



Fitchburg State University

Board of Trustees

Published on June 5, 2020 at 8:24 AM EDT

Date and Time

Wednesday June 10, 2020 at 9:30 AM EDT

Notice of a Meeting of the Fitchburg State University Board of Trustees on June 10, 2020 at 9:30 a.m.

This meeting will be held via teleconference as approved by Governor Baker.

Live stream event for view/listen only participation:

<https://stream.meet.google.com/stream/2aa00dd3-ae29-4e9b-a752-aa866712453a>

For public comments to the board (accepted at the beginning of the meeting):

978-665-3698

Agenda

	Purpose	Presenter	Time
I. Opening Items			9:30 AM
Opening Items			
A. Record Attendance and Guests			1 m
B. Call the Meeting to Order			1 m
C. Public Comments			3 m
D. Approve Minutes from the Board of Trustees March 31, 2020 meeting - VOTE (14-19/20)	Approve Minutes		1 m
Approve minutes for Board of Trustees on March 31, 2020			
II. FY2020-FY2021 Endowment Incentive Program			9:36 AM
A. Resolution Endowment Incentive Guidelines	Vote		5 m
III. Strategic Planning			9:41 AM
A. Draft Strategic Plan	Vote		30 m

IV. Notifications		10:11 AM
A. Personnel Actions (N07-19-20)	FYI	1 m
V. Student Trustee Report		10:12 AM
A. Crystal Aneke will provide the Student Trustee report.	FYI	5 m
VI. Chair's Report		10:17 AM
A. Don Irving will provide the Chair's report.	FYI	5 m
VII. President's Report		10:22 AM
A. Campus Updates	FYI	10 m
B. News Clips	FYI	1 m
VIII. Executive Session		10:33 AM
A. It is requested that the Board of Trustees enter into executive session to discuss collective bargaining, and not return to public session. VOTE (17-19/20)	Vote	1 m
IX. Closing Items		10:34 AM
A. Adjourn Meeting	Vote	1 m

Cover Sheet

Approve Minutes from the Board of Trustees March 31, 2020 meeting - VOTE (14-19/20)

Section: I. Opening Items
Item: D. Approve Minutes from the Board of Trustees March 31, 2020 meeting -
VOTE (14-19/20)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees on March 31, 2020
VOTE Minutes.pdf

DRAFT



Fitchburg State University

Minutes

Board of Trustees

Date and Time

Tuesday March 31, 2020 at 8:00 AM

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

This meeting will be held via teleconference as approved by Governor Baker.

For public comments only:

978-665-3698

For public listening and viewing:

<https://stream.meet.google.com/stream/511142d9-117d-495a-912e-93e06283a568>

Trustees Present

A. Clementi (remote), C. Aneke (remote), C. Stimpson (remote), D. Irving (remote), D. Nieto (remote), D. Phillips (remote), D. Tiernan (remote), F. O'Donnell (remote), L. Barrieau (remote)

Trustees Absent

M. Nicholson

Ex-Officio Members Present

R. Lapidus (remote)

Non Voting Members Present

R. Lapidus (remote)

Guests Present

G. Doiron (remote), Members of the Executive Cabinet, S. Swartz (remote)

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 Mar 31, 2020 @ 8:00 AM.

C. Public Comments

There were none.

D. Approve Minutes from the Board of Trustees January 28, 2020 meeting - VOTE (12-19/20)

D. Phillips made a motion to approve the minutes from Joint Board of Trustees meeting with the Foundation Board of Directors on 01-28-20.

L. Barrieau seconded the motion.

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

Roll Call

C. Stimpson Aye
C. Aneke Aye
D. Irving Aye
D. Nieto Aye
A. Clementi Aye
M. Nicholson Absent
F. O'Donnell Aye
L. Barrieau Aye
D. Phillips Aye
D. Tiernan Aye

II. Tenure

A. Tenure- VOTE (13-19-20)

The President next presented the candidates for tenure. The candidates presented were recommended and supported by the candidate's respective department, Department Chair, Dean and Provost.

D. Phillips made a motion to grant the faculty and librarian presented to receive Tenure status effective September 1, 2020.

L. Barrieau seconded the motion.

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

Roll Call

D. Tiernan Aye
D. Nieto Aye
D. Irving Aye
D. Phillips Aye
F. O'Donnell Aye
M. Nicholson Absent
C. Stimpson Aye
C. Aneke Aye
L. Barrieau Aye
A. Clementi Aye

III. Strategic Planning

A. Letter to Trustees

D. Irving discussed the Strategic Plan information in the packet. The president explained the process. He said the Commissioner addressed the campus community in the fall to share the importance of strategic planning. He stated that the BHE is requiring a slightly more prescribed plan from each campus than in prior iterations. This time around the DHE main focus is centered around issues of equity. The president further explained the work thus far undertaken by the five Theme Committees and the Steering Committee. The committees are made up of a cross section from all sectors of the campus community that included faculty, staff and students. There were focus groups conducted with business leaders and politicians from the city and region. All of the information produced was collected and was used to inform the work of the Steering Committee. The president said that ideally, when the campus returned from winter break, we were prepared to hold campus forums and provide other opportunities for all to provide feedback on the document. Some of this work happened and some did not. The COVID-19 virus has disrupted and derailed our business of education. The feedback opportunities have been converted to online conversations and other feedback mechanisms to allow the campus community to participate. He said he was hopeful that the online format would give those that might not have participated the opportunity to do so. We are generating a healthy response already. He stated that the process will progress forward as long as it makes sense to do so. It is important not to lose continuity. He also stated that he was sure that the Commissioner would be flexible with timelines given the current situation.

The president next reminded the board of the NECHE accreditation process that will abut the Strategic Planning process. He stated a concern if the campus had to work on both projects simultaneously.

D. Phillips, Trustee representative on the Steering Committee, informed the board of the virtual meeting last week. The Steering Committee received a great deal of information from the themed committees and are sharing information in a fast and furious way. She stated how incredibly impressed she was with the faculty, administration, staff and all the representatives on the committees. Everyone is contributing. She would appreciate it if the board members review the materials and send any comments to her or P. McCafferty to bring their voice to the Steering Committee.

C. Aneke asked about student representation on the Steering Committee. P. McCafferty will confirm with the student representative regarding undergraduate and graduate student participation.

There was a discussion on the Themed Committees work, the timeline and the formal process.

The president added that the overall exercise has provided much good insight into the foundational principal of equity. He said there have long debates that revolved around equality and equity. He emphasized that not all students need the same supports so their needs to be variation for all to be successful.

B. Envisioning Fitchburg State University in Five Years

C. Strategic Plan Goals

IV. Notifications

A. Personnel Actions (N05-19-20)

The personal actions were submitted for informational purposes. The president noted the hiring of a new fulltime head Football coach that previously worked at WPI. This campus has never had in a meaningful way a fulltime athletic coach. The coaches play an important part of the recruiting process and play a crucial part of making our enrollment numbers. We are going to test this to see how it goes.

B. Promotions - (N06-19-20)

The president notified the board of the faculty who were promoted. He stated two individuals who applied were not successful. Their work is progressing, but falls short of early promotion. The decision does not impact future decisions.

A. Clementi asked about the faculty in the nursing department. There was a discussion.

V. Student Trustee Report

A. Crystal Aneke will provide the Student Trustee Report

C. Aneke informed the board of the students perspective on how the university has handled the global pandemic currently taking place. The students appreciate the transparencies and the recent pass/fail adjustments to grading that was recently approved by the governance system. The flow of information to students regarding housing, academic affairs, and other services has been invaluable. Although, the students are concerned about when they will be receiving their refunds.

VI. Chair's Report

A. Donald Irving will provide the Chair's report

D. Irving attended the recent virtual meeting with board chairs and presidents. They did discuss refunds to students. This will leave a bid deficits to every campus. He hope is that the legislator will help. The residence halls and the dining hall is not being used but the institutions still have to pay the debt service. We are all breaking new ground.

VII. President's Report

A. COVID-19 Campus Actions

The president stated that the campus had a very short amount of time to change completely the way it does business. He noted that faculty, staff, administration and students have worked tirelessly to transition to remote learning within days. There have been some small glitches, but overall the transition was remarkably smooth. The executive team meets almost every day to share best practices in an effort to make this conversion as positive as possible. A coronavirus webpage was built in an effort to be as transparent as possible and will continue to be updated as new information becomes available. He anticipates the Governor will continue to have state employees work remotely. All of our classes are now remote. The campus is calling itself remote as opposed to online because faculty are using Blackboard, courses are being taught on Zoom, or google hangouts, or by conference call or in some cases conference phone lines. We are using all kinds of tools with the goal of delivering quality educational content. There are currently 21 students on campus housed in one location all of which have extenuating circumstances. Chartwells is providing them with meal service. Graduation and other events have been postponed. A survey was sent to seniors letting them know that the university is not going to deprive them of a graduation and that their input was sought for future planning.

There was a discussion on the grading policy, and the extension of the incomplete process until the fall.

The president reported that counseling services, tutoring and mentoring are all online and available as students need services. Student Affairs is working hard to create opportunities for online social interaction and are trying to provide quality alternative substitutes. The student refund process is underway and the date for disbursement is mid-April. This is consistent with our sister institutions. We are thinking of ways to recruit for the fall semester.

The president said this has been tough and he cannot say enough positive things about how everyone has stepped up, including students. It's been as good as it can be.

L. Barrieau asked if community members or health care providers have reached out to the campus for supplies or services. The president responded that early on we received a few requests, but now MEMA is the point of contact for anyone requesting services or assistance from us. There was a discussion.

B. NECHE 2022 Accreditation Review

The president presented the timeline for the NECHE process. He stated that two Co-Chairs had been appointed, Dr. Catherine Canney and Dr. Daneen Deptula. They are both highly skilled individuals and will help kick this process off in the fall. He anticipates a successful review. The review is time consuming and full of pressurized tasks.

C. 2020-2021 Academic Calendar

The calendar was presented for informational purposes.

D. News Articles

The news articles were presented for informational purposes.

E. Amended 2020 Spring Academic Calendar

The amended 2020 Spring Academic Calendar was presented to reflect the changes needed to be made due to the coronavirus.

VIII. Closing Items

A. Adjourn Meeting

The trustees each expressed how impressed they were with the transition to remote learning and commend the faculty for meeting the needs of the institution. They appreciate the information that they have received. They thanked the president and the administration for their leadership and commitment to the campus community.

A. Clementi recognized Governor Baker's leadership.

The president thanked the board and again recognized the faculty, staff, librarians, and students who have been working hard to keep the institution moving forward. Our maintainer group, who is still on campus are working tirelessly. He commended his leadership team. There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:09 AM.

Respectfully Submitted,
L. Barrieau

Documents used during the meeting

- VOTE Minutes.pdf
- VOTE Tenure 2020.pdf
- Lapidus memo to BOT 3-18-2020.pdf
- VISION draft 2-26-20 (rev.3) (1) (1).pdf
- DRAFT GOALS 2-26-20 (1).pdf
- BOT Notifications 03312020.pdf
- BOT Promotion Notifications 03312020.pdf
- TIMELINE FOR NECHE 2022 REVIEW, notification to AUC and Grad Council (1).pdf
- 2020-2021 Academic Calendar.pdf
- Clips for March 2020.pdf
- Amended 2019-2020 Academic Calendar.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: June 10, 2020
FROM: The President	REQUEST NUMBER:
SUBJECT: March 31, 2020 Board Meeting Minutes	14-19/20

It is requested that the Fitchburg State University Board of Trustees vote to approve the minutes from the March 31, 2020 Board Meeting

Cover Sheet

Resolution Endowment Incentive Guidelines

Section: II. FY2020-FY2021 Endowment Incentive Program
Item: A. Resolution Endowment Incentive Guidelines
Purpose: Vote
Submitted by:
Related Material: Endowment Match Guidelines 2020.pdf
VOTE Resolution Endowment Incentive Program.pdf

BOARD OF HIGHER EDUCATION

REQUEST FOR COMMITTEE AND BOARD ACTION

COMMITTEE: Fiscal Affairs and Administrative Policy **NO.:** FAAP 20-11

COMMITTEE DATE: January 28, 2020

BOARD DATE: February 4, 2020

APPROVAL OF THE FY2020-FY2021 ENDOWMENT INCENTIVE PROGRAM GUIDELINES

MOVED: The Board of Higher Education hereby adopts the attached Endowment Incentive Program guidelines for Fiscal Year 2020 and 2021.

VOTED: Motion adopted by FAAP, subject to the following amendment: insert "in accordance with the Case Management and Reporting Standards and Management Guidelines for Educational Fundraising" after the clause "\$1 match for every \$2 generated from new endowment pledges made and accepted..." in the Matching Schedule section of the Guidelines (FAAP, 01/28/2020); adopted by BHE 2/4/2020.

Authority: Massachusetts General Laws, Chapter 15A, Section 15E; Chapter 142 of the Acts of 2029 (7066-0115).

Contact: Thomas Simard, Deputy Commissioner for Administration and Finance

FY2020 and FY2021 Endowment Incentive Program Guidelines Background Information

In June 2006, the Massachusetts Legislature amended Chapter 15A, Section 15(E) entitled the "Public Higher Education Endowment Incentive Program." The program was originally authorized in FY1996 and expired at the end of FY2001. The revised legislation re-established a program, subject to appropriation, to provide state matching support to encourage private fundraising by foundations of the University of Massachusetts, State Universities, and Community Colleges, or by the institutions themselves.

The responsibilities of the Board of Higher Education under the statute are to establish the guidelines defining the matching ratio for funds raised and to disburse the Commonwealth's appropriation according to the guidelines.

Under the legislation, the Commonwealth will match private donations based on a ratio set by the Board of Higher Education up to a set of caps established by the law and subject to an annual appropriation. The statute suggests a ratio of \$1 in state funds for each \$2 raised by an institution or foundation or "\$1 for such greater number of dollars as may be established by the Board of Higher Education." The DHE staff recommends continuing with the ratio of \$1 to each \$2 raised, as suggested in the statute and consistent with previously approved guidelines. The legislation also provides that the base amounts against which these ratios are applied are the "private contributions in the current fiscal year". In accordance with this provision, any contributions to the endowment from new private donors, and donations from prior donors to the endowment above such donors' average annual pledge over the prior three fiscal years that meet the requirements set forth in these guidelines that are pledged and received after July 1, 2019 and before June 30, 2021 shall be eligible for the purposes of this program.

The total matching funds available are subject to appropriation. The Massachusetts Legislature has appropriated \$10 million for the program through supplemental budget language in Chapter 142 of the Acts of 2019 (7066-0115). Under the supplemental budget language, the \$10 million shall be made available through June 30, 2021 and is to be allocated as follows: University of Massachusetts, \$5 million; State Universities, \$2.5 million; and Community Colleges, \$2.5 million.

The Commissioner will monitor the progress of the Endowment Incentive Program and periodically will report to the Board on the status of the program and, as may be necessary, suggest any modifications to these guidelines that will ensure the optimal use of the appropriated funds.

**Public Higher Education Endowment Incentive Program Guidelines:
FY2020 and FY2021**

Purpose	Encourage private fundraising and endowment growth by Commonwealth public higher education institutions and foundations.
Funding available	<p>\$10 million</p> <p>University of Massachusetts - \$5 million</p> <p>State Universities: \$2.5 million or \$277,778 per college</p> <p>Community Colleges: \$2.5 million or \$166,667 per college</p>
Matching Schedule	<p>\$1 match for every \$2 generated from new endowment pledges made and accepted in accordance with the <i>Case Management and Reporting Standards and Management Guidelines for Educational Fundraising</i> after July 1, 2019 and before June 30, 2021, subject to the following requirements:</p> <p>1) for a new endowment donor (defined as a donor who has not previously pledged endowment funds during the past three fiscal years) the full amount of said donor’s pledges made and accepted during the relevant time period is eligible for the match;</p> <p>2) for a prior endowment donor (defined as a donor who has previously pledged endowment funds during the past three fiscal years), the amount of eligible matching funds shall be limited to the amount of said donor’s pledges made and accepted during the relevant time period that exceeds the average donation amounts from said donor during the past three fiscal years.</p>
Donations Eligible for Match	<p>Private contributions to the endowment (permanently restricted funds) for the purposes of this program shall be permitted for capital outlay programs for the academic facilities of those institutions; endowed scholarship funds; endowed professorships; endowed STEM programming; endowed research positions; endowed programming in the arts and humanities; endowed funds to increase diversity and inclusion on public higher education campuses; endowed funds that increase persistence and completion rates; endowed early college programs; and endowed funds that encourage innovative financial aid strategies; including income share arrangements, provided that the terms of any said income share agreements shall be pre-approved by the Board of Higher Education.</p> <p>In addition, the Board of Higher Education may, at its discretion, approve such other purposes that may be proposed by a public institution of higher education, provided that the institution can demonstrate that the proposed purpose is: 1) consistent with system-wide goals and campus mission statements; and 2) the</p>

	campus proposal is supported by measurable goals and metrics.
Process for Campus Participation	<p>For each institution the program shall be administered by its foundation, as defined in M.G.L. c. 15A, § 37, in accordance with procedures adopted by the board of trustees by June 15, 2020. Such procedures shall include the method for each board of trustees to certify to the house and senate committee on ways and means the actual amount received in private contributions to the endowment in each fiscal year. Such procedures shall also include safeguards for protecting the anonymity of donors who indicate their desire not to be identified.</p>

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: June 10, 2020
FROM: The President	REQUEST NUMBER: 15-19/20
SUBJECT: Resolution – FY2020-FY2021 Endowment Incentive Program Guidelines	

It is requested that the Fitchburg State University Board of Trustees vote to accept the succeeding resolution which follows the Board Higher Education FY2020-FY2021 Endowment Incentive Program Guidelines. (attached)

Board Resolution:

This resolution will certify that Fitchburg State University has received \$277,778 from the Commonwealth to be held in a segregated account in the Fitchburg State University Foundation. The money will be used to match \$1 for every \$2 in new endowments established between July 1, 2019 and June 30, 2021.

Cover Sheet

Draft Strategic Plan

Section: III. Strategic Planning
Item: A. Draft Strategic Plan
Purpose: Vote
Submitted by:
Related Material: Draft Strategic Plan 6-2-20.pdf
VOTE Draft Strategic Plan.pdf

Draft STRATEGIC PLAN for Fitchburg State University

I. OUR PROCESS

Fitchburg State’s strategic planning process was launched on September 3, 2019—Opening Day of the fall semester. The launch featured a presentation from Department of Higher Education Commissioner Carlos Santiago, who highlighted, among other things, the critical importance of addressing the DHE’s “equity agenda” as part of FSU’s plan, and remarks from President Richard Lapidus, who stressed his administration’s commitment to ensuring the yearlong planning process would be inclusive and provide all members of the FSU community multiple opportunities to engage and be heard. Opening Day also included an interactive planning exercise for the gathered faculty and staff, facilitated by the planning consultant retained by the University to guide the process.

Throughout the rest of the fall semester, a tremendous amount of data was collected from various stakeholder groups as part of the “situation analysis” or diagnostics phase of the planning process. Administrative departments conducted functional assessments to identify area-specific challenges and objectives. The senior administration and board of trustees responded to a visioning questionnaire. All faculty and staff members had an opportunity to respond to a quick initial survey linked to a memo from the president outlining the guiding principles and goals for the planning process. Subsequently, comprehensive surveys were prepared for all faculty and librarians, staff, undergraduate students, graduate students, FSU graduates from 2009-19, and leaders of the Alumni Association. In December, the president, provost, and chief financial officer held an open forum to share key foundational information about the University’s current state and to engage faculty and staff in dialogue about the future. Close to 1,000 inputs were received as a result of this inclusive outreach and engagement. Results of outreach and other planning-related information was routinely posted to the University’s strategic planning web site throughout the planning process for interested members of the campus community to explore.

Also as part of the diagnostics phase, President Lapidus hosted three informal roundtable discussions with approximately 30 invited elected officials and civic, business, and community leaders to hear their thoughts about, among other things, FSU’s role and impact as a community partner; public perceptions of FSU; the University’s most valuable contributions as an educational and cultural resource to the city and central Massachusetts region; and opportunities to play a catalytic or leadership role during the coming five years, bringing its intellectual resources to bear in a way that might make a big and positive difference beyond campus.

Late in the fall semester, five theme committees were convened by the president and charged with undertaking targeted diagnostics work focused on five areas of strategic importance that had been identified at the end of the previous spring semester, as a precursor to the strategic planning that would commence in the fall. Each committee was led by two co-chairs, each of whom did double duty as members of the Strategic Planning Steering Committee (SPSC); the SPSC also included two current students and one trustee. The theme committees’ members included faculty, staff, and students (both undergraduate and graduate); in total, 92 members of the FSU community served on these committees, whose diagnostic work entailed outreach to the broader campus community and culminated in comprehensive reports submitted in February 2020. In the weeks that followed, members of the FSU community responded to an online questionnaire inviting feedback on the theme committee final reports. The theme committees remained engaged in the planning process, though less intensively, through May.

The SPSC held an intensive retreat in January to synthesize the diagnostic work and find points of convergence within the voluminous data gathered from stakeholders during the situation-analysis phase. At this point in the planning process the SPSC sought to craft a vision and set of goals for FSU's future that reflected common concerns and shared aspirations among members of the FSU community. In March, the draft vision and goals (foundations for the strategic plan) were shared with theme committee members at a "summit" meeting, and they also were vetted by academic department chairs and members of the board of trustees.

The SPSC met regularly during the spring semester to build a strategic plan on the foundation of the vision and overarching goals. In late March, faculty, staff, and students had an opportunity to provide additional input in response to an online survey inviting ideas related to being a student-ready university and ensuring retention is viewed as "everyone's job." In early May, the SPSC hosted two online forums for faculty and staff (187 of whom attended) to engage them in conversation, co-facilitated by the provost and the vice president for student affairs, about the emerging strategic plan's unifying theme: Fitchburg State as a student-ready university and a public university committed to education justice.

After undergoing multiple rounds of revision and refinement, a draft strategic plan was shared with the FSU community for reaction in mid-May. Two additional online forums, both focused on inviting feedback on the draft strategic plan, drew an additional 95 members of the faculty and staff. In early June, the draft plan, together with recommendations for short-term implementation priorities and resource allocation, was presented by the SPSC to the president, who subsequently will transmit it to the board of trustees for review. With trustee endorsement of the draft, it will be submitted to the Commissioner of Higher Education and the Board of Higher Education's Strategic Planning Committee for review and feedback. The plan will be finalized and officially approved in fall 2020.

II. CURRENT STATE AND PLANNING ASSUMPTIONS

The rapidly and dramatically changing higher education landscape demands both flexibility and creativity on the part of university leaders across the country. As we planned for the future, we factored into our planning the following assumptions:

- Opportunities for online learning will continue to grow.
- Demand for mid-career educational needs will increase.
- Technological advances will require us to keep up to remain relevant.
- We will be challenged to keep faculty pedagogical and advising skills current as our student population and delivery modalities change.
- The number of high school students will continue to decline, resulting in fewer college-bound graduates.
- State and public interest in early college opportunities will grow.
- The number of students from immigrant and/or diverse populations will increase.
- Recruitment and retention strategies will need to evolve in response to changing demographics of the applicant pool and increasing diversity of the student body.
- Students will have greater price sensitivity.
- Students will have a greater need for academic and social support.
- Interest among students for applied learning and "doing" will increase.
- Students will have greater interest in a career pathway.
- Staff movement to other job opportunities will challenge the infrastructure.
- Budget allocations from the state will continue to represent a smaller portion of our budget, resulting in an ever-increasing dependency on fee revenue and philanthropy.

- We may see more regulation of higher education.
- The number of private colleges will decline.
- An eventual economic recession will occur.

As our planning process began to wind down in the spring, the global pandemic introduced seismic shifts and new challenges as well as new assumptions about the future, including:

- Uncertainty as to state and/or federal relief for unplanned revenue loss and expenditures in FY20
- Possible reduction in state support FY21 and forward
- Possible reduction in overall enrollments and in resident students
- Possible reduction in alumni giving and grant funding
- Uncertainty as to how the campus will meet the educational needs of students in FY21 (i.e. remote, hybrid)
- Greater competition in the online market
- Possible decrease in college readiness of future freshmen
- Increased economic, personal and mental health pressures on our students.

Both in spite of and because of the new landscape, we see tremendous opportunities, as well as critical imperatives, in the period ahead. As a steward of place and community partner, we will work with public officials and civic organizations in the city and region to promote more equitable access to the Internet so as to reduce the digital divide. We will strive to be technologically nimble in ways that would allow the University, should the need arise again in the future, to move teaching, learning, and operations from a physical environment on campus to a virtual, remote environment with minimal disruption.

As early adopters and innovators in online programs and as an anchor institution in Fitchburg with a long history of collaborating with businesses and community organizations, FSU is well positioned to adapt and meet the challenges of a shifting educational and economic landscape. At the same time, as an educational institution committed to excellence in teaching and learning within a small college environment, we embrace the need to sustain and even strengthen FSU's historic and abiding commitment to the fullness of the traditional educational experience. Education is a social enterprise, and socialization is a key component of the learning done in the classroom—and extending beyond the classroom into other aspects of campus life. Any sudden requirement for remote modalities of teaching in response to a future crisis will be balanced with our high-touch, personalized approach to education in order to sustain students' sense of community and connection while learning remotely.

While we understand and embrace the need to adjust strategically, we also must preserve and promote those elements of the Fitchburg State experience that are central to our mission and core values and that distinguish both our institution and our graduates.

III. OUR ROADMAP FOR THE NEXT FIVE YEARS

MISSION

Fitchburg State University is committed to excellence in teaching and learning and blends liberal arts and sciences and professional programs within a small college environment. Our comprehensive public university prepares students to lead, serve, and succeed by fostering lifelong learning and civic and global responsibility. A Fitchburg State education extends beyond our classrooms to include residential, professional, and co-curricular opportunities. As a community resource, we provide leadership and support for the economic, environmental, social, and cultural needs of North Central Massachusetts and the Commonwealth.

CORE VALUES

In pursuing this mission members of the Fitchburg State University are guided by these institutional values.

Accessibility

Offering equitable access to high-quality programs and services to people of varying cultural backgrounds living within and beyond our diverse community of North Central Massachusetts

Affordability

Providing opportunities for students of varying socioeconomic backgrounds to pursue an affordable, quality education

Community

Forging partnerships with businesses and community organizations within the region to enhance quality of life

Enrichment

Sustaining a supportive campus environment for students, faculty, staff, and alumni in which all members can grow and excel in their personal and professional lives

Excellence

Striving for excellence in academic programs and services through innovative teaching and professional practices

VISION FOR THE FUTURE

In keeping with our history of being a public university that transforms lives and whose graduates have demonstrated high social mobility, we believe that an inclusive, integrated, and equitable university is the clearest path to social and economic prosperity for all and therefore the ultimate public good that we can offer.

Fitchburg State University will strive for education justice.

Working with all our constituents and partners, the University will provide an education that makes a difference. This means: creating a student-ready university that provides equitable access to high-quality education; offering all students the opportunity to apply their learning so that they are career-ready; working as a responsible citizen of our host community and the surrounding natural environment so that we can continue to build the public's trust in public education; and ensuring that we steward our resources so that the university can serve the Commonwealth for another 125 years.

STRATEGIC IMPERATIVES

In pursuit of this vision, and also while pursuing the six vision-supporting goals that are the blueprint for this strategic plan, the Fitchburg State community will affirm and be united in its commitment to embrace the following imperatives, understanding that each of them is a key to the University's success and sustainability.

- **Quality:** FSU's commitment to excellence in teaching and learning, and in all aspects of the University's programming and operations, is paramount and must not be compromised.

- **Identity:** FSU must assert a distinctive identity and clear value proposition in order to thrive in the increasingly competitive higher education arena.
- **Equity:** FSU must provide all members of its community equitable access to opportunity and must therefore eliminate barriers to the recruitment, retention, participation, and advancement of talented students, faculty, and staff from historically excluded or under-represented populations.
- **Inclusivity:** Every member of the FSU student body, faculty and staff must feel respected, heard, affirmed, supported, and valued, and the commitment to inclusivity should be reflected not only in individual attitudes and behaviors, but also in pedagogies, policies, procedures, and physical spaces across the University.
- **Accountability:** Members of the FSU community must be responsible for their actions and hold each other accountable for upholding common values, supporting shared goals, and maintaining public trust

OVERARCHING GOALS

Using the concept of education justice as our compass, orienting us as we evolve and move forward, we will strive to achieve the following six strategic goals for the University. While the goals are not listed in order of priority, the first four may be considered mission-central and the last two mission-enabling; the goals are inter-dependent, and all are considered equally important.

GOAL ONE: Forge innovative paths to knowledge acquisition, career readiness, social mobility, and lifelong learning

Strategies

1. Fortify and promote the distinct role of the general education curriculum that provides every undergraduate student a relevant and challenging liberal arts foundation
2. Establish a learning environment in which academic and co-curricular programs work in synergy to offer students applied learning experiences that prepare them for purposeful personal and professional lives
3. Promote greater interdisciplinary teaching and develop innovative combinations across academic departments
4. Leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs
5. Expand upon the University's history as a center for professional graduate education and applied post-baccalaureate training opportunities
6. Strengthen adult education in collaboration with regional educational partners and employers
7. Across all academic and co-curricular programs leverage institutional expertise in online education and distance learning to reinforce the University's commitment to access

Desired Outcomes: *When the plan is successfully implemented...*

- FSU will be a regional public university where one finds strong academic and co-curricular programs that are distinctive, interdisciplinary, and applied.
- To meet the needs of an evolving economy and workforce, FSU will be offering degrees in new areas and fields that are in high demand; and new, flexible curricular and co-curricular models will be meeting the needs of a changing student population.
- Evident throughout the curriculum and co-curriculum will be an underlying commitment to applying knowledge to authentic problem solving and a commitment to making the connection between theory and practice.

- Experiential learning opportunities, a signature aspect of the FSU academic program, will be available to all undergraduate students, and this learning by doing will extend classroom learning to “real-life” business and industry, as well as non-profit settings, preparing FSU graduates to be career-ready, civically engaged learners and leaders.
- While remaining resolutely faithful to its mission as a regional comprehensive institution, FSU will build on its leadership in the delivery of graduate and online programs.
- Increasingly FSU also will be a university where adults already in the workforce seek and find an array of competency-based certificate programs, adult completion programs, and other opportunities that advance lifelong-learning goals and/or support economic-development objectives.
- In addition to offering students a variety of delivery methods and educational pathways, FSU’s faculty will be employing new instruction modalities appropriate for new times.
- The faculty will be collaborating extensively across programs through team teaching, learning communities, and interdisciplinary course development.
- In response to emerging areas of socio-economic importance and student interest, and in alignment with the University’s commitment to advancing education justice, FSU will have added undergraduate and graduate degree programs, including innovative interdisciplinary majors and minors in fields that include: Health Services; Communication; Analytics; Education; Government and Leadership; Technology; and Arts and Culture.

GOAL TWO: Become a model student-ready university and narrow the achievement gap

Strategies

1. Achieve a cultural shift around how we advise, mentor, and teach all students, especially traditionally under-represented and underserved students, so that we meet them where they are
2. Develop and implement a coordinated and holistic model of student support services grounded in evidence-based practices and a case management model
3. Provide faculty and staff training around equity and inclusiveness both in and out of the classroom
4. Ensure all processes and support services are adequate to meet the unique needs of transfer students, non-traditional students, online learners, and graduate students
5. Integrate career services into departments and curriculum, and build more consistent career advising across campus, especially for first-year students and sophomores
6. Adopt an integrated approach to enrollment management to achieve more systemic and centralized coordination of student recruitment and retention efforts

Desired Outcomes: *When the plan is successfully implemented...*

- Innovative, inclusive pedagogy, assessment, and support will help ensure FSU is able to serve the needs of a student body whose backgrounds and needs have evolved and pose new challenges.
- FSU will be fostering a growth mindset in all students as well as faculty and staff.
- All members of the campus community who interact with students will view themselves to be educators.
- The resources associated with the educational process will be available not only to all students, but especially to those students who historically have been denied equitable access.

- The infrastructure will be in place to allow FSU to transition to Hispanic-Serving Institution (HSI) designation as the Latinx population of the city of Fitchburg and the region grows.
- In response to significant changes in the student body (increases in first-generation students, traditionally under-represented students, diagnosed mental health issues, and self-identified learning challenges), FSU will be applying new techniques and technologies to support these students and improve student outcomes.
- FSU will have implemented a comprehensive, coordinated model of student support services that provides, among other things, the wrap-around services that all students, and especially first-generation and traditionally underrepresented students, need in order to succeed—at the undergraduate and graduate levels, face-to-face and online.
- These efforts, coupled with training for faculty and staff, will have contributed to FSU’s improved retention and graduation rates not only for under-represented student groups but for all undergraduates.
- Students who, for reasons relating to race, ethnicity, age, gender identity, or sexual orientation, are in a minority on campus will nonetheless feel that FSU’s “You Fit Here!” slogan applies to them, because they will feel welcomed, affirmed, supported, and fully included in the life of the University.
- FSU’s multi-year enrollment and retention goals will reflect both a commitment to and sustained annual progress toward closing the achievement gap to improve educational and life outcomes for traditionally under-represented student populations.
- FSU will be meeting students where they are, and students of all backgrounds and wide-ranging interests will feel a strong sense of belonging in FSU’s tight-knit, inclusive community of caring.

GOAL THREE: Be an engine of social, economic, civic, and cultural development in our city and region

Strategies

1. Engage as an essential partner and institutional leader as policies are developed and decisions made about the future of the city, region, and state
2. Collaborate with the city and other stakeholders to revitalize downtown Fitchburg and establish a college-town feel around the University
3. Build innovative, sustainable public-private partnerships that advance the University’s mission while maximizing its positive impact on economic prosperity and social mobility in the region
4. Pursue a purposeful, University-wide approach to community relations, and increase the number of faculty, staff and students who embrace civic responsibility and actively engage with community beyond campus
5. Encourage and support faculty and student scholarship that is community-focused and designed to help the city and region address critical challenges or opportunities
6. Continue to provide educational opportunities and cultural programming that attract and engage members of the local community, including alumni

Desired Outcomes: When the plan is successfully implemented...

- FSU will be a steward of place that is valued as a resource and partner beyond campus, and FSU’s working relationship with the city and region will remain strong and collaborative.
- The university will continue to consider itself a resource to Fitchburg and provide assistance when and where it can, and the importance of this commitment will be better

understood and appreciated by both the campus community and the broader community at large.

- FSU will be a major contributor to the social, economic, and cultural development of the City of Fitchburg and North Central Massachusetts.
- FSU alumni will be actively engaged in and supportive of efforts to deepen and broaden mutually beneficial connections between the University and the region.
- Faculty and student work around community and civic engagement, and specifically the Crocker Center and ideaLab, will remain important components of this effort.
- More local companies will approach FSU to establish experiential learning and engaged internship opportunities.
- Transportation options, including public transit, connecting students with local internships, service learning, and social engagement in the city will be expanded.

GOAL FOUR: Establish inclusive excellence, innovation, and environmental stewardship as signature strengths

Strategies

1. Increase the visible diversity of our faculty and staff, and nurture the commitment to equity and inclusion throughout the campus community
2. Strengthen the sense of community, institutional pride, and shared accountability on campus
3. Inspire faculty and staff to be involved and experiment, knowing their efforts will be supported through mentorship, guidance, and abundant support
4. Provide faculty and staff professional development opportunities and adequate tools, including technology, to ensure they can be effective in their roles
5. Promote a culture of transparent organizational communication and decision making so that all members of the campus community feel valued and heard
6. Promote environmentally sustainable values across the institution and assert the University's commitment to "green" practices as central to FSU's institutional identity

Desired Outcomes: *When the plan is successfully implemented...*

- FSU will be a diverse and inclusive campus population that is committed to the principles of opportunity and equity.
- FSU will be an employer of choice for staff and faculty because of the palpably strong sense of community on campus, a unifying commitment to student success, and a willingness to adapt employment practices to address 21st-century workforce realities.
- The multicultural competency and representational diversity within the faculty and staff will have increased to better reflect and serve the growing diversity of FSU's student body.
- Faculty and staff will value, respect and practice empathy for each other in their respective roles, understanding that neither faculty nor staff can be successful without the contributions and support of the other.
- Reflecting awareness that a happy, healthy workplace environment is a key to positive morale and employee retention, FSU will be promoting a culture of wellness on campus.
- Willingness and ability to embrace and adapt to change will be more apparent throughout the organization.
- Face-to-face dialogue and collaborative decision making will be the norm.

- Input and information will be shared and valued across all campus constituencies— faculty, staff and students.
- With a well-established culture of assessment, members of the FSU community will model a sense of shared accountability for progress.
- Members of the FSU community will be stewards of the environment and will work together to make FSU a greener campus that embraces environmentally sustainable practices.

GOAL FIVE: Assert our distinctive value proposition and institutional learning outcomes boldly and widely

Strategies

1. Establish FSU’s commitment to education justice as a cornerstone of the University’s positioning strategy
2. Assert FSU’s approach to integrating high-quality professional programs with strong liberal arts and sciences studies as a key University differentiator that also differentiates our graduates
3. Proactively reach, engage and recruit prospective students through marketing efforts whose reach extends regionally, nationally, and globally
4. Continue to broaden our value proposition so that non-traditional students consider Fitchburg State for their lifelong learning needs
5. Implement a sustained and strategic marketing plan that advances the University’s brand and articulates a coherent academic and co-curricular institutional identity
6. Adopt a more coordinated, collaborative approach to internal communications and external marketing, and proactively engage members of the University community as proud brand ambassadors
7. Remain affordable and accessible to all prospective and current students

Desired Outcomes: *When the plan is successfully implemented...*

- FSU’s profile and reputation will have been elevated in large measure due to the innovative, effective ways it has adapted to changing, challenging times to offer higher education and lifelong learning opportunities that remain relevant, accessible, and transformational.
- With distinctive programming and a reputation for student success and career-ready graduates serving as magnets for enrollment, FSU will have generated increased gravitational pull as a destination.
- FSU’s reputation for distinctiveness will derive from word-of-mouth from students and alumni serving as ambassadors and champions, effective public relations, and strategic marketing and promotion efforts.
- FSU alumni will be making their communities and the world a better place, and their impact as leaders, entrepreneurs, and advocates for justice and inclusion will be widely heralded evidence of FSU’s signature strengths and the value of an FSU degree.
- The University will be casting a far wider net for recruiting incoming students, having recognized that the shrinking local population is insufficient to sustain the University over the long term.
- The University will be fully “transfer-friendly” and much more supportive of veterans who choose to enroll.
- FSU will have substantially increased its enrollment of students from under-represented groups, better reflecting the demographics of the Commonwealth.

GOAL SIX: Steward physical and financial resources responsibly and navigate a path to long-term organizational sustainability

Strategies

1. Align budget priorities with strategic plan priorities and improve transparency in financial, budgetary and other decision making
2. Align academic and co-curricular program plans with long-term enrollment demands by taking a data-driven, mission-focused approach to evaluate performance of current offerings and guide development of new programs
3. Expand existing and identify new markets for Fitchburg State programs
4. Increase philanthropic support and provide effective stewardship of funds donated to the University and Foundation
5. Create a facilities master plan and long-term capital plan aligned with the strategic plan, academic program plans, and green/net-zero requirements
6. Leverage current and newer technologies to support mission and mitigate institutional risk

Desired Outcomes: *When the plan is successfully implemented...*

- FSU will have a financially sustainable business model.
- Operations at FSU will have been streamlined and decision making processes improved, resulting in greater efficiencies and cost savings.
- Upgrading existing campus buildings will have been the top priority for spending limited capital budgets so that facilities on campus are both attractive and conducive to the teaching, learning, scholarship, work, and community building that occur in them.
- Funding sources will have grown and diversified, making it possible for FSU to maintain affordable tuition and fees as well as a robust budget for financial aid and scholarships so that FSU students graduate with the least amount of debt possible.
- All members of the campus community will regard financial sustainability as part of their responsibility.
- Alumni engagement with FSU and their participation in annual giving will be at an all-time high, thanks in part to the establishment of a culture of philanthropy at FSU and thanks also to an investment-worthy case for support.

IV. KEY PERFORMANCE INDICATORS

OVERARCHING GOALS	DHE Metrics (Tied to Equity Agenda and other statewide priorities)	Additional Measures of Impact and Qualitative Indicators of Progress (Tied to goal-associated strategies and desired outcomes)
<ul style="list-style-type: none"> Forge innovative paths to knowledge creation, career readiness, social mobility, and lifelong learning 	<ul style="list-style-type: none"> Degree production in fields associated with high-demand occupations Percentage of operating budget allocated to instruction and student support 	<ul style="list-style-type: none"> Number of students studying abroad Percentage of students enrolled in experiential learning Percentage of students completing a high impact practice Number of students enrolled in interdisciplinary and team-taught courses Achievement of annual goals established in the academic plan Number of students enrolled in 4+1 programs Enrollments in certificate and continuing education (CE) programs Number of students graduating from degree completion programs
<ul style="list-style-type: none"> Become a model student-ready university and narrow the achievement gap 	<ul style="list-style-type: none"> Timely completion of gateway courses and on-time credit accumulation by 1st-year students Latinx, African American and Pell Recipient Equity in timely completion of gateway courses and on-time credit accumulation Overall retention rates Latinx, African American and Pell Recipient Equity in retention rate Overall six-year first time graduation rate Latinx, African American and Pell Recipient Equity in six-year first-time graduation rate Transfer graduation rate Latinx, African American and Pell Recipient Equity in transfer graduation rate 	<ul style="list-style-type: none"> Sense of belonging of underrepresented groups as evidenced by the climate survey Retention and graduation rates of first-generation students Retention and graduation rates for veterans and transfer students Graduation rates of adult and online learners Number and diversity of Honors students Number of students utilizing OER Scholarship funding spent on experiential learning Percentage of freshmen utilizing student support services as measured by the Noel Levitz CSI and MYSA Retention rate associated with intentional interventions as measured by SSC Navigate’s Intervention Effectiveness Analytics GPA, credit completion and persistence of students engaged with academic coaches Number of faculty utilizing OER Student engagement as measured by NSSE
<ul style="list-style-type: none"> Be an engine of social, economic, civic, and cultural development in our city and region 	<ul style="list-style-type: none"> Degree production in fields associated with high-demand occupations Enrollment of Latinx undergraduates, African American undergraduates 	<ul style="list-style-type: none"> Number of faculty, staff, and students engaged in community service and research projects Alumni engagement in university connections with the region Number of public-private partnerships Number of employees serving on city and regional development boards Number of internships and practicums available to students in the community Rate of student participation in internships and

	<ul style="list-style-type: none"> • Latinx and African American student enrollment in graduate programs 	<ul style="list-style-type: none"> • volunteerism in the community • Enrollment of students from the local area
<ul style="list-style-type: none"> • Establish inclusive excellence, innovation, and environmental stewardship as signature strengths 	<ul style="list-style-type: none"> • Latinx, African American and Pell Recipient Equity in timely completion of gateway courses and on-time credit accumulation • Latinx, African American and Pell Recipient Equity in retention rate • Latinx, African American and Pell Recipient Equity in six-year first-time graduation rate • Latinx, African American and Pell Recipient Equity in transfer graduation rate 	<ul style="list-style-type: none"> • Number of faculty and staff from under-represented populations • Level of satisfaction of students, faculty, and staff from underrepresented populations as evidenced by the climate survey • Overall satisfaction of staff and faculty via a satisfaction survey • Number of students participating in learning communities • Retention of staff • Impact on the environment (e.g. paper use, energy use, waste production) • Annual tonnage of recycled materials • Number of exterior recycling bins • Student experience as measured by the Inclusiveness & Engagement with Cultural Diversity module of NSSE
<ul style="list-style-type: none"> • Assert our distinctive value proposition and institutional learning outcomes boldly and widely 	<ul style="list-style-type: none"> • Enrollment of Latinx undergraduates, African American undergraduates; Pell recipients • Tuition and fees as % of median household income in the state; in the county • % of students with unmet financial need on direct costs • Student loan debt at graduation • Student loan default rate • Total graduate enrollments • Latinx and African American student enrollment in graduate programs 	<ul style="list-style-type: none"> • Overall enrollment • In-state/Out-of-state enrollment • International enrollment • Online and graduate enrollment • Veteran student enrollment • Transfer student enrollment • Adult student enrollment • Meeting annual enrollment goals as set forth in the strategic enrollment plan (SEP) • Meeting recruitment goals as set forth in the annual recruitment plan • Early College enrollments • Academic profile of incoming freshmen class • Undergraduate admissions yield, overall and by subpopulations • Number of students in residence halls • Website traffic • Number of mentions in regional and national press • Alumni engagement in recruitment and marketing activities
<ul style="list-style-type: none"> • Steward physical and financial resources responsibly and navigate a path to long-term organizational sustainability 	<ul style="list-style-type: none"> • Facilities maintenance relative to BHE requirement • Instructor and classroom utilization relative to benchmark 	<ul style="list-style-type: none"> • Alumni participation in annual giving (%) • Total giving by alumni (\$) • Number of planned gifts/bequests • Total amount of grant funding received • Capital expenditures • Enrollments in programs run via third party partnerships • Non-credit enrollments • Meeting annual goals established in the capital and facilities master plans

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: June 10, 2020
FROM: The President	REQUEST NUMBER:
SUBJECT: Draft Strategic Plan	16-19/20

It is requested that the Fitchburg State University Board of Trustees vote to approve the submission of the draft Strategic Plan proposal for review by the Board of Higher Education Strategic Planning Committee.

Cover Sheet

Personnel Actions (N07-19-20)

Section: IV. Notifications
Item: A. Personnel Actions (N07-19-20)
Purpose: FYI
Submitted by:
Related Material: BOT Notifications 06102020.pdf

FITCHBURG STATE UNIVERSITY

Board of Trustees

NOTIFICATIONS

TO: Board of Trustees	DATE: June 10, 2020
FROM: The President	NOTIFICATION NUMBER: N07-19/20
SUBJECT: Personnel Actions	

New Hire

Robin Chataut, BS ECE Assistant Professor \$69,500.00
 Effective: 9/1/2020 Computer Science

Jennifer Dupuis, BS Instructor \$64,000.00
 Effective: 9/1/2020 Nursing

Michael McCutcheon, Ed.D. Assistant Professor \$70,000.00
 Effective: 9/1/2020 Behavioral Sciences

Brooke Morgan, BS Staff Assistant, Risk & Emergency Mgr. \$61,500.00
 Effective: 3/30/2020 EHS & Risk Management

Denise Simon, Ph.D. Assistant Professor \$70,000.00
 Effective: 9/1/2020 Business Administration

Debra Turner, MA Instructor \$68,600.00
 Effective: 9/1/2020 Education

Jared Vanasse, Ph.D. Assistant Professor \$67,500.00
 Effective: 9/1/2020 Earth and Geographic Sciences

Interim Position

Beth Basiner From: Assistant Director From: \$68,381.58
 Effective: 5/24/2020 To: Interim Director To: \$108,567.50
 End: 8/21/2020 Health Services

Title and Salary Change

Sean Goodlett	From: Asst. to the Provost/Student Success	From: 129,350.65
Effective: 7/1/2020	To: Professor	To: \$103,480.52
	Economics, History and Political Science	

Title Change

Summer Fetterroll	From: Staff Associate	\$80,294.31
Effective: 1/17/2020	To: Associate Director	
	Student Accounts	

Kimberly Page	From: Associate Director	\$80,651.40
Effective: 5/18/2020	To: Director	
	Human Resources and Payroll Svcs.	

Jessica Shea	From: Interim Staff Assistant	\$40,000.00
Effective: 3/29/20	To: Staff Assistant, Academic Advisor	(10 Month)
	Expanding Horizons	

Retirement

James Alicata	Associate Professor	\$87,896.45
Effective: 5/31/2020	Engineering Technology	

James (Jamie) Roger	Chief Technology Officer	\$133,185.85
Effective: 6/28/2020	Technology	

Thomas Schoenfeld	Associate Professor	\$82,735.88
Effective: 7/1/2020	Biology/Chemistry	

Salary Adjustment

Elizabeth Swartz	Staff Assistant	From: \$43,947.01
Effective: 6/7/2020	Expanding Horizons	To: \$62,000.00

Salary Adjustment (Degree)

Kathleen Craigen	Staff Assistant	From: \$48,960.00
Effective: 6/1/2020	Graduate and Continuing Education	To: \$50,460.00

Scott Fournier	Assistant Director	From: \$48,450.00
Effective: 5/17/2020	Admissions	To: \$49,950.00

Promotion

David Chenot Effective: 9/1/2020	From: Associate Professor To: Professor Engineering Technology	From: \$87,559.33 To: \$92,536.33
Amber Deschenes Effective: 6/1/2020	From: Staff Assistant To: Assistant Director of Enrollment Graduate and Continuing Education	From: \$51,407.38 To: \$52,907.38
Linda LeBlanc Effective: 9/1/2020	From: Librarian To: Sr. Librarian Amelia V. Gallucci-Ciro Library	From: \$89,518.44 To: \$94,495.44
Mark LeBlanc Effective: 1/5/2020	From: Associate Registrar To: Sr. Associate Registrar Registrar's Office	From: \$66,856.10 To: \$70,856.10
Benjamin Levy Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Mathematics	From: \$66,946.31 To: \$71,408.31
Viera Lorencova Effective: 9/1/2020	From: Associate Professor To: Professor Communications Media	From: \$83,284.15 To: \$88,261.15
Nancy Murray Effective: 9/1/2020	From: Associate Professor To: Professor Education	From: \$93,727.93 To: \$98,704.93
Ozge Ozay Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Economics, History and Political Science	From: \$64,786.75 To: \$69,248.75
Jason Smith Effective: 7/1/2020	From: Director of Expanding Horizons To: Asst. Dean for Retention/Student Success Student Success	From: \$65,397.27 To: \$78,500.00
Britton Snyder Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Communications Media	From: \$75,584.54 To: \$80,046.54

Wayne Whitfield Effective: 9/1/2020	From: Associate Professor To: Professor Engineering Technology	From: \$91,743.99 To: \$96,720.99
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Tenure

Ricky Sethi Effective: 9/1/2020	Associate Professor Computer Science	\$91,264.31
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Promotion and Tenure

Soumitra Basu Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Engineering Technology	From: \$78,701.23 To: \$83,163.23
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Danette Day Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Education	From: \$72,914.37 To: \$77,376.37
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Michael Hove Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Psychological Science	From: \$70,427.83 To: \$74,889.83
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Kyle Moody Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Communications Media	From: \$65,404.17 To: \$69,866.17
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Les Nelkin Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Communications Media	From: \$68,284.89 To: \$72,746.89
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Billy Samulak Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Biology/Chemistry	From: \$71,757.00 To: \$76,219.00
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Joseph Wachtel Effective: 9/1/2020	From: Assistant Professor To: Associate Professor Economics, History and Political Science	From: \$64,855.19 To: \$69,317.19
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Rehire

Althea Aranda Effective: 9/1/2020 End: 5/31/2021	Instructor Nursing	\$68,447.00
Arlana Arsenault Effective: 9/1/2020 End: 5/31/2021	Instructor Nursing	\$73,159.90
Karen Beaton Effective: 9/1/2020 End: 5/31/2021	Instructor Nursing	\$66,300.00
Lynn D'Agostino Effective: 9/1/2020 End: 5/31/2021	Instructor Education	\$62,500.00
Teresa Finn Effective: 9/1/2020 End: 5/31/2021	Instructor Nursing	\$73,424.98
Nancy Green Effective: 9/1/2020 End: 1/18/2021	Instructor (one semester) Nursing	\$28,777.87
Elizabeth Kilpatrick Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Biology/Chemistry	\$69,500.00
John Lohmann Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Business Administration	\$69,000.00
Christine Oleksyk Effective: 9/1/2020 End: 5/31/2021	Instructor Nursing	\$62,000.00
Allison Shields Effective: 9/1/2020 End: 1/18/2021	Instructor (one semester) Nursing	\$40,361.49

3rd Year Reappointment

Karina Bautista Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Humanities	\$68,146.20
Lyndsey Benharris Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Education	\$67,105.80
Karen DeAngelis Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Education	\$69,706.80
Carolyn Gustason Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Nursing	\$81,671.40
Jonathan Harvey Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Humanities	\$64,733.69
Laurie Link Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Education	\$78,030.00
Zachary Miner Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Behavioral Sciences	\$61,383.60
John Sylvia IV Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Communications Media	\$58,262.40
Scott Tyner Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Education	\$68,978.52
Mark Williams Effective: 9/1/2020 End: 5/31/2021	Assistant Professor Behavioral Sciences	\$62,424.00

Eric Williams	Assistant Professor	\$67,626.00
Effective: 9/1/2020	Biology/Chemistry	
End: 5/31/2021		

4th Year Reappointment

Jessica Alsup	Assistant Professor	\$62,627.19
Effective: 9/1/2020	Exercise and Sports Science	
End: 5/31/2021		

Dennis Awasabisah	Assistant Professor	\$66,946.31
Effective: 9/1/2020	Biology/Chemistry	
End: 5/31/2021		

Akwasi Duah	Assistant Professor	\$96,640.23
Effective: 9/1/2020	Nursing	
End: 5/31/2021		

Darlene Ficco	Assistant Professor	\$68,026.09
Effective: 9/1/2020	Psychological Science	
End: 5/31/2021		

Renee Fratantonio	Assistant Librarian	\$53,988.96
Effective: 9/1/2020	Amelia V. Gallucci-Cirio Library	
End: 8/31/2021		

Benjamin Levy	Associate Professor	\$66,946.31
Effective: 9/1/2020	Mathematics	
End: 5/31/2021		

Tara Mariolis	Assistant Professor	\$80,983.44
Effective: 9/1/2020	Nursing	
End: 5/31/2021		

Ozge Ozay	Associate Professor	\$64,786.75
Effective: 9/1/2020	Economics, History and Political Science	
End: 5/31/2021		

Sherry Packard	Assistant Librarian	\$56,148.52
Effective: 9/1/2020	Amelia V. Gallucci-Cirio Library	
End: 8/31/2021		

Britton Snyder	Associate Professor	\$75,584.54
Effective: 9/1/2020	Communications Media	
End: 5/31/2021		
Connie Strittmatter	Associate Librarian	\$67,016.22
Effective: 9/1/2020	Amelia V. Gallucci-Cirio Library	
End: 8/31/2021		
Diego Ubiera	Assistant Professor	\$61,547.41
Effective: 9/1/2020	English Studies	
End: 5/31/2021		

5th Year and Above Reappointment

Nermin Bayazit	Associate Professor	\$71,536.13
Effective: 9/1/2020	Mathematics	
End: 5/31/2021		
Deborah Benes Nodworny	Associate Professor	\$96,251.38
Effective: 9/1/2020	Nursing	
End: 5/31/2021		
Katharine Covino-Poutasse	Assistant Professor	\$61,689.94
Effective: 9/1/2020	English Studies	
End: 5/31/2021		
Emma Downs	Assistant Professor	\$67,074.13
Effective: 9/1/2020	Biology/Chemistry	
End: 5/31/2021		
Adem Elveren	Associate Professor	\$66,141.57
Effective: 9/1/2020	Economics, History and Political Science	
End: 5/31/2021		
Wendy Keyser	Associate Professor	\$86,068.33
Effective: 9/1/2020	English Studies	
End: 5/31/2021		
Nirajan Mani	Assistant Professor	\$72,663.64
Effective: 9/1/2020	Engineering Technology	
End: 5/31/2021		

Christa Marr	Assistant Professor	\$76,017.34
Effective: 9/1/2020	Economics, History and Political Science	
End: 5/31/2021		
Lindsay Parisi	Assistant Professor	\$62,181.57
Effective: 9/1/2020	Exercise and Sports Science	
End: 5/31/2021		
Reid Parsons	Assistant Professor	\$68,898.42
Effective: 9/1/2020	Earth and Geographic Sciences	
End: 5/31/2021		
Kori Ryan	Assistant Professor	\$63,720.42
Effective: 9/1/2020	Behavioral Sciences	
End: 5/31/2021		
Robert Shapiro	Assistant Professor	\$69,309.93
Effective: 9/1/2020	Education	
End: 5/31/2021		
Deborah Stone	Associate Professor	\$90,415.11
Effective: 9/1/2020	Nursing	
End: 5/31/2021		

Cover Sheet

News Clips

Section: VII. President's Report
Item: B. News Clips
Purpose: FYI
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Related Material: Clips for June 2020.pdf

Sentinel & Enterprise

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CHANGE TO REMOTE LEARNING

FITCHBURG STATE SUCCEEDS ONLINE



COURTESY CHRISTOPHER SUTCLIFFE

Fitchburg State University freshman Christopher Sutcliffe completes some classwork.

By Daniel Monahan
dmonahan@sentinelandenterprise.com

FITCHBURG » Students and faculty members of Fitchburg State University are pressing on with education during the COVID-19 crisis through remote learning tools and applications.

Several professors and students said Friday that continuing education online has been a struggle at times, but also a striking example of people coming together to make it work.

Jennifer Berg, chair of the mathematics department, said faculty had a week before the university closed its doors to

think of ways to move face-to-face courses to online instruction.

“Many, myself included, have never taught online and shifting from what was happening before spring break and after it was hard to get your head around,” Berg said. “Administratively I had to move department communication to on-

line.”

Berg said the university has done a tremendous job making the transition despite those early challenges.

She said faculty members have committed themselves to serving as a point of stability for students and many systems have been put in place to help

ONLINE » 8A

Online

FROM PAGE 1A

students get the materials they need to continue learning.

One persisting issue, she said, is that there are some things students need that the university can't provide.

"It turns out it is very hard to learn about organic chemistry, grapple with the nature of infinity, and investigate the physical and philosophical implications of consciousness while you also have to help watch your little sister who is now being home-schooled," Berg said.

The problem is compounded when students have to help their families pay bills and anxiety is at an all-time high, she said.

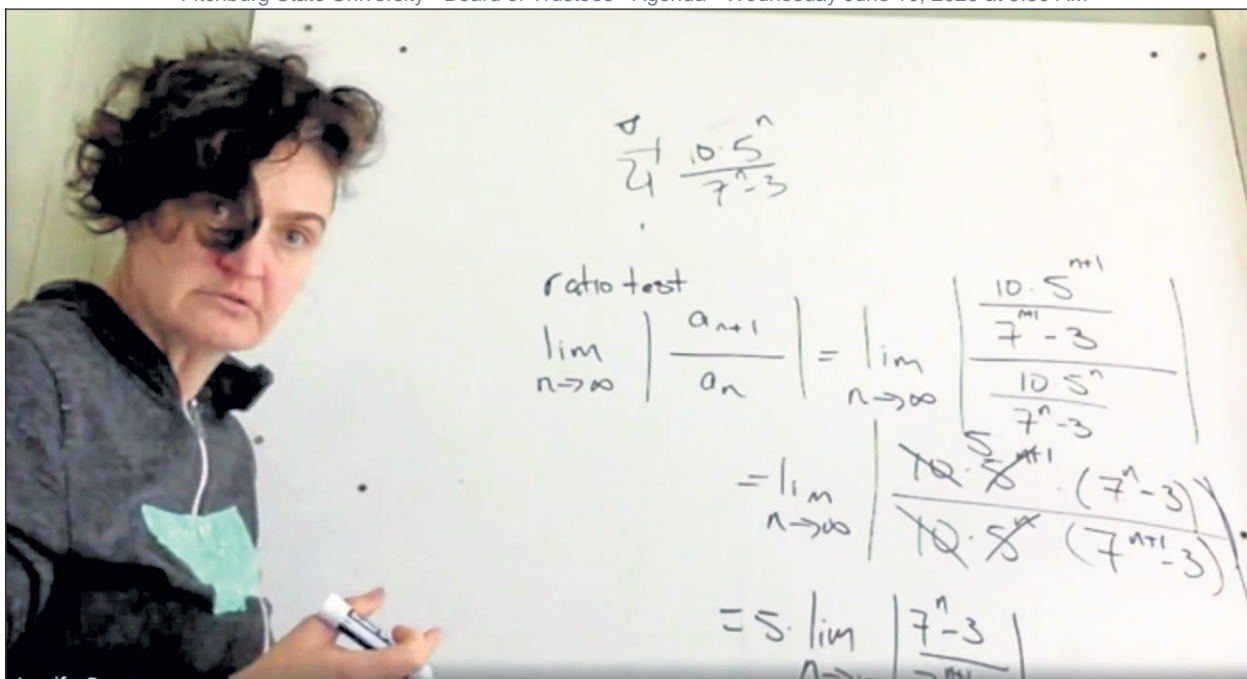
She said the current situation is going to reinforce a lot of inequity for students.

Students whose parents went to college know that their children need time and space to do the work, she said.

And families where the student is the first to go to college might not know how to provide some of the resources students need to do school work at this time.

"This is heartbreaking," Berg said. "I came to teach at Fitchburg State because I wanted to teach students who are doing the really hard work of being the first in their family to try higher education. This situation makes it really clear that higher education can't do that alone."

Berg said remote teaching has consisted of online meetings with students, answering emails and recording herself answering questions about coursework. Once a week she holds a class meeting for students to ask questions in real time.



COURTESY FITCHBURG STATE UNIVERSITY

Jennifer Berg, the chairman of Fitchburg State University's mathematics department, works on an equation during a distance learning class.

"Exams have been the hardest to move to online," she said. "In some classes I've even given up the idea of trying to give a traditional exam."

Danette Day, an associate education professor, says the transition from teaching students in the classroom to teaching them virtually has been relatively smooth.

"Heading into this situation, it wasn't very difficult for me to transition because I already had experience with Google's learning platform and received training months ago," Day said.

Day said she prefers teaching her courses with as little technology as possible, but she recognizes how important it has been during the unprecedented time at the university.

While she'd usually have students conduct group discussions inside the classroom, Day is finding new ways to engage them and has learned that some students are thriving in this new environment.

"The students who are

usually a little more introverted actually became more vocal," she said. "And some of the more extroverted students have learned to take a step back and open the space up to others. I started to hear from everybody."

The transition has not been without its complications, which included being capable of teaching fully online, she said.

Day said she did not have high-speed internet access in her home prior to the onset of the crisis, so she had it installed. She also needed a computer with greater processing power to handle some of the applications she was using, so the university's IT Department sent her new one.

"I am pretty much equipped right now to teach however I need to," she said. "I do want to make sure that this experience is meaningful for students, but I do want to go back to meeting with my students face-to-face as quickly as I can. Associate professor of

biology and chemistry Erin Rehrig said she was somewhat prepared for the changes after teaching online courses before. However, the suddenness of the COVID-19 crisis has forced her to think outside of the box.

"I miss having the personal connection with my students that I get by seeing them in class and in the lab," Rehrig said. "I've hosted some Google Hangout meetings for review sessions so I am happy to see them even though it is across a computer."

Rehrig said the biggest challenge for her has been creating "authentic" laboratory experiences for students to do virtually.

She said it's not as beneficial as actual lab work, but professors are doing their best given the situation.

Some of her colleagues are teaching labs synchronously while others have recorded videos or are using data from previous semesters. Librarians are helping identify online labs and teach-

ing materials, she said.

According to Rehrig, the most advantageous thing about remote learning has been the flexibility it offers students.

"By having an online learning environment, students can do the work on their own time when it is convenient for them," she said.

Rehrig said it has also been challenging to balance teaching with her home life.

"My two young children are home from school and often are running feral in the background while we try to work," Rehrig said. "I have been trying to make sure they do all of their school work, get outside to play, and do creative things but it is hard to balance supervising them, getting work done, and planning meals."

Christopher Sutcliffe, a freshman majoring in communications, said the COVID-19 crisis has uprooted many of the things he was looking forward to this year.

"I had to come home

abruptly and put everything on hold with my future semester at Fitchburg State University up in the air," Sutcliffe said.

Sutcliffe said every professor has a different approach to teaching remotely. While some still hold weekly courses online, others are assigning work on a bi-weekly basis, he said.

The transition for most of the professors was swift and easy, he said.

"They seemed like they wanted to be teaching again and wanted to see their students," Sutcliffe said. "They know that no one can control this situation and the professors that I have made the best of a really bad situation."

He said the lack of face-to-face interactions was detrimental in his more difficult coursework like statistics.

"It was really beneficial for me to have the face-to-face help and ask questions in our weekly sessions," Sutcliffe said. "Now that I have to watch videos and read books to supplement that face-to-face time, I have really started to struggle."

Ashley Hudson, a senior studying biology and chemistry, said the shift to online coursework has actually allowed her to get assignments done on a schedule that works for her.

She said the biggest challenges for her have been communication with professors and staying focused.

"The transition has been hard definitely, but I think we are all doing our best," Hudson said. "The teachers have had to adjust just as much as we have, but together it is seeming to work out. They have been more relaxed with due dates, have changed syllabi around for us to be able to do our best and t43 of 58ll we can really ask for."

HIGHER EDUCATION

After going remote, uncertain future

By Katie Lannan

State House News Service

While still grappling with the immediate impacts of the COVID-19 pandemic, state higher education officials on Wednesday looked ahead to the longer-term challenges expected to face public campuses and their students.

“As challenging as it might be in the short-term, I think we’re all increasingly aware that what’s going on now is likely to have significant ramifications beyond the immediate moment,” Education Secretary James Peyser said during a remote meeting of the Board of Higher Education.

Peyser said the state’s higher education system should begin looking toward this fall and beyond, trying to understand the coming fiscal and operational challenges and get ahead of them to the degree possible.

“Even healthy institutions are struggling right now under this current environment,” he said.

As the new coronavirus was becoming more prominent in the United States last month, public and private colleges and universities across Massachusetts and the country suddenly had to shift into a remote-learning mode, closing their residence halls, canceling or postponing commencements and other events and moving their courses and services online.



SAM DORAN / SHNS FILE

Higher Education Commissioner Carlos Santiago said there are ‘real questions about what our fall enrollments will look like.’

Sheila Harrity, the board’s vice chair and the superintendent-director of the Montachusett Regional Vocational Technical School District, likened the situation to building an airplane while already in mid-air.

Board members projected that finances will be a significant and long-term issue for higher education campuses that, while incurring new costs associated with remote learning and other adjustments, are also facing reduced revenues from not having students on campus and an expected tightening of student and family budgets.

North Shore Community College President Pat Gentile, who chairs the Massachusetts Community Colleges Council of Presidents, said the state’s 15 community colleges “have already spent an enormous amount” of their fiscal 2020 budget on the campus to com-

plete their studies, along with an “in-person touch” to support them in their learning.

unexpected expenses of going remote. The community colleges’ chief financial officers recently tallied the costs of additional cleaning, information technology and equipment at nearly \$17 million, she said, and have estimated the pandemic’s overall impact on community colleges is at nearly \$47 million.

“Although that seems like a whole lot of money, the CFOs believe it is a very conservative estimate,” Gentile said.

Gentile said that while everyone is encountering difficulties amid the public health crisis, the struggles “are deeper and much more challenging” for the lower- and middle-income students who make up the vast majority of community college students. She said many rely on food pantries, computer labs, libraries and tutoring centers

plete their studies, along with an “in-person touch” to support them in their learning.

The board’s student members and advisers detailed some of the obstacles their peers have run into in the new remote learning landscape.

Mount Wachusett Community College student Abby Velozo raised the issue of retention, saying the pervasive uncertainty could drive students to drop out. “Some people, this is their first semester or first year, and it’s scary,” Velozo said. “You don’t know what’s going to happen next.”

Higher Education Commissioner Carlos Santiago said there are “real questions about what our fall enrollments will look like.” He said he’s heard anecdotally of some students who are considering whether to stay, as they deal with job losses, added child care responsibilities, and “a degree of stress that I think is leading them to not prioritize their higher education experience.”

Fitchburg State University President Richard Lapidus, who chairs the State University Council of Presidents, said the decision to issue refunds was made in recognition of the financial hardships many students are now experiencing, and said the total cost of reimbursing state university students is \$46.8 million. UMass officials have pegged the cost of their refunds at about \$70 million.

LOCAL NEWS

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FITCHBURG STATE UNIVERSITY

FSU gets \$100,000 donation

Submitted Article

FITCHBURG » Students in the Engineering Technology Department at Fitchburg State University will be benefiting even more from the university's long-standing collaboration with the Associated General Contractors of Massachusetts.

The organization has provided dozens of internships and jobs to students and graduates, and now it has donated \$100,000 to Fitchburg State to support curriculum and provide additional lab support. These investments will help students with licensure requirements to meet the industry's workforce needs for construction managers and engineering technologists.

"This generous donation from AGCMA is an endorsement of Fitchburg State's ongoing com-

DONATION » 8A

Donation

FROM PAGE 3A

mitment to preparing students for successful careers in Massachusetts and beyond," Fitchburg State President Richard S. Lapidus said. "We are grateful for AGCMA's continued collaboration that has created unparalleled opportunities for our students."

"AGCMA is very pleased to provide this donation to the Fitchburg State University Construction Management program," AGCMA President and CEO Robert L. Petrucelli said. "The donation was made possible by a gift from several AGC construction firms and an industry advancement fund from the Greater Springfield region.

These contractors wisely believed in the necessity of ensuring the continuation of quality construction management education programs for students at our public institutions of higher education. AGCMA is proud to support the excellent work of the construction management faculty at Fitchburg State

University as well as the AGC MA Student Chapter on campus."

"This gift from AGC supports Fitchburg State's vision to be the commonwealth's top-ranked provider for an affordable Construction Management education," said Dean of Business and Technology Keith Williamson.

"AGC's commitment to quality Construction Management education is unparalleled, not only by this tremendous gift, but through internships, career fairs, and long-standing support on our Advisory Board for the Construction Management program," Engineering Technology Department acting Chair Keith Chenot added.

The funds will be used to provide support to the university's efforts in meeting the Accreditation Board for Engineering and Technology standards for continuous improvement and meeting the quality standards established by the Construction Management Association of America, which serves as the lead

society for the accreditation of construction management programs.

According to its website, the CMAA was accepted in 2013 as a member society of the ABET, said to be the pre-eminent organization accrediting undergraduate and graduate education programs in applied science, computing, engineering and engineering technology fields. As a result of AGC's generosity, Fitchburg State will be pursuing ABET accreditation of its construction management programs.

By helping to ensure that undergraduate construction management education effectively prepares students to enter the profession, ABET, AGC and CMAA significantly complements Fitchburg State's mission and vision, officials said, adding that the quality of tomorrow's professional workforce is among the most frequently cited concerns in the construction management industry.

Accrediting the university's construction management programs assures AGC and other industry employers that entry-level

job candidates have met the basic educational requirements of the profession. It also provides students specifically interested in construction management careers with a way to assess construction management programs they are considering.

Fitchburg State University's Engineering Technology Department serves about 190 students annually. The department's two degree programs, in Engineering Technology and Applied Sciences & Technology, include concentrations in Construction Management, Architecture, Civil Engineering Technology, Electronics Engineering Technology, Energy Engineering Technology, Manufacturing Engineering Technology, and Technology/Engineering Education.

With an estimated 90% of graduates from these programs living and working within the region, officials said this support will help to ensure a career-ready, highly skilled technological workforce in Central Massachusetts.

FITCHBURG STATE UNIVERSITY

TOP GRADS HOPEFUL FOR THEIR FUTURES



COURTESY OF FSU

Paul A. Thibodeau, a Royalston resident, is set to receive the Graduate Student Leadership award from Fitchburg State University.

College honors student accomplishments even though in-person graduations postponed

By Daniel Monahan
*dmonahan@sentinel
andenterprise.com*

FITCHBURG » Fitchburg State University may have postponed its in-person commencement ceremonies, but members of this year's graduating class said on Wednesday they are proud

of their accomplishments and hopeful for the future.

Stanley Louis Choruzek, of Lancaster, is this year's valedictorian after earning a bachelor's degree in computer information systems.

Choruzek, a Marine Corps veteran, was unable to be deployed because of an injury suf-

fered during training and instead turned his attention to his family and education.

A full-time father, he graduated from Mount Wachusett Community College in 2017, and started attending classes at Fitchburg State.

"I've been searching for knowledge," he said. "I've just

been loving learning, with every class, every professor."

Choruzek said he wants to transfer his new degree into a career in cybersecurity.

"That drive to be on the front line has never left me," he said. "I wanted to protect our citizens and now I want to be on

SCHOLAR » 8A

Scholar

FROM PAGE 1A

those virtual front lines and be part of that team that is protecting us. It gives me fuel to move forward with my career when I see hackers interfere with our social networks or elections.”

Choruzek will address his fellow graduates when Fitchburg State holds its in-person ceremony.

Paul A. Thibodeau, a Royalston resident, is set to receive the Graduate Student Leadership award from the university.

Thibodeau is completing a master's degree in counseling and says he's faced many challenges in life.

After years of drug and alcohol addiction, he has been sober for nearly 25 years and is now committed to helping others.

After completing his undergraduate degree in human services from Fitchburg State in 2015, Thibodeau continued his studies at the graduate level in the hopes of building a career in counseling.

Those plans were interrupted after a car crash in 2017.

“I was on my way to class when the accident happened,” he recalled. “On a night like that I would have normally taken my motorcycle, but my car was looking so slick, I took that ... Had I been on my motorcycle I'd have been crippled or left for dead.”

The collision shattered his femur and left him with a traumatic brain injury.

Thibodeau said he's had many challenges but he's been able to overcome them, and now his purpose is to help people overcome their adversities.

He now works as a counselor for the Massachusetts Opportunity Council and looks forward to getting his own license to practice on his own.

“I have a certain level of empathy and experience that helps me to be a better observer and a better



COURTESY OF FSU

Stanley Louis Choruzek, of Lancaster, is this year's valedictorian for Fitchburg State University after completing a bachelor's degree in computer information systems.

counselor,” he said. “My job as a counselor is not to fix people. I like to say I'm doing God's work, not God's job. It's exactly what I hoped for.”

Fitchburg resident Natalie Aguilar graduates from the university with a bachelor's degree in business administration, but the moment bears an even greater significance for her.

Aguilar, the daughter of two Peruvian immigrants, is the third of three children to attend Fitchburg State and graduate with a degree in business.

“I tried my best for (my parents) because they didn't have the opportuni-

ties that I have now,” she said. “Coming from a family that started off with little to nothing, and now having three children graduate college is huge.”

Aguilar said her father feels like he's graduated because his children all succeeded in doing so.

“My journey wasn't the smoothest starting out but with the support of my family, and having in my mind that my parents came here, it made me push myself,” she said.

When she first arrived at Fitchburg State, Aguilar was determined to start her career in the education major, but after a

year she found her home in business administration.

As a full-time student commuting and working a part-time job, there were times when Aguilar said she felt lost or unsure of things. But she persevered.

She encouraged incoming students to persevere, try new things, and to get out of their comfort zones. “Be open to new opportunities and new things,” said Aguilar. “This online learning wasn't for me at first. But once I gave it a shot and dove deep into my classes, it really helped me out.”

Aguilar graduates with her acceptance into the

MBA program at Fitchburg State University where she intends to continue her education in the fall.

Kajahna Matos, of Lawrence, graduates with a bachelor's degree in political science and is the first in her family to attend college.

With a concentration in American government, Matos hopes to turn her knowledge into a tool to help her community in the future.

“I wanted to go into something my community typically doesn't get to,” she said. “I am from a Hispanic background and it was really important for me, coming from that minority community and being a woman, to kind of break that barrier.”

Matos described her time at Fitchburg State as amazing, even adding that she never felt closer to a college campus.

“They make you feel like a family there,” she said.

Degree in hand, Matos plans on attending law school at UMass Dartmouth in the fall and hopes to practice law someday soon.

While her final months at the university were different than she had expected, and the graduation ceremony has been pushed back, Matos said she was hopeful for the future and encouraged other students to keep their heads up.

“Be hopeful,” she said. “This kind of time in the world is only temporary. There's always light at the end of the tunnel ... and I hope people become more hopeful and optimistic for their futures.”

Fitchburg State's graduate school commencement ceremony would have been today and the undergrad ceremony would have been Saturday.

The university is actively planning different scenarios of in-person ceremonies for later this year, knowing that guidance from state and public health authorities will play a major factor in what form these ceremonies take.

LOCAL NEWS

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FITCHBURG STATE UNIVERSITY

Accreditation reaffirmed for FSU's Business Administration

Submitted Article

The Board of Commissioners of the International Accreditation Council for Business Education has announced that

Fitchburg State University was granted reaffirmation of accreditation of the business and management programs offered through its Business Administration Department. "This is another great exam-

ple of our faculty's commitment to a rich learning experience reinforced by the highest standards in the discipline," FSU Dean of Business and Technology Keith Williamson said.

"The accreditation process focuses on continuous improvement for excellence in business education, and advancing academic quality in the department's programs and operations," added **FSU » 6A**

FSU

FROM PAGE 3A

Business Administration Department Chair Renee Scapparone.

The Business Administration Department at FSU has undertaken a rigorous self-evaluation; has undergone a comprehensive, independent peer review; and has demonstrated compliance with the following Accreditation Principles of the IACBE: Outcomes Assessment; Strategic Planning; Curriculum; Faculty; Scholarly and Professional Activities; Resources; Internal and External Relationships; International Business Education; and Educational Innovation.

In addition, the Business Administration Department has demonstrated a commitment to

continuous improvement, excellence in business education, and advancing academic quality in its business programs and operations.

FSU's Business Administration Department offers undergraduate concentrations in accounting, management, and marketing, as well as a robust MBA program.

The MBA offers on-campus options including specialties in accounting, management, and human resources management, in addition to 100% online options that also include healthcare management. To learn more, visit fitchburgstate.edu.

The International Accreditation Council for Business Education was founded in 1997 and is nationally-recognized by the Council for Higher Education Accreditation.

LOCAL NEWS

FITCHBURG STATE

MBA program hailed by state

Submitted Article

FITCHBURG » Fitchburg State University's MBA program is the largest majority-female program in the state for the second year in a row.

The Boston Business Journal recently published its list of the largest MBA programs in the state. Fitchburg State, which offers in-person and accelerated online MBA programs, ranked

MBA » 6A

MBA

FROM PAGE 3A

5th in the state for overall size. It's also the largest program for whom a majority of students — 54% — are women.

Professor Beverley Hollingsworth chairs Fitchburg State's MBA program and said she has always been impressed by the statements of intent in their applications.

"A majority of applicants pour their hearts out with gratitude for the opportunity ... to fulfill their dream of achieving an affordable quality MBA," she said. "I believe the program attracts more females because women in general see themselves as the matriarch and guardian of family values and desire to position themselves as a nurturing role model for their children and other family members to emulate."

Eman Warraich-Gibson, a 2019 graduate, works as chief clinical officer at Integrity House, the largest substance use treatment program in the state of New Jersey. She was looking for an MBA program that she could balance with a challenging career and the demands of a young family.

"I knew instantly this was the program for me:

100% online, a curriculum my impulsive mind could squeeze into one year, and affordable," she said. "With the support of my husband, I enrolled and started my first class in March 2019 and a year later graduated with a 4.0 GPA."

Gibson, who was recognized with the university's Graduate Student Leadership Award at her graduation in December, said she found the curriculum immediately relevant to her work at Integrity House.

"The knowledge I gained from the faculty and my classmates is immeasurable and most applicable to the real world," she said.

Fitchburg State Dean of Graduate and Continuing Education Becky Copper Glenz said the university's MBA offerings — with specializations in accounting, health care management, human resources management, or management — are designed to support students on their terms.

"The Fitchburg State Online MBA program provides the flexibility students are looking for in the timeframe they need and allows students to apply what they learn directly to their daily work, which helps to broaden their experience and provide opportunities for advancement," she said.

To learn more, go to fitchburgstate.edu/mba

COVID-19

LOCAL EXPERTS: PLEASE KEEP YOUR DISTANCE



PHOTOS BY JULIA MALAKIE / LOWELL SUN

Registry of Motor Vehicles security officers from Internal Security Association keep social distancing in effect in the line outside the Lawrence RMV, one of eight RMV offices open, and only by appointment. Jacqui Barnes of Wakefield, in mask, left, who needed to re-register her car, talks to an officer.

Social separation called our best defense at present

By Meg McIntyre

mmcintyre@lowellsun.com

LOWELL » In the face of a global pandemic of COVID-19, officials are urging citizens to practice social distancing by staying home, avoiding gatherings and maintaining a minimum six-foot distance from others when they do go out.

But if social media posts are any indication, some are skeptical of the necessity of these precautions — an attitude experts are warning could substantially decrease the effectiveness of the measures.

The Sun spoke to local experts Benjamin Levy, assistant professor of mathematics at Fitchburg State University, Jennifer Nicoloro, clinical assistant professor and director of the undergraduate medical laboratory science program at the University of Massachusetts Lowell, and Laura F. White, associate professor of biostatistics at Boston University, about the importance of social distancing and what it should look like at this point in the coronavirus crisis.

How does social distancing help combat the spread of COVID-19?

Nicoloro and White said that scientists look at infectious diseases in terms of a measure called R0, which represents

DISTANCE » 5A

Powered by BoardOnTrack



Terry Moran of Westford, left, waits in line to renew his wife's car registration, as Andy of Medford, center (who didn't want to give his last name), checks in with an RMV employee who was checking people's appointments.

Distance

FROM PAGE 1A

how many people, on average, a person with the virus will infect. In the current outbreak, that number is thought to be roughly two to three people.

But the number isn't set in stone — it can be lowered by limiting contact with others, and the goal of social distancing is to reduce the rate by as much as possible, they said.

Practicing social distancing by staying home likely won't affect the total number of cases that will emerge, but it can spread them out over a longer stretch of time, reducing the immediate burden on medical facilities that are facing a shortage of intensive care beds, ventilators and personal protective equipment.

"The social distancing measures will slow the rate of the spread of infection so that hospitals can have a more manageable number of patients to care for, just over a longer period of time," Nicoloro said. "This may sound silly, but it is the difference between doctors having to make war-time decisions on triaging sick patients and determining who to treat, and who not to treat."

She noted that the coronavirus that causes COVID-19 is a "novel" virus, meaning that until now, no human had ever been infected and, as such, all are susceptible to it. Slowing the spread and limiting physical interaction helps protect those most vulnerable, such as the elderly and those who are immunocompromised, from coming into contact with the virus, she said.

Levy, whose past re-

search has focused on modeling infectious diseases, said interventions such as social distancing are typically based on mathematical models that look at the spread of the disease and examine how different factors could affect the potential outcomes. He compared such a spread to the spread of a forest fire.

"If you wanted to have a fire, you need two things: You need heat and fuel. Well in a disease situation, the fire is the disease, and the wood would be people who are not sick," Levy said. "... The way you put out a fire would be to extinguish the flames, is one option, so that would be likened to a vaccine or some kind of cure. Or, another way you can put a fire out is by separating the fuel from the flames."

White emphasized that at this point, removing the fuel by social distancing is really the only effective countermeasure available.

"The less contact you have with other people the less likely you are to infect other people or be infected, and that generally helps to really start bringing that (R0 figure) down in absence of a vaccine or other treatment strategies, which we just don't have right now," she said. "That's kind of our only tool we have."

Are strict social distancing recommendations an overreaction?

The short answer from the three experts: No.

White said everything we know about the virus so far indicates that communities must do everything they can to help limit the spread, and said that we likely won't start to see the effects of the interventions that are already happening for several weeks.



JULIA MALAKIE / LOWELL SUN

A security officer relays instructions on social distancing outside the Lawrence RMV.



Levy

"I think we need to look at Italy, we need to look at the kind of measures China's had to take to appreciate this is really serious. And like I said, I hope like crazy we have completely overreacted. That would be wonderful news," White said. "But I don't think we are."

When thinking about social distancing, Nicoloro said it's important to keep in mind that some who contract the virus are asymptomatic and may not be aware they are capable of spreading it, especially because the virus' incubation period is "upwards of 14 days."

She stressed that people should follow the guidance of doctors and public health officials who are trained for the current situation.

"I have personally seen

many people guilty of not taking the social distancing measures seriously, which is, quite frankly, selfish and dangerous," Nicoloro said. "A cavalier attitude about the measures, particularly those that have the attitude that it won't affect them too seriously, and will be nothing more than a bad cold, is dangerous because normal behavior and interactions with multiple people almost guarantees that people harboring the virus will spread it unknowingly to others and the environment."

Levy also pointed to his previous research on the spread of Ebola, noting that early projections indicated there could potentially be about 1.4 million cases of the illness worldwide within a few months. This resulted in ramped up response efforts, and far fewer cases ultimately emerged than had been

he said. "All that hubbub, all that

commotion that was made from the projection, in my opinion, really contributed to the reduction in the cases from 1.4 million to 29,000," Levy said. "So these kind of, what might be perceived as overreactions can also be really important in (controlling) spread of the disease."

So what should social distancing look like at this point?

President Donald J. Trump has already urged citizens not to gather in groups of 10 or more and Gov. Charlie Baker has issued a stay-at-home advisory, but some are wondering if they can still safely visit each other or gather in smaller groups.

From Nicoloro's view, it's safer to stay in unless going out is absolutely necessary.

go outside for any reason, they should simply stay at home," she said.

"It is reasonable to pick up essential items like food or medications, but otherwise people have no business being out of their homes. Many cities in the U.S. are already telling their populations to 'shelter in place!'"

According to White, if you do choose to see others in person, it's safest to do so outdoors and maintain the recommended six-foot distance. The general guidance is to spend time with family and friends via phone calls and video-conferencing rather than visiting each other's homes, she said.

"I think a term people are using that I like is rather than saying social distancing, let's just say physical distancing," she said.

"We need to keep our social ties up, but we need to keep the physical distance."

White acknowledged that this physical separation can come with feelings of isolation or loneliness, and while dealing with those emotions isn't her area of expertise, she noted that modern technology has given us more ways to connect than ever before — and we should utilize them.

"I think contrasting to 1918, really the only other pandemic we can look at that looks kind of comparable in scope to this, people were a lot more isolated then. It was very devastating. And I think we have the benefit now, we do have ways to stay in touch," she said. "That's really important."

More information about social distancing and combating the spread of COVID-19 is available at www.cdc.gov/coronavirus.



White

FITCHBURG

TEMPORARY MORGUE SET UP AT FSU ARENA



JOHN LOVE / SENTINEL & ENTERPRISE

Workers cover fencing with a green tarp around the Carmelita Landry Arena at the Wallace Civic Center at Fitchburg State University Wednesday. The arena is being converted into a temporary state mortuary in light of the ongoing coronavirus pandemic.

Worcester County braces for rise in coronavirus deaths

By Daniel Monahan

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FITCHBURG » With a State Police

mobile incident command center parked out front, several workers erected temporary fencing around the Carmelita Landry Arena at the Wallace Civic Center early Wednesday morning.

It was the first step in an effort by the Office of the Chief Medical Examiner to create temporary mortuary services

and to prepare Worcester County for COVID-19 deaths, according to a spokesman with the OCME.

“While OCME currently has sufficient capacity for its needs, our contingency plans include supporting the continued operation of mortuary services by providing increased short-term capacity for cities, towns, and

medical facilities if necessary,” said OCME spokesperson Jake Wark.

The medical examiner’s surge planning involves staging temporary mortuary trucks at Landry Arena in the event of increased deaths or decreased mortuary services,” said Wark.

According to Wark, hospital

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Mortuary

FROM PAGE 1A

mortuary space varies widely across the state and the staging area, if needed, can act as a bridge between health care facilities and funeral homes and crematories.

"This will allow mortuary service providers to keep their services operating in a way that's safe for staff and respectful of each decedent," he said.

Remains will be contained within the trucks according to OCME protocols and will pose no health risks to the surrounding area and residents.

Temporary morgues are recommended in CDC guidance and are being utilized in New York, London, and other locations as a necessary public health strategy to maintain sanitary conditions at hospitals and other facilities.

In a statement, Mayor Stephen DiNatale said Fitchburg State University, the city's police and fire departments have been working with Massachusetts Emergency Management Agency and the OCME to host contingency plans, including the operation of mortuary services.

"This temporary facility will provide increased short-term capacity for cities, towns, and medical facilities, if necessary in the



JOHN LOVE / SENTINEL & ENTERPRISE

A worker puts orange netting around a metal fence at the Wallace Civic Center in Fitchburg where a temporary state mortuary is being readied.

event of an increase in decedents or a decrease in the mortuary workforce," said DiNatale. "The public health benefits will save lives here and across Massachusetts."

DiNatale also said MEMA had previously identified the civic center as an ideal area for staging emergency operations.

Wark said mortuary services in the state handle about 60,000 deaths in an average year. The staging area will ensure the con-

tinued operation of those services in the event of an increase in deaths or a decrease in workforce that would otherwise contribute to unsanitary conditions.

It is unclear at the moment how many people will be staffed at the center, but it would depend on the amount of use that it gets.

Ward 4 City Councilor Andy Van Hazinga told residents via social media that he was comfort-

the state conducting operations at the civic center.

"The truth is that we don't know how bad this will get, but we have to be prepared," said Van Hazinga. "The important point to take away from this is that our state's emergency management agencies are actively responding to a public health crisis that is unprecedented in our lifetime."

DiNatale was set to address residents on FATV at

Trump considers travel limits

WASHINGTON » President Donald Trump said Wednesday that he is weighing grounding domestic flights between coronavirus hot spots as he ramps up efforts to try to contain the pandemic's spread.

"We're thinking about doing that," Trump told reporters at a White House briefing, a day after he warned the nation to brace for a "hell of a bad two weeks," with 100,000 to 240,000 coronavirus deaths projected, even if current social distancing guidelines are maintained.

Limited flights continue to run between cities like New York and Detroit, though passenger counts have plummeted across the nation. The Transportation Security Administration screened just 146,348 passengers Tuesday, down from 2,026,256 the same day last year.

Nonetheless, Trump said he was looking at new restrictions, even as he voiced concern about the impact on already-struggling airlines, saying that, once you do that, "you really are clamping down" on "an industry that is desperately needed."

Trump, however, offered mixed messages during the briefing.

He seemed to suggest

that he was looking to temporarily ground all domestic flights, saying, "We're looking at the whole thing because we're getting into a position now where we want to do that, we have to do that ... and we may have some recommendations."

But pressed later on whether that was his intention, he said he was thinking of something less restrictive. "I am looking where flights are going into hot spots," he said. "Closing up every single flight on every single airline, that's a very, very, very rough decision. But we are thinking about hot spots where you go from spot to spot, both hot. And we'll let you know fairly soon."

Trump also said he was considering similar restrictions on train travel, while claiming, incorrectly, that anyone boarding a plane or train is currently subjected to "very strong tests for getting on, getting off."

Trump in the past has said he was reluctant to ground flights because of challenges in getting the system back up and running once the threat posed by the virus fades.

"When you start closing up entire transportation systems and then opening them up, that's a very tough thing to do," he said.

OPINION

AS I SEE IT

COVID-19 complications (in testing)

By Sean Rollins

With regards to COVID-19, much of the information we receive is an oversimplification of a very complex issue. Diagnostic testing is a critical component of any effective COVID-19 response. Before we can get back to any sense of normalcy and open society for business, effective testing is needed.

The bad news is that no common medical diagnostic test is perfect. Test results are not simply positive or negative. People who are truly positive for the infection could be incorrectly identified as negative. Good diagnostic tests might be 95% accurate. That means, if we let 20 people identified as negative into our place of business, one of those people could be infected.

There are two general types of tests being used. Direct testing, looking for the virus "directly" within a nasal swab; and antibody or "indirect" testing, looking for an immune response in the form of antibodies. The assumption is that if you have antibodies against the virus, you have the infection. There are advantages and disadvantages for each type of test.

Coronaviruses use RNA as their genetic material. HIV, influenza and Ebola are examples of other RNA viruses. RNA is an infamously unstable molecule; it breaks down easily. Direct tests are looking for this unstable RNA that breaks down quickly, making it harder to find. To complicate matters, human skin contains enzymes that breakdown RNA as part of your innate immune system, protecting you from viruses. How you collect your swab and how long it sits before processing become factors in your testing accuracy.

Dr. Birx, the coronavirus response coordinator for the Trump Administration, recently commented that antigen testing would be a "breakthrough." This type of testing is similar to a flu swab or a rapid strep test; instead of detecting the RNA, look for a protein that is unique to the virus. The caveat is that we all have been previously infected with other coronaviruses; it is a frequent cause of the common cold.

In immunology, this is called cross-reactivity. Antibodies can respond to protein that looks similar to other proteins that we have seen before. You have to find the protein (or at least a small region of a protein) that is unique to COVID-19 but looks significantly different from

other coronaviruses.

Another critical factor is how much RNA is present at the time of testing; referred to as viral load. Right after infection, the amount of virus in a nasal swab is low, unlikely to be detected. It takes several days for the number of virus particles to accumulate to detectable levels. People are likely to be walking around in the early stages of infection, potentially shedding virus, with a negative diagnostic test. A mouse model indicates that the virus replicates within 1-2 days of infection suggesting the virus could be shed early during human infection.

Antibody production also takes time and there are different types of antibodies. The earliest antibody response is typically 3-5 days after infection. IgM antibody is the body's equivalent of a first responder but it isn't the most prevalent blood antibody. IgG is the most prevalent antibody but takes longer to develop. IgG antibodies can start showing up five days after infection and peak between 7-21 days post-infection. Again, there is a significant lag between initial infection and diagnostic detection. A recent study suggests COVID-19 patients produce significant quantities of antibodies 11-12 days after infection. This same study also indicated that only 80% of patients produced IgG antibodies, although 100% of patients produced some type of antibody.

One advantage of an IgG antibody test is that it could serve as an indicator for future immunological protection. The immune system produces cells that retain memory from past infections and respond quickly to subsequent exposures. IgG is a critical neutralizing antibody; it coats the virus and blocks it from infection. It would be terrific to know that if you produce a high titer of IgG, you are protected from future infection but the science is not there.

Injecting COVID-19 patients with antibodies from a patient with a previous infection (plasma therapy), has been shown to be an effective experimental treatment. For this reason, protective immunity looks promising, but the length of time for protection is unclear and based on studies of other coronaviruses, immunological memory is not as long as seen with most infections. Scientists are also attempting to produce synthetic antibodies, which is a promising therapy option.

There are a number of additional complications associated with

antibody testing. There are reports of patients experiencing reinfection. If you already have antibodies from a previous infection, how do you know if a patient is re-infected? Another significant population of patients are immunocompromised. We are all familiar with AIDS but there are a number of conditions that reduce one's ability to produce antibodies. Cancer treatments, being a transplant recipient or even pregnancy can suppress the immune system.

Finally, and this applies to antibody and direct testing, diagnostic testing is a one-size-fits-all approach; which is not reality. We all have different diets, sleep, exercise, age, weight, other illnesses such as diabetes, asthma, heart disease, etc. We are also infected with a different number of virus particles. Every infection is different; a patient's immune response and the virus's ability to reproduce varies. Immunity passports have been proposed as a mechanism to allow individuals to go back to work. These passports will only be good as the diagnosis accuracy and frequency of testing.

Testing right now is kind of the wild-west; states and regions are doing their own thing. Standardization across state lines will help in the collection and analysis of data to make the most informed decisions moving forward. The ideal scenario would be to use both nasal swabs and antibody testing, but testing capabilities are limited. It is critical to understand that good testing is not the golden ticket to end this pandemic. Testing, vaccination, herd immunity and therapies are needed to fully deal with the pandemic. The best option to resolve this crisis as quickly and painlessly as possible, will require partnerships between the federal government, international organizations, states, commercial entities and end users.

Sean Rollins, Ph.D., is an associate professor of microbiology at Fitchburg State University and a adjunct assistant professor of biology at MCPHS University. He taught microbiology labs at Harvard Medical School for 10 years and earned a Ph.D. in microbiology from The Ohio State University. He did his post-doctoral fellowship in infectious diseases at Massachusetts General Hospital and a second post-doctoral fellowship in biological chemistry and molecular pharmacology at Harvard Medical School.

LOCAL NEWS

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

FITCHBURG STATE UNIVERSITY

Lapidus: Congrats Class of 2020

Staff Report

FITCHBURG » This week Fitchburg State University concludes the 2019-20 academic year, conferring 559 undergraduate degrees and 379 graduate degrees to students from more than 30 states and countries around the world.

President Richard S. Lapidus saluted the Class of 2020 in a letter this week.

“You have been thrust into unimaginable circumstances, with the expectations for your final semester completely upended with barely a moment’s notice. And yet, you have endured. You have risen to the challenges that confronted you, and overcome them to arrive at this milestone.

“Be proud of what you have accomplished, for it is no small feat. Even in the best of times, the completion of your college degree is a journey rightly filled with difficulty – which is, of course, part of what makes it worthwhile. Finishing a degree means working successfully under pressure, challenging one’s limitations and broadening your horizons in pursuit of a lofty goal.

“You arrived at this moment thanks to the dedication of a talented faculty, whose own lifelong commitment to their disciplines has been shared with you in their classrooms and laboratories during your time here. And our committed university staff have provided you the tools to learn and be supported through these extraordinary times.

“Our entire community is

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Congrats

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disappointed that we cannot celebrate your achievement in person just yet, but know that we will do so as soon as it is safe.

“For the accomplishments of the Class of 2020 are many, and deserving of respect.

“Congratulations, be well, and we will see you soon.”

Fitchburg State University Graduation List for Spring 2020

Ashburnham: Amanda M. Allenm, MBA, Business Administration; Rachel Bousquet, MBA, Business Administration; Cassidy E. Caouette, BS, Sociology; Nicole J. Dancause, BS, Human Services; Sam B. Davidson, BSE, Elementary Education 1-6; Jacob P. Janssens, BS, Computer Science; Ariana M. LeBlanc, MS, Counseling; Travis W. Stewart, BS, English Studies; Kai J. Wilson, BS, Political Science

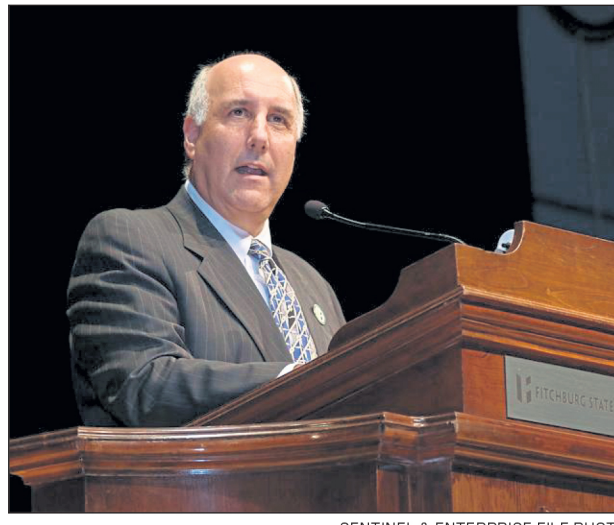
Ashby: Suzanne M. Carter, MED, Early Childhood Education; Heather E. Drummond, BS, Nursing - BS; Katherine L. Meehan, MBA, Business Administration

Ayer: Meghan E. Lewis, MED, Elementary Education 1-6

Fitchburg: Marissa S. Abell, BSE, Elementary Education 1-6; Natalie N. Aguilar, BS, Business Administration; Ana G. Aguilar, BS, Exercise and Sports Science; Savannah D. Alansky, MS, Counseling; Elisa S. Alves, BS, Biology; Courtney R. Aulden, BS, Environmental & Earth Science; Mallory T. Babineau, MED, Early Childhood Education; Matthew J. Badagliacca, BS, Political Science; Austin P. Bell, BS, Psychological Science; Alexander J. Blinn, BS, Chemistry; Emily S. Capone, MED, Special Education; Jeremy O. Castillo, BS, Chemistry; Emily A. Celona, BS, Communications Media; Vikki T. Chartrand, MBA, Business Administration; Reem E. Chniouli, BS, Psychological Science; Sadiya M. Clark, BS, Nursing, RN to BS; Daniel P. Clifford, BS, Human Services; Alexander P. Cochran, BS, Mathematics; Kelsey M. Comis-

key, BSE, Early Childhood Education; Cassandra C. Cook, MAT, English; Savannah R. D'Agostino, BS, Psychological Science; Kristal E. Dalbec, MBA, Business Administration; Madison J. Davick, BS, Biology; Gabriana J. Dickerson, BA, Psychological Science; Molly K. Donnelly, MBA, Business Administration; Jason J. Dwyer, BS, Comp Info Systems; Jean M. Fisher, MBA, Business Administration; Julie E. Fluet, BSE, Early Childhood Education; Joshua R. Folmer-Lafleur, BS, Criminal Justice; Vanessa C. Foote, BS, Business Administration; Ryley M. Forwood, BS, Game Design; Ernan Galindo, BS, Environmental & Earth Science; Alexandria K. Gallagher, BSE, Early Childhood Education; Johanna E. Garcia, MED, Curriculum and Teaching; Carrie Grossi, BS, Nursing, LPN to BS; Jeanette A. Hall, MS, Counseling; Grant H. Jensen, BS, Criminal Justice; Carissa S. Kushmerek, MBA, Business Administration; Mary A. Lavelle, MS, Applied Communication; Carly E. Leblanc, BS, Nursing - BS; George C. Ledoux, BS, Nursing - BS; Di Lin., BS, Computer Science; Katelyn M. Lingus, BS, Business Administration; Cory Lo, BS, Industrial Technology; Ashley E. Mason, MED, Curriculum and Teaching; Jefferson J. Massillon, BS, Exercise and Sports Science; Kobi A. Namsaly, BS, Business Administration; Karin A. Penski, BS, Nursing, LPN to BS; Christi E. Pike, BS, History; Molly T. Potter, BS, English Studies; Ana K. Rodriguez, MBA, Business Administration; Natasha M. Rodriguez, BS, Human Services; Kyleen Roman, BS, Business Administration; Reinardo Rosario, BS, Biology; Danielle C. Samarjian, BS, Industrial Technology; Jennifer M. Senecal-James, MED, Occupational Education; Bethany M. Silveroli, BS, Interdisciplinary Studies Educ; Michael K. Smith, MED, Special Education; Daniel J. Valera, BS, Criminal Justice; Marie Vante, BS, Human Services; Der Yang, BS, Communications Media

Lancaster: Victoria K. Atkinson, MED, Early Childhood Education; Maura O. Bailey, MA, English; Stanley L. Choruzek, BS, Comp Info Systems; Laura P. Croteau, MBA, Business Administration; Fagan R. Forhan, MS, Applied Communication; Stephen J. Nagle, BS, Industrial Technology; Katelyn E. Turk, BS, Exercise and Sports Science
Leominster: Guelmari Alvarado, BS, Business Administration; David R. Barry, BS, Business Administration; Nicholas V. Benincasa, BS, Business Administration; Victoria G. Bisceglia, BS, Biology; Julia L. Bonica, BS, Biology; Matthew D. Boucher, BS, Comp Info Systems; Allison Brann, MS, Counseling; Ricardo S. Cabrini Sanchez, MBA, Business Administration; Luis G. Calderon, BS, Game Design; Ryan A. Carter, BS, Criminal Justice; Carissa Ciccone, BS, Industrial Technology; Rosirys Collado, BS, Business Administration; Ashley H. Crank, MBA, Business Administration; Melissa K. Cunningham-Aubuchon, BS, Business Administration; Kimberly M. Dawson, MED, Special Education; Jonathan P. Day, BS, Comp Info Systems; Katie P. Doughty, BS, Biology; Victoria Flynn, MBA, Business Administration; Alexandra M. Foster, BS, Business Administration; Gabriella R. Foster, BS, Business Administration; Paula S. Fuentes, BS, Human Services; Paige A. Giordano, BS, Business Administration; Nicholas B. Girard, BS, Criminal Justice; Jamie P. Goodgion, MS, Counseling; Noelle L. Grudziecki, MS, Counseling; Ka-
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Fitchburg State University President Richard Lapidus.

Andrew W. Harrington, BS, Political Science; Michael E. Harris, BS, Comp Info Systems; Haylee E. Hebert, BS, Nursing - BS; Yahaira Herrarte, BS, Human Services; Andrew P. Jeselson, MBA, Business Administration; Christina Knowles, MS, Counseling; Matilda Kola, BS, Business Administration; Nicholas C. Kostich, MED, Science Education; Rebecca L. Landry, BS, Communications Media; Jill N. LeBlanc, MED, Special Education; Nicholas Y. Manu, BS, Biology; Sharie A. Melendez, BS, Political Science; Brandon Mgeni, BS, Exercise and Sports Science; Perry Ofori, BS, Criminal Justice; Kathryn L. Oldfield, MED, Special Education; Brittny A. Peralta, BS, Business Administration; Matthew J. Philbin, MBA, Business Administration; Samantha K. Prescott, MBA, Business Administration; Devante Proctor, BS, Exercise and Sports Science; Amanda M. Refrigeri, MED, Early Childhood Education; Craig D. Renaud, MBA, Business Administration; Ciara Rodriguez, MBA, Business Administration; Ashley N. Roy, BS, Business Administration; Alina R. Salaiz, BS, Environmental & Earth Science; Yeni A. Salazar, MED, Special Education; Sana Saleem, MS, Computer Science; Nicole F. Salerno, MBA, Business Administration; Lisa M. Sanderson, CAGS, Educational Leadership/Mgmt; Silvana V. Silva, MS, Applied Communication; Nicholas D. Souders, BS, Criminal Justice; Matthew Terrell, MED, Special

Education; Taylor L. Thibodeau, BS, Business Administration; Emmanuel L. Torres, BS, Biology; Cassidy Vargas, BS, Nursing - BS; Kieley L. Vieweg, BS, Psychological Science; Jacquelyn M. Vokey, BS, Business Administration; Alexandros C. Voyiatzis, BS, English Studies; Danielle E. Waseleski, BS, History; Haven K. Wichelns, BS, Business Administration; Evelyn E. Zimmerman, BS, Human Services

Lunenburg: Brianna L. Babineau, BS, Nursing - BS; Alyssa A. Bulger, MED, Special Education; Tenzin Dhakpa, BS, English Studies; Jarrod M. Haas, BS, Criminal Justice; Michael R. Jeffreys, BS, Interdisciplinary Studies; Meghan E. Landry, MED, Special Education; Lianne M. Leonard, BS, Business Administration; Nicole M. Melanson, BS, Nursing - BS; Melissa L. Michaelides, MBA, Business Administration; Lynette J. Pimentel, BS, Psychological Science; Catherine A. Proctor, MED, Special Education; Eva M. Robichaud-Serrano, BS, Human Services; Lindsey M. Smart, BA, Biology; Suzanne M. Thomas, BSE, Elementary Education 1-6; Aaron L. Verner, BS, Computer Science; Jeffrey Verner, BS, Environmental & Earth Science; Brian K. Walter, BS, Business Administration; Bridie Wolejko, BS, Interdisciplinary Studies; Jennifer A. Panarelli, MA, English; Griffin J. Smith, MED, Curriculum and Teaching

Princeton: Nathan C. Alsdorf, BS, Comp Info Systems; Erin M. Gyles, BS, Psychological Science; Madeline R. Kuntz, BS, Psychological Science
Rutland: Zachary M. Gull, BS, History; Christopher T. Jeffcoat, MED, Educational Leadership/Mgmt; Matthew R. Pingitore, BS, Criminal Justice; Adam R. Richards, MAT, Biology; Timothy E. Sheridan, BS, Sociology

Shirley: Cayla L. Justice, BSE, Elementary Education 1-6; Jamie E. McKenna, BS, Interdisciplinary Studies; Jessica J. Peck, MED, Special Education; Jefflyn Naa Kwarley Quartey, MBA, Business Administration
Sterling: Amy L. Jolly,

MED, Educational Leadership/Mgmt; Glenn E. Rossi, BSE, Middle School Education; Matthew Valyo, BS, Exercise and Sports Science

Townsend: Claire B. Bagley, MED, Curriculum and Teaching; Daniel P. Considine, BS, Comp Info Systems; Brandon J. Durham, MBA, Business Administration; Venessa A. Francois, MBA, Business Administration; Justin M. Girard, BS, Biology; Eamon R. Gosselin, MA, English; Kaitlin M. Hanlon, BS, Psychological Science; Amy E. Lamoureux, BS, Human Services; Francesca J. Lewis, MA, English; Bryanna R. Luongo, BS, Exercise and Sports Science; Erinn B. Melus, BS, Environmental & Earth Science; Erinn B. Melus, BS, Mathematics; Joshua S. Miller, BS, Business Administration; Alexa C. Nogueira, BS, English Studies; Alicia M. Silver, BS, Nursing - BS; Melissa Sullivan, MED, Early Childhood Education; Jessica D. Watson, BS, Business Administration

West Townsend: Keith P. McCarthy, MBA, Business Administration; Rachel Nadworny, MS, Counseling

Westminster: Ashley R. Cournoyer, BS, Interdisciplinary Studies; Kathleen L. Craigen, MBA, Business Administration; Rachael E. DeLisle, BS, Biology; Bryanna N. Hache, BS, Human Services; Melissa F. Hall, MED, Curriculum and Teaching; Samantha R. Ide, BS, Business Administration; Nicholas Lambert, BS, Comp Info Systems; Gregory Lambert, BS, Computer Science; Jennifer A. Mailoux-Rochon, MED, Occupational Education; Allison K. McCann, BS, Criminal Justice; Shannon L. McCarthy, MED, Elementary Education 1-6; Taylor E. Nelson, BS, Nursing - BS; Samuel M. Phelps, BS, Geographic Sci & Technology; Katelyn R. Robbins, BS, Interdisciplinary Studies; Kyle E. Robbins, BS, Chemistry; Gianna J. Slack, BS, Criminal Justice; Claritza L. Taylor, MS, Criminal Justice; Erica Y. Ulrich, BS, Biology; Karin P. Valencia-Bedard, MED, Curriculum and Teaching; Cody T. Walter, BS, Criminal Justice; Brendan M. Winslow, Game Design.

Cover Sheet

It is requested that the Board of Trustees enter into executive session to discuss collective bargaining, and not return to public session. VOTE (17-19/20)

Section: VIII. Executive Session
Item: A. It is requested that the Board of Trustees enter into executive session to discuss collective bargaining, and not return to public session. VOTE (17-19/20)
Purpose: Vote
Submitted by:
Related Material: VOTE Executive Session.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: June 10, 2020
FROM: The President	REQUEST NUMBER:
SUBJECT: Executive Session	17-19/20

It is requested that the Board of Trustees enter into executive session to discuss collective bargaining, and not return to public session.