



Fitchburg State University

Board of Trustees Meeting

Fitchburg State University Board of Trustees Meeting

Published on March 21, 2023 at 11:54 AM EDT

Date and Time

Tuesday March 28, 2023 at 8:15 AM EDT

Location

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

Notice of a Meeting of the Fitchburg State University Board of Trustees to be held on Tuesday, March 28, 2023 at 8:15 a.m. in Presidents' Hall, Mazzaferro Center, 291 Highland Ave., Fitchburg, MA 01420

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 7, 2023 meeting - VOTE (25-22/23)	Approve Minutes		1 m
II. Tenure			8:21 AM

	Purpose	Presenter	Time
A. Tenure- VOTE (26-22/23)	Vote		5 m
III. Student Affairs Update			8:26 AM
A. Laura Bayless and Robert Hynes will present.	FYI		35 m
IV. Academic Affairs Committee Report			9:01 AM
A. New Academic Program: M.S. in Construction Management - VOTE (27-22/23)	Vote		15 m
V. Budget, Finance and Facilities Committee Report			9:16 AM
A. FY24 Budget Summary	FYI		5 m
B. Preventing and Reporting Fraud, Waste and Abuse	FYI		5 m
C. Internal Control Plan 2023 - VOTE (28-22/23)	Vote		5 m
D. Higher Education - Surtax Spending	FYI		5 m
VI. Notifications			9:36 AM
A. Promotions (N08-22/23)	FYI		1 m
B. Personnel Notifications- (N09-22/23)	FYI		1 m
VII. Student Trustee Report			9:38 AM
A. Update from Student Trustee Allison Turner			5 m
VIII. Chair's Report			9:43 AM
A. Update from Chair Debbie Phillips			5 m
IX. President's Report			9:48 AM
A. COVID-19 Campus Update	FYI		2 m
B. Enrollment Update	FYI		5 m
C. Future Falcon Day	FYI		2 m
D. Financial Sustainability Committee			5 m
E. News Articles	FYI		1 m

	Purpose	Presenter	Time
X. Events for Consideration			10:03 AM
A. Convocation - April 20 at 2:00 p.m. - Weston Auditorium	FYI		1 m
B. Nurse Pinning Ceremony on May 17 at 6:00 p.m. - Weston Auditorium	FYI		1 m
C. Graduate Commencement Ceremony on May 18 at 6:30 p.m. - Recreation Center	FYI		1 m
D. Undergraduate Commencement Ceremony on May 20 at 10:00 a.m. - Campus Quadrangle	FYI		1 m
XI. Closing Items			10:07 AM
A. Adjourn Meeting	Vote		1 m

Coversheet

Approve Minutes from the Board of Trustees February 7, 2023 meeting - VOTE (25-22/23)

Section: I. Opening Items
Item: D. Approve Minutes from the Board of Trustees February 7,
2023 meeting - VOTE (25-22/23)
Purpose: Approve Minutes
Submitted by:
Related Material: Minutes for Board of Trustees Meeting on February 7, 2023
VOTE Minutes.pdf

DRAFT



Fitchburg State University

Minutes

Board of Trustees Meeting

Date and Time

Tuesday February 7, 2023 at 8:15 AM

Location

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

Notice of a meeting of the Fitchburg State University Board of Trustees on Tuesday, February 7, 2023 at 8:15 a.m.

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

Trustees Present

A. Turner, C. Stimpson, D. Phillips, D. Tiernan (remote), E. Gregoire, J. Flanagan (remote), K. Spinelli, L. Barrieau (remote), M. Fiorentino, Jr., S. King-Goodwin

Trustees Absent

None

Ex Officio Members Present

R. Lapidus

Non Voting Members Present

R. Lapidus

Guests Present

A. Tourigny, C. Estrella, F. Barricelli, G. Doiron, H. Parkinson, J. Bry, J. Hanselman, J. Murdoch, J. Wolfman, M. Bruun, M. McKenzie, N. Robichaud, P. Marshall, P. McCafferty, R. Toomey (remote), S. Levine, S. Swartz

I. Opening Items

A.

Record Attendance and Guests

B. Call the Meeting to Order

D. Phillips called a meeting of the board of trustees of Fitchburg State University to order on Tuesday Feb 7, 2023 at 8:18 AM.

C. Public Comments

There were no public comments.

D. Approve Minutes from the November 8, 2022 meeting - VOTE (19-22/23)

C. Stimpson made a motion to approve the minutes from Board of Trustees Meeting on 11-08-22.

E. Gregoire seconded the motion.

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

Roll Call

D. Phillips	Aye
L. Barrieau	Aye
K. Spinelli	Aye
M. Fiorentino, Jr.	Aye
S. King-Goodwin	Aye
D. Tiernan	Aye
C. Stimpson	Aye
J. Flanagan	Aye
A. Turner	Aye
E. Gregoire	Aye

II. Update on Theater Project

A. President Lapidus will make a presentation.

The President noted the PowerPoint in the packet and that it had been presented at a recent legislative luncheon. He said, that we are starting to think about this project regionally. We invited the entire Montachusett region legislative delegation and there was representation from all offices and much enthusiasm around the project. There are some opportunities for grant money and legislative dollars.

He discussed the PowerPoint in detail and noted the various areas where the legislative delegation came from. He talked about the history of the project and the research conducted by various external consultants. He noted the PowerPoint presentation made by the Chamber of Commerce at the legislative luncheon and said it will be sent to the Trustees. The completed project will include two performance venues, one smaller black box space and a larger theatre. We have no theatres on campus, just auditoriums.

The project is designed in three phases. The first phase, which is complete, is the ideaLab and Game Design Studio. A. Tourigny spoke about the revenue that has been generated out of the ideaLab. There was a brief discussion on how entrepreneurs access the ideaLab.

The President talked about the final space rendering. He noted the historic building is still well intact despite its age. He talked about ADA compliance. The City of Fitchburg is a great partner on this project and it is hoped that there will be

shared parking. He noted that there are currently some retail storefront spaces at the theatre block that will be incorporated into the larger theatre in the final stages of the project. Phase 2 is the Black Box which will be a modifiable space and Phase 3, the final phase, is the renovation of the main historic theatre. The president stated that the theatre is an impressive space. He said that all that have lived in the area for a while seem to have a theatre story.

There was a discussion on the project schedule, funding, steering committee and the budget. The Theatre will be an anchor and assist other businesses to establish themselves on Main St.

III. Budget and Enrollment Update

A. Jay Bry will make a presentation

J. Bry discussed various slides in detail.

B. FY2023 Budget Update

J. Bry provided an update on enrollment and how it relates to the budget. The spring enrollment numbers are still being finalized. The past fiscal years we have been on an enrollment decline and have been missing the budgeted target number. We were off budget by approximately \$1.2m in the fall and approximately \$1m off in the spring. He talked about the losses in housing of approximately \$1.8m as the result of lower occupancy. Overall, it is anticipated that the day shortfall will be approximately \$5.7m.

The SGOCE (School of Graduate, Online and Continuing Education) enrollment numbers have been relatively steady and, in some areas, have experienced growth. Overall, the accelerated programs are slowing down and traditional SGOCE programs are growing. The positive SGOCE revenue surplus of approximately \$ 1.1m will be used to assist with undergraduate losses. We are anticipating finishing FY23 with a loss of approximately \$4.5m. From an enrollment perspective, we continue to yield about the same percentage of students that we have in the past, however the pool of students continues to decrease.

C. FY24 Dashboard

J. Bry talked about the various progress in the SGOCE programs. He did mention the declines in the accelerated programs. He also talked about the relationship between enrollment and housing. The loss in enrollment impacts the loss of revenue needed to pay the debt service on the Residence Halls. We are thinking of converting some of the properties and transitioning them over to DCAMM. He stated that we need to think long term on what to do with the excess properties. Our investments have shown declines consistent with the market downturn. He talked about collective bargaining's impact on the budget. He talked about utilities and that contracts are coming up for renewal along with expected increases. At the state level, we are not sure what is going to happen. He thinks it is realistic to assume there may be some increases, but there is great uncertainty on what the number will be making it difficult to generate projections. The FY24 budget uses the 2193 FTE for budgeting purposes.

D. FY25 Dashboard

J. Bry explained that FY25 predictions will be very similar to FY24 with a slightly smaller FTE. The same scenarios will be taking place in this fiscal year with less of an incremental loss.

M. Fiorentino asked about new student projections for the fall and occupancy? J. Bry responded that he is hoping for slightly increased enrollment from last year's freshman class and that in regard to housing, we are hoping for 60% occupancy as compared to this year's 50% occupancy.

M. Fiorentino asked what cost cutting measures are being looked at and is there a concern in going to deep into the reserves?

J. Bry responded that we are not backfilling positions in the Residence Halls. The departments will submit level funded budgets for FY24 and FY25.

There was a discussion on level funding and the personnel budget.

M. Fiorentino stated we can't operate with reserves to balance the budget long term.

J. Bry explained occupancy in the Residence Halls and how debt is to be paid down on the buildings that have remaining debt. He also talked about the losses accrued due to COVID.

E. Cash Flow Analysis

J. Bry discussed the cash flow analysis, and that we still need to see where we land with state appropriations.

R. Toomey provided an update on where we stand now and the direction we are headed with regard to admissions. We have reason to be cautiously optimistic with much of the tactical actions taking place. He talked about increased applications by 700 which is primarily attributed to the Common Application program that we now participate in. He talked about the review process that has been accelerated to communicate decisions to students sooner. He stated that the entire process has been revamped and we have added more levels of communication at earlier stages. We are now also awarding scholarship opportunities in decision letters. We have operated this cycle with a full staff which has not happened in recent years. He highlighted various successful ways students are being notified.

There was a discussion on retention and student success.

IV. Update on Contact Magazine

A. Matt Bruun will make a presentation.

M. Bruun, presented a PowerPoint on Contact Magazine. He provided the history and background on the publication. He talked about the current hard copy magazine and moving towards a digital magazine. He talked about the story telling aspect. With a digital model, we can add more dynamic content. We still plan to print a condensed version to go out that will have a code driving traffic to the complete digital magazine.

He next discussed other schools that have implemented a digital magazine. The team is reviewing the roll out phases and the next issue will be digital with a hardcopy reader's digest version to be mailed to homes. He emphasized that printed magazine costs are going up. The digital magazine will have social media icons to share which is an added benefit.

E. Gregoire, who also sits on the Alumni Board, indicated that there is not a broad concern for not having a hardcopy. The digital magazine could tell the story a different way.

There was a discussion.

V. Notifications

A. Personnel Actions (N04-22/23)

The personnel actions were presented for informational purposes.

B. September Quarterly Statement (N05-22/23)

The September quarterly statements were submitted for informational purposes.

C. December Quarterly Statement (N07-22/23)

The December quarterly statements were submitted for informational purposes.

D. 990's (N06-22/23)

The 990's were submitted for informational purposes.

VI. Student Trustee Report

A. Allison Turner will provide the Student Trustee report.

A. Turner had nothing to report.

VII. Chair's Report

A. Debbie Phillips will provide the Chair's report.

D. Phillips discussed the bylaw changes. They were updated and the most significant item added was the Chair will appoint the committee chairs at the first fall meeting. Also added was a statement about the Equity Agenda which is a theme that runs throughout our Strategic Plan and the Department of Higher Education.

B. By Laws - VOTE (20-22/23)

K. Spinelli made a motion to approve the revised by-laws.

S. King-Goodwin seconded the motion.

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

Roll Call

D. Phillips Aye

J. Flanagan Aye

K. Spinelli Aye

D. Tiernan Aye

M. Fiorentino, Jr. Aye

Roll Call

E. Gregoire Aye
C. Stimpson Aye
A. Turner Aye
S. King-Goodwin Aye
L. Barrieau Aye

C. Outcomes of the faculty petition

D. Phillips next reported the outcomes from both the Personnel subcommittee and Finance subcommittee meetings held on January 25, 2023 and January 27, 2023 respectively. She provided background on the faculty petition that was referred to the Executive Committee, and then referred to both the Finance and Personnel subcommittees. In addition to the petition, the MSCA union sent a PowerPoint from one of their meetings with questions. The two committees met along with other Trustees and the President's Executive Cabinet. She was surprised, despite the communication of the meetings, that no members of the faculty or other staff attended were present.

She informed the Board of what happened at each meeting. The discussions included hiring practices, salary reviews, institutional debt, enrollment challenges, Residence Hall occupancy, the process on how open positions are evaluated, data on each of the unions and non-unit members, and financial data. At both committee meetings, the discussion was exhaustive. She also noted that it's clear the entire community can find information on various Fitchburg State webpages and that Open Forum financial presentations are on the finance webpage. The Trustees did not identify any irregularities with university processes or practices, and she is thoroughly satisfied with the data.

The action items were the following:

1. Implement a hiring freeze on new senior (non-unit) administrators.

The President responded that this has been done.

2. Commit funds to hiring staff dedicated to retention and recruitment.

The process had been ongoing and has been evaluated, funds have been committed and will be continued.

3. Allocate funds to hiring new faculty, preserving faculty lines, and building academic excellence at the University.

The faculty hiring process is well established and efforts are underway to better communicate the hiring or the not hiring of a new faculty member. Resources will be continued to be allocated.

4. Increase transparency regarding the fiscal and financial state of the University by holding a series of town halls specifically on these issues.

D. Phillips indicated that she was not sure what more could be done and she believed it has been transparent. There will be an effort for increased communications. There have been opportunities for campus members to ask questions. Given it's an academic environment, questions are expected.

5. Create a task force with representatives from administration, faculty, staff, and students to develop a financial strategic plan for the next 5 years.

This taskforce is being formed and will be commenced very soon.

D. Phillips commended the faculty, staff and students and encouraged everyone to participate in the process. She reiterated that she had hoped the faculty and staff would have attended the committee meetings.

VIII. President's Report

A. Opening of school

The President reported that the opening of the spring semester went smoothly. The Residence Hall move in went well, classes began and the campus is in good shape despite the most recent cold snap. All is going well.

B. COVID

The President provided an update on COVID and positive cases on campus which remains extremely low.

C. News Articles

The news articles were submitted for informational purposes.

IX. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 10:11 AM.

Respectfully Submitted,
C. Stimpson

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: March 28, 2023
FROM: The President	REQUEST NUMBER:
SUBJECT: February 7, 2023 Board Meeting minutes	25-22/23

It is requested that the Fitchburg State University Board of Trustees vote to approve the minutes from the February 7, 2023 Board Meeting.

Coversheet

Tenure- VOTE (26-22/23)

Section: II. Tenure
Item: A. Tenure- VOTE (26-22/23)
Purpose: Vote
Submitted by:
Related Material: VOTE Tenure 2022.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: March 28, 2023
FROM: The President	REQUEST NUMBER: 22-22/23
SUBJECT: Tenure	

Pursuant to the MSCA Collective Bargaining Contact, I am recommending tenure for the following faculty members effective September 1, 2023:

Tenure:

Mark Williams Behavioral Sciences

Tenure with Promotion to Associate Professor:

Karina Bautista	Humanities
Lyndsey Benharris	Education
John Crawley	Business Administration
Karen DeAngelis	Education
Jonathan Harvey	Humanities
Laurie Link	Education
Zachary Miner	Behavioral Sciences
John J. Sylvia	Communications Media
Eric Williams	Biology/Chemistry

Coversheet

New Academic Program: M.S. in Construction Management - VOTE (27-22/23)

Section:	IV. Academic Affairs Committee Report
Item:	A. New Academic Program: M.S. in Construction Management
- VOTE (27-22/23)	
Purpose:	Vote
Submitted by:	
Related Material:	VOTE M.S. Construction Management Program.pdf Updated LOI MS Construction Management 2023.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: March 28, 2023
FROM: The President	REQUEST NUMBER: 27-22/23
SUBJECT: M.S. Construction Management Program	

It is requested that the Fitchburg State University Board of Trustees vote to approve the proposal to offer a M.S. Construction Management Program for submission to the State Board of Higher Education.

Institution:

Proposed Degree:

**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):

Degree Title: M.S. in Construction Management

The proposed M.S. in Construction Management program will expand opportunities and streamline pathways in a critical workforce area for the Commonwealth of Massachusetts. The mission of the Construction Management program is to provide professionals with the comprehensive academic and technical skills necessary for them to meet the needs of regional, national, and global industries. The M.S. in Construction Management program will (1) prepare students to manage complex construction projects and enhance their decision-making processes; (2) provide pathways to students to advance into the field of construction management from related disciplines and/or prior construction experience; (3) provide employers with a well-educated and skilled workforce, capable of performing valuable construction management services and ready to serve in managerial and leadership positions; and (4) contribute to scholarly activity in the discipline. Students will graduate from this program ready to meet the workforce needs of the construction industry.

Proposed CIP Code: 52.2001

Chief Academic Officer (CAO) Name and Title:

Dr. Patricia A. Marshall (Provost and Vice President for Academic Affairs)

CAO Phone Number: 978-665-3653

CAO Email: pmarsha5@fitchburgstate.edu

Has the Chief Academic Officer reviewed this LOI? Yes.

Date LOI was approved by governing authority: Pending

Institution:**Proposed Degree:****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?

This program is aligned to the university's goals to reduce gaps in opportunity through its design and goals for recruitment. Specifically, the program will (i) advertise broadly, including international students, (ii) collaborate with construction companies and enroll their diverse employees in our program (e.g., run co-op program to build relationship with industry and also employ a "Prior Learning Assessment" approach to attract construction professionals), (iii) recruit students from diverse disciplines (such as civil engineering, construction management, architecture, engineering, business with construction industry experiences), and (iv) recruit students from undergraduate construction management program at Fitchburg State and other universities through 4+1 plan of study. We identified affinity groups (e.g., National Association of Women in Construction, National Black Contractors Association) that will provide us an opportunity to advertise this program more broadly.

The program aligns to the university goal of reducing opportunity and achievement gaps. The program includes a rigorous curriculum that is taught with evidence-based instruction, career mentorship, and a focus on students' needs (academic, career, social, and personal sense of belonging). To remove opportunity and achievement gaps, Fitchburg State University has expanded its student success initiatives for advising and career support, designed curriculum with a focus on supporting critical learning outcomes, instituted a Faculty Academy providing professional development for inclusive teaching, and introduced the Student Success Collaboration (SSC) relationship management software and Degree Works audit tool to facilitate high-touch advising and data-informed monitoring of academic achievement. The program embraces the central mission of education justice which has been highlighted in FSU's most recent strategic plan. With a focus on accessibility and flexibility, the streamlined program of study will be delivered online, offering students the chance to craft a unique pathway through various undergraduate majors, such as Engineering, Architecture, Construction Management, and Business Administration Management (with construction work experiences).

As a "student-ready" campus, Fitchburg State is poised to understand the growing needs of students, while filling an important workforce gap. The program will help to narrow the achievement gap between junior and senior professionals in the construction industry. It will help students to achieve upper level management positions in the construction industry through improved competency in project and organization management, such as construction managers, project managers, coordinators, estimators, schedulers, safety specialists, construction business development managers, and senior-level executive positions. Fitchburg State students will have access to this program from a B.S. degree or through Prior Learning Assessment.

With 32.68% of Fitchburg State students qualifying for a Pell grant in fall 2021, and 91% of the class receiving financial assistance, students will benefit from an affordable public education. Fitchburg State University (2022a, 2022b) has a diverse student population, with fall 2021 enrollment data showing that, out of 3,349 students, 65.2% were White, 14.5% Hispanic/Latino, 12.8% Black/African-American, 2.7% Asian, and 4.8% from other groups. In the Construction Management

Institution:**Proposed Degree:**

undergraduate program, the academic year 2022 data showed that 63.4% are White, 12.2% are Black/African American, 19.5% are Hispanic/Latino, and 4.9% others. This graduate program will attract not only current B.S. students and regional or national students but also international students and construction professionals. Upon meeting requirements (discussed in the later section) of the Prior Learning Assessment, the eligible students will receive 3 credits towards a construction management graduate program for their construction professional working experiences.

The program will develop a skilled workforce in the construction industry which will positively impact the state and nation's economy. Students will be engaged in high-impact practices, such as civic engagement, intensive project work, and research activities. They will engage in graduate level research activities, such as master thesis presentation, publications, and project study. A 2013 AAC&U report (Finley & McNair, 2013) entitled *Assessing Underserved Students' Engagement in High-Impact Practices* highlights the positive impact of such practices, including projects, for student learning and retention. The report also cites work by George Kuh (2008) 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 (Kuh, 2008). The Construction Management program is committed to providing educational experiences from which students will produce professional, reflective portfolio pieces that will demonstrate comprehensive knowledge that will assist students with their ongoing and shifting careers. Students will have the choice of a thesis option or a special project, with both opportunities ensuring students have a capstone experience that requires critical thinking and communication skills, along with the synthesis of knowledge from their prior coursework.

This program will assert our distinctive value proposition and institutional learning outcomes boldly and widely. Enrollment in this program will also play a significant role in Fitchburg State's long-term organizational financial stability.

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?

Students will begin to connect with the university prior to admission into the program, and that connection will continue throughout their degree. The program chair and School of Graduate, Online, and Continuing Education (SGOCE) staff will offer information sessions to allow students to meet with faculty, answer questions about the program and the process for application and admission. These sessions will be offered in-person and/or virtually to accommodate all students and their needs. Students will meet with the program chair and faculty advisors to discuss their academic background and career goals. Fitchburg State University uses EAB Navigate, providing advisors with critical information about a student's academic progress, registration status, grades, and predicted risk. The program chair, faculty advisors, and the SGOCE staff 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. The faculty advisor also uses DegreeWorks to track students' progress towards degree completion and to walk through remaining requirements.

The SGOCE recognizes the needs for multiple forms of communication to meet the requirements of the graduate student population. The SGOCE will develop program specific social media outreach programs, student coordinator outreach programs, and other materials that make clear both what additional resources are available on campus and how these are relevant to the Construction

Institution:**Proposed Degree:**

Management program. FSU has a well-equipped SSC navigation platform to track and analyze students' performance. We provide links to available resources and websites from Blackboard. Students will have virtual orientation and advising sessions led by their faculty advisor and the Construction Management Program Chair. We will collaborate with the Center for Diversity and Inclusiveness to build support systems into the major and advising process in order to better retain students. As per need basis, students will be encouraged to connect with the Writing Center, Disabilities Services, International Service Office, and Career Services and Advising Center. We will collaborate with the Academic Coaching and Tutoring Center to support students who need academic services. Fitchburg State 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 and support students in this demographic (DMI, 2022).

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 will build upon the established partnerships that exist between the University, School, and Department of Engineering Technology with PK-12 districts including the surrounding "Gateway Cities" communities (such as Fitchburg, Leominster, and Gardner), and industry partners. Fitchburg, Leominster, and Gardner school districts are diverse, with 56.9%, 41.3%, and 26.7% Hispanic students, respectively. More broadly, the Department fostered strong relationships with our top feeder high schools, such as Montachusett Regional Vocational Technical High School, Fitchburg High School, Leominster High School, Oakmont Regional High School, Gardner High School, Lunenburg High School, North Middlesex Regional High School, Worcester Technical High School, Billerica Memorial High School, Wachusett Regional High School, Murdock Middle/High School, Methuen High School, Nashoba Valley Technical High School, and Ayer Shirley Regional High School. Our faculty and staff frequently visit these schools during recruitment processes. Through a newly implemented Student Ambassador program within the School of Health and Natural Sciences where Engineering Technology resides, FSU students visit K-12 classrooms to engage with students about college life, academic topics, and support for clubs, such as Robotics.

We maintain strong relationships with our top feeder colleges, such as Mount Wachusett Community College (MWCC), Quinsigamond Community College (QCC), Middlesex Community College, University of Massachusetts Amherst, University of Massachusetts Dartmouth, Mass Bay Community College, Northern Essex Community College, and Worcester State University. We have institutional and departmental articulations with MWCC and QCC.

The Engineering Technology Department has been actively engaged with the surrounding high schools and community colleges in various outreach activities (*e.g.*, robotics, dual enrollment course development, science fair judging) and in preparation for their college experience (*e.g.*, STEM Shadow Days, STEM Transfer Academy (funded by DHE/STEM Starter), STEM Scholars program at MWCC (STEM Starter). We are interested in expanding our existing Early College Partnership program for the Engineering Technology Department, an opportunity that would also deepen our relationship with K-12 schools and engage students earlier in this career pathway.

The Engineering Technology Department also has deep connections with industry partners.

Institution:**Proposed Degree:**

Some of our construction industry partners are Associated General Contractors - Massachusetts (AGC-MA), Bond Brothers, Colantonio, Inc., Columbia Construction Company, Consigli Construction, Dimeo Construction, F.W. Madigan Company, Inc., Gilbane Building Company, Central Ceilings, Inc., Turner Construction, Walsh Brothers, Inc., Trinity Building & Construction Management Corp., Lee Kennedy, JM Coull, Inc., and Shawmut Design & Construction. The letters of support from AGC-MA and Colantonio, Inc. are attached for references.

The Construction Management Industry Advisory Board was formed for the undergraduate program (Construction Management Concentration, now proposed as B.S. in Construction Management) in 2017. This board's charge will be expanded to include the Master's degree in Construction Management program. The Industry Advisory Board is comprised of Fitchburg State faculty and staff, faculty/scholars from Monty Tech, MWCC, QCC and other universities, and industry partners (such as AGC-MA, Walsh Brothers, Madigan Company, Inc., Central Ceilings, Inc. and Colantonio, Inc.). The Advisory Board will meet to discuss the program requirements, employer needs, and student progress. The Advisory Board will receive aggregated data regarding admissions and graduation rates, as well as student feedback and evaluation data to help improve the program. The Advisory Board will also establish short-term and long-term goals for program review, internships, and curricular innovation to ensure we are meeting the needs of students and employers. The Advisory Board will meet semi-annually.

Fitchburg State University has partnered with the City of Fitchburg and state and local entities to support downtown revitalization and growth through the ReImagine North of Main and InTown Fitchburg projects. These initiatives present opportunities for our students for internships and research. Faculty from multiple departments, including Engineering Technology, have been involved with the ReImagine North of Main initiative, a partnership with local business, the university, government nonprofits, and residents that is committed to improving the Fitchburg community. Prof. Keith Chenot (retired) from the Engineering Technology Department and Dr. Jane Huang from the Earth and Geographic Science and students were involved in various projects for the improvement of the Fitchburg community. For example, a team of Prof. Chenot, Dr. Joshua Spero, and students conducted a feasibility study for an "Advanced Polymer Manufacturing Research, Technology Transfer, and Training Facility." Prof. Keith Chenot, Dr. Nirajan Mani, and students were involved in the "Solar Decathlon Design Challenge: A Collaborative Student-Community Engagement Project" (Mani & Chenot, 2022) and "Redevelopment of a Sustainable Fitchburg City: A Collaborative Faculty-Students-Community Engaged Projects" (Mani & Chenot, 2020). Dr. Jane Huang and her student team 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.

In addition to the academic benefits of the partnerships described above, students also benefit from our relationship with the 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--to seek out additional partnerships with industry, public artists, historical sites, local governments, marketing & publishing companies, and science museums and *Exploratorium*.

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 (e.g. MassHire Regional Blueprints, <https://www.mass.gov/service->

Institution:**Proposed Degree:**

[details/view-your-regions-blueprint](#)), 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** [e.g. Last, First. M. (Year, Month Date Published). Article title. *Retrieved from URL ...*].

Do not rely on a hyperlink reference to information and data used in this section. The application serves as a permanent record. 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.

The construction industry is one of the largest industries in the USA with the involvement of over 7.31 million workers and generating more than \$1.73 trillion in annual revenue (Statistics Brain, 2017). There is a growing need for construction management professionals in both consulting firms and constructing firms (general contractors and subcontractors). According to the Associated Builders and Contractors (ABC, 2022), about 32,000 construction jobs were added on net in July, 2022 (in a month). In a year, the construction related employment increased by 4.2% (about 311,000) (ABC, 2022). The STEM Occupation Projection Report (STEM Report, 2022) in Massachusetts shows that the employment of construction managers is projected to grow 5% from 2014 to 2024. According to a published database of the Commonwealth of Massachusetts, about 11,218 construction jobs were posted between January and March in 2017. As per Occupational Employment Statistics (OES), the average annual wage in 2016 for Construction Manager is \$145,000. The American Society of Civil Engineers (ASCE) in their infrastructure evaluation report card (2017), which grades the infrastructure facilities (transport, water, plants, etc.), assigned the infrastructure in the United States a grade of D+ which translate into large investment in infrastructure and thus, high demand for engineers and construction managers.

Associated General Contractors-Massachusetts (AGC-MA) also states that there is a huge demand for construction managers. Associated General Contractors (AGC, 2022) states that 415,000 construction industry jobs were added by the end of March 2022 which was 20% higher than March 2021. John Ferrante, CEO of the AGC-MA mentions (attached letter of support) that many companies have been hiring graduates with other degrees and training them because of a lack of construction management professionals. Also, he asserts that “there is a significant gap in the construction management workforce between the ‘baby boomers’ and the ‘millennials/zoomers.’” He believes that a graduate-level construction management program would allow for faster transfer of expertise and skills than transfer of skills through industry experience only.”

The MassHire Boston Workforce Board (2021) also affirms that the construction industry (including Mining and Logging) was the top growing sector (57% growth) in Boston/ Cambridge/ Newton after the Great Recession of 2008 – 2009. The Central Mass Regional Workforce Blueprint (2018-2022) identified Construction Occupations as one of five occupational groups that are facing the most significant employee shortages.

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.

Institution:**Proposed Degree:**

If this program were to be approved by the BHE, Fitchburg State University would be the first state university in Massachusetts to offer an M.S. in Construction Management program. In Massachusetts, only Wentworth Institute of Technology offers an M.S. in Construction Management program. Southern New Hampshire University (SNHU) has an M.S. in Management with a concentration in Construction Management. Roger Williams University in Rhode Island and Central Connecticut State University in Connecticut offer the M.S. in Construction Management program. Similar degrees are offered at three institutions in Massachusetts. Worcester Polytechnic Institute offers an M.S. in Construction Project Management program and a Graduate Certificate in Construction Project Management. Northeastern University offers an M.S. in Project Management. The University of Massachusetts Amherst offers an M.S. and Ph.D. in Sustainable Building Systems and Graduate Certificate in Sustainable Building Construction.

Fitchburg State's M.S. in Construction Management program will set itself apart from existing programs in the region as an affordable and accessible program. With many construction professionals currently employed, this program is delivered completely online. Due to the online format, it is easy to offer courses over the summer terms and/or to provide an accelerated format, meeting the needs of our intended audience. With our recent increase in international graduate students in Computer Science (85% increase from AY2021 to AY2022), we are uniquely prepared to provide this program in international markets. This program may also attract new undergraduate students in the program by implementing an accelerated B.S. to M.S. (4+1) pathway.

As mentioned above, other universities have different program names with a concentration in Construction Management. Universities like SNHU and Northeastern University mainly focus on Business and Management, not engineering and construction-specific skills. Therefore, our program will be an accessible pathway for construction professionals toward higher pay and promotion in their companies after graduation with a Master's degree in Construction Management.

The curriculum structure of our M.S. in Construction Management program is unique in our region. Students will be able to graduate with 30 credit hours and have the opportunity to choose one of two proposed plans of study: (i) thesis option, and (ii) special project option. In the thesis option, students have to take 9 courses including a 6-credit thesis option, whereas in the special project option they have to take 10 courses including a 3-credit special project or course option. This model creates opportunities for students who want to either pursue a Ph.D. or work in industry after graduation. The curriculum includes courses that cover recent technological development in the industry, such as Building Information Modeling and Modular Construction.

We are also planning to expand our program to include a focus on sustainable practices, lean construction, and automation in construction in the future. Upon successful graduation of the initial cohorts of students and a commitment to ongoing program assessment, we are planning to submit applications for the ABET accreditation of the program in the future.

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 proposed M.S. in Construction Management program is explicitly designed to leverage its innovative and adaptive pathway model to give students the opportunity to learn cutting-edge skills through hands-on experiential learning. Students will be using various software widely adopted in the industry in different courses. For example, Procore software is widely used for managing construction projects digitally which is an innovative e-construction approach. Students will be using Sage Timberline estimating software, B2W estimate, and Stack software for quantity takeoff and

Institution:**Proposed Degree:**

estimating cost of the project. They will be using various building information modeling software for designing, such as AutoCAD, Autodesk Revit, Naviswork, and Graphisoft ArchiCAD. In addition to Microsoft Project, students will be using Primavera P6 for project scheduling.

Faculty will implement a project-based learning approach to enhance students' knowledge and skills. We encourage students to choose community engaged projects for their class works as this program integrates academic work with community engagement to respond to community needs and assets.

The Prior Learning Assessment (PLA) through portfolio option allows students the opportunity to have their industry experiences evaluated as educational experiences and credited toward a graduate degree. If a student meets PLA credit criteria requirement or has an active Certified Construction Manager license, they can substitute 3 credits for a graduate elective course. The criteria for 3 credits PLA are:

1. Industry experience: Minimum of six years of construction professional experiences (as a Responsible-In-Charge (RIC) role of minimum 4 years). (evidence: need resume and letter of references)
2. Teaching experiences (Optional): Minimum of two years experiences in high school (evidence: need a letter of appointment from administration)
3. Skills acquired from documented professional enhancement or development workshops (at least 100 hours), seminars and other training programs (evidence: need certificates or award letters) Optional
4. Evidence of leadership, services, and examinations (minimum of one year)
 - Community service (evidence: documents with minimum of one-year service)
 - Activity within professional organizations
 - Relevant experience gained via outside activity
 - Proficiency or competency examination other than those required and/or applied elsewhere with a candidate's degree program (evidence: need a record of the exams) (optional)
 - Military service courses, tests, professional specialties (evidence: need a record of the military discharge and tests documents) (optional)

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.

Fitchburg State University has a long history of establishing programs that meet the needs of students, employers, and the Commonwealth. The institution's Strategic Plan (2020-2025) embraces that history and identifies six goals that are aligned to our mission of education justice, incorporating high-impact practices, and innovation.

The M.S. in Construction Management program prepares students for a stable career in the construction industry, providing them with an opportunity to become senior level managers. This program is created in direct response to the institution's 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" and Goal 1.7 "across all academic and co-curricular programs, leverage institutional expertise in online education and distance learning to reinforce the University's commitment to access." The program is also aligned with the SGOCE's Goal 1: Strengthen academic

Institution:

Proposed Degree:

programs. We have developed this program by creating new courses that include advancements in construction practices and enhance students’ learning experiences. The flexible design of the curriculum allows for on-going innovation as faculty can revise and add pathways as the needs of the workforce and community evolve.

The program also “ensures all processes and support services are adequate to meet the unique needs of transfer students, non-traditional students, online learners, and graduate students” (Strategic Plan Goal 2.4). This goal is also aligned with the SGOCE’s Goal 2: Promote student success. Our affordable, accessible program lowers the financial barriers for many students. In addition, our ability to accept PLA and the online pedagogical modality will support the working student who seeks to advance their career.

Through our continued partnerships with industry, our program has been developed to meet the needs of the workforce and will allow our students to contribute to the economic development of cities in our state. We encourage and support faculty and student research and projects that are community-focused and designed to help the city and region address critical challenges or opportunities (Strategic Plan Goal 3.5). Our University’s commitment to Reimagine North of Main, In-town Fitchburg, and the Crocker Center will provide additional student opportunities while fostering a “town and gown” relationship with the City of Fitchburg.

Our faculty and staff are committed to inclusive excellence and innovation, giving all of our students an opportunity to be empowered and succeed. As per our Strategic Plan Goal 4.4, we “provide faculty and staff professional development opportunities and appropriate tools, including technology, to ensure they can be effective in their roles.” Dr. Ralph Fasano (Director of Digital learning) will provide all necessary support and training to faculty teaching online courses.

The Engineering Technology Department has aligned its goals with the institutional learning outcomes and mission. We support Fitchburg State’s mission of education justice and serving as a “student-ready campus as a cornerstone of the university’s positioning strategy” (Strategic Plan Goal 5.1) and “continue to broaden our value proposition so that students consider Fitchburg State for their lifelong learning needs” (Strategic Plan Goal 5.4).

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.

The form C presents the projected enrollment for the first five years of the program. There are no immediate concerns about the impact of enrollments of construction management students on their courses or programs.

Institution:**Proposed Degree:**

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 net impact of the program on the overall financial resources of the institution will be modest as we are leveraging existing faculty expertise and resources. The modest costs related to adjunct faculty, program administration, and marketing are outlined on Form D. In year 1, the estimated budget for the adjunct faculty is \$51,735.67, general administrative costs is \$3,000, and marketing cost is \$7,000. We understand that there will be no profit until the third year. Form D shows the detailed program budget.

Faculty and Staffing Requirement:

One Graduate Program Chair will administer the Master's in Construction Management program. Existing full-time faculty in Engineering Technology (Dr. Nirajan Mani, Dr. Abdel Gabar Mustafa, and Dr. Patricia Kio) have expressed interest in teaching online graduate courses. Adjunct faculty will be hired as needed.

Library and Information Technology:

For Master's thesis and other research activities in various courses, students will need access to journals and conference publications through the library database. Every effort will be made to provide open educational resources to reduce textbook costs for students.

The course content will be delivered through Blackboard. For specific software, students will have access to the Engineering Technology Department laboratory via VMware virtual platform. Many software programs are free for educational purposes and/or include free student versions.

Facility:

Since this program will be offered online, no additional equipment or lab facility will be required.

Fiscal and Other Resources:

No additional financial resources are required.

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).

Comments and Response

The submitted LOI will be reviewed for completeness by staff. This process typically occurs within 15 business days from when it is received. Once deemed complete, the LOI is circulated by the Deputy Commissioner of Academic Affairs and Student Success (the Deputy), to the AAC

Institution:

Proposed Degree:

and SPC members of the BHE, public campus CAO's, and to the Association of Independent Colleges and Universities of Massachusetts (AICUM) representatives for relevant comments.

Formal commentary to an LOI must come from an institution's President, be addressed to the Commissioner of Higher Education, with a cc to the Deputy, and received within 20 business days from the date the LOI is circulated.

All commentary is sent to the community colleges and state university institution, where the proposed program LOI originated. University of Massachusetts commentary is sent to the Senior Vice President for Academic Affairs, and International Relations, who is responsible to forward the information to the specific campus

Responses to any commentary are required. Responses must come from the LOI institution President and be addressed to the Commissioner of Higher Education, with a cc to the Deputy and submitted to awilliams@dhe.mass.edu. This written response to commentary must be received within 20 business days from the date it is sent to the President.

Institution:**Proposed Degree:***A Note About Timelines*

Program review is a serve-and-return process, which means that there are several communications back and forth between the institution and DHE staff as the submission is being reviewed.

A campus should expect that an LOI (or proposal application) template submitted for staff validation and review for completion will be subject to a **15-business-day period of review**. Following this time frame the campus can expect staff to provide information regarding any further data that are needed for the LOI to be deemed complete. This communication **resets the 15-business-day time frame**. Responsibility rests with the campus to provide data in a timely manner, this may be important to a campus working within a targeted timeline for program development and launch. Once the campus has responded to staff by submitting the additional data, **the 15-business-day** clock begins anew.

After an LOI is validated and deemed complete it is circulated by the Deputy to the AAC and SPC, public campus CAO's and to AICUM representatives for commentary (as described above). The **comment period is open for 20 business days**. At the end of this time frame, all comments are reviewed by staff and sent to the LOI institution's CAO, who then has **20 business days** to submit a written response to the Deputy. Comments and responses are included in the motion brought forward for BHE action.

An LOI is brought forward either within **20 business days** of receiving the institution's response or at the next scheduled AAC meeting.

Following AAC action, the next step of the process is submission of the application proposal, which must be submitted **within two years** of the BHE action on the LOI for either a Fast Track or Standard process review.

A proposed program application template is validated and reviewed for completion **within 20 business days** of receipt. As noted above, the campus can expect staff to provide information regarding any further data that is needed for the proposal to be deemed complete. As previously noted, this communication **resets the time frame**. Once the campus has responded by submitting the additional data, **the 15-business-day** clock begins anew. Once validated and deemed complete, Fast Track proposals are forwarded to the Commissioner with a recommendation for action **within 30 business days**. The 30-business day timetable begins on the date DHE staff notify the campus that the proposal is deemed complete. BHE follows the guidelines on all proposal applications in accordance with either the Fast Track or the Standard Process.

Institution: Fitchburg State University

Proposed Degree: M.S. Construction Management

ATTACHMENTS:

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

Institution: Fitchburg State University

Proposed Degree: M.S. Construction Management

Form A2: LOI Graduate Program Curriculum Outline
(Plan of Study I: Thesis Option.)

7. Major Required (Core) Courses (Total # of courses required = 6)		
8. Course Number	Course Title	Credit Hours
CMGT 7XXX	Construction Cost Analysis & Estimating	3
CMGT 7XXX	Construction Scheduling & Resource Optimization	3
CMGT 8XXX	Improvement in Construction Productivity	3
CMGT 8XXX	Building Information Modeling Application in CM	3
CMGT 8XXX	Research Methodology for CM	3
CMGT 9XXX	Construction Management Thesis	6
	Sub-total # Core Credits Required	21
Elective Course Choices (Total courses required = 3) (attach list of choices if needed)		
CMGT 7XXX	Construction Safety	3
CMGT 7XXX	Construction Law & Contracts	3
CMGT 8XXX	Construction Engineering Management	3
CMGT 8XXX	Temporary Structures	3
CMGT 8XXX	Modular Construction	3
CMGT 9XXX	Risk Management	3
	Sub-total # Elective Credits Required	9
Curriculum Summary		
Total number of courses required for the degree		9
Total credit hours required for degree		30
Prerequisite, Concentration or Other Requirements:		

Form A2: LOI Graduate Program Curriculum Outline
(Plan of Study II: Special Project Option.)

Institution: Fitchburg State University

Proposed Degree: M.S. Construction Management

9. Major Required (Core) Courses (Total # of courses required = 6)		
10. Course Number	Course Title	Credit Hours
CMGT 7XXX	Construction Cost Analysis & Estimating	3
CMGT 7XXX	Construction Scheduling & Resource Optimization	3
CMGT 8XXX	Improvement in Construction Productivity	3
CMGT 8XXX	Building Information Modeling Application in CM	3
CMGT 8XXX	Research Methodology for CM	3
CMGT 9XXX	Special Project in CM	3
Sub-total # Core Credits Required		18
Elective Course Choices (Total courses required = 4) (attach list of choices if needed)		
CMGT 7XXX	Construction Safety	3
CMGT 7XXX	Construction Law & Contracts	3
CMGT 8XXX	Construction Engineering Management	3
CMGT 8XXX	Temporary Structures	3
CMGT 8XXX	Modular Construction	3
CMGT 9XXX	Risk Management	3
Sub-total # Elective Credits Required		12
Curriculum Summary		
Total number of courses required for the degree	10	
Total credit hours required for degree	30	
Prerequisite, Concentration or Other Requirements:		

Form B: LOI Goals and Objectives

Goal	Measurable Objective	Strategy for Achievement	Timetable
-------------	-----------------------------	---------------------------------	------------------

Institution: Fitchburg State University

Proposed Degree: M.S. Construction Management

<p>Perform a program review of and create action plan for the M.S. in Construction Management after 4 years (AY26) and every 4 years thereafter</p>	<p>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 2026 and every four years thereafter. In order to support DEI based analysis, data on student success will be disaggregated by race, ethnicity, and gender.</p>	<p>Dean of School of Graduate, Online, and Continuing Education (SGOCE) and Dean of School of Health and Natural Sciences (will be renamed in summer 2023 to reflect Engineering Technology and Computer Science) will add M.S. in Construction Management to the program review rotation. Director of Assessment to work with the department to establish assessment methods</p>	<p>Initial program review in AY26 and every four years thereafter</p>
<p>Work-Ready Students</p>	<p>Students will either complete Master’s Thesis or complete a project / course in their final year. Students will be encouraged to complete community-based projects in their class projects activities.</p>	<p>Build on existing industry partnerships and develop new community partnerships that enable students to complete service-learning projects as part of their class projects.</p>	<p>AY24, the first-year students will graduate from the program</p>
<p>Identify, attract, retain, and graduate diverse student population</p>	<p>Retention rate: 75%; five-year Graduation rate: 65% Admission yield similar to UG population (~30% African-American, Latinx)</p>	<p>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.</p>	<p>AY26, which will allow rates based on three years of graduating students</p>
<p>Become a destination program that attracts outstanding students regionally, nationally, and globally</p>	<p>Outreach regional, national, and global universities and industry partners</p>	<p>Create transfer pathway for students from other universities; Implement 4+1 plan from BS to MS in Construction Management pathway to attract current BS students and students from other universities; On-campus promotion; Recruit construction</p>	<p>AY24, based on recruiting students</p>

Institution: Fitchburg State University

Proposed Degree: M.S. Construction Management

		professionals seeking graduate degree; Work with AVP of Enrollment to develop marketing and outreach plans for the program	
--	--	--	--

Institution: Fitchburg State University

Proposed Degree: M.S. Construction Management

Form C: LOI Program Enrollment

	Year 1	Year 2	Year 3	Year 4	Year 5
New Full-Time	3	5	10	15	20
Continuing Full-Time		3	5	10	12
New Part-Time	5	10	15	20	25
Continuing Part-Time		5	10	15	20
Totals	8	23	40	60	77

Institution: Fitchburg State University

Proposed Degree: M.S. Construction Management

Form D: LOI Program Budget

<i>One Time/ Start Up Costs</i>		Annual Enrollment				
<i>Cost Categories</i>	Year 1	Year 2	Year 3	Year 4	Year 5	
Full Time Faculty (Salary & Fringe)						
Part Time/Adjunct Faculty (Salary & Fringe)	\$31,372.38	\$41,829.84	\$47,058.57	\$47,058.57	\$52,287.30	
Staff						
General Administrative Costs	\$3,000	\$3,938	\$5,350	\$8,194	\$8,194	
Instructional Materials, Library Acquisitions		\$350	\$350	\$500	\$500	
Facilities/Space/Equip ment						
Field & Clinical Resources						
Marketing	\$7,000	\$5,000	\$5,000	\$5,000	\$5,000	
Other (Specify)						
<i>One Time/Start-Up Support</i>	<i>Annual Income</i>					
<i>Revenue Sources</i>	Year 1	Year 2	Year 3	Year 4	Year 5	
Grants						
Tuition	\$19,305	\$67,860	\$119,925	\$184,275	\$236,340	
Fees (all expenses come out of tuition, so Fee's not included in the total)	\$20,790	\$73,080	\$129,150	\$198,450	\$254,520	
Departmental						
Reallocated Funds						
Other (specify)						
TOTALS	\$19,305	\$67,860	\$119,925	\$184,275	\$236,340	
Net Totals	(\$22,067.38)	\$16,742.16	\$61,986.43	\$123,522.43	\$170,358.70	

Institution: Fitchburg State University**Proposed Degree:** M.S. Construction Management**References:**

American Society of Civil Engineers (ASCE) (2021). A report card for America's infrastructure. Retrieved from <https://infrastructurereportcard.org/>

Associated Builders and Contractors (ABC) (July, 2022). ABC news release on construction employment increase. Retrieved from <<https://www.abc.org/News-Media/News-Releases/>>

Associated General Contractors-Massachusetts (AGC-MA) (March, 2021). Construction employment. Retrieved from <https://www.agc.org/news/>

Commonwealth Corporation STEM Report (2022). *Collective efforts and actions in STEM: Implications of emerging data*. The Commonwealth of Massachusetts Executive Office of Labor and Workforce Development. Retrieved from <https://commcorp.org/wp-content/uploads/2022/10/STEM-Report-2022.pdf>

Digital Media Innovation Program Letter Of Intent (2022).

Finley, A., & McNair, T. (2013). *Assessing underserved students' engagement in high-impact practices*. Association of American Colleges and Universities. AAC&U publications, Washington DC.

Fitchburg State University (2022). Strategic plan 2020-2025. <https://www.fitchburgstate.edu/about/campus-planning-and-policies/strategic-plan-2020-2025>

Fitchburg State University (2022a). *Common data set for academic year 2021 – 2022*. Institutional Research and Planning, Fitchburg State University. Retrieved from https://www.fitchburgstate.edu/sites/default/files/documents/2022-03/CDS_2021-2022_Final.pdf

Fitchburg State University (2022b). *Institutional factbook*. Institutional Research and Planning, Fitchburg State University. Retrieved from https://www.fitchburgstate.edu/sites/default/files/documents/2022-03/FactBook_2021_website_31122.pdf

Kuh, G. (2008). High impact educational practices: What they are, who has access to them, and why they matter. Association of American Colleges and Universities. AAC&U publications, Washington DC.

Mani, N., & Chenot, D. K. (2022). Solar decathlon design challenge: A collaborative student-community engagement project. *Proceedings of 2022 Industry, Engineering, & Management Systems Conference*, Florida, March 14-16.

Mani, N., & Chenot, D. K. (2020). Sustainable redevelopment in Fitchburg: A collaborative faculty-students-community engaged project. *Proceedings of 2020 Industry, Engineering, & Management Systems Conference*, Florida, March 15-17.

MassHire Boston Workforce Board (2021). Pic 4-year plan. Retrieved from <https://www.mass.gov/doc/boston-wioa-local-plan-package-fy22-fy25/download>

Occupational Employment Statistics Survey (OES) (2021). Retrieved from [https://api.dol.gov/V1/Statistics/OES/\\$metadata](https://api.dol.gov/V1/Statistics/OES/$metadata)

Institution: Fitchburg State University


Proposed Degree: M.S. Construction Management

Statistic Brain (2017). Retrieved from <<http://www.statisticbrain.com/construction-industry-statistics/>>

Coversheet

FY24 Budget Summary

Section: V. Budget, Finance and Facilities Committee Report
Item: A. FY24 Budget Summary
Purpose: FYI
Submitted by:
Related Material: FY24 BOT Budget Summary 3.13.2023.pdf

 FITCHBURG STATE UNIVERSITY	BOT APPROVED BUDGETS		UPDATED	PROPOSED	PROJECTED BUDGETS		ACTUALS		
	FY22 Budget	FY23 Budget	FY23 Updated Budget	FY24 Budget	FY25 Projected	FY26 Projected	FY22 Actuals	FY23 Actuals Jan 31 2023	
REVENUE SOURCES									
Day Revenue									
General Appropriations Act	\$ 33,197,515	\$ 35,938,368	\$ 36,634,034	\$ 37,687,632	\$ 38,741,230	\$ 39,794,828	\$ 36,711,462	\$ 24,422,689	
Collective Bargaining (CBA) funding	\$ -	\$ -	\$ -	\$ 753,753	\$ 774,825	\$ 795,897	\$ -	\$ -	
PF State Appropriation	\$ 573,943	\$ 900,000	\$ 1,053,598	\$ 1,053,598	\$ 1,053,598	\$ 1,053,598	\$ 695,666	\$ -	
Fair Share State Appropriation	\$ -	\$ -	\$ -	\$ 2,500,000	\$ -	\$ -	\$ -	\$ -	
DCAMM	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ 2,611,871	\$ 1,645,400	
Tuition and Fees - Day	\$ 31,394,668	\$ 29,131,044	\$ 26,087,536	\$ 24,852,050	\$ 24,720,050	\$ 24,967,251	\$ 26,273,546	\$ 24,151,271	
Retained Out-of-State Tuition	\$ 1,500,000	\$ 1,250,000	\$ 1,257,678	\$ 1,250,000	\$ 1,250,000	\$ 1,250,000	\$ 1,212,665	\$ 1,257,678	
Non-State Supported Tuition	\$ 1,110,387	\$ 875,000	\$ 875,000	\$ 875,000	\$ 875,000	\$ 883,750	\$ 812,993	\$ -	
Financial Aid	\$ 7,300,000	\$ 7,300,000	\$ 7,300,000	\$ 7,250,343	\$ 7,250,343	\$ 7,250,343	\$ 5,650,152	\$ 2,966,516	
Grants	\$ 1,492,410	\$ 1,492,410	\$ 1,247,504	\$ 1,509,923	\$ 1,509,923	\$ 1,509,923	\$ 14,015,263	\$ 1,247,504	
Investment Income	\$ 768,800	\$ 1,650,000	\$ 1,650,000	\$ 1,402,500	\$ 1,472,625	\$ 1,546,256	\$ 580,365	\$ 613,247	
Sales, Service, & Other Income	\$ 2,009,050	\$ 1,853,100	\$ 1,853,100	\$ 1,853,100	\$ 1,871,631	\$ 1,890,347	\$ 1,874,460	\$ 552,896	
Reserve from Fund Balance	\$ 308,268	\$ 640,986	\$ 640,986	\$ 640,986	\$ 640,986	\$ 640,986	\$ 92,997	\$ -	
Transfer - Foundation, etc.	\$ 266,000	\$ 266,000	\$ 266,000	\$ 326,000	\$ 326,000	\$ 326,000	\$ 266,000	\$ 210,562	
Subtotal Day	\$ 79,921,041	\$ 81,296,908	\$ 78,865,437	\$ 81,954,885	\$ 80,486,211	\$ 81,909,179	\$ 90,857,439	\$ 57,067,764	
Auxiliary Revenue									
Dorm Authority - Housing	\$ 7,526,689	\$ 9,169,871	\$ 8,322,539	\$ 8,772,203	\$ 8,944,344	\$ 9,126,867	\$ 8,599,820	\$ 8,141,980	
Food Service	\$ 3,388,000	\$ 3,200,000	\$ 3,200,000	\$ 3,200,000	\$ 3,200,000	\$ 3,200,000	\$ 2,892,019	\$ 2,979,139	
Subtotal Auxiliary	\$ 10,914,689	\$ 12,369,871	\$ 11,522,539	\$ 11,972,203	\$ 12,144,344	\$ 12,326,867	\$ 11,491,840	\$ 11,121,119	
GCE + CPS & AP Revenue									
Graduate & Continuing Ed (GCE) +CPS	\$ 8,742,657	\$ 9,442,413	\$ 10,000,632	\$ 10,398,705	\$ 10,918,640	\$ 11,464,572	\$ 8,551,117	\$ 8,061,028	
Accelerated Programs (AP)	\$ 10,257,657	\$ 11,005,881	\$ 10,394,692	\$ 11,069,805	\$ 10,516,315	\$ 9,990,499	\$ 10,639,455	\$ 8,070,157	
Subtotal GCE + AP	\$ 19,000,314	\$ 20,448,294	\$ 20,395,324	\$ 21,468,510	\$ 21,434,955	\$ 21,455,071	\$ 19,190,572	\$ 16,131,184	
Total Revenue	\$109,836,044	\$114,115,073	\$110,783,300	\$115,395,598	\$114,065,510	\$115,691,117	\$121,539,851	\$ 84,320,067	
OPERATING EXPENSES									
Day Expenses									
Day Salaries	\$ 40,502,811	\$ 42,849,950	\$ 42,849,950	\$ 45,211,529	\$ 46,115,760	\$ 47,038,075	\$ 49,099,638	\$ 24,468,027	
University Fringe	\$ 3,366,253	\$ 3,288,361	\$ 3,288,361	\$ 2,091,422	\$ 2,133,250	\$ 2,175,915	\$ 1,729,055	\$ 565,871	
University Operating	\$ 32,168,648	\$ 31,572,829	\$ 30,523,985	\$ 30,378,834	\$ 30,378,834	\$ 30,378,834	\$ 25,630,380	\$ 8,068,487	
Utilities	\$ 3,897,320	\$ 3,807,186	\$ 3,807,186	\$ 4,965,988	\$ 5,015,648	\$ 5,065,804	\$ 4,599,552	\$ 1,709,086	
Capital	\$ 4,725,000	\$ 4,725,000	\$ 4,725,000	\$ 4,725,000	\$ 4,725,000	\$ 4,725,000	\$ 7,131,719	\$ 5,366,183	
Subtotal Day	\$ 84,660,032	\$ 86,243,326	\$ 85,194,482	\$ 87,372,773	\$ 88,368,492	\$ 89,383,629	\$ 88,190,345	\$ 40,177,655	
Housing Expenses									
Housing Salaries	\$ 1,193,843	\$ 1,225,518	\$ 1,225,518	\$ 1,258,485	\$ 1,283,655	\$ 1,309,328	\$ 1,208,062	\$ 647,365	
Housing Fringe	\$ 457,482	\$ 483,222	\$ 483,222	\$ 520,285	\$ 530,691	\$ 541,305	\$ 453,859	\$ 200,739	
Housing Utilities	\$ 1,001,500	\$ 913,500	\$ 913,500	\$ 1,071,700	\$ 1,071,700	\$ 1,071,700	\$ 821,080	\$ 458,339	
Housing Operating	\$ 6,666,140	\$ 7,365,945	\$ 7,482,751	\$ 7,197,644	\$ 7,714,399	\$ 7,788,645	\$ 6,916,267	\$ 4,079,026	
Subtotal Housing	\$ 9,318,965	\$ 9,988,185	\$ 10,104,991	\$ 10,048,114	\$ 10,600,444	\$ 10,710,977	\$ 9,399,269	\$ 5,385,470	
GCE + CPS Expenses									
GCE + CPS Salaries	\$ 1,291,356	\$ 1,452,667	\$ 1,330,971	\$ 1,480,128	\$ 1,509,731	\$ 1,539,925	\$ 1,254,262	\$ 633,929	
GCE + CPS Fringe	\$ 602,499	\$ 622,809	\$ 622,809	\$ 665,871	\$ 679,188	\$ 692,772	\$ 543,266	\$ 268,797	
GCE + CPS Operating	\$ 3,862,219	\$ 3,925,276	\$ 3,925,276	\$ 4,195,646	\$ 4,279,559	\$ 4,365,150	\$ 3,932,668	\$ 2,300,684	
Ed Service Fee Transfer to University	\$ 2,882,470	\$ 3,031,274	\$ 3,100,000	\$ 3,533,610	\$ 3,710,291	\$ 3,895,805	\$ 2,849,733	\$ 2,406,271	
Subtotal GCE + CPS	\$ 8,638,544	\$ 9,032,026	\$ 8,979,056	\$ 9,875,255	\$ 10,178,768	\$ 10,493,652	\$ 8,579,928	\$ 5,609,682	
AP Expenses									
AP Salaries	\$ 398,184	\$ 454,097	\$ 454,097	\$ 452,597	\$ 461,649	\$ 470,882	\$ 335,682	\$ 189,566	
AP Fringe	\$ 177,063	\$ 202,724	\$ 202,724	\$ 219,826	\$ 224,223	\$ 228,707	\$ 163,860	\$ 86,318	
AP Operating	\$ 5,385,895	\$ 6,107,822	\$ 6,107,822	\$ 6,145,257	\$ 5,837,994	\$ 5,546,094	\$ 6,957,647	\$ 3,572,387	
Ed Service Fee Transfer to University	\$ 3,383,085	\$ 3,553,546	\$ 3,553,546	\$ 4,245,500	\$ 4,033,225	\$ 3,831,564	\$ 3,516,103	\$ 2,690,232	
Subtotal AP	\$ 9,344,227	\$ 10,318,189	\$ 10,318,189	\$ 11,063,180	\$ 10,557,091	\$ 10,077,247	\$ 10,973,292	\$ 6,538,502	
Total Expense	\$111,961,768	\$115,581,726	\$114,596,718	\$118,359,322	\$119,704,795	\$120,665,505	\$117,142,834	\$ 57,711,310	
BUDGETED Net Surplus/(Loss)									
Day Operations	\$ (1,350,991)	\$ (1,746,418)	\$ (3,129,046)	\$ (2,217,888)	\$ (4,682,281)	\$ (4,274,450)	\$ 5,758,412	\$ 19,884,688	
Housing	\$ (1,792,276)	\$ (818,314)	\$ (1,782,452)	\$ (1,275,911)	\$ (1,656,100)	\$ (1,584,110)	\$ (799,448)	\$ 2,756,510	
COVID Expenses	\$ (1,500,000)	\$ -	\$ -	\$ -	\$ -	\$ -	\$ (199,299)	\$ (15,441)	
Day Subtotal	\$ (4,643,267)	\$ (2,564,732)	\$ (4,911,498)	\$ (3,493,799)	\$ (6,338,381)	\$ (5,858,560)	\$ 4,759,665	\$ 22,625,757	
GCE + CPS	\$ 104,113	\$ 410,387	\$ 1,021,576	\$ 523,450	\$ 739,872	\$ 970,920	\$ (28,811)	\$ 2,451,346	
AP	\$ 913,430	\$ 687,692	\$ 76,503	\$ 6,625	\$ (40,776)	\$ (86,748)	\$ (333,837)	\$ 1,531,654	
SGOCE Subtotal	\$ 1,017,543	\$ 1,098,079	\$ 1,098,079	\$ 530,075	\$ 699,096	\$ 884,172	\$ (362,648)	\$ 3,983,000	
Total Net Surplus/(Loss)	\$ (3,625,724)	\$ (1,466,653)	\$ (3,813,419)	\$ (2,963,724)	\$ (5,639,285)	\$ (4,974,388)	\$ 4,397,017	\$ 26,608,758	

Coversheet

Preventing and Reporting Fraud, Waste and Abuse

Section: V. Budget, Finance and Facilities Committee Report
Item: B. Preventing and Reporting Fraud, Waste and Abuse
Purpose: FYI
Submitted by:
Related Material:
Preventing and Reporting Fraud, Waste and Abuse.-030823.pdf



Preventing and Reporting Fraud, Waste & Abuse Office of Financial Services

Applies to: Faculty, Staff, Student Employees, Students and Volunteers

Fitchburg State University is committed to the responsible stewardship of its resources. University management is responsible for maintaining a work environment that promotes ethical and honest behavior. Management is further responsible for establishing and implementing policies and procedures to prevent and detect irregularities, including fraud, waste and abuse. Employees, at all levels, should be aware of the risks and exposures inherent in their areas of responsibility and should incorporate into their business practices policies and procedures that safeguard the resources entrusted to them.

It is the intention of the University to take whatever action may be needed to prevent and correct activities that violate this policy.

POLICY GUIDELINES

No area or department is exempt from potential misappropriation or misuse of university resources. Fraud, waste and abuse all have the same pattern, commonly referred to as the fraud triangle. Where this pattern exists there is a potential for misappropriation or misuse. The three factors present for fraud, waste and abuse to occur are as follows:

- Pressure or motivation -** There is a will to commit fraud, waste or abuse.
- Opportunity -** There is minimal oversight or lack of adequate controls in a particular area.
- Rationalization -** There is an accepted practice or a perceived entitlement.



Understanding the forces driving fraud, waste and abuse facilitate the development of policies and procedures to prevent and detect it.

I. *Definitions*

- A. Fraud – A deliberate deception to secure an unfair gain. Fraud can be monetary, contractual or any other advantage that is unlawful. Common types of fraud may include, but are not limited to:
- Theft, misappropriation, misuse or destruction of the University assets
 - Improper handling or reporting financial transactions
 - Authorization or receipt of compensation for hours not worked
 - Inappropriate use or alteration of data, computer files, equipment, software, networks or other systems
 - Forgery or unauthorized alteration of documents
 - Falsification of reports to management or external agencies
 - Pursuit of personal benefit or advantage
 - Concealment or misrepresenting events or data
 - Acceptance of bribes, kickbacks, gifts or other items of value
- B. Waste – The loss or misuse of College resources resulting from deficient practices, system controls or poor decision making. Waste does not necessarily involve fraud, violation of laws or provisions of contracts and agreements. Waste is a thoughtless or careless act that results in expenditures, consumption, mismanagement, use or squandering of the University assets or resources. Some examples of waste include:
- Not taking advantage of available discounts on purchases
 - Ordering excessive supplies because existing stock was not inventoried before hand
- C. Abuse – The intentional, wrongful or improper use or misuse of rank, position or authority that causes the loss or misuse of College resources. Abuse also includes the misuse of authority or position for personal financial gain or financial gain of an immediate family member or business associate. Some examples of abuse include:
- Using university equipment or supplies to conduct personal business
 - Using information from vendor lists to get new customers for an outside business

II. *Preventing Fraud, Waste and Abuse*

- A. Maintaining an ethical work environment – Management is responsible for maintaining a work environment that promotes ethical and honest behavior on the part of all students, faculty, staff, contractors, vendors and others. To do so, management at all levels must behave ethically and communicate to employees and others that they are expected to behave in the same manner. Management must demonstrate through words and actions that unethical behavior will not be tolerated.
- B. Implementing effective systems and business practices – Management is responsible to establish and implement systems and procedures to prevent and detect irregularities, including fraud, waste and abuse. Internal control systems and other policies, procedures and practices should provide reasonable assurance that:
- Safeguards exists over institutional assets and resources such as cash, securities, supplies, equipment, property, records, data or other electronic systems
 - Operations are effective and efficient
 - Financial reports and other types of reporting are reliable

- The university is compliant with applicable laws, regulations, contracts, grants and policies

C. Reviewing and assessing – To determine whether internal controls and other practices are effective, management should perform periodic risk and control assessments. The assessments should include periodic review of operational processes to determine the inherent risk of fraud, waste and abuse in each process. Management should then determine if there are controls in place that reduce that risk. Most processes will already have a number of controls in place. These controls should be monitored or reviewed for adequacy and effectiveness. Where controls do not exist, new controls will need to be implemented. Some examples of typical controls include (but are not limited to):

1. Adequate separation of duties among employees
2. Sufficient physical safeguards over cash, supplies, equipment and other resources
3. Appropriate documentation of transactions for accuracy and completeness
4. Documented supervisory review and approval of transactions and other activity
5. Proper supervision of employees, processes, projects and other operational activities

Other types of reviews include internal and external audits, as well as, program audits or reviews mandated by various federal, state or other outside agencies. These reviews can be based on type, function or funding of the program. Although external reviews and assessments may be mandated, it is still the primary responsibility of management to prevent fraud, waste and abuse. Therefore, management should take steps to perform reviews whether or not external mandates exist.

III. Reporting Fraud, Waste and Abuse

It is everyone's responsibility to be vigilant in providing for the security and accountability of resources entrusted to them. Fitchburg State University encourages all faculty, staff, students, vendors and others, acting in good faith to report known or suspected instances of fraud, waste and abuse. Although proof of an improper activity is not required at the time an incident is reported, those reporting such actions must have reasonable grounds to do so. Failing to report or knowingly making false accusations constitutes fraud in and of itself.

Those reporting fraud, waste and abuse do so with the knowledge that the university is committed to protecting individuals from interference when reporting fraud, waste and abuse and from retaliation for having made such a disclosure. As such, the university maintains a *Whistleblower Policy* that protects both, the individual reporting fraud, waste and abuse and those who may be potentially involved in the occurrence. The policy, encourages individuals to report any wrongful conduct, outlines how occurrences are reported, mandates protections for those reporting and provides individuals who believe they have been subject to reprisals or false accusations a fair process to seek relief.

The policy details procedures for reporting violations and assigns responsibilities surrounding the process to individuals, departments and offices. The policy mandates that individuals act in good faith and refrain from making false accusations. The policy provides for the confidentiality of reported disclosures and for protection from retaliation for individuals reporting wrong doing. University, employees, volunteers, students, vendors and others may not retaliate against an individual who has made a protected disclosure or who has refused to obey an illegal order. Individuals may not directly or indirectly use or attempt to use the official authority or influence of their position or office for the purpose of interfering with the right of an individual to make a protected disclosure.

As outlined in the policy, individuals should share their questions, concerns, suggestions, or complaints with a university administrator who can address them properly. In many cases the individual's supervisor is in the best position to address an area of concern. If an individual is not comfortable speaking with their supervisor, or is not satisfied with the supervisor's response, individuals can take their concerns to the offices listed below that will investigate and/or address the concern as appropriate.

- Office of the Provost/Vice President for Academic Affairs
- Office of the Vice President for Finance and Administration
- Office of Human Resources/Payroll Services & Affirmative Action

The full text of the *Fitchburg State University Whistleblower Policy* is available in the Office of Human Resources & Payroll Services. [Commonwealth's Whistleblower Hotlines](#): 800-322-1323.

IV. Questions

Any questions or concerns regarding this policy or its implementation should be directed to the Vice President for Finance and Administration, Mr. Jay Bry at 978-665-3131.

Coversheet

Internal Control Plan 2023 - VOTE (28-22/23)

Section:	V. Budget, Finance and Facilities Committee Report
Item:	C. Internal Control Plan 2023 - VOTE (28-22/23)
Purpose:	Vote
Submitted by:	
Related Material:	VOTE Internal Control Plan.pdf FSU Internal Control Plan 2023.pdf

**Fitchburg State University
REQUEST FOR BOARD ACTION**

TO: Board of Trustees	DATE: March 28, 2023
FROM: The President	REQUEST NUMBER: 28-22/23
SUBJECT: 2023 Internal Control Plan	

It is requested that the Fitchburg State University Board of Trustees vote to adopt the 2023 Internal Control Plan.

Internal Control Plan



Fitchburg State University
2023

FITCHBURG STATE UNIVERSITY INTERNAL CONTROL PLAN

To the University Community

Chapter 647 of the Acts of 1989, *An Act Relative to Improving Internal Controls Within State Agencies*, establishes the minimum level of quality acceptable for the internal control systems in operation throughout state departments, agencies and universities. The Office of the State Auditor and the Office of the State Comptroller are legislatively mandated to enforce the state law. Internal Control Plans (ICP) are based on comprehensive assessment of risk, especially those related to the prevention of fraud, waste and abuse. An effective ICP requires the involvement of everyone in the organization. Department heads and managers must develop internal controls for each activity for which they are responsible. The internal controls exercised over individual activities, when taken collectively, become the internal controls of the program or administrative function of which they are part. The internal controls for each department's programs and administrative functions, when combined with overall department controls, comprise the University's internal control documentation. This documentation, or high-level overview describing, referencing, and summarizing the documentation, is the University's *Internal Control Plan*.

Management's role is to provide the leadership that the University needs to achieve its goals and objectives. Internal controls are the structures, policies and procedures used to ensure that management accomplishes its objectives and meets its responsibilities effectively and efficiently while at the same time assuring compliance with applicable rules, regulations and laws. Thus it is imperative that the Internal Control Plan be reviewed and updated. Each manager is responsible for reviewing and updating his/her section of the Internal Control Plan at least on an annual basis and as conditions warrant.

Any questions or comments may be directed to the University's Internal Control Officer, Jay Bry, Vice President of Finance and Administration.

Sincerely,



Richard S. Lapidus
President

Overview of Internal Controls

Introduction

Chapter 647 of the Acts of 1989, *An Act Relative to Improving Internal Controls Within State Agencies*, establishes the minimum level of quality acceptable for Internal Control Systems in operation throughout state departments, agencies and universities. The Office of the State Auditor and the Office of the State Comptroller are legislatively mandated to enforce this state law.

This guide is based on the Committee of Sponsoring Organizations (COSO) *Enterprise Risk Management Framework* (ERM) and it also includes the Federal Government's standard of Internal Control, the Green Book, which is an adaptation of COSO's internal control – Integrated Framework (2013).

COSO defines internal control as follows:

“Internal control is a process, effected by an entity’s board of directors, management and other personnel, designed to provide reasonable assurance regarding the achievement of goals and objectives in the following categories:

- Operations - Effectiveness and efficiency of operations.
- Reporting - Reliability of internal and external financial and non-financial reporting.
- Compliance - Compliance with applicable laws and regulations.

This definition reflects certain fundamental concepts:

- Internal control is a process. It is a means to an end, not an end itself.
- Internal control is affected by people. It is not policy manuals and forms, but people at every level of an organization.
- Internal control can be expected to provide only reasonable assurance, not absolute assurance, to an entity’s management and board.
- Internal control is geared to the achievement of objectives in one or more separate but overlapping categories.
- Internal control is adaptable to the entire university – flexible in application for the university or for a particular department or business process.

Internal controls are based on comprehensive assessments of risks and require the involvement of everyone within an organization. A less technical definition might state that:

Internal controls are tools that help managers be effective and efficient while avoiding serious problems such as overspending, operational failures, and violations of law.

Components of Internal Controls

Per the COSO ERM framework, there are eight interrelated components to internal control. They are as follows:

1. **Internal Environment** – The foundation for all other components of internal control and includes the organization’s culture, philosophy and ethical values. The organization structure, authority, responsibility and accountability are necessary to plan, execute, control and assess the achievement of its objective.
2. **Objective Setting** – Objective setting is required to achieve the strategic goals of an organization and can be either short or long term in nature. A good objective is SMART: specific, measurable, attainable, results-focused and timely. Once the objectives are established, the organization should then determine its risk appetite (amount of risk the organization is willing to accept to achieve its objectives) and its risk tolerance (the acceptable deviation from the organization risks).
3. **Event Identification** – The process by which an organization identifies events that might have an impact on the organization’s ability to achieve its objectives both internally and externally. It includes distinguishing between events that represent risks, those that represent opportunities, and those that may be both.
4. **Risk Assessment** – Identified risks are analyzed in order to form a basis for determining how they should be managed. Risks are associated with objectives that may be affected. Risks are assessed on both inherent and residual basis, with the assessment considering both the risk likelihood and impact. Risk assessment needs to be done continuously and throughout the university.
5. **Risk Response** – The organization’s plan to manage identified risks within its defined levels of risk tolerance and risk appetite.
6. **Control Activities** – The structures, policies, and procedures that the organization establishes to identify and respond to risks that could prevent it from achieving its goals and objectives.
7. **Information and Communication** – Data generated from both internal and external sources is used to provide information to manage risks and make decisions. Effective communication occurs multi-dimensionally flowing up, down and across the organization and to external stakeholders.
8. **Monitoring** – An organization’s continued efforts to monitor the effectiveness of its controls. Proper monitoring ensures that controls continue to be adequate and continue to function properly and that any deficiencies are promptly reported to and corrected by management.

FITCHBURG STATE UNIVERSITY

Internal Control Plan

Internal Environment

Fitchburg State University (FSU) was chartered in 1894 to provide residents of the state with quality and affordable degrees; it operates under the enabling legislation found in the Massachusetts General Laws, Chapter 73, as amended.

FSU's mission statement was approved by the Board of Trustees in 2010, and it aligns with the MA Board of Higher Education Mission Statement and the MA Department of Higher Education's mission for the State Universities. It reads: "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."

Per Massachusetts General Laws, Chapter 15A, as amended, the Board of Higher Education (BHE) is the official governing organization of each of the universities in Massachusetts. Fitchburg State University is governed directly by an eleven-member Board of Trustees (BOT). Nine are appointed by the governor for a five-year term, one alumni trustee is elected by the alumni association for a five-year term, and a student trustee is elected by the student body for one year. The BOT meets four times annually or as needed and works through its committees: Executive, Academic Affairs, Administration and Finance, Personnel, Student Life, which meet on an as-needed basis. BHE is responsible for setting tuition and approving academic programs and admission standards, mission statements, strategic plans, presidential appointments, and annual budgets and spending plans, while the BOT oversees the local governance of FSU by establishing all fees; making policies for the administrative management of personal and the general business of the institution; review financial statements and federal tax reports, and overseeing the budget process, annual self-assessments, and five-year plans. The Board communicates with the University community not only through the President of the University, but also through the administrative liaisons assigned to the Board committees.

The University strives to be fully compliant with all local, state and federal laws, rules and regulations governing its various operations, and, adheres both to the "letter" of each law, rule or regulation, as well as, to its original intent and "spirit." In compliance with applicable laws, rules and regulations, FSU through its organizational structure, standing committees, affirmative action/equal opportunity policies, its three collective bargaining agreements, its academic and student life policies and procedures, and its administrative and financial policies and procedures has developed an environment that encompasses both technical competence and ethical commitment. The University is committed to hire, train, and retain qualified competent staff.

Faculty and staff in leadership roles are responsible for the application of this policy and the design, development, implementation, and maintenance of an effective and efficient system of internal

controls within their respective areas of responsibility. Subject matter experts (SME) are identified across the university and specifically in high-risk areas including, but not limited to, Accounts Payable, Budget, Finance, Procurement Services, Human Resources, and Information Technology. SMEs are required to:

- Develop, implement, and review internal controls policy and training in their area of expertise.
- Perform internal control reviews on an ongoing basis.
- Promote the internal control program within their area of expertise to gain consistency in the way the university thinks about risk.
- Encourage a culture that self-identifies gaps in internal controls and aids in mitigation of the identified risk.

Objective Setting

The purpose of the Fitchburg State University Internal Control Plan is to provide the Board of Trustees and other outside federal and state agencies with reasonable assurance that the University is efficiently and effectively meeting in a cost-effective manner the goals and objectives outlined in the strategic plan and mission of the University.

The Internal Control Plan further strives to identify and summarize university-wide risks and the controls in place to mitigate those risks, (risk appetite versus risk tolerance). University-wide risks are delineated in the four categories below:

- The safeguarding of all assets (financial and non-financial):

Assets and records must be kept secure at all times to prevent unauthorized access, loss or damage. Assets such as cash, equipment, inventory, financial, software, sensitive personal information, and management policy and procedures to reasonably ensure resources are protected against misuse or loss. The security of assets and records is essential for accurate and ongoing operations.

- Ensure the validity and reliability of all data:

The university should implement and apply reasonable control procedures to ensure that valid, timely and reliable data are obtained, maintained and fairly disclosed in reports. This includes both financial and non-financial data. If the data is inaccurate, incomplete or misleading, the reported operations cannot function properly, and this may mislead not only management but students, creditors and donors.

- Ensure compliance with applicable laws and regulations:

The university should implement policies and procedures in order to ensure that all department activities and the acquisition and use of resources comply with local, federal, and state laws and regulations.

- Ensure alignment of goals throughout the university:

Aligning goals is an important part of a successful operation. Strategic alignment is the process of planning and implementing practices to ensure an organization's strategies support its general objectives. In a strategically-aligned organization, all departments, decisions and functions contribute to the fulfillment of the organization's mission, vision and objectives. Employees thus informed of how their department objective adds value to the university's overall strategy may use their time more efficiently to make informed decisions about which tasks best serve the university's goals and focus their efforts accordingly.

All departments should have clear articulated objectives and management along with their staff should at least yearly review these goals/objectives to ensure that they are aligned with the current strategic plan of the University and with internal and external expectations. Management should foster a climate that encourages employees' knowledge of and compliance with all the university policies and procedures, especially those that are in the employee purview.

Event Identification

The University, through its strategic, budgetary planning and daily exercises, identifies events that could potentially affect its ability to fulfill the mission of the University. Events with negative impact represent risks that need to be addressed by management- e.g. COVID. Events with positive impact represent opportunities that could be incorporated into strategic planning and objective modeling-e.g. COVID. The event risk can be broadly categorized into the following four types:

- Opportunity risk – Refers to the possibility of losing a viable opportunity while pursuing different available options.
- Risk of Uncertainty – Risk of uncertain events happening that could affect the smooth operations of the university.
- Risk of Hazards – Risk of a dangerous event happening that could arise out of a poor workplace design or improper allocation of duties depending on one's skill set.
- Operational Risk – Risk associated with day-to-day business activities. Risk occurs because of the failure of processes, policies or systems.

Identified risks can be inherent and/or residual. Inherent risk is the possibility that an event will occur and adversely affect the University (mistake, omission, or error). Residual risk is what remains after management responds to inherent risk. When identifying risk, it is particularly important to consider the potential for fraud, waste and abuse.

Fraud risk factors do not necessarily indicate that fraud exists but are often present when fraud occurs. Fraud risk factors include the following:

- Incentive/pressure - Management or other personnel have an incentive or are under pressure to meet a deadline or performance target, which provides a motive to commit fraud.
- Opportunity - Circumstances exist, such as the absence of controls, ineffective controls, or the ability of management to override controls, that provide an opportunity to commit fraud.

- Attitude/rationalization - Individuals involved are able to rationalize committing fraud. Some individuals possess an attitude, character, or ethical values that allow them to knowingly and intentionally commit a dishonest act

(See Fitchburg State University's Preventing and Reporting Fraud, Waste and Abuse Policy for further details.)

Risk Assessment

Risk assessment is the process used to identify, classify, analyze and manage the risks that could prevent the University from attaining its goals and objectives. Changes in conditions affecting the university and its environment often require changes to the university's internal control system, as existing controls may not be effective for meeting objectives or addressing risks under changed conditions – e.g. internet security risks.

Management analyzes the effect of identified changes on the internal control system and responds by revising the internal control system on a timely basis, when necessary, to maintain its effectiveness. Changing conditions often prompt new risks or changes to existing risks that need to be assessed.

Fitchburg State University uses a variety of tools to assess risk including evaluation of systems, questionnaires and periodic internal and external reviews. The University requires departments to annually review the department's objective and the key components to achieving those objectives and then do a risk assessment. After doing a risk assessment, the department should:

- Do a short summary and state how and when the risk assessment was conducted.
- The persons involved in doing the risk assessment
- How the risks were rated (what was the scale/methodology used and was it used applied consistently throughout the process),

Once risks have been identified, they are prioritized based on the likelihood of occurrence and the severity of the consequence as follows:

- Level I requires immediate action and senior management involvement
- Level II requires management responsibility and action to be specifically assigned
- Level III can be managed by specific response and monitoring
- Level IV can be managed by routine process

Grouping the departmental risks in these categories permits the analysis of the adequacy of existing controls, the identification of any patterns of risks and whether any concentration of risks exist in a particular area.

Risk Response

Risk management includes both risk assessment and the process of addressing risks (control activities) that are identified from the assessment. There are four basic management approaches to dealing with identified risks. They are as follows:

1. Accept the risk
2. Avoid the risk
3. Share the risk with third parties (i.e. insurers)
4. Mitigate the risk by designing processes that eliminate or reduce the risk

Due to the cost/benefit relationship, it is not possible to mitigate every risk that could potentially affect an organization. It should also be noted that some residual risk will remain even after efforts have been made to address identified risk. In addition, if the risk is not critical, management may be willing to accept a certain level of risk to achieve its goals and objectives.

Control Activities

Control activities consist of policies and procedures established by management to achieve objectives and respond to risks identified in the Internal Control Plan. Control activities can be designed at the entry level and/or the transaction level depending on the precision needed for the department to meet its objective.

Managers must develop policy and procedures for each activity for which they are responsible. The internal controls exercised over individual activities, when taken collectively, become the internal controls of the program or administrative function of which they are a part. The internal controls for each of a department's programs and administrative functions, when combined with overall department controls, comprise the University's internal control documentation.

This documentation is required by Chapter 647 of the Acts of 1989. The University's Internal Control Plan is a high-level overview describing, referencing and summarizing all the individual department documentation.

Types of Internal Control and Common Control Activities

A system of internal control can be evaluated by assessing its ability to achieve seven commonly accepted control objectives:

- **Segregation of Duties** – To prevent the occurrence of undetected errors or fraud, responsibilities must be divided so that one individual does not control all aspects of a transaction.
- **Safeguarding Assets** – Assets (including cash) and records must be kept secure at all times to prevent unauthorized access, loss or damage. The security of assets and records is essential for accurate operations.

- **Safeguarding Confidential Information** – Ensure the security and confidentiality of personal and private information, protect against any anticipated threats to its security or integrity, and guard against unauthorized access and use.
- **Review and Approval** – Review and approval of internal processes should be obtained from a knowledgeable and independent party to ensure that transactions have been executed in accordance with management’s general authorization.
- **Timeliness** – Make all efforts to meet prescribed deadlines and prioritize critical work to avoid fines and negative impacts on operational processes.
- **Error Handling** – Errors detected at any stage of processing receive prompt corrective action and are reported to the appropriate level of management.
- **Documentation** – Provide evidence for transactions to support accuracy and consistency.

Preventive and Detective are two major types of controls.

Preventative controls - Designed to forestall errors or irregularities and thereby avoid the cost of corrections. Examples of common preventive control activities include:

- Segregation of duties
- Proper authorization to prevent improper use of organizational resources
- Standardized forms
- Physical control over assets
- Computer passwords
- Computerized techniques such as transaction limits and system edits

Detective controls - Designed to measure the effectiveness of preventive controls and detect errors or irregularities when they occur. These controls are less effective and more expensive than preventive controls because they occur at the back end of the process. Examples of common detective control activities include:

- Performance and quality assurance reviews
- Reconciliations
- Cash counts
- Physical inventory counts and comparisons with inventory records

Information & Communication

Fitchburg State University posts its Internal Control Plan, as well as many other policy documents on its web page. In addition, newsletters and informative memoranda from key departments are routinely distributed to the University community. There are scheduled and unscheduled meetings ranging from the President’s cabinet meeting to various committee, departmental and neighborhood meetings. These are all an effort to provide various forums for the exchange of information and ideas and to foster communication and cooperation.

Management must ensure that employees are aware of the internal control policies of the department.

Monitoring

Monitoring University operations occurs on an ongoing basis through the normal course of management activities. New initiatives are evaluated for both the strength of the opportunity or associated risk they may present. Fitchburg State University reviews and updates the Internal Control Plan on a regular basis as needed. The University’s external accounting firm, as part of its audit procedures, reviews the University’s internal controls in accordance with current auditing standards and legislative requirements.

Internal Control Plan Review

Reviewed/NCN	_____	Date	_____
Reviewed/NCN	_____	Date	_____
Reviewed/NCN	_____	Date	_____
Reviewed/NCN	_____	Date	_____
Reviewed/NCN	_____	Date	_____

Coversheet

Higher Education - Surtax Spending

Section: V. Budget, Finance and Facilities Committee Report
Item: D. Higher Education - Surtax Spending
Purpose: FYI
Submitted by:
Related Material: Higher Education - Surtax Spending.pdf

Higher Education – Surtax Spending

Category	FY 2024 Governor
Income Surtax Spending	\$360.00
<i>Financial Aid Expansion</i>	<i>\$93.00</i>
<i>Student Support Services</i>	<i>\$30.00</i>
<i>MassReconnect</i>	<i>\$20.00</i>
<i>Higher Ed Fee Stabilization</i>	<i>\$59.00</i>
<i>State Universities Student Services & Equity Initiatives</i>	<i>\$8.00</i>
<i>UMass Diversity, Equity, and Inclusion Initiatives</i>	<i>\$10.00</i>
<i>Higher Education Capital Funding</i>	<i>\$140.00</i>
Total Higher Ed Funding	\$1,983.38

FY 2024 includes \$360M in surtax revenue investments across higher education:

- \$220 million in operating investments:
 - \$93M - Financial aid expansion
 - \$59 M - Higher ed fee stabilization
 - \$30M – Student support services
 - \$20M – MassReconnect
 - \$10M – UMass diversity, equity & inclusion initiatives.
 - \$8M - State Universities student services & diversity initiatives
- \$140 million in one-time investments:
 - A reserve to address the backlog of deferred maintenance projects on public higher education campuses.



Coversheet

Promotions (N08-22/23)

Section: VI. Notifications
Item: A. Promotions (N08-22/23)
Purpose: FYI
Submitted by:
Related Material: Promotion Notifications March 28, 2023.pdf

FITCHBURG STATE UNIVERSITY

Board of Trustees

NOTIFICATIONS

TO: Board of Trustees	DATE: March 28, 2023
FROM: The President	NOTIFICATION NUMBER: N08-22/23
SUBJECT: Promotions	

Effective September 1, 2023:

Promotion to Full Professor:

Department

Steven Edwards
 Katherine Jewell
 Frank Mabee
 Monica Maldari
 Erin Rehrig
 Elise Takehana
 Kisha Tracy
 Daniel Welsh

English Studies
 Economics, History, and Political Science
 English Studies
 Exercise and Sports Science
 Biology/Chemistry
 English Studies
 English Studies
 Biology/Chemistry

Coversheet

Personnel Notifications- (N09-22/23)

Section: VI. Notifications
Item: B. Personnel Notifications- (N09-22/23)
Purpose: FYI
Submitted by:
Related Material: Report 03282023.pdf

TO: Board of Trustees
 FROM: The President
 SUBJECT: Personnel Actions

DATE: March 28, 2023
 NOTIFICATION NUMBER: N09-22/23

New Hires

Eric Soucy, MBA Effective: 4/3/2023	Assistant Director/Area Coordinator Housing and Residential Services	\$55,000.00
--	---	-------------

Resignation

Frank Campo Effective: 2/24/2023	Director of Event Services Event Services	\$85,000.00
-------------------------------------	--	-------------

Claire Kramer Effective: 3/3/2023	Staff Assistant, Counselor Counseling Services	\$56,100.80
--------------------------------------	---	-------------

Sonia Root Effective: 3/24/2023	Staff Assistant, Academic Counselor (10 month) TRIO SSS	\$41,095.80
------------------------------------	--	-------------

Retirement

Melissa Demerest Effective: 5/5/2023	Staff Associate, Accounts Payable and Grants Coordinator Financial Services	\$112,263.98
---	--	--------------

Out of Title/Title Change/Salary Adjustment

Nathan Corbett Effective: 3/6/2023	From: Staff Assistant, Building Services Manager To: Staff Associate, Building Svs. Manager/Events Capital Planning and Maintenance <i>** Covering for Events and also receiving an \$800 increase to permanent salary.</i>	From \$75,580.00 To \$84,180.00
---------------------------------------	--	------------------------------------

Change in Salary/Adjustment

Claire Kramer Effective: 7/11/2022	Staff Assistant, Counselor Counseling Services	From \$54,100.80 To: \$56,100.80
---------------------------------------	---	-------------------------------------

Promotion

Eric Boughton Effective: 2/27/2023	From: Staff Assistant, Information Security Officer To: Assistant Director, Chief Security Officer Technology	From \$84,333.80 To \$105,000.00
---------------------------------------	---	-------------------------------------

Lisa Moulton Effective: 3/20/2023	From: Accountant V (AFSCME) To: Assistant Comptroller (APA) Financial Services	From \$95,961.58 To \$112,000.00
--------------------------------------	--	-------------------------------------

1st Year Reappointment

Lynn D'Agostino From: 9/1/2023 To: 5/31/24	Assistant Professor Education	\$66,650.64
--	----------------------------------	-------------

Patricia Kio From: 9/1/2023 To: 5/31/24	Assistant Professor Engineering Technology	\$68,000.00
---	---	-------------

Eileen Kirk From: 9/1/2023 To: 5/31/24	Assistant Professor Behavioral Sciences	\$64,000.00
--	--	-------------

Min Li From: 9/1/2023 To: 5/31/24	Assistant Professor Behavioral Sciences	\$63,000.00
---	--	-------------

Kiernan Riley From: 9/1/2023 To: 5/31/24	Assistant Professor Nursing	\$80,000.00
--	--------------------------------	-------------

Jennie Snow From: 9/1/2023 To: 5/31/24	Assistant Professor English Studies	\$65,000.00
--	--	-------------

2nd Year Reappointment

Katherine Hazen From: 9/1/2023 To: 5/31/24	Assistant Professor Behavioral Sciences	\$67,320.00
--	--	-------------

Jessica Oehrlein From: 9/1/2023 To: 5/31/24	Assistant Professor Mathematics	\$64,260.00
---	------------------------------------	-------------

Olivia Rossetti From: 9/1/2023 To: 8/31/2024	Assistant Librarian Library	\$51,000.00
--	--------------------------------	-------------

3rd Year Reappointment

Jescah Apamo-Gannon From: 9/1/2023 To: 5/31/24	Assistant Professor Education	\$78,030.00
--	----------------------------------	-------------

Robin Chataut From: 9/1/2023 To: 5/31/24	Assistant Professor Computer Science	\$72,307.80
--	---	-------------

Elizabeth Kilpatrick From: 9/1/2023 To: 5/31/24	Assistant Professor Biology/Chemistry	\$74,065.64
---	--	-------------

John Lohmann From: 9/1/2023 To: 5/31/24	Assistant Professor Business Administration	\$73,366.15
---	--	-------------

Michael McCutcheon From: 9/1/2023 To: 5/31/24	Assistant Professor Behavioral Sciences	\$72,828.00
---	--	-------------

Denise Simion From: 9/1/2023 To: 5/31/24	Assistant Professor Business Administration	\$72,828.00
--	--	-------------

Lori Steckervetz From: 9/1/2023 To: 8/31/24	Assistant Librarian Library	\$65,584.23
---	--------------------------------	-------------

Jared Vanasse From: 9/1/2023 To: 5/31/24	Assistant Professor Earth and Geographic Sciences	\$70,227.00
--	--	-------------

4th Year Reappointment

Sarah Bromberg From: 9/1/2023 To: 5/31/24	Assistant Professor Humanities	\$63,984.61
---	-----------------------------------	-------------

Rachelle Dermer From: 9/1/2023 To: 5/31/24	Assistant Professor Communications Media	\$69,316.65
--	---	-------------

Christine Devine From: 9/1/2023 To: 5/31/24	Assistant Professor Nursing	\$93,956.44
---	--------------------------------	-------------

Melissa Dunn From: 9/1/2023 To: 5/31/24	Assistant Professor Nursing	\$90,644.86
---	--------------------------------	-------------

Amy Kendrick From: 9/1/2023 To: 5/31/24	Assistant Professor Nursing	\$86,362.99
---	--------------------------------	-------------

Nellipher Lewis Mchenga From: 9/1/2023 To: 5/31/24	Assistant Professor Nursing	\$90,644.86
Yang Liu From: 9/1/2023 To: 5/31/24	Assistant Professor Business Administration	\$71,449.47
Collin Syfert From: 9/1/2023 To: 5/31/24	Assistant Professor English Studies	\$63,984.61
5th Year and Above Reappointment		
Lilian Bobea From: 9/1/2023 To: 5/31/24	Assistant Professor Behavioral Sciences	\$68,527.51
Elyse Clark From: 9/1/2023 To: 5/31/24	Assistant Professor Earth and Geographic Sciences	\$67,439.78
Karen Keenan From: 9/1/2023 To: 5/31/24	Assistant Professor Exercise and Sports Science	\$69,071.38
Amy McGlothlin From: 9/1/2023 To: 5/31/24	Assistant Professor Humanities	\$64,176.55
Andrea Olmstead From: 9/1/2023 To: 5/31/24	Assistant Professor Humanities	\$67,439.78
Wafa Unus	Assistant Professor	\$67,439.78

From: 9/1/2023
To: 5/31/24

English Studies

Mary Vreeland
From: 9/1/2023
To: 5/31/24

Assistant Professor
Communications Media

\$72,602.55

Hong Yu
From: 9/1/2023
To: 5/31/24

Assistant Professor
Engineering Technology

\$76,141.68

Coversheet

News Articles

Section: IX. President's Report
Item: E. News Articles
Purpose: FYI
Submitted by:
Related Material: News clips for March 2023.pdf

FITCHBURG STATE

PLANNING A SECOND ACT



PHOTOS COURTESY FITCHBURG STATE

Federal, state and local elected officials and business leaders recently toured the future home of Fitchburg State University's performing arts center on Main Street. The tour was organized by the university to celebrate the project's impact on the local and regional economy and cultural vibrancy.



Fitchburg State University purchased the long-dormant performing arts center on Main Street in 2016. The building, nearly a century old, has been closed since 1987. The university's plans to restore and reopen the theater as part of a performing arts center is expected to spur greater economic and cultural revitalization downtown and in the region.

Theater Block at forefront of creative economy discussion hosted by Fitchburg State

By Matthew Bruun
Fitchburg State University

FITCHBURG » Recently, Fitchburg State University welcomed dozens of federal, state and local leaders for a discussion and tour of the transformative performing arts center that is being proposed in the heart of Main Street.

"Public universities have an important role to play in the communities that host them," Fitchburg State President Richard Lapidus told the assembled guests, including representatives from more than 15 legisla-

tionary staff members and other state and local cultural and business leaders.

Lapidus was joined by speakers including state Sen. John Cronin, state Rep. Michael Kushmerek, Fitchburg Mayor Stephen DiNatale, and North Central Massachusetts Chamber of Commerce President Roy Nascimento in explaining the collaborative process that has kept the project moving forward, with state and federal funding complementing the university's own investments in the key parcel.

Fitchburg State purchased the long-closed Main Street the-

Fitchburg State University - Board of Trustees Meeting - Agenda - Tuesday March 28, 2023 at 8:15 AM



PHOTOS COURTESY FITCHBURG STATE

Fitchburg State University purchased the long-dormant performing arts center on Main Street in 2016. The building, nearly a century old, has been closed since 1987. The university's plans to restore and reopen the theater as part of a performing arts center is expected to spur greater economic and cultural revitalization downtown and in the region.

Theater

FROM PAGE 1

ater in 2016 and has begun a major project to create a performing arts center at the site. The first phase of the project is already complete, including a state-of-the-art game design studio for students in the capstone game design program, and the ideaLab, a university/community creativity and entrepreneurial space.

As the assembled leaders were informed, the next phase of the project will be the new construction of a "black box" theater adjacent to the main building, designed to accommodate a variety of events and programs with a seating capacity of 250 people. It will serve as a teaching facility for students in the university's performing arts and humanities, as well as community and external groups. Also known as the "Theater-Lab," this black box theater will be a point of collaboration for students, educators, and the public at large, with the goal of ensuring that new and diverse public audiences have access to quality arts and humanities programming.



COURTESY FITCHBURG STATE

The exterior of the long-dormant performing arts center on Main Street is pictured.

The final phase of the project will be the renovation of the historic theater itself. First opened in 1929 as a vaudeville theater, the 46,250-square-foot building will become a state of the art venue with up to 1,200 seats.

The reception and tour was designed to show the wide economic and cul-

tural impact the performing arts center will have on the city and region. Lapidus explained the theater project is part of more than \$250 million in public and private development now in the pipeline on Fitchburg's Main Street, including residential, commercial and civic projects.

pected to generate millions of dollars a year in ongoing economic activity beyond the initial investments and jobs from the construction itself.

"We've seen other towns in the region enhance their

communities and economies by investing in the arts and I'm so pleased to see this initiative happening now in Fitchburg," said Massachusetts House Speaker Pro Tempore Kate Hogan. "As a result of thoughtful

and deliberative planning, coupled with partnerships and collaboration at all levels of business, government and the university, the performances, events and programming offered at the new theater are expected to reach audiences beyond the campus and to positively impact visitors, residents and our local workforce."

"I'm excited for the future when downtown Fitchburg is a destination for people all over Massachusetts and beyond to enjoy live entertainment and theater alongside city residents," said Mass Cultural Council Executive Director Michael Bobbit, who was among the visitors who toured the theater project. "The rehabilitation of Main Street started with a vision to use arts and culture to rebuild and rebrand, but what stands out to me most is the incredible collaboration amongst state and local leaders, the business community, the arts community, the university, and private citizens to make it happen. This is a model to be replicated across the state. I can't wait until the ribbon cutting."

FITCHBURG STATE



COURTESY FITCHBURG STATE

Fitchburg Police Chief Ernest Martineau speaks to students at Fitchburg State University on Tuesday, Feb. 7.

Students eligible to work city traffic details

Police program students could earn \$53 per hour

By Matthew Bruun
Fitchburg State University

FITCHBURG » Police Chief Ernest Martineau addressed students in Fitchburg State University's police program on Tuesday afternoon, saluting their commitment to joining a vital profession. And he offered them a chance to make some money along the way.

Martineau invited the students to apply for his department's new civilian traffic control specialist positions, which will pay \$53 an hour to staff road details.

Demand for such positions has exceeded the department's capacity to fill them, the chief said, explaining many details that went unfilled last year.

Opening the opportunity for civilians — including police students — should fill that gap.

"I think a police officer or aspiring peace officer brings a lot to the table," Martineau told the students. "What you're going to learn as future police officers is endless. You're going to learn about crisis intervention, and you're going to learn how to de-escalate a situation. Those are skills you can't put a dollar value on. You're going to be learning these skills before you put on the uniform."

Students in Fitchburg State's police program complete bachelor's and master's degrees in criminal justice and full certification to serve municipal police

POLICE » PAGE 8

Police

FROM PAGE 3

departments in Massachusetts and other states within five years. It is believed to be the first program of its kind in the nation, the majority of whose graduates have job offers in hand before graduation.

Martineau recalled the origins of the program and the promise of a new approach to police training.

"This vision of the future of policing is what's right in front of me right now: the best and the brightest," Martineau said. "I think you're entering into the finest career you can experience."

"I am thrilled that the police students are

given this opportunity to work for Chief Martineau out in the Fitchburg community," said Fitchburg State Police Academy Director Lisa Lane McCarty. "One of the goals of our program is to provide more in the four years we have these police students; more education, more training, more job related skill development, more real life experience. These Civilian Traffic Control positions will give them a glimpse into the policing profession while also allowing them to interact with and assist members of their community."

State Rep. Michael Kushmerek also attended the police program meeting to speak with students about his own path and to com-

est in the profession, as well as lauding the Fitchburg Police Department for its ongoing support of the program and its graduates.

"You are truly the future of law enforcement, and the envy of every other city and town in the Commonwealth," he said.

Fitchburg Police Officer Ryan Kreidler, a recent Fitchburg State graduate and a member of the university police program's training staff, encouraged the students to take advantage of the opportunity presented by the chief.

"You're going to be in the public eye, and you're going to learn how to interact with people, with contractors and emergency medical technicians," Kreidler said.



Sentinel & Enterprise

Wednesday, February 1, 2023 \$2.00

FACEBOOK.COM/SENTINELANDENTERPRISE TWITTER.COM/SENTINELAND

sentinelandenterprise.com

FITCHBURG STATE

Nursing students receive their white coats

By Matthew Bruun
Fitchburg State University

FITCHBURG » Sophomore nursing students at Fitchburg State University enjoyed the ceremonial launch of their clinical experiences at the second annual White Coat Ceremony on Jan. 19.

Professor Tara Mariolis, chair of the Nursing Department, said the ceremony signifies a pivotal transition in the lives of the students.

"Students, today you will take an oath to compassionate patient care," Mariolis said. "You join a long line of nurses who have made the commitment to put the patient first as they provide holistic, humanistic and patient-centered care."

It also signifies the nursing faculty's commitment to support and mentor each of you as you embark on this next phase of your education."

FSU President Richard Lapidus spoke about the

nursing students' place in Fitchburg State's history.

"For more than six decades, Fitchburg State has prepared qualified and committed nurses to serve their communities in health care settings across the state, the nation, and the world," Lapidus told the students. "That history now includes all of you, who embody the values of service, dedication, and excellence that have defined our nursing graduates."

Dean of Health and Natural Sciences Jennifer Hanselman also addressed the students, thanking them for the commitment to their future patients they are making through their studies.

"By choosing this program of study, you are showing that you are willing to challenge yourselves so that you may best serve others in your communities," Hanselman said. "Thank you, for your demonstrated commitment

to the nursing mission of serving the whole patient, focusing on their physical, social, and behavioral needs. As nurses, you tend to the medical conditions of those in your care with an added level of personal warmth and attention that will play no less of a role in the successful outcomes of your interactions."

Fitchburg State junior Madison Waterson of West Boylston offered the student address, reflecting on being in her peers' position a year ago.

"The white coat you are receiving symbolizes your entry into clinical practice," Waterson said. "Your hard work, late night study sessions, and passion for this field has paid off. You have spent the past semester studying nursing history, how to conduct a head to toe assessment, and significance of the beloved fluid and electrolyte balance. Just as **Powered by BoardOnTrack** Brain-ucc,

been surrounded by the four walls of a classroom or have tuned in virtually to a zoom meeting," Waterson continued. "Now it's time for you to apply these concepts to the real world. This will transform what you have already learned into something tangible, that you will be able to see for yourselves. This next semester will provide many of you with your first patient encounters."

The following nursing students received white coats at the ceremony:

- Ryan Aker of Templeton;
- Maryam Ashraf of Fitchburg;
- Vivica Banks of Springfield;
- Li Batista-Lin of Winchendon;
- Macey Bridge of Fitchburg;
- Caroline Doherty of Worcester;
- Emily Doran of Lunenburg;



COURTESY FITCHBURG STATE UNIVERSITY

Fitchburg State University held its second annual White Coat Ceremony on Jan. 19 as sophomore nursing students got ready to start their clinical experiences.

- Kirsten Figueiredo of Londonderry, N.H.;
- Michelle Flores of Framingham;
- Elizabeth Gianni of Wrentham;
- Oliver Ginnett of Glastonbury, Conn.;
- Kyla Guertin of Fitchburg;
- Caroline Hamel of Westborough;
- Ava Hannon of Marlborough;
- Stephanie Hart of Shirley;
- Rachelle Keegan of Southborough;
- Nicholas Lafleur of Fitchburg;
- Lindsey Lafrance of Fitchburg;
- Matthew Landadio of Sterling;
- Maria Martins of Framingham;
- Kaileigh Murphy of Canton;
- Kimberley Norris of Auburn;
- Lisette Ortega of Lynn;
- Kassandra Patch of Barre;
- Sabrina Patch of Barre;
- Lauren Serratore of Winchendon;
- Natalie Smith of Lunenburg;
- Brooke Sullivan of East Bridgewater;
- Hana Valikangas of Ashby;
- Willow Wilder of Shutesbury;

CONGRESS

Lawmakers secure omnibus funds

Fitchburg, Leominster, Gardner projects awarded over \$7 million

By Shane Rhodes
srhodes@townhall.com

U.S. Sens. Ed Markey and Elizabeth Warren, along with U.S. Reps. Lori Trahan, Jim McGovern and Richard Neal are touting successful efforts to secure federal funding for a number of community-based projects across the state in December's end-of-year omnibus spending package.

In a press release, the lawmakers said they had secured over \$20 million for 16 projects across the state, with more than \$7 million directed toward projects in Fitchburg, Leominster and Gardner. Markey said the projects existed "at the forefront" of efforts to promote "health, environmental, and economic justice across our Commonwealth."

"These projects will use federal dollars to add beds and improve systems at regional hospital campuses, promote educational resources and programming for immigrant communities, and enhance critical water infrastructure for our cities and towns in Central Massachusetts," he said.

Funding in Fitchburg included \$460,000 for HealthAlliance-Clinton Hospital's Fitchburg Campus to acquire and install a digital breast tomosynthesis that will expand access to life-saving screenings. Additionally, \$2 million was dedicated to Fitchburg

State University's Theater Block Revitalization Project to build a learning laboratory and black box theater to strengthen the city's cultural and educational infrastructure.

Community Health Connections was awarded \$2.5 million. CHC is a federally qualified health center that has served the low-income, underinsured, uninsured, publicly housed and homeless populations of Fitchburg, Leominster and other nearby communities for more than 20 years. The funds will be used to establish an 8,000-square-foot facility to meet the growing need of mental and behavioral health services for children, including outpatient therapy services, psychiatry, in school therapy, therapeutic case management, peer mentoring and parenting classes.

North Star of Leominster was awarded \$1 million to develop 15 units of affordable housing, while an additional \$1 million was awarded to the city of Gardner to replace a 141-year-old water transmission main line and maintain the public health and safety of residents.

Trahan celebrated the work of the quintet and said "delivering for our state and our constituents" has always been her "top priority." Warren stressed the importance of these projects to the region while McGovern and Neal said these



ALAN ARSENAULT — SENTINEL & ENTERPRISE

U.S. Rep. Jim McGovern speaks at the Montachusett MLK Coalition's 24th Annual Celebration on Monday, Jan. 16, 2023, at the Fitchburg Senior Center.

projects "will real change" and "undoubtedly go a long way" in their respective communities.

"I'm proud of all that the Massachusetts delegation has achieved together in securing funding that will make the Commonwealth an even better place to call home," Trahan said.

"Federal investments like these **Powered by** **BlueOnTrack** and **making our aging water infrastr-**

structure, provide critical resources for immigrants and veterans, and advance health equity across this region," Warren said. "I'll keep pushing to ensure the federal government is a strong partner to communities across the Commonwealth."

"These projects will effect real change like **expand like the** **Powered by** **BlueOnTrack** and **making our aging water infrastr-**

more equitable," McGovern said in the press release. "For me, public service has always been about listening to and helping people, and after working with so many community leaders to move these projects forward, I'm proud we are delivering results and I look forward to seeing the impact these investments have on the Second District."

"The more than \$20 million in federal funding secured for central Massachusetts will undoubtedly go a long way in making many of these long-awaited projects a reality," Neal said. "Congress has the fundamental responsibility to oversee the expenditure of the public purse, and I firmly believe that these projects are worthwhile investments for the people of central Massachusetts."

of central Massachusetts."

A3

LOCAL NEWS

Friday, March 10, 2023 » MORE AT FACEBOOK.COM/SENTINELANDENTERPRISE AND TWITTER.COM/SENTANDENT

sentinelandenterprise.com

FITCHBURG STATE

Learn about authentic Italy

'Made in Italy' series continues at Fitchburg State on March 16

By Matthew Bruun
Fitchburg State University

FITCHBURG » The Center for Italian Culture at Fitchburg State University continues its series on the "Made in Italy" brand this month with events exploring Italian fashion and a deeper look at the nature of "authenticity" itself.

"Made in Italy" is a merchandise mark that developed in the course of the 20th century to indicate that a product was completely designed, manufactured and packaged in Italy. It is one of the most well-recognized "brands" in the world. Throughout the 2022-23 academic year, the Center for Italian Culture is exploring the history of this merchandise mark, the industries and personalities that have driven it, its worldwide

cultural impact, and its future, through a series of events including dinners, films and lectures.

The Spring programming continues at 3:30 p.m. Thursday, March 16 with a screening of the documentary film Stracci in Ellis White Lecture Hall in Hammond Hall. Admission is free and open to the public.

The documentary discusses the sustainability of fashion by looking at it through the eyes of those who have always recycled used clothes and transformed them into raw materials.

A journey that starts from Prato, the world capital of recycled wool, and goes around the world, to discover the impact on the planet of the excessive consumption to which the world of fashion has edu-

cated us.

Following the screening, Associate Professor Kevin McCarthy of the Communications Media Department will facilitate a virtual question and answer session with Stracci director Tommaso Santi and his co-screenwriter Silvia Gambi.

The series continues at 3:30 p.m. Thursday, March 30 when Professor Elizabeth Krause from the Department of Anthropology at UMass Amherst presents a talk entitled "What's Authentic? Uncommon Lessons from Made in Italy" in Ellis White Lecture Hall in Hammond Hall. Professor Krause's presentation will draw on ethnographic research in the Made in Italy area. **Powered by BoardOnTrack** visit www.boardontrack.com and fast fashion — to the-

orize authenticity. Admission is free and open to the public.

In April, the university will welcome Fred Plotkin, co-author of the just-published Rick Steves' Italy for Food Lovers, for a guided tasting of classic Italian cheeses entitled "Formaggio Formidabile." His talk will discuss six Italian cheeses, their history and usage, and how to correctly taste them for maximum pleasure. Ideal wine pairing and sweet or savory accompaniments and a delicious Italian dessert will complete the occasions. Additional details, including ticketing information, will be posted soon.

To learn more about the series and find out about in-Italy.

What's Authentic? Uncommon Lessons from

MADE IN ITALY

by Dr. Elizabeth Krause



Thurs., March 30 | 3:30 PM
ELLIS WHITE LECTURE HALL
HAMMOND HALL

This talk will draw on ethnographic research in the Made in Italy arena across two different sectors—slow figs and fast fashion—to theorize authenticity.

Throughout the 2022-23 academic year, the Center for Italian Culture will present a series of programs developed around the theme "Made in Italy."

from fashion to sports cars to the cuisine, the programs will spotlight the enduring impact and global reach of Italian-made products.

SCAN FOR MORE INFO
OR VISIT:
fitchburgstate.edu/made-in-italy



FITCHBURG STATE UNIVERSITY
CENTER FOR ITALIAN CULTURE

COURTESY FITCHBURG STATE

On Thursday, March 30, Fitchburg State Professor Elizabeth Krause will explore slow figs and fast fashion, theorizing authenticity in Italy.

FITCHBURG STATE

Community Read of 'Born a Crime' continues today

Screening, discussion to be held on 'District 9' film

By Matthew Bruun
Fitchburg State University

FITCHBURG » The yearlong Community Read of comedian Trevor Noah's celebrated memoir "Born a Crime" continues with a screening of the allegorical science fiction adventure film at 6 p.m., Thursday.

The screening will be held in Ellis White Lecture Hall in Hammond Hall, 160 Pearl St. Admission is free and open to the public.

Directed by Neill Blomkamp, the multiple Oscar-nominated "District 9" is set in South Africa and explores themes of apartheid and discrimination that are

also central to Noah's memoir.

The screening will be followed by a discussion moderated by Professor Kevin McCarthy from the university's Communications Media Department.

The Community Read's spring **Powered by BoardOnTrack** on www.boardontrack.com is a virtual conversation with Associate Professor DeMisty Bellinger-Delfeld from Fitchburg State's English Studies Department and



Blomkamp

Fitchburg State's English Studies Department and

and Identity in Multiethnic America," a virtual conversation with Associate Professor DeMisty Bellinger-Delfeld from

and Identity in Multiethnic America," a virtual conversation with Associate Professor DeMisty Bellinger-Delfeld from Fitchburg State's English Studies Department and

Gillota teaches courses in film, American literature, and composition. He is the author of Ethnic Humor in Multiethnic America (Rutgers University Press, 2013) and is the associate editor at

Bellinger is the author of the novel New to Liberty and the poetry collections Rubbing Elbows and Peculiar Heritage. She teaches creative writing at Fitchburg State and serves on the editorial boards of the Prairie Schooner, Porcupine Literary, Malarkey Books, and West Trestle Review.

Learn more about the Community Read at [burgcommunityread.com](https://www.fburgcommunityread.com).

FITCHBURG STATE



PHOTO BY CHARLES SYKES — INVISION/AP, FILE

FILE - In this May 1, 2017 file photo, Trevor Noah attends The Metropolitan Museum of Art's Costume Institute benefit gala in New York. Noah's memoir "Born a Crime" has won the Thurber Prize for American Humor. Prize officials made the announcement Monday night.

Community Read continues Thursday

By Matthew Bruun
Fitchburg State University

FITCHBURG » Fitchburg State University's yearlong Community Read of Trevor Noah's celebrated memoir *Born a Crime* continues this month with a virtual presentation about humor and identity in multiethnic America.

The online event will be held at 3:30 p.m. Thursday, March 16. Attendees are asked to register online via

the Community Read website.

"Stand Up Nation: Humor and Identity in Multiethnic America" will feature Associate Professor DeMisty Bellinger-Delfeld from Fitchburg State's English Studies Department and University of Wisconsin-Platteville Associate Professor David Gillota.

Gillota teaches courses in film, and co-

author of *Ethnic Humor in Multiethnic America* (Rutgers University Press, 2013) and is the associate editor at *Studies in American Humor*.

Bellinger is the author of the novel *New to Liberty* and the poetry collections *Rubbing Elbows and Peculiar Heritage*. She teaches creative writing at Fitchburg State and serves on the editorial boards of the *Prairie Lit*, and

West Trestle Review.

The programs will continue at 10 a.m. Monday, March 20 with a Community Read Book Club Brunch at the Lunenburg Adult Activity Center at the historic Eagle House, 25 Memorial Drive. Brunch will be provided by the Eagle House Supporters, Inc. To reserve a place, please call 978-582-4166.

Learn more about the Community Read at www.fitchburgstate.edu/community-read.