Fitchburg State University

Board of Trustees Meeting

Published on March 22, 2022 at 3:45 PM EDT

Date and Time
Tuesday March 29, 2022 at 8:15 AM EDT

Location
This meeting will be held remotely.

Notice of a Meeting of the Fitchburg State University Board of Trustees to be held on Tuesday, March 29, 2022 at 8:15 a.m.

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

For public comments only:
978-665-3698

For public listening and viewing:

Live stream
stream.meet.google.com/stream/b51858ba-3bc0-46ac-b5e0-020a9cbb21d8

Agenda

	Purpose	Presenter	Time
I. Opening Items			**8:15 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 February 15, 2022 meeting - VOTE (16-21/22)	Approve Minutes		1 m

	Purpose	Presenter	Time
II. Tenure			**8:21 AM**
A. Tenure- VOTE (17-21/22)	Vote		5 m
III. New Degree Proposal: Digital Media Innovation			**8:26 AM**
A. VOTE (18-21/22)	Vote		15 m
IV. Notifications			**8:41 AM**
A. Personnel Actions (N08-21/22)	FYI		1 m
B. Promotions - (N09-21/22)	FYI		3 m
V. Student Trustee Report			**8:45 AM**
A. Update from Student Trustee Joseph Cautela			5 m
VI. Chair's Report			**8:50 AM**
A. Update from Chair Debbie Phillips			5 m
VII. President's Report			**8:55 AM**
A. COVID-19 Campus Actions	FYI		5 m
B. NECHE	FYI		5 m
C. Future Falcon Day	FYI		2 m
D. Provost Search/Dean Search			5 m
E. Commencement	FYI		5 m
F. State Audit - Pandemic Relief Funds/Cyber Security Training	FYI		2 m
G. May 3, 2022 Board Meeting at 4:00 p.m. (In-person)			
H. News Articles	FYI		1 m
VIII. Closing Items			**9:20 AM**
A. Adjourn Meeting	Vote		1 m

Cover Sheet

Approve Minutes from the Board of Trustees February 15, 2022 meeting - VOTE (16-21/22)

Section: I. Opening Items
Item: D. Approve Minutes from the Board of Trustees February 15, 2022 meeting - VOTE (16-21/22)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Meeting on February 15, 2022 VOTE Minutes.pdf

FITCHBURG STATE UNIVERSITY

Fitchburg State University

Minutes

Board of Trustees Meeting

Date and Time
Tuesday February 15, 2022 at 8:15 AM

Location
This meeting will be held remotely.

Notice of a meeting of the Fitchburg State University Board of Trustees on Tuesday, February 15, 2022 at 8:15 a.m.

For public comments, dial (when announced in the meeting): 978.665.3698
Public streaming:

Live stream (view-only): https://stream.meet.google.com/stream/9b534efe-34b5-421e-9b28-b8b94ea693b8

Trustees Present
C. Stimpson (remote), D. Tiernan (remote), F. O'Donnell (remote), J. Cautela III (remote), K. SPINELLI (remote), L. Barrieau (remote), M. Fiorentino, Jr. (remote), M. Nicholson (remote)

Trustees Absent
D. Irving, D. Phillips

Ex Officio Members Present
R. Lapidus (remote)

Non Voting Members Present
R. Lapidus (remote)

Guests Present
C. Canney (remote), D. Deptula (remote), F. Barricelli (remote), G. Doiron (remote), G. Doiron (remote), J. Bry (remote), J. Murdoch (remote), J. Wolfman (remote), L. Bayless (remote), M. McKenzie (remote), P. McCafferty (remote), R. Toomey (remote)

I. Opening Items

A. Record Attendance and Guests

B. Call the Meeting to Order

L. Barrieau called a meeting of the board of trustees of Fitchburg State University to order on Tuesday Feb 15, 2022 at 8:17 AM.

C. Public Comments

There were none.

D. Approve Minutes from the January 11, 2022 meeting - VOTE (13-21/22)

M. Fiorentino, Jr. made a motion to approve the minutes from Board of Trustees Meeting on 01-11-22.
C. Stimpson seconded the motion.
The board **VOTED** to approve the motion.

Roll Call
K. SPINELLI	Aye
J. Cautela III	Aye
D. Tiernan	Aye
D. Irving	Absent
M. Fiorentino, Jr.	Aye
C. Stimpson	Aye
D. Phillips	Absent
F. O'Donnell	Aye
L. Barrieau	Aye
M. Nicholson	Aye

II. NECHE

A. The NECHE Self-Study will be discussed.

Dr. Catherine Canney, Interim Provost and Vice President for Academic Affairs, and Dr. Daneen Deptula, Professor, Psychological Science who serve as Co-Chairs of the NECHE Committee, presented a detailed PowerPoint on the accreditation process.

C. Canney provided background information and noted that the campus visit is five weeks away. She expressed her appreciation to Dr. Deptula and Ms. Pamela McCafferty, Assistant Vice President for Institutional Research and Planning for putting together the accreditation documents and their extreme attention to detail. She also commended and publicly thanked Dr. Benjamin Railton, Professor, English Studies for editing the self-study that created one narrative voice.

D. Deptula stated that the 450-page document, which includes appendices, was successfully submitted to NECHE on February 4, prior to the deadline. The complete document has been shared with the campus community and posted on the Fitchburg State website. As required by NECHE, an invitation for public comments was placed on the website and in the local paper, The Sentinel and Enterprise, on February 10, 2022. The core components of the electronic workroom have been built. The workroom is a repository of every linked resource in the document, as well as additional documents that the visiting team might wish

to review. It also includes a sampling of course syllabi and faculty vitas. She acknowledged the work of Ms. Allison Bunnell and other members of the technology staff in helping to develop and launch this website. The self-study was developed using a transparent and inclusive process designed to obtain feedback from the campus community.

D. Deptula mentioned the question of the week campaign, which was designed to keep the upcoming NECHE visit fresh in the campus' mind as well as strengthen the campus' knowledge of the report itself.

C. Canney stated that our accreditation process, is a time for self-reflection. As we appraise our work, we as an institution find areas for continuous improvement. It is also the responsibility of the accrediting body to identify areas for improvement.

C. Canney and D. Deptula explained the upcoming visit details and the follow-up process. The anticipated time for the Board of Trustees to formally meet with the team is on Monday, March 21, from 9:15 a.m. – 10 a.m. An invitation will be sent once the date and time is confirmed.

C. Canney expressed her appreciation and thanks to Trustee Lynn Barrieau for serving on the Steering Committee. It was suggested that the Board take the time to read the self-study, especially standard 3.

L. Barrieau thanked the Co-Chairs and everyone else for being part of the process. She said it was seamless.

M. Fiorentino stated that the report is very comprehensive and appropriately addresses the standards. He noted that there is a considerable amount of good data about the university in the report.

There was a discussion.

The President briefly talked about the comprehensiveness of the process and the final report and believes that it accurately conveys the good work the university is doing. He expressed his extreme appreciation and gratitude to the Co-Chairs, the NECHE committee members and the university as a whole for their engagement.

III. Funding from Reserves

A. VOTE (14-21/22)

The President explained the reason for replacing the turf and track at Elliot Field. The turf and track were originally installed in 2005. The typical life cycle is 10 years, so the field has gone well beyond its expected life cycle.

M. Fiorentino, Jr. made a motion to authorize the President to use up to $1.7 million in reserves from either the N91 or N93 Capital Fee Trust Fund to support the replacement of the turf and track at Elliot Field.
D. Tiernan seconded the motion.
The board **VOTED** to approve the motion.

Roll Call
J. Cautela III	Aye
K. SPINELLI	Aye
C. Stimpson	Aye

Roll Call

D. Irving	Absent
M. Nicholson	Aye
D. Phillips	Absent
D. Tiernan	Aye
M. Fiorentino, Jr.	Aye
F. O'Donnell	Aye
L. Barrieau	Aye

IV. Notifications

A. Personnel Actions (N06-21/22)

The personnel actions were submitted for informational purposes.
There was a discussion.

B. Financial Statement (N07-21/22)

The Financial Statements were submitted for informational purposes.

C. Federal 990's (N08-21/22)

The Federal 990's were submitted for informational purposes.

V. Student Trustee Report

A. Joseph Cautela will provide the Student Trustee report.

J. Cautela spoke about the current COVID policies as they relate to students. In his meetings with students, he stated that they have changed their perspective and have taken a vote to remove the on-campus mask mandate. He provided rationale of why they felt that way. He indicated that students recognize that this is still a serious health situation.

He next stated that he would like to plan a Trustee networking event this semester. L. Bayless acknowledged that the students were extremely thoughtful and complex in their discussions around COVID policies. She expressed her appreciation to the students in their approach to the COVID situation as a whole.

J. Cautela announced the SGA meeting schedule which meets every Tuesday evening. All board members are invited to attend SGA meetings.

VI. President's Report

A. COVID

The President expanded on the COVID discussion surrounding J. Cautela's comments. He noted the conversation in Higher Education administration is to begin to think about reducing COVID protocols. He stated we have started the conversations on our campus in regards to wearing masks as our positivity numbers continue to remain low. He stated that all indicators are pointing in the right direction. The City of Fitchburg has not stated where they stand on their protocols, but the Governor has announced that the mask mandate will be lifted for K-12 on February 28. He noted that there will be a meeting with the university Health and Safety Committee for their recommendation.

B. Welcome Center

The Admissions Department space has been renamed, and renovated to a Welcome Center. The construction is a cultural shift in how we look at enrollment services. The space was becoming dated and reflected more office space than a place to gather. Under the leadership of Associate Vice President Richard Toomey, a plan to reflect a more inviting living room atmosphere is underway.

R. Toomey noted there will be an Open House in the future where all will be invited to attend and view the changes. There will be a video to showcase the area which will also be circulated.

C. Auditor Change

The President informed the board that Fitchburg State's auditors, CohnReznick, have been indicating for a couple of years that they wanted to exit the higher education market. They have made the decision that next year will be their final engagement with us. We will go out to bid for another auditing firm this coming year. We will confer with our sister schools to inquire which firms they are using. The BOT finance committee will be asked to review possible firms.

D. Spring 2022 Enrollment

The spring undergraduate enrollment is down, but less down than last spring. Enrollment is starting to show some slight signs of trending in a positive direction, but it is too early to be certain. Enrollment continues to be fluid and challenging to understand as a result of demographic changes and the compounding effects of COVID.

There was a discussion regarding having a high school degree versus a college degree. The salaries being offered and bonuses by employers indicate some potential students are going straight to work and foregoing college.

E. Commencement

The President announced that the spring commencement ceremonies will be held in person. The dates are as follows:

Graduate Commencement – May 12, 2022 at 6:30 p.m., Recreation Center
Undergraduate Commencement – May 14, 2022 at 10:00 a.m., Campus Quadrangle
The Nursing Pinning ceremony will be held on May 11 in the evening.

He invited the trustees to attend these celebratory events.

He also reported that the provost search is going well. He said that the candidate pool was robust and diverse, with a good number of highly qualified candidates. The pool will be narrowed down to three or four and they will be asked to visit campus for in-person interviews.

The President expressed his appreciation to Frank O'Donnell for his ten years of service on the board. His term expires on March 1, 2022. He announced that Eric Gregoire, an employee at UMASS Amherst, was elected by the Alumni Board to serve as Trustee.

F. O'Donnell thanked everyone and stated that he has been nominated to serve on the Governor's Board of Registration.

F. News Articles

The news articles were submitted for informational purposes.

VII. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 9:23 AM.

Respectfully Submitted,
D. Tiernan

Documents used during the meeting

- VOTE Minutes.doc.pdf
- VOTE - Funding from Reserves.pdf
- BOT Notifications 02152022.pdf
- Dec 21 Executive Summary.pdf
- FSU_DEC 31 2021 - Financial Statement..pdf
- (2020) Federal-990 Packet.pdf
- Clips for Feb 2022.pdf

Fitchburg State University
REQUEST FOR BOARD ACTION

TO: Board of Trustees	DATE: March 29, 2022
FROM: The President	REQUEST NUMBER: 16-21/22
SUBJECT: February 15, 2022 Board Meeting minutes	

It is requested that the Fitchburg State University Board of Trustees vote to approve the minutes from the February 15, 2022 Board Meeting.

Cover Sheet

Tenure- VOTE (17-21/22)

Section: II. Tenure
Item: A. Tenure- VOTE (17-21/22)
Purpose: Vote
Submitted by:
Related Material: VOTE Tenure 2022.pdf

Fitchburg State University
REQUEST FOR BOARD ACTION

TO: **Board of Trustees**	DATE: March 29, 2022
FROM: The President	REQUEST NUMBER: 17-21/22
SUBJECT: Tenure	

Pursuant to the MSCA Collective Bargaining Contact, I am recommending tenure for the following faculty members and Librarians effective September 1, 2022:

Tenure:

Benjamin Levy	Mathematics	Associate Professor
Ozge Ozay	Economics, History, and Political Science	Associate Professor
Britton Snyder	Communications Media	Associate Professor

Tenure with Promotion to Associate Professor: Current Rank

Jessica Alsup	Exercise and Sports Science	Assistant Professor
Dennis Awasabisah	Biology/Chemistry	Assistant Professor
Lena Ficco	Psychological Science	Assistant Professor
Tara Mariolis	Nursing	Assistant Professor
Diego Ubiera	English Studies	Assistant Professor

Tenure with Promotion to Associate Librarian: Current Rank

Renee Fratantonio	Amelia V. Gallucci-Cirio Library	Assistant Librarian
Sherry Packard	Amelia V. Gallucci-Cirio Library	Assistant Librarian

Cover Sheet

VOTE (18-21/22)

Section: III. New Degree Proposal: Digital Media Innovation
Item: A. VOTE (18-21/22)
Purpose: Vote
Submitted by:
Related Material: Fitchburg State DMI LOI March 2022 updated.pdf
                      VOTE Digital Media Innovation Major.pdf

Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

PHASE I: LETTER OF INTENT TEMPLATE
FOR BOARD VOTE ON APPROVAL PROCESS

Review Guidelines Prior to Submitting Materials
https://www.mass.edu/foradmin/academic/publicnewdegrees.asp

Information should be typed directly into the boxes below, which will expand. Letter of Intent (LOI) document should be about five to six pages in addition to appendices. After the local approval process for the LOI has been completed, the President of the institution should submit this template and all required forms addressed to the Commissioner of Higher Education, and to the Academic Affairs Committee (AAC) of the Board of Higher Education (BHE).

Submissions are required to be in MS Word format. Please direct the completed to:
PublicProgramReview@dhe.mass.edu

Proposed Degree Title and Intent and Mission of the Program (200 words):

Digital Media Innovation

      This 33 credit major capitalizes on the digital media expertise of existing faculty and will appeal to students seeking employment in the digital marketplace in such diverse fields as media/journalism, social/digital media management, web-development, data analytics, libraries/archives/museums, marketing/public relations, digital publishing and content development, educational and cultural programming, and higher education. The program explores digital media and how digital technology and computing are changing social and cultural systems in most employment markets as new digital tools continue to reshape industries across the globe.

      The courses in this major allow students to develop a large cross-section of disciplinary practices and a range of new digital skills that span social media, multimedia storytelling, information design, data studies, coding, and more. The DMI program culminates in a community-engaged capstone project that demonstrates the changing ways we construct narratives using data and equips students with skills to employ technologies and practices in a digital age. The capstone project promotes students' scholarship and professional development, allowing students to develop portfolio pieces that will assist them in their careers. Students will emerge from the program ready to meet the needs of a flexible and changing global economy.

Proposed CIP Code: 09.0702 Digital Communication and Media/Multimedia

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Chief Academic Officer (CAO) Name and Title: Dr. Catherine Canney, Interim Provost and Vice-President
CAO Phone Number: (978) 665-3653
CAO Email: ccanney@fitchburgstate.edu
Has the Chief Academic Officer reviewed this LOI? yes
Date LOI was approved by governing authority:

Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

A. Alignment with Massachusetts Goals for Public Higher Education

The FY19 BHE Equity Statement (https://www.mass.edu/strategic/equity.asp) provides campuses with insight into the next iteration of the system-level plans.

1. How does the program address institutional gaps in opportunity and achievement? How does the program align with campus goals?

      The DMI major presents a significant institutional opportunity, as it weaves together innovative interdisciplinary digital coursework and research already being done on our campus and packages it into a coherent curriculum designed to teach students the advanced digital skills they will need to succeed on the job market – both today and into the future. As part of this program, students will complete two of three offered pathways, which include Digital Storytelling, Data Studies, and Digital Culture and Preservation. The pathway design allows the major to adapt and evolve over time so that it can follow emerging trends in job markets and technological developments. In the future, not only can courses be added or removed to existing pathways, but entire pathways themselves can be added or removed. This design was itself a necessary feature to model for a major that focuses on helping students learn the innovative digital media skills of emerging job markets.

      Our market research suggests that both FSU and the state of Massachusetts suffer from a gap in quality digital media programs that needs to be filled. An attached EAB Feasibility Study for CIP Code 09.0702 ("Digital Communication/Multimedia") indicates that nationally, average completion rates in this area have grown 16% annually between 2014 and 2019, while they have fallen at a similar rate in Massachusetts. Nevertheless, there is a consistent average monthly growth in employment opportunities both across the state and nationally. These digital skills are in increasing demand, and yet there are only a few universities in the region offering curriculum that addresses these needs. The attached EAB analysis also fails to capture the full story being represented by the data. Fitchburg State represents 20% of the market share in this data and shows a decline in enrollments; however this decline is actually due to Fitchburg State's Interactive Media concentration transitioning into a Game Design major with a new CIP code. The Game Design major has been so successful that it now reaches its maximum enrollments every year. Had the 27 students graduating with a Game Design major in AY18-19 been included in the EAB study, the average yearly completion rate for this timespan would actually show an average positive annual growth.

      Most importantly, the DMI major is significantly different from all of the other programs represented in this report and that exist throughout the region. All of the other regional programs are hosted and offer courses almost entirely within Communication departments, with an emphasis on traditional mass media such as television, radio, or even web design. While our proposed DMI major is hosted in the Communications Media Department at FSU, it is a thoroughly interdisciplinary program that requires students to take courses in disciplines outside of Communications Media. DMI offers a unique opportunity in Massachusetts, and growth in this area across the country shows that there is significant potential for growth in our state.

      As digital technology and content continues to expand and grow, there will be an increased need for a workforce that is able to move seamlessly between disciplinary silos, able to communicate fluently, and be able to translate between the languages of ethics, business, and technical knowledge. This integrated approach is designed as part of each pathway in the DMI major, but the Data Studies pathway can serve as a clear example. Increasingly, businesses are in need of employees who can help navigate the often complex ethical decisions between what is technologically feasible and profitable for the bottom line, yet avoids ethical backlash that might have long reaching effects through social media. While this employee does not need to be a data scientist, they must have a working knowledge of technology, programming, data analytics, and ethics. A DMI student completing a Data Studies pathway can understand and speak this language, while also bringing a big picture perspective to the conversation based on their deep engagement with the liberal arts and humanities.

      This program embraces a mission of education justice which has been highlighted in FSU's most recent strategic plan. The major is flexible, both in the design of the pathways and the lean credit structure, offering students the chance not only to craft a unique pathway through the major but potentially combine DMI as a double major with other areas of study. In short, we meet students where they are, connecting with their

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

interests and passions while helping them develop innovative new digital skills. Many STEM fields still struggle with gender and racial disparities, graduating far more white males than any other demographic. Nationally, the combination of STEM skills with the larger emphasis on the liberal arts and storytelling has a successful track record in attracting and retaining a more diverse student body. For example, Texas State University has had great success recruiting a gender-diverse range of students to their Digital Media program, a program with a similar interdisciplinary focus to our DMI program (Royal, C. 2017, December 11. Why Texas State's Digital Media Degree is Attracting Female Students. MediaShift. http://mediashift.org/2017/12/digital-media-degree-attracting-female-students/). The DMI major offers a significant institutional opportunity to offer STEM-based skills to students who are historically less likely to engage with these courses.

Finally, this program features a variety of classes that incorporate high impact practices such as civic engagement, study abroad, and intensive writing. The DMI program culminates with a capstone community-based project that features experiential learning. A 2013 AAC&U report entitled *Assessing Underserved Students' Engagement in High-Impact Practices* highlights the positive impact of such practices, including capstone projects, for student learning and retention. The report also cites work by George Kuh which found particular benefit of high-impact practices for traditionally underserved populations while, at the same time, citing evidence from the National Survey of Student Engagement (NSSE) that students from underserved populations are precisely those who tend to lack access to these types of high-impact practices (*High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, 2008). The DMI program is committed to providing all majors with such high impact educational experiences from which students will produce professional portfolio pieces that will assist them with their ongoing and shifting careers.

2. What program or department supports and practices are in place to ensure that students persist and complete the certifications and degrees offered by the program?

All students in the major will be assigned a faculty advisor in their major with whom they are required to meet one-on-one at least once per semester. These advising sessions will focus on career development and helping students select and complete the pathways that are part of the major's curriculum, drawing on data from EAB Navigate to do so. EAB Navigate provides advisors with predicted risk for their advisees and facilitates data collection related to attendance, midterm grades, and non-registration status that can also be disaggregated by race and ethnicity. The major will regularly analyze such data to help identify and eliminate potential barriers to student retention and graduation for specific identity groups. Faculty and staff can also use this platform to create alerts that facilitate quick interventions for students who may need assistance.

One consideration to highlight about the program is its size: the curriculum is designed to be attractive to students by giving them an opportunity to complete a 33-credit major with an interdisciplinary focus. Modern office culture and communication, driven by such technologies as Slack and Basecamp, require graduating students across all disciplines to learn to navigate and delegate responsibilities and complete tasks for collaborative efforts. The DMI major is explicitly designed with this ethos in mind, giving students the opportunities to participate in the program with other students from various disciplines to learn from their tasks and responsibilities and collaborate on public-facing projects. These internal program supports and curricular experiences are meant to highlight their works within the diverse academic and professional communities with which they will engage as DMI students when they graduate.

Inclusive pedagogy also emphasizes communicating sources of support. The major will develop social media outreach and other materials that make clear both what additional resources are available on campus and how these are relevant to DMI majors. All incoming first-year students have access to peer mentors as part of the First Year Experience at FSU. These peer mentors attend FYE classes with new students, are available via office hours, and offer academic success workshops. All DMI students would be part of this FYE experience. We aim to collaborate with TRIO support services because they offer first-generation students, students with disabilities, low-income students, and other students who show academic need services that include pre-advising, academic counseling, and multiple peer mentor and tutoring opportunities, in addition to those

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

offered by the Academic Coaching and Tutoring Center. The University has also launched a grant-funded Hispanic Male Mentoring program designed to boost retention for students by providing support in Spanish that is focused on helping students schedule classes and explore career options. As the university moves toward a goal of becoming a certified Hispanic-Serving Institution, we plan to recruit students in this demographic.

3. Please describe relevant alliances and partnerships with PK-12, other institutions of higher education, and the employer community. If you have or plan to convene an advisory group for this proposed program, please explain. Describe how information from an advisory will be used to develop and refine the program.

This program builds explicitly off of the deep connections that already exist between the Communications Media Department and the employer community of Massachusetts. For decades, the department has required all Communications Media majors to complete a one-semester, 12-credit internship. Facilitating and overseeing this internship requirement has allowed department faculty to gain deep insight into employment trends and the needs of employers in the areas of communication and digital media. These partnerships mean that not only do graduates of this department have a strong reputation among potential employers, but faculty accrue on-the-ground insight into current and emerging needs of these employers, which can be leveraged into adapting and updating curriculum to meet these needs, as discussed in question one.

Further, the DMI major both draws on and aims to bring together the already established community-based and civic learning projects of faculty across the university. Many of the faculty teaching courses in this new major have been closely involved with the ReImagine North of Main initiative, a partnership with local businesses, the university, government, nonprofits, and residents that is committed to improving the Fitchburg community. For example, Dr. Jane Huang and her student teams have been awarded multiple interdisciplinary research grants in GIS teaching, research, and community service projects. Community project topics have included crime hotspots mapping analysis, urban structure study, and regional economic development mapping. FSU regularly partners with the Fitchburg Historical Society for projects such as Dr. Elise Takehana's "When We Were Normal," an augmented reality tour of the campus's history, and Dr. Kisha Tracy's cultural heritage projects, which both heavily involve students in their research and production. Furthermore, English Studies Professor, Dr. Wafa Unus, has revitalized the collaboration between students and the local Fitchburg city newspaper, *The Sentinel & Enterprise*, which included a major project that explored the regional impact of the opioid crisis. Dr. J.J. Sylvia and Dr. Kyle Moody have hosted several successful student-led communication ethics public discussions at Strong Style Coffee, in affiliation with the Society of Philosophers in America. Dr. Moody has held well-attended talks for ALFA students and other community members at libraries throughout Massachusetts to explore the impact of digitally-disseminated fake news and net neutrality on social issues. These talks bring together FSU students and community members for important discussions that have been a vital component of hosting guest speakers, such as Pulitzer Prize-winning journalist Carl Bernstein. Dr. Sylvia is currently collaborating with the Fitchburg Historical Commission to have students develop a brochure and digital walking tour of historic downtown Fitchburg. These projects link sometimes disparate disciplines by technology and the needs of the educational and regional community. These existing community partnerships can be leveraged immediately to create opportunities for experiential learning for DMI students. The capstone course will draw on these partnerships to allow students to collaborate through hands-on community-based research projects that culminate with either public presentations or exhibitions.

FSU has further collaborated on the development of the ideaLab, a space in downtown Fitchburg that is designed as a place for community innovation, bringing together students and the community. This space has thus far been used as a small business incubator and to host hackathons. The DMI major plans to host a variety of events and collaborations between students, businesses, and community members in this space, facilitating and deepening the opportunities for engagement with the employer community.

We will encourage faculty to coordinate with the FSU Crocker Center for Civic Engagement, a center whose mission is to foster partnerships between the University and local organizations through the creation of civic-learning and community-based research and internships, and to seek out additional partnerships with

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

public artists, historical sites, local governments, marketing & publishing companies, and science museums and exploratoriums. Core faculty will also consult with the FSU Corporate and Community Engagement Group to identify new partners across Massachusetts.

   As the program grows we intend to partner with PK-12 schools through the Early College Pathways program, which offers students the opportunity to earn 12 college credits at Fitchburg State University or Mount Wachusett Community College while still in high school. Students who participate in such programs are more likely to complete college degrees (Zeiser, Kristina. "Evaluating the Impact of Early College High Schools." American Institutes for Research. Accessed November 11, 2021. https://www.air.org/project/evaluating-impact-early-college-high-schools). Core courses in DMI such as *Introduction to Programming* or *Computer Science I* can be offered to high school students in school districts that are less likely to have such courses. This greater access increases equitable opportunities for students in Massachusetts and helps prepare them for a digital workforce, all while increasing the likelihood that students will complete their degrees.

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4. If the proposed program is designed for students to enter an employment area of demonstrated need in the regional and/or statewide labor market, provide evidence including references to workforce development plans, showing market need and employer engagement. If it is not directly labor market aligned, identify the career options related to the proposed program and explain how students will be made aware of them. Do not rely on Bureau of Labor Statistics projections in this section. Explain all relevant content that has been sourced using the internet. Use the full APA citation including retrieval date and the exact url where the content was obtained. If the institution has commissioned market research regarding the proposed program, please attach a digital copy of the report(s) on which you relied to draw your conclusions and design your program. DHE utilizes Burning Glass to validate data.

   As the attached EAB report notes, there is consistent growth in this employment area. However, we further argue that the development of new jobs and entrepreneurial opportunities in innovative and emerging technologies leads to even stronger demand than is captured in the EAB report. The DMI major is designed with a built-in flexibility that allows for adding and removing courses and pathways which can keep the program at the cutting edge of the job market, preparing students not only for the innovative jobs that exist today, but the ones that will emerge over the next 5-10 years. Recent research on the news product community demonstrates this shift toward emerging jobs: "Almost two-thirds of the respondents said their specific positions did not exist five years ago, and nearly 90% have been in their current role for less than five years. Even those who identified as journalists were likely to say their particular role didn't exist five years ago (71%). This indicates an emerging field with career development implications" (Royal, Cindy L. *State of the News Product Community 2020*. Media Innovation Lab, School of Journalism and Mass Communication, Texas State, 2020, https://gato-docs.its.txstate.edu/jcr:9ebf309f-73b9-4567-985e-380f7440ac6a/State%20of%20the%20News%20Product%20Community%202020.pdf?pdf=News-Product-Report).

   Our current pathways feature courses and skills based on the themes of Digital Storytelling, Data Studies, and Digital Culture and Preservation. The small credit load of the program also makes it ideal as a double major, allowing students to combine the digital skills they are learning with disciplines beyond the nine already represented in the major. For example, entrepreneurially-minded students could double major in DMI and Business, helping them gain the skills needed to launch a successful small business and promote it through digital storytelling. Students majoring in a traditional liberal arts discipline could also benefit from double majoring in DMI where they can explore the many ways they can apply their disciplinary knowledge to diverse job markets. The low credit-load also makes DMI an attractive degree for transfer students or a second bachelor's degree for returning students.

   Digital storytelling has become a vital tool for every business, even those not directly involved in inherently digital business models. Some restaurants, for example, have gotten rid of phone lines in favor of customer service and reservation models based on social media platforms such as Instagram (Petersen,

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

Victoria. 2022. "Restaurants to Customers: Don't Call Us, We Won't Call You." *The New York Times*, January 28, 2022, sec. Food. https://www.nytimes.com/2022/01/28/dining/restaurant-phone-line-call.html.) While businesses used to simply have their youngest employees run social media accounts in addition to their normal job duties, companies are now creating positions and hiring those with specific and valuable digital storytelling skills. DMI graduates will be immediately employable in these areas.

Even more innovative jobs continue to emerge. The *Harvard Business Review* and Deloitte has found that, "There's a big demand for new, unique combinations of skills...new tasks, titles and even careers are being created at breakneck speed…" (Rappolt, N., 2018. Council Post: How To Keep Learning In A Rapidly Changing Technological World. Forbes. Retrieved August 20, 2021, from https://www.forbes.com/sites/forbestechcouncil/2018/06/06/how-to-keep-learning-in-a-rapidly-changing-technological-world/). The Center for the Future of Work created a guide that highlights jobs that they forecast to emerge by 2027 (2017. "21 Jobs of the Future: A Guide to Getting - and Staying - Employed over the Next 10 Years." Cognizant. 2017. https://www.cognizant.com/us/en/whitepapers/documents/21-jobs-of-the-future-a-guide-to-getting-and-staying-employed-over-the-next-10-years-codex3049.pdf.) Many of these jobs are precisely the ones for which DMI graduates would be highly qualified. A few examples include:

- Digital Data Detective: "Although you will be expected to use the latest tools of the big data trade, you do not need to be a data scientist to thrive in this role. D3 employees need to be equally comfortable with being 'in the weeds' and with seeing and explaining the big picture." Our Data Studies pathway prepares graduates to serve as a mediator between data scientists and decision makers in organizations, helping center ethical considerations of projects while translating the sometimes difficult jargon of computer scientists for non-specialists.
- Personal Memory Curator: "As a personal memory curator, you will consult with patients and stakeholders to generate specifications for virtual reality experiences that bring a particular time, place or event to life. The ideal candidate will have a high degree of emotional intelligence to uncover lost memories and experiences, together with a solid grounding in virtual reality simulation techniques." Digital storytelling skills will quickly move beyond social media, as the metaverse expands and aging consumers seek out new experiences as well as ways to reflect on their own lives as they age.
- Augmented Reality Journey Builder: "As an AR journey builder, you will collaborate with talented engineering leads and technical artists to create the essential elements for customers to move through an augmented reality experience of place, space and time. This includes the setting, mood, historical time, information, tone, characters and suggested things or experiences to buy, as well as the application of clients' favorite games, sports teams, music and cinematic style." Finally, digital culture creation and curation is becoming increasingly popular, both as a form of education and entertainment. Museums, historical societies, and other education-based agencies are increasingly implementing AR and VR educational exhibits. Designing innovative and entertaining cultural experiences as part of the broader metaverse and crypto-based non-fungible token markets (NFTs) will provide a wide range of jobs in the coming years.

These are the types of jobs that are just over the horizon, and the students who are prepared to enter these fields as employees or entrepreneurs will be set up for success.

5. Are there existing programs at other institutions (public and independent) in your region that offer a similar degree? If so, compare and contrast them with the proposed program.

This program is unique in our region, which is part of the reason that the EAB analysis fails to fully capture the market potential for such a major. While some other institutions offer minors in digital content, our program is unique as a major with multi-disciplinary options for students. In the Massachusetts state university system, Massachusetts College of Liberal Arts has a Digital Media Innovation minor and concentration focused on the media practices surrounding television and radio, while UMass Lowell has a new Digital Media program with an emphasis similar to MCLA's. Our major does not focus on traditional mass media but instead offers a wider range of coursework that includes digital storytelling and literacy tools (among others) from a

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

variety of humanities, science, and social science disciplines to prepare students for a modern and varied workforce. UMass Amherst offers a 15-credit specialization in Digital Humanities or Games within the English Department. Only MIT has an undergraduate program in Comparative Media Studies but without the express focus on community engagement and clearly from a "media studies" tradition.

Our DMI major is differentiated by its interdisciplinary emphasis and small credit load, which allows it to be paired easily with other majors. While standing on its own as a workforce-relevant major, the DMI program will also develop employable technological skills for traditional liberal arts majors. In doing public-facing, digital work with the community, liberal arts students will see how digital technology and computing are changing social and cultural systems in ways that shape the places and people that surround them. At a time when digital social media has eroded the traditional pillars of the local community, this major facilitates new pathways for building the local community through digitally-engaged participation and collaboration.

6. Has the proposed program been planned to include any significant digital, experiential, competency-based or other innovative approaches? Please explain and provide examples.

The Digital Media Innovation program is explicitly designed to leverage its innovative and adaptive pathway model to give students the opportunity to learn cutting-edge digital skills through hands-on experiential learning. The curriculum is designed to accentuate digital storytelling, culture, and societal applications of data and its ultimate goal is to have students activate their learned digital skills by way of experiential projects throughout their coursework and especially in their capstone course. Students in the DMI program learn about text analysis, data mining and analysis, visualization, geospatial analysis and mapping, multimedia storytelling, information design, creative coding, virtual and augmented reality, digital preservation and more. Their capstone projects demonstrate the changing ways we construct narratives using data and create technologies and practices that reconsider the human experience in a digital age. Two of the DMI program's curricular goals focus on the core nature of digital and experiential work:

- Engage in concepts related to the humanities, contingent with critical thinking abilities, including - but not limited to - historiography, digital recreations of texts, interpolating messages between disciplines, and technologically-enhanced textual analysis.
  - Integrate and assess digitally driven research goals, methods, and media with discipline-specific inquiry.
  - Assess information and information technologies critically;
- Integrate academic work with community engagement to produce tangible, engaging, audience-aware products.
  - Produce engaging digital narratives using emerging tools (such as 3D printing, 360 degree video, augmented reality and creative multimedia coding).
  - Create social media strategies for outreach and content generation.
  - Collaborate respectfully with diverse others to respond to community needs and assets.

While the DMI program was designed to meet the needs of a growing job market and align with our institutional goals, it also resonates with many of the core values of any university rooted in a liberal arts tradition. Students will think broadly about the impact they have on their community and of what their place and purpose is in an increasingly digital social, economic, and cultural environments. The transformational quality of a college education is that it helps students find perspectives on the world, perspectives built from critical thinking and communal applications of their earned knowledge. Beyond preparing for a professional life, our students are also preparing for a life as a citizen of their communities, digital and otherwise.

B. Alignment with Campus Strategic Plan and Mission

1. Describe why the proposed program is a priority, and how it supports the campus's approved strategic plan, in the context of the institution's mission.

The DMI program is designed with institutional goals in mind, particularly those addressing interdisciplinarity and community-engagement. Given the challenging landscape for higher education, we have

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

designed for high-impact innovation that repurposes many existing resources so Fitchburg State can remain current and even cutting edge while being mindful of budgetary limitations. We have created this program in direct response to the strategic plan goal 1.4 "leverage existing curricular strengths to develop new programs that meet demand and forge deeper connections between our curriculum and community needs." By collaborating with faculty across nine disciplines, we have constructed a program which combines and creates new courses that bring digital innovation to the forefront of students' experience. The flexible design of the curriculum allows for on-going innovation as faculty can revise and add pathways as the needs of the marketplace and community evolve or faculty expertise shift. Current "pathways" include courses from at least nine different disciplines, so students are explicitly encouraged to think about the interdisciplinarity of their work, which supports the strategic plan goal 1.3 "promote greater interdisciplinary teaching and develop innovative combinations across academic departments."

       Beyond taking an innovative and flexible approach to digital interdisciplinary work, the DMI program also explicitly targets increased community engagement. All students will complete a community-engaged capstone project and much of their coursework prior to capstone prepares them to work collaboratively with constituents outside of an immediate academic environment. By making the culminating experience a community-focused project, our curriculum helps the institution achieve their goal 3.5 to "encourage and support faculty and student scholarship that is community-focused and designed to help the city and region address critical challenges and opportunities." Furthermore, the DMI program is the direct curricular result of much of the recent efforts in building ties with our local community through the renovation of the downtown theater block, the opening of the IdeaLab, and grant supported work on economic development such as the ReImagine the North of Main project. That previous work paved the way for this innovative program of study and so continues FSU work toward goal 3.4: "pursue a coordinated, 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."

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2. List the overall goals and learning objectives of the program and describe the strategy for achieving each goal. Use the LOI Program Goals and Objectives table in addition to any narrative comments.

       Form B details the program's emphasis on educational justice by recruiting diverse students and using an iterative disaggregated evaluation process to ensure students are work-ready once they complete the program.

C. Alignment with Operational and Financial Objectives of the Institution

1. Provide enrollment projections for the first five years of the program using the Program Enrollment form (Form C). Describe below any anticipated impact that the program may have on enrollment in other programs.

       Courses from other departments (English Studies, Earth and Geographical Sciences, Biology/Chemistry, Mathematics, Computer Sciences, Criminal Justice, Humanities, Economics, History, and Political Science) make up the bulk of this program. All departments have approved the program and report no immediate concerns about the impact of enrollments of DMI students on their courses or programs with most eager to see higher enrollments thanks to the DMI program.

2. Describe the resources that the program will require (additional faculty and/or staff, space and equipment, on-line infrastructure, startup and maintenance of the program). Please include a narrative or financial statement outlining the anticipated net impact of the program on the overall financial resources of the institution. Include five years of future projections of revenue and expense using the LOI Budget form (Form D).

       The DMI program is designed to enhance curriculum to prepare our students for the technology-driven economy. The net impact of the program on the overall financial resources of the institution will be modest as

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

we are leveraging existing faculty expertise and curricula. The modest costs related to program coordination, equipment, and software are outlined on Form D.

Specific costs include the purchase of computers, software licenses to support student work in courses, a program coordinator stipend for the startup of the program (changing to a course release once the program is established), adjunct coverage until the program reaches capacity and a new faculty member can be hired, and $1000 yearly additional funding to the home department budget to support project costs. There has been consultation with administration and the library on plans to repurpose media space in the library for an audio/video recording studio and a collaboration space equipped with flexible use furniture. Additionally, the campus is planning renovations in the Communications Media department that will include space that will support the DMI major. Discussions are ongoing regarding a student lab drawing heavily on makerspace approaches, that provides access to technological resources in a collaborative work setting.

3. Complete the LOI Curriculum Outline form (Form A) with course titles and credits.

4. Complete the LOI Program Goals and Objective form (Form B).

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

ATTACHMENTS:

Form A	LOI Curriculum Outline
Form B	LOI Goals and Objectives
Form C	LOI Enrollment Projections
Form D	LOI Budget

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

Form A: LOI Undergraduate Program Curriculum Outline

Required (Core) Courses in the Major (Total # courses required = 3)		
Course Number	**Course Title**	**Credit Hours**
DMI 4000	Capstone	[3]
Theory and Methods (Choose 6 credits):		
COMM 4300	Critical Making	[3]
COMM/ENGL 2325	Introduction to Digital Humanities	[3]
GEOG 2400	Intro to Geospatial Technologies	[3]
CSC 1000 OR CSC 1002 OR CSC 1500	Intro to Programming OR Computational Thinking OR Computer Science I	[3]
	Sub Total Required Credits	[9]
Elective Courses (Total # courses required = 8)		
Complete Two of Three Elective Pathways		
Storytelling, Narrative, and Design: This pathway emphasizes new approaches to storytelling, narrative, and design afforded by emerging technologies (Choose 12 credits)		
COMM 3810	Introduction to Graphic Design	[3]
COMM 3306	Web Design and UX Basics	[3]
COMM 4400	Creative Coding	[3]
ENGL 2030	News Reporting and Writing	[3]
ENGL 2710	Introduction to Science Fiction and Fantasy	[3]
ENGL 3015	Writing the Science Fiction and Fantasy Novel	[3]
ENGL 3045	Media Conscious Storytelling	[3]
ENGL 3730	Comics and the Graphic Novel as Literature	[3]
GAME 2000	Elements of Game Design	[3]
GAME 2200	Introduction to Game Art	[3]
GAME 3000	Game Design Studio	[3]
GAME 3005	Mobile Game Design	[3]
GAME 3010	Game Narrative Design	[3]
GAME 3030	Game Level Design	[3]
GAME 3040	Virtual Reality Development	[3]
GEOG 3300	Urban Geography	[3]
GEOG 4001	Web GIS	[3]
HIST 3130	Oral History and FSU's Past	[3]

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

PHIL 4300	Philosophy of Science	[3]
Data Studies: This pathway develops the necessary skills to understand how data is being leveraged by companies, organizations, and governments to make decisions, generate profits, and persuade citizens (Choose 12 credits)		
CJ 2130	Criminal Justice Research Methods	[3]
CJ/GEOG 3004	GIS for Criminal Justice	[3]
CJ 3140	Criminal Studies Data Analysis	[3]
COMM 3304	Interactive Media Project Design	[3]
COMM 4007	Data & Society	[3]
COMM 4010	Information Design	[3]
COMM 9022	Quantitative Research Methods	[3]
COMM 9025	Data and Analytics	[3]
ECON 3002	Basic Data Skills	[3]
ENGL 2323	Big Data, Artificial Intelligence, and Journalism	[3]
ENGL 3600	Language, Literature, and the Digital Humanities	[3]
GEOG 3000	Geographic Economic System	[3]
GEOG 3120	Computer Cartography	[3]
GEOG 4000	Geographic Information Systems	[3]
GEOG 4003	GIS II	[3]
MATH 1100	Math in Society	[3]
MATH 1700	Applied Statistics	[3]
Digital Culture, Heritage, History, and Preservation: This pathway explores questions about how technology helps us record our present and interpret our past while considering the challenges the future poses from obsolescence to innovation (Choose 12 credits)		
BIOL 1750	Decoding Your Genome	[3]
BIOL 3700	Biological Ethics	[3]
COMM 2003	History of Interactive Media	[3]
COMM 2005	Intro to Social Media	[3]
COMM 2420	History of TV	[3]
COMM 3025	Social Media Campaigns	[3]
COMM 4200	Human Communication	[3]
COMM 4230	Communication Law and Ethics	[3]
COMM 7006	New and Emerging Media	[3]
COMM 4008	Rhetoric in Greece	[3]
ENGL 2890	Storytelling and the Oral Tradition	[3]

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Institution: Fitchburg State University **Proposed Degree: Digital Media Innovation**

ENGL 3880	Folklore in America	[3]
GAME 2001	Games and Art in Japan	[3]
GAME 3050	Serious Games	[3]
GAME 3510	Contemporary Issues in Games	[3]
GAME/HIST 3003	History by Design	[3]
GAME 4000	Game Studies Seminar	[3]
HIST 2021	Reading Historical Landscapes	[3]
HIST 2022	Constructing History	[3]
HIST 2014	Worlds of the Past on the Digital Frontier	[3]
MUSC 1400	Introduction to Music Technology	[3]
	Sub Total Elective Credits	**[24]**

Distribution of General Education Requirements Attach List of General Education Offerings (Course Numbers, Titles, and Credits)	# of Gen Ed Credits
Arts and Humanities, including Literature and Foreign Languages	[18]
Mathematics and the Natural and Physical Sciences	[9]
Social Sciences	[12]
Integrative Learning	[9]
Sub Total General Education Credits	[45]

Curriculum Summary	
Total number of courses required for the degree	11 courses
Total credit hours required for degree	120 credit hours

Prerequisite, Concentration or Other Requirements: students seeking the B.A. in DMI must demonstrate intermediate foreign language proficiency (potentially requiring up to 12 additional credits).

To ensure exposure to a wide range of disciplines, students may count no more than five courses in the same discipline toward their coursework in the DMI major.

To allow for double majors, particularly in English Studies, Communications Media, Game Design, History, and Earth and Geographic Sciences, students may count up to three courses that fulfill requirements in both majors.

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable
Perform a program review of the DMI Major after 7 years (AY29) and every 7 years thereafter	Using existing comprehensive program review criteria, the department will complete a self-study of the program and an expert external to the university will assess the program in 2029 and every 7 years thereafter. In order to support DEI-based analysis, data on student success will be disaggregated by race, ethnicity and gender.	Dean of School of Arts and Science will add DMI to the program review rotation. Director of Assessment to work with the department to establish assessment methods.	Initial Program Review in AY29 and every 7 years thereafter.
Work-Ready Students	100% of majors will either complete an internship or engage in a community-based capstone project during their undergraduate experience.	Build on existing partnerships and develop new community partnerships that enable students to complete service-learning capstone projects as part of their capstone experience.	AY26, the first year students will graduate from the program.
Identify, attract, retain, and graduate a diverse student body	Retention rate: 77%; Six-year graduation rate: 62%; BIPOC enrollment: 40%	Work with Associate Vice President for Enrollment to target outreach and recruitment efforts. Collaborate with the Center for Diversity and Inclusiveness to build support systems into the major and advising process in order to better retain students.	AY29, which will allow rates based on three years of graduating students.
Become a destination program that draws outstanding students from across the region	Reach 45 active majors	Create transfer pathways for students from community colleges; On-campus promotion of the ability to easily double major in DMI; recruit adult learners seeking a second Bachelor's degree; Work with AVP of Enrollment to develop marketing and outreach plans for major.	AY26, based on recruiting 5-15 students per year.

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

Form C: LOI Program Enrollment

	Year 1	**Year 2**	**Year 3**	**Year 4**	**Year 5**
New Full-Time	5	5	10	15	15
Continuing Full-Time	0	5	10	20	30
New Part-Time	0	0	0	0	0
Continuing Part-Time	0	0	0	0	0
Totals	5	10	20	35	45

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

Form D: LOI Program Budget

One Time/ Start Up Costs							
			Annual Enrollment				
	Cost Categories	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	Full Time Faculty *(Salary & Fringe)*	$0	$0	$0	$0	$60,414*	
	Part Time/Adjunct Faculty *(Salary & Fringe)*	$11,718	$11,718	$17,577	$23,436	$0	
	Staff	$0	$0	$0	$0	$0	
	General Administrative Costs	$1000	$1000	$1000	$1000	$1000	
	Instructional Materials, Library Acquisitions	$0	$0	$0	$0	$0	
2 iMacs $3,598; HP Elitedesk desktop $850, HP 23" Monitor $255	Facilities/Space/ Equipment	$27,690	$27,690	$27,690	$27,690	$27,690	
	Field & Clinical Resources	$0	$0	$0	$0	$0	
$5000	Marketing	$0	$0	$0	$0	$0	
	Other (Specify) Stipend for Coordinator	$1000	$1000	$5900**	$5900**	$5900**	

*Faculty hire is dependent on meeting or exceeding enrollment goals

**3 credit APR (reassign teaching time for coordinator of program) for coordinator assuming sufficient enrollment

One Time/Start-Up Support							
			Annual Income				
	Revenue Sources	**Year 1**	**Year 2**	**Year 3**	**Year 4**	**Year 5**	
	Grants	$0	$0	$0	$0	$0	
	Tuition	$10,930	$21,860	$43,720	$64,350	$86,210	
	Fees (does not include MASSPIRG or Health Ins)	$48,420	$98,777	$201,505	$359,686	$471,702	
	Departmental	$0	$0	$0	$0	$0	
	Reallocated Funds	$0	$0	$0	$0	$0	

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Institution: Fitchburg State University   **Proposed Degree: Digital Media Innovation**

	Other (specify)	$0	$0	$0	$0	$0
	TOTALS	**$59,350**	**$120,637**	**$245,225**	**$424,036**	**$557,912**

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Fitchburg State University

REQUEST FOR BOARD ACTION

TO: Board of Trustees	DATE: March 29, 2022
From: President	REQUEST NUMBER: 18-21/22
SUBJECT: Digital Media Innovation Major	

It is requested that the Fitchburg State University Board of Trustees approve the proposal to offer a BS/BA in Digital Media Innovation for submission to the State Board of Higher Education.

Cover Sheet

Personnel Actions (N08-21/22)

Section: IV. Notifications
Item: A. Personnel Actions (N08-21/22)
Purpose: FYI
Submitted by:
Related Material: BOT Notifications 03292022.doc.pdf

FITCHBURG STATE UNIVERSITY

Board of Trustees

NOTIFICATIONS

TO: Board of Trustees	**DATE: March 29, 2022**
FROM: The President	**REQUEST NUMBER: N08-21/22**
SUBJECT: Personnel Actions	

New Hire

Peter August, MS Effective: 4/1/22	Assistant Director, Admissions/SGOCE Admissions	$68,000.00
Nathan Corbett, BS Effective: 3/14/22	Staff Assistant, Building Services Manager Capital Planning & Maintenance	$69,000.00
Brian Duffy, HS Effective: 4/25/22	Staff Associate, HVAC Power Plant Manager Capital Planning & Maintenance	$110,000.00
Jill Ramey, Ph.D. Effective: 9/1/22	Assistant Professor Education	$76,000.00
Nathalie Torres, HS Effective: 3/21/22	Staff Assistant Enrollment Management	$55,000.00
Aaron (AJ) Tourigny, BA Effective: 3/21/22	Special Assistant to the President for Community, Governmental Affairs and Special Projects President's Office	$95,000.00

Resignation

Melisa Alves Effective: 4/8/22	Director, Career Services and Advising Career Services and Advising Center	$82,000.00

Retirement

Walter Jeffko Effective: 6/1/22	Professor Humanities	$150,425.95

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Salary Adjustment/Degree

Tara Mariolis Effective: 9/1/20	Assistant Professor Nursing	From: $80,983.43 To: $84,166.43

Salary Adjustment

Becky Copper Glenz Effective: 2/21/22	Dean of the SGOCE SGOCE	From: $130,050.00 To: $140,000.00
Leah Fernandes Effective: 2/7/22	Director University Services	From: $95,000.00 To: $102,000.00
Brooke Morgan Effective: 2/7/22	Staff Associate EHS & Risk Management	From: $61,500.00 To: $68,034.00

Promotion

Andrew Lamarche Effective: 2/7/22	From: Interim Lieutenant To: Lieutenant (permanent) University Police	$70,051.46

2nd Year Reappointment

Jescah Apamo Gannon Effective: 9/1/2022 End: 5/31/2023	Assistant Professor Education	$75,000.00
Robin Chataut Effective: 9/1/2022 End: 5/31/2023	Assistant Professor Computer Science	$69,500.00
Elizabeth Kilpatrick Effective: 9/1/2022 End: 5/31/2023	Assistant Professor Biology/Chemistry	$69,500.00
John Lohmann Effective: 9/1/2022 End: 5/31/2023	Assistant Professor Business Administration	$69,000.00

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Michael McCutcheon Effective: 9/1/2022 End: 5/31/2023	Assistant Professor Behavioral Sciences	$70,000.00
Denise Simion Effective: 9/1/2022 End: 5/31/2023	Assistant Professor Business Administration	$70,000.00
Lori Steckervetz Effective: 9/1/2022 End: 8/31/2023	Assistant Librarian Library	$61,500.00
Jared Vanasse Effective: 9/1/2022 End: 5/31/2023	Assistant Professor Earth & Geographic Sciences	$67,500.00

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Cover Sheet

Promotions - (N09-21/22)

Section: IV. Notifications
Item: B. Promotions - (N09-21/22)
Purpose: FYI
Submitted by:
Related Material: BOT Promotion Notifications 2022.pdf

FITCHBURG STATE UNIVERSITY
Board of Trustees
NOTIFICATIONS

TO: Board of Trustees	**DATE: March 29, 2022**
FROM: The President	**NOTIFICATION NUMBER**: N09-21/22
SUBJECT: Promotions	

Effective September 1, 2022:

Promotion to Full Professor:	**Department**	**Current Rank**
Catherine Buell	Mathematics	Associate Professor
Yasser Derwiche Djazaerly	Humanities	Associate Professor
Megan Krell	Behavioral Sciences	Associate Professor
Ronald Krieser	Biology/Chemistry	Associate Professor
Audrey Pereira	Business Administration	Associate Professor
Sean Rollins	Biology/Chemistry	Associate Professor
Denise Sargent	Education	Associate Professor
Ricky Sethi	Computer Science	Associate Professor
Jason Talanian	Exercise and Sports Science	Associate Professor
Donald Tarallo	Communications Media	Associate Professor
Samuel Tobin	Communications Media	Associate Professor

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Cover Sheet

News Articles

Section: VII. President's Report
Item: H. News Articles
Purpose: FYI
Submitted by:
Related Material: Clips for March 2022.pdf

Sentinel & Enterprise

GIFT

FSU music education gets boost

Staff Report

FITCHBURG » A major bequest to Fitchburg State University will support music education and help prospective music teachers pursue their professional and artistic goals, according to an announcement from the university.

The Helen E. Hornsey Music Education fund will benefit all aspects of music education at Fitchburg State, including individual and community lessons and music education that develops excellence in teaching and creative practice among teachers and

MUSIC » 6A

Music

FROM PAGE 1A

community workers in the discipline of music, the university said in a press release about the bequest.

Helen Hornsey died on April 30, 2021, at the age of 106. Born in Brookline in 1914, Hornsey had a lifelong love of music. She studied at the Juilliard Music School in New York City and was an avid singer and pianist. She was

also devoted to helping others and reached the rank of lieutenant colonel with the Salvation Army in her adopted community of Fitchburg.

The Hornsey Music Education Fund was created to ensure private instruction is available for students, faculty, alumni and community members, and tomorrow's music teachers have expansive knowledge with which to guide their students.

The fund will provide support for mus

for promising band members and tuition assistance to students participating in the music education concentration.

The fund will offset costs for performances on campus and help students to:

■ Develop advanced skills in teaching, particularly in the areas of pedagogical practice, music technologies and performance

■ Enhance content knowledge in the student's

■ Obtain skills and certification necessary to seek a student's professional licensure through the Department of Elementary and Secondary Education

"We are honored and gratified to accept this generous gift from the Hornsey estate, and know it will have a positive impact on generations of music students," Fitchburg State President Richard Lapidus said. "Her gift will endure and support music education for years to come."

Sentinel & Enterprise

FITCHBURG

'Bringing new life to downtown'

ReImagine North of Main receives $417G for efforts to revitalize

Submitted Article

FITCHBURG » ReImagine North of Main, the collaborative project designed to revitalize a key section of Fitchburg, was the recipient of a $417,270 Community Empowerment and Reinvestment Grant from the Baker-Polito administration, according to an announcement from Fitchburg State University.

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Grant

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The ReImagine North of Main partnership includes the city of Fitchburg, Fitchburg State University, NewVue Communities CDC, Fitchburg Art Museum, the North Central Massachusetts Development Corp., and the Massachusetts Development Finance Agency's TDI Partnership to reach the ever-growing small-business ecosystem in Fitchburg, according to the university.

With the new grant, the partners will focus on small business and entrepreneurship development and neighborhood and commercial district vibrancy as part of Fitchburg's growing arts and culture economy in one of the most diverse, yet distressed, neighborhoods in North Central Massachusetts.

"We are proud to be partners in the innovative collaboration that is bringing new life to downtown Fitchburg," said Fitchburg State University President Richard Lapidus.

ReImagine North of Main is headquartered in the university Theater Block on Main Street.

"This support from the Baker-Polito Administration is yet another investment that will create opportunities for entrepreneurs and raise the quality of life for the city and region," Lapidus said.

The funding was among 65 grants totaling over $20 million to 62 organizations through the program. In its inaugural award round, the Community Empowerment and Reinvestment Grant Program is supporting projects and programming that are designed to respond to community-defined economic opportunities within eligible communities.

The competitive, one-year grants support applicants seeking to address issues in communities that have historically faced disproportionate challenges to economic growth. Additionally, to achieve the program's equity goals, projects in locations that have experienced high rates of incarceration and widespread poverty, or are in communities composed of traditionally disadvantaged and underrepresented populations, were prioritized.

"Certain communities face unique challenges but also have the local assets and expertise to develop solutions," Gov. Charlie Baker said. "By using this program to tap directly into those resources, we can position these trusted organizations for success in their efforts to strengthen their communities from within."

"As the inaugural round of grant recipients demonstrates, the Community Empowerment and Reinvestment Grant Program is a powerful source of assistance to address a wide range of needs with specific solutions developed by community leaders, coalitions, and established organizations that are known to, and live among, the people and neighborhoods they serve," Lt. Gov. Karyn Polito said. "Through this grant program, we can harness that existing human capital and accelerate progress toward addressing those needs."

The 62 grant recipients represent 17 communities from across the commonwealth with efforts focused on workforce development, small-business development, community health, high school dropout prevention and housing stabilization. Among the awardees, 26 are in Gateway Cities; 44 are self-identified minority-owned and/or woman-owned business enterprises; four are self-identified LGBTQ-owned business enterprises; and 15 are first-time vendors with the commonwealth.

"Leveraging the power of community-based organizations helps us sharpen our focus on fostering positive economic outcomes where they are needed the most," said Housing and Economic Development Secretary Mike Kennealy. "I want to congratulate all of this round's recipients, especially the organizations we are partnering with for the first time, and I look forward to the results of these efforts to support economic growth, expand access to opportunities, and enhance equity among communities that for too long have been at a disadvantage."

First passed into law in December 2020, the Community Empowerment and Reinvestment Grant Program involved the establishment of a Community Empowerment Board to inform application questions and evaluation criteria. As prescribed by law, the seven-member Community Empowerment Board consists of individuals who belong to demographic groups that have been traditionally underrepresented and have historically been at social and economic disadvantages. The fiscal 2021 budget allowed these funds to be carried into fiscal 2022 and the fiscal 2022 budget further supported this program. Recognizing the value of this grant program, Baker's fiscal 2023 budget proposal allocates $7.5 million, which provides an equivalent level of funding allocated for the program in fiscal 2022.

"Investing in community-led efforts to promote economic growth is of paramount importance, especially as we recover from the damage done by COVID-19," said Speaker of the House Ronald Mariano. "These Community Empowerment and Reinvestment grants will play a critical role in helping historically underserved communities across the Commonwealth continue to build back from the hardships brought on by the pandemic. I am proud of the work that we have done in the Legislature to appropriate funding for these grants in recent years, and I look forward to seeing these investments remain a priority for the House of Representatives."

> **'This support from the Baker-Polito Administration is yet another investment that will create opportunities for entrepreneurs and raise the quality of life for the city and region.'**
>
> *— Fitchburg State University President Richard Lapidus*

LOCAL NEWS

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FITCHBURG ART MUSEUM

DISCUSSING WAR ART

COURTESY OF THE FITCHBURG ART MUSEUM

The Fitchburg Art Museum will host 'Victory & Destruction: Interpreting Qes Admu Tesfaw's Visions of Battle' by Wheaton College Associate Professor of Museum Studies/History of Art Leah Niederstadt at 2 p.m. Sunday. Niederstadt is curator of the permanent collection at Wheaton College. Her talk will cover recent acquisitions of Ethiopian paintings of the Battle of Adwa to the Fitchburg Art Museum's collection. This program is presented by the museum in conjunction with Fitchburg State University's Center for Italian Culture and its series Confronting Italian Colonialism.