carolyn Stimpson
David Tiernan

The Committee on Personnel shall have the following powers and duties:

1. To consult with the President and consider and recommend to the Board of Trustees for action, matters relative to the personnel needs of the University.

Personnel

Frank O'Donnell
Delfi Nieto
Deborah Phillips

Self-Evaluation (Ad Hoc)

Anna Maria Clementi – Chair
Delfi Nieto
Lynn Barrieau

Chairman Donald Irving is ex-officio on each standing committee.

Fitchburg State University

Committee Assignments

Academic Affairs

Chair –

Members – Anna Maria Clementi, Frank O’Donnell, VACANT

Finance and Administration

Chair – Deborah Phillips

Members – Lynn Barrieau, David Tiernan, VACANT

Executive/Nominating Committee

Chair – Donald Irving

Vice Chair – Deborah Phillips

Clerk – Lynn Barrieau

Student Affairs

Chair –

Anna Maria Clementi, Crystal Aneke, Carolyn Stimpson, David Tiernan

Personnel

Chair –

Frank O’Donnell, Delfi Nieto, Deborah Phillips

Self Evaluation

Chair – Anna Maria Clementi

Delfi Nieto, Lynn Barrieau

Chairman Donald Irving is ex-officio on each standing committee.

Cover Sheet

DHE Trustee Conference and Trustee Orientation

Section: VI. Chair's Report
Item: B. DHE Trustee Conference and Trustee Orientation
Purpose: FYI
Submitted by:
Related Material: BHE Memo Trustee Conference.pdf

MEMORANDUM

TO: Community College Presidents
State University Presidents
Martin Meehan, President, University of Massachusetts System

FROM: Carlos E. Santiago, Commissioner

DATE: August 9, 2019

SUBJECT: SAVE THE DATES:

- Thursday, October 31: **DHE Statewide Trustee Convening**
- Friday, September 27: **New Trustee Orientation and Training**

I am pleased to announce two important fall events for public higher education trustees:

DHE Statewide Trustee Convening
Thursday, October 31, 2019 - 9:30 am
Doubletree Hotel, Westborough, MA

For the past two years, DHE has held its annual trustee conference in the spring. After consultations with campus leadership, including trustees and other stakeholders, we have decided to move back to gathering trustees in the Fall instead. This will allow us the opportunity to share system objectives earlier in the academic year to help inform annual and comprehensive presidential evaluations, as well as institutional strategic planning.

However, in lieu of a full-day conference with varied afternoon breakout sessions, during this transition year we intend to do something a little different. This year's convening will exclusively focus on how we collectively advance the system's Equity Agenda. In addition to providing you with updates on our work in this area, we look forward sharing best practices and hearing from each of you how on this important work is taking place on individual campuses.

DHE's New Trustee Orientation and Training
Friday, September 27, 2019 - 10am-2pm
Middlesex Community College, Bedford campus.

Additionally, and separate from the October convening, I am pleased to announce that the DHE will offer its trustee orientation training module at least twice during the 2019-2020 academic year- in the Fall (September 27th) and in the Spring (TBD).

This orientation module was developed by the DHE in partnership with staff from the State Ethics Commission, the Attorney General's office, and the Office of the Inspector General. The agenda (<https://tinyurl.com/DHENewTrusteesSept2019>) is designed to give new trustees of the public higher education system foundational information on trustee fiduciary and statutory roles

and responsibilities, and through Q and A to allow for a safe space to ask questions from the state officials who are subject matter experts in their respective fields.

Trustees who have been appointed in 2019, who have not previously attended this orientation module, or who would like a refresher course are strongly encouraged to attend. Student trustees are also welcome.

More details about both events and registration information will come from Matt Noyes, DHE's Director of Trustee and Governmental Relations, in September. Meanwhile, please share this "save the date" information with the members of your boards and please encourage attendance. If you or members of your boards have any questions or would like more information, please do not hesitate to contact Matt directly at 617-994-6934 or mnoyes@dhe.mass.edu.

Cover Sheet

Strategic Planning

Section: VII. President's Report
Item: B. Strategic Planning
Purpose: Discuss
Submitted by:
Related Material: Campus Strategic Planning and Guidelines.pdf



Massachusetts Department of Higher Education

2019 -
2020

**Revised
Campus
Strategic
Planning
Guidelines
and
Procedures**

Handbook for Institutions

Campus Strategic Planning Guidelines and Procedures

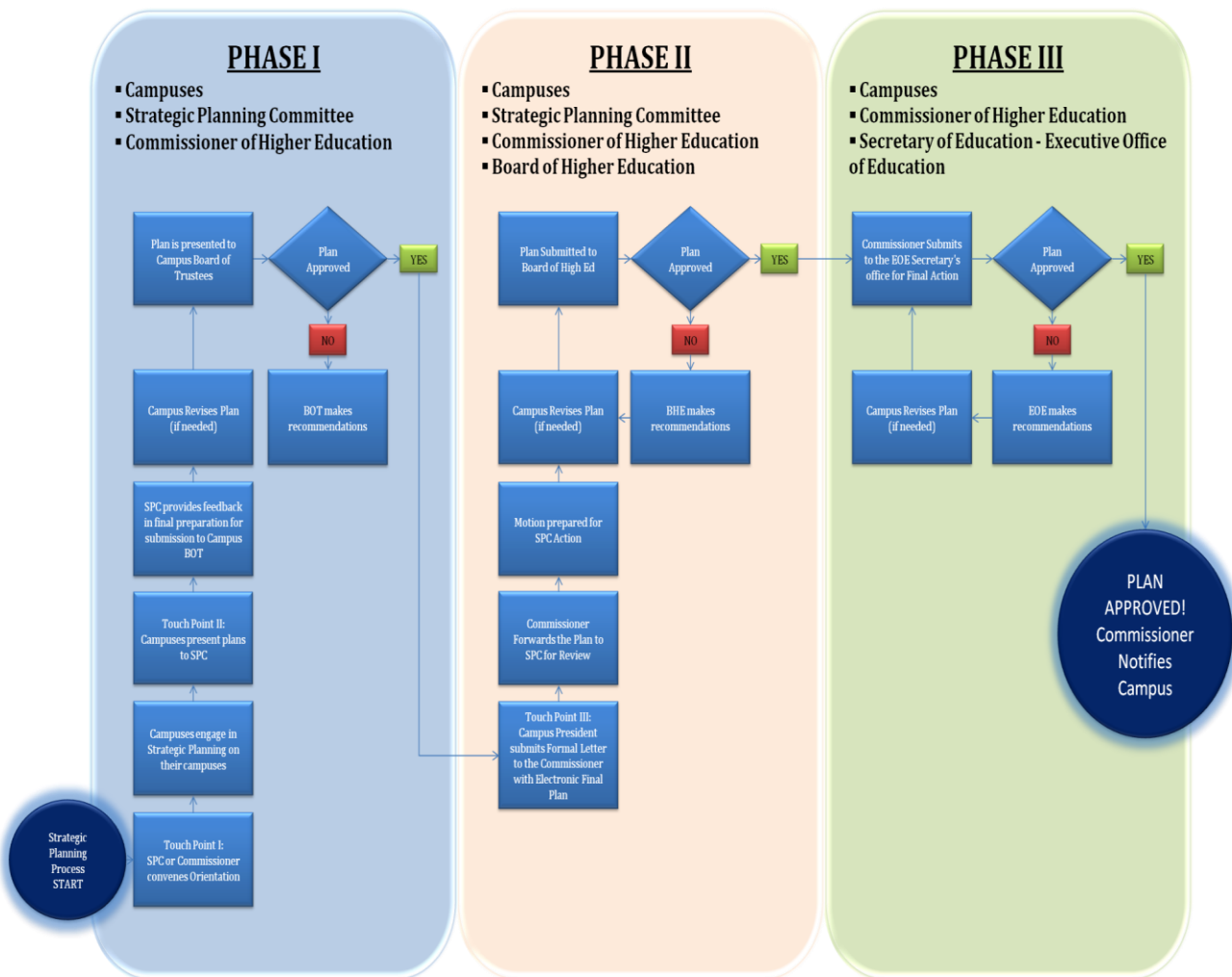
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Campus Strategic Planning Guidelines and Procedures

Campus Strategic Planning Guidelines and Procedures

STRATEGIC PLANNING PROCESS MAP¹



¹ After a Partnership Plan for a special mission institution has been approved, it shall be transmitted to the secretary of administration and finance, the chairs of the house and senate committees on ways and means, and the house and senate chairs of the joint committee on higher education.

Campus Strategic Planning Guidelines and Procedures

MESSAGE FROM COMMISSIONER

Dear Colleagues,

This year we begin our second cycle of developing campus strategic plans in collaboration with the Strategic Planning Committee of the Board of Higher Education. Our touch points process and evolving guidelines are carefully aligned to the changing landscape in public higher education. As we strategically grow this system in the Commonwealth of Massachusetts it continues to be essential that we recognize both our calibrated effort to work as a whole, even as we differentiate the uniqueness of our institutions and the significance to the regions where they reside. I say this while further acknowledging that the faculty and staff members that teach and guide our students within each institution make an important difference in their success. Thus, when you set out to develop the strategic pathway for your campus over the next five years, it is your leadership as well as the full participation of all members of your campus community and the members of the Strategic Planning Committee, that is vital to ensuring the right strategic plan to guide your institutions and our students into future success.

The Board of Higher Education (BHE) staff and I wish to support your efforts in every way we can. The BHE has further revised its' guidelines beginning this year, to ensure that Massachusetts' public institutions are working together even more closely toward the best outcomes for public education across the state. Adding some performance metrics to the guidelines, which have been developed over time in a coordinated way with campus leaders, will enable us to be responsive to the needs of the Commonwealth in an alert and timely manner. This Campus Strategic Planning Handbook has been prepared to help us continue working in the coordinated and intentional way we have so carefully established. The calibration of campus and student needs with our statewide research, planning and strategic direction bodes well for the future of public higher education in Massachusetts.

Let our journey be productive and inspiring as we learn together, create improved student success rates, and provide high quality academic opportunities and learning experiences that are strategic and responsive to the needs of Massachusetts' citizens and communities.

Sincerely,

Carlos E. Santiago
Commissioner

Campus Strategic Planning Guidelines and Procedures

INTRODUCTION

A fundamental responsibility of the Board of Higher Education (BHE) is to provide overall direction to the Massachusetts system of public higher education. The Board enacts this responsibility by establishing statewide goals and regularly measuring and reporting progress toward these goals. Review and approval of campus strategic plans is another important aspect of this role. The BHE uses its review of campus strategic plans to inform its own system-wide efforts and to support campuses as they set their own strategic directions. The BHE will be guided in this endeavor by the BHE Campus Strategic Planning Committee (SPC).

Chapter 15, Section 7 of MGL states that the Secretary of Education will, in consultation with the council (BHE) “...have the authority to approve, reject, or propose amendments to said plan.” New strategic plans should satisfy the requirements of both the Department of Higher Education (DHE) and the Executive Office of Education (EOE), to avoid sending mixed signals or duplicating effort. They should also be sufficient for DHE/BHE approval of “Partnership Plans” that govern special-purpose campuses with tuition retention authority. Partnership plan proposals shall include performance standards specific to the mission of the institution, and to the extent possible they should be aligned with the performance measurement system in effect across the public system.

While current system-wide goals build upon those of the past, college-level plans can be strengthened by expanding their scope beyond addressing current goals, to include a fuller consideration of strategic opportunities, challenges, and choices, as well as the institution’s underlying business model. New plans should serve not only as a roadmap for an individual campus, but as part of a coherent plan for the higher education system as a whole – at both a regional and statewide level. In addition, such plans should provide a reliable and sufficient basis for guiding the BHE and staff in evaluating the strategic purpose of any new program proposals.

GUIDING PRINCIPLES AND CRITERIA FOR REVIEW

The BHE recognizes that each campus has its own unique mission, culture and community and that it is situated in a specific region. To support autonomy and individuality, campus strategic plans should reflect these unique characteristics. In addition, each individual campus plan must also be reflective to the statewide goals for public higher education in Massachusetts. The following principles guide the BHE’s criteria for reviewing campus strategic plans:

- **Be true to mission.** Each campus should select a planning process that works best for its’ unique mission, culture, community, and region.
- **Focus on goals.** Each campus should determine how to best align their strategic plans with system-wide goals, and to organize their work and resources to achieve strategic objectives. When relevant, metrics from the performance measurement reporting system should be incorporated in the measurement plans for tracking progress toward goal completion.
- **Address statewide strategy:** Each campus should provide evidence of how it will address the equity agenda for public higher education in Massachusetts with attention to short- and long- term student success.

Campus Strategic Planning Guidelines and Procedures

The BHE will review campus strategic plans based on the following four criteria: campus planning process; goals; strategies; and metrics.

A. THE CAMPUS PLANNING PROCESS

The planning process should be transparent and inclusive. *“Planning and evaluation are systemic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement of institutional purposes and external perspectives...”* (NECHE Standard 2.1).

The planning process should be a vehicle for cultivating a commitment from all members of the campus community, allowing institutions to grow, change and adapt practices as needed to achieve their goals.

B. GOALS

The plan should explicitly address the system goal of EQUITY, including college participation, college completion, and closing gaps. The BHE’s specific embrace of the equity agenda is expected to result in continuing improvement in performance outcomes. The hard work of disaggregating data and identifying where barriers to success exist for specific populations will be significant to successful planning. Other elements previously incorporated such as student learning outcomes, workforce alignment, and preparing citizens can also be addressed. The plan should also be aligned with regional economic and workforce development priorities and include close consultation with other public institutions in the region to ensure strategic alignment, program integration, and cost-effectiveness, while closing gaps and increasing completion rates. Plans should include initiatives to deepen integration with local P-12 districts, including vocational-technical schools and identify opportunities for innovation. In addition, plans should provide a sufficient framework for new programs that BHE will be asked to consider for approval, as well as highlight areas of strategic divestment (i.e. what programs or elements a campus expects will sunset during this period).

- i. **Campus goals.** In the early phase of planning, campuses should take the opportunity to define their individual benchmarks and goals clearly in the context of the overarching system strategy focused on equity. BHE’s strategic plan review will focus on system-wide goals even as BHE recognizes that campus strategic plans will include areas of focus, such as financial goals and benchmarks that are clearly defined and specific to a campus’ unique identity. The BHE will look for goals to be reflective of where the campus is situated among peer institutions. The BHE is particularly interested in understanding enrollment estimates and projections as they relate to the strategic plan as well as the array of programs a campus may be planning to develop. Enrollment projections should include metrics reflective of the population pipeline, the Commonwealth’s employment needs, and the campus expected capacity for traditional as well as on-line and competency-based learning.
- ii. **Changes in system-wide goals.** The BHE may decide to amend or extend the system-wide goals to be included in campus strategic plans, but such changes will not require campuses to modify plans

Campus Strategic Planning Guidelines and Procedures

previously approved by the BHE. Rather, the BHE will discuss with campus leaders how the modified statewide goals can most reasonably be advanced within the framework of the current plan or in the next strategic planning cycle. The evolution of the Performance Measurement Reporting System helps the individual campus strategic goals and benchmarks to be understood in each campus context. The BHE expects that a Partnership Plan² aligns with the system-wide goals with specific performance standards relevant to the mission of the institution.

C. STRATEGIES

The most pressing challenge for both community colleges and state universities is the need to close persistent opportunity and achievement gaps that are tracked by race, socioeconomic status and gender. At both the community colleges and state universities, some metrics reveal progress for all racial/ethnic subgroups but no narrowing of gaps between white students and students of color, while others show worsening patterns with respect to both gaps and outcomes for students of color. The DHE will continue to monitor these trends to ensure new interventions and redesign efforts serve as a mechanism to improve success rates for students of color and not only white students.

The campus strategic plan should provide “...*realistic analyses of internal and external opportunities and constraints...*” (NECHE Standard 2.3) to achieve its’ goals. The BHE will specifically review plans with regard to the strategies and programs that each campus uses to achieve specific institutional objectives and do so in the context of the statewide equity agenda. The Board does seek to understand that a campus has a plausible theory of action and operational business plan underlying its proposed strategy.

D. METRICS

To the maximum extent possible, the plan should include clear measures for evaluating progress on strategic planning goals over the course of the plan’s duration, including both qualitative and quantitative methods (NECHE Standards 2.6, 2.7, 2.8). The measurement plans should incorporate metrics from the Performance Measurement Reporting System (see Attachment A) when relevant. It is expected that all strategic plans will incorporate the student success metrics focused on first year progress and long-term success.

Campuses may also devise public data dashboards that can be used by college boards (and others) to evaluate progress over time.

Touch Point II (details below) will include an informed dialog between the campus and members of the SPC. The measurements plans will be reviewed for use of the PMRS metrics to monitor progress. The Student Success metrics in the context of each institution will provide a focus for the SPC. This should enable deeper understandings around factors that influence the metrics as well as their implications for the campus plan

The Partnership Plan for special mission institutions must include budget and enrollment projections for each year, projections for total student charges for each year, projections for in-state and out-of-state enrollments for each year, and plans to ensure continuing access to the institution by residents of the commonwealth and

² Specifically related to statute that governs the Massachusetts College of Art and Design and the Massachusetts Maritime Academy

Campus Strategic Planning Guidelines and Procedures

affirmative action policies and programs that affirm the need for and a commitment to maintaining and increasing access for underrepresented students.

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THE STRATEGIC PLANNING PROCESS

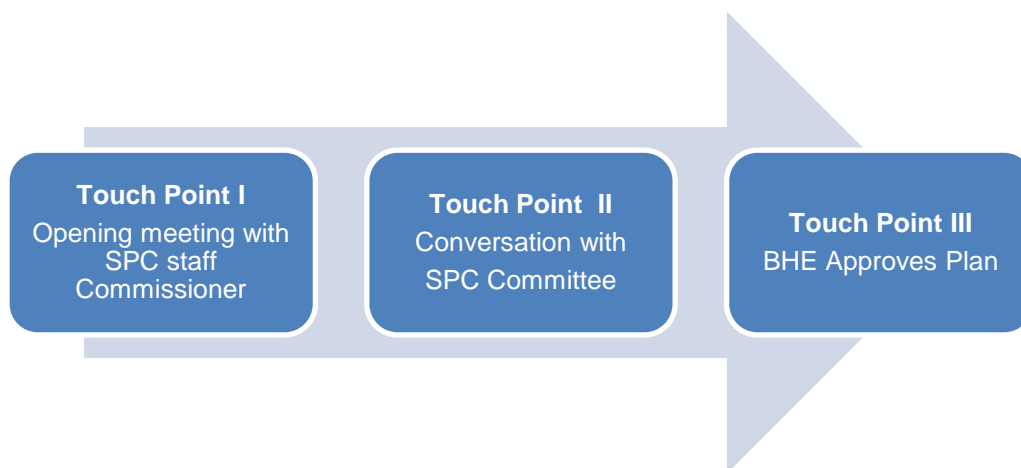
The following principles guide the BHE's process for reviewing campus strategic plans:

- A. **Communication is critical.** Communicate with campus constituents at the front end of the planning process, beginning a year in advance, and continue throughout the planning process. Facilitate the plan's progress toward approval by the BHE. Recognize and support the consensus-building nature of strategic planning and avoid making substantive changes late in the planning process.
- B. **Establish a partnership.** Develop a collegial, partnership-approach to BHE and campus interaction. Understand the power and importance of the Board's equity agenda to the future of public higher education. Facilitate the development of supportive relationships among planning groups from the various institutions in the Massachusetts system including cross-segment and cross-sector partnerships.
- C. **Foster mutual learning.** Share effective practices among and between campuses and the BHE.

PROCESS OVERVIEW

The BHE will use a three-touch point process for reviewing campus strategic plans. DHE staff can provide support for campuses as needed and helpful during this process.

Each phase in the process is reviewed and campuses are provided with an opportunity to share information and insights regarding their planning process. SPC members offer guidance to the campuses regarding what they will be looking for when it comes time to approve the plan.



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PHASE I

TOUCH POINT I

A. **Kick-Off** - Campus Cohort convenes with Strategic Planning Committee staff and Commissioner

At the direction of the Commissioner, BHE staff work with a cohort of campuses or an individual campus for the SPC Kick-Off. The strategic planning process begins with Touch Point I, a convening of the SPC staff and Commissioner with the President and campus leadership teams that will be engaged in strategic planning.

B. **Campus Engagement** - Ensures a spirit of collaboration and inclusivity

Campus leaders work to engage faculty, students, staff and administrators in a highly inclusive and collaborative planning process. The system-wide equity agenda should be clearly communicated to all constituencies. BHE staff will support campuses with an online platform of strategic planning resources, practices, and documents that Massachusetts public campuses have found helpful. BHE staff will work to link campuses that are at similar stages in their strategic planning cycle, and provide mutual learning opportunities.

TOUCH POINT II

C. **Campus and Committee Convene** - Campuses present work-in-progress and SPC provides feedback during the public meeting of this committee of the BHE.

Prior to a campus board vote and at a point in the process where the overall shape of the plan has been given preliminary definition, the committee and the campus will discuss the emerging plan including goals, metrics, and strategies linked to system-wide goals and objectives. This takes place when it is still early enough that changes can be made without major disruption to campus-level work. Touch Point II (TP II) is intended to be collegial and formative in nature. The SPC will look for the inclusion of any relevant PMRS metrics in the plans for measuring progress towards goals. The SPC will expect that the First Year Progress rates including gateway courses, accumulated credits and retention data and the long-term outcomes rates (graduation for state universities, comprehensive student success for community colleges) will be discussed during the presentation and referenced in the draft plan.

The purpose of the TP II conversation is to increase the SPC's knowledge and understanding of the campus plan, and to provide the campus with a clear signal from SPC as to whether the emerging plan fits with the statewide equity agenda consistent with the BHE's strategy for public higher education in the Commonwealth.

The SPC is expected to be knowledgeable of the draft plan being presented, be able to identify the strengths of the plan and provide feedback directly related to the Student Success Data consistent with the equity strategy and helpful to the campus plan. The campus should expect to move forward with input from the SPC regarding the strengths of the plan as well as any modifications or additions

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recommended by the SPC. If a plan fails to address the BHE equity strategy, a campus will be expected to revise and to strengthen that aspect, bringing it into greater alignment with the equity agenda and then resubmit the plan. In all cases, the BHE expects to use existing structures for monitoring enrollment, finances and campus achievement of the system-wide goals reflected in strategic plans.

The campus provides a draft copy of the strategic plan to staff **at least 21 business days prior to the SPC meeting**, which will be circulated among SPC members prior to the next TP II public committee meeting. The campus may bring any hard copy materials for use during the meeting with the SPC. The campus should provide staff with a power point or link to any electronic materials for use during the meeting **3-5 business days ahead of time**.

D. Campus Board Approval

Each institution must obtain their campus board of Trustees approval before submitting the plan to the SPC. Campus boards may make suggestions and recommendations to modify the plan before their final votes. In all cases the campus board must approve the strategic plan proposal before it moves to the SPC.

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PHASE II

TOUCH POINT III

A. Formal Submission

After the plan is approved by the campus board, the President sends a formal letter with the approved plan to the Commissioner. Any SPC recommendations during TP II should be clearly incorporated and marked in the final plan. Campus staff collaborates with board staff to ensure all aspects of the plan are included in the correct, accessible format. The Commissioner forwards the plan to the members of the SPC.

B. SPC Review

SPC members review the plan and provide feedback to the Commissioner. Clarifying questions from the SPC members will be the subject of discussion between the Commissioner and the campus President as necessary.

STRATEGIC PLANNING COMMITTEE ACTION

C. SPC Action

Staff prepares a motion to be brought forward for SPC action. At this juncture, the plan may be approved by SPC and moved for full BHE action. It is also possible that the plan may need to be revised and resubmitted at the next SPC meeting. The Board expects that revisions would be addressed prior to a plan being brought for SPC vote.

D. SPC Approval

A motion is brought forward and the SPC formally votes to approve the plan.

BOARD OF HIGHER EDUCATION ACTION

E. BHE Action

Subsequent to SPC approval of the campus strategic plan, the motion is brought forward for BHE action. BHE will approve the plan or make recommendations for revisions.

F. BHE Approval

The SPC motion is brought forward for full BHE approval.

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PHASE III

EXECUTIVE OFFICE OF EDUCATION REVIEW

A. Secretary Review

Following BHE approval of the campus strategic plan, the Commissioner submits the plan to the Secretary of the Executive Office of Education for review.

B. Secretary Response to the Commissioner

The Secretary will provide final approval of the plan or make recommendations for final revisions.

C. Campus Notification

The Commissioner will notify the campus President of the Secretary's final approval.

MONITORING CAMPUS PROGRESS

The BHE will use existing statutory and policy structures for monitoring campus achievement of the system-wide goals reflected in campus strategic plans, including presidential evaluations and performance measurement and data dashboards. Incorporating the Performance Measurement Reporting System metrics into the campus strategic plan as a way of measuring progress toward goals, is expected to be both an emergent process as well as one that ensures system-wide metrics are used as a guide in monitoring institutional progress.

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SUBMISSION

SUBMITTING YOUR PLAN

Final Strategic Plans should be submitted by providing one printed copy to Dr. Winifred M. Hagan at the Department of Higher Education with a flash drive containing an electronic copy in MS Word Format. Also email a copy to whagan@dhe.mass.edu, jkeller@dhe.mass.edu and csantiago@dhe.mass.edu.

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Appendix A: Performance Measurement Review System Metrics

BHE Approved Key Performance Measurement Indicators

Access Metrics

Fall Undergraduate
Enrollment Headcount

Graduate Enrollment
Trends

Enrollment Representation of Underserved Populations

Enrollment of Pell-
Eligible Students

Affordability Metrics

Tuition and Fees as
Percent of State and
Regional Family Income

Student Loan Debt at
Graduation

Unmet Student Financial Need

Student Loan Default Rate

Student Success and Completion

On-Time Credit
Accumulation

Timely Completion of Gateway Course in Math and English

First-Year Retention

Student Engagement

State University
Graduation Rates of
First-Time Students

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State University
Graduation Rates of
Transfer Students

Comprehensive Success of First-time and Transfer Students

Community College Six-Year Student Success

Workforce Alignment and Outcomes

Degree Production in
Fields Associated with
High-Demand
Occupations

Comparison of Pre- and Post-Enrollment Earnings

Earnings of Students Enrolling in Postsecondary Education Directly After High School Graduation

Enrollment in High-Value, Non-Credit Workforce Development

Fiscal Stewardship

Modified Composite
Financial Index (CFI)

Expenditures Devoted to
Instruction

Cost of Degree Production

Deferred Maintenance/Facilities Maintenance

Instructor and Classroom
Utilization

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Access Metrics

Metric	
Definition	
Purpose	Fall Undergraduate Enrollment Headcount
Segment	Number of students enrolled for credit in the fall term and fiscal year.
Comparison/Benchmark	To assess whether colleges and universities are maintaining expected levels of enrollment.
Data Source	SU, CC
Timeline	Campuses will establish expected enrollment levels using a common benchmarking methodology.
	HEIRS
Metric	2019
Definition	
Purpose	Graduate Enrollment Trends
Segment	Number of graduate students enrolled for credit in the fall term and fiscal year.
Comparison/Benchmark	To assess whether universities are maintaining expected levels of enrollment.
Data Source	SU
Timeline	Campuses will establish expected enrollment levels using a common benchmarking methodology.
	HEIRS
Metric	2019
Definition	
Purpose	Enrollment Representation of Underserved Populations
Segment	Latinx and African American students as a percent of total enrollment.
Comparison/Benchmark	To assess whether college and universities are enrolling a population fully representative of their service area.

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Data Source	SU, CC
Timeline	Comparison to Latinx and African American representation in the service area
Methodology Notes	HEIRS, Census
	2019
Metric	Note that the visualizations are limited to a trend view of the share enrollment composed of Latinx and African American students. Benchmarks for representation will be included when the DHE completes the Equity Strategic Framework in collaboration with the Colleges and Universities.
Definition	
Purpose	Enrollment of Pell-Eligible Students
Segment	Enrollment of Pell Grant recipients as a percent of total undergraduate enrollment.
Comparison/Benchmark	To monitor enrollment of students from lower income backgrounds.
Data Source	SU, CC
Timeline	Comparison to the Pell Student enrollment of similar institutions
Methodology Notes	IPEDS
	2019
Affordability Metrics	This metric is compiled from the financial aid survey in IPEDS for the total undergraduate population.

Metric	
Definition	
Purpose	Tuition and Fees as Percent of State and Regional Family Income
Segment	Tuition and mandatory fees as percent of median and lowest quintile of household income at the state and county levels.
Comparison/Benchmark	To assess whether tuition and fees are affordable at the full spectrum of income levels in the predominant region served.
Data Source	SU, CC
Timeline	Comparison to similar institutions

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Methodology Notes	HEIRS and Census
	2019
Metric	Tuition and Fees is from the HEIRS Fiscal Tuition and Fee Survey (https://www.mass.edu/datacenter/tuition/AppendixTuitionFeesWeight7.asp). Income benchmarks are from https://www.census.gov/programs-surveys/acs/technical-documentation/code-lists.html
Definition	
Purpose	Student Loan Debt at Graduation
Segment	Average loans accumulated by associate and bachelor's degree completers (MA residents only) at time of graduation.
Comparison/Benchmark	To monitor the indebtedness of public higher education graduates.
Data Source	SU, CC
Timeline	Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark.
Methodology Notes	HEIRS Completions File and DHE Financial Aid File
	2019
Metric	Degree Completers are identified in the HEIRS Degree and Certificate File. Loans are identified in the DHE Financial Aid File. Loan amounts are the sum of the loans reported in the financial aid file between the entry date and the date of the degree conferral. The average is the total loans accumulated divided by total graduates.
Definition	
Purpose	Unmet Student Financial Need
Segment	The difference between the sum of a full-time student's expected family contribution (EFC) and non-loan aid and the direct costs (tuition and fees, books and supplies) of a student's education.
Comparison/Benchmark	To monitor whether the combination of federal, state and institutional aid limits out-of-pocket expenses to a family's ability to pay.
Data Source	SU, CC
Timeline	Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark.
Methodology Notes	DHE Financial Aid File
	2019

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Metric	<p>This metric is limited to MA residents, enrolled full-time in fall and spring, who apply for and or receive financial aid and are included in the year end financial aid file submitted to the DHE. Direct Costs is the sum of tuition and fees and books and supplies reported in the fall and spring terms. EFC is the full-year EFC. Non-Loan aid includes grants, scholarships and waivers from all sources (Federal, State, Institution and Other). Unmet need based on direct costs is equal to (Tuition and Fees + Book and Supplies) - (EFC+Non Loan Aid).</p> <p>In the detailed view of unmet student need an unmet need based on total educational costs is included for informational purposes. Total educational costs is the sum of tuition and fees, books and supplies, room and board and other expenses.</p> <p>The total educational cost value is the total education costs reported in the Financial Aid File. Unmet need in this case is equal to Total Educational Cost - (EFC+Non Loan Aid).</p>
Definition	
Purpose	Student Loan Default Rate
Segment	Percentage of a school's borrowers who enter loan repayment and default within three years.
Comparison/Benchmark	To monitor whether students leaving with loan debt are able to afford the debt accumulated while enrolled in public postsecondary education.
Data Source	SU, CC
Timeline	Comparison to state default rates of similar institutions.
Methodology Notes	USDOE
	2019
Student Success and Completion	https://www2.ed.gov/offices/OSFAP/defaultmanagement/instructions.html

Metric	
Definition	
Purpose	On-Time Credit Completion
Segment	Percent of first-time, full-time, degree-seeking students completing at least 24 credits in first academic year. Percent of part-time, degree-seeking students completing at least 12 credits in the first academic year.

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Comparison/Benchmark	To assess institutional performance with regard to timely student progression toward a degree or certificate.
Data Source	SU, CC
Timeline	Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark.
Methodology Notes	HEIRS
	2019
Metric	HEIRS Fall Term file is the source for identifying the full and part-time degree seeking cohorts. Credit completion is based on completed courses in the HEIRS annual course file. Credits from courses flagged as developmental are excluded.
Definition	
Purpose	Timely Completion of Gateway Course in Math and English
Segment	Percent of first-time degree-seeking students completing college-level math and English classes by end of first academic year and by the end of second academic year, disaggregated by initial enrollment in developmental courses.
Comparison/Benchmark	To assess institutional performance with regard to timely student progression toward a degree or certificate.
Data Source	SU, CC
Methodology Notes	Initial comparison will be made to segment averages and trend. Long-term goal is to identify a national benchmark.
Timeline	HEIRS
	HEIRS Fall Term file is the source for identifying the full and part-time degree seeking cohorts. Course completion is based on completed course in the HEIRS annual course file. A Gateway Math course is the first course completed with a CIP code of 27 that is not flagged as remedial. A Gateway English course is the first course completed with a CIP code of 23 that is not flagged as developmental or ESL.
Metric	2019
Definition	
Purpose	First-Year Retention
Segment	Percent of first-time, full-time, degree-seeking students returning the year after initial enrollment.

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Comparison/Benchmark	To assess institutional performance with regard to timely student progression toward a degree or certificate.
Data Source	SU, CC
Timeline	Comparison to similar institutions
Methodology Notes	HEIRS , IPEDS
	2019
Metric	IPEDS is the source used for the primary retention view which focuses on comparison to national peers. HEIRS is the source for the retention equity gap analyses. Due to differences in HEIRS and IPEDS reporting there may be small differences in the retention rates from the two sources.
Definition	
Purpose	State University Student Engagement
Segment	A composite measure of student engagement based on scores on items from the National Survey of Student Engagement that are associated with high-impact learning practices.
Comparison/Benchmark	To assess whether four-year institutions are supporting participation in high impact practices.
Data Source	SU
Timeline	Comparison to similar institutions
Methodology Notes	NSSE
	2020-2021
Metric	TBD
Definition	
Purpose	State University First-Time Student Graduation Rates
Segment	Percent of first-time, full-time, degree-seeking students graduating within four years of entry and within six years of entry.
Comparison/Benchmark	To assess whether institutions are promoting graduation of first-time, full-time students.
Data Source	SU
Timeline	Comparison to similar institutions
Methodology Notes	IPEDS, HEIRS

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	2019
Metric	IPEDS is the source for the overall graduation rate, as well as for equity views for race and gender. The Pell equity view uses HEIRS and comparison is only available for the segment. Due to differences in reporting the total graduation rate in the Pell view may differ slightly from the total graduation rate in the views using IPEDS.
Definition	
Purpose	State University Transfer Student Graduation Rates
Segment	Percent of new transfer, degree-seeking students graduating within four years disaggregated by number of transferable credits.
Comparison/Benchmark	To assess whether institutions are promoting on-time graduation of students who enter as transfers.
Data Source	SU
Timeline	Initial comparisons will be made to segmental averages and trend overtime. Long-term goal is to establish a benchmark for good performance.
Methodology Notes	HEIRS
	2019
Metric	New Transfer Degree Seeking Students are identified in the HEIRS fall term file. Completion within four years is based on bachelor degrees found the HEIRS Degree File
Definition	
Purpose	Comprehensive Success of First-time and Transfer Students (IPEDS Expanded Outcomes)
Segment	Percent of first-time and transfer students (full- and part-time) who graduate or transfer within eight years of entry or remain enrolled after 8 years.
Comparison/Benchmark	To assess institutional performance with regard to timely student progression toward a degree or certificate.
Data Source	SU, CC
Timeline	Comparison to similar institutions
Methodology Notes	IPEDS
	2019

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Metric	The source is IPEDS. For more on outcomes measure methodology see: https://nces.ed.gov/blogs/nces/post/expanding-student-success-rates-to-reflect-today-s-college-students
Definition	
Purpose	Community College Six Year Comprehensive Student Success Rate (VFA)
Segment	Percent of new students (including transfers and first-time students) who graduate, transfer, attain 30 credits or remain enrolled six years after initial entry.
Comparison/Benchmark	To assess whether institutions are promoting attainment of the success outcomes associated with the complex mission of community colleges.
Data Source	CC
Timeline	Initial comparisons will be made to segmental averages and trend overtime. Long-term goal is to establish a benchmark for good performance.
Methodology Notes	HEIRS, Voluntary Framework of Accountability (VFA)
	2019 initial, 2020 enhanced
Workforce Alignment and Outcomes	HEIRS and NSC are the data sources for this indicator. The metric methodology is similar to the official VFA Six-Year Outcomes Measure described on pages 42-46 here: https://vfa.aacc.nche.edu/Documents/VFAMetricsManual.pdf . However, it is not possible to perfectly replicate the VFA methodology with HEIRS data. The primary difference is in the identification of the initial cohorts. As a result, campuses currently participating in the VFA may notice small differences in the outcomes reported by VFA and the outcomes reported here.

Metric	
Definition	
Purpose	Degree Production in Fields Associated with High Demand Occupations
Segment	Certificate and degree production in fields associated with high demand and projected growth.
Comparison/Benchmark	To assess whether institutions are promoting completion of degree and certificates aligned with occupations that will be of employment benefit to students and also meet the needs of the Commonwealth's economy.
Data Source	SU, CC

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Timeline	Trend in Count and Share
Methodology Notes	HEIRS and Burning Glass
	2019
Metric	This metric shows share of conferrals (BA/BS for State Universities and AA/AS for Community Colleges) aligned to high-demand career fields. These career fields include Healthcare Practitioners and Technical, Computer & Mathematical, Management for both Associate’s and Bachelor’s with the addition of Business and Financial Operations and Sales & Related for State Universities. For a CIP code crosswalk to these categories, please see Notes on High-demand Career Fields following this metric glossary. Note this metric currently excludes undergraduate certificates. The DHE is working to develop a methodology for identifying high demand certificates.
Definition	
Purpose	Comparison of Pre and Post Enrollment Earnings
Segment	Annual earnings prior to enrollment compared to annual earnings post-graduation or at last known date of enrollment for students entering as non-traditional students.
Comparison/Benchmark	To monitor the wage record gains attributable to postsecondary enrollment and award completion.
Data Source	SU, CC
Timeline	Trend
	HEIRS, DUA Wage Records
Metric	2020
Definition	
Purpose	Earnings of Students Enrolling in Postsecondary Education Directly After High School Graduation
Segment	Annual earnings one and five years after completion or last known date of enrollment for students entering postsecondary education compared to earnings of HS graduates without postsecondary education.
Comparison/Benchmark	To monitor the wage record gains attributable to postsecondary enrollment and award completion.
Data Source	SU, CC

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Timeline	Trend
	HEIRS, DESE, DUA Wage Records
	2020
Metric	
Definition	
Purpose	Enrollment in High-Value, Non-Credit Workforce Development Courses
Segment	Enrollment in non-credit courses associated with positive employment and earning outcomes.
Comparison/Benchmark	To monitor the wage record gains attributable to postsecondary enrollment and award completion.
Data Source	CC
Timeline	Trend
Recommendations	HEIRS, DESE, DUA Wage Records
	2021
Fiscal Stewardship	DHE should improve non-credit activity identification in HEIRS and analyze wage record and employment data to identify non-credit courses and programs associated with positive outcomes.

Metric	
Definition	
Purpose	Modified Composite Financial Index (CFI)
Segment	CFI is an index of four financial ratios: primary reserve, viability, return on net assets, and net operating revenues. The index will be adjusted for recent changes in GASB reporting standards to more accurately reflect the balance sheets of the institutions.
Comparison/Benchmark	To assess the financial health of the institutions.
Data Source	SU, CC
Timeline	An established benchmark for good performance.
	HEIRS Fiscal
Metric	2019-2020

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Definition	
Purpose	Expenditures Devoted to Student Instruction and Support
Segment	Expenditures committed to instruction, academic support and student services relative to expenditures on institutional support costs.
Comparison/Benchmark	To assess whether institutions are allocating sufficient funds to instruction and student support.
Data Source	SU, CC
Timeline	Comparison to similar institutions
Methodology Notes	IPEDS
	2019
Metric	This a ratio of the per FTE adjusted combined expenditures on instruction, academic support and student services to the FTE adjusted expenditure on institutional support costs.
Definition	
Purpose	Cost of Degree Production
Segment	Total expenditures per degree produced.
Comparison/Benchmark	To monitor whether institutions are expending reasonable resources per degree produced.
Data Source	SU, CC
Timeline	An established benchmark for good performance.
	HEIRS Fiscal, IPEDS
Metric	2020
Definition	
Purpose	Deferred Maintenance/Facilities Maintenance
Segment	Percent of state appropriation and retained tuition revenue allocated to capital adaptation and renewal.
Comparison/Benchmark	To monitor whether institutions are allocating sufficient revenue to maintaining and restoring physical resources.
Data Source	SU, CC
Timeline	Five percent of budget devoted to capital adaptation and renewal is the BHE authorized requirement.

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	HEIRS Fiscal
Metric	2019
Definition	
Purpose	Instructor and Classroom Utilization
Segment	Instruction and classroom resources allocated per student.
Comparison/Benchmark	To monitor whether institutions are allocating instructor and classroom resources in an efficient manner.
Data Source	SU, CC
Timeline	An established benchmark for good performance.
	HEIRS Fiscal
	2020

Cover Sheet

Conflict of Interest

Section: VII. President's Report
Item: F. Conflict of Interest
Purpose: FYI
Submitted by:
Related Material: Conflict of Interest Disclosure Statement.pdf
Conflict of Interest Policy.pdf



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Richard S. Lapidus, Ph.D.

PRESIDENT

**Conflict of Interest Disclosure Statement
For Trustees, Foundation Board Members, and Foundation Supporting Organization, Inc.
Members**

Introduction

Trustees, Foundation Board members, and Supporting Organization members have a fiduciary duty to the University, the Foundation, and/or the Supporting Organization and, as such, should act in a manner consistent with this obligation and exercise particular care that no detriment to the interest of the University, the Foundation, and/or the Supporting Organization (or the appearance of such detriment) may result from a conflict between the interests of the University, the Foundation, and/or the Supporting Organization and personal financial interests an individual may have. Therefore, each individual of these boards will annually disclose any personal interest, which he or she may have, in any matter pending before the University, the Foundation, and/or the Supporting Organization and will refrain from participation in any decision on such matter.

Trustees, Foundation Board members, and Supporting Organization members who are also an officer, board member, committee member, or staff member of a contractor, vendor, or supplier of, or to, shall identify his or her affiliation with that organization. Further, in connection with any committee or board action specifically directed to that organization, he/she will refrain from participating in the decision affecting that organization.

Additionally, Trustees, Foundation Board members, and Supporting Organization members will refrain from obtaining any list of clients for personal or private solicitation purposes at any time during the term of their affiliation.

**Conflict of Interest Disclosure Statement
Acknowledgement of Receipt**

At this time, I am a board member, a committee member, consultant to, or employee of the following organizations:

This disclosure statement shall certify that I, am not now, nor at any time during the past year, been:

- 1) a participant, directly or indirectly, in any arrangement, agreement, investment, or other activity with any vendor, supplier, or other party, doing business with the University, the Foundation and/or the Supporting Organization, which has resulted or could result, in personal benefit to me; and/or
- 2) a recipient, directly or indirectly, of any salary payments, loans or gifts of any kind, free service, discounts or other fees from, or on behalf of, any person or organization engaged in any transaction with the University, the Foundation, and/or the Supporting Organization and its affiliates.

Exceptions to items 1 or 2 above are stated below, or attached, with a description of the transactions and of the interest, whether direct or indirect, which I have (or have had during the past year) with the persons or organizations having transactions with the University, the Foundation, and/or the Supporting Organization and its affiliates.

Date _____

Signature _____

Printed _____



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PRESIDENT

Conflict of Interest Policy

Purpose:

This conflict of interest policy (“the policy”) is intended to:

- protect the interests of Fitchburg State University (“the University”) and serve as a guide when the University is contemplating entering into a transaction or arrangement that might benefit, directly or indirectly, the private interest of university officers, trustees, or directors;
- enable such individuals to recognize situations that may be subject to question and resolve them to avoid conflicts of interest; and/or
- supplement, not replace, any applicable federal and state laws governing conflict of interests.

Who is subject to the policy?

This policy covers:

- members of the Board of Trustees, including honorary trustees, that participate in board and committee meetings, and members of the Foundation Board and its associated committees.

Policy:

Trustees and Foundation Board members have a fiduciary duty to the University and, as such, should act in a manner consistent with this obligation and exercise particular care that no detriment to the interests of the University (or the appearance of such detriment) may result from a conflict between the interests of the University and personal financial interests an individual may have.

An individual has a financial interest if that person has, directly or indirectly, through business, investment, or family:

- an ownership or investment interest in an organization supplying goods or services to the University;
- performed services for other individuals or organizations that do business with the University; and/or
- a potential ownership, investment interest, or compensation arrangement with any individual or organization seeking to do business with the University.

In general, when those covered by this policy are deemed to be in a conflict of interest situation with respect to any matter before the Boards or administration, that individual will refrain from participating in the consideration of any proposed transaction, unless specifically requested to provide information regarding the transaction in question. The individual will refrain from voting on, or taking any position for or against, the proposed transaction. When deemed appropriate, a notification will be made in the minutes of the meeting that the person involved neither participated in the consideration of the proposed transaction nor voted on the matter.

In all other instances where it is determined that a conflict of interest exists, such conflicts, and their remedy, shall be disclosed to the Board of Trustees and/or the Foundation Board of Directors at their next meeting.

Conflict of Interest Policy Page 2

Disclosure:

The University is aware that it may not be possible to completely avoid all relationships between those individuals covered by this policy and certain third parties with whom the University transacts business. One of the keys to evaluating the potential conflict is full disclosure. All individuals covered by this policy shall complete, at least annually, a *Conflict of Interest Disclosure Statement*. These disclosure statements shall be reviewed and accumulated by the President's Office and furnished to the Board of Trustees, the Foundation Board of Directors, and/or the President upon request.

If an individual covered by this policy believes that he or she may have a conflict of interest with respect to this policy, or any particular transaction that has not been previously disclosed, he or she will promptly and fully disclose the potential conflict to the President and will refrain from participating in any related transactions or decisions of the University until the conflict is reviewed and a determination has been made.

Individual disclosure statements will be held in confidence by the President. The statements will be open for public inspection only:

- by official action of the Board of Trustees for university matters or by official action of the Foundation Board of Directors for Foundation matters upon showing of good cause;
- with the consent of the person who submitted the data to be disclosed; and/or
- by court order or as otherwise required by Massachusetts or federal law or regulation.

Questions:

Questions regarding this policy should be directed to the President.

Approved by the Board of Trustees _____

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Cover Sheet

News Articles

Section: VII. President's Report
Item: G. News Articles
Purpose: FYI
Submitted by:
Related Material: News clips for September 2019.pdf

LOCAL NEWS

UPDATES AT [FACEBOOK.COM / SENTINELANDENTERPRISE](https://www.facebook.com/sentinelandenterprise) AND [TWITTER.COM / SENTANDENT](https://twitter.com/sentandent)

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FITCHBURG STATE UNIVERSITY

Gearing up for the fall semester

Institution celebrates 125th year with new degree programs

FITCHBURG» Fitchburg State University launches new undergraduate and graduate programs and kicks off a yearlong celebration of its 125th anniversary with the start of the fall semester in September.

The majority of new resident students will move in Monday, Sept. 2 (Labor Day) between 8 a.m. and 3 p.m.

Move-in will start with registration at the Wallace Civic Center on John Fitch Highway, with vehicles then directed up North Street to the main campus.

North Street between Pearl and Ross streets will be closed to traffic during the move-in (approximately 8 a.m. to 2 p.m.) on Monday, and portions of Highland Avenue and Cedar Street may be closed at times as well. Some temporary road closures may be instituted during early student move-in on Sunday, Sept. 1.

Returning resident students move in Wednesday, Sept. 4, during which there may also be some road closures near campus. Fall semester classes begin Thursday, Sept. 5.

Academically, Fitchburg State is reorganizing its departmental divisions. The university's 15 departments will now be housed in the School of Arts & Sciences, the

School of Business and Technology, the School of Education, and the School of Health and Natural Sciences.

The university also launches its new undergraduate majors in environmental public health and educational studies this fall, each the first of their kind at any public institution in Massachusetts.

▪ The environmental public health degree is an interdisciplinary program spanning community health, geospatial data analysis, social justice, and community service. The major will be available for students who are interested in health sciences but seek an alternative career choice than those offered in traditional

CLASSES » 6A

Classes

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STEM or health professions majors. It focuses on the relationships between people and their environment, promotes human health and well-being, and fosters healthy and safe communities.

▪ The educational studies program will provide an opportunity for students to examine broad educational topics from a number of diverse perspectives, bridging educational concepts and principles in political, historical, theoretical, and social contexts. Graduates of the educational studies non-licensure program will have a broad view of education necessary for career paths that require a background

in formal and informal educational settings.

▪ The university also launches its latest online MBA program, focusing on healthcare management. Designed to be affordable and student-centered, the program will help students develop a broad range of skills useful in identifying and implementing effective solutions for challenges across the evolving healthcare landscape. Students will study a spectrum of healthcare marketing, finance, and legal topics and engage in participatory learning through online class discussions and collaborative learning groups.

▪ Also recently launched is the university's new master's concentration in social media. Part of the university's Master of Science in Applied Communi-

cation, the accelerated, 100% online program is designed to meet rigorous academic and career training goals and to prepare students for a variety of occupations in communication fields within business, industry, government, nonprofit, and health services.

Fitchburg State also celebrates a milestone with the 125th anniversary of its founding. Throughout this celebration of 125 years of changing lives, the university will offer programs and exhibits that honor a legacy of innovation in disciplines including education, healthcare, communications media, public safety, and more. Visit fitchburgstate.edu/125 to learn more and keep up to date with the planned celebrations.

LOCAL NEWS

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FITCHBURG STATE UNIVERSITY

Professors teaching in China this summer



SUBMITTED PHOTO

Fitchburg State President Richard S. Lapidus (front row, far right) and Provost/Vice President for Academic Affairs Alberto Cardelle (front row, third from right) attended the opening ceremony.

FITCHBURG» More than 10 Fitchburg State University faculty are in Shanghai, China this summer to teach Chinese students as part of a new university collaboration with the AUIA International Summer School.

Fitchburg State President Richard S. Lapidus and Provost/Vice President for Academic Affairs Alberto Cardelle attended the opening ceremony.

Approximately 90 Chinese

students enrolled in more than 40 American universities, including one student from Fitchburg State, will be taking these summer courses at the Shanghai University of Finance and Economics between July 1 and Aug. 2.

The faculty, will be teaching courses in art, business, economics, history, Japanese, mathematics, philosophy, physics, psychology and speech.

Fitchburg State and AUIA

signed an agreement in December creating the partnership.

Chinese students typically want to spend the summer at home to keep their English language skills sharp and to catch up on academic credits.

Next year, more Fitchburg State students will be able to take advantage of the international partnership and will benefit from new planned scholarships.

LOCAL

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COLLEGE TOWN

FSU profs to teach in China

Ten Fitchburg State University professors are teaching in Shanghai, China, this summer as part of a new exchange program.

Around 90 Chinese students enrolled at American universities – including one at Fitchburg State – will take the summer courses,

which are being offered at the Shanghai University of Finance and Economics this month. The American faculty will teach classes in art, business, economics, history, math and other subjects.

The arrangement was made possible by a recent agreement between Fitchburg State and the AUIA International Summer School. More Fitchburg State students will be able to take classes through that partnership next year, according to the university, and apply for some planned scholarships as well.

EARNING THE BADGE

GOAL: TO HAVE RECRUITS HIT THE GROUND RUNNING



PHOTOS BY JOHN LOVE / SENTINEL & ENTERPRISE

Fitchburg State University Police Academy recruits run around the track at Elliot Field on June 13 during their fourth week of training. Watch video at sentinelandenterprise.com.

'Better as a team' at FSU Police Academy

First in a series

By Nicole DeFeudis
ndefeudis@lowellsun.com

FITCHBURG» The pack of nine bounds toward the finish line. It's 50 degrees outside. Rain spits on the recruits as they round the track's last corner. Time is running out.

It is the fourth week of this year's summer Fitchburg State University Police Academy. Today, recruits must run 2 miles in under 22 minutes.

They are close to finishing when Attleboro native Jessica Ferreira falls behind. The other recruits finish their laps, then double back for her.

"Sprint! Give it all you got!" they shout as they run alongside Ferreira. The quick pace ensures the recruits meet the Massachusetts Police Training Committee Standard of 1½ miles in 16½ minutes.

The rain picks up as Ferreira dashes around the corner. She crosses the finish line. The stopwatch reads 10:59 for her last mile — one second to spare.



Recruits marched to Hammond Hall to drop off some items they collected for the FSU food pantry during their training on June 13. Leading the way is recruit Ryan Manganelli from Waltham.

"That's just kind of the team mentality here," Academy Director Lisa Lane McCarty said, donning a proud grin.

This group of graduate students will be the second to complete Fitchburg State's 17-

week police academy. If they endure the arduous coursework and physical training, the recruits will graduate Sept. 13 as certified police officers.

The academy was spearheaded in 2013 by now-retired Fitch-

burg Police Chief Robert DeMoura and Fitchburg State instructor David Weiss. DeMoura sought to change the way police are trained.

Typically, a recruit must be

RUNNING » 12A

Running

FROM PAGE 1A

hired or sponsored by a police department before enrolling in a 24-week academy to be certified. The Fitchburg State Police Program aims to transform students into “street-ready” police officers by the time they graduate, Weiss said.

“A person doesn’t walk into a hospital and say, ‘I want to be a nurse,’” he explained, adding that nurses study extensively in college. The same thinking, he said, should apply to police officers.

“Our desire is to have a well-trained young person be able to have all the skills that they need and the knowledge that they need to be able to deal with the complexities of today’s society,” Weiss said.

Most of these nine recruits have been training since they arrived as freshmen at Fitchburg State.

Juggling training with a full course load was stressful at times. The recruits attended monthly meetings in uniform, met GPA requirements, and worked out independently in between homework and classes to stay in top shape.

The group completed a third of the MPTC curriculum as undergraduates, and walked the stage in May with bachelor’s degrees in criminal justice.

“I mean, it’s definitely been challenging,” said recruit Matthew Beal, who is from Townsend. But the summer academy, he said, has been the most difficult challenge yet.

Monday through Thursday, the team assembles at Elliot Field at 7 a.m. sharp. They start with physical training, which usually consists of running and strengthening exercises like push-ups and sit-ups.

“Unless it’s thundering or lightning, they’re out here,” McCarty said. Fridays are set aside for defense tactics training.

After a 1 ½-hour workout and a quick shower, it’s off to class, which starts at 9 a.m. The recruits file into the classroom, alert from physical training, and open matching black binders chock-full of notes. They are hungry to learn.

Class topics range from motor vehicle law to homeland security, and are mostly taught by full-time police officers from around the state.

“You’ll always have a friend [to count on] in this academy,” Newton Police Sgt. Frank Eldridge said at the start of his Suicide Prevention and Intervention course last Thursday.

And he was right. Over the last four years, the team has become a family.

“We’ve known each other for so long, so we’re better as a team,” said Ferreira, who has wanted to be a cop since childhood. She grew up in the foster care system, and was adopted when she was 8 years old.

“I want to kind of give back to the community that saved me as a kid,” she said, adding that she wants to help other kids in tough situations.

Alaina Socrat, a Douglas native, transferred to Fitchburg State from MassBay Community College her sophomore year. She studied forensics before realizing that policing was her calling.

It’s usually too difficult for transfers to jump into the fast-paced police program. But numbers were down that year, McCarty said, so administrators made an exception for Socrat to start her junior year.

“I felt like it was kind of like fate,” Socrat said.

The students acknowledged that the profession is sometimes perceived negatively these days, following various incidents of police misconduct nationwide.

“I want to be part of the change in shedding a better light on police officers,” said Shirley recruit Adam Hyde.

Around 4 or 4:30 p.m., the recruits pack up and head home. Beal, whose day begins at 5 a.m., said he spends most of his evenings preparing for the next day of training.

Sometimes, homework will simply consist of ironing uniforms and shining boots. Other times, the recruits write essays and mock police reports or citations. “There’s a training-related component to everything we do,” McCarty said.

Once the summer academy is over, the students will dive right into a one-year graduate program in criminal justice.

But until then, it’s back to the grind. Physical training starts at 7 a.m., and just like any other day, the recruits will get through it together.

Nicole DeFeudis:
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Twitter

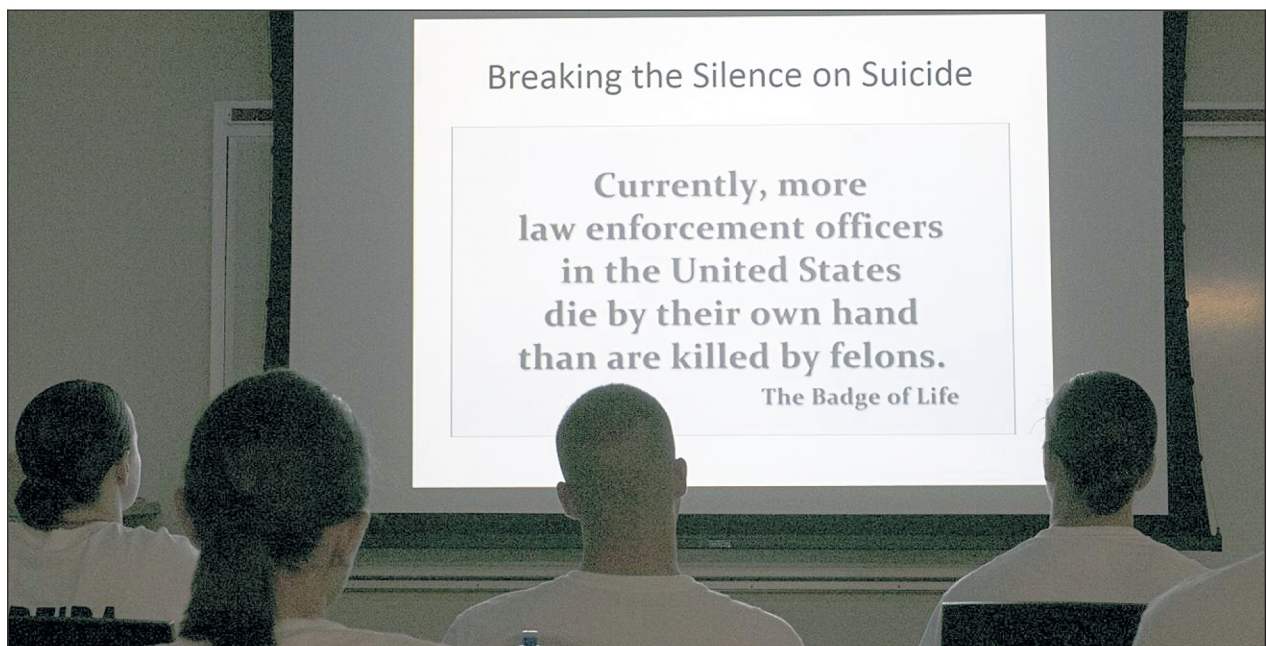


FSU Police Academy Instructor Eric Bailey gets the recruits ready for a run during the physical training on June 13 at Elliot Field.

PHOTOS BY JOHN LOVE / SENTINEL & ENTERPRISE



Police Academy Director Lisa Lane talks about the program in her office in the McKay Building on campus.



Academy recruits Powered by BoardOnTrackn June 13 with Sgt. Frank Eldridge with the Newton Police Departm84 of 101- tial Operations and Training Bureau.

Breaking the Silence on Suicide

Currently, more law enforcement officers in the United States die by their own hand than are killed by felons.

The Badge of Life

EARNING THE BADGE

‘YOU PUSH UNTIL YOU CAN’T PUSH ANYMORE’



PHOTOS BY JOHN LOVE / SENTINEL & ENTERPRISE

Fitchburg State Police Academy cadet Madison Medina, from Pelham, N.H., puts fellow cadet Jayson Urato in handcuffs during a hands-on training class last month.

Women in Fitchburg State Police Academy rise to challenges

By Nicole DeFeudis
ndefeudis@lowellsun.com

FITCHBURG» Picture this: A bartender asks a rowdy, intoxicated man to leave. While not causing any major trouble, the man does not leave.

Thanks to training, Fitchburg State Police Academy recruits know what to do.

It's Friday, and in the academy, that means defense tactics training.

Nine recruits graduated with bachelors' degrees from Fitchburg State University in May, and by the end of the summer academy, will be certified police officers.

Today, the team practices escorting someone who is passively resistant to a safer location.

Introduce yourself. Keep your balance as you approach the suspect. Instruct them to place one hand on their head.



Cadet Alaina Socrat, of Douglas, asks a question in a class on abuse prevention orders at Fitchburg State University. Powered by BoardOnTrack

Cadets

FROM PAGE 1A

From behind, use both hands to secure the suspect's other arm straight across your torso, maintaining control of their hand. Keep the suspect calm. Walk.

Recruit Madison Medina, of Pelham, New Hampshire, and Leominster recruit Jayson Ura-to take turns escorting each other across the George J. Bourque Gymnasium in Fitchburg State's McKay Complex.

"After doing this for 10 years... I've never had a female recruit that can't do every single thing that male recruits do," says Sgt. John Fraher, lead instructor of defensive tactics and use of force.

Three of the nine recruits are women, which Academy Director Lisa Lane McCarty says is "huge." She recalls working in other police academies, where only a few of a total 40 or 50 recruits were female.

"It is hard to recruit women into this field, because it is so male-dominated," McCarty said.

Roughly 88% of law enforcement officers are male, according to a 2013 U.S. Department of Justice report. But the tide is turning, McCarty says.

Just under 25% of total recruits in the Fitchburg State Police Program are female, including incoming freshmen, she says.

Douglas recruit Alaina Socrat says she doubted her ability to complete the academy earlier this year.

"I am a woman, a lot of guys

are stronger than me..." she says. Plus, women on the force face challenges that men don't typically experience.

For example, long hair.

When Socrat transferred into the academy as a junior, her hair wasn't long enough to knot into a bun. Municipal Police Training Committee regulation calls for women's hair not to exceed the bottom of the collar.

Until her hair grows out, Socrat fixes it in a tight, neat ponytail at the back of her head — not a strand out of place. Men typically don't have to worry about that, McCarty says.

The three women say shower time between physical training and class — 15 minutes — isn't enough to wash their hair and fix it back in a bun. So, they don't.

The women endure the same workouts as the men, except for push-ups and crunches.

The MPTC standard is lower for women on these two exercises — but all the recruits regularly exceed the minimum requirements, McCarty says.

Recruit Jessica Ferreira, of Attleboro, has come a long way with her push-ups. Before the academy started, she says she could barely do six, which is the minimum amount female recruits must perform during the first phase of physical training.

After training with a few friends, Ferreira did 10 push-ups the first day of physical training. Last week, she did 22.

"You push until you can't push anymore, and that's what these ladies are doing," McCarty says, adding that she has witnessed every recruit build strength.



JOHN LOVE / SENTINEL & ENTERPRISE

From left are Madison Medina of Pelham, N.H., Jessica Ferreira of Attleboro, and Alaina Socrat of Douglas at the Fitchburg State Police Academy.

The female recruits don't just survive, McCarty stresses: They thrive.

Medina, who attended Lowell Catholic High School, graduated Fitchburg State as valedictorian in May with a 4.0 grade-point average. She juggled the academy with a full honors course load.

"This is something I want to do, and I'm going to make it happen," Medina told herself throughout her undergraduate career. She says she can't imagine herself in any other profession. "It's a way I can make a difference," she says.

Females on the force make a difference, McCarty explains. She's encountered cases when a female victim would be more comfortable speaking with a

female officer, but there were none on the force.

"I feel like women come sometimes at a different perspective than males do to a situation," Socrat adds, explaining that females often tend to be more maternal.

Socrat says people are sometimes shocked when she tells them she is training to be a police officer. "It's a slap in the face," when others doubt her ability, she says.

After a pep talk with instructors, Socrat is now sure of her decision to join the police force.

"Fifty percent of the population is female, so I feel like 50% of the department should be female," Ferreira says.

As for the male recruits, Medina says they have all been

motivating, just as they would to any other man.

"I feel like my confidence is getting built up a little bit, because I am able to take one of the guys down to the ground when we're doing the (exercises)," Socrat says.

Socrat understands that she will encounter challenges, such as suspects larger than her.

Through the academy, she has learned techniques to overcome those challenges.

And she is ready. They all are.

Have a question for a Fitchburg State Police Academy instructor? Submit your inquiry to ndefeudis@lowellsun.com. Nicole DeFeudis: @Nicole_DeFeudis on Twitter

EARNING THE BADGE



PHOTOS BY JOHN LOVE / SENTINEL & ENTERPRISE

Family members of cadets, at rear, watch as the cadets train in Fitchburg State University's George J. Bourque Gymnasium as part of the Fitchburg State Police Academy on Saturday. The academy held a family orientation day to let families see what their cadets are battling through.

AS CADETS BATTLE, FAMILIES SEE GROWTH

At Fitchburg State academy, future police officers show off newfound discipline

By Nicole DeFeudis
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FITCHBURG» Fitchburg State University's George J. Bourque Gymnasium feels like the inside of an oven. Despite the beginning of a weekend-long heat wave, police academy recruits hustle.

Dripping sweat, recruits hold planks, leap for burpees and squat. Today, they perform for an audience: Parents and loved ones fill the bleachers, watching the team complete defense tactics training. "To see it today makes it a little bit more real," said Joan Gower, mother of Acton recruit Andrew Gower.

For the first time, the Fitchburg State Police Academy welcomed family members to

observe a day in the life of a recruit.

"I didn't realize the academy piece is so intense," said Angela Ferreira, Attleboro recruit Jessica Ferreira's mother.

After graduating Fitchburg State with bachelor's degrees in criminal science, the recruits entered the 17-week academy. If they pass Municipal Police Training Committee standards, they will be certified police officers by the end of the summer.

Each day, the recruits meet at 7 a.m. — and not a minute later — for 1½ hours of physical training. After a quick shower, they are expected in class by 9 a.m., where local officers teach Municipal Police Training Committee curriculum.

After class, Academy Director Lisa Lane McCarty usually finds the recruits assembled in a circle in the parking lot,



Leominster Police Sgt. John Fraher chats with the cadets' families. Listening to him are Glenn Ferreira and Angela Ferreira, the parents of Attleboro recruit Jessica Ferreira.

Cadets

FROM PAGE 1A

sharing notes and discussing lessons.

"I've watched these young men and women go through some tough times just to get here," she said.

She has advised the students since they joined the program as college freshmen.

"It's so sort of wonderful to me to see where these young people came from," McCarty said to the group of parents who assembled for orientation.

Before coming to Fitchburg State about 2 ½ years ago, McCarty worked at the Boylston Police Academy. The academy there held family orientation every year, she said.

Because recruits tended to be a bit older, attendees typically consisted of spouses and children.

Inspired by the success of the Boylston academy's orientation, McCarty initiated something similar at Fitchburg State.

"I'll do this every year now," she said. "You can see how proud they (the parents) are watching their children do something that's not very easy."

A few parents teared up as they watched videos of the recruits' journey and observed training.

"We hear the stories when she gets home, but there's really nothing like being here and seeing it," Angela Ferreira said.

While she worries about the dangers of the job, she knows her daughter, Jessica, is prepared.

"She's a strong girl, and she'll make a fantastic police officer," she said.

"To see it (the training) sort of validates that they're working hard," said Glenn Ferreira, Jessica's father.

Many of the parents have noticed their children grow — physically and mentally — over the last nine weeks in the academy.

Kim Kendall, mother to Leominster recruit Jayson Urato, admires her son's determination. He played football through college, all while attending classes and participating in the police academy,

"If he can get through this, he can get through anything," she said, adding that she reminds him of this all the time.

"This is a great program, and Director Lane (McCarty) has been very accessible for parents too," Kendall said.

It can be hard to watch a child push through the academy, said Patty Socrat, mother of Douglass recruit Alaina Socrat. There are many rough days, when Patty feels for her daughter.

But the certification will be well worth the struggle, she said.

"She (Alaina) has compassion and empathy, too, which is really what you want in an officer, especially in this day and age," said Alaina's father, Aaron Socrat.

Every parent, as well as McCarty, beamed with pride throughout the event.

"I'm a mentor, I'm a disciplinarian, and I'm always telling them that at graduation I'm lucky if I don't cry," said McCarty, who is awed by how far the recruits have come. And it's only Week 9.

Nicole DeFeudis: @Nicole_DeFeudis on Twitter



JOHN LOVE / SENTINEL & ENTERPRISE

Cadets Jayson Urato of Leominster and Matthew Beal of Townsend run through a drill as members of their family watch.



JOHN LOVE / SENTINEL & ENTERPRISE

Cadet Alaina Socrat of Douglas, right, chats with her mom, Patty, and brother, Nick, at the end of drills on family orientation day
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EARNING THE BADGE

Recruits aim to make impact

Police Academy Director Lisa Lane McCarty discusses training tactics

By Nicole DeFeudis
ndefeudis@lowellsun.com

FITCHBURG » Fitchburg State University Police Academy Director Lisa Lane McCarty has worked in criminal justice for over 30 years — but she has lived it for as long as she can remember.

McCarty credits her father, retired Pepperell Lt. Tom Lane, and her mother, Linda, a former executive assistant for the non-profit New England Police Part-

nership, for her interest in criminal justice.

“If you grow up in a law enforcement family, you still have to live it every day,” she said.

McCarty recalled her freshman year at the University of New Hampshire, when her father pursued a man accused — and later convicted — of murdering a Townsend woman and her two children. It was then that McCarty made it her mission to help victims of violence, thus beginning a decades-long career of advocacy and training.

After graduating in 1991 with her bachelor’s degree in political science, and her master’s in criminal justice from Fitchburg State in 1998, the Pepperell

native began work as support staff for the Middlesex District Attorney’s Office.

“I always say that my job at the DA’s Office prepared me for everything I’ve done since,” she said.

From there, McCarty worked in victim advocacy at the Leominster Police Department, the Massachusetts Department of Transitional Assistance, and the Department of Youth Services.

“Training has always been one of my passions,” she said. So when the opportunity arose for a full-time program coordinator position at the Boylston Police Academy, she took it.

“Because my dad was a cop, I think I just want to make sure **POLICE » SA**



JOHN LOVE / SENTINEL & ENTERPRISE

Fitchburg State Police Academy Director Lisa Lane McCarty talks to the families of the cadets about their time in the academy during a recent family orientation day.

Police

FROM PAGE 1A

that police officers are safe, and that they are doing the right things out in the community, because he did the job right," she said.

In 2017, she became director at the Fitchburg State academy.

"This sort of married all of my passions in one job, and I didn't even see it coming," she said.

This year's recruits will be the second class to complete the Fitchburg State summer academy. They joined the police program as freshmen at the state university, and have taken Municipal Police Training Committee curriculum while earning bachelor's degrees in criminal justice. At the end of the summer, they will be certified police officers.

"I'm able, here, to still work with young people... and I also get to sort of train them and prepare them for their future policing career.

And I get to watch them grow up while they're doing it," McCarty said.

McCarty is much more than director to Fitchburg State police recruits. She cheers for them on the sidelines as they run laps or do push-ups. She is a confidant, a supporter, a source of inspiration, and by the time recruits graduate, a friend.

On Friday morning, McCarty met with a Sun reporter to discuss the program she takes endless pride in.

What are the core lessons taught in the academy?

"Our training, and the philosophy, comes right from the Municipal Police Training Committee.

One of the hugest components is the philosophy of community policing.

You know, that you work with the community, you're part of the community, you're not set apart from it ... Everything that police officers are asked to do starts with the community, and sort of fostering trust and communication. So community policing, it's listed number one here under the declaration of principles — that's how important it is.

Everything we train here, there's a learning outcome. We do everything for a reason and it's for a training reason, it's for a learning reason, it reflects the values that we want to see them bring back to their police departments ...

We teach them that from the minute they get here as freshmen, that integrity, honor and discipline are things we're going to promote, and teach ..."



Chief Tom Galvin of the Berlin Police Department listens to Academy Director Lisa Lane McCarty as she talks to the cadets' families.

JOHN LOVE / SENTINEL & ENTERPRISE

Have you noticed any big changes over the years in how we train police officers?

"I think that one of the things that especially MPTC — but I see it nationally too — is sort of helping train the officers more in de-escalation.

So you hear that word a lot. And it's not that police officers did not de-escalate prior to this climate, but I think we're doing a better job of (teaching recruits), what does de-escalation mean?

So de-escalation, to me, means that you are taking a potentially dynamic situation, and you're strategically thinking through it before you go to the next step ... there's obviously a legal pyramid that they (officers) follow with use of force.

But before you even get to the point where you're thinking of being physical with someone, they (MPTC) want you to give some time, space and distance in that millisecond.

Now they (officers) don't have a lot of time for this, but it's to just give you some space and some thought about 'how can I possibly de-escalate this?' And that's sometimes as simple as how you talk to people ...

If you go up to someone and say, "Ma'am, I need to see your driver's license," versus, you know, "Give me your driver's license," that's already going to make a huge impact...

There are times when de-escalation doesn't work, and that's when there are laws in place and we train them (on) what do you do after that."



Cadet Jessica Ferreira listens during one of the classes in June.

JOHN LOVE / SENTINEL & ENTERPRISE

One of our readers asked, why does the MPTC no longer use the Cooper norms in training?

"These are called the Cooper Aerobics Institute norms. Cooper standards have always been around.

If you Google it, you'll see nationally that this is sort of what law enforcement has relied on in the past to say how fit should you be, or how fit do you need to be to be a police officer.

All police officers have to take a physical abilities test, which is called a PAT, and that's a Commonwealth of Massachusetts Human Resource Division requirement... that was the only prerequisite for getting into an academy, and that's still in place today.

Now as of September 2019, MPTC is now requiring an entry level standard for all police offi-

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cers to get into an academy. So in other words, they're saying you have to start out this fit.

So what typically happens is you pass a PAT test, you come into the academy, and you have to participate in at least 70% of all physical training ... but if you come in out of shape, it's sort of hard to catch up while you're in the academy.

As of September 2019, there are going to be entry-level recruit fitness standards, and they're going back to these Cooper norms."

What makes this academy different from other academies?

"Our academy is different in that our police students come in as freshmen, and as I said, they're given the MPTC officer guide before they even start classes.

So essentially, our students,

for four years, are expected to follow the conduct, academic, appearance and uniform standards that a traditional recruit follows for five months.

About a third of the MPTC academy curriculum is embedded in coursework they take as undergraduates with our professors here.

So a lot of people have asked me, 'Can we get into your police academy?' And the answer is no. Because you have to have been in the program since you were a freshman.

Our professors, and this is important, are MPTC-certified instructors, so our academy is shorter.

Our academy is 17 weeks right now, because they've taken about a third of the curriculum.

So traditionally it should be about 24 weeks... So that 17 weeks encompasses all their practical skills and anything that needs to be taught by a police officer.

(Through our program) we're going to get a highly educated and a highly trained police officer who's been following conduct rules — so it goes back to the integrity, the discipline, and the honor, and the ethics — the entire time they were here ... They are certified as police officers after four years."

What are some common misperceptions about police training?

"I think people aren't aware enough of the work that we do around community policing and valuing diversity, and problem solving in the community, and being proactive rather than reactive.

I think a lot of time what you see in the media and in the movies is the tactical, sort of high-speed stuff that they do: the use of force incidents, the chasing suspects...

I don't think people have an understanding that we are spending a lot of time in the police academies in this state just training police officers to understand most importantly that they are a part of the communities that they are serving — they are not outside of it."

What are your goals for the academy going forth?

"Obviously enrollment. Since I've been here, the enrollment has gone up... I just want to see enrollment continue. Most importantly, I'm excited to watch these recruits continue to graduate every year, and see where they go and what they do. And I know they'll do remarkable things. I know they will."

Nicole DeFeudis:
@Nicole_DeFeudis on Twitter
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Sentinel & Enterprise

Sunday, May 19, 2019 \$3.00 FACEBOOK.COM/SENTINELANDENTERPRISE TWITTER.COM/SENTANDENT

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FITCHBURG STATE COMMENCEMENT

'DON'T SETTLE'



JOHN LOVE / SENTINEL & ENTERPRISE

Graduates walk to the quad for the 123rd commencement ceremony for undergraduates at Fitchburg State University on Saturday.

FSU graduates told hard work pays off for 639 in the Class of 2019

By Jon Winkler
jwinkler@nashobavalleyvoice.com

FITCHBURG» There was an audible sigh of relief from the undergraduate class of 2019 when Dr. Alberto Cardelle allowed the students to sit down. Not because the students realized they officially survived four years of college and could start their adult lives, but because most of the female graduates had been wearing high heels since 9 a.m. Six hundred and thirty-nine students walked across the stage on the “quadrangle” grassy area in the middle of Fitchburg State University Saturday morning for the 123rd

undergraduate commencement ceremony. Family, friends and school staff cheered on the graduating class as they collected their diplomas. The school has now sent out a plethora of new young individuals with degrees in everything from technology education to political science to nursing. This year’s commencement speaker was Steven Borges, a graduate of FSU’s class of 1990 and current CEO of Nypro Healthcare. Borges said that he expressed his excitement for being invited back to the school to his fellow alumni. Their response? “My so-called friends responded with, ‘We love you.

Complete Spring graduation list on page 6A
we are excited for you, but no way would have thought you would give the commencement speech,” Borges said. The Somerset native noted that his older sister, Diane, was also an FSU alumni. Borges said that while he entered FSU undeclared, he found his path with the help of Professor Joseph McAloon. Throughout his time at FSU and his life, he picked up seven lessons he wanted the graduates to take with them. “Build your foundation to learn, select a process for looking forward, don’t settle, push your boundary of risk versus reward, serve others, lean on those who love you and be there for them, and follow your heart.” Borges said. “In doing

these seven things, you can anticipate success and misses, challenges and opportunities, and among all of it, you can expect pride and growth to be the best Fitchburg State alumni, and the best person you can be!” Local government officials also came by to salute the new graduates, including Fitchburg Mayor Stephen DiNatale and State Senator Dean Tran. “I know how hard you have worked,” Tran said. “Take the time to enjoy the triumph. We need all of you to thrive and be the best and brightest.” “This accomplishment belongs to you as well as your loved ones here today,” DiNatale said. Some of the students graduating have little time to cele-

Graduates

FROM PAGE 1A

brate. Cameron Lacouture of Leominster, excited to earn his Bachelor of Science degree in business administration, said he starts his new job as a credit analyst at the Sterilite Corporation in Townsend this Monday.

“You’re always nervous whenever you start something new,” Lacouture said.

Kiya Bodendorf of Westfield, with her Bachelor of Science degree in sociology, said she’s moving to Garden Grove, California at the end of the month to find work.

“California has always appealed to me and I thought this was the best time to make a huge life-changing move,” Bodendorf said. “I’m really excited and a little apprehensive about the future.”

Valedictorian Madison Medina, who earned summa cum laude status on a 4.0 GPA with her Bachelor of Science degree in crimi-



JOHN LOVE / SENTINEL & ENTERPRISE

One of the many decorated mortar boards at the ceremony.

nal justice, will start her tenure at the Municipal Police Training Committee academy next week. Medina, a graduate of Lowell

Catholic High School said that after juggling varsity softball and soccer with her education, she hopes her career path leads to

becoming a detective.

“I think being a police officer is one of the most rewarding jobs,” Medina said.



JOHN LOVE / SENTINEL & ENTERPRISE

Graduates Andrew Gower, on left, from Ayer and Powered by BoardOnTracky just got their diplomas at the ceremony. 92 of 101

3 speakers, 1 theme: Be true to yourself

Fitchburg State salutes 629 grads at commencement

By Craig S. Semon

Telegram & Gazette Staff

FITCHBURG – The 639 graduates of the 123rd annual commencement of Fitchburg State University could not have picked a better day than Saturday to start the next chapter of their lives.

Nor could they have picked three better speakers.

Fitchburg State University President Richard S. Lapidus, Steven D. Borges, executive vice president and chief executive officer of Nypro Healthcare and a 1990 graduate of Fitchburg State University (and this year's commencement speaker), and valedictorian Madison Medina of Pelham, New Hampshire, gave the graduates food for thought to help nurture them on the journey of life that lies ahead.

And if there was an underlining theme shared by the three speakers it was be true to oneself and follow one's heart.

Speaking first, Mr. Lapidus philosophically mused on the topic of "purpose, exploration and the importance of being oneself."

"Don't be afraid of your differences," Mr. Lapidus. "Instead, acknowledge them, build on them because they might draw you to your own special purpose in life."

Mr. Borges gave the graduates seven "takeaways" to guide them on their path during the commencement address.

His "takeaways" included build your foundation to learn, select a process for looking forward, stay true to yourself, push your boundary of risk versus reward, serve others, lean on those who love you and be there for them, and follow your heart.

Expressing how during the journey of life and professional careers one will be faced with many challenges, Mr. Borges tearfully shared that he and his wife lost their 3-year-old son Eric to meningitis, 24 hours after bringing him to the emergency room.

"Life is not a sprint but rather a journey, and it's yours to take," Mr. Borges said, "Lift yourself back up when things don't go your way. Leverage your support system of family and friends. But most importantly, if you learn from these experiences, they will make you stronger."

Mr. Borges also advised the dangers of technology and global exposure.

"Do not underestimate the speed of information, global connectivity and how poor split-second decisions can take a lifetime to defend,"



Class Valedictorian Madison Medina addresses her fellow graduates during the 123rd commencement ceremony Saturday at Fitchburg State University. View a photo gallery at telegram.com. [T&G STAFF/ASHLEY GREEN]

he said.

After thanking her parents for molding her into the person she has become, Ms. Medina gave a short but sweet valedictorian address.

"If I could give you one piece of advice today it would be to break the mold and be unapologetically you," Ms. Medina said. "Don't let the fear of being judged or failing keep you from being true to yourself ... Every failure and misstep along the way has shaped you into the individual you are today. Although the future may be uncertain right now remember that these past four years have equipped you with the tools needed to succeed in whatever path you choose to take."

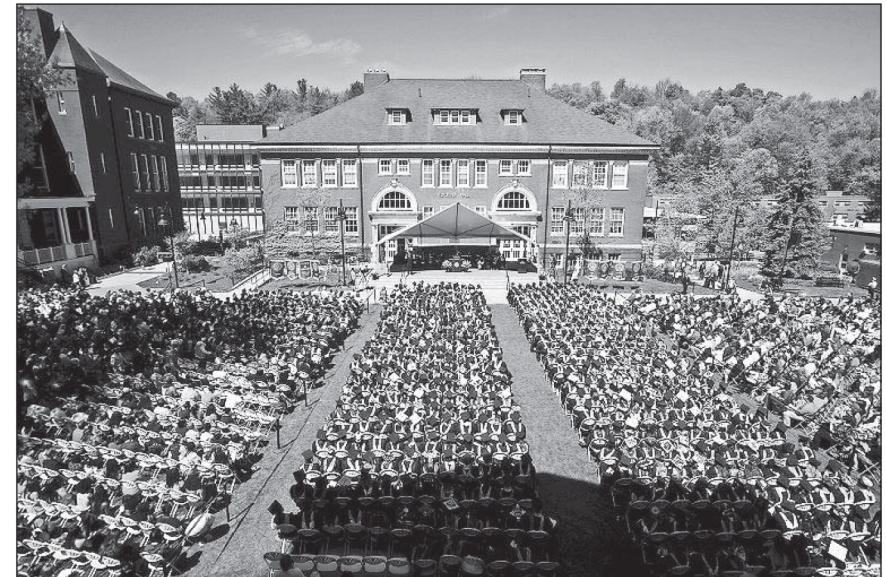
FITCHBURG STATE UNIVERSITY GRADUATES

Brooklyn, Conn.: Meena Roy MS
 Ashburnham: Katelyn M. Becotte BS, Rebecca A. Behringer BS, Tyler J. Caforio BS, Sabrina M. Caldwell BS, Richard T. Cook MBA, Kathryn A. Evancic BS, Janelle G. Fargues BS, Rebecca Gardner BS, Carol E. Healey MED, Peter A. Jones BSE, Dylan R. Mei BS, Rachel C. Vargeletis BS
 Ashby: Michael J. Carson BS, Austin L. Gilbert BS, Samuel C. Laszlo BS, Samuel C. Laszlo BS, Karen Zimmerman MS
 Athol: Aimee L. Bachelder BS, Heather M. Corbett MED, Raeanne Mullet BS
 Auburn: Nicholas J. D'Acri BS, Patrick B. Germain BS, John G. Halliday BS, Dominique A. Jose BS, Paige Q. Nystedt MED, Alyssa J. Reynolds CAGS
 Baldwinville: Katharine M. Hill BSE, Jared C. Merritt BS, Edward C. Zink BS
 Barre: Shannon M. McInerney BS
 Berlin: Nicole I. Zwicker BS
 Blackstone: Tyler W. Brabham BS
 Brimfield: Shannon R. Cibien BS
 Charlton: Brian J. English MBA, Erin M. Tetreault BSE, James B. Tripp Pockevicius BS
 Cherry Valley: Scott L. Gillaspie MBA, Calvin Nguyen BS
 Clinton: Caitlin R. Bogue MBA, Catrina G. Connolly BS,

Marlene Cupka MS, Kelvin A. De Leon BS, Haley Gaughan MED, Meaghan K. Gnieski MED, Shayne E. O'Malley BS, Rishaini A. Obispo BS, Jennifer M. Zelent MBA
 Douglas: Jordan A. Ayotte BS, Alaina M. Socrat BS
 Dudley: Stacy A. Bond MED, Emily M. Fortin BS, Alexis G. Menard BS
 Fitchburg: Jorge L. Aguirre MBA, Fernando Antelo BS, Webster R. Bokoo BS, Barry M. Bouchard BS, Nicole A. Bourgeois BS, Matthew P. Capone BS, Steven P. Carosello MBA, Sabrina A. Collins BSE, Sean M. Daley BS, Rachel Dunning BS, Sandy T. Duong BS, Brandon J. Ecklund BS, Ununuma K. Eligwe MBA, Samir Elmasri MED, Laura J. Finizio MED, Katelyn A. Fitzgerald MED, Michael P. Fleming BS, Zoe P. Frati BS, Stacey Garcia BS, Lisa P. Gilchrist BS, Javoy A. Griffiths BS, Erin M. Guimond MED, Elizabeth A. Hawthorne BSE, David P. Hirst BS, Kyle F. Hofer BS, Benjamin F. Hyde BS, Evelyn Island-Mateo MBA, Kelsey L. Jordan BS, Zachary R. Kane BS, Derick R. Kay BS, Grace N. Kiigi BS, Roxanna D. Kurtz MS, Yionghiasider Lee BS, Heather M. Leger MED, Tyler T. Leger BS, Bonnie F. McCullough CAGS, Alicia M. Navarro BS, Matthew K. Pawson BS, Natalie I. Pellecchia BS, Eric F. Ramos BS, Jennifer G. Ritari BS, Nicholas E. Roberts BS, Kevin Sarsfield MBA, Cynthia B. Schilling BA, Samantha S. Staples MS, Brandon R. Stone BS, Shania M. Therrien BS, Ashley I. Thibault BS, Tatiana Topala BS, Joshua F. Veronesi BS, Daniela R. Wholey BS
 Gardner: Natalie M. Antaya BS, Cammy L. Aukstikalnis BS, Jennifer E. Burnell MED, Emily A. Campbell BSE, Rachel J. Champa MED, Ashley Comley BS, Darrion R. Donaghy BS, Anthony D. Ferrari BS, Sierra D. Lopez BS, Kaitlyn M. Mearn BS, David A. Ormsby BS, Cassandra S. Pillsbury BS, Jennifer P. Plummer BS, Connor M. Puchol BS, Jerrika St. John BS, Seth A. Vogel BS
 Grafton: Cole V. Antalek BS
 Harvard: Leanne M. McDonald BS
 Haverhill: Janet A. Barnett-Boucher MBA, Kyle D. Berk MED, Amber M. Braxton BSE, Austin M. Dulong BS, Brett M. Pettis MED, Anthony Temperino BS
 Holden: Alanna R. Delahanty MED, Laura E. Fahey BS, Ngocchai T. Ly MBA
 Holliston: Janelle M. Hart MED, Hailey R. O'Brien BA
 Hudson: Elizabeth J. Davidowicz MBA, Michael Lodi MBA, Timothy P. Maye BS, Kayla L. Monteiro BS, Megan A. Ramsbottom BS, Hannah Webb MS
 Jefferson: Brittany T. Benoit BS
 Lancaster: Luke Gilchrist BS, Connor J. King BS, Benjamin P. Sherman BS, Malorie S. Volent MED, Torrey B. Wang BS
 Leicester: Elizabeth A. Scotia BS
 Leominster: Nnenna J. Ajuzieogu MBA, Joyce A. Amankwah BS, Julius Annan BS, Ashley C. Arpano MA, Rebecca Ashman BS, Aaron E. Beaulieu BS, Jennifer Belfield BS, Elizabeth Benard MBA, Tara P. Burke BS, Michael A. Carpenito MBA, Matthew Casaubon BS, Emiliano Cespedes BS, Alec B. Cornish BS, Alison J. Courteau MED, Kylie R. Dembek MBA, Megghan P. Duffy BS, Lindsey V. English MBA, Emily M. Flathers BSE, Kadidiatou Fofana BS, Deborah L. Fratturelli



President Richard Lapidus presents Hailey O'Brien with the Dr. Robert V. and Jeanne S. Antonucci Student Leadership Award during the 123rd commencement ceremony Saturday at Fitchburg State University. [T&G STAFF/ASHLEY GREEN]



The 123rd commencement ceremony at Fitchburg State University on Saturday. [T&G STAFF/ASHLEY GREEN]

MBA, Ryan B. Gallagher BS, Amir Hamza BS, Tina K. Huynh BS, Sarah G. Jolicoeur MED, Paige N. Kaczor BSE, Miranda H. Kaldis BS, Leanne L. Kay BS, Cameron C. Lacouture BS, Taisha Lopez BS, Ashley R. Lopez BS, Donna M. Lozeau BS, Zoeth H. Magembe BS, Anthony Manganaro BS, Auria J. Manktelow BSE, Hannah E. Mason MED, Joshua A. Melanson MS, Noah R. Milliard BS, Elizabeth G. Muturi BS, Chantal B. Nadeau BS, Regina G. Pelham BS, Adam J. Ranucci BS, Molly P. Richard BS, Anysha Santiago Colon BS, Michaela E. Sarasin BS, Darci M. Saulnier MED, Kimberly A. Sherman-Cook MED, George A. Silvia BS, Julianna K. Smith BS, Zachary A. Smith BS, Silvana M. Sosa BS, Veronica L. Torres BS, Ketrina Uka MED, Jayson R. Urato BS, Sean M. Vincent BS, Denzel M. Weatherspoon BS, Nichole A. Wheeler MBA, Jessica R. Wolf BS
 Lunenburg: Michelle A. Abbascia BS, Sean D. Beverly BS, Heather L. Dancause MED, Danielle Fleckner BS, Andrew C. Fletcher BS, Conner Ghiz BS, Michelle L. Gosselin BS, Ryan D. Hallisey BS, Hannah E. Keohan BS, Rachel E. Kersey BS, Sarah J. Lewenczuk CAGS, Samantha A. Lucier BS, Kaela R. Martinez-Niemela BSE, Lee A. McDonald BS, Rebecca A. Paquette BSE, Richard V. Parsons MED, Lynette J. Pimentel BS, Matthew J. Pinard MBA, Paul S. Reddington BS, Christina M. Stanford BS, Damiana Z. Toscano BS
 Marlboro: Evan A. DeSimone BS, Haneen Jaara MS, Halle J. Lopez BS, Miguel A. Menendez BS, Lucas B. Peixoto BS, Amy K. Saunders BS, Kristin E. Sherwood MED, Brittany P. Vermilyea BS
 Mendon: Brandon A. Gaulin BS
 Milford: Brandon O. Avila BS, Amy T. Dulak MBA
 Millbury: Selia G. Cox BS, Kellie M. Fiore BS, Megan L. Samara BS
 Monson: April Y. Scott BS
 North Brookfield: Paul R. Valley BS
 North Grafton: Rachel S. Kalagher BS
 Northboro: Suzanne N. Karioki BS
 Northbridge: Jay W. Reiss BS
 Orange: Catherine L. Gullage BA, Collin J. Mailloux BS, Kayla Pollack BS, Melissa L. Rodrigues BS
 Oxford: Patricia J. James MED, Lindsey L. Murphy BS, Matthew J. Talman CAGS
 Paxton: Matthew R. Elicone BS, Casey A. Murphy MED
 Princeton: Jacob A. Elie BS
 Rutland: Vanessa K. Sackett MED

Shrewsbury: Tyler R. Bradway BS, Kathryn M. Carroll BS, Kyla M. Collins BS, Christopher J. Gerardi BS, Gao D. Le MBA, Lucas D. Remington BS, Lisa M. Sequeira MED, Kevin T. Woods BS, Kimberly A. Youksteller BS
 Southboro: Jules E. Stackhouse BS
 Southbridge: Jacqueline V. Fernandez MED, Cristal M. Ramos BS
 Sterling: Emily M. Murphy MED, Debra E. Perini BS
 Stoughton: Samantha A. Gomes BS, Esther Jeannite MBA, Amy J. Kelly BS
 Templeton: Joseph R. Canney BS, Rebecca T. Charette BS, Allison Cormier BS, Timothy D. Foss BS, Selina Thomsen MBA, Katelyn H. Williams MBA
 Uxbridge: Benjamin Tryon MBA
 Vineyard Haven: Hope S. Fecit MED
 West Bridgewater: Kristine K. Chylinski MED
 Warren: Kevin McCleary MBA
 Webster: Kristen F. Cameron MS, Danyel J. Stone BS
 Westboro: Meaghan Duffy MBA, Allaire M. McDonald BS, David A. Somerville MED
 Westminster: Drew E. Anderholm BS, Erika B. Andrews BS, Jack T. Arsenault BS, James E. Boyack MBA, Madison D. Cole BS, Sean P. Curry BS, Tracey B. Dinardo MBA, Gwen Farley MBA, Michael J. Graves BS, Jeffrey D. Letendre BS, William J. Mallet MBA, Jonathan P. Mangini BS, Karissa J. Ross BS, Brett T. Smith BS, Victoria S. Straitt BS
 Winchendon: Kathryn R. Alden BS, Michel L. Cocuzza BS, Donna M. Duvarney-Heacox BS, Daniel L. Fournier BS, Austin Landress BS, Olivia H. Lore BS, Scott E. Murphy BSE, Jordan P. Provencal BS, Jacqueline A. Skawski BS, Christopher R. Willett BS, Jonathan D. Zukowski BS
 Worcester: Laith H. Alnajjar BS, Lauren B. Andrews BS, Maimuna Bah-Marques BS, Alexander Bello BS, Lisa M. Dagnello MS, Pamela Daly MBA, Rachel B. Danso BS, Diana Desai MBA, Sterley R. Dimanche BS, Zachary R. Doucimo BS, Lois O. Dwira BS, Hannah G. Dziejewietin BSE, Gabrielle E. Enyim BS, Mercy A. Frimpong BS, Jessica L. Galvin BS, Shirley N. Hammond BS, Kristen N. Houbre BS, Benjamin R. Lapin BS, Eunice M. Maina BS, Saisha Matias BS, Nicole M. Moquin MBA, Joseph N. Mwaura BS, Philip M. Papoojian MS, Brooke M. Rogers BS, Melanie S. Santiago BS, Karen M. Santos BS, Justin R. Smola BS, Sarah C. St Amour MS, Jesse J. St Laurent BS, Joseph W. St Laurent BS, Anh H. Vo BS, Jonel J. Yeans BS

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EDUCATION

FSU, MWCC team up with high schools for early college program

BOSTON» Fitchburg State University, Mount Wachusett Community College, Fitchburg High School, Leominster High School, Sizer School and Gardner High School will launch a new early college program that will give students an opportunity to earn 12 college credits while still in high school.

The Early College Designation was among several announced Thursday by Gov. Charlie Baker during an event at Bunker Hill Community College in Boston.

The colleges and areas high schools collaborated to develop the North Central Massachusetts Early College Academy. The academy will build upon early college programs already in existence at the member

schools, creating an overarching model that incorporates their best practices and expands the number of students who can be accommodated. The program is designed to serve students who are first-generation, low-income and otherwise under-represented in higher education.

“This collaboration will open doors of opportunity for high school students across the region and will give them the tools to persist and succeed in college,” Fitchburg State President Richard S. Lapidus said.

“This designation creates a new pathway for area students to accelerate their education and begin college courses in high school,” Mount Wachusett Community College President James Vander Hooven said. “We are fortunate to have such strong local partners and I look forward to expanding the opportunity for early college to more students.”

The academy’s curriculum pathways will initially include liberal arts; health care; business/computer information; biology; industrial technology/

EDUCATION » 4A



SUBMITTED PHOTO

(From left) Gardner High School student Karl Siniawski, Fitchburg High School student AhSen Khan, Leominster High School Principal Steven Dubzinski, Fitchburg High School student Wonuola Ashaju, Fitchburg High School Principal Jeremy Roche, Gardner High School Principal Paula Bolger, Gardner High School student Trinity Bridge, MWCC President James Vander Hooven, Fitchburg State University President Richard Lapidus, Fitchburg State Provost and Vice President for Academic Affairs Alberto Cardelle, Fitchburg State Associate Vice President for Academic Affairs Cathy Canney, MWCC Assistant Dean for K-12 Partnerships and Civic Engagement Fagan Forhan, MWCC Vice President for External Affairs, Communications and K-12 Partnerships Lea Ann Scales, and MWCC Director of Early College & Dual Enrollment Sara Vettesse.

Education

FROM PAGE 3A

engineering; and environmental and earth science. Through the academy, students will be able to attain college credits and credentials prior to graduation, moving them towards a certificate, associate’s and/or

bachelor’s degrees. This work will ultimately result in a cohesive public education strategy that bridges high school and higher education for youth in North Central Massachusetts, and will serve as a framework for expansion across the region.

The program provides college exposure to students early in high school

who otherwise may not have considered higher education an option. Those barriers will be addressed during the program, facilitating successful degree program completion and opening students to career opportunities that may not have imagined for themselves.

Under the Early College Designation put

forth by the Massachusetts Board of Higher Education and Board of Elementary & Secondary Education, approved designated early college programs in Massachusetts will provide equitable access; guided academic pathways; enhanced student support; relevant connection to career; and effective partnerships.

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TECHNOLOGY IN THE CLASSROOM

Leominster students turn teachers for a day

Frances Drake pupils show FSU profs computer skill

LEOMINSTER» Members of the Fitchburg State University faculty recently visited Frances Drake School in Leominster to see how pupils are using Google Suite technology in their classrooms.

The university is looking at ways to incorporate Google Classroom in its teacher preparation programs so teacher candidates are prepared to use the technology school districts are currently using. The pupil-led demonstration was designed to offer a practical view of its potential.

In the recent visit, three fifth-grade classrooms welcomed Fitchburg State students and faculty for a demonstration of Google Documents, Google Classroom and Google Slides. The elementary school teachers and pupils shared how the programs support their everyday learning, including collaborative creation of presentations, research and classwork.

“Students showing Fitchburg State’s faculty how Frances Drake integrates technology as a learning tool is authentic and relevant professional development,” said Fitchburg State Associate Dean Lourdes Ramirez, M.Ed., who organized the visit. “The faculty found it



SUBMITTED PHOTOS

Fitchburg State Professor Rob Shapiro watches as Frances Drake School pupils Kaitlin Hurtado, center, and Peace Osoro demonstrate Google Suite.



Fitchburg State Professor Danette Day gets a demonstration of Google Suite in a classroom at Frances Drake School in Leominster.

useful to see first-hand how teachers are integrating technology in their classrooms. They were impressed by how engaged and excited students were about learning. And, they were also impressed by the students’ knowledge of the technology as they were

able to answer all the questions faculty asked them.

Ramirez said the faculty also saw how the pupils use technology to collaborate with each other.

“Collaboration certainly prepares students not only though their years in school, but for their future careers,” she said. “Teachers were able to provide immediate feedback to students on the work they were producing, even using their cell phones while walking about in the classroom.”

The university is continuing to partner with local school districts to benefit both pre-K to 12 pupils as well as Fitchburg State’s own students.

August 19, 2019

Fitchburg State adding MBA in health care



PHOTO | GRANT WELKER
Fitchburg State University

Fitchburg State University is expanding its MBA program to including an online program in healthcare management.

The program has been designed to accommodate those already working in the field, with all coursework online in a seven-week time period, Fitchburg State said Monday in announcing the new program. The new MBA can be completed in as short as 12 months.

The healthcare management MBA is aimed at helping students identify and implement effective solutions for challenges in healthcare, with subjects of study including healthcare marketing, finance and law, the university said. It will be taught by the same Fitchburg State faculty who teach on campus.

The new program begins this fall and will have multiple start dates each year. Tuition will be \$12,510, with no requirements for a graduate management admission test or graduate record examination.

Fitchburg State also has MBA degrees in management, accounting and human resources management.

June 3, 2019

Fitchburg State signs nursing degree agreements with community colleges



PHOTO | GRANT WELKER
Fitchburg State University

By Grant Welker

Fitchburg State University has signed nursing-degree agreements with community colleges in Worcester, Gardner, Bedford and Fall River.

The agreements, which the university announced Monday, guarantee students a spot at Fitchburg State's bachelor's nursing program and is aimed at helping ensure more of the state's nurses have bachelor's degrees in the coming years.

Fitchburg State's agreements will help students at Quinsigamond Community College in Worcester, Mount Wachusett Community College in Gardner, Middlesex Community College in Bedford and Bristol Community College in Fall River. The agreements, which waive application fees and essay requirements for students, were created with support from a Massachusetts Department of Higher Education nursing and allied health grant.

The project is expected to produce at least 18 additional students a year with a bachelor's degree, Fitchburg State said.

The Massachusetts Action Coalition, an industry advocacy group, has a goal of having 80% of the state's nurses holding a bachelor's degree by 2020. At the most recent count in 2017, the group said the rate was 56%, up from 49% in 2010.

The group says bachelor's degrees are critical for nurses to help them advance in their career and support the state's growing need in the field.

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FITCHBURG STATE

Admissions pacts to aid nursing students

FITCHBURG » Newly-signed agreements between Bristol Community College, Middlesex Community College, Mount Wachusett Community College and Quinsigamond Community College will guarantee students' seamless admission to Fitchburg State University's baccalaureate nursing programs.

The collaborations will help the state meet the Massachusetts Action Coalition goal of having 66 percent of the state's nurses hold a bachelor of science degree in nursing by 2020, and 80 percent by 2025.

"These agreements will help students achieve their academic and professional goals while supporting the state's public health objectives," said Fitchburg State President Richard S. Lapidus. "Our public higher education institutions will continue to look for productive collaborations."

"This agreement is a win for students and the communities they will serve as nurses. It creates a clear path from an Associate's Degree in nursing at a community college to a Bachelor's Degree while being able to work in the field," said MWCC President James Vander Hooven. "This is a fantastic example of what the strong relationship between MWCC and Fitchburg State University can accomplish for our communities and students."

"Providing Bristol's students with seamless admission to Fitchburg State's baccalaureate nursing programs is an exciting extension of our mission to bridge access to critical health-

STUDENTS » 6A

Students

FROM PAGE 3A

care education for high-paying career opportunities in our region," said Bristol Community College President Laura L. Douglas. "The college is excited to provide students with innovative learning resources from both institutions, while

promoting a college-going culture in our local communities."

"Middlesex is pleased to work with a tremendous public higher ed partner like Fitchburg State University on a much needed ASN to BSN transfer program," said Middlesex Community College President James C. Mabry. "This program is both a great opportunity for community college

students, but also helps expand the pipeline for high quality health care professionals that are in great demand across the state."

"This agreement will allow our nursing students to easily and seamlessly matriculate to a four-year nursing degree program at Fitchburg State," said Quinsigamond Community College President Dr. Luis G.

Pedraja. "At QCC, we are constantly working to facilitate ways for our students to fulfill their all of their educational goals, through articulation agreements with both private and public four-year institutions."

The agreements were created with support from a Massachusetts Department of Higher Education Nursing & Allied Health grant. The project is

expected to produce at least 18 additional students a year with the bachelor's degree.

Participating students will be guaranteed acceptance to Fitchburg State when they sign up for their first year of community college and will be placed in contact with the university's admissions and continuing education offices. They will be allowed to transfer up to

88 credits (including 39 from the nursing major) from the sending community college. Application fee and essay requirements will also be waived for participating students.

Fitchburg State's baccalaureate nursing options include in-person and online programs, as well as a program tailored to LPNs seeking to complete their BS in Nursing degrees.

FITCHBURG STATE

Ramos named one of state's 29 Who Shine

FITCHBURG » Alexander Ramos Jr. of Leominster represented Fitchburg State University when the state celebrated “29 Who Shine” in its public higher education system at a ceremony at the Statehouse on Friday, May 3.

Ramos, graduating in May with a degree in political science, has distinguished himself as a stand-out scholar and leader throughout his time at Fitchburg State, starting as a high school student when he began dual enrollment courses on campus.

He immediately impressed university faculty with his talent and intellect, and continued to excel over the rest of his time at the university, being named to the Dean’s List and President’s List in recognition of stellar academic performance. He is a Commonwealth Honors Scholar who represented the university with distinction as a member of its nationally recognized Moot Court team.

Ramos’ service to the university community includes welcoming prospective students as a tour guide in the Admissions office and working as an orientation leader to help new students become acclimated to life at Fitchburg State.

His advocacy for fellow students continued with his elected service as representative to the Student Government Association and then as student representative to the university’s Board of Trustees. He was also appointed to represent students on Fitchburg State’s All University Committee (which



Alexander Ramos Jr.

changes to curriculum, academic policies and student affairs), where he served as vice chair.

Ramos has also contributed to the strong connections between the university and wider community, interning first in the office of Fitchburg Mayor Stephen L. DiNatale, where he researched proposed legislation and analyzed ordinances passed by the local City Council.

He also attended political events and assisted the mayor’s chief of staff with constituent services. In his senior year, Ramos interned in the office of U.S. Rep. James P. McGovern, where he assisted with constituent services. In addition, he organized a public affairs program for local access television, providing informed student perspectives on local and national issues of the day.

Ramos was joined at the 29 Who Shine ceremony Friday by faculty mentor Paul I. Weizer, a member of the university’s Economics, History and Political Science Department.

“Dr. Weizer has consistently gone above and beyond in his support of my personal and professional aspirations, from advising me on what classes to take to prepare for law school to counseling me about whatever hardships I encountered,” Ramos said. “I am forever indebted to him for his guidance and teaching.”

LOCAL

COLLEGE TOWN

2nd #HackFitchburg on tap

Fitchburg State University's ideaLab will host its second #HackFitchburg event next month, the school announced.

The "fun-filled brainstorming activity" is scheduled to run from 6 to 8:30 p.m. Sept. 23 at the ideaLab, in Fitchburg State's theater block at 717 Main St., Fitchburg, the university said.

The concept of #HackFitchburg is to bring "community stakeholders" together to come up with a

solution to a single question affecting the city, according to Fitchburg State.

"These events bring people together and make conversations about community development engaging through active brainstorming," Joshua Croke, a consultant at the ideaLab, said in a statement. "It also provides opportunities for residents to be directly involved in sharing their ideas for their neighborhoods and the communities of which they are a part."

The event is free. To register, visit hackfitchburg.eventbrite.com.

LOCAL NEWS

LETTERS AT FITCHBURG STATE UNIVERSITY: SENTINELANDENTERPRISE AND TWITTER.COM / SENTANDENT

sentinelandenterprise.com

STATE GRANTS AWARDED

FSU TO USE FUNDS TO ASSIST IN DOWNTOWN REDEVELOPMENT



SUBMITTED PHOTO

Fitchburg State University President Richard Lapidis stands to the right of Lt. Gov. Karyn Polito after the state announced the recipients of grants for downtown redevelopment in New Bedford on Tuesday.

Awarded two TDI Local grants for \$30,000 and \$35,000

NEW BEDFORD » The Baker-Polito administration has announced the expansion of the Transformative Development Initiative, a MassDevelopment program for Gateway Cities, including Fitchburg, designed to accelerate economic growth within focused districts.

Lt. Gov. Karyn Polito made the announcement with MassDevelopment President and CEO Lauren Liss, New Bedford Mayor Jon Mitchell, and members of the New Bedford legislative delegation at the WHALE Co-Creative Center in New Bedford.

“In Gateway Cities across the commonwealth, we’re seeing investments and capacity-building through the Transformative Development Initiative leading to strategic wins and progress toward long-term development goals,” said Gov. Charlie Baker.

“Our administration is pleased to further expand this program, which represents an innovative, block-by-block approach to revitalizing local economies.”

“I was proud to join local officials, community members, and our partners at MassDevelopment today to announce new support for the Transformative Development Initiative,” said Polito.

The new fellows will join established fellows in existing districts in Chelsea, Fitchburg, Lawrence, and Worcester.

Fitchburg State University was awarded two TDI Local grants for \$30,000 and \$35,000. TDI Local is a small grants program that supports local market development.

These small grants foster business, resident, and property owner engagement and build community identity while improving the public realm.

Fitchburg State University, together with ReImagine North of Main, will use the \$30,000 Lease It Local grant for its Retail District Lease program, which will provide lease subsidies to businesses in a concentrated location to encourage business and property owners to cultivate a critical mass of local business leaders.

The TDI partners and local property owners will match grant funds with an additional \$30,000.

This \$35,000 Local Lift grant will support the North of Main Façade Improvement Program, which provide incentives for private-sector improvement of commercial buildings in the TDI District.

The program aims to make revitalization efforts affordable by providing matching grant funds to private building and business owners for façade projects that to protect the historic integrity of the building while improving the appearance of the downtown area. FSU, alongside ReImagine North of Main and local property owners, will match grant funds with an additional \$35,000.

“Often called ‘an accelerator for places,’ the Transformative Development Initiative helps leverage redevelopment efforts and build momentum in Massachusetts’ Gateway Cities,” said MassDevelopment President and CEO Lauren Liss.

“MassDevelopment is grateful for the support of the Baker-Polito Administration as we expand the program further and direct additional resources for continued, locally led economic growth and capacity building.”