

**BOARD OF TRUSTEES
June 5, 2024**

PRESENT: Trustees Immerman, Kezer, Lampassi, Maldonado, Mattera, Morales (chair). Also participating at the meeting were President Keenan and Board Secretary Montague

ABSENT: Russell and Wellman

In accordance with the General Laws of the Commonwealth of Massachusetts, Chapter 30A and An Act Relative to Extending Certain State of Emergency Accommodations, which, among other things, extends the expiration of the provisions pertaining to the Open Meeting Law to March 31, 2023. Specifically, this extension allows public bodies to continue holding meetings remotely without a quorum of the public body physically present at a meeting location, and to provide adequate, alternative access to remote meetings. Governor Healey extended the provision to March 2025.

* * *

I. CALL TO ORDER - Chair Morales, having a quorum present, called the meeting to order at 5:00 pm.

Call to Order

* * *

II. CONSENT AGENDA - Chair Morales read the items contained on the Consent Agenda and hearing no objections or edits she asked for a motion which was duly offered by Trustee Mattera. Upon a roll call vote it was,

Consent Agenda

VOTED: To approve the Consent Agenda of June 5, 2024.

Voting in the affirmative: Immerman, Kezer, Lampassi, Maldonado, Mattera, Morales (chair)
Voting in the negative: None
Absent: Russell and Wellman

* * *

III. ACADEMIC AFFAIRS FOCUS - Chair Morales announced that there would be no Student or Faculty Focus Segments as students were on break and the faculty were currently off contract. Instead, the board was using the opportunity to have an Academic Affairs Focus and invited Assistant Provost Lynch to discuss the university’s identity as the Commonwealth’s Civic Engagement University and the renewal of the university’s Carnegie status.

Academic Affairs Focus

Assistant Provost Lynch provided an overview of the Center for Civic Engagement and its staff. She discussed the university’s Carnegie Classification and the meaning behind the status. Then she discussed the Center’s involvement with the Strategic Plan and many initiatives including Advocacy Month, Civic Dinner Series, Civic Learning and Anti-racism Engagement. Lynch was especially enthusiastic to discuss the Berry Institute of Politics and the Institute Fellows including Former Governor Jane Swift, Mayor Kim Janey, and award-winning journalist Alison King. (See attached presentation.)

* * *

IV. COMMITTEE ACTIONS:

Academic Affairs & Student Success - Trustee Lampassi introduced the Academic Affairs personnel matters and noted that at the committee’s last meeting Provost Silva had given a thorough explanation of tenure and promotion. Trustee Lampassi then read the three committee motions. Trustee Mattera seconded the motions, hearing no further discussion it was unanimously,

*Committee
Actions:*

*Academic Affairs
& Student
Success:
Approval of
Personnel Actions
for Faculty Tenure
& Promotion*

VOTED: To approve the personnel action for Faculty Tenure with Promotion to rank as Associate Professor, effective September 1, 2024,

VOTED: To approve the personnel action for Faculty Promotion effective September 1, 2024.

VOTED: To approve personnel action for Faculty Promotion to the rank of Professor Emeritus and Associate Professor Emeritus effective September 1, 2024.

(as presented - see attached)

Voting in the affirmative: Immerman, Kezer, Lampassi, Maldonado, Mattera, Morales (chair)

Voting in the negative: None

Absent: Russell and Wellman

Finance & Facilities - Chair Morales introduced the Finance and Facilities action which was the FY2025 All Funds Budget. She reminded the board that at the last committee meeting Vice President House gave a thorough explanation of the assumptions that had gone into planning the FY25 budget. The chair detailed some of the committee’s discussion and then asked for questions and any further discussion.

*Finance &
Facilities:*

*Approval of
FY2025
All Funds Budget*

Chair Morales then read the motion and asked for any questions. Trustee Mattera commented that it was a vigorous discussion at the committee level. He noted that it was important for the board to vote for a balanced budget and that future steps to balance the budget will be very important.

Hearing no further discussion Chair Morales called for a second. Trustee Mattera seconded the motion, and it was,

VOTED: The Board of Trustees of Salem State University hereby approves the Fiscal Year 2025 All Funds Budget as recommended by the president and as shown in the attached FY25 Salem State University All Funds Budget at the level of \$183.3 million in Managed Expenses and use of

\$3.2 million reserves. This action includes approval of the FY25 Trust Fund Budgets and the Potential Contracts Exceeding \$500,000 each as included in the budget package.

Voting in the affirmative: Immerman, Kezer, Lampassi, Maldonado, Mattered, Morales (chair)
Voting in the negative: None
Absent: Russell and Wellman

Governance - Trustee Mattered acknowledged that it was bittersweet to undertake the new officer vote as Chair Russell had shown tremendous leadership during the past year and that the board was grateful to have her time and talents. The board joined in acknowledging Chair Russell’s contributions. Trustee Mattered then turned to this matter and explained that in accordance with its bylaws, the board elects its chair and vice chair at the spring meeting. The Governance Committee puts forward the slate and that this year we are fortunate that Samanda Morales and Jim Lampassi are willing to serve. Additionally, the Governance Committee has nominated the slate for Executive Committee. Trustee Mattered presented the committee’s recommended motions. Trustee Lampassi seconded the motions which were unanimously,

Governance – Election of Officers FY25 Chair Morales Vice chair Lampassi

VOTED: The Governance Committee of the Board of Trustees recommends the following slate of officers, Samanda Morales as chair and Jim Lampassi for the position of vice chair of the Board of Trustees for FY2025, effective July 1, 2024

Voting in the affirmative: Immerman, Kezer, Lampassi, Maldonado, Mattered, Morales (chair)
Voting in the negative: None
Absent: Russell and Wellman

Executive Committee for FY25: Morales,c Lampassi, vc Mattered Maldonado Immerman

VOTED The Governance Committee of the Board of Trustees of Salem State University presents the following slate for the Executive Committee for FY 2025:

- Samanda Morales, Chair**
- Jim Lampassi, Vice Chair**
- Paul Mattered, Past Chair**
- Yalile Maldonado, Member**
- Steve Immerman, Member**

Voting in the affirmative: Immerman, Kezer, Lampassi, Maldonado, Mattered, Morales (chair)
Voting in the negative: None
Absent: Russell and Wellman

Presidential Review – Trustee Mattera shared that the Presidential Review Committee had met earlier in the week to approve its Executive Summary that was included in the board packet for the trustees’ review. In accordance with the Department of Higher Education’s Guidelines, the committee is required to submit its review for acceptance to the board along with the president’s annual review, and if appropriate a recommendation for compensation adjustment.

Trustee Mattera read the motion. Hearing no further discussion Trustee Immerman moved the motion which was seconded by Trustee Morales, and it was,

VOTED: That Board of Trustees hereby accepts and submits the review, as presented and the 2022-2023 annual report of President John D. Keenan as approved at its June 5, 2024, meeting. Included in the Board’s approval of the review is a recommendation, based on President Keenan’s review that he be given the maximum merit-based compensation adjustment consistent with his state university peers and the Department of Higher Education (DHE) Guidelines.

Voting in the affirmative:	Immerman, Kezer, Lampassi, Maldonado, Mattera, Morales (chair)
Voting in the negative:	None
Absent:	Russell and Wellman

* * *

VI. REPORT OF THE CHAIR – Chair Morales began by stating that she wanted to take a few moments to say thank you to one of the departing trustees, student Trustee Wellman who chose not to run for a second term on the board and so his term will expire at the end of this month. She thanked Trustee Wellman for his service and for being a strong advocate for SSU’s students. She stated that some students join the board to gain leadership experience, however, Brian arrived well prepared to be a leader. Trustee Wellman was unable to attend tonight’s meeting, however we want him to know how proud we are of his accomplishments and excited about his future.

Chair Morales then turned her attention to share news of trustees as Governor Healey recently appointed three trustees who will join the board in September. They are:

Dino DiPalma
Elizabeth Cabral
Tom Alvin Billings

Trustee DiPalma is a member of the Campaign Steering Committee and has been an active participant in our School of Business Board of Advisors and judge of our annual Viking Business Pitch Competition. He is a partner at True North Advisory, LLC, an innovative

*Presidential
Review:
Acceptance of
the president’s
2022-2023
annual review*

Chair’s Report

strategic advisory firm focused on helping technology entrepreneurs.

Trustee Cabral is a SSU alum and a former Student Trustee. She is a human resources specialist with Exponent.

Trustee Billings is a double Viking. He has an interesting story with Salem State. He began as a maintenance worker in 1969 and was so drawn to the lectures that he enrolled as a work study student, graduated, and went on to earn his master's from Salem State College. Trustee Billings recently retired after 44 years of a career in education; 22 years as a secondary teacher and another 22 years as a secondary education professor at Salem State.

Chair Morales said that a new student Trustee would also join the board. Sammy Webb, who was elected by their peers to join the board. Sammy is a member of the Student Government Association and a political science major.

Chair Morales said that she looked forward to welcoming the new trustees in the fall.

* * *

VIII. REPORT OF THE PRESIDENT - President Keenan first extended thanks for Chair Russell's work and for her steady hand and leadership this year – and expressed his excitement to work with Chair-elect Morales in the year ahead. He also thanked Student Trustee Brian Wellman and his valuable input this year on many fronts – and said that he was looking forward to working with the new student Trustee Sammy Webb who is already started excellent work on campus.

*President's
Report*

The president was also looking forward to welcoming back both Elizabeth Cabral (Student Trustee 2017) and former alumni trustee Alyce Davis. He offered a warm welcome to new Trustees Dino DiPalma and Tom Billings, a retired faculty member.

President Keenan was enthusiastic to have a full Board of Trustees next fall for first time in quite a while – at least since pre-Covid.

President Keenan extended congratulations to all our newly tenured and promoted faculty. We are extremely fortunate to have such enthusiastic and talented faculty.

The president thanked Assistant Provost Lynch for her efforts at the Civic Engagement Center and told her to keep up the great work.

President Keenan then touched upon the Commencement ceremonies – and the dozens of celebration events leading up to them. SSU has 1,600 new graduates, 225 new double Vikings!

The president said that he is excited to welcome a new police chief beginning June 16th and that the chief is a 4th Generation Salem State Viking!!! He then thanked Dean Ansari, the search committee and everyone who participated. He mentioned that SSU had three strong finalists, but the clear campus favorite was Lt Trish Murphy from Boston University. Like

former Chief Labonte, she too is a Viking (Class of 2006). Started her career here as Police Officer for 5 years and has spent last 11 years climbing the ranks at BU. She has outstanding credentials and is just finishing her master's in project management at Boston University. Additionally she coaches Beverly High Varsity Field hockey and has five children. Chief Murphy will also be o. very first female police chief.

A brief update of Enrollment/Recruitment for the new year, with our priority deposit deadline of June 1st It is very early, but it is looking very favorable.
Year over year in new student commitments, we are up 70 deposits.

There has been much activity:

Financial Literacy Fair – Institution for Savings – Anne Mary Clancy.
1,100 high school seniors at O'Keefe learning how to become an adult.

Promise Year Celebration – Lynn Classical and Tech: 25 students, 23 coming here.
Rep Manny Cruz – Lawrence delegation and how recruit more students from Lawrence (70 applied, 60 admitted, 3 matriculated)

Last Friday, we hosted Mass High School Guidance Counselor and admissions officers from all 9 state universities. Dr. Clantha McCurdy discussed affordability like never before – and the desire to open state financial aid for housing.

Looking at the summer ahead SSU will hold the HSI Conference on July 18-19th. This is the first ever in New England thanks to a \$250,000 grant from DHE. Over 300 attending. Leaders of HACU and Excelencia.

We will be working on Strategic Planning and prioritization for the year ahead.

President Keenan said that he hopes that everyone will take time to recharge over the summer!!

Next year – as early as late fall/early winter, we will break ground on BOLD!
Potential for several more historic gifts to Meet our Moment Campaign.

State Budget –heads into conference committee and overall funding are strong but fails to fund capital expenditures. We will push for an excess Fair Share to be used for this. The Senate also includes free community college for all. We will have to wait to see how this plays out.

Alumni Weekend this weekend, includes honoring Vice President Nate Bryant who retires after 36 years of service. Nate began as a student here and never left. The president said that he would save his remarks for the weekend but I would be remiss if I did not mention how invaluable his service has been to this institution and most importantly the success of our students. He epitomizes what a VP for Student Success should be, and we are grateful for his service and friendship.

* * *

IX. SSU COMMUNITY FORUM – Trustee Lampassi introduced the SSU Community Forum and stated that there were no submissions for the meeting. He encouraged the submission of questions or topics for future meetings and use of the link in “News to Use” to submit questions. If there are problems with the link please contact Lynne in the president’s office.

SSU Community Forum

* * *

X. NEW BUSINESS – Delegation of Authority to the President

*New Business:
Delegation of Authority to President*

Vice President Colucci explained that the next matter of business was the delegation of authority to the president for the summer months. She explained that while the president keeps the board informed of university events occurring over the summer months, there are instances when business arises that would require a board vote. In particular, Colucci cited the federal department of education released new Title IX regulations which the board would need to approve prior to the effective date of the regulations. Delegation would allow the president to address situations like this without convening the board for a meeting and vote.

VOTED: That the Board of Trustees of Salem State University (the “Trustees”) hereby approves the delegation of Board powers to President Keenan from June 6, 2024 to August 31, 2024 with the stipulation that President Keenan will conference with the chair or in the absence of the chair with the vice chair and will report on any board actions taken during those months at the first full board meeting of AY2024-2025.

Voting in the affirmative: Immerman, Kezer, Lampassi, Maldonado, Mattera, Morales (chair)
Voting in the negative: None
Absent: Russell and Wellman

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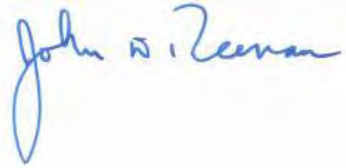
XII. ADJOURNMENT - There being no further business to come before the Board and on a motion made by Trustee Chisholm, and seconded by Trustee Mattera, it was unanimously,

VOTED: to adjourn the meeting at 6:06 pm

Adjournment

Voting in the affirmative: Immerman, Kezer, Lampassi, Maldonado,
Mattera, Morales (chair)
Voting in the negative: None
Absent: Russell and Wellman

Respectfully submitted,

A handwritten signature in blue ink that reads "John Keenan". The signature is written in a cursive style with a large initial "J".

John Keenan
President

A handwritten signature in black ink that reads "Lynne Montague". The signature is written in a cursive style.

Lynne Montague
Secretary to the Board of Trustees

**Meeting of the Board of Trustees
June 5, 2024
Agenda page 3 of 4**

Consent Agenda Items

Minutes and reports for approval:

- Governance – April 29, 2024
- Advancement – May 22, 2024
- Finance & Facilities – May 22, 2024
- Academic Affairs & Student Success – May 22, 2024
- Risk Management & Audit – May 22, 2024
- Board of Trustees – April 10, 2024

The Commonwealth's Civic Engagement University



Center for Civic Engagement



Cynthia Lynch



Assistant Vice
Provost, Civic
Engagement
and Academic
Strategic
Support

Kate Adams,
Assistant Director



Megan Schumaker
Murphy
Faculty Fellow



The Elective Classification For Community Engagement



368 campuses are currently classified.

- 49 States
- 89 MSIs
- 230 Public Institutions
- In 2020, less than 50% who applied received the classification.

Strategic Objective 1.4, “engage students and scholars in improving the human condition through academic programs, research, and creative activities that address the pressing matters of our time, including social justice, racial equity, health disparities, climate change, and economic inequality.”

Pressing Matters

Survey Conducted – N = 415

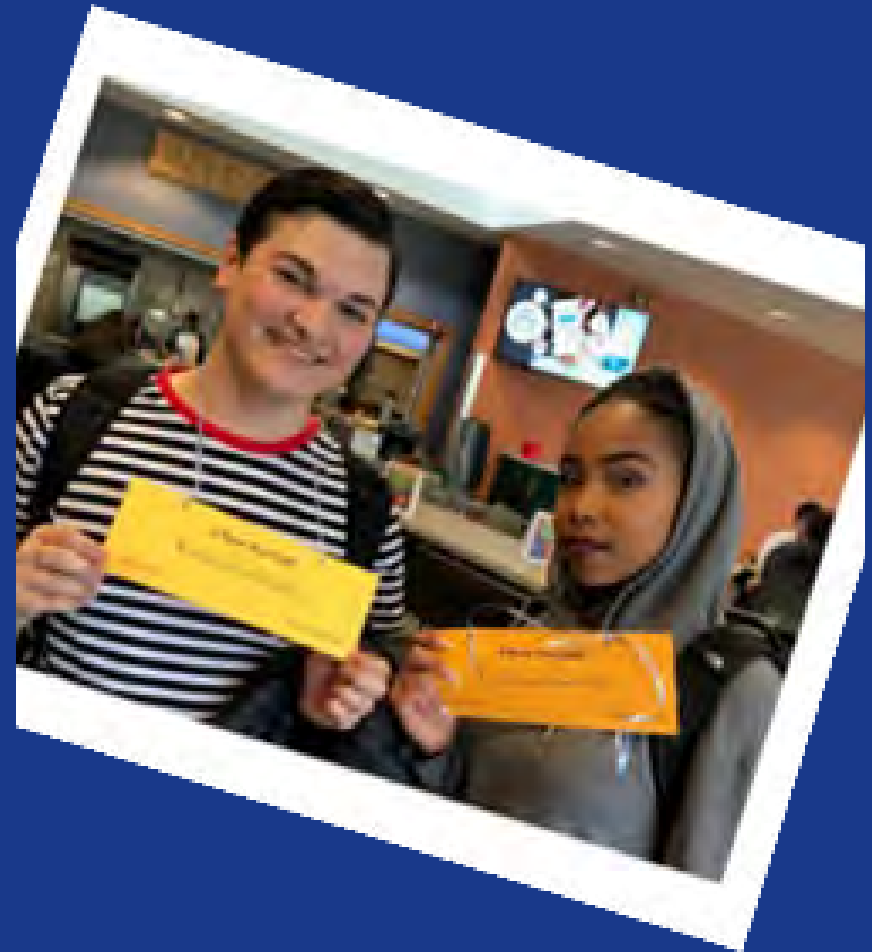
Executive Report Submitted to Provost

Top three Pressing Matters

- Mental Health
- Racial Equity
- Gun Violence Prevention

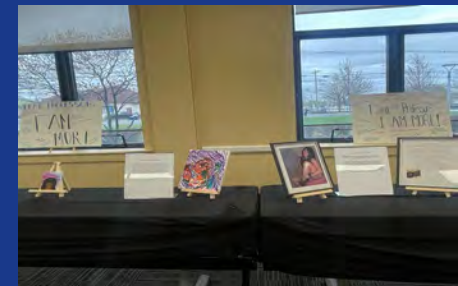
Recognizing the intersectionality of so many of these issues we did some more in-depth coding and noted that many of the pressing matters could be grouped together.

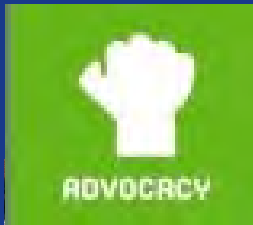
- Human Rights
- Mental Health (stand alone issue)
- Violence (in general)





Dear Professor, I Am More





Advocacy Month



Salem STATE UNIVERSITY
Center for Civic Engagement | salemstate.edu/advocacymonth22

MARCH 28–APRIL 25

ADVOCACY MONTH

We Are The Ones We Have Waited For

<p>Monday, March 28 Advocacy Month Kick-Off Event: We Are The Ones We Have Waited For Learn from young local advocates who were inspired to lead positive changes in their community. 9:45 am-12:30 pm Vets Hall Center for Civic Engagement</p>	<p>Monday, March 28 Women's History Month Trivia Night The Intersectional Feminist Collective (IFC) hosts their 2nd Annual Trivia Night! Register as an individual or as a team and compete for the winning title. 5 pm Virtual Academic Affairs/IFC</p>	<p>Thursday, March 31 Racial Justice Civic Dinner Join us for an evening of food, networking and learning from local racial justice advocates. 5:30-7:30 pm Marsh 210 (Petrowski Room) Center for Civic Engagement</p>	<p>Monday, April 4 Mental Health Advocacy with the Nan Project Peer advocates share their mental health stories, signs and risks of a peer who may be struggling, and how to get them help in a crisis. 3-4:30 pm Metro Room, ECC Center for Civic Engagement/ Salem's Next Leader's Program</p>	<p>Wednesday, April 6 Art and Activism This panel includes artists discussing how their work intersects with activism and community engagement. TBD Virtual The Voices Against Injustice / First Year Experience</p>
<p>Thursday, April 7 Hungry to Learn Documentary and Panel Discussion View the documentary Hungry to Learn, listen to a panel of leaders addressing campus hunger, and join the conversation about food insecurity at SSU. 5-7:45 pm Starbucks Center for Civic Engagement/ Civic Fellows / Education Club</p>	<p>Thursday, April 7 Women's History 365 Join Mayor Kim Janey, first woman and Black Mayor of Boston and Denelia Clark, Chairwoman, MA Commission on the Status of Women and President and CEO, Boston Arts Academy Foundation for a powerful talk on the impact of women on history, culture, and society ALL year-long. 6 pm Zoom Berry Institute of Politics</p>	<p>Monday, April 11 – Friday April 15 Earth Days 2022 "Climate Crises: Actions for a Just and Livable World." The celebration will feature a poster, art, a writing competition. Earth Days Planning Committee</p>	<p>Monday, April 11 Sex Positive Activist Workshop This workshop hosted by Pleasure Pie is an interactive guide to figuring out how you can use your passion for sexual freedom to create real change. 12 am-1 pm Charlotte Forten Room, MH 316B Intersectional Feminist Collective</p>	<p>Wednesday, April 13 Build-A-Bed You can ensure a child in your community falls asleep in a safe and cozy bed. All building materials will be provided to transform a bundle of wood into a life-changing resource. 11 am O'Keefe Center Parking Lot (225 Canal Street) Alumni Association and Athletics</p>
<p>Wednesday, April 13 History of Disability Advocacy Learn the history of how the U.S. disability community has countered significant ableism and oppression through disability activism towards the development of disability civil rights policy. 6 pm Virtual Berry Institute of Politics, School of the Social Work, and Disability Services</p>	<p>Wednesday, April 13 Gender Based Violence Part One This workshop will cover an introduction to PEAR and campus resources, a discussion about consent, and interpersonal violence trends both on our campus and more broadly. 10:50 am-12:05 pm HB 115 or Virtual PEAR Program (Prevention, Education, Advocacy, and Response), Healthcare Studies</p>	<p>Friday, April 15 History UnErased: LGBTQ+ History and Advocacy An interactive presentation about the difficult questions our nation is facing as we reconcile historic discrimination and the role of history and social studies K-12 education in that process. 10:50 am-12:05 pm Virtual Center for Civic Engagement</p>	<p>Tuesday, April 19 Environmental Justice Civic Dinner Join us on an evening of food, networking and learning from local environmental justice advocates. 5:30-7:30 pm VIKING 123 Center for Civic Engagement</p>	<p>Wednesday, April 20 Bad Old Days Posse and Reproductive Freedom Join us on a journey through the history of what life was like for women before Roe vs. Wade. Posse members will share their stories of their illegal abortions and how they engaged in abortion counseling. 10:50 am-12:05 pm Virtual Center for Civic Engagement/ Intersectional Feminist Collective</p>
<p>Wednesday, April 20 Lunch with Sam Lim: A Discussion on Self-Care in LGBTQIA+ Advocacy Join a lunch discussion with LGBTQIA+ educator and advocate, Sam Lim (they/ them/their). They will share insights and advice from their career on how to embrace self-care while advocating for the LGBTQIA+ community. 1-2 pm MLK Room, ECC Center for Justice and Liberation</p>	<p>Wednesday, April 20 Recognizing and Responding to Intimate Partner Violence This session will cover recognizing and responding to domestic violence/intimate partner violence, trauma-informed care, the neurobiology of trauma, and North Shore TeleSANE resources for those working with survivors. 4 pm Webinar Virtual PEAR Program (Prevention, Education, Advocacy, and Response), Healthcare Studies and Salem State School of Nursing</p>	<p>Wednesday, April 21 Gender Based Violence Part Two This workshop will cover an introduction to PEAR and campus resources, a discussion about consent, and interpersonal violence trends both on our campus and more broadly. 10:50 am-12:05 pm HB 115 or Virtual PEAR Program (Prevention, Education, Advocacy, and Response), Healthcare Studies</p>	<p>To register for events and learn more about the programs please visit the website: salemstate.edu/advocacymonth2022.</p>	



Civic Dinner Series



Salem | STATE UNIVERSITY

Center for Civic Engagement

Join the Center for Civic Engagement's Inaugural

CIVIC DINNER SERIES

Food Justice Dinner

Wednesday, October 20, 2021 5:30–7:30 pm

LGBTQ+ Advocacy Dinner:

Wednesday, November 17, 2021 5:30–7:30 pm

Civic Game Night:

Thursday, February 17, 2022 6–7:30 pm

UPCOMING EVENTS

Racial Justice Dinner:

Thursday, March 31, 2022 5:30–7:30 pm

Environmental Justice Dinner:

Tuesday, April 19, 2022 5:30–7:30 pm

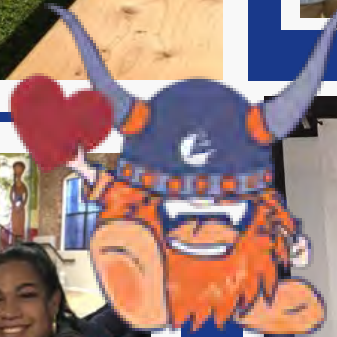
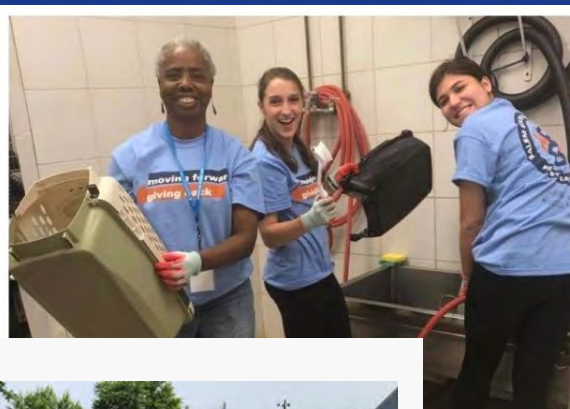


Last year the Center for Civic Engagement launched their *Civic Dinner Series*. This series provides students the opportunity to network with local advocates, community leaders and their peers on important social issues over a catered meal. These dinners were inspired by the need for students to have meaningful opportunities to build community and social capital with others who care about similar community issues.



COMMUNITY

Community





MF
GB

Moving Forward, Giving Back: Salem State University's First Year Day of Service

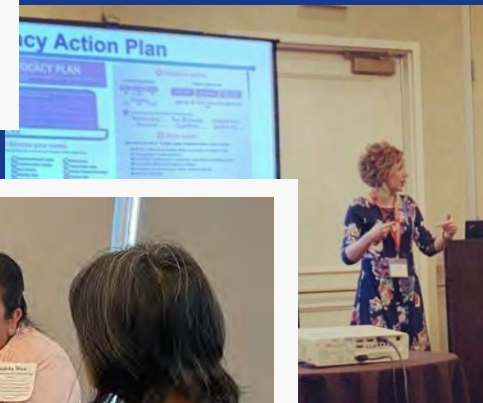
Friday, September 1, 2023



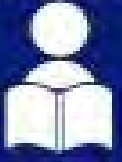
CIVIC
LEARNING



CIVIC LEARNING



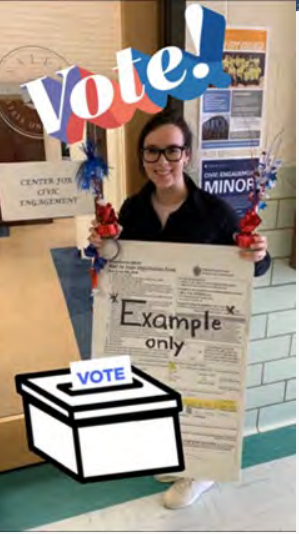
CIVIC
LEARNING



The Civic Engagement Fellowship Program



Civic
Fellows
CCE






Salem

Pizza and Politics:

Abortion Access

Date: Wednesday, March 3, 2022
 Time: 5-7 pm
 Location: Elmhardt, Viking Hall

Register Here: 

In light of recent events regarding the Supreme Court's decision to allow the use of the challenging Roe v. Wade that affects all Americans, we present an evening with food, fun, and critical discussion on abortion through an informal conversation. This event is free and open to all.



SILVER CAMPUS

60-69% VOTING RATE

Excellence in Student Voter Engagement

PRESIDENTIAL 2020 ELECTION




MOST ENGAGED CAMPUS
 for College Student Voting

2022



HSI/Civic Engagement Collaboration



SAVE THE DATE
July 18-19, 2024

**NEW ENGLAND HSI
INAUGURAL CONFERENCE**

**FROM ENROLLING
TO THRIVING:**

Transforming Hispanic and Minority
Serving Institutions
Best Practices for Student Success

Hosted by Salem State University, Salem, MA
For more information: saalemstate.edu/hsiconference
Registration opens 5/23/24

Juntos Pa'lante | Forward Together | Juntos Pra Frente

Consortium Partners:



Funded by:
The Massachusetts Department of Higher Education, Higher Education Innovation Fund (HEIF) Grant Program.

REQUEST FOR TRUSTEE ACTION

Date: May 22, 2024
To: Board of Trustees
From: Academic Affairs & Student Success
Subject: MSCA Personnel Action
Requested Action: Approval

The Board of Trustees approve the following motion regarding

MOTION

Motion1: To approve the personnel action for Faculty Tenure with Promotion to rank as Associate Professor, effective September 1, 2024.

Motion 2: To approve the personnel action for Faculty Promotion effective September 1, 2024.

Motion 3: To approve personnel action for Faculty Promotion to the rank of Professor Emeritus and Associate Professor Emeritus effective September 1, 2024.

Committee Assigned: Academic Affairs & Student Success

Committee Action: Approved

Date of Action: May 22, 2024

Trustee Action:

Trustee Approval Date:

Effective Date:

Signed: _____

Title: Secretary of the Board of Trustees

Date: _____

SALEM STATE UNIVERSITY
PRESIDENT'S RECOMMENDATIONS
FOR THE ACTION OF THE ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE

Tenure with Promotion Recommendations:

Duhaylongsod, Leslie	From: Assistant Professor To: Associate Professor Secondary and Higher Education	Effective: 9/1/24
Turcotte, Jill	From: Assistant Professor To: Associate Professor Occupational Therapy	Effective: 9/1/24
Zhou, Ya	From: Assistant Professor To: Associate Professor Chemistry and Physics	Effective: 9/1/24

SALEM STATE UNIVERSITY
PRESIDENT'S RECOMMENDATIONS
FOR THE ACTION OF THE ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE

Promotion Recommendations:

Coughlan, Elizabeth	From: Associate Professor To: Full Professor Politics, Policy and International Relations	Effective: 9/1/24
El-Sherif, Jennifer	From: Associate Professor To: Full Professor Sport and Movement Science	Effective: 9/1/24
Gawrys, Carol	From: Associate Professor To: Full Professor Nursing	Effective: 9/1/24
McArdle, John	From: Associate Professor To: Full Professor Accounting and Finance	Effective: 9/1/24
Minett, Amy-Jo	From: Associate Professor To: Full Professor English	Effective: 9/1/24
Ranga, Jayashree	From: Associate Professor To: Full Professor Chemistry and Physics	Effective: 9/1/24
Reeds, Kenneth	From: Associate Professor To: Full Professor World Languages and Cultures	Effective: 9/1/24
Rodrigue, Tanya	From: Associate Professor To: Full Professor English	Effective: 9/1/24
Wadhwa, Manish	From: Associate Professor To: Full Professor Computer Science	Effective: 9/1/24
Yakes, Christopher	From: Associate Professor To: Full Professor Mathematics	Effective: 9/1/24

SALEM STATE UNIVERSITY
PRESIDENT'S RECOMMENDATIONS
FOR THE ACTION OF THE ACADEMIC AFFAIRS AND STUDENT SUCCESS COMMITTEE

Emeritus Status Recommendations:

Carlson, Joanne	From: Associate Professor To: Associate Professor Emerita Nursing	Effective: 9/1/24
Dillon, Margaret	From: Full Professor To: Professor Emerita Media and Communication	Effective: 9/1/24
Hillier-Walkowiak, Jane	From: Full Professor To: Professor Emerita Theatre and Speech Communication	Effective: 9/1/24
Miller, Benjamin	From: Full Professor To: Professor Emeritus Psychology	Effective: 9/1/24
Morrison, Dane	From: Full Professor To: Professor Emeritus History	Effective: 9/1/24
Scottgale, T. Nelson	From: Full Professor To: Professor Emeritus Biology	Effective: 9/1/24
Slayter, Elspeth	From: Full Professor To: Professor Emerita Social Work	Effective: 9/1/24

Academic Affairs Leadership, Academic Year 2023-24

Changes in shadowed rows

Title	Division		Incumbent	Predecessor (AY23) / Notes
Provost & Academic VP	Academic Affairs		David J. Silva	
> Vice Provost	Academic Affairs	[Faculty and Global Engagement]	C. Julie Whitlow	
>> Assistant Vice Provost	Academic Affairs	[Center for Civic Engagement]	Cynthia Lynch	
>> Director	Academic Affairs	[Center for Teaching Innovation]	Eliza Bobek	
>> Assistant Vice Provost	Academic Affairs	[Assessment, Sponsored Programs & Institutional Research]	Megan Williams	
>>> Executive Director	Academic Affairs	[Institutional Research]	Chunju Chen	
>>> Director	Academic Affairs	[Data Analytics, Finance & Facilities]	P. Oliver McArdle	
> Assistant Dean	Academic Affairs	[Academic Initiatives & Accreditations]	Bruce Perry	
> Assistant Director	Academic Affairs	[Faculty Affairs & Shared Governance]	Vickie Ross	
> Dean	Bertolon School of Business		Raminder Luther	
>> Associate Dean <i>ad interim</i>	Bertolon School of Business		Leah Ritchie	S. Manago (retirement)
> Dean	College of Arts and Sciences		Brian Vanden Heuvel	B. Travers (return to faculty)
>> Associate Dean and Executive Director of Early College Programs	College of Arts and Sciences		Michelle Pierce	*Additional title in recognition of leadership in Early College programming
>> Associate Dean <i>ad interim</i>	College of Arts and Sciences		Andrew Darien	Backfill for M. Pierce (see above)
> Dean	Library		Elizabeth McKeigue	
> Dean	Maguire Meservey of College of Health & Human Services		Sami Ansari	

>> Associate Dean	MMCHHS - School of Social Work	Beth Massaro	
>> Associate Dean	MMCHHS - School of Nursing	Linda Frontiero	
> Dean	School of Continuing and Professional Studies	Barbara Layne	
> Dean	McKeown School of Education	Joseph Cambone	
>> Associate Dean and Executive Director <i>ad interim</i> , Institute for Advancing Education and the Educator Workforce (IAE ²)	McKeown School of Education	Nicole Harris	*Additional title as recently appointed leader of IAE ²
>> Associate Dean <i>ad interim</i>	McKeown School of Education	Kristina Scott	Backfill for N. Harris (see above)
> Dean	School of Graduate Studies	Stephanie Bellar	
>> Associate Dean	School of Graduate Studies	<vacant>	E. Kenney (retired)
>> Associate Dean	School of Graduate Studies	Danney Rasco	<vacant>

*Salaries for Dr. Pierce and Dr. Harris in their directorship roles are covered by *external* funds associated with their respective projects. The university funds made available by these external sources form the core salaries for the corresponding “backfill” interim associate deans.

REQUEST FOR TRUSTEE ACTION

Date: May 22, 2024
To: Board of Trustees
From: Finance & Facilities Committee
Subject: FY25 All Funds Budget
Requested Action: Approval

The Board of Trustees must approve an all-funds budget for the coming fiscal year which begins on July 1 to provide for the operation of the university. The approval of the budget includes approval for each separate trust fund as shown on the Fiscal Year 2025 Trust Fund Budgets schedule included in the budget package and the large contracts.

MOTION

The Finance and Facilities Committee hereby recommends that the Board of Trustees approve the following motion pertaining to the attached FY25 Salem State University All Funds Budget.

Recommended Motion

The Board of Trustees of Salem State University hereby approves the Fiscal Year 2025 All Funds Budget as recommended by the president and as shown in the attached FY25 Salem State University All Funds Budget at the level of \$183.3 million in Managed Expenses and use of \$3.2 million reserves. This action includes approval of the FY25 Trust Fund Budgets and the Potential Contracts Exceeding \$500,000 each as included in the budget package.

Committee Assigned: [OBJ] Finance & Facilities

Committee Action: [OBJ]

Date of Action: May 22, 2024

Trustee Action: [OBJ]

Trustee Approval Date: [OBJ]

Effective Date: [OBJ]

Signed: [OBJ]

Title: [OBJ] Secretary, Board of Trustees _____

Date: [OBJ]

FY25 Salem State University All Funds Budget

Our Mission



As a comprehensive university, Salem State prepares students of diverse backgrounds and interests to achieve their educational and career goals and to contribute to a global society as ethical and engaged community members. As a public university, Salem State also makes critical contributions to civic life, environmental sustainability, and the cultural, social, and economic vitality of the North Shore region.



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Figures and amounts in the exhibits and tables may not total due to rounding.

Introduction

Budget Approach

Salem State University presents an All Funds Budget in a Management Report format that separates Managed Revenues, Expenses, and Net Income from Non-Cash Revenue and Expense activity (see Exhibit 1.) For completed years, the bottom line agrees to the audited financial statement presentation. Certain non-cash items are not controllable or predictable by the university and are therefore not budgeted. Refer to "Composition of the Budget and Relationship to Generally Accepted Accounting Principles (GAAP)" for further information.

Trust Funds

The Trust Funds Budget displays the budgeted managed revenues, expenses, and non-cash revenues and expenses for each of the official Trust Funds in a columnar format in accordance with the university's Trust Fund Guidelines approved by the Board of Trustees in June 2016 and revised in October 2017 (see Exhibit 2.) Appendix I is a matrix to assist the reader in understanding the definition of each Trust Fund.

Budget Overview

Salem State University presents its FY25 All Funds Budget with Managed Revenues of \$180.1 million, Managed Expenses of \$183.3 million, and use of reserves of \$3.2 million (see Exhibit 1). Non-cash revenues and expenses, primarily depreciation of \$10.5 million partially offset by state capital grant funding from the Commonwealth's Division of Capital Asset Management and Maintenance (DCAMM) 5-year critical maintenance process, are projected to result in an overall reduction of Net Position of \$9.6 million excluding the impact of GASB 68 and 75 pension and OPEB entries.

Key Elements Table

Please note that the chart below is provided to highlight specific components of the FY25 budget only and is not meant to convey Salem State's full financial budget.

Key Elements Summary - FY 2025 Budget	Actuals FY2022	Actuals FY2023	Forecast FY2024	Budget FY2025	Amount Variance	Percent Chg FY25 vs. FY24	Comment
Revenue: Price & Enrollment							
In-state, commuter (rate)	\$11,675	\$ 11,979	\$11,979	\$12,338	359	3.0%	
Out-of-state, commuter (rate)	\$18,480	\$ 18,961	\$18,961	\$19,531	570	3.0%	
Undergraduate Day Enrollment (Headcount-avg of Fall & Spring)	4,768	4,221	3,992	3,798	(194)	-4.8%	
Tuition & Fee Revenue (\$M, net of financial aid)	\$37.483	\$42.848	\$33.453	\$31.689	(2)	-5.3%	
Revenue: Housing & Dining							
Housing Revenue (\$M)	\$15.422	\$15.665	\$16.284	\$17.449	1	7.2%	1585 Students Fall 2024
Dining Meal Plan Revenue (\$M)	\$4.641	\$5.432	\$5.735	\$6.383	1	11.3%	1532 Mandatory Meal Plans
State Support							
State Appropriation (\$M)	\$77.309	\$78.474	\$89.463	\$90.816	1	1.5%	Includes GAA and impact of fringe benefit support
Compensation							
Salary & Wages (\$M, Benefitted faculty & staff)	\$89.663	\$87.886	\$93.810	\$96.055	2	2.4%	
Fringe Benefits Expense (\$M)	\$29.006	\$30.224	\$35.178	\$36.415	1	3.5%	
Benefits Rate (including taxes)	39.43%	41.35%	45.31%	45.05%	(0.003)	-0.6%	rate set by Commonwealth
Facilities Related Expenses							
Utilities Expense (\$M)	\$3.730	\$3.540	\$5.395	\$4.750	(1)	-12.0%	
Debt Service Expense (\$M, Assessment + Interest Expense)	\$14.553	\$12.772	\$9.968	\$12.297	2	23.4%	FY24 has \$2.5M savings from debt service restructuring
Depreciation & Amortization (\$M, non-cash expense)	(\$9.203)	(\$9.425)	(\$10.280)	(\$10.588)	(0)	3.0%	
DCAMM Major Capital Projects (BOLD)	-	-	-	-	0		
Managed Net Income (\$M)	\$17.235	\$16.164	\$5.358	(\$3.159)	(\$8.516)	-66.9%	FY25 will draw \$3.2M from reserves
Overall Add to (Use of) Net Position (\$M)	\$14.114	\$31.416	\$1.846	(\$9.613)	(\$11.459)	-620.7%	

Budget Narrative

Selected Planning Assumptions:

- Tuition and Mandatory fees include a blended 3.0% rate increase; undergraduate day enrollment is projected to decrease by 5% overall.
- Additional financial aid funding was received in March 2024 through the Massachusetts Grant Plus Expansion program; the university is working to provide these funds to eligible students and will continue this work in FY25. This program provides additional financial support to Pell and just above Pell-eligible students.
- Housing occupancy for FY25 is based on occupancy trends and strategies implemented to increase occupancy. The FY25 budget estimates occupancy at approximately 80% of total beds.
- The fringe benefit rate proposed by the Commonwealth for FY25 budgeting is 45.05% inclusive of payroll taxes, a slight decrease from 45.31% in FY2024.
- Governmental Accounting Standards Board (GASB) 68 and GASB 75 non-cash expenses are not included in the FY25 budget. The Commonwealth will provide actual amounts when FY25 closes.

FY25 Budget Strategic Investments

Salem State's 2023–2028 Strategic Plan was approved in May 2023 and is focused on the unifying commitment of Student Success and Life Readiness. Much work has been done to begin implementation. The FY25 budget includes \$625,000 to fund initiatives to be selected during the Strategic Initiative planning process that is underway. Final strategic initiative awards will be announced as the fall semester opens.

During FY25, the university will host a major conference centered on exploring best practices given our status as an emerging Hispanic Serving Institution (HSI)/Minority Service Institution (MSI.) The university will also refresh its application to the Carnegie Foundation for continued recognition as a Community Engagement university. The university is integrating these two distinctive aspects of our identity to ensure that students who progress through our programs are developed to be successful, empowered advocates for themselves and their communities.

Additionally, to support the university's strategic goal of operational excellence, the budget includes a \$750,000 investment for IT infrastructure and maintenance. The campus is committed to providing up-to-date technological systems. Investments in IT contribute to the efficiency and effectiveness of various university operations both academic and administrative.

The Commonwealth renewed its five-year critical maintenance funding program; the university will receive DCAMM funds for the larger deferred maintenance projects. The Use



of DCAMM funds requires the university to fund a portion of each project. Funds to support this obligation are included in the FY25 budget.

SSU BOLD

SSU BOLD, the major capital project that will develop new science labs as an addition to Meier Hall, completely renovate Horace Mann as the new home of the McGuire Meservey College of Health and Human Services, and sell South Campus, continues. Schematic design is complete and awaiting certification by DCAMM. The project will then enter the design development phase -- the last, important stage before the beginning of construction in about a year. The university is sure to reap benefits from the facility improvements, updated labs, and new classrooms, likely in 2027. The FY25 budget does not include any payment to the Commonwealth for the university's share of the project, as this will be a future item.

FY25 Budget Uncertainties

The Commonwealth is working through the annual budget process. The governor's budget was submitted on January 24, 2024. This rolled partial funding for pay increases that were implemented during FY2024 into the base for FY2025. Unfortunately, it also included a reduction to the Formula Funding appropriation which may impact the university by up to \$981,000 depending on the final budget enacted by the legislature and signed by the governor.

New bargaining sessions for all bargaining units are also currently underway. These expenses and related potential state funding will play out over several months to come.

Enrollment continues to be a concern for all three divisions: Undergraduate Day (UGD), Graduate, and Continuing Education. Housing occupancy in the dorms is a related challenge. The flawed Federal rollout of a new FAFSA application process for financial aid has created a great deal of uncertainty and delay nationally and for Salem State, and it remains to be seen the impact that has on enrollment. Residence Life and other departments continue to work on marketing to students and identifying selected additional populations to potentially live in the halls. The university's strategic plan aims to improve the student experience and thus expects that increased retention and recruitment successes will stabilize enrollment in the future.

Contracts Greater than \$500,000

In accordance with the Trust Fund Guidelines, the Board of Trustees must approve contracts with estimated spending greater than \$500,000 each and may do so in conjunction with approval of the budget. Appendix II provides a categorized list of such items for FY25 for approval. The amounts shown in the appendix include a cushion, especially where the spending is less predictable.

Interpreting Trends – Unusual Events

There are unusual events that make it difficult to interpret trends in the data over the last five years. A reader should be aware of these:

- The university changed its accounting for dining services beginning in FY20, which resulted in reporting dining transactions into revenue and expenses rather than reporting the net result within one line in the financial statements.
- Beginning in March 2020, the COVID-19 pandemic had a significant impact on student finances and behavior, university operations, housing occupancy, and dining service delivery. Federal and state relief funding for the university generated non-recurring funds over multiple fiscal years. Additionally, federal relief funding for students resulted in one-time funding flowing through university books and statements. FY20 through FY23 reflect these impacts; the reader should be aware of this when reviewing multi-year tables.

Composition of the Budget and Relationship to GAAP

Salem State University is in its ninth year of presenting an All-Funds Budget. This format budgets all trust funds and fund types. Intentionally, the budget format is different from the GAAP format used in producing audited financial statements. The university's budget and quarterly management reports summarize Managed Revenues and Expenses in a format that distinguishes between managed and non-cash revenue and expense activity. The Managed Revenues and Expenses format allows the reader to focus on the elements of the budget that university administration must control and manage, and which impacts cash flows while displaying the non-cash GAAP-based revenue and expense items at the bottom. This approach enables the Managed Revenues and Expenses report to reconcile to GAAP-basis audited financial statements for completed years.

The Governmental Accounting Standards Board (GASB) has issued several standards that are not reflected in the FY25 budget. Consistent with previous budgetary practice, GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, and GASB 68, Accounting and Financial Reporting for Pensions, the university will not have a reliable estimate for these non-cash expenses until information the Commonwealth provides it at the end of the fiscal year. Thus, for budget purposes, the amount for GASB 68 and GASB 75 is zero. Salem State University implemented GASB 87, the lease accounting standard, for financial statements ending June 2022. This standard made major changes in how GAAP-based financial statements are presented, bringing onto the balance sheet as assets and liabilities, amounts not previously reflected. This change does not affect the Managed Net Income Statement. Salem State implemented GASB 96, which required a similar accounting treatment to GASB 87 except it covered subscription-based information technology arrangements (SBITA), in FY23. This did not have nearly as large of an impact on the audited financial statements as the lease accounting standard.

Campus Highlights From FY24

Salem State is completing a productive, exciting, and successful FY2024. A list of highlights is below; see Appendix V for a description of each point of pride.

University Programs, Celebrations, or Recognitions

- Forten Hall Dedication
- Jamie McKeown named recipient of the Dr. Marilyn Flaherty '54 Distinguished Alumnus Award
- Land acknowledgement policy instituted
- Alison King and Tomás Gonzalez – named fellows for Berry IOP
- Dr. Ilyasah Shabazz speech
- Holocaust survivor Endre (Andy) Sarkanay talk
- 50th anniversary of Soundings East publication
- 45th Annual Darwin Festival
- 20th anniversary of the Congressional internship Program
- 10th anniversary of Center for Holocaust and Genocide Studies
- Inaugural New England HIS/MSI Conference Announced, to be held in July 2024

Grants / Awards to Students

- Approximately 1,600 degrees to be awarded
- Seven theater students honored at 2024 Region 1 Kennedy Center American College Theater Festival
- SSU received US DOE UG International Studies and Foreign Language Grant
- First scholarship financed by investment fund managed by students awarded
- Stipends and Tuition Awards to Interning Bertolon School students
- School of Social Work \$1.9M grant for student internships
- School of Social Work \$1.4M grant to support and to promote diversity in the profession
- Berry Institute Of Politics (IOP) 2024 public service internship scholarships announced

Grants / Recognition of Faculty

- SSU Named Top Producer of Fulbright Scholars for the third time
- Vijay Kanagala awarded \$2.3M NSF Grant to study racial equity
- Professors Barbosa and Naidoo named 2024 North Star Collective Fellows

Governance

- SSU Alumni Association and SSU Foundation combined into a single board

Exhibit 1: Salem State University FY25 All Funds Budget

Account Description (\$ in thousands)	FY 2022 Year End Actuals	FY 2023 Year End Actuals	FY 2024 Forecast as of 4/26/24	FY2025 Budget
Managed Revenue ¹				
Tuition and Fees	\$77,629	\$74,159	\$68,412	\$66,702
Less: Scholarships, Fellowships & Waivers	(40,146)	(31,312)	(34,959)	(35,013)
Net Tuition and Fees	37,483	42,848	33,453	31,689
Federal, State, Private Grants	42,189	28,984	28,601	28,454
Auxiliary Enterprises	20,063	22,710	23,426	25,005
State General Appropriations	77,309	78,474	89,463	90,816
Other Revenue	5,325	7,975	9,480	4,191
Total Managed Revenue	182,369	180,992	184,422	180,155
<i>Year over Year Change</i>				-2.3%
Managed Expenses				
Compensation	118,669	118,120	128,988	132,471
Support	23,044	26,229	28,524	28,426
Facility-related	23,422	20,479	21,553	22,417
Total Managed Expenses	165,134	164,828	179,065	183,314
<i>Year over Year Change</i>				2.4%
Managed Net Income	17,235	16,164	5,358	(3,159)
Non-Cash Revenue / (Expenses)				
Capital Grants	2,155	6,287	2,616	4,134
Depreciation	(9,204)	(9,425)	(10,280)	(10,588)
Unrealized Gains/Losses	(7,559)	4,152	4,152	0
Gains/Losses on Disposal of Plant Facilities	0	(219)	0	0
GASB 68 Pension	6,639	5,896	0	0
GASB 75 OPEB	10,566	11,665	0	0
GASB 87 Lease	(5,961)	(3,163)	0	0
GASB 96 SBIT	(32)	60	0	0
Gains on Early Retirement of Debt	276	0	0	0
Use of Reserves	0	0	0	0
Total Non-Cash Revenue / (Expenses)	(3,121)	15,252	(3,512)	(6,454)
Total Increase / (Decrease) in Net Position	14,114	31,416	1,846	(9,613)

Note: FY25 non-cash does not include an estimate for GASB 68 or GASB 75

Exhibit 2: Salem State University FY25 Trust Fund Budget

Account Description (\$ in thousands)	Unrestricted Auxiliaries	Educational & General Funds	Grants	Gifts & Contributions	Residence Halls	Restricted Other	Net Invested in Capital Assets	FY 2025 Budget Total
Operating Revenue								
Net Tuition and Fees	0	57,863	(23,105)	(1,510)	(1,949)	389	0	\$31,689
Federal, State, Private Grants	0	0	28,325	0	129	0	0	\$28,454
Auxiliary Enterprises	6,983	124	0	0	17,752	147	0	\$25,005
State General Appropriations	0	90,616	200	0	0	0	0	\$90,816
Other Revenue	150	1,378	0	2,663	0	0	0	\$4,191
Total Managed Revenue	7,133	149,980	5,420	1,154	15,932	537	0	180,155
Managed Expenses								
		0						
Compensation	130	123,956	3,539	775	4,060	10	0	\$132,471
Support	6,919	18,860	1,544	329	323	450	0	\$28,426
Facility-related	387	17,036	336	49	13,131	72	(8,594)	\$22,417
Total Managed Expenses	7,437	159,852	5,420	1,154	17,514	532	(8,594)	183,314
Managed Net Income	(304)	(9,872)	(0)	0	(1,582)	4	8,594	(3,159)
Non-Cash Revenue / (Expenses)								
Capital Grants	0	4,134	0	0	0	0	0	4,134
Depreciation	0	0	0	0	0	0	(10,588)	(10,588)
Unrealized Gains/Losses	0	0	0	0	0	0	0	0
GASB 68 Pension	0	0	0	0	0	0	0	0
GASB 75 OPEB	0	0	0	0	0	0	0	0
GASB 96 SBIT	0	0	0	0	0	0	0	0
Use of Reserves	0	0	0	0	0	0	0	0
Total Non-Cash Revenue / (Expenses)	0	4,134	0	0	0	0	(10,588)	(6,454)
Total Increase/Decrease in Net Position	(304)	(5,738)	(0)	0	(1,582)	4	(1,994)	(9,613)

Note: Facility-related managed expense category includes transfers in and transfers out which are detailed in the exhibit below.

Exhibit 3: Transfers by Trust Fund

Account Description (\$ in thousands)	Unrestricted Auxiliaries	Educational & General Funds	Grants	Gifts & Contributions	Residence Halls	Restricted Other	Total Restricted Endowments	Net Invested in Capital Assets	FY 2025 Budget Total
Transfers by Type									
Facility-Related									
Debt Service	0	2,790	0	0	0	0	0	(2,790)	0
MSCBA	0	617	0	0	0	0	0	(617)	0
Facility Projects	0	0	0	0	0	0	0	0	0
FEMA	0	0	0	0	0	0	0	0	0
Capitalization	0	6,399	0	0	0	0	0	(6,399)	0
Total Facilities Related	0	9,806	0	0	0	0	0	(9,806)	0
IT Projects	0	0	0	0	0	0	0	0	0
Operational Support	(596)	592	0	0	5	72	0	(73)	0
Overhead Distributed	0	(336)	336	0	0	0	0	0	0
Total Transfers	(596)	10,061	336	0	5	72	0	(9,879)	0

Transfers are movements of money between trust funds. Transfers into a trust fund are shown in parenthesis while transfers out are shown as positive numbers.

Exhibit 4: Managed Revenue vs. Managed Expense Trend

Account Description (\$ in thousands)	FY 2021 Year End Actuals	FY 2022 Year End Actuals	FY 2023 Year End Actuals	FY 2024 Year End Forecast	FY 2025 Budget
<u>Managed Revenue</u>					
Net Tuition and Fees	48,998	37,483	42,848	33,453	31,689
Federal, State, Private Grants	31,619	42,189	28,984	28,601	28,454
Auxiliary Enterprises	12,100	20,063	22,710	23,426	25,005
State General Appropriations	67,963	77,309	78,474	89,463	90,816
Other Revenue	5,390	5,325	7,975	9,480	4,191
Total Managed Revenue	166,070	182,369	180,992	184,422	180,155
<i>Year over Year Change</i>	<i>-6.0%</i>	<i>9.8%</i>	<i>-0.8%</i>	<i>1.9%</i>	<i>-2.3%</i>
<u>Managed Expenses</u>					
Compensation	104,920	118,669	118,120	128,988	132,471
Support	20,317	23,044	26,229	28,524	28,426
Facility-related	13,235	23,422	20,479	21,553	22,417
Total Managed Expenses	138,472	165,134	164,828	179,065	183,314
<i>Year over Year Change</i>	<i>-17.1%</i>	<i>19.3%</i>	<i>-0.2%</i>	<i>8.6%</i>	<i>2.4%</i>
Managed Net Income	27,598	17,235	16,164	5,358	(3,159)
<u>Non-Cash Revenue / (Expenses)</u>					
Capital Grants	3,709	2,155	6,287	2,616	4,134
Depreciation	(9,474)	(9,204)	(9,425)	(10,280)	(10,588)
Unrealized Gains/Losses	3,252	(7,559)	4,152	4,152	0
Gains/Loss on Disposal of Plant Facilities	0	0	(219)	0	0
GASB 68 Pension	(1,085)	6,639	5,896	0	0
GASB 75 OPEB	5,266	10,566	11,665	0	0
GASB 87 Lease	(9,130)	(5,961)	(3,163)	0	0
GASB 96 SBIT	0	(32)	60	0	0
Gains on Early Retirement of Debt	0	276	0	0	0
Use of Net Position	0	0	0	0	0
Total Non-Cash Revenue / (Expenses)	(7,462)	(3,121)	15,252	(3,512)	(6,454)
<i>Year over Year Change</i>	<i>-35.6%</i>	<i>-58.2%</i>	<i>-588.7%</i>	<i>-123.0%</i>	<i>83.8%</i>
Total Increase / (Decrease) in Net Position	20,136	14,114	31,416	1,846	(9,613)

Chart 1: Managed Revenue vs. Managed Expense Trend



Chart 2: Components of FY25 Revenue Budget

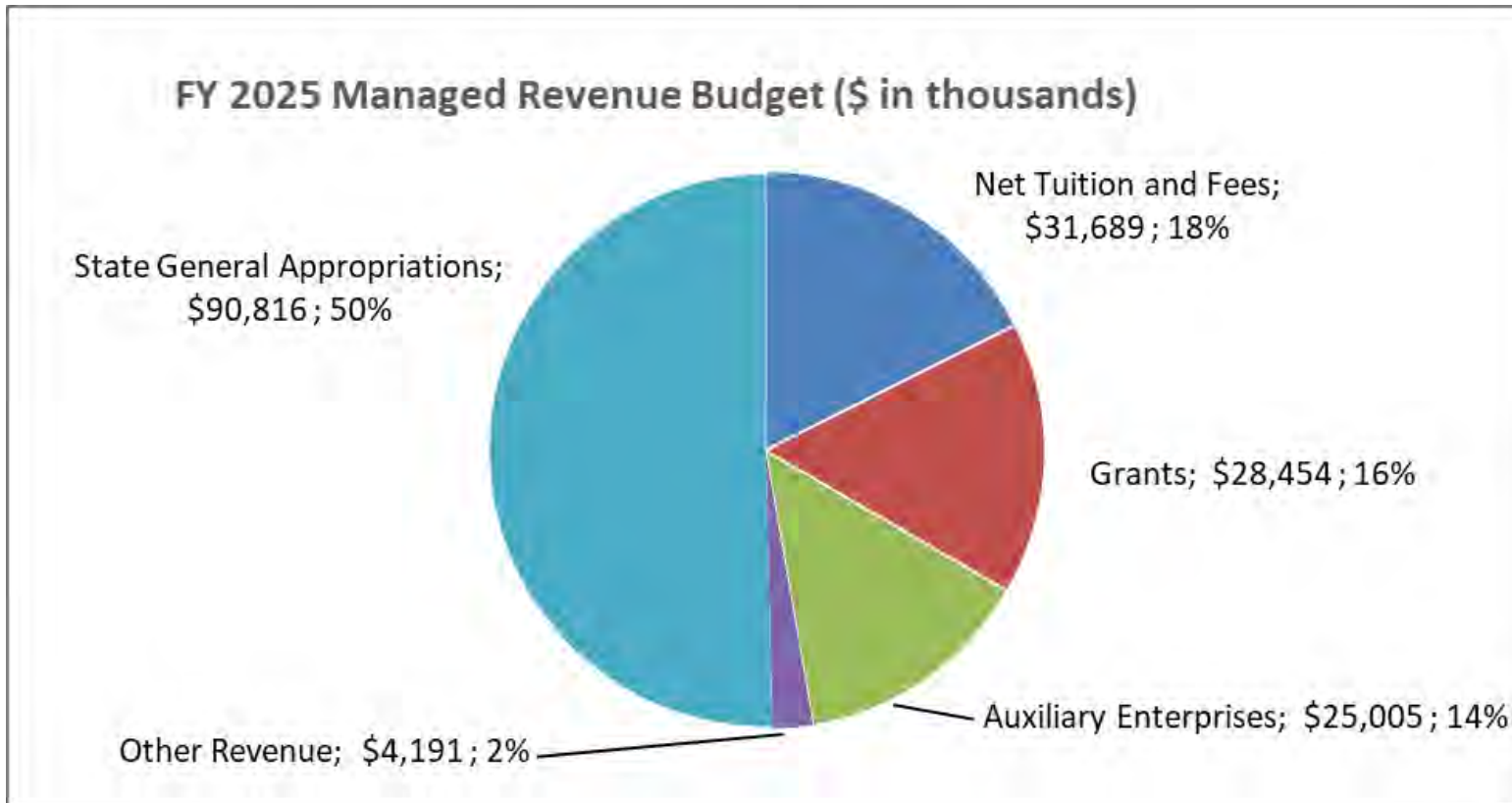


Chart 3: Components of FY25 Expense Budget

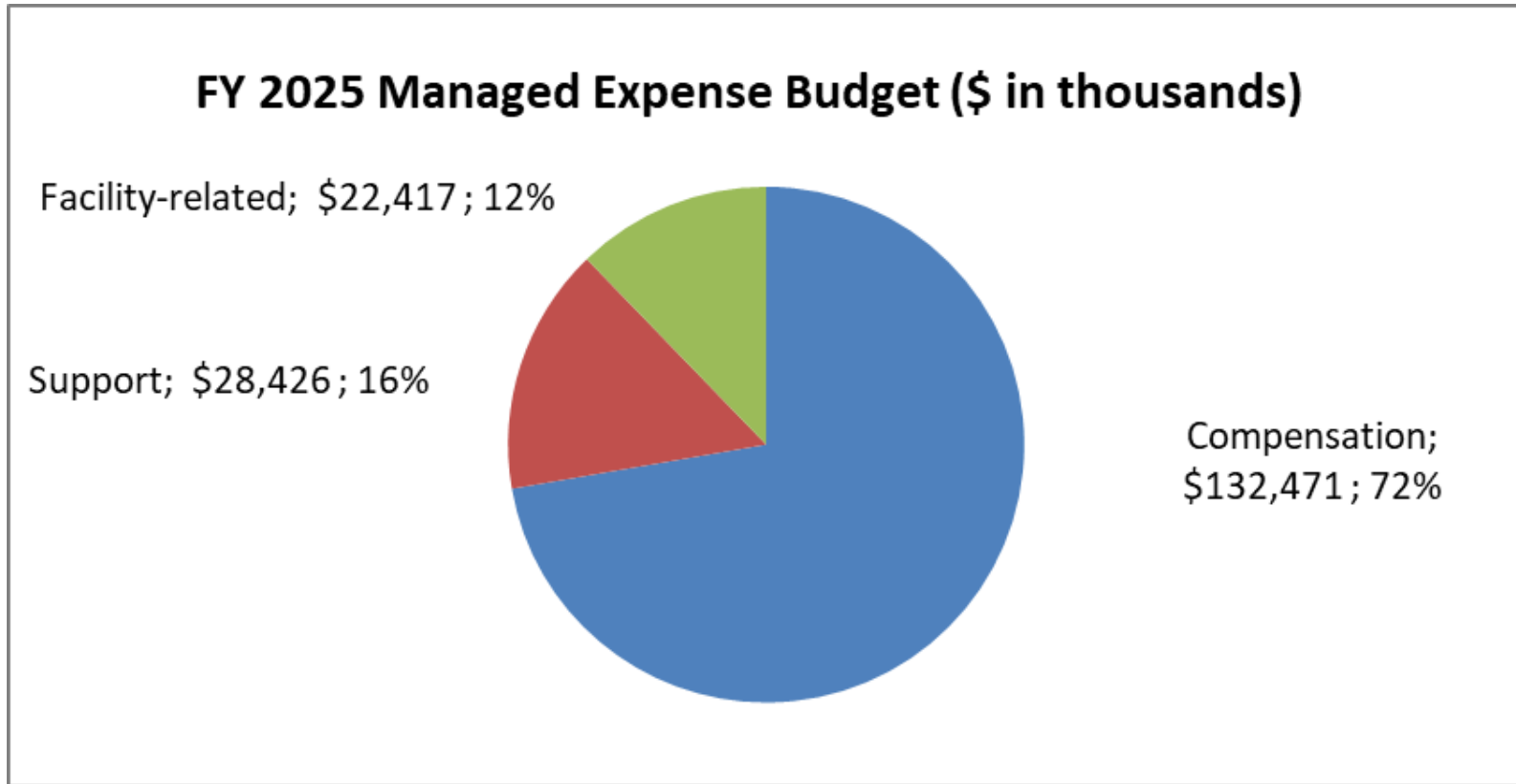


Chart 4: Credit Hours Delivered by Division – Full Years 2015 – 2024

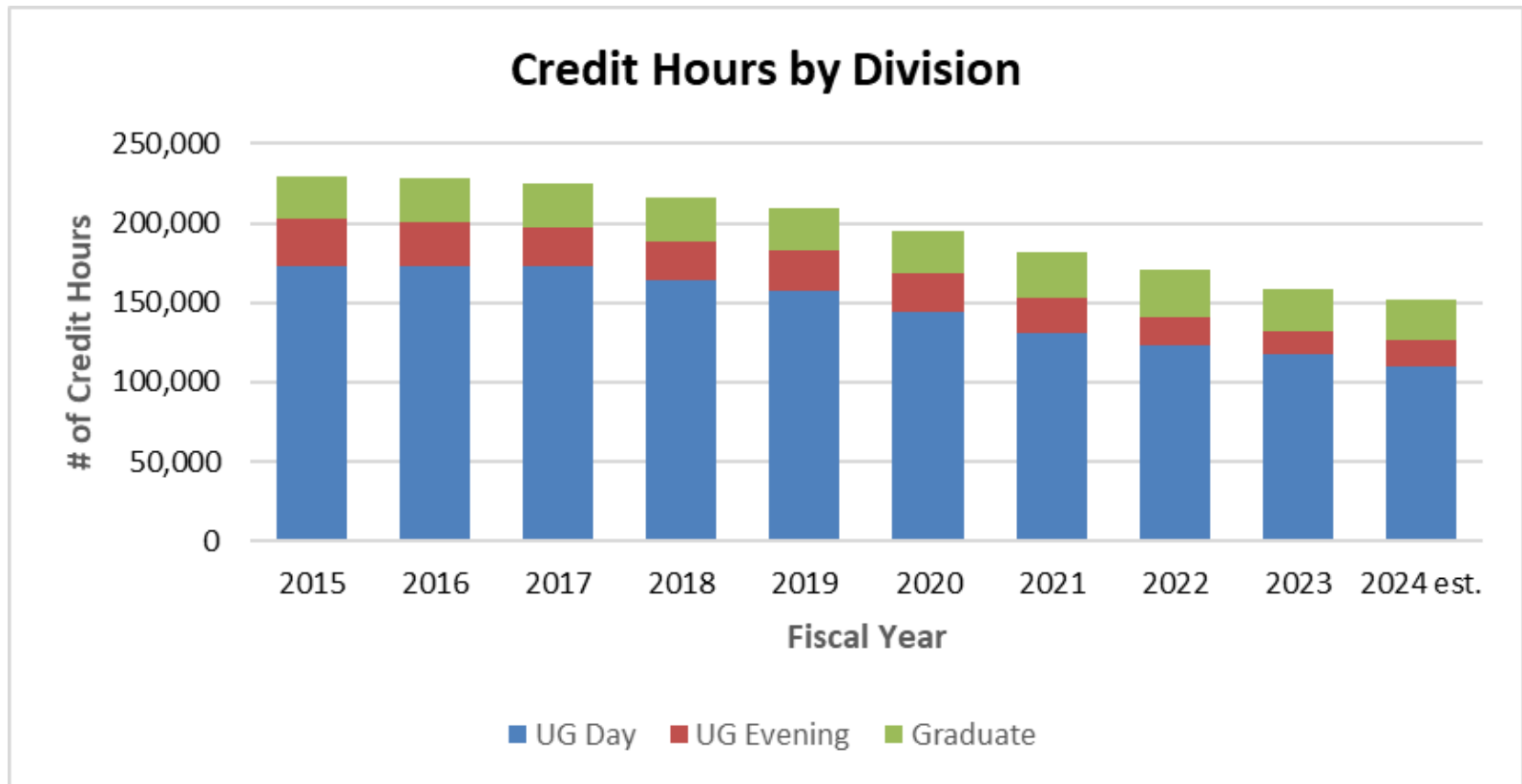
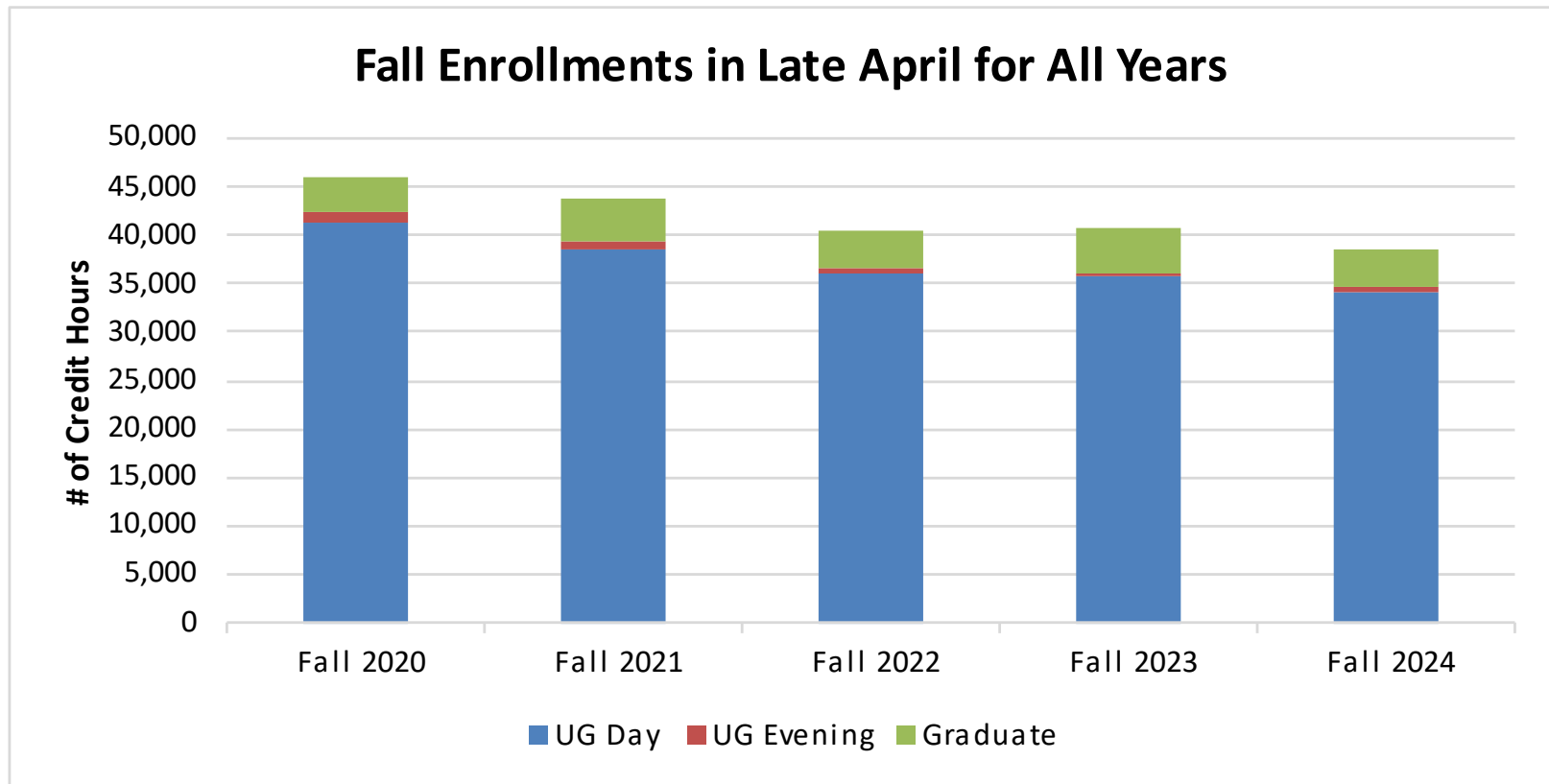


Chart 5: Preliminary Fall Enrollments (Registrations) for 2020 - 2024 (Fall only)



Due to FAFSA rollout, SSU delayed its decision deadline for Fall 2024 to June 1 vs May 1.

Chart 6: Student-to-Faculty Ratio

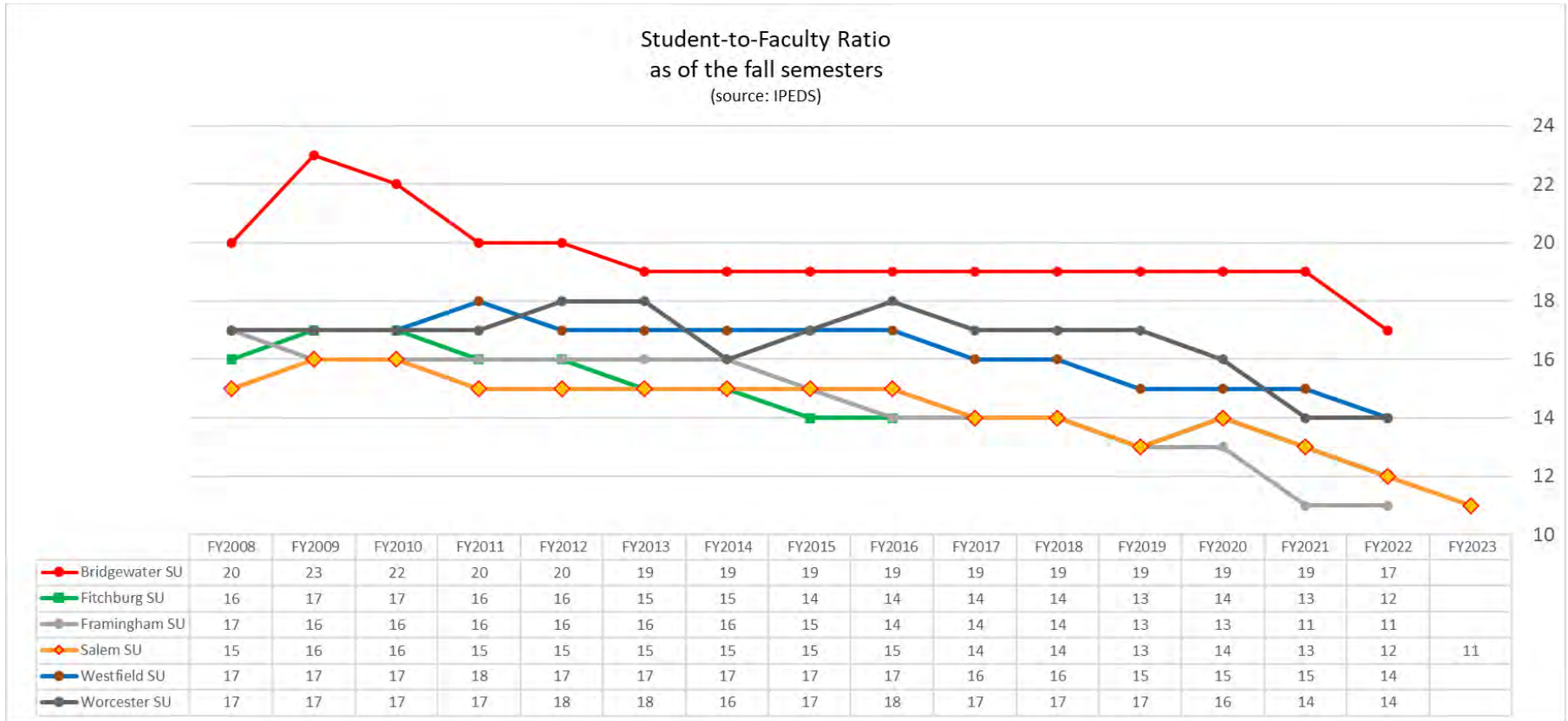
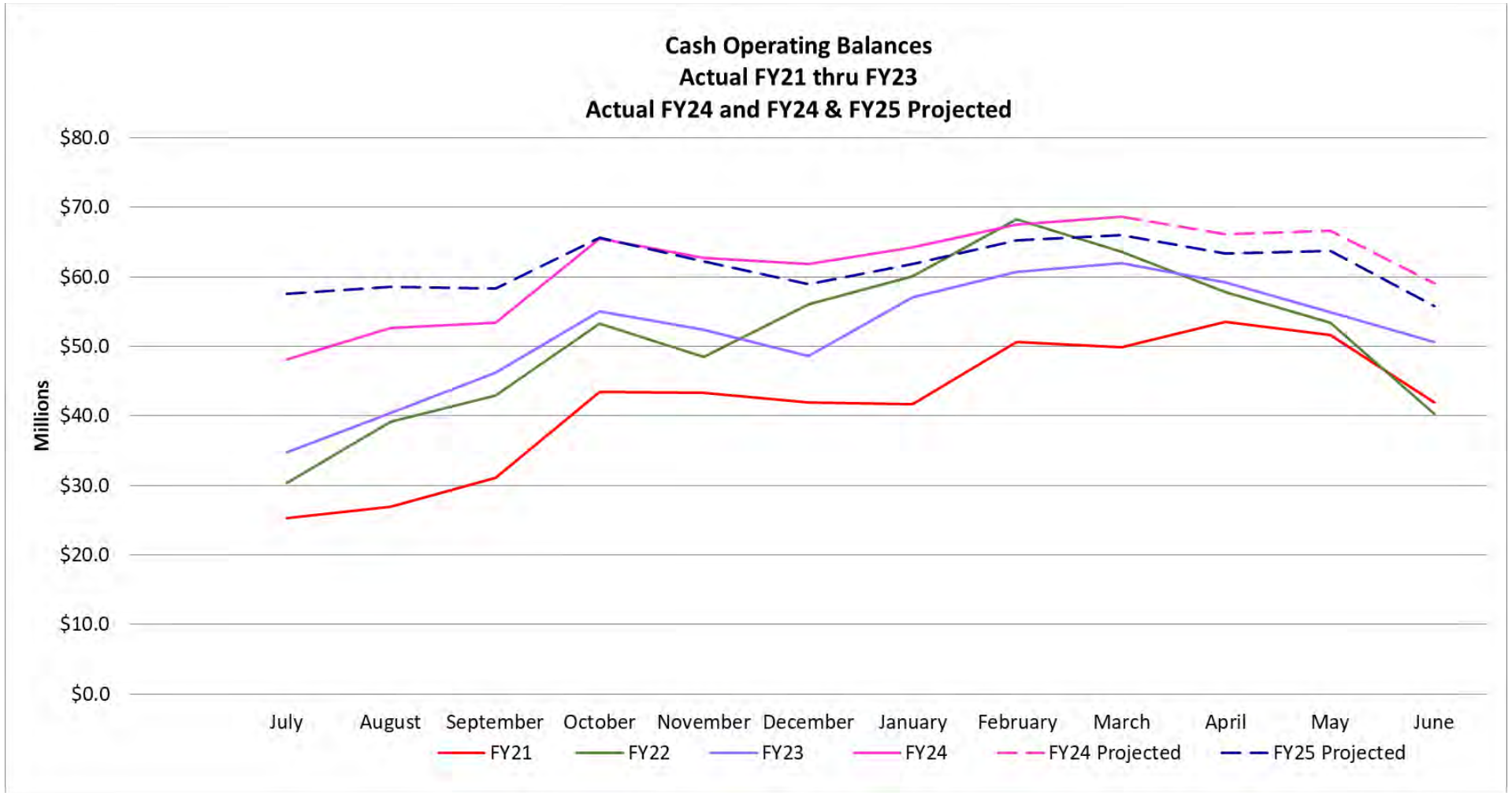
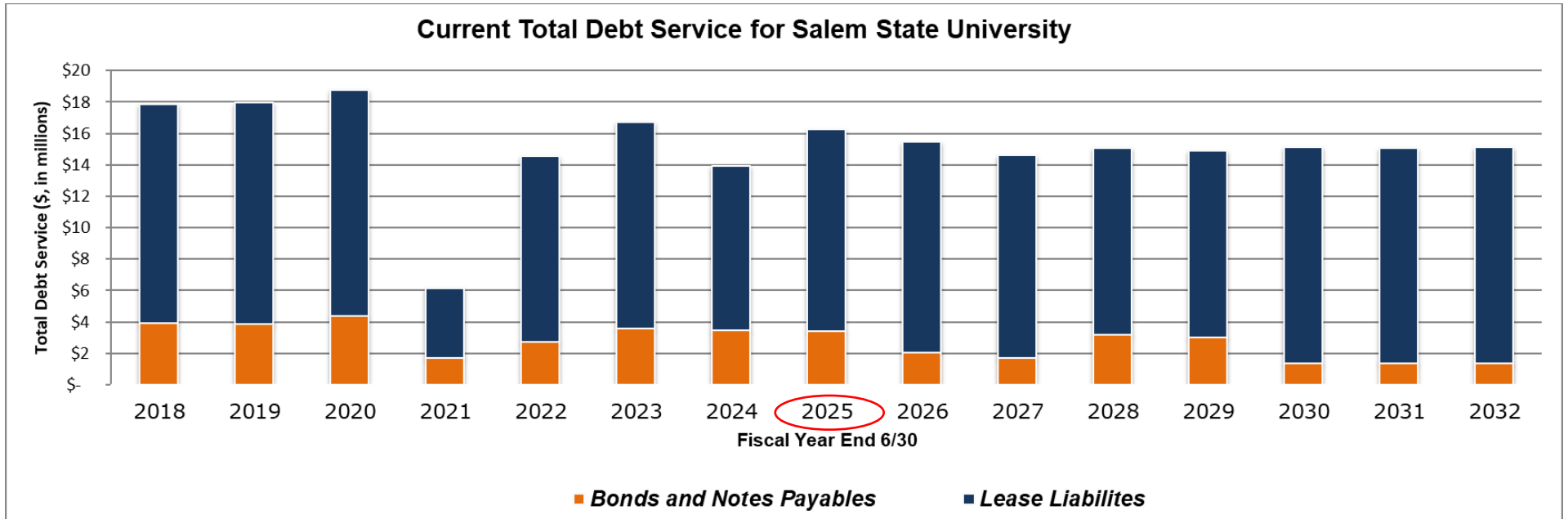


Chart 7: Cash Operating Balance



Note: Cash balances include cash and equivalents and deposits held by State Treasurer.

Chart 8: Debt Service



NOTE: MSCBA accomplished a major restructuring in FY21 which saved the university \$11.9 million in principal and interest for that year. MSCBA also made a payment on SSU's behalf for \$2.8 million of interest for Fall 2021. In FY 2022, the Bates defeasance reduced total lease liability debt service that would have been due in the future by \$4.1 million. FY24 includes \$2.5 million savings in one-time savings from another MSCBA debt service restructuring.

Table 1: Managed Revenue

Revenue (\$ in millions)	FY 2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
Net Tuition and Fees	\$55.5	\$49.0	\$37.5	\$42.8	\$33.5	\$31.7	-\$1.8	-5.3%
Federal, State, Private Grants	24.3	31.6	42.2	29.0	28.6	28.5	-\$0.1	-0.5%
Auxiliary Enterprises	24.1	12.1	20.1	22.7	23.4	25.0	\$1.6	6.7%
State General Appropriations	66.7	68.0	77.3	78.5	89.5	90.8	\$1.4	1.5%
Other Revenue	6.1	5.4	5.3	8.0	9.5	4.2	-\$5.3	-55.8%
Total Managed Revenue	\$176.7	\$166.1	\$182.4	\$181.0	\$184.4	\$180.2	-\$4.3	-2.3%

Table 2: Fee Revenue

Fee Revenue (\$ in million)	FY 2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change	Percent Fee Increase
University Fee	\$61.9	\$61.3	\$58.5	\$56.3	\$51.0	\$50.4	-\$0.6	-1.2%	
Capital Improvement Fee	2.7	2.7	2.6	2.5	2.3	2.2	\$0.0	-0.2%	
SGA Fee	0.5	0.5	0.5	0.4	0.4	0.4	\$0.0	0.0%	
Other Fee Revenue	5.3	3.2	3.6	3.1	4.8	4.1	-\$0.7	-14.9%	
Total Fee Revenue	\$70.5	\$67.7	\$65.1	\$62.4	\$58.5	\$57.1	-\$1.4	-2.3%	3.0%
Note: Other Fee Revenue includes differential, program, lab, matriculation, Summer Bridge, housing premium and miscellaneous fees.									

Table 3: Historical Tuition & Mandatory Fees

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
<i>Undergraduate Day</i>						
Per Credit Rate	\$ 470.17	\$ 486.46	\$ 486.46	\$ 499.10	\$ 499.10	\$ 514.10
Per Credit Rate Increase	\$ 16.65	\$ 16.29	\$ -	\$ 12.64	\$ -	\$ 15.00
Annual POA Rate**	\$ 11,284	\$ 11,675	\$ 11,675	\$ 11,979	\$ 11,979	\$ 12,338
Annual POA Increase**	\$ 400	\$ 391	\$ -	\$ 304	\$ -	\$ 359
% Increase	3.7%	3.5%	0.0%	2.6%	0.0%	3.0%
<i>Continuing Education***</i>						
Per Credit Rate	\$403.25	\$439.70	\$439.70	\$451.20	\$451.20	\$464.80
Rate Increase	\$ 11.10	\$ 36.45	\$ -	\$ 11.50	\$ -	\$ 13.60
% Increase	2.8%	9.0%	0.0%	2.6%	0.0%	3.0%
<i>Graduate*</i>						
Per Credit Rate	\$ 470.00	\$ 486.55	\$ 486.55	\$ 499.20	\$ 499.20	\$ 514.20
Rate Increase	\$ 12.90	\$ 16.55	\$ -	\$ 12.65	\$ -	\$ 15.00
% Increase	2.8%	3.5%	0.0%	2.6%	0.0%	3.0%

Table 4: Historical Credit Hours by Division

Full Fiscal Year Credit Hours					
Student Type	2020	2021	2022	2023	2024 est.
Undergraduate Day	146,786	133,325	123,459	117,704	109,771
Continuing Education	21,360	19,934	17,813	14,447	16,870
Graduate	26,476	28,343	29,116	26,883	25,451
Total Credit Hours	194,622	181,601	170,387	159,033	152,092
Year over year %	(7.3%)	(6.7%)	(6.2%)	(6.7%)	(4.4%)

Table 5: Financial Aid

Financial Aid (\$ in millions)	FY 2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
Tuition Waivers	\$2.2	\$2.3	\$2.2	\$2.4	\$2.4	\$2.2	\$(0.2)	(7.3%)
Scholarships & Grants	26.7	29.2	37.9	29.0	32.6	32.8	\$0.2	0.7%
Total Financial Aid	28.9	31.5	40.1	31.3	35.0	35.0	\$0.1	0.2%
As a % of Gross Tuition and Fees	34.3%	39.1%	51.7%	42.2%	52.5%			

Note 1: FY23 actual includes \$2.9M awards above the FY23 budget. Not continued in FY24.
 Note 2: FY24 includes Mass Grant Plus Expansion.
 Note 3: FY22 Actual includes \$8.8 M HEERF III funding awarded to students through institutional and student program.
 Note 4: FY21 Actual includes \$.14 M HEERF I awards and \$3.256 M of HEERF II (CRSSA) awards.
 Note 5: FY20 Actual includes \$3.117 M of HEERF I (CARES) awards.

Financial Aid by Funding Source	Educational & General	Grants	Gifts	Residence Hall Trust Fund	Restricted Other	Total
FY 2025 Budget by Source (\$ millions)	\$8.3	\$23.1	\$1.5	\$2.1	\$0.0	\$35.0
FY 2025 Budget by Source (% of total)	23.7%	66.1%	4.3%	5.9%	0.0%	100.0%

Table 6: Auxiliary Revenue

Auxiliary Revenue (\$ in millions)	FY 2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
Student Housing	\$14.1	\$8.6	\$10.9	\$16.1	\$16.3	\$17.4	\$1.2	7%
Dining	7.1	2.6	3.2	5.6	5.9	6.5	0.6	11%
Commissions	1.9	0.3	0.2	0.3	0.2	0.1	(0.1)	-40%
Parking	0.5	0.2	0.2	0.5	0.5	0.4	(0.0)	-9%
Other	0.5	0.4	0.2	0.2	0.6	0.5	(0.0)	-7%
Total Auxiliary Revenue	\$24.1	\$12.1	\$14.8	\$22.7	\$23.4	\$25.0	\$1.6	7%

Table 7: State Operating Support

Appropriations (\$ in millions)	FY2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
General Appropriations Act (GAA)	\$49.9	\$51.0	\$51.2	\$55.3	\$56.7	\$63.0	\$6.3	11.2%
Appropriation increases for CBA			4.4	1.0	4.8	0.0	-\$4.8	-100.0%
Funding Formula Allocation	0.0	0.0	0.9	1.4	1.6	0.5	-\$1.0	-64.9%
Total Appropriation	49.9	51.0	56.5	57.7	63.0	63.6	0.5	0.9%
State Paid Fringe	17.7	17.7	21.4	22.4	27.0	27.8	0.8	2.9%
Tuition Remission	-0.9	-0.8	-0.8	-0.8	-0.8	-0.8	0.0	-0.1%
Other Appropriations	0.0	0.0	0.1	0.2	0.2	0.2	0.0	0.0%
Total State Support	\$66.7	\$67.9	\$77.3	\$79.5	\$89.5	\$90.8	\$1.3	1.7%
<p>Note 1: FY22 Appropriation for CBA included one-time funding for COVID bonuses. \$1.165M paid out in bonuses.</p> <p>Note 2: FY24 includes \$4.8M for collective bargaining increases</p> <p>Note 3: FY25 assumes reduction in Formula Funding per Governor's budget</p>								

Table 8: Managed Expenses

Managed Expenses (\$ in millions)	FY2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
Compensation (See tables 9- 13 for detail)	\$119.9	\$104.9	\$118.7	\$118.1	\$129.0	\$132.5	\$3.5	2.7%
<i>Administrative Expenses</i>	5.3	4.1	5.2	5.5	5.0	6.0	1.0	20.9%
<i>Programmatic Operational Supplies</i>	2.3	2.4	2.1	2.9	2.9	2.2	-0.7	-23.6%
<i>Contracted Services</i>	8.8	7.8	9.0	10.6	10.3	9.8	-0.5	-5.2%
<i>IT and Telecom</i>	5.3	5.5	5.4	5.5	6.2	7.0	0.8	13.1%
<i>Contingency</i>	0.0	0.0	0.0	0.0	0.0	1.4	1.4	0.0%
<i>Other</i>	1.1	0.5	1.2	1.8	4.2	2.1	-2.1	-49.6%
Total Support	22.9	20.3	23.0	26.2	28.5	28.4	-0.1	-0.3%
<i>Utilities</i>	3.8	3.1	3.7	3.5	5.4	4.8	-0.6	-12.0%
<i>MSCBA Assessment & Interest Expense</i>	15.9	4.5	14.6	12.3	10.6	12.3	1.7	15.9%
<i>Space Rental</i>	1.8	1.1	1.1	1.1	1.1	1.2	0.1	7.7%
<i>Construction & Improvement</i>	2.9	4.0	3.4	3.1	4.4	3.4	-1.0	-22.9%
<i>Other</i>	0.0	0.5	0.7	0.5	0.0	0.0	0.0	0%
Total Facility-related	24.4	13.2	23.4	20.5	21.6	22.4	0.9	4.0%
Total Managed Expenses	\$167.1	\$138.5	\$165.1	\$164.8	\$179.1	\$183.3	\$4.2	2.4%

The FY2025 budget includes a university wide contingency of \$1.3M, and a strategic initiative pool of \$.625M.

Table 9: Compensation

Salaries and Wages (\$ in millions)	FY2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Actual	FY 2024 Projection	FY2025 Budget	Amount Change	Percent Change
Benefitted Faculty and Staff	\$67.1	\$62.2	\$68.7	\$69.6	\$74.3	\$78.2	\$3.9	5.3%
Adjunct Faculty	11.6	9.1	10.5	9.4	9.5	9.7	0.2	2.3%
Student Labor	2.8	2.1	2.5	2.7	3.4	3.0	-0.5	-13.6%
Contract Employees	2.5	2.5	2.8	3.1	3.2	2.4	-0.8	-25.8%
Other Labor	9.3	3.9	5.1	3.1	3.4	2.8	-0.6	-17.9%
Total Salaries and Wages	\$93.3	\$79.8	\$89.7	\$87.9	\$93.8	\$96.1	\$2.2	2.4%
Fringe Benefits	26.6	25.1	29.0	30.2	35.2	36.4	1.2	3.5%
Total Compensation	\$119.9	\$104.9	\$118.7	\$118.1	\$129.0	\$132.5	\$3.5	2.7%

Note 1: Other Labor includes overtime, vacation, holiday, sick payouts, and other categories.

Note 2: FY2020 includes the expense of the voluntary separation incentive program (VSIP) payouts and part-year salaries.

Note 3: FY2021 includes full year savings in salaries from VSIP and one-time savings from two week furlough program.

Note 4: FY2022 includes retroactive collective bargaining increases and the Covid bonus.

Note 5: FY2024 includes collective bargaining increases of 4% on July 1 and January 2024 with additional pooled increases for bargaining units.

Table 10: Financial Full-Time Benefitted Employees (FFTE) by Union Classification

Financial Full-Time Benefitted Employees (FFTE)*	FY 2020 Budget	FY 2021 Budget	FY 2022 Budget	FY 2023 Budget	FY 2024 Budget	FY 2025 Budget	FFTE Change	FY24-FY25 % Change	FY 2025 % of Total
Clerical Union (AFSCME)	213	196	199	202	212	210	-2	-0.8%	23.3%
Professional Union (APA)	253	247	260	280	297	307	10	3.4%	34.0%
Day and DGCE Faculty (MSCA)	323	313	316	318	318	319	1	0.4%	35.4%
Professional Non-Union (NUP)	57	55	55	55	56	59	3	5.4%	6.5%
Clerical Non-Union (NUC)	6	6	6	6	7	7	0	0.0%	0.8%
Total FFTE	853	817	836	861	889	902	13	1.4%	100.0%

Note: FY2020 Budget is net of the position reduction budgeted for the VSIP

Note: FY2021 Additional 36 vacant positions were abolished

Table 11: Financial Full-Time Benefitted Employees (FFTE) by Division

Financial Full-Time Benefitted Employees (FFTE)	FY 2020 Budget	FY2021 Budget	FY2022 Reinstated	FY 2022 Budget	FY 2023 Budget	FY 2024 Budget	FY 2025 Budget	FFTE Change	FY24-FY25 % Change	FY 2025 % of Total
Academic Affairs/Student Life	562	517	4	519	442	448	460	12	2.6%	51.0%
Finance & Facilities	143	123	3	126	128	140	136	-4	-2.7%	15.1%
Inclusive Excellence	2	2	0	2	2	3	4	1	33.3%	0.4%
Advancement	27	24	3	28	29	29	30	1	3.4%	3.3%
Presidents Division	37	35	2	38	37	37	35	-2	-5.1%	3.9%
Student Success	74	67	2	72	167	174	177	3	1.7%	19.6%
General Counsel/HR/ITS	60	50	1	51	56	58	60	2	3.4%	6.7%
VSIP Reduction (budget not allocated by VP)	-52	0	0	0	0	0	0	0	0.0%	0.0%
Total Financial Full-Time Benefitted Employees	853	818	15	837	861	889	902	13	1.4%	100%

Note 1: FY2020 Division totals updated to reflect correct location of 30 maintainers. Corrected from AA/SL to F&F

Note 2: FY23 Student Success division reorganized to combine Enrollment Management, Marketing, Student Life and some areas previously under AA as one unit.

Table 12: Salary and Wages for Benefited Employees by Division

Salary and Wages for Benefited Employees by Division (\$ in thousands)	FY 2020 Budget	FY 2021 Budget	FY 2022 Budget	FY 2023 Budget	FY 2024 Budget	FY 2025 Budget	Amount Change	Percent Change
Academic Affairs	50,823	44,996	45,573	42,545	46,147	46,980	833	1.8%
Finance & Facilities	7,521	7,771	7,908	8,665	10,175	9,856	(319)	-3.1%
Inclusive Excellence	213	263	253	264	405	510	106	26.1%
Advancement	2,304	2,012	2,347	2,402	2,608	2,654	46	1.8%
Presidents Division	2,723	2,389	2,816	2,929	3,250	3,030	(219)	-6.8%
Student Success- New Division FY23	5,994	5,095	5,445	12,825	14,311	14,545	234	1.6%
VP General Counsel/HR/ITS	5,337	4,713	4,739	5,419	6,042	6,251	208	3.4%
<i>APA/NUP Other Increases</i>	94	136	116	89	130	75	(55)	-42.3%
<i>MSCA Other Increases</i>	440	297	327	296	296	296	0	0.0%
<i>AFSCME/NUC Other Increases</i>	157	125	157	125	105	105	0	0.0%
<i>Vacancy Savings Target (University-wide)</i>	(1,872)	(1,872)	(2,418)	(2,635)	(8,895)	(6,785)	2,109	-23.7%
<i>Other Adjustments</i>				0	367	574	207	56.4%
<i>Furlough</i>	0	(6,110)	0	0	0	0	0	0.0%
<i>MEPA Study</i>	0	0	151	150	175	150	(25)	-14.3%
<i>VSIP Reduction</i>	(2,952)	0	0	0	0	0	0	0.0%
Total Financial Full-Time Benefitted Employees	\$70,781	\$59,815	\$67,412	\$73,074	\$75,117	\$78,241	\$3,125	4.2%

Note 1: FY23 Student Success division reorganized to combine Enrollment Management, Marketing and Student Life and some areas previously under AA as one unit.

Note 2: FY24 other adjustment includes CBA \$500 FTE pool and reimbursement from Foundation.

Table 13: Fringe Benefit Rates as set by the Commonwealth

Benefit Description	FY 2020 Actual	FY 2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Actual	FY2025 Budget	Absolute Change	Percent Change
Group Insurance	20.2%	20.7%	20.3%	21.5%	24.9%	23.4%	-1.6%	-6.3%
Retirement	14.1%	14.7%	16.1%	16.7%	16.7%	18.6%	1.9%	11.6%
Terminal Leave	1.2%	1.1%	1.1%	1.3%	1.6%	1.5%	-0.1%	-8.2%
Subtotal	35.5%	36.4%	37.46%	39.5%	43.20%	43.43%	0.2%	0.5%
Unemployment Insurance	0.4%	0.3%	0.16%	0.07%	0.13%	0.23%	0.1%	76.9%
Universal Health Insurance	0.2%	0.1%	0.02%	0.04%	0.07%	0.08%	0.0%	14.3%
Medicare Tax	1.5%	1.3%	1.43%	1.35%	1.58%	0.88%	-0.7%	-44.3%
Paid Family & Medical Leave (PFML)	0.4%	0.3%	0.36%	0.39%	0.33%	0.43%	0.1%	30.3%
Subtotal	2.4%	1.9%	1.97%	1.85%	2.11%	1.62%	-0.49%	-23.2%
Total Fringe Benefit Rate	37.91%	38.32%	39.43%	41.35%	45.31%	45.05%	-0.3%	-0.6%

Appendix I: Trust Fund Matrix

Trust Fund	Description	Examples
L3_Unrestricted Auxiliaries	Self-supporting operations that provide services to students, faculty, or staff; not restricted by an entity outside of the university.	Fund 2540 – Vendor Fund for Commissions
L3_Education & General Funds	Basic operations of the university; unrestricted funds.	Fund 1000 - State Maintenance Appropriation
L3_Grants	Funds provided by an external party in return for a specific project or other action by the university. The majority of SSU's grants are for financial aid to students.	Fund 2200 - Pell Grant
L3_Gifts and Contributions	Funds donated by others outside the university for a specific purpose.	Fund D500 – Academic Affairs
L3_Residence Hall Trust Fund	Self-supporting operations that provide services to students, faculty, or staff; restricted by an entity outside of the university. (MSCBA owned facility operations).	Fund 2504 – Dormitory Trust Fund
L3_Restricted Other	Funds provided by external parties with restrictions on how the funds are to be expended.	Fund 2304 - Alpha Lambda Delta
L3_Total Restricted Endowments	Most endowments are held by the Foundation, but the university has one historical endowed fund	Fund 5002- Cruttendon Endowment
L3_Net Invested in Capital Assets	Capitalizable facility projects; depreciation; debt.	Fund 7040 - Invested in Cap Assets-Net

Appendix II: Vendors with Contracts over \$500,000 which are pre-approved upon approval of the FY25 Budget

Salem State University FY25 Budget Package
 Pre-approval of contracts exceeding \$500,000 in accordance with trust fund guidelines

Vendor Name	Vendor Description	Anticipated Spending FY 2025	Trust Fund Name	PeopleSoft Fund Number	PeopleSoft Fund Name
<u>Utilities</u>					
CITY OF SALEM WATER	Water/sewer	618,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
CONSTELLATION ENERGY	Electric service	900,000	General/RHTF*	1101 & 2504	University Fee & Residential Life
NRG BUSINESS MARKETING, LLC	Natural gas supply	944,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
NATIONAL GRID ELECTRIC	Electric service	1,700,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
NATIONAL GRID GAS	Natural gas transporter	750,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
<u>Technology</u>					
DELL COMPUTERS	Computer related equipment	600,000	Educational & General	7010	University Fee
ENCOURA	Enrollment management and retention services	750,000	Education & General	1100	University Fee
ORACLE AMERICA	Software subscription and support	800,000	Educational & General	1100	University Fee
SOFTWARE HOUSE INTERNATIONAL	Software subscription and support	1,200,000	Education & General	1100	University Fee
<u>Facilities</u>					
Property Lease - 331 LAFAYETTE LLC	Lease expense	700,000	Educational & General	1100	University Fee
Property Lease - SALEM STATE UNIV ASSIST CORP.	Lease expense, SSU assistance	500,000	Educational & General	1100	University Fee
To Be Determined	Landscaping/Groundskeeping	800,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
To Be Determined	Capital Projects	8,700,000	Educational & General	1100	Facilities Projects
<u>Services</u>					
SODEXO OPERATIONS, LLC.	Food service supplier	7,800,000	Unrestricted Auxilliaries	2550	Contracted Dining Operations
EBSCO INFORMATION SERVICES, LLC	Library products and services provider	550,000	Educational & General	1100	University Fee
<u>Other</u>					
FOLLETT **	Educational and General	725,000	Educational & General	1100	University Fee
UNIVERSITY HEALTH PLANS, INC.***	Student health insurance	1,800,000	Agency	6216	Health Insurance

Most of the above vendors are signed to multi-year contracts.

* Utility costs are allocated between Educational and General Trust Funds and the Residence Hall Trust Fund.

** Spending is the transfer of student financial aid for instructional materials.

*** The University treats the revenues and expense for University Health Plans, Inc. as a flow-through within a liability account, based on the nature of the existing contract.

Appendix III -A: List of Proposed Facilities Projects

Location	Project	Total Project Cost	FY25 Funding DCAMM	FY25 Funding University Fee	FY25 Funding Total
DCAMM 5 YEAR PLAN PROJECTS					
Bertolon Roof	Replace Roof	3,152,000	2,044,702	1,107,298	3,152,000
Ellison Center *	Replace Roof	1,300,000	843,310	-	843,310
Sullivan **	Elevator Repair/Replace Study	1,246,081	1,246,081	-	1,246,081
RECURRING PROJECTS					
Campus Wide	Donor Signage	N/A	-	25,000	25,000
Campus Wide	Annual Fund for ADA Committee	N/A	-	10,000	10,000
Campus Wide	Classroom Refresh	N/A	-	150,000	150,000
OTHER PROJECTS					
			-		-
Campus Wide	Contingency	N/A	-	278,154	278,154
O'Keefe	Softball Field Redesign	1,139,371	-	676,820	676,820
Grand Total			\$ 4,134,093	\$ 2,247,272	\$ 6,381,365

*The university fee funded match for Ellison Center roof replacement was paid in FY24.

** Salem State will use the match relief program.

Total Project costs cross fiscal years, are estimates and are subject to change.

Appendix III -B: List of Proposed ITS Projects

Sponsor	Project	Funding Amount
ITS	HCM system (PageUp)	\$ 132,825
ITS	OnBase Upgrade	\$ 30,000
ITS	A-Z UI rewrite in Drupal	\$ 65,000
ITS	Hardware Refresh	\$ 472,175
ITS	Strategic Initiatives	TBD
Total		\$ 700,000

New Strategic Initiative funding identified during the fiscal year may increase this total.

Appendix IV - Tuition/Fee Rates for FY25
 Approved by the Board of Trustees on April 10, 2024

Schedule of Student Charges
 2024-25 Academic Year

UnderGrad - Fall/Spring

IN-STATE	Fall 2024		Spring 2025		Academic Year
	Per Credit	Full-Time	Per Credit	Full-Time	Full-Time
<u>Day Undergraduate</u>					
Tuition					
In-State ²	\$37.92	\$455.04	\$37.92	\$455.04	\$910.08
Fees					
University Fee ¹	\$452.78	\$5,433.36	\$452.78	\$5,433.36	\$10,866.72
Capital Improvement Fee	\$19.00	\$228.00	\$19.00	\$228.00	\$456.00
SGA Fee	\$4.40	\$52.80	\$4.40	\$52.80	\$105.60
Total Tuition and Fees					
In-State	\$514.10	\$6,169.20	\$514.10	\$6,169.20	\$12,338.40

<u>Evening Undergraduate (SCPS)</u>					
Tuition					
In-State	\$115.00		\$115.00		
Fees					
Course Fee	\$326.40		\$326.40		
Capital Improvement Fee	\$19.00		\$19.00		
SGA Fee	\$4.40		\$4.40		
Total Tuition and Fees	\$464.80		\$464.80		
In-State					

OUT-OF-STATE	Fall 2024		Spring 2025		Academic Year
	Per Credit	Full-Time	Per Credit	Full-Time	Full-Time
<u>Day Undergraduate</u>					
Tuition					
Out-of-State	\$293.75	\$3,525.00	\$293.75	\$3,525.00	\$7,050.00
Fees					
University Fee ¹	\$496.65	\$5,959.80	\$496.65	\$5,959.80	\$11,919.60
Capital Improvement Fee	\$19.00	\$228.00	\$19.00	\$228.00	\$456.00
SGA Fee	\$4.40	\$52.80	\$4.40	\$52.80	\$105.60
Total Tuition and Fees					
Out-of-State	\$813.80	\$9,765.60	\$813.80	\$9,765.60	\$19,531.20

<u>Evening Undergraduate (SCPS)</u>					
Tuition					
Out-of-State	\$285.00		\$285.00		
Fees					
Course Fee	\$336.00		\$336.00		
Capital Improvement Fee	\$19.00		\$19.00		
SGA Fee	\$4.40		\$4.40		
Total Tuition and Fees	\$644.40		\$644.40		
Out-of-State					

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

 Schedule of Student Charges
 2024-25 Academic Year

Summer

IN-STATE	Summer 2024		Summer 2025	
	Per Credit	Full-Time	Per Credit	Full-Time
<u>Undergraduate (SCPS)</u>				
Tuition				
In-State	\$115.00		\$115.00	
Fees				
Course Fee	\$240.10		\$250.50	
Capital Improvement Fee	\$18.20		\$19.00	
Total Tuition and Fees				
In-State	\$373.30		\$384.50	

OUT-OF-STATE	Summer 2024		Summer 2025	
	Per Credit	Full-Time	Per Credit	Full-Time
<u>Undergraduate (SCPS)</u>				
Tuition				
Out-of-State	\$250.00		\$250.00	
Fees				
Course Fee	\$243.60		\$258.20	
Capital Improvement Fee	\$18.20		\$19.00	
Total Tuition and Fees				
Out-of-State	\$511.80		\$527.20	

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

Schedule of Student Charges
2024-25 Academic Year

	Fall 2024		Spring 2025		Academic Year
		Full-Time		Full-Time	Full-Time
Housing ³					
Bowditch - Premium Single		\$6,368.50		\$6,368.50	\$12,737.00
Bowditch - Double		\$5,142.00		\$5,142.00	\$10,284.00
Peabody - Premium Single		\$6,368.50		\$6,368.50	\$12,737.00
Peabody - Double		\$5,142.00		\$5,142.00	\$10,284.00
Marsh Hall - Double		\$5,721.50		\$5,721.50	\$11,443.00
Marsh Hall - Premium Single		\$6,992.00		\$6,992.00	\$13,984.00
Forten Hall - Single		\$6,112.00		\$6,112.00	\$12,224.00
Forten Hall - Suite Single		\$6,112.00		\$6,112.00	\$12,224.00
Forten Hall - Double		\$5,847.00		\$5,847.00	\$11,694.00
Forten Hall - Suite Double		\$5,978.00		\$5,978.00	\$11,956.00
Atlantic Hall- Double		\$6,360.50		\$6,360.50	\$12,721.00
Atlantic Hall - Single		\$6,803.00		\$6,803.00	\$13,606.00
Summer Housing - Summer I					\$1,576.00
Summer Housing - Summer II					\$1,576.00
Summer Housing - Full Summer					\$3,152.00
Fall Break Housing					\$129.00
Winter Break Housing					\$721.00
Winter Session Housing					\$129.00
Early Move In Housing - Prorated per Day					\$429.00
Laundry Fee					
Laundry fee - students in residence halls		30.00		30.00	60.00
Meal Plans ⁴					
All Access Plan - 7 Day Silver Plan		2,306.00		2,306.00	4,612.00
All Access Plan - 7 Day Gold Plan		2,526.00		2,526.00	5,052.00
All Access Plan - 7 Day Platinum Plan		2,681.00		2,681.00	5,362.00
Block Plan 1 - 45 meals		478.00		478.00	956.00
Block Plan 2 - 90 meals		998.00		998.00	1,996.00
Fall Break Plan					132.00
Winter Break Plan					759.00
Spring Break					264.00
Summer Meal Plan - All Summer All Access					2,322.00
Summer Meal Plan - Summer 1 All Access					1,012.50
Summer Meal Plan - Summer 2 All Access					1,351.50
Early Move In: (proratable at \$33/Day)					429.00
Application Fees					
Undergraduate Admissions					\$50.00
Matriculation Fee - New Students (one-time)					\$275.00
Late Fees					
Late Application for Undergraduate Degree					\$50.00
Late Payment (tuition and fees)					\$50.00/month
Miscellaneous Fees					
Payment Plans (enrollment fee for TN)					\$40.00 per semester
Non-Credit Course Fee					Varies
Institute Fee (winter session/summer)					\$100.00/per institute
Hard copy of Transcript /Green Fee					\$5.00
Day School Nursing Resource Center Fee					\$100.00 per course
Not Sufficient Funds Fee					\$25.00 per occurrence
Health Insurance -- (waivable) ⁶					TBD
Dorm Damage Deposit (Resident Students Only)					\$50.00
Dorm Damage Fees					Varies
Housing Cancellation Fee					\$250.00
Liability Insurance for Criminal Justice, Nursing, OT and Athletic Training Students					\$15.00

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

Schedule of Student Charges
2024-25 Academic Year

Mass PIRG Fee (waivable each semester) ⁵	\$10.00		\$10.00	\$20.00
Records Fee-for non-matriculated students	\$10.00		\$10.00	\$20.00
Differential Fees for Undergraduate Programs				
Art + Design ⁸	\$125.00		\$125.00	\$250.00
Biology ⁷	\$250.00		\$250.00	\$500.00
Business ⁹	\$250.00		\$250.00	\$500.00
Chemistry and Physics ⁸	\$250.00		\$250.00	\$500.00
Computer Science ¹⁰	\$250.00		\$250.00	\$500.00
Education ¹⁰	\$125.00		\$125.00	\$250.00
Geography and Sustainability ¹⁰	\$250.00		\$250.00	\$500.00
Geological Science ¹⁰	\$250.00		\$250.00	\$500.00
Nursing ⁷	\$500.00		\$500.00	\$1,000.00
Theatre and Speech Communication (BA and BFA) ¹⁰	\$125.00		\$125.00	\$250.00
Cohort Based Program Cost				
Accelerated 2nd Degree for BSN Summer 2022 Cohort per credit ¹¹				\$625.00
Accelerated 2nd Degree for BSN Summer 2023 Cohort per credit ¹¹				\$641.00
Accelerated 2nd Degree for BSN Summer 2024 Cohort per credit ¹¹				\$655.00
Accelerated 2nd Degree for BSN Summer 2025 Cohort per credit ¹¹				\$655.00
Parking Fees				
Resident Parking (Atlantic and Peabody lots)	\$300.00		\$300.00	\$600.00
Resident Parking (Marsh lot)	\$175.00		\$175.00	\$350.00
Commuter Parking	\$82.50		\$82.50	\$165.00
Parking Fines				
Various violations			\$20.00 - \$160.00 per violation	
Violation Appeal Fee if appeal not granted				\$5.00 per violation

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

NOTES FOR FY2025

- 1 The University Fee represents the fee anticipated for 2024-2025. Fees may change by action of the Board of Trustees.
- 2 The New England Regional program enables New England residents to enroll at out-of-state New England public colleges and universities when enrolled in certain majors. For program details see salemstate.edu/nersp.
- 3 Housing rates include (1) \$20 per semester/\$40 per year Residence Hall Association Fee for all residence halls; and (2) \$380 per semester/\$760 per year Technology/Student Fee.
- 4 Meal Plans
The All Access Plan 7-Day Silver Plan will be the minimum required plan for students living in Peabody, Bowditch, Marsh or Forten Hall.

Plan Name	Board Meals	Guest Meals	Dining Dollars	Clipper Card	Cost per Semester
7 Day Silver Plan	Unlimited	3	\$ -	\$ 50	\$ 2,306.00
7 Day Gold Plan	Unlimited	6	\$ 210	\$ 100	\$ 2,526.00
7 Day Platinum Plan	Unlimited	8	\$ 330	\$ 150	\$ 2,681.00

Block Plan 1 will be the minimum required plan for all students living in Atlantic Hall.

Plan Name	Board Meals	Guest Meals	Dining Dollars	Clipper Card	Cost per Semester
Block Plan 1	45	0	\$ 130	\$ 25	\$ 478
Block Plan 2	90	0	\$ 310	\$ 50	\$ 998

Summer Meal Plans are paid in one lump sum for various meal plan options for the summer.

- 5 Charged for all day students each semester. Student may opt out and have fee waived on line.
- 6 Charged for all students enrolled in at least 75 percent of a full-time course load. Student may opt out and have fees waived if covered by other health insurance. Rate is pro-ratable.
- 7 Annual additional fees beginning with academic year 2016-17 entrants to program (incoming or transfers).
- 8 Annual additional fees beginning with academic year 2017-18 entrants to program (incoming or transfers).
- 9 Annual additional fees beginning with academic year 2019-20 entrants to program (incoming or transfers).
- 10 Annual additional fees beginning with academic year 2022-23 entrants to program (incoming or transfers).
- 11 Accelerated 2nd Degree for Bachelor of Science, Nursing (BSN) is a cohort-based program. ABSN fee for cohorts entering Summer of 2024 is \$655.00; Cohorts entering Summer of 2025 is also \$655.00

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

Schedule of Student Charges 2024-25 Academic Year

Undergraduate Evening (SCPS) Additional Fees	
<u>Course Fees</u>	
Lab Fees	\$25-\$500 per course
Clinical Fees	\$15-\$100 per course
Institutes (winter session/summer)	\$100 per course
Non-credit course fee	Varies depending on course
Social Work Field Service Fee	\$125 per course
ESL Courses	Varies depending on course
<u>Application Fees</u>	
SCPS Admissions	\$50.00
Matriculation Fee (one-time)	\$275.00
<u>Miscellaneous Fees</u>	
Payment plans (enrollment fee for TN)	\$40/semester
Records Fee for Non-Matriculated Students	\$10/semester
Hard copy of Transcript /Green Fee	\$5.00
Prior Learning Assessment Fee	\$100 per Credit
Health Insurance -- (waivable) -matriculated students only	TBD
Liability Insurance for Nursing, OT and Athletic Training	Varies
<u>Late Fees</u>	
Late application for degree	\$50
Late Payment (tuition and fees)	\$50/month
<u>Parking Fees and Fines</u>	
Commuter Parking	\$82.50/semester
Various Violations	\$25-\$125 per violation
Violation Appeal Fee if appeal not granted	\$5 per violation

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

 Schedule of Student Charges
 2024-25 Academic Year

Grad School - Fall/Spring/ Summer

IN-STATE	Fall 2024	Spring 2025	Summer 2025	
	Per Credit	Per Credit	Per Credit	
<u>Graduate - Price Group 1</u>				
Tuition				
In-State	\$140.00	\$140.00	\$140.00	
Fees				
Course Fee	\$305.30	\$305.30	\$305.30	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
In-State	\$464.30	\$464.30	\$464.30	
<u>Graduate - Price Group 2</u>				
Tuition				
In-State	\$140.00	\$140.00	\$140.00	
Fees				
Course Fee	\$355.20	\$355.20	\$355.20	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
In-State	\$514.20	\$514.20	\$514.20	
<u>Graduate - Price Group 3</u>				
Tuition				
In-State	\$140.00	\$140.00	\$140.00	
Fees				
Course Fee	\$422.50	\$422.50	\$422.50	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
In-State	\$581.50	\$581.50	\$581.50	

All charges are subject to change

Appendix IV - Tuition/Fee Rates for FY25

Schedule of Student Charges
2024-25 Academic Year

Grad School - Fall/Spring/ Summer

OUT-OF-STATE	Fall 2024	Spring 2025	Summer 2025	
	Per Credit	Per Credit	Per Credit	
<u>Graduate - Price Group 1</u>				
Tuition				
Out-of-State	\$230.00	\$230.00	\$230.00	
Fees				
Course Fee	\$310.40	\$310.40	\$310.40	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
Out-of-State	\$559.40	\$559.40	\$559.40	

<u>Graduate - Price Group 2</u>				
Tuition				
Out-of State	\$230.00	\$230.00	\$230.00	
Fees				
Course Fee	\$360.30	\$360.30	\$360.30	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
Out-of-State	\$609.30	\$609.30	\$609.30	

<u>Graduate - Price Group 3</u>				
Tuition				
Out-of-State	\$230.00	\$230.00	\$230.00	
Fees				
Course Fee	\$427.10	\$427.10	\$427.10	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
Out-of-State	\$676.10	\$676.10	\$676.10	

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY24

Schedule of Student Charges 2024-25 Academic Year

Graduate School Additional Fees	
<u>Course Fees</u>	
Lab Fees	\$25-\$500 per course
Clinical Fees	\$15-\$100 per course
Field Placement Fee for MSW	\$100-\$250 per course
Institutes (winter session/summer)	\$100 per course
Practicum Fee - 3 credit course	\$90.00 per course
Practicum Fee - 1.5 credit course	\$45.00 per course
<u>Application Fees</u>	
Graduate Admissions	\$50
Matriculation Fee (one-time)	\$275
Comprehensive Exam Application	\$50
<u>Miscellaneous Fees</u>	
Payment plans (enrollment fee for TN)	\$40/ semester
Records Fee for Non-Matriculated Students	\$10/semester
Hard copy of Transcript /Green Fee	\$5.00
Health Insurance -- (waivable)	\$20
Liability Insurance for Nursing, OT and Athletic Training	\$50
<u>Late Fees</u>	
Late application for degree	\$50.00
Late Payment (tuition and fees)	\$50/month
<u>Parking Fees and Fines</u>	
Commuter Parking	\$82.50/semester
Various Violations	\$25-\$125 per violation
Violation Appeal Fee if appeal not granted	\$5 per violation

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

Salem State University Graduate Price Groups

Program	Program
Price Group 1	Price Group 2
Master's Programs	Master's Programs
English (MA)	Behavior Analysis (MS)
History (MA)	Counseling (MS)
Education - Master's Programs	Criminal Justice (MS)
Early Childhood Education (MEd)	Geo-Information Science (MS)
Elementary Education (MEd)	Industrial/Organizational Psychology (MS)
English (MA/MAT)	Mathematics (MS)
English (MAT)	Nursing (MSN)
English to Speakers of Other Languages (ESOL) (MAT)	Social Work (MSW)
History (MAT)	Education - Master's Programs
Leadership in Physical Education & Movement Studies (MEd)	Higher Education in Student Affairs (MEd)
Library Media Studies (MEd)	School Counseling (MEd)
Mathematics (MAT)	Education - Licensure Only Programs
Middle School Math (MAT)	School Adjustment Counselor (Initial Licensure Only)
Physical Education (MAT)	School Counseling
Reading (MEd)	Graduate Certificate Programs
Secondary Education (MEd)	Computer Science (closed to new entrants)
Spanish (MAT)	Counseling
Special Education (MEd)	Geo-Information Science
Education - Licensure Only Programs	Nursing Education
Early Childhood Education	Sport Development and Management
Elementary Education	Price Group 3
English to Speakers of Other Languages (ESOL)	Master's Programs
Library Media Studies	Accounting (MS)
Mathematics	Athletic Training (MS)
Reading	Business Administration (MBA)
Secondary Science (Initial Licensure)	Occupational Therapy - Direct Entry (MS)
Special Education	Occupational Therapy (MS)
Graduate Certificate Programs	Graduate Certificate Programs
Autism Spectrum Disorders	Business
Digital Studies	Accounting
Global Policy Analysis (closed to new entrants)	
Holocaust and Genocide Studies	
Public History	
Teaching English to Speakers of Other Languages	
Writing Studies	
Teacher Leadership	
Certificate of Advanced Graduate Study (CAGS)	
Educational Leadership	

Graduate non-matriculated students will be charged at the Price Group 2 rate.

Appendix V - Campus Highlights from FY24

Salem State is completing a productive, exciting, and successful FY2024. Below are selected campus accomplishments during FY24.

University Programs, Celebrations, or Recognitions

Charlotte Forten Hall Dedication

On February 29, 2024, Salem State University dedicated and renamed its newest residence hall after its first African American graduate, Charlotte Forten, a member of the class of 1856. Forten Hall (formerly Viking Hall) is the first time a campus building has been dedicated to an African American woman. Forten Hall, which houses 350 residents, will honor the abolitionist, educator, writer, poet, translator, and women's rights activist. The designation was announced during a campus ceremony.

James L. "Jamie" McKeown '77 Posthumously Named the 2023 Recipient of the Dr. Marilyn E. Flaherty '54 Distinguished Alumnus Award

James L. "Jamie" McKeown '77, of Woburn and Winchester, was posthumously named the 2023 recipient of the Dr. Marilyn E. Flaherty '54 Distinguished Alumnus Award. Established by the Salem State University Alumni Association and Foundation, Inc., the award recognizes distinguished alumni for their outstanding professional accomplishments. McKeown graduated from Salem State in 1977 with a degree in elementary education. After a short stint as a classroom teacher, he went on to work for Cummings Properties, eventually rising to president of the company until his unexpected passing in 1996 at the age of 41.

Land Acknowledgement Policy

Last summer, Salem State implemented a Land Acknowledgement policy which includes commitments to continuously learn and share the history and stories of the Massachusetts and other Indigenous People who have been and remain here, develop and implement initiatives that work toward repairing the injustices continuously being committed on the Indigenous People of this land, make our own environmental impact on this land as sustainable as possible, and to engage with the Massachusetts and all Indigenous People in and around the Salem State community. In that spirit, a Salem State's Indigenous Peoples' Scholarship was announced and will be first awarded in fall 2026. The Acknowledgement reads:

The land occupied by Salem State University is part of Naumkeag, a traditional and ancestral homeland of the Pawtucket band of Massachusetts. We acknowledge the genocide and forced removal of the people of Naumkeag and their kin and we recognize the ongoing colonization and dispossession of Indigenous homelands. We respect and honor the Massachusetts tribe and the many Indigenous Peoples who continue to care for the land upon which we gather.

Alison King and Tomás Gonzalez Named Fellows for the Frederick E. Berry

Institute of Politics

Award-winning political journalist Alison King and social justice advocate, political strategist and entrepreneur Tomás Gonzalez served as fellows for the Frederick E. Berry Institute of Politics at Salem State University (Berry IOP) during the spring 2024 semester. Salem State University, which is the Commonwealth's civic engagement university, is the only Massachusetts state university to have an institute of politics on its campus. Past fellows have included: Eugenia Gibbons, a clean energy and climate policy expert; former Massachusetts Governor Jane Swift; former Boston Mayor Kim Janey; and Jennifer Levi, a lawyer, professor, and nationally recognized expert on transgender issues. As this year's Berry IOP fellows, Gonzalez and King visited campus multiple times to participate in moderated discussions (open to the public), lead class lectures, coordinate skill building workshops and bring additional guest speakers to campus.

Dr. Ilyasah Shabazz, Daughter of Malcolm X, Professor and Author Spoke on Campus

Dr. Ilyasah Shabazz has authored five historical novels, has served as project advisor for the PBS award-winning film, Prince Among Slaves documentary, and is currently producing a television series based on her latest publication, The Awakening of Malcolm X, with Sony Pictures Television's TriStar. She is Chairperson of the Malcolm X & Dr. Betty Shabazz Memorial and Educational Center Board of Trustees. In her work to preserve the legacy of her parents, she has dedicated herself to institution-building and intergenerational leadership development with the tenets of diversity, equity, and inclusion.

Holocaust Survivor Endre (Andy) Sarkany Inspired Our Campus

The Center for Holocaust and Genocide Studies at Salem State University held a community talk by Holocaust survivor, Endre (Andy) Sarkany. Endre was born in Budapest, Hungary on October 31, 1936. In the spring of 1944, Endre's father was taken to the Mauthausen concentration camp. The building where Endre lived inside the Budapest ghetto housed a nursery/kindergarten, which was affiliated with the Jewish Agency of Hungary. This would prove significant to Endre's survival and that of at least 150 orphaned children during the Holocaust. After World War Two ended, Endre remained in what became Communist-controlled Hungary. Endre escaped Hungary following the Hungarian Revolution of 1956 and immigrated to the United States.

Soundings East Celebrates 50th Anniversary

The release of Soundings East Volume 45 doubled as the 50th anniversary edition of the publication. The celebration included readings by members of the Soundings East editorial board and other special guests.

45th Annual Darwin Festival celebrated Innovative Research and Ideas Engineering wild mice to stop Lyme disease, managing coastal flooding in Boston, and using research to help mitigate potential shark and human interactions were

just a few of the scientific highlights during Salem State University's 45th annual Darwin Festival. The 45th annual Darwin Festival was coordinated by the university's biology department and celebrates new research and innovative ideas the world offers us. The weeklong celebration of the work of the British biologist and naturalist Charles Darwin featured sessions from leading researchers celebrating the field of biology and its impact on today's world.

Celebrated the 20th Anniversary of the Congressional Internship Program Salem State University's politics, policy and international relations department is celebrating the 20th anniversary of the Congressional Internship Program. Since 2003, nearly 30 Salem State students have had opportunities to intern in the Washington, DC offices of the Massachusetts Congressional Delegation and on congressional committees and caucuses. The program provides stipends for one or two internships every summer and is supported through the Honorable Michael J. Harrington '81H Washington, DC Congressional Internship Fund and the Rich Levy Congressional Internship Fund. A 20th anniversary committee, co-chaired by Michael Evans '76, '16H and Cynthia McGurren '83, planned a commemorative event and spearheaded a fundraising effort that included a crowdfunding project and raised \$30,000 for the program.

Center for Holocaust and Genocide Studies Celebrating 10th Anniversary The Center for Holocaust and Genocide Studies (CHGS) is celebrating 10 years at Salem State University. Through the generous support of the Cummings Foundation, CJP and the resources of its predecessor, the Holocaust Center Boston North in Peabody, the CHGS opened in 2014 as an academic research, education and community center for the study and teaching of the Holocaust, comparative genocide, conflict and international human rights.

Inaugural New England Hispanic and Minority Serving Institution Conference Announced

The conference, which will be held on July 18 and 19, 2024 at Salem State, is titled *Juntos Pa'Lante / Forward Together / Juntos pra frente—From Enrolling to Thriving: Transforming Hispanic Serving Institutions in New England Best Practices for Latinx Student Success*. The conference is funded by the Massachusetts Department of Higher Education, through a Higher Education Innovation Fund (HEIF) Grant Program, along with community sponsors. Participants will hear from educational, government and policy leaders, leading scholars, students and community practitioners focused on the growing Latinx population in New England and the importance of Hispanic and Minority Serving Institutions. Attendees will learn about what it means to become a Hispanic and Minority Serving Institution and engage in workshops on best practices to reduce equity gaps, help all students thrive, and amplify community and students' cultural wealth.

Grants / Awards to Students

SSU Commencement

SSU will confer approximately 1,600 degrees to graduating students.

Theatre Students Honored at the 2024 Region 1 Kennedy Center American College Theater Festival

Seven Salem State University theatre students won awards at the 2024 Region 1 Kennedy Center American College Theater Festival (KCACTF), which took place at Central Connecticut State University, January 28 -February 3, 2024. Awards were received in a range of competitions including acting, technical direction, stage direction, and stage management. KCACTF Region 1 includes colleges and universities based in Connecticut, Maine, Massachusetts, New Hampshire, Northeast New York, Rhode Island, and Vermont.

Salem State's 2024 Region 1 KCACTF award recipients include:

- Mandi Clifford '24 of Methuen is the Region 1 Finalist for the Stage Directors and Choreographers Directing Initiative Award and will compete at the National KCACTF Festival in Washington DC in April.
- Cam Cottuli, '24, of Dartmouth is the Region 1 Finalist for the KCACTF Excellence in Stage Management and will go on to compete at the National KCACTF Festival in Washington DC in April.
- Sarah Jean Durning, '24 of North Andover is the Region 1 second alternate for the Irene Ryan Acting Scholarship and the recipient of the Region 1 Classical Acting Award.
- Caroline Forbes, '25 of Salem is the Region 1 first alternate for the Irene Ryan Acting Scholarship.
- Anya Saben, '24 of Sterling is Region 1 Finalist Scene Partner and will compete at the National KCACTF Festival in Washington DC in April.
- Connor Stamm, '24 of Dedham is the Region 1 recipient of the USITT Award of Achievement in Technical Direction.
- Ian Tomarakos, '25 of Medway is the Region 1 Finalist for the National Irene Ryan Acting Scholarship. Tomarakos will go on to compete at the National KCACTF Festival in Washington DC in April.

Established in 1969, the KCACTF is a national theater program that recognizes and celebrates the "finest and most diverse work produced in university and college theater programs" and involves 18,000 students annually. A leader and champion of the performing arts, "The KCACTF honors excellence of overall production and offers student artists individual recognition through awards and scholarships in playwriting, acting, criticism, directing, and design."

U.S. Department of Education's Undergraduate International Studies and Foreign Language Program Grants Salem State \$84,000

Salem State University students were able to travel and engage virtually with international partners thanks to an \$84,000 federal grant that boosts current initiatives driving global experience. The grant, from the U.S. Department of Education's Undergraduate International Studies and Foreign Language Program (UISFLP), aligns with Salem State's mission to prepare a diverse student body for a global society. Specifically, the grant supports students taking part in faculty-led travel courses, as well as those engaging with international peers virtually through the university's Collaborative Online International Learning (COIL) program.

Salem State University Awarded First Scholarship Financed by an Investment Fund Managed by Students

Students at the university's Bertolon School of Business awarded their first scholarship to business administration major Erin Curristin '25 of Dedham. The ability to help a fellow student with the cost of attending college is among the benefits of Salem State's Student Managed Investment Fund, which gives aspiring finance professionals real-world cash investment experience. The fund was launched in 2019 by founding donors Rob Lutts, a former Salem State trustee, and his wife Rachel Lutts '98G and was later bolstered in 2022 by a gift from investment firm CEO and Giving Pledge philanthropist Mario J. Gabelli. The scholarship, over \$2,000, will be awarded by the Salem State University Foundation, Inc. annually to a BSB student.

Program Offers Stipends and Tuition Awards to Interning Bertolon School of Business Students

A program offering stipends and tuition awards for taking part in internships has made these experiences possible for an increasing number of Salem State University business students. Of the more than 120 students taking part in the Bertolon School of Business (BSB) Internship Program, 55 have received a stipend or tuition award to cover the range of costs that can come with completing internships, including closing the gap for opportunities that are unpaid or pay less than a student's existing place of employment, helping with tuition for summer internship courses and offsetting the costs of transportation into Boston and elsewhere, along with purchasing business attire. The BSB Internship Program launched in fall 2021 with a \$250,000 pledge from alumni Elliot '78 and Donna '78, '98G Katzman, of Marblehead, which was later bolstered by a \$150,000 pledge from Ralph and Janice James, of Swampscott. Students have completed internships at financial and marketing firms in Boston and the surrounding area, non-profits and city and town governments throughout the Commonwealth.

School of Social Work Received a \$1.9 Million Grant to Fund Stipends for Student Internships

Salem State University's School of Social Work has received a \$1.9 million grant from the Massachusetts Department of Mental Health (DMH) to fund 73 stipends for students interning in the field. This transformational award allows students to be paid while gaining experiential, first-hand knowledge in internships or practicums

that are already supported by DMH funding, are community-based, and provide services to a diverse client population. Practicum placements, social work's signature pedagogy, are part of both bachelor- and master-level programs where students can practice what they have learned in the classroom in community settings. The stipends are awarded based on hours in the practicum and will be as much as \$10,000 for students working toward a bachelor's degree in social work and \$17,000 for those seeking a master's.

School of Social Work Awarded \$1.4 million Grant from the Massachusetts Department of Health and Human Services to Support and Promote Diversity in this Profession

Salem State University's School of Social Work received a \$1.4 million grant from the Massachusetts Department of Health and Human Services. The grant, totaling \$1,432,962.00, is designed to provide critical financial support to social work majors and to actively promote diversity within the profession. The grant will span two years and will distribute awards of \$10,000 each to a cohort of 20 diverse students in the first year and to an additional 20 students the second year. These students were selected via a highly competitive application process ensuring that the grant's impact reaches those who can make a significant contribution to the field of social work.

The grant focuses on supporting students from diverse backgrounds who identify as Black, Indigenous, People of Color (BIPOC) students and those with disabilities, students who aspire to serve BIPOC clients and communities as well as those working with clients and communities with people who have disabilities. Beyond student financial assistance, the grant will provide additional support services to students, assisting with creating stronger community connections with provisions for 10 free public workshops with continuing education unit or credit (CEUs). In addition, this important grant will provide the seed money to develop an advanced training certificate for behavioral health providers working with Hispanic/Latinx communities and clients.

Berry Institute of Politics Announced 2024 Public Service Internship Scholarships

The Frederick E. Berry Institute of Politics announced the recipients of the Spring 2024 Public Service Internship Scholarships. These scholarships are awarded to students pursuing internships in politics and public service. Internships provide students the opportunity to gain hands-on experiences, develop skills, and explore their career interests. However, internships in these fields are often unpaid or underpaid which makes it challenging for students to pursue them. The Berry IOP awards these scholarships to create entry points and break down barriers for all students interested in pursuing careers in politics and public service.

Through a competitive process, students were selected based on their ability to connect the internship to public service and to articulate how this internship will support their professional goals. For the spring of 2024, the Berry IOP awarded the

following five students with a Public Service Internship Scholarship of \$2,500. Scholarships were awarded to: Anna-Marie Alukonis '24 (Healthcare Studies), Nina Fuccione '24 (Media and Communications), Angela Gomez '24 (Social Work), Sarah Gould '24 (Master of Occupational Therapy) and Ashlynn McNally '25 (Master of Social Work).

Grants / Recognition of Faculty

For the Third Time, Salem State University was Named a Top Producer of Fulbright Scholars

Salem State University was named for a third time as a top producer of Fulbright Scholars for the 2023-2024 academic year. The distinction is given to institutions in higher education that have produced the highest numbers of applicants selected for the Fulbright U.S. Student and Scholar Programs. Fulbright awards, from the U.S. Department of State and the Fulbright Foreign Scholarship Board, allow faculty to teach abroad while engaging in research, building partnerships, and gaining experiences that can be brought back to Salem State's classrooms.

The U.S. Department of State's Bureau of Educational and Cultural Affairs recognized Salem State for being one of the colleges and universities with the highest number of faculty and administrators selected for the Fulbright U.S. Scholar Program in 2023-2024.

Four Salem State University professors received Fulbright awards for the 2023-2024 academic year.

- Ken Ardon, professor of economics, to teach economics to students in Turkey.
- Melanie González, associate professor, English as a second language and literacy in both the secondary and higher education department and English department, to conduct research in Mexico on the self-evaluation process used by English language teachers there.
- Rebecca Hains, professor of media and communication, to work with undergraduate and graduate students and other scholars in Poland, exploring the globalization of U.S. media geared toward children and from an American studies perspective.
- And Julie Kiernan, associate professor of theatre and speech communication, to teach students in Bulgaria how theatre can be used as a tool for self-expression.

Professor Vijay Kanagala Awarded \$2.3 Million NSF Grant to Study Racial Equity in Marine and Climate Science

Salem State University's Vijay Kanagala, associate professor of secondary and higher education, and colleagues have received a \$2.3 million grant from the National Science Foundation (NSF) to advance collaborations for racial equity in marine and climate science. Kanagala will collaborate with experts from George

Mason University, Temple University, University of South Carolina, and the Massachusetts-based Woods Hole Partnership Education Program (WHCN) on the three-year project titled, Advancing Collaborations for Equity in Marine and Climate Sciences (ACE-MCS). The group will examine how researchers and administrators at WHCN work toward equity in MCS for research, recruiting and retaining black, indigenous, and people of color (BIPOC) students. WHCN has been developing improvements since 2004. The group's findings will then be used to develop another plan for antiracist-centered support in MCS collaborations for other institutions to use to diversify their STEM programs.

Professors Perla Barbosa and Professor Vanita Naidoo Named 2024 North Star Collective Fellows

Two faculty members were named 2024 North Star Collective Fellows: Professor Perla Barbosa (secondary and higher education) and Professor Vanita Naidoo (sociology). The North Star Collective Faculty Fellowship is a semester-long program created by BIPOC faculty for BIPOC faculty in New England. Grounded in tenets of reparative justice, the Fellowship promotes racial trauma healing by providing a nourishing community of care, mentorship and professional development for BIPOC faculty in all fields.

Governance

New Combined Board: Salem State University Alumni Association and Foundation, Inc. (AAF)

The fundraising and alumni organizations that support Salem State University united to better serve the campus and greater community. The boards, which have worked in parallel but independently in the past, voted to unify into one leadership organization, the Salem State University Alumni Association and Foundation, Inc. (AAF) to enhance the alumni and donor experience. This unification stems from months of work identifying the similarities and differences of the boards' missions, by-laws, committee work, and composition, resulting in the working group's recommendation to come together as one.

The steps taken during this process were informed by best practices, and guidance from the Association of Governing Boards and from other institutions who have explored and adopted this unified model. The board will retain its status as a 501(c)(3) organization with the objective to advance Salem State's educational mission by fostering strong connections with the university's inclusive community and by building bridges between students, alumni and friends. Through partnerships, the AAF will promote pride in the university and inspire philanthropy to invest in all student success by investing and managing contributions which support priorities not met through public funding.

End of FY25 All Funds Budget Document

REQUEST FOR TRUSTEE ACTION

Date: May 22, 2024
To: Board of Trustees
From: Finance & Facilities Committee
Subject: FY25 All Funds Budget
Requested Action: Approval

The Board of Trustees must approve an all-funds budget for the coming fiscal year which begins on July 1 to provide for the operation of the university. The approval of the budget includes approval for each separate trust fund as shown on the Fiscal Year 2025 Trust Fund Budgets schedule included in the budget package and the large contracts.

MOTION

The Finance and Facilities Committee hereby recommends that the Board of Trustees approve the following motion pertaining to the attached FY25 Salem State University All Funds Budget.

Recommended Motion

The Board of Trustees of Salem State University hereby approves the Fiscal Year 2025 All Funds Budget as recommended by the president and as shown in the attached FY25 Salem State University All Funds Budget at the level of \$183.3 million in Managed Expenses and use of \$3.2 million reserves. This action includes approval of the FY25 Trust Fund Budgets and the Potential Contracts Exceeding \$500,000 each as included in the budget package.

Committee Assigned: [OBJ] Finance & Facilities

Committee Action: [OBJ]

Date of Action: May 22, 2024

Trustee Action: [OBJ]

Trustee Approval Date: [OBJ]

Effective Date: [OBJ]

Signed: [OBJ]

Title: [OBJ] Secretary, Board of Trustees _____

Date: [OBJ]

FY25 Salem State University All Funds Budget

Our Mission



As a comprehensive university, Salem State prepares students of diverse backgrounds and interests to achieve their educational and career goals and to contribute to a global society as ethical and engaged community members. As a public university, Salem State also makes critical contributions to civic life, environmental sustainability, and the cultural, social, and economic vitality of the North Shore region.



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Figures and amounts in the exhibits and tables may not total due to rounding.

Introduction

Budget Approach

Salem State University presents an All Funds Budget in a Management Report format that separates Managed Revenues, Expenses, and Net Income from Non-Cash Revenue and Expense activity (see Exhibit 1.) For completed years, the bottom line agrees to the audited financial statement presentation. Certain non-cash items are not controllable or predictable by the university and are therefore not budgeted. Refer to "Composition of the Budget and Relationship to Generally Accepted Accounting Principles (GAAP)" for further information.

Trust Funds

The Trust Funds Budget displays the budgeted managed revenues, expenses, and non-cash revenues and expenses for each of the official Trust Funds in a columnar format in accordance with the university's Trust Fund Guidelines approved by the Board of Trustees in June 2016 and revised in October 2017 (see Exhibit 2.) Appendix I is a matrix to assist the reader in understanding the definition of each Trust Fund.

Budget Overview

Salem State University presents its FY25 All Funds Budget with Managed Revenues of \$180.1 million, Managed Expenses of \$183.3 million, and use of reserves of \$3.2 million (see Exhibit 1). Non-cash revenues and expenses, primarily depreciation of \$10.5 million partially offset by state capital grant funding from the Commonwealth's Division of Capital Asset Management and Maintenance (DCAMM) 5-year critical maintenance process, are projected to result in an overall reduction of Net Position of \$9.6 million excluding the impact of GASB 68 and 75 pension and OPEB entries.

Key Elements Table

Please note that the chart below is provided to highlight specific components of the FY25 budget only and is not meant to convey Salem State's full financial budget.

Key Elements Summary - FY 2025 Budget	Actuals FY2022	Actuals FY2023	Forecast FY2024	Budget FY2025	Amount Variance	Percent Chg FY25 vs. FY24	Comment
Revenue: Price & Enrollment							
In-state, commuter (rate)	\$11,675	\$ 11,979	\$11,979	\$12,338	359	3.0%	
Out-of-state, commuter (rate)	\$18,480	\$ 18,961	\$18,961	\$19,531	570	3.0%	
Undergraduate Day Enrollment (Headcount-avg of Fall & Spring)	4,768	4,221	3,992	3,798	(194)	-4.8%	
Tuition & Fee Revenue (\$M, net of financial aid)	\$37.483	\$42.848	\$33.453	\$31.689	(2)	-5.3%	
Revenue: Housing & Dining							
Housing Revenue (\$M)	\$15.422	\$15.665	\$16.284	\$17.449	1	7.2%	1585 Students Fall 2024
Dining Meal Plan Revenue (\$M)	\$4.641	\$5.432	\$5.735	\$6.383	1	11.3%	1532 Mandatory Meal Plans
State Support							
State Appropriation (\$M)	\$77.309	\$78.474	\$89.463	\$90.816	1	1.5%	Includes GAA and impact of fringe benefit support
Compensation							
Salary & Wages (\$M, Benefitted faculty & staff)	\$89.663	\$87.886	\$93.810	\$96.055	2	2.4%	
Fringe Benefits Expense (\$M)	\$29.006	\$30.224	\$35.178	\$36.415	1	3.5%	
Benefits Rate (including taxes)	39.43%	41.35%	45.31%	45.05%	(0.003)	-0.6%	rate set by Commonwealth
Facilities Related Expenses							
Utilities Expense (\$M)	\$3.730	\$3.540	\$5.395	\$4.750	(1)	-12.0%	
Debt Service Expense (\$M, Assessment + Interest Expense)	\$14.553	\$12.772	\$9.968	\$12.297	2	23.4%	FY24 has \$2.5M savings from debt service restructuring
Depreciation & Amortization (\$M, non-cash expense)	(\$9.203)	(\$9.425)	(\$10.280)	(\$10.588)	(0)	3.0%	
DCAMM Major Capital Projects (BOLD)	-	-	-	-	0		
Managed Net Income (\$M)	\$17.235	\$16.164	\$5.358	(\$3.159)	(\$8.516)	-66.9%	FY25 will draw \$3.2M from reserves
Overall Add to (Use of) Net Position (\$M)	\$14.114	\$31.416	\$1.846	(\$9.613)	(\$11.459)	-620.7%	

Budget Narrative

Selected Planning Assumptions:

- Tuition and Mandatory fees include a blended 3.0% rate increase; undergraduate day enrollment is projected to decrease by 5% overall.
- Additional financial aid funding was received in March 2024 through the Massachusetts Grant Plus Expansion program; the university is working to provide these funds to eligible students and will continue this work in FY25. This program provides additional financial support to Pell and just above Pell-eligible students.
- Housing occupancy for FY25 is based on occupancy trends and strategies implemented to increase occupancy. The FY25 budget estimates occupancy at approximately 80% of total beds.
- The fringe benefit rate proposed by the Commonwealth for FY25 budgeting is 45.05% inclusive of payroll taxes, a slight decrease from 45.31% in FY2024.
- Governmental Accounting Standards Board (GASB) 68 and GASB 75 non-cash expenses are not included in the FY25 budget. The Commonwealth will provide actual amounts when FY25 closes.

FY25 Budget Strategic Investments

Salem State's 2023–2028 Strategic Plan was approved in May 2023 and is focused on the unifying commitment of Student Success and Life Readiness. Much work has been done to begin implementation. The FY25 budget includes \$625,000 to fund initiatives to be selected during the Strategic Initiative planning process that is underway. Final strategic initiative awards will be announced as the fall semester opens.

During FY25, the university will host a major conference centered on exploring best practices given our status as an emerging Hispanic Serving Institution (HSI)/Minority Service Institution (MSI.) The university will also refresh its application to the Carnegie Foundation for continued recognition as a Community Engagement university. The university is integrating these two distinctive aspects of our identity to ensure that students who progress through our programs are developed to be successful, empowered advocates for themselves and their communities.

Additionally, to support the university's strategic goal of operational excellence, the budget includes a \$750,000 investment for IT infrastructure and maintenance. The campus is committed to providing up-to-date technological systems. Investments in IT contribute to the efficiency and effectiveness of various university operations both academic and administrative.

The Commonwealth renewed its five-year critical maintenance funding program; the university will receive DCAMM funds for the larger deferred maintenance projects. The Use



of DCAMM funds requires the university to fund a portion of each project. Funds to support this obligation are included in the FY25 budget.

SSU BOLD

SSU BOLD, the major capital project that will develop new science labs as an addition to Meier Hall, completely renovate Horace Mann as the new home of the McGuire Meservey College of Health and Human Services, and sell South Campus, continues. Schematic design is complete and awaiting certification by DCAMM. The project will then enter the design development phase -- the last, important stage before the beginning of construction in about a year. The university is sure to reap benefits from the facility improvements, updated labs, and new classrooms, likely in 2027. The FY25 budget does not include any payment to the Commonwealth for the university's share of the project, as this will be a future item.

FY25 Budget Uncertainties

The Commonwealth is working through the annual budget process. The governor's budget was submitted on January 24, 2024. This rolled partial funding for pay increases that were implemented during FY2024 into the base for FY2025. Unfortunately, it also included a reduction to the Formula Funding appropriation which may impact the university by up to \$981,000 depending on the final budget enacted by the legislature and signed by the governor.

New bargaining sessions for all bargaining units are also currently underway. These expenses and related potential state funding will play out over several months to come.

Enrollment continues to be a concern for all three divisions: Undergraduate Day (UGD), Graduate, and Continuing Education. Housing occupancy in the dorms is a related challenge. The flawed Federal rollout of a new FAFSA application process for financial aid has created a great deal of uncertainty and delay nationally and for Salem State, and it remains to be seen the impact that has on enrollment. Residence Life and other departments continue to work on marketing to students and identifying selected additional populations to potentially live in the halls. The university's strategic plan aims to improve the student experience and thus expects that increased retention and recruitment successes will stabilize enrollment in the future.

Contracts Greater than \$500,000

In accordance with the Trust Fund Guidelines, the Board of Trustees must approve contracts with estimated spending greater than \$500,000 each and may do so in conjunction with approval of the budget. Appendix II provides a categorized list of such items for FY25 for approval. The amounts shown in the appendix include a cushion, especially where the spending is less predictable.

Interpreting Trends – Unusual Events

There are unusual events that make it difficult to interpret trends in the data over the last five years. A reader should be aware of these:

- The university changed its accounting for dining services beginning in FY20, which resulted in reporting dining transactions into revenue and expenses rather than reporting the net result within one line in the financial statements.
- Beginning in March 2020, the COVID-19 pandemic had a significant impact on student finances and behavior, university operations, housing occupancy, and dining service delivery. Federal and state relief funding for the university generated non-recurring funds over multiple fiscal years. Additionally, federal relief funding for students resulted in one-time funding flowing through university books and statements. FY20 through FY23 reflect these impacts; the reader should be aware of this when reviewing multi-year tables.

Composition of the Budget and Relationship to GAAP

Salem State University is in its ninth year of presenting an All-Funds Budget. This format budgets all trust funds and fund types. Intentionally, the budget format is different from the GAAP format used in producing audited financial statements. The university's budget and quarterly management reports summarize Managed Revenues and Expenses in a format that distinguishes between managed and non-cash revenue and expense activity. The Managed Revenues and Expenses format allows the reader to focus on the elements of the budget that university administration must control and manage, and which impacts cash flows while displaying the non-cash GAAP-based revenue and expense items at the bottom. This approach enables the Managed Revenues and Expenses report to reconcile to GAAP-basis audited financial statements for completed years.

The Governmental Accounting Standards Board (GASB) has issued several standards that are not reflected in the FY25 budget. Consistent with previous budgetary practice, GASB Statement No. 75, Accounting and Financial Reporting for Postemployment Benefits Other Than Pensions, and GASB 68, Accounting and Financial Reporting for Pensions, the university will not have a reliable estimate for these non-cash expenses until information the Commonwealth provides it at the end of the fiscal year. Thus, for budget purposes, the amount for GASB 68 and GASB 75 is zero. Salem State University implemented GASB 87, the lease accounting standard, for financial statements ending June 2022. This standard made major changes in how GAAP-based financial statements are presented, bringing onto the balance sheet as assets and liabilities, amounts not previously reflected. This change does not affect the Managed Net Income Statement. Salem State implemented GASB 96, which required a similar accounting treatment to GASB 87 except it covered subscription-based information technology arrangements (SBITA), in FY23. This did not have nearly as large of an impact on the audited financial statements as the lease accounting standard.

Campus Highlights From FY24

Salem State is completing a productive, exciting, and successful FY2024. A list of highlights is below; see Appendix V for a description of each point of pride.

University Programs, Celebrations, or Recognitions

- Forten Hall Dedication
- Jamie McKeown named recipient of the Dr. Marilyn Flaherty '54 Distinguished Alumnus Award
- Land acknowledgement policy instituted
- Alison King and Tomás Gonzalez – named fellows for Berry IOP
- Dr. Ilyasah Shabazz speech
- Holocaust survivor Endre (Andy) Sarkanay talk
- 50th anniversary of Soundings East publication
- 45th Annual Darwin Festival
- 20th anniversary of the Congressional internship Program
- 10th anniversary of Center for Holocaust and Genocide Studies
- Inaugural New England HIS/MSI Conference Announced, to be held in July 2024

Grants / Awards to Students

- Approximately 1,600 degrees to be awarded
- Seven theater students honored at 2024 Region 1 Kennedy Center American College Theater Festival
- SSU received US DOE UG International Studies and Foreign Language Grant
- First scholarship financed by investment fund managed by students awarded
- Stipends and Tuition Awards to Interning Bertolon School students
- School of Social Work \$1.9M grant for student internships
- School of Social Work \$1.4M grant to support and to promote diversity in the profession
- Berry Institute Of Politics (IOP) 2024 public service internship scholarships announced

Grants / Recognition of Faculty

- SSU Named Top Producer of Fulbright Scholars for the third time
- Vijay Kanagala awarded \$2.3M NSF Grant to study racial equity
- Professors Barbosa and Naidoo named 2024 North Star Collective Fellows

Governance

- SSU Alumni Association and SSU Foundation combined into a single board

Exhibit 1: Salem State University FY25 All Funds Budget

Account Description (\$ in thousands)	FY 2022 Year End Actuals	FY 2023 Year End Actuals	FY 2024 Forecast as of 4/26/24	FY2025 Budget
Managed Revenue ¹				
Tuition and Fees	\$77,629	\$74,159	\$68,412	\$66,702
Less: Scholarships, Fellowships & Waivers	(40,146)	(31,312)	(34,959)	(35,013)
Net Tuition and Fees	37,483	42,848	33,453	31,689
Federal, State, Private Grants	42,189	28,984	28,601	28,454
Auxiliary Enterprises	20,063	22,710	23,426	25,005
State General Appropriations	77,309	78,474	89,463	90,816
Other Revenue	5,325	7,975	9,480	4,191
Total Managed Revenue	182,369	180,992	184,422	180,155
<i>Year over Year Change</i>				-2.3%
Managed Expenses				
Compensation	118,669	118,120	128,988	132,471
Support	23,044	26,229	28,524	28,426
Facility-related	23,422	20,479	21,553	22,417
Total Managed Expenses	165,134	164,828	179,065	183,314
<i>Year over Year Change</i>				2.4%
Managed Net Income	17,235	16,164	5,358	(3,159)
Non-Cash Revenue / (Expenses)				
Capital Grants	2,155	6,287	2,616	4,134
Depreciation	(9,204)	(9,425)	(10,280)	(10,588)
Unrealized Gains/Losses	(7,559)	4,152	4,152	0
Gains/Losses on Disposal of Plant Facilities	0	(219)	0	0
GASB 68 Pension	6,639	5,896	0	0
GASB 75 OPEB	10,566	11,665	0	0
GASB 87 Lease	(5,961)	(3,163)	0	0
GASB 96 SBIT	(32)	60	0	0
Gains on Early Retirement of Debt	276	0	0	0
Use of Reserves	0	0	0	0
Total Non-Cash Revenue / (Expenses)	(3,121)	15,252	(3,512)	(6,454)
Total Increase / (Decrease) in Net Position	14,114	31,416	1,846	(9,613)

Note: FY25 non-cash does not include an estimate for GASB 68 or GASB 75

Exhibit 2: Salem State University FY25 Trust Fund Budget

Account Description (\$ in thousands)	Unrestricted Auxiliaries	Educational & General Funds	Grants	Gifts & Contributions	Residence Halls	Restricted Other	Net Invested in Capital Assets	FY 2025 Budget Total
Operating Revenue								
Net Tuition and Fees	0	57,863	(23,105)	(1,510)	(1,949)	389	0	\$31,689
Federal, State, Private Grants	0	0	28,325	0	129	0	0	\$28,454
Auxiliary Enterprises	6,983	124	0	0	17,752	147	0	\$25,005
State General Appropriations	0	90,616	200	0	0	0	0	\$90,816
Other Revenue	150	1,378	0	2,663	0	0	0	\$4,191
Total Managed Revenue	7,133	149,980	5,420	1,154	15,932	537	0	180,155
Managed Expenses								
		0						
Compensation	130	123,956	3,539	775	4,060	10	0	\$132,471
Support	6,919	18,860	1,544	329	323	450	0	\$28,426
Facility-related	387	17,036	336	49	13,131	72	(8,594)	\$22,417
Total Managed Expenses	7,437	159,852	5,420	1,154	17,514	532	(8,594)	183,314
Managed Net Income	(304)	(9,872)	(0)	0	(1,582)	4	8,594	(3,159)
Non-Cash Revenue / (Expenses)								
Capital Grants	0	4,134	0	0	0	0	0	4,134
Depreciation	0	0	0	0	0	0	(10,588)	(10,588)
Unrealized Gains/Losses	0	0	0	0	0	0	0	0
GASB 68 Pension	0	0	0	0	0	0	0	0
GASB 75 OPEB	0	0	0	0	0	0	0	0
GASB 96 SBIT	0	0	0	0	0	0	0	0
Use of Reserves	0	0	0	0	0	0	0	0
Total Non-Cash Revenue / (Expenses)	0	4,134	0	0	0	0	(10,588)	(6,454)
Total Increase/Decrease in Net Position	(304)	(5,738)	(0)	0	(1,582)	4	(1,994)	(9,613)

Note: Facility-related managed expense category includes transfers in and transfers out which are detailed in the exhibit below.

Exhibit 3: Transfers by Trust Fund

Account Description (\$ in thousands)	Unrestricted Auxiliaries	Educational & General Funds	Grants	Gifts & Contributions	Residence Halls	Restricted Other	Total Restricted Endowments	Net Invested in Capital Assets	FY 2025 Budget Total
Transfers by Type									
Facility-Related									
Debt Service	0	2,790	0	0	0	0	0	(2,790)	0
MSCBA	0	617	0	0	0	0	0	(617)	0
Facility Projects	0	0	0	0	0	0	0	0	0
FEMA	0	0	0	0	0	0	0	0	0
Capitalization	0	6,399	0	0	0	0	0	(6,399)	0
Total Facilities Related	0	9,806	0	0	0	0	0	(9,806)	0
IT Projects	0	0	0	0	0	0	0	0	0
Operational Support	(596)	592	0	0	5	72	0	(73)	0
Overhead Distributed	0	(336)	336	0	0	0	0	0	0
Total Transfers	(596)	10,061	336	0	5	72	0	(9,879)	0

Transfers are movements of money between trust funds. Transfers into a trust fund are shown in parenthesis while transfers out are shown as positive numbers.

Exhibit 4: Managed Revenue vs. Managed Expense Trend

Account Description (\$ in thousands)	FY 2021 Year End Actuals	FY 2022 Year End Actuals	FY 2023 Year End Actuals	FY 2024 Year End Forecast	FY 2025 Budget
<u>Managed Revenue</u>					
Net Tuition and Fees	48,998	37,483	42,848	33,453	31,689
Federal, State, Private Grants	31,619	42,189	28,984	28,601	28,454
Auxiliary Enterprises	12,100	20,063	22,710	23,426	25,005
State General Appropriations	67,963	77,309	78,474	89,463	90,816
Other Revenue	5,390	5,325	7,975	9,480	4,191
Total Managed Revenue	166,070	182,369	180,992	184,422	180,155
<i>Year over Year Change</i>	<i>-6.0%</i>	<i>9.8%</i>	<i>-0.8%</i>	<i>1.9%</i>	<i>-2.3%</i>
<u>Managed Expenses</u>					
Compensation	104,920	118,669	118,120	128,988	132,471
Support	20,317	23,044	26,229	28,524	28,426
Facility-related	13,235	23,422	20,479	21,553	22,417
Total Managed Expenses	138,472	165,134	164,828	179,065	183,314
<i>Year over Year Change</i>	<i>-17.1%</i>	<i>19.3%</i>	<i>-0.2%</i>	<i>8.6%</i>	<i>2.4%</i>
Managed Net Income	27,598	17,235	16,164	5,358	(3,159)
<u>Non-Cash Revenue / (Expenses)</u>					
Capital Grants	3,709	2,155	6,287	2,616	4,134
Depreciation	(9,474)	(9,204)	(9,425)	(10,280)	(10,588)
Unrealized Gains/Losses	3,252	(7,559)	4,152	4,152	0
Gains/Loss on Disposal of Plant Facilities	0	0	(219)	0	0
GASB 68 Pension	(1,085)	6,639	5,896	0	0
GASB 75 OPEB	5,266	10,566	11,665	0	0
GASB 87 Lease	(9,130)	(5,961)	(3,163)	0	0
GASB 96 SBIT	0	(32)	60	0	0
Gains on Early Retirement of Debt	0	276	0	0	0
Use of Net Position	0	0	0	0	0
Total Non-Cash Revenue / (Expenses)	(7,462)	(3,121)	15,252	(3,512)	(6,454)
<i>Year over Year Change</i>	<i>-35.6%</i>	<i>-58.2%</i>	<i>-588.7%</i>	<i>-123.0%</i>	<i>83.8%</i>
Total Increase / (Decrease) in Net Position	20,136	14,114	31,416	1,846	(9,613)

Chart 1: Managed Revenue vs. Managed Expense Trend

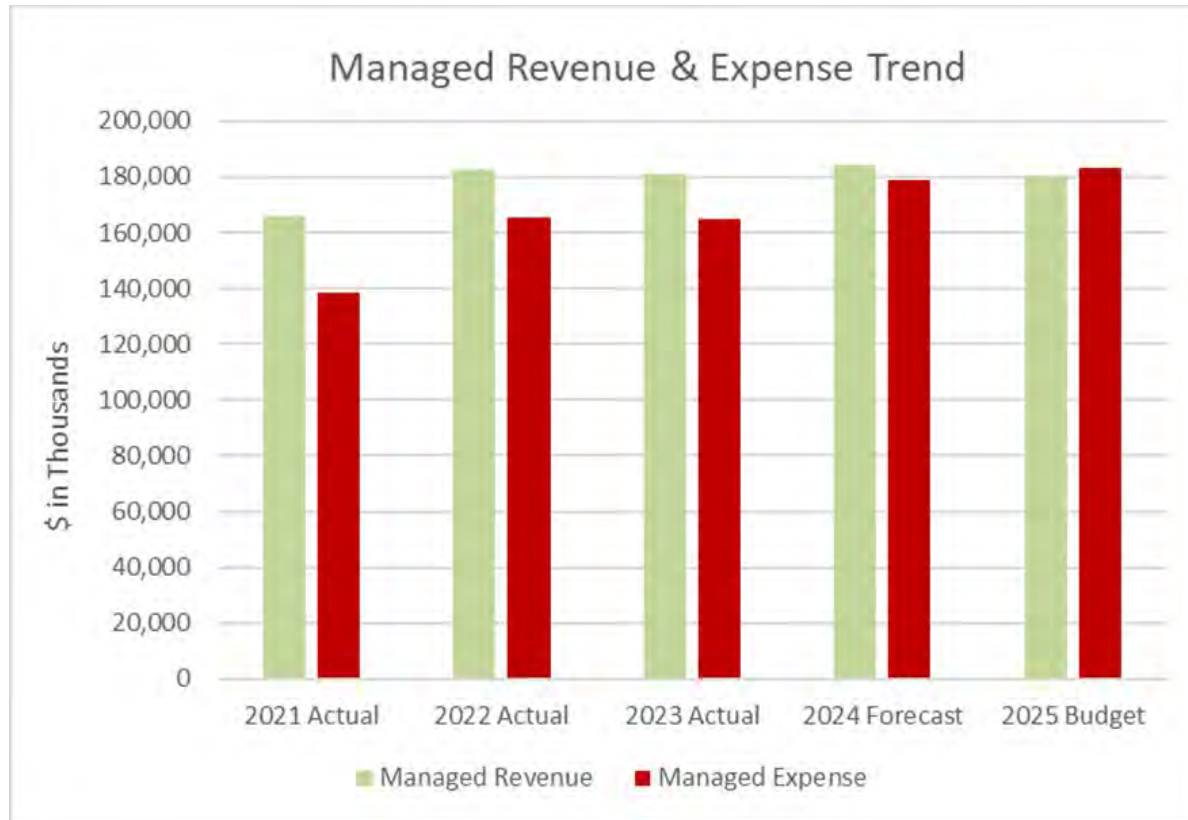


Chart 2: Components of FY25 Revenue Budget

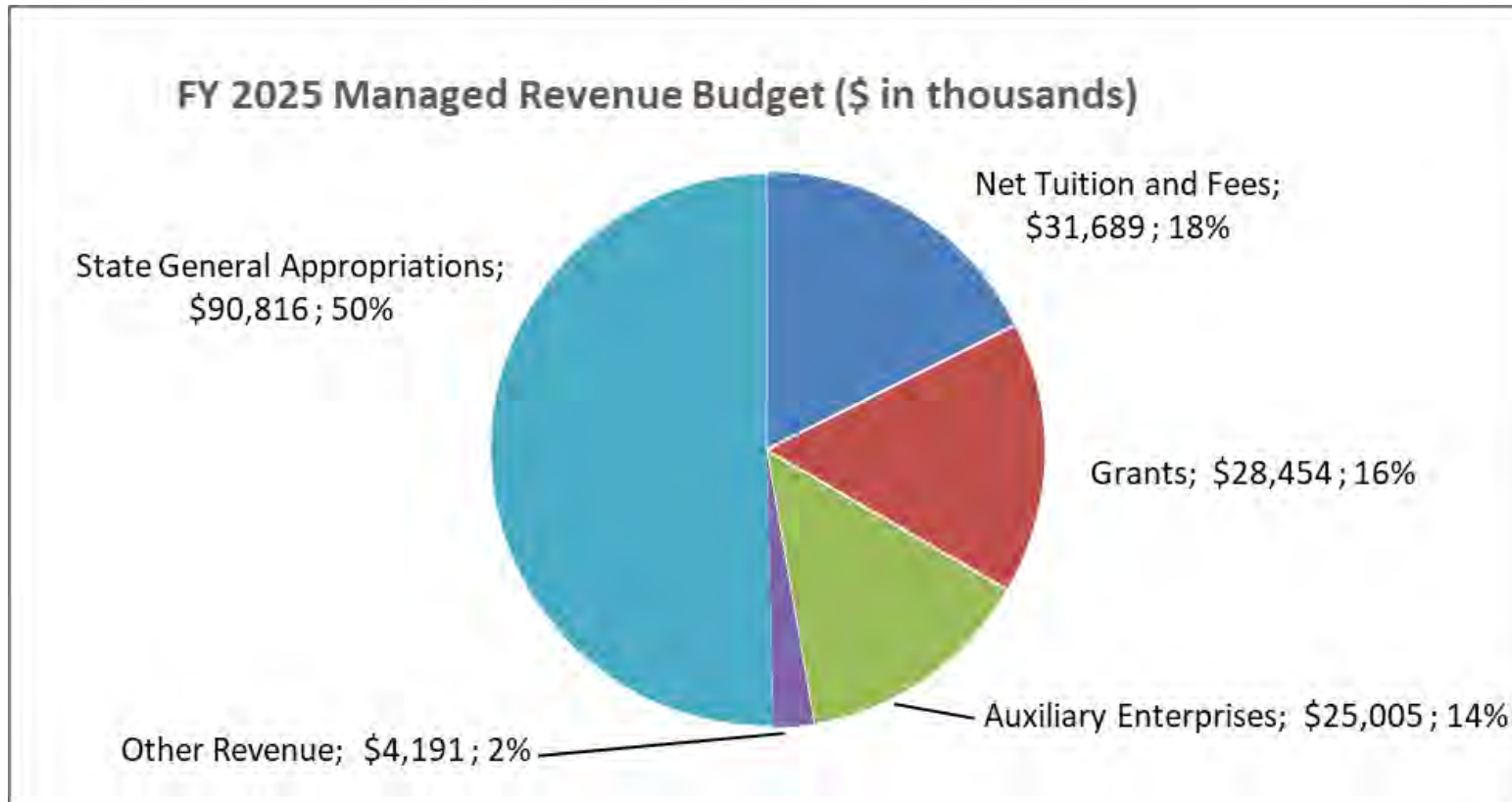


Chart 3: Components of FY25 Expense Budget

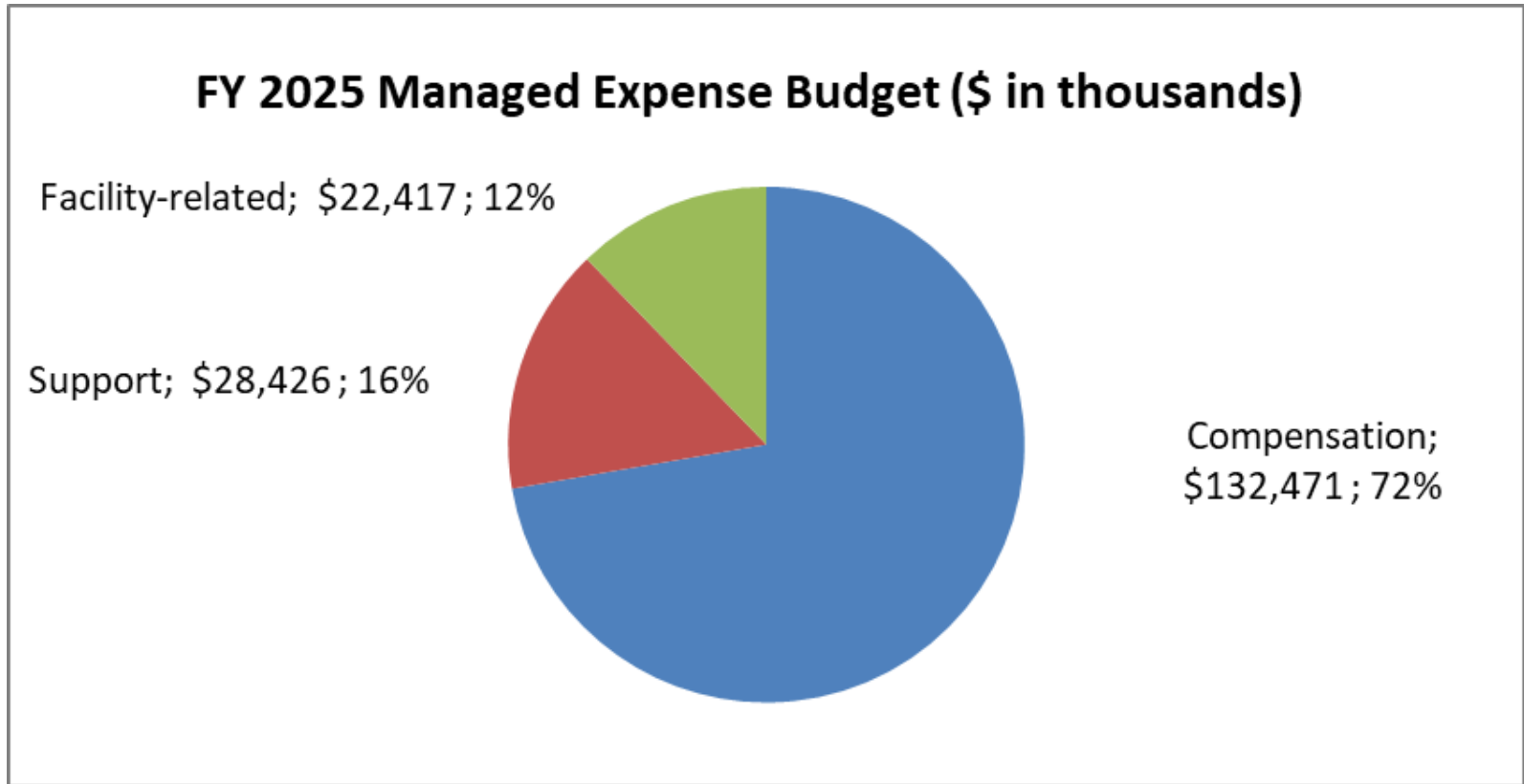


Chart 4: Credit Hours Delivered by Division – Full Years 2015 – 2024

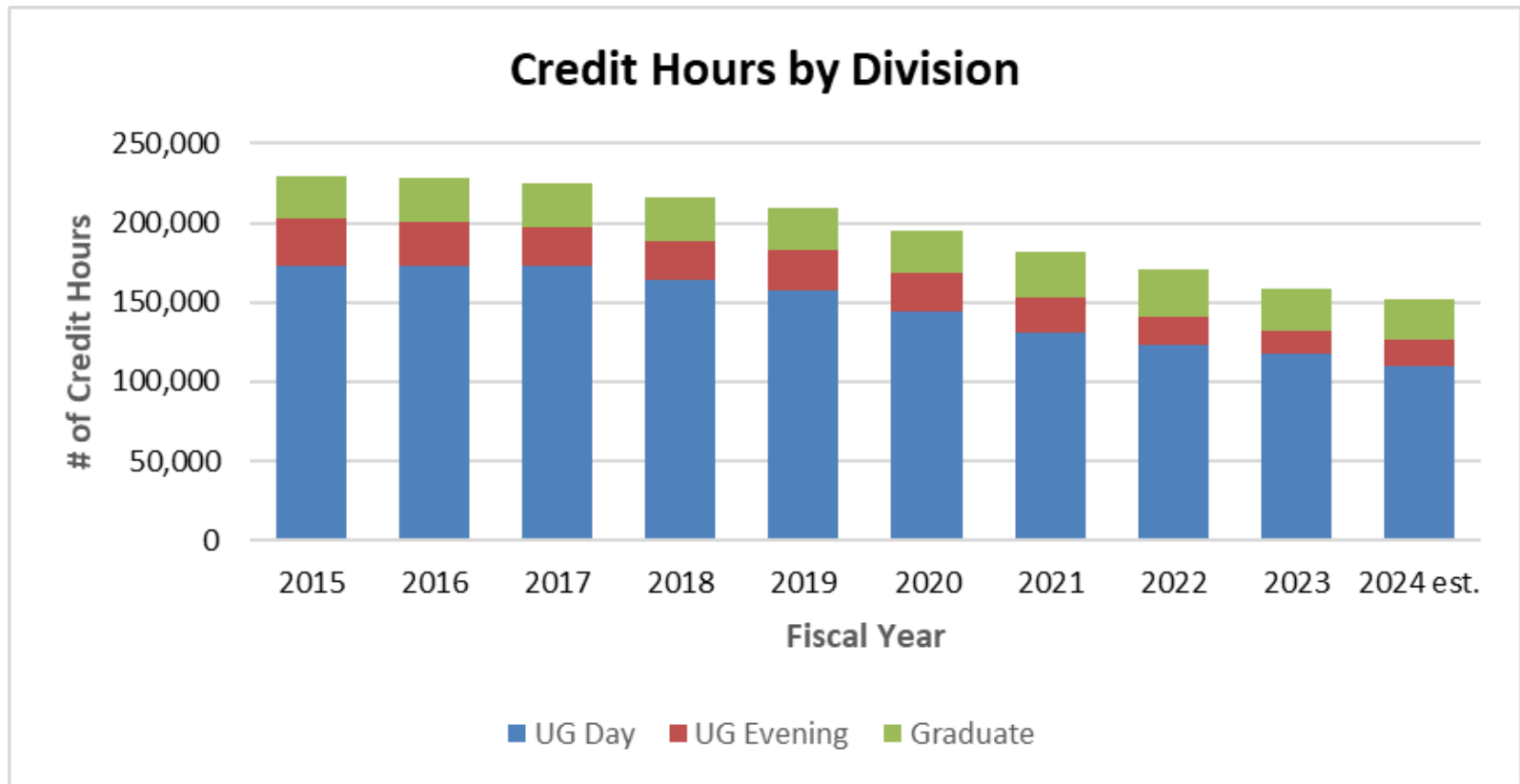
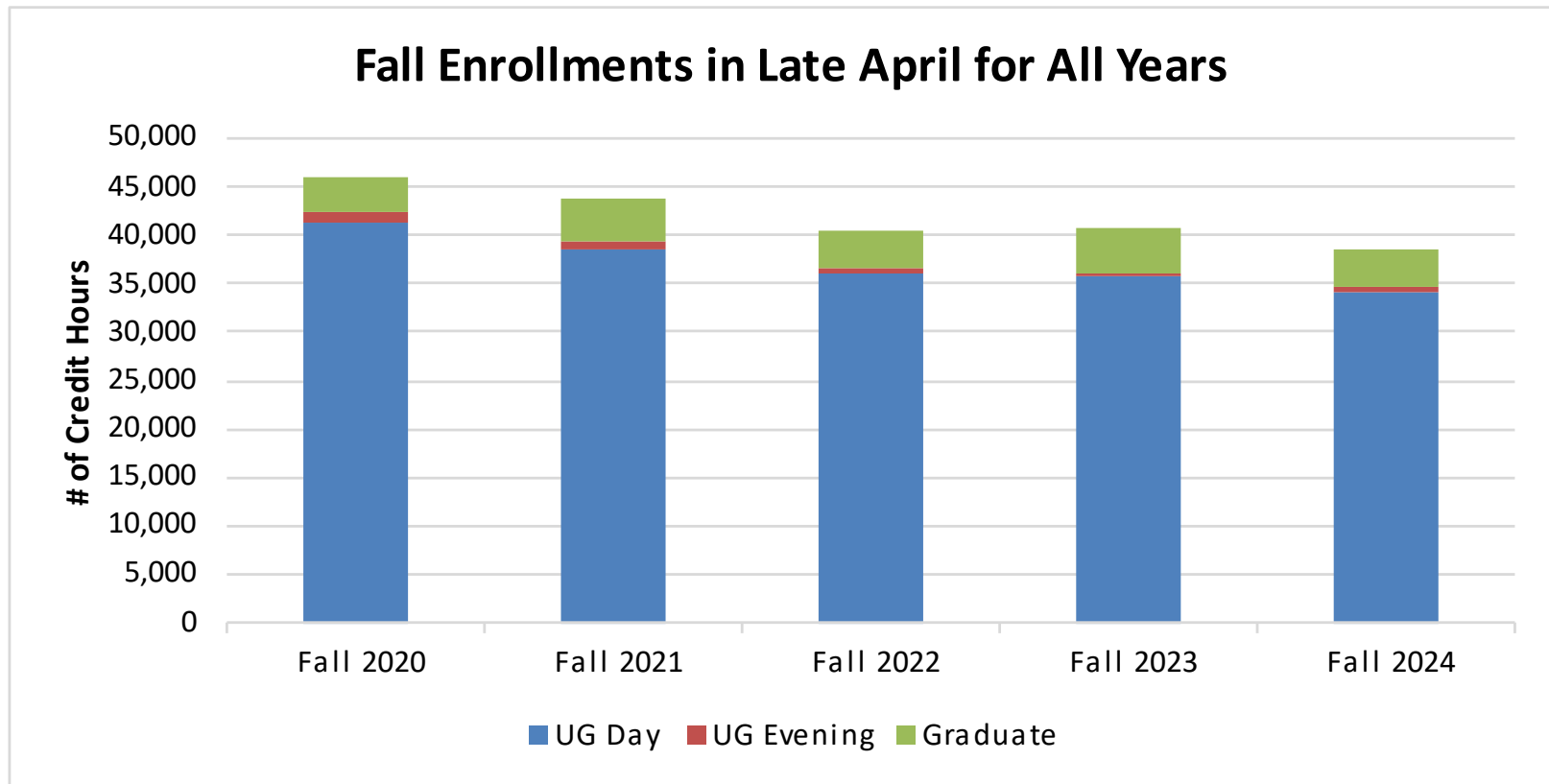


Chart 5: Preliminary Fall Enrollments (Registrations) for 2020 - 2024 (Fall only)



Due to FAFSA rollout, SSU delayed its decision deadline for Fall 2024 to June 1 vs May 1.

Chart 6: Student-to-Faculty Ratio

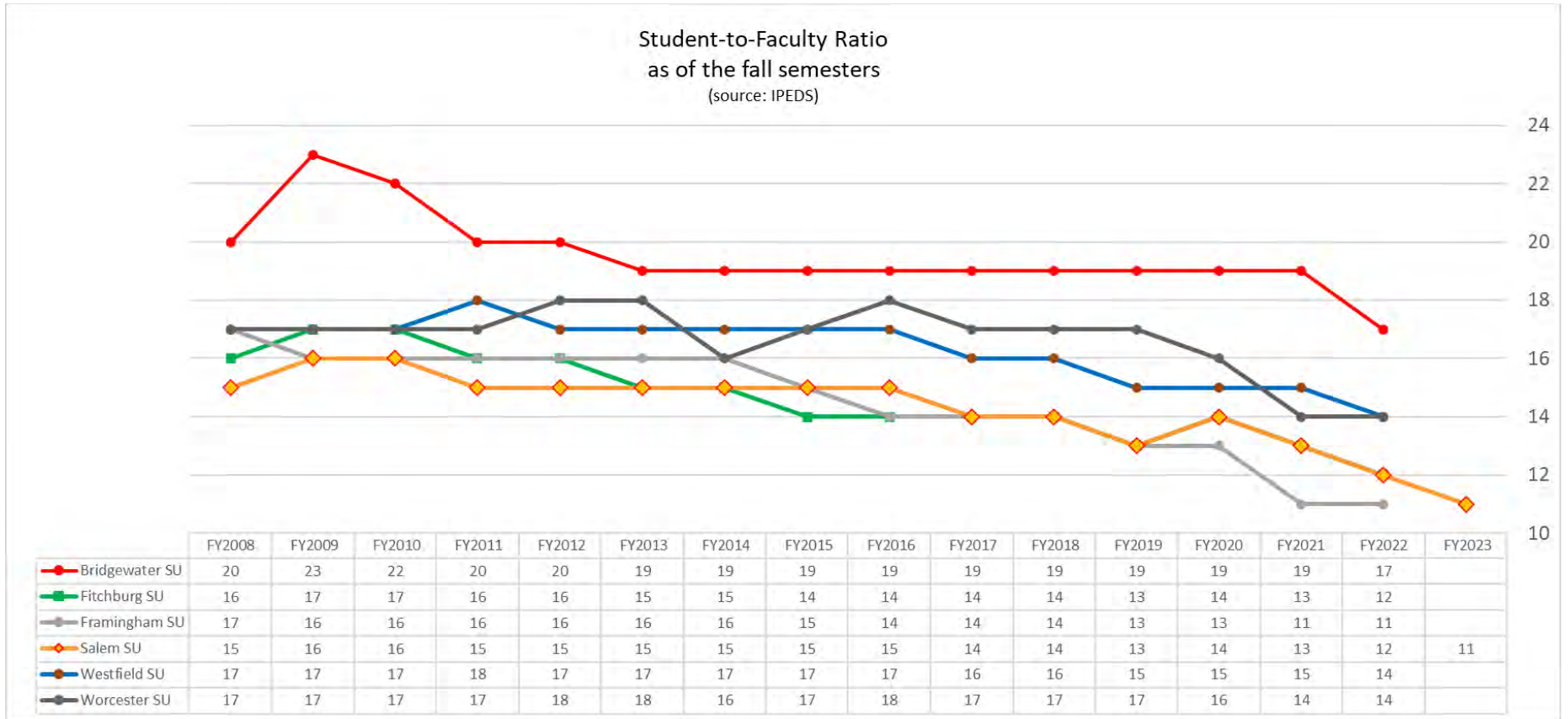
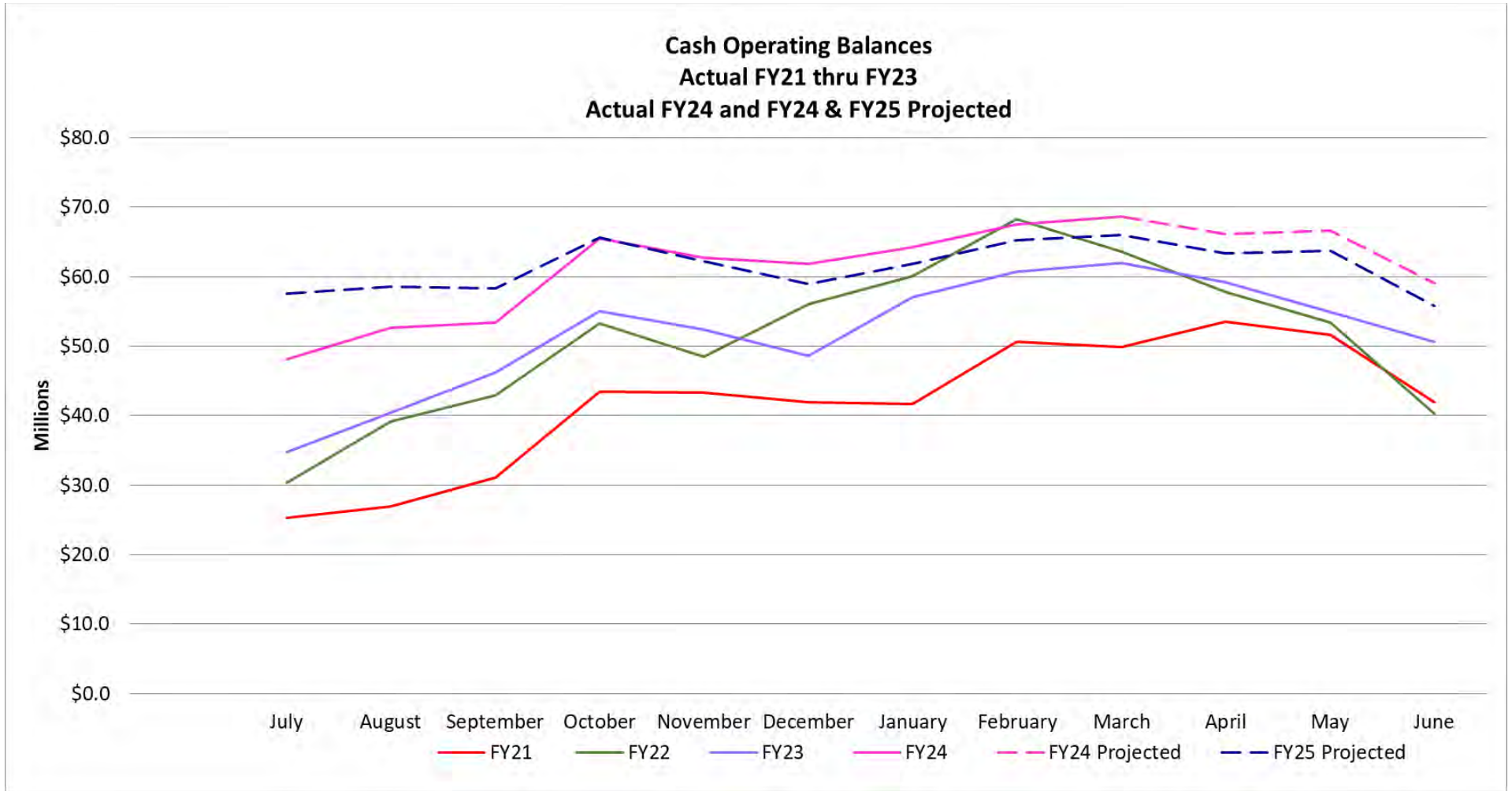
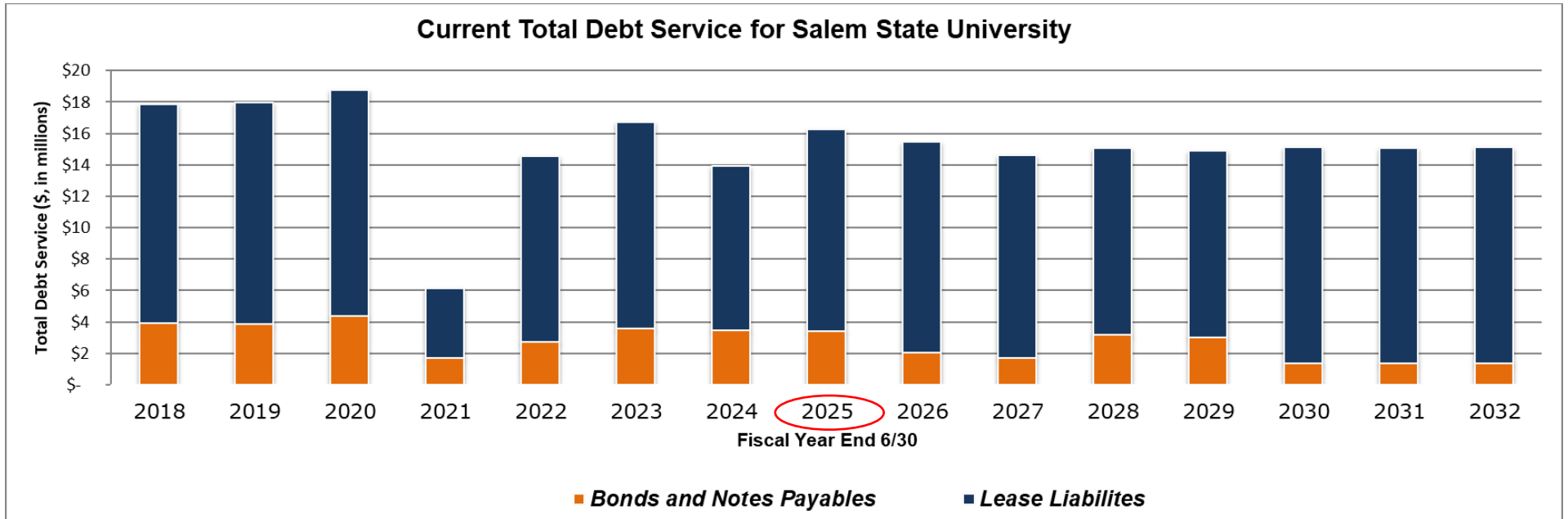


Chart 7: Cash Operating Balance



Note: Cash balances include cash and equivalents and deposits held by State Treasurer.

Chart 8: Debt Service



NOTE: MSCBA accomplished a major restructuring in FY21 which saved the university \$11.9 million in principal and interest for that year. MSCBA also made a payment on SSU's behalf for \$2.8 million of interest for Fall 2021. In FY 2022, the Bates defeasance reduced total lease liability debt service that would have been due in the future by \$4.1 million. FY24 includes \$2.5 million savings in one-time savings from another MSCBA debt service restructuring.

Table 1: Managed Revenue

Revenue (\$ in millions)	FY 2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
Net Tuition and Fees	\$55.5	\$49.0	\$37.5	\$42.8	\$33.5	\$31.7	-\$1.8	-5.3%
Federal, State, Private Grants	24.3	31.6	42.2	29.0	28.6	28.5	-\$0.1	-0.5%
Auxiliary Enterprises	24.1	12.1	20.1	22.7	23.4	25.0	\$1.6	6.7%
State General Appropriations	66.7	68.0	77.3	78.5	89.5	90.8	\$1.4	1.5%
Other Revenue	6.1	5.4	5.3	8.0	9.5	4.2	-\$5.3	-55.8%
Total Managed Revenue	\$176.7	\$166.1	\$182.4	\$181.0	\$184.4	\$180.2	-\$4.3	-2.3%

Table 2: Fee Revenue

Fee Revenue (\$ in million)	FY 2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change	Percent Fee Increase
University Fee	\$61.9	\$61.3	\$58.5	\$56.3	\$51.0	\$50.4	-\$0.6	-1.2%	
Capital Improvement Fee	2.7	2.7	2.6	2.5	2.3	2.2	\$0.0	-0.2%	
SGA Fee	0.5	0.5	0.5	0.4	0.4	0.4	\$0.0	0.0%	
Other Fee Revenue	5.3	3.2	3.6	3.1	4.8	4.1	-\$0.7	-14.9%	
Total Fee Revenue	\$70.5	\$67.7	\$65.1	\$62.4	\$58.5	\$57.1	-\$1.4	-2.3%	3.0%
Note: Other Fee Revenue includes differential, program, lab, matriculation, Summer Bridge, housing premium and miscellaneous fees.									

Table 3: Historical Tuition & Mandatory Fees

	FY2020	FY2021	FY2022	FY2023	FY2024	FY2025
<i>Undergraduate Day</i>						
Per Credit Rate	\$ 470.17	\$ 486.46	\$ 486.46	\$ 499.10	\$ 499.10	\$ 514.10
Per Credit Rate Increase	\$ 16.65	\$ 16.29	\$ -	\$ 12.64	\$ -	\$ 15.00
Annual POA Rate**	\$ 11,284	\$ 11,675	\$ 11,675	\$ 11,979	\$ 11,979	\$ 12,338
Annual POA Increase**	\$ 400	\$ 391	\$ -	\$ 304	\$ -	\$ 359
% Increase	3.7%	3.5%	0.0%	2.6%	0.0%	3.0%
<i>Continuing Education***</i>						
Per Credit Rate	\$403.25	\$439.70	\$439.70	\$451.20	\$451.20	\$464.80
Rate Increase	\$ 11.10	\$ 36.45	\$ -	\$ 11.50	\$ -	\$ 13.60
% Increase	2.8%	9.0%	0.0%	2.6%	0.0%	3.0%
<i>Graduate*</i>						
Per Credit Rate	\$ 470.00	\$ 486.55	\$ 486.55	\$ 499.20	\$ 499.20	\$ 514.20
Rate Increase	\$ 12.90	\$ 16.55	\$ -	\$ 12.65	\$ -	\$ 15.00
% Increase	2.8%	3.5%	0.0%	2.6%	0.0%	3.0%

Table 4: Historical Credit Hours by Division

Full Fiscal Year Credit Hours					
Student Type	2020	2021	2022	2023	2024 est.
Undergraduate Day	146,786	133,325	123,459	117,704	109,771
Continuing Education	21,360	19,934	17,813	14,447	16,870
Graduate	26,476	28,343	29,116	26,883	25,451
Total Credit Hours	194,622	181,601	170,387	159,033	152,092
Year over year %	(7.3%)	(6.7%)	(6.2%)	(6.7%)	(4.4%)

Table 5: Financial Aid

Financial Aid (\$ in millions)	FY 2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
Tuition Waivers	\$2.2	\$2.3	\$2.2	\$2.4	\$2.4	\$2.2	\$(0.2)	(7.3%)
Scholarships & Grants	26.7	29.2	37.9	29.0	32.6	32.8	\$0.2	0.7%
Total Financial Aid	28.9	31.5	40.1	31.3	35.0	35.0	\$0.1	0.2%
As a % of Gross Tuition and Fees	34.3%	39.1%	51.7%	42.2%	52.5%			

Note 1: FY23 actual includes \$2.9M awards above the FY23 budget. Not continued in FY24.
 Note 2: FY24 includes Mass Grant Plus Expansion.
 Note 3: FY22 Actual includes \$8.8 M HEERF III funding awarded to students through institutional and student program.
 Note 4: FY21 Actual includes \$.14 M HEERF I awards and \$3.256 M of HEERF II (CRSSA) awards.
 Note 5: FY20 Actual includes \$3.117 M of HEERF I (CARES) awards.

Financial Aid by Funding Source	Educational & General	Grants	Gifts	Residence Hall Trust Fund	Restricted Other	Total
FY 2025 Budget by Source (\$ millions)	\$8.3	\$23.1	\$1.5	\$2.1	\$0.0	\$35.0
FY 2025 Budget by Source (% of total)	23.7%	66.1%	4.3%	5.9%	0.0%	100.0%

Table 6: Auxiliary Revenue

Auxiliary Revenue (\$ in millions)	FY 2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
Student Housing	\$14.1	\$8.6	\$10.9	\$16.1	\$16.3	\$17.4	\$1.2	7%
Dining	7.1	2.6	3.2	5.6	5.9	6.5	0.6	11%
Commissions	1.9	0.3	0.2	0.3	0.2	0.1	(0.1)	-40%
Parking	0.5	0.2	0.2	0.5	0.5	0.4	(0.0)	-9%
Other	0.5	0.4	0.2	0.2	0.6	0.5	(0.0)	-7%
Total Auxiliary Revenue	\$24.1	\$12.1	\$14.8	\$22.7	\$23.4	\$25.0	\$1.6	7%

Table 7: State Operating Support

Appropriations (\$ in millions)	FY2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
General Appropriations Act (GAA)	\$49.9	\$51.0	\$51.2	\$55.3	\$56.7	\$63.0	\$6.3	11.2%
Appropriation increases for CBA			4.4	1.0	4.8	0.0	-\$4.8	-100.0%
Funding Formula Allocation	0.0	0.0	0.9	1.4	1.6	0.5	-\$1.0	-64.9%
Total Appropriation	49.9	51.0	56.5	57.7	63.0	63.6	0.5	0.9%
State Paid Fringe	17.7	17.7	21.4	22.4	27.0	27.8	0.8	2.9%
Tuition Remission	-0.9	-0.8	-0.8	-0.8	-0.8	-0.8	0.0	-0.1%
Other Appropriations	0.0	0.0	0.1	0.2	0.2	0.2	0.0	0.0%
Total State Support	\$66.7	\$67.9	\$77.3	\$79.5	\$89.5	\$90.8	\$1.3	1.7%
<p>Note 1: FY22 Appropriation for CBA included one-time funding for COVID bonuses. \$1.165M paid out in bonuses.</p> <p>Note 2: FY24 includes \$4.8M for collective bargaining increases</p> <p>Note 3: FY25 assumes reduction in Formula Funding per Governor's budget</p>								

Table 8: Managed Expenses

Managed Expenses (\$ in millions)	FY2020 Actual	FY2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Projection	FY2025 Budget	Amount Change	Percent Change
Compensation (See tables 9- 13 for detail)	\$119.9	\$104.9	\$118.7	\$118.1	\$129.0	\$132.5	\$3.5	2.7%
<i>Administrative Expenses</i>	5.3	4.1	5.2	5.5	5.0	6.0	1.0	20.9%
<i>Programmatic Operational Supplies</i>	2.3	2.4	2.1	2.9	2.9	2.2	-0.7	-23.6%
<i>Contracted Services</i>	8.8	7.8	9.0	10.6	10.3	9.8	-0.5	-5.2%
<i>IT and Telecom</i>	5.3	5.5	5.4	5.5	6.2	7.0	0.8	13.1%
<i>Contingency</i>	0.0	0.0	0.0	0.0	0.0	1.4	1.4	0.0%
<i>Other</i>	1.1	0.5	1.2	1.8	4.2	2.1	-2.1	-49.6%
Total Support	22.9	20.3	23.0	26.2	28.5	28.4	-0.1	-0.3%
<i>Utilities</i>	3.8	3.1	3.7	3.5	5.4	4.8	-0.6	-12.0%
<i>MSCBA Assessment & Interest Expense</i>	15.9	4.5	14.6	12.3	10.6	12.3	1.7	15.9%
<i>Space Rental</i>	1.8	1.1	1.1	1.1	1.1	1.2	0.1	7.7%
<i>Construction & Improvement</i>	2.9	4.0	3.4	3.1	4.4	3.4	-1.0	-22.9%
<i>Other</i>	0.0	0.5	0.7	0.5	0.0	0.0	0.0	0%
Total Facility-related	24.4	13.2	23.4	20.5	21.6	22.4	0.9	4.0%
Total Managed Expenses	\$167.1	\$138.5	\$165.1	\$164.8	\$179.1	\$183.3	\$4.2	2.4%

The FY2025 budget includes a university wide contingency of \$1.3M, and a strategic initiative pool of \$.625M.

Table 9: Compensation

Salaries and Wages (\$ in millions)	FY2020 Actual	FY 2021 Actual	FY 2022 Actual	FY 2023 Actual	FY 2024 Projection	FY2025 Budget	Amount Change	Percent Change
Benefitted Faculty and Staff	\$67.1	\$62.2	\$68.7	\$69.6	\$74.3	\$78.2	\$3.9	5.3%
Adjunct Faculty	11.6	9.1	10.5	9.4	9.5	9.7	0.2	2.3%
Student Labor	2.8	2.1	2.5	2.7	3.4	3.0	-0.5	-13.6%
Contract Employees	2.5	2.5	2.8	3.1	3.2	2.4	-0.8	-25.8%
Other Labor	9.3	3.9	5.1	3.1	3.4	2.8	-0.6	-17.9%
Total Salaries and Wages	\$93.3	\$79.8	\$89.7	\$87.9	\$93.8	\$96.1	\$2.2	2.4%
Fringe Benefits	26.6	25.1	29.0	30.2	35.2	36.4	1.2	3.5%
Total Compensation	\$119.9	\$104.9	\$118.7	\$118.1	\$129.0	\$132.5	\$3.5	2.7%

Note 1: Other Labor includes overtime, vacation, holiday, sick payouts, and other categories.

Note 2: FY2020 includes the expense of the voluntary separation incentive program (VSIP) payouts and part-year salaries.

Note 3: FY2021 includes full year savings in salaries from VSIP and one-time savings from two week furlough program.

Note 4: FY2022 includes retroactive collective bargaining increases and the Covid bonus.

Note 5: FY2024 includes collective bargaining increases of 4% on July 1 and January 2024 with additional pooled increases for bargaining units.

Table 10: Financial Full-Time Benefitted Employees (FFTE) by Union Classification

Financial Full-Time Benefitted Employees (FFTE) *	FY 2020 Budget	FY 2021 Budget	FY 2022 Budget	FY 2023 Budget	FY 2024 Budget	FY 2025 Budget	FFTE Change	FY24-FY25 % Change	FY 2025 % of Total
Clerical Union (AFSCME)	213	196	199	202	212	210	-2	-0.8%	23.3%
Professional Union (APA)	253	247	260	280	297	307	10	3.4%	34.0%
Day and DGCE Faculty (MSCA)	323	313	316	318	318	319	1	0.4%	35.4%
Professional Non-Union (NUP)	57	55	55	55	56	59	3	5.4%	6.5%
Clerical Non-Union (NUC)	6	6	6	6	7	7	0	0.0%	0.8%
Total FFTE	853	817	836	861	889	902	13	1.4%	100.0%

Note: FY2020 Budget is net of the position reduction budgeted for the VSIP

Note: FY2021 Additional 36 vacant positions were abolished

Table 11: Financial Full-Time Benefitted Employees (FFTE) by Division

Financial Full-Time Benefitted Employees (FFTE)	FY 2020 Budget	FY2021 Budget	FY2022 Reinstated	FY 2022 Budget	FY 2023 Budget	FY 2024 Budget	FY 2025 Budget	FFTE Change	FY24-FY25 % Change	FY 2025 % of Total
Academic Affairs/Student Life	562	517	4	519	442	448	460	12	2.6%	51.0%
Finance & Facilities	143	123	3	126	128	140	136	-4	-2.7%	15.1%
Inclusive Excellence	2	2	0	2	2	3	4	1	33.3%	0.4%
Advancement	27	24	3	28	29	29	30	1	3.4%	3.3%
Presidents Division	37	35	2	38	37	37	35	-2	-5.1%	3.9%
Student Success	74	67	2	72	167	174	177	3	1.7%	19.6%
General Counsel/HR/ITS	60	50	1	51	56	58	60	2	3.4%	6.7%
VSIP Reduction (budget not allocated by VP)	-52	0	0	0	0	0	0	0	0.0%	0.0%
Total Financial Full-Time Benefitted Employees	853	818	15	837	861	889	902	13	1.4%	100%

Note 1: FY2020 Division totals updated to reflect correct location of 30 maintainers. Corrected from AA/SL to F&F

Note 2: FY23 Student Success division reorganized to combine Enrollment Management, Marketing, Student Life and some areas previously under AA as one unit.

Table 12: Salary and Wages for Benefited Employees by Division

Salary and Wages for Benefited Employees by Division (\$ in thousands)	FY 2020 Budget	FY 2021 Budget	FY 2022 Budget	FY 2023 Budget	FY 2024 Budget	FY 2025 Budget	Amount Change	Percent Change
Academic Affairs	50,823	44,996	45,573	42,545	46,147	46,980	833	1.8%
Finance & Facilities	7,521	7,771	7,908	8,665	10,175	9,856	(319)	-3.1%
Inclusive Excellence	213	263	253	264	405	510	106	26.1%
Advancement	2,304	2,012	2,347	2,402	2,608	2,654	46	1.8%
Presidents Division	2,723	2,389	2,816	2,929	3,250	3,030	(219)	-6.8%
Student Success- New Division FY23	5,994	5,095	5,445	12,825	14,311	14,545	234	1.6%
VP General Counsel/HR/ITS	5,337	4,713	4,739	5,419	6,042	6,251	208	3.4%
<i>APA/NUP Other Increases</i>	94	136	116	89	130	75	(55)	-42.3%
<i>MSCA Other Increases</i>	440	297	327	296	296	296	0	0.0%
<i>AFSCME/NUC Other Increases</i>	157	125	157	125	105	105	0	0.0%
<i>Vacancy Savings Target (University-wide)</i>	(1,872)	(1,872)	(2,418)	(2,635)	(8,895)	(6,785)	2,109	-23.7%
<i>Other Adjustments</i>				0	367	574	207	56.4%
<i>Furlough</i>	0	(6,110)	0	0	0	0	0	0.0%
<i>MEPA Study</i>	0	0	151	150	175	150	(25)	-14.3%
<i>VSIP Reduction</i>	(2,952)	0	0	0	0	0	0	0.0%
Total Financial Full-Time Benefitted Employees	\$70,781	\$59,815	\$67,412	\$73,074	\$75,117	\$78,241	\$3,125	4.2%

Note 1: FY23 Student Success division reorganized to combine Enrollment Management, Marketing and Student Life and some areas previously under AA as one unit.

Note 2: FY24 other adjustment includes CBA \$500 FTE pool and reimbursement from Foundation.

Table 13: Fringe Benefit Rates as set by the Commonwealth

Benefit Description	FY 2020 Actual	FY 2021 Actual	FY2022 Actual	FY2023 Actual	FY2024 Actual	FY2025 Budget	Absolute Change	Percent Change
Group Insurance	20.2%	20.7%	20.3%	21.5%	24.9%	23.4%	-1.6%	-6.3%
Retirement	14.1%	14.7%	16.1%	16.7%	16.7%	18.6%	1.9%	11.6%
Terminal Leave	1.2%	1.1%	1.1%	1.3%	1.6%	1.5%	-0.1%	-8.2%
Subtotal	35.5%	36.4%	37.46%	39.5%	43.20%	43.43%	0.2%	0.5%
Unemployment Insurance	0.4%	0.3%	0.16%	0.07%	0.13%	0.23%	0.1%	76.9%
Universal Health Insurance	0.2%	0.1%	0.02%	0.04%	0.07%	0.08%	0.0%	14.3%
Medicare Tax	1.5%	1.3%	1.43%	1.35%	1.58%	0.88%	-0.7%	-44.3%
Paid Family & Medical Leave (PFML)	0.4%	0.3%	0.36%	0.39%	0.33%	0.43%	0.1%	30.3%
Subtotal	2.4%	1.9%	1.97%	1.85%	2.11%	1.62%	-0.49%	-23.2%
Total Fringe Benefit Rate	37.91%	38.32%	39.43%	41.35%	45.31%	45.05%	-0.3%	-0.6%

Appendix I: Trust Fund Matrix

Trust Fund	Description	Examples
L3_Unrestricted Auxiliaries	Self-supporting operations that provide services to students, faculty, or staff; not restricted by an entity outside of the university.	Fund 2540 – Vendor Fund for Commissions
L3_Education & General Funds	Basic operations of the university; unrestricted funds.	Fund 1000 - State Maintenance Appropriation
L3_Grants	Funds provided by an external party in return for a specific project or other action by the university. The majority of SSU's grants are for financial aid to students.	Fund 2200 - Pell Grant
L3_Gifts and Contributions	Funds donated by others outside the university for a specific purpose.	Fund D500 – Academic Affairs
L3_Residence Hall Trust Fund	Self-supporting operations that provide services to students, faculty, or staff; restricted by an entity outside of the university. (MSCBA owned facility operations).	Fund 2504 – Dormitory Trust Fund
L3_Restricted Other	Funds provided by external parties with restrictions on how the funds are to be expended.	Fund 2304 - Alpha Lambda Delta
L3_Total Restricted Endowments	Most endowments are held by the Foundation, but the university has one historical endowed fund	Fund 5002- Cruttendon Endowment
L3_Net Invested in Capital Assets	Capitalizable facility projects; depreciation; debt.	Fund 7040 - Invested in Cap Assets-Net

Appendix II: Vendors with Contracts over \$500,000 which are pre-approved upon approval of the FY25 Budget

Salem State University FY25 Budget Package
 Pre-approval of contracts exceeding \$500,000 in accordance with trust fund guidelines

Vendor Name	Vendor Description	Anticipated Spending FY 2025	Trust Fund Name	PeopleSoft Fund Number	PeopleSoft Fund Name
<u>Utilities</u>					
CITY OF SALEM WATER	Water/sewer	618,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
CONSTELLATION ENERGY	Electric service	900,000	General/RHTF*	1101 & 2504	University Fee & Residential Life
NRG BUSINESS MARKETING, LLC	Natural gas supply	944,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
NATIONAL GRID ELECTRIC	Electric service	1,700,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
NATIONAL GRID GAS	Natural gas transporter	750,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
<u>Technology</u>					
DELL COMPUTERS	Computer related equipment	600,000	Educational & General	7010	University Fee
ENCOURA	Enrollment management and retention services	750,000	Education & General	1100	University Fee
ORACLE AMERICA	Software subscription and support	800,000	Educational & General	1100	University Fee
SOFTWARE HOUSE INTERNATIONAL	Software subscription and support	1,200,000	Education & General	1100	University Fee
<u>Facilities</u>					
Property Lease - 331 LAFAYETTE LLC	Lease expense	700,000	Educational & General	1100	University Fee
Property Lease - SALEM STATE UNIV ASSIST CORP.	Lease expense, SSU assistance	500,000	Educational & General	1100	University Fee
To Be Determined	Landscaping/Groundskeeping	800,000	General/RHTF*	1100 & 2504	University Fee & Residential Life
To Be Determined	Capital Projects	8,700,000	Educational & General	1100	Facilities Projects
<u>Services</u>					
SODEXO OPERATIONS, LLC.	Food service supplier	7,800,000	Unrestricted Auxilliaries	2550	Contracted Dining Operations
EBSCO INFORMATION SERVICES, LLC	Library products and services provider	550,000	Educational & General	1100	University Fee
<u>Other</u>					
FOLLETT **	Educational and General	725,000	Educational & General	1100	University Fee
UNIVERSITY HEALTH PLANS, INC.***	Student health insurance	1,800,000	Agency	6216	Health Insurance

Most of the above vendors are signed to multi-year contracts.

* Utility costs are allocated between Educational and General Trust Funds and the Residence Hall Trust Fund.

** Spending is the transfer of student financial aid for instructional materials.

*** The University treats the revenues and expense for University Health Plans, Inc. as a flow-through within a liability account, based on the nature of the existing contract.

Appendix III -A: List of Proposed Facilities Projects

Location	Project	Total Project Cost	FY25 Funding DCAMM	FY25 Funding University Fee	FY25 Funding Total
DCAMM 5 YEAR PLAN PROJECTS					
Bertolon Roof	Replace Roof	3,152,000	2,044,702	1,107,298	3,152,000
Ellison Center *	Replace Roof	1,300,000	843,310	-	843,310
Sullivan **	Elevator Repair/Replace Study	1,246,081	1,246,081	-	1,246,081
RECURRING PROJECTS					
Campus Wide	Donor Signage	N/A	-	25,000	25,000
Campus Wide	Annual Fund for ADA Committee	N/A	-	10,000	10,000
Campus Wide	Classroom Refresh	N/A	-	150,000	150,000
OTHER PROJECTS					
			-		-
Campus Wide	Contingency	N/A	-	278,154	278,154
O'Keefe	Softball Field Redesign	1,139,371	-	676,820	676,820
Grand Total			\$ 4,134,093	\$ 2,247,272	\$ 6,381,365

*The university fee funded match for Ellison Center roof replacement was paid in FY24.

** Salem State will use the match relief program.

Total Project costs cross fiscal years, are estimates and are subject to change.

Appendix III -B: List of Proposed ITS Projects

Sponsor	Project	Funding Amount
ITS	HCM system (PageUp)	\$ 132,825
ITS	OnBase Upgrade	\$ 30,000
ITS	A-Z UI rewrite in Drupal	\$ 65,000
ITS	Hardware Refresh	\$ 472,175
ITS	Strategic Initiatives	TBD
Total		\$ 700,000

New Strategic Initiative funding identified during the fiscal year may increase this total.

Appendix IV - Tuition/Fee Rates for FY25
 Approved by the Board of Trustees on April 10, 2024

Schedule of Student Charges
 2024-25 Academic Year

UnderGrad - Fall/Spring

IN-STATE	Fall 2024		Spring 2025		Academic Year
	Per Credit	Full-Time	Per Credit	Full-Time	Full-Time
<u>Day Undergraduate</u>					
Tuition					
In-State ²	\$37.92	\$455.04	\$37.92	\$455.04	\$910.08
Fees					
University Fee ¹	\$452.78	\$5,433.36	\$452.78	\$5,433.36	\$10,866.72
Capital Improvement Fee	\$19.00	\$228.00	\$19.00	\$228.00	\$456.00
SGA Fee	\$4.40	\$52.80	\$4.40	\$52.80	\$105.60
Total Tuition and Fees					
In-State	\$514.10	\$6,169.20	\$514.10	\$6,169.20	\$12,338.40

<u>Evening Undergraduate (SCPS)</u>					
Tuition					
In-State	\$115.00		\$115.00		
Fees					
Course Fee	\$326.40		\$326.40		
Capital Improvement Fee	\$19.00		\$19.00		
SGA Fee	\$4.40		\$4.40		
Total Tuition and Fees	\$464.80		\$464.80		
In-State					

OUT-OF-STATE	Fall 2024		Spring 2025		Academic Year
	Per Credit	Full-Time	Per Credit	Full-Time	Full-Time
<u>Day Undergraduate</u>					
Tuition					
Out-of-State	\$293.75	\$3,525.00	\$293.75	\$3,525.00	\$7,050.00
Fees					
University Fee ¹	\$496.65	\$5,959.80	\$496.65	\$5,959.80	\$11,919.60
Capital Improvement Fee	\$19.00	\$228.00	\$19.00	\$228.00	\$456.00
SGA Fee	\$4.40	\$52.80	\$4.40	\$52.80	\$105.60
Total Tuition and Fees					
Out-of-State	\$813.80	\$9,765.60	\$813.80	\$9,765.60	\$19,531.20

<u>Evening Undergraduate (SCPS)</u>					
Tuition					
Out-of-State	\$285.00		\$285.00		
Fees					
Course Fee	\$336.00		\$336.00		
Capital Improvement Fee	\$19.00		\$19.00		
SGA Fee	\$4.40		\$4.40		
Total Tuition and Fees	\$644.40		\$644.40		
Out-of-State					

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

 Schedule of Student Charges
 2024-25 Academic Year

Summer

IN-STATE	Summer 2024		Summer 2025	
	Per Credit	Full-Time	Per Credit	Full-Time
<u>Undergraduate (SCPS)</u>				
Tuition				
In-State	\$115.00		\$115.00	
Fees				
Course Fee	\$240.10		\$250.50	
Capital Improvement Fee	\$18.20		\$19.00	
Total Tuition and Fees				
In-State	\$373.30		\$384.50	

OUT-OF-STATE	Summer 2024		Summer 2025	
	Per Credit	Full-Time	Per Credit	Full-Time
<u>Undergraduate (SCPS)</u>				
Tuition				
Out-of-State	\$250.00		\$250.00	
Fees				
Course Fee	\$243.60		\$258.20	
Capital Improvement Fee	\$18.20		\$19.00	
Total Tuition and Fees				
Out-of-State	\$511.80		\$527.20	

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

Schedule of Student Charges 2024-25 Academic Year

	Fall 2024		Spring 2025		Academic Year
		Full-Time		Full-Time	Full-Time
Housing³					
Bowditch - Premium Single		\$6,368.50		\$6,368.50	\$12,737.00
Bowditch - Double		\$5,142.00		\$5,142.00	\$10,284.00
Peabody - Premium Single		\$6,368.50		\$6,368.50	\$12,737.00
Peabody - Double		\$5,142.00		\$5,142.00	\$10,284.00
Marsh Hall - Double		\$5,721.50		\$5,721.50	\$11,443.00
Marsh Hall - Premium Single		\$6,992.00		\$6,992.00	\$13,984.00
Forten Hall - Single		\$6,112.00		\$6,112.00	\$12,224.00
Forten Hall - Suite Single		\$6,112.00		\$6,112.00	\$12,224.00
Forten Hall - Double		\$5,847.00		\$5,847.00	\$11,694.00
Forten Hall - Suite Double		\$5,978.00		\$5,978.00	\$11,956.00
Atlantic Hall- Double		\$6,360.50		\$6,360.50	\$12,721.00
Atlantic Hall - Single		\$6,803.00		\$6,803.00	\$13,606.00
Summer Housing - Summer I					\$1,576.00
Summer Housing - Summer II					\$1,576.00
Summer Housing - Full Summer					\$3,152.00
Fall Break Housing					\$129.00
Winter Break Housing					\$721.00
Winter Session Housing					\$129.00
Early Move In Housing - Prorated per Day					\$429.00
Laundry Fee					
Laundry fee - students in residence halls		30.00		30.00	60.00
Meal Plans⁴					
All Access Plan - 7 Day Silver Plan		2,306.00		2,306.00	4,612.00
All Access Plan - 7 Day Gold Plan		2,526.00		2,526.00	5,052.00
All Access Plan - 7 Day Platinum Plan		2,681.00		2,681.00	5,362.00
Block Plan 1 - 45 meals		478.00		478.00	956.00
Block Plan 2 - 90 meals		998.00		998.00	1,996.00
Fall Break Plan					132.00
Winter Break Plan					759.00
Spring Break					264.00
Summer Meal Plan - All Summer All Access					2,322.00
Summer Meal Plan - Summer 1 All Access					1,012.50
Summer Meal Plan - Summer 2 All Access					1,351.50
Early Move In: (proratable at \$33/Day)					429.00
Application Fees					
Undergraduate Admissions					\$50.00
Matriculation Fee - New Students (one-time)					\$275.00
Late Fees					
Late Application for Undergraduate Degree					\$50.00
Late Payment (tuition and fees)					\$50.00/month
Miscellaneous Fees					
Payment Plans (enrollment fee for TN)					\$40.00 per semester
Non-Credit Course Fee					Varies
Institute Fee (winter session/summer)					\$100.00/per institute
Hard copy of Transcript /Green Fee					\$5.00
Day School Nursing Resource Center Fee					\$100.00 per course
Not Sufficient Funds Fee					\$25.00 per occurrence
Health Insurance -- (waivable) ⁶					TBD
Dorm Damage Deposit (Resident Students Only)					\$50.00
Dorm Damage Fees					Varies
Housing Cancellation Fee					\$250.00
Liability Insurance for Criminal Justice, Nursing, OT and Athletic Training Students					\$15.00

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

Schedule of Student Charges
2024-25 Academic Year

Mass PIRG Fee (waivable each semester) ⁵	\$10.00		\$10.00	\$20.00
Records Fee-for non-matriculated students	\$10.00		\$10.00	\$20.00
Differential Fees for Undergraduate Programs				
Art + Design ⁸	\$125.00		\$125.00	\$250.00
Biology ⁷	\$250.00		\$250.00	\$500.00
Business ⁹	\$250.00		\$250.00	\$500.00
Chemistry and Physics ⁸	\$250.00		\$250.00	\$500.00
Computer Science ¹⁰	\$250.00		\$250.00	\$500.00
Education ¹⁰	\$125.00		\$125.00	\$250.00
Geography and Sustainability ¹⁰	\$250.00		\$250.00	\$500.00
Geological Science ¹⁰	\$250.00		\$250.00	\$500.00
Nursing ⁷	\$500.00		\$500.00	\$1,000.00
Theatre and Speech Communication (BA and BFA) ¹⁰	\$125.00		\$125.00	\$250.00
Cohort Based Program Cost				
Accelerated 2nd Degree for BSN Summer 2022 Cohort per credit ¹¹				\$625.00
Accelerated 2nd Degree for BSN Summer 2023 Cohort per credit ¹¹				\$641.00
Accelerated 2nd Degree for BSN Summer 2024 Cohort per credit ¹¹				\$655.00
Accelerated 2nd Degree for BSN Summer 2025 Cohort per credit ¹¹				\$655.00
Parking Fees				
Resident Parking (Atlantic and Peabody lots)	\$300.00		\$300.00	\$600.00
Resident Parking (Marsh lot)	\$175.00		\$175.00	\$350.00
Commuter Parking	\$82.50		\$82.50	\$165.00
Parking Fines				
Various violations			\$20.00 - \$160.00 per violation	
Violation Appeal Fee if appeal not granted				\$5.00 per violation

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

NOTES FOR FY2025

- 1 The University Fee represents the fee anticipated for 2024-2025. Fees may change by action of the Board of Trustees.
- 2 The New England Regional program enables New England residents to enroll at out-of-state New England public colleges and universities when enrolled in certain majors. For program details see salemstate.edu/nersp.
- 3 Housing rates include (1) \$20 per semester/\$40 per year Residence Hall Association Fee for all residence halls; and (2) \$380 per semester/\$760 per year Technology/Student Fee.
- 4 Meal Plans
The All Access Plan 7-Day Silver Plan will be the minimum required plan for students living in Peabody, Bowditch, Marsh or Forten Hall.

Plan Name	Board Meals	Guest Meals	Dining Dollars	Clipper Card	Cost per Semester
7 Day Silver Plan	Unlimited	3	\$ -	\$ 50	\$ 2,306.00
7 Day Gold Plan	Unlimited	6	\$ 210	\$ 100	\$ 2,526.00
7 Day Platinum Plan	Unlimited	8	\$ 330	\$ 150	\$ 2,681.00

Block Plan 1 will be the minimum required plan for all students living in Atlantic Hall.

Plan Name	Board Meals	Guest Meals	Dining Dollars	Clipper Card	Cost per Semester
Block Plan 1	45	0	\$ 130	\$ 25	\$ 478
Block Plan 2	90	0	\$ 310	\$ 50	\$ 998

Summer Meal Plans are paid in one lump sum for various meal plan options for the summer.

- 5 Charged for all day students each semester. Student may opt out and have fee waived on line.
- 6 Charged for all students enrolled in at least 75 percent of a full-time course load. Student may opt out and have fees waived if covered by other health insurance. Rate is pro-ratable.
- 7 Annual additional fees beginning with academic year 2016-17 entrants to program (incoming or transfers).
- 8 Annual additional fees beginning with academic year 2017-18 entrants to program (incoming or transfers).
- 9 Annual additional fees beginning with academic year 2019-20 entrants to program (incoming or transfers).
- 10 Annual additional fees beginning with academic year 2022-23 entrants to program (incoming or transfers).
- 11 Accelerated 2nd Degree for Bachelor of Science, Nursing (BSN) is a cohort-based program. ABSN fee for cohorts entering Summer of 2024 is \$655.00; Cohorts entering Summer of 2025 is also \$655.00

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

Schedule of Student Charges 2024-25 Academic Year

Undergraduate Evening (SCPS) Additional Fees	
<u>Course Fees</u>	
Lab Fees	\$25-\$500 per course
Clinical Fees	\$15-\$100 per course
Institutes (winter session/summer)	\$100 per course
Non-credit course fee	Varies depending on course
Social Work Field Service Fee	\$125 per course
ESL Courses	Varies depending on course
<u>Application Fees</u>	
SCPS Admissions	\$50.00
Matriculation Fee (one-time)	\$275.00
<u>Miscellaneous Fees</u>	
Payment plans (enrollment fee for TN)	\$40/semester
Records Fee for Non-Matriculated Students	\$10/semester
Hard copy of Transcript /Green Fee	\$5.00
Prior Learning Assessment Fee	\$100 per Credit
Health Insurance -- (waivable) -matriculated students only	TBD
Liability Insurance for Nursing, OT and Athletic Training	Varies
<u>Late Fees</u>	
Late application for degree	\$50
Late Payment (tuition and fees)	\$50/month
<u>Parking Fees and Fines</u>	
Commuter Parking	\$82.50/semester
Various Violations	\$25-\$125 per violation
Violation Appeal Fee if appeal not granted	\$5 per violation

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

 Schedule of Student Charges
 2024-25 Academic Year

Grad School - Fall/Spring/ Summer

IN-STATE	Fall 2024	Spring 2025	Summer 2025	
	Per Credit	Per Credit	Per Credit	
<u>Graduate - Price Group 1</u>				
Tuition				
In-State	\$140.00	\$140.00	\$140.00	
Fees				
Course Fee	\$305.30	\$305.30	\$305.30	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
In-State	\$464.30	\$464.30	\$464.30	
<u>Graduate - Price Group 2</u>				
Tuition				
In-State	\$140.00	\$140.00	\$140.00	
Fees				
Course Fee	\$355.20	\$355.20	\$355.20	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
In-State	\$514.20	\$514.20	\$514.20	
<u>Graduate - Price Group 3</u>				
Tuition				
In-State	\$140.00	\$140.00	\$140.00	
Fees				
Course Fee	\$422.50	\$422.50	\$422.50	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
In-State	\$581.50	\$581.50	\$581.50	

All charges are subject to change

Appendix IV - Tuition/Fee Rates for FY25

Schedule of Student Charges
2024-25 Academic Year

Grad School - Fall/Spring/ Summer

OUT-OF-STATE	Fall 2024	Spring 2025	Summer 2025	
	Per Credit	Per Credit	Per Credit	
<u>Graduate - Price Group 1</u>				
Tuition				
Out-of-State	\$230.00	\$230.00	\$230.00	
Fees				
Course Fee	\$310.40	\$310.40	\$310.40	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
Out-of-State	\$559.40	\$559.40	\$559.40	

<u>Graduate - Price Group 2</u>				
Tuition				
Out-of State	\$230.00	\$230.00	\$230.00	
Fees				
Course Fee	\$360.30	\$360.30	\$360.30	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees				
Out-of-State	\$609.30	\$609.30	\$609.30	

<u>Graduate - Price Group 3</u>				
Tuition				
Out-of-State	\$230.00	\$230.00	\$230.00	
Fees				
Course Fee	\$427.10	\$427.10	\$427.10	
Capital Improvement Fee	\$19.00	\$19.00	\$19.00	
Total Tuition and Fees	\$676.10	\$676.10	\$676.10	

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY24

Schedule of Student Charges 2024-25 Academic Year

Graduate School Additional Fees	
<u>Course Fees</u>	
Lab Fees	\$25-\$500 per course
Clinical Fees	\$15-\$100 per course
Field Placement Fee for MSW	\$100-\$250 per course
Institutes (winter session/summer)	\$100 per course
Practicum Fee - 3 credit course	\$90.00 per course
Practicum Fee - 1.5 credit course	\$45.00 per course
<u>Application Fees</u>	
Graduate Admissions	\$50
Matriculation Fee (one-time)	\$275
Comprehensive Exam Application	\$50
<u>Miscellaneous Fees</u>	
Payment plans (enrollment fee for TN)	\$40/ semester
Records Fee for Non-Matriculated Students	\$10/semester
Hard copy of Transcript /Green Fee	\$5.00
Health Insurance -- (waivable)	\$20
Liability Insurance for Nursing, OT and Athletic Training	\$50
<u>Late Fees</u>	
Late application for degree	\$50.00
Late Payment (tuition and fees)	\$50/month
<u>Parking Fees and Fines</u>	
Commuter Parking	\$82.50/semester
Various Violations	\$25-\$125 per violation
Violation Appeal Fee if appeal not granted	\$5 per violation

All charges are subject to change.

Appendix IV - Tuition/Fee Rates for FY25

Salem State University Graduate Price Groups

Program	Program
Price Group 1	Price Group 2
Master's Programs	Master's Programs
English (MA)	Behavior Analysis (MS)
History (MA)	Counseling (MS)
Education - Master's Programs	Criminal Justice (MS)
Early Childhood Education (MEd)	Geo-Information Science (MS)
Elementary Education (MEd)	Industrial/Organizational Psychology (MS)
English (MA/MAT)	Mathematics (MS)
English (MAT)	Nursing (MSN)
English to Speakers of Other Languages (ESOL) (MAT)	Social Work (MSW)
History (MAT)	Education - Master's Programs
Leadership in Physical Education & Movement Studies (MEd)	Higher Education in Student Affairs (MEd)
Library Media Studies (MEd)	School Counseling (MEd)
Mathematics (MAT)	Education - Licensure Only Programs
Middle School Math (MAT)	School Adjustment Counselor (Initial Licensure Only)
Physical Education (MAT)	School Counseling
Reading (MEd)	Graduate Certificate Programs
Secondary Education (MEd)	Computer Science (closed to new entrants)
Spanish (MAT)	Counseling
Special Education (MEd)	Geo-Information Science
Education - Licensure Only Programs	Nursing Education
Early Childhood Education	Sport Development and Management
Elementary Education	Price Group 3
English to Speakers of Other Languages (ESOL)	Master's Programs
Library Media Studies	Accounting (MS)
Mathematics	Athletic Training (MS)
Reading	Business Administration (MBA)
Secondary Science (Initial Licensure)	Occupational Therapy - Direct Entry (MS)
Special Education	Occupational Therapy (MS)
Graduate Certificate Programs	Graduate Certificate Programs
Autism Spectrum Disorders	Business
Digital Studies	Accounting
Global Policy Analysis (closed to new entrants)	
Holocaust and Genocide Studies	
Public History	
Teaching English to Speakers of Other Languages	
Writing Studies	
Teacher Leadership	
Certificate of Advanced Graduate Study (CAGS)	
Educational Leadership	

Graduate non-matriculated students will be charged at the Price Group 2 rate.

Appendix V - Campus Highlights from FY24

Salem State is completing a productive, exciting, and successful FY2024. Below are selected campus accomplishments during FY24.

University Programs, Celebrations, or Recognitions

Charlotte Forten Hall Dedication

On February 29, 2024, Salem State University dedicated and renamed its newest residence hall after its first African American graduate, Charlotte Forten, a member of the class of 1856. Forten Hall (formerly Viking Hall) is the first time a campus building has been dedicated to an African American woman. Forten Hall, which houses 350 residents, will honor the abolitionist, educator, writer, poet, translator, and women's rights activist. The designation was announced during a campus ceremony.

James L. "Jamie" McKeown '77 Posthumously Named the 2023 Recipient of the Dr. Marilyn E. Flaherty '54 Distinguished Alumnus Award

James L. "Jamie" McKeown '77, of Woburn and Winchester, was posthumously named the 2023 recipient of the Dr. Marilyn E. Flaherty '54 Distinguished Alumnus Award. Established by the Salem State University Alumni Association and Foundation, Inc., the award recognizes distinguished alumni for their outstanding professional accomplishments. McKeown graduated from Salem State in 1977 with a degree in elementary education. After a short stint as a classroom teacher, he went on to work for Cummings Properties, eventually rising to president of the company until his unexpected passing in 1996 at the age of 41.

Land Acknowledgement Policy

Last summer, Salem State implemented a Land Acknowledgement policy which includes commitments to continuously learn and share the history and stories of the Massachusetts and other Indigenous People who have been and remain here, develop and implement initiatives that work toward repairing the injustices continuously being committed on the Indigenous People of this land, make our own environmental impact on this land as sustainable as possible, and to engage with the Massachusetts and all Indigenous People in and around the Salem State community. In that spirit, a Salem State's Indigenous Peoples' Scholarship was announced and will be first awarded in fall 2026. The Acknowledgement reads:

The land occupied by Salem State University is part of Naumkeag, a traditional and ancestral homeland of the Pawtucket band of Massachusetts. We acknowledge the genocide and forced removal of the people of Naumkeag and their kin and we recognize the ongoing colonization and dispossession of Indigenous homelands. We respect and honor the Massachusetts tribe and the many Indigenous Peoples who continue to care for the land upon which we gather.

Alison King and Tomás Gonzalez Named Fellows for the Frederick E. Berry

Institute of Politics

Award-winning political journalist Alison King and social justice advocate, political strategist and entrepreneur Tomás Gonzalez served as fellows for the Frederick E. Berry Institute of Politics at Salem State University (Berry IOP) during the spring 2024 semester. Salem State University, which is the Commonwealth's civic engagement university, is the only Massachusetts state university to have an institute of politics on its campus. Past fellows have included: Eugenia Gibbons, a clean energy and climate policy expert; former Massachusetts Governor Jane Swift; former Boston Mayor Kim Janey; and Jennifer Levi, a lawyer, professor, and nationally recognized expert on transgender issues. As this year's Berry IOP fellows, Gonzalez and King visited campus multiple times to participate in moderated discussions (open to the public), lead class lectures, coordinate skill building workshops and bring additional guest speakers to campus.

Dr. Ilyasah Shabazz, Daughter of Malcolm X, Professor and Author Spoke on Campus

Dr. Ilyasah Shabazz has authored five historical novels, has served as project advisor for the PBS award-winning film, Prince Among Slaves documentary, and is currently producing a television series based on her latest publication, The Awakening of Malcolm X, with Sony Pictures Television's TriStar. She is Chairperson of the Malcolm X & Dr. Betty Shabazz Memorial and Educational Center Board of Trustees. In her work to preserve the legacy of her parents, she has dedicated herself to institution-building and intergenerational leadership development with the tenets of diversity, equity, and inclusion.

Holocaust Survivor Endre (Andy) Sarkany Inspired Our Campus

The Center for Holocaust and Genocide Studies at Salem State University held a community talk by Holocaust survivor, Endre (Andy) Sarkany. Endre was born in Budapest, Hungary on October 31, 1936. In the spring of 1944, Endre's father was taken to the Mauthausen concentration camp. The building where Endre lived inside the Budapest ghetto housed a nursery/kindergarten, which was affiliated with the Jewish Agency of Hungary. This would prove significant to Endre's survival and that of at least 150 orphaned children during the Holocaust. After World War Two ended, Endre remained in what became Communist-controlled Hungary. Endre escaped Hungary following the Hungarian Revolution of 1956 and immigrated to the United States.

Soundings East Celebrates 50th Anniversary

The release of Soundings East Volume 45 doubled as the 50th anniversary edition of the publication. The celebration included readings by members of the Soundings East editorial board and other special guests.

45th Annual Darwin Festival celebrated Innovative Research and Ideas Engineering wild mice to stop Lyme disease, managing coastal flooding in Boston, and using research to help mitigate potential shark and human interactions were

just a few of the scientific highlights during Salem State University's 45th annual Darwin Festival. The 45th annual Darwin Festival was coordinated by the university's biology department and celebrates new research and innovative ideas the world offers us. The weeklong celebration of the work of the British biologist and naturalist Charles Darwin featured sessions from leading researchers celebrating the field of biology and its impact on today's world.

Celebrated the 20th Anniversary of the Congressional Internship Program Salem State University's politics, policy and international relations department is celebrating the 20th anniversary of the Congressional Internship Program. Since 2003, nearly 30 Salem State students have had opportunities to intern in the Washington, DC offices of the Massachusetts Congressional Delegation and on congressional committees and caucuses. The program provides stipends for one or two internships every summer and is supported through the Honorable Michael J. Harrington '81H Washington, DC Congressional Internship Fund and the Rich Levy Congressional Internship Fund. A 20th anniversary committee, co-chaired by Michael Evans '76, '16H and Cynthia McGurran '83, planned a commemorative event and spearheaded a fundraising effort that included a crowdfunding project and raised \$30,000 for the program.

Center for Holocaust and Genocide Studies Celebrating 10th Anniversary The Center for Holocaust and Genocide Studies (CHGS) is celebrating 10 years at Salem State University. Through the generous support of the Cummings Foundation, CJP and the resources of its predecessor, the Holocaust Center Boston North in Peabody, the CHGS opened in 2014 as an academic research, education and community center for the study and teaching of the Holocaust, comparative genocide, conflict and international human rights.

Inaugural New England Hispanic and Minority Serving Institution Conference Announced

The conference, which will be held on July 18 and 19, 2024 at Salem State, is titled *Juntos Pa'Lante / Forward Together / Juntos pra frente—From Enrolling to Thriving: Transforming Hispanic Serving Institutions in New England Best Practices for Latinx Student Success*. The conference is funded by the Massachusetts Department of Higher Education, through a Higher Education Innovation Fund (HEIF) Grant Program, along with community sponsors. Participants will hear from educational, government and policy leaders, leading scholars, students and community practitioners focused on the growing Latinx population in New England and the importance of Hispanic and Minority Serving Institutions. Attendees will learn about what it means to become a Hispanic and Minority Serving Institution and engage in workshops on best practices to reduce equity gaps, help all students thrive, and amplify community and students' cultural wealth.

Grants / Awards to Students

SSU Commencement

SSU will confer approximately 1,600 degrees to graduating students.

Theatre Students Honored at the 2024 Region 1 Kennedy Center American College Theater Festival

Seven Salem State University theatre students won awards at the 2024 Region 1 Kennedy Center American College Theater Festival (KCACTF), which took place at Central Connecticut State University, January 28 -February 3, 2024. Awards were received in a range of competitions including acting, technical direction, stage direction, and stage management. KCACTF Region 1 includes colleges and universities based in Connecticut, Maine, Massachusetts, New Hampshire, Northeast New York, Rhode Island, and Vermont.

Salem State's 2024 Region 1 KCACTF award recipients include:

- Mandi Clifford '24 of Methuen is the Region 1 Finalist for the Stage Directors and Choreographers Directing Initiative Award and will compete at the National KCACTF Festival in Washington DC in April.
- Cam Cottuli, '24, of Dartmouth is the Region 1 Finalist for the KCACTF Excellence in Stage Management and will go on to compete at the National KCACTF Festival in Washington DC in April.
- Sarah Jean Durning, '24 of North Andover is the Region 1 second alternate for the Irene Ryan Acting Scholarship and the recipient of the Region 1 Classical Acting Award.
- Caroline Forbes, '25 of Salem is the Region 1 first alternate for the Irene Ryan Acting Scholarship.
- Anya Saben, '24 of Sterling is Region 1 Finalist Scene Partner and will compete at the National KCACTF Festival in Washington DC in April.
- Connor Stamm, '24 of Dedham is the Region 1 recipient of the USITT Award of Achievement in Technical Direction.
- Ian Tomarakos, '25 of Medway is the Region 1 Finalist for the National Irene Ryan Acting Scholarship. Tomarakos will go on to compete at the National KCACTF Festival in Washington DC in April.

Established in 1969, the KCACTF is a national theater program that recognizes and celebrates the "finest and most diverse work produced in university and college theater programs" and involves 18,000 students annually. A leader and champion of the performing arts, "The KCACTF honors excellence of overall production and offers student artists individual recognition through awards and scholarships in playwriting, acting, criticism, directing, and design."

U.S. Department of Education's Undergraduate International Studies and Foreign Language Program Grants Salem State \$84,000

Salem State University students were able to travel and engage virtually with international partners thanks to an \$84,000 federal grant that boosts current initiatives driving global experience. The grant, from the U.S. Department of Education's Undergraduate International Studies and Foreign Language Program (UISFLP), aligns with Salem State's mission to prepare a diverse student body for a global society. Specifically, the grant supports students taking part in faculty-led travel courses, as well as those engaging with international peers virtually through the university's Collaborative Online International Learning (COIL) program.

Salem State University Awarded First Scholarship Financed by an Investment Fund Managed by Students

Students at the university's Bertolon School of Business awarded their first scholarship to business administration major Erin Curristin '25 of Dedham. The ability to help a fellow student with the cost of attending college is among the benefits of Salem State's Student Managed Investment Fund, which gives aspiring finance professionals real-world cash investment experience. The fund was launched in 2019 by founding donors Rob Lutts, a former Salem State trustee, and his wife Rachel Lutts '98G and was later bolstered in 2022 by a gift from investment firm CEO and Giving Pledge philanthropist Mario J. Gabelli. The scholarship, over \$2,000, will be awarded by the Salem State University Foundation, Inc. annually to a BSB student.

Program Offers Stipends and Tuition Awards to Interning Bertolon School of Business Students

A program offering stipends and tuition awards for taking part in internships has made these experiences possible for an increasing number of Salem State University business students. Of the more than 120 students taking part in the Bertolon School of Business (BSB) Internship Program, 55 have received a stipend or tuition award to cover the range of costs that can come with completing internships, including closing the gap for opportunities that are unpaid or pay less than a student's existing place of employment, helping with tuition for summer internship courses and offsetting the costs of transportation into Boston and elsewhere, along with purchasing business attire. The BSB Internship Program launched in fall 2021 with a \$250,000 pledge from alumni Elliot '78 and Donna '78, '98G Katzman, of Marblehead, which was later bolstered by a \$150,000 pledge from Ralph and Janice James, of Swampscott. Students have completed internships at financial and marketing firms in Boston and the surrounding area, non-profits and city and town governments throughout the Commonwealth.

School of Social Work Received a \$1.9 Million Grant to Fund Stipends for Student Internships

Salem State University's School of Social Work has received a \$1.9 million grant from the Massachusetts Department of Mental Health (DMH) to fund 73 stipends for students interning in the field. This transformational award allows students to be paid while gaining experiential, first-hand knowledge in internships or practicums

that are already supported by DMH funding, are community-based, and provide services to a diverse client population. Practicum placements, social work's signature pedagogy, are part of both bachelor- and master-level programs where students can practice what they have learned in the classroom in community settings. The stipends are awarded based on hours in the practicum and will be as much as \$10,000 for students working toward a bachelor's degree in social work and \$17,000 for those seeking a master's.

School of Social Work Awarded \$1.4 million Grant from the Massachusetts Department of Health and Human Services to Support and Promote Diversity in this Profession

Salem State University's School of Social Work received a \$1.4 million grant from the Massachusetts Department of Health and Human Services. The grant, totaling \$1,432,962.00, is designed to provide critical financial support to social work majors and to actively promote diversity within the profession. The grant will span two years and will distribute awards of \$10,000 each to a cohort of 20 diverse students in the first year and to an additional 20 students the second year. These students were selected via a highly competitive application process ensuring that the grant's impact reaches those who can make a significant contribution to the field of social work.

The grant focuses on supporting students from diverse backgrounds who identify as Black, Indigenous, People of Color (BIPOC) students and those with disabilities, students who aspire to serve BIPOC clients and communities as well as those working with clients and communities with people who have disabilities. Beyond student financial assistance, the grant will provide additional support services to students, assisting with creating stronger community connections with provisions for 10 free public workshops with continuing education unit or credit (CEUs). In addition, this important grant will provide the seed money to develop an advanced training certificate for behavioral health providers working with Hispanic/Latinx communities and clients.

Berry Institute of Politics Announced 2024 Public Service Internship Scholarships

The Frederick E. Berry Institute of Politics announced the recipients of the Spring 2024 Public Service Internship Scholarships. These scholarships are awarded to students pursuing internships in politics and public service. Internships provide students the opportunity to gain hands-on experiences, develop skills, and explore their career interests. However, internships in these fields are often unpaid or underpaid which makes it challenging for students to pursue them. The Berry IOP awards these scholarships to create entry points and break down barriers for all students interested in pursuing careers in politics and public service.

Through a competitive process, students were selected based on their ability to connect the internship to public service and to articulate how this internship will support their professional goals. For the spring of 2024, the Berry IOP awarded the

following five students with a Public Service Internship Scholarship of \$2,500. Scholarships were awarded to: Anna-Marie Alukonis '24 (Healthcare Studies), Nina Fuccione '24 (Media and Communications), Angela Gomez '24 (Social Work), Sarah Gould '24 (Master of Occupational Therapy) and Ashlynn McNally '25 (Master of Social Work).

Grants / Recognition of Faculty

For the Third Time, Salem State University was Named a Top Producer of Fulbright Scholars

Salem State University was named for a third time as a top producer of Fulbright Scholars for the 2023-2024 academic year. The distinction is given to institutions in higher education that have produced the highest numbers of applicants selected for the Fulbright U.S. Student and Scholar Programs. Fulbright awards, from the U.S. Department of State and the Fulbright Foreign Scholarship Board, allow faculty to teach abroad while engaging in research, building partnerships, and gaining experiences that can be brought back to Salem State's classrooms.

The U.S. Department of State's Bureau of Educational and Cultural Affairs recognized Salem State for being one of the colleges and universities with the highest number of faculty and administrators selected for the Fulbright U.S. Scholar Program in 2023-2024.

Four Salem State University professors received Fulbright awards for the 2023-2024 academic year.

- Ken Ardon, professor of economics, to teach economics to students in Turkey.
- Melanie González, associate professor, English as a second language and literacy in both the secondary and higher education department and English department, to conduct research in Mexico on the self-evaluation process used by English language teachers there.
- Rebecca Hains, professor of media and communication, to work with undergraduate and graduate students and other scholars in Poland, exploring the globalization of U.S. media geared toward children and from an American studies perspective.
- And Julie Kiernan, associate professor of theatre and speech communication, to teach students in Bulgaria how theatre can be used as a tool for self-expression.

Professor Vijay Kanagala Awarded \$2.3 Million NSF Grant to Study Racial Equity in Marine and Climate Science

Salem State University's Vijay Kanagala, associate professor of secondary and higher education, and colleagues have received a \$2.3 million grant from the National Science Foundation (NSF) to advance collaborations for racial equity in marine and climate science. Kanagala will collaborate with experts from George

Mason University, Temple University, University of South Carolina, and the Massachusetts-based Woods Hole Partnership Education Program (WHCN) on the three-year project titled, Advancing Collaborations for Equity in Marine and Climate Sciences (ACE-MCS). The group will examine how researchers and administrators at WHCN work toward equity in MCS for research, recruiting and retaining black, indigenous, and people of color (BIPOC) students. WHCN has been developing improvements since 2004. The group's findings will then be used to develop another plan for antiracist-centered support in MCS collaborations for other institutions to use to diversify their STEM programs.

Professors Perla Barbosa and Professor Vanita Naidoo Named 2024 North Star Collective Fellows

Two faculty members were named 2024 North Star Collective Fellows: Professor Perla Barbosa (secondary and higher education) and Professor Vanita Naidoo (sociology). The North Star Collective Faculty Fellowship is a semester-long program created by BIPOC faculty for BIPOC faculty in New England. Grounded in tenets of reparative justice, the Fellowship promotes racial trauma healing by providing a nourishing community of care, mentorship and professional development for BIPOC faculty in all fields.

Governance

New Combined Board: Salem State University Alumni Association and Foundation, Inc. (AAF)

The fundraising and alumni organizations that support Salem State University united to better serve the campus and greater community. The boards, which have worked in parallel but independently in the past, voted to unify into one leadership organization, the Salem State University Alumni Association and Foundation, Inc. (AAF) to enhance the alumni and donor experience. This unification stems from months of work identifying the similarities and differences of the boards' missions, by-laws, committee work, and composition, resulting in the working group's recommendation to come together as one.

The steps taken during this process were informed by best practices, and guidance from the Association of Governing Boards and from other institutions who have explored and adopted this unified model. The board will retain its status as a 501(c)(3) organization with the objective to advance Salem State's educational mission by fostering strong connections with the university's inclusive community and by building bridges between students, alumni and friends. Through partnerships, the AAF will promote pride in the university and inspire philanthropy to invest in all student success by investing and managing contributions which support priorities not met through public funding.

End of FY25 All Funds Budget Document

REQUEST FOR TRUSTEE ACTION

Date: June 5, 2024
To: Board of Trustees
From: Paul Mattera, Chair, Presidential Review Committee
Subject: Presidential Review and Annual Report of President Keenan
Requested Action: Approval


The Board of Trustees approve the following motion regarding

MOTION

That the Board of Trustees of Salem State University hereby accepts and submits the review, as presented and the 2022-2023 annual report of President John D. Keenan as **approved at its June 5, 2024, meeting. Included in the Board's approval of the review is a recommendation, based on President Keenan's review that he be given the maximum merit-based compensation adjustment consistent with his state university peers and the Department of Higher Education (DHE) Guidelines.**

Committee Assigned: Presidential Review Committee
Committee Action: Approved
Date of Action: June 3, 2024

Trustee Action: Approval
Trustee Approval Date: June 5, 2024
Effective Date: June 5, 2024

Signed: 
Title: Secretary of the Board of Trustees
Date: June 5, 2024 _____

2022-2023 Executive Summary

Presidential Review: Salem State University, President John D. Keenan

Presidential Review Committee

Paul Mattera, Chair
Yalile Maldonado
Samantha Morales

I. The Review Process

The 2022-2023 Presidential Review Committee (PRC) was established earlier this year, and the annual review process was initiated with a charge from the Board Chair to the PRC to produce a report to be considered for a vote by the Board of Trustees on June 5, 2024. The PRC established the criteria for review, clarified the protocol for completion of the review, and determined the timeline of meetings required to submit a report to the Board of Higher Education.

As part of the annual evaluation process, the president prepares a self-evaluation (See Appendix 1).

The president's self-evaluation is organized using statewide objectives, the university's Strategic Plan and mutually established goals as a framework. The report is comprehensive and describes initiatives, planning, achievements, and challenges during the last academic year.

The Committee considered the president's performance in two broad areas: performance of Salem State in the context of statewide objectives, specific goals set forth by Salem State University, and advances made by focusing on the essential elements of student success: affordability, campus climate, student support, policy innovations, and evidence-based practices.

I. The Performance Data to Support Conclusions and Recommendations

Performance data are embedded within each section of this document.

II. Summary Statement

The title of the university's strategic plan, Meeting the Moment, perfectly captures President Keenan's leadership. The PRC recognizes that President Keenan has completed a thorough self-evaluation and that while it has been yet another challenging year in higher education, there were many accomplishments to be had.

President Keenan has been a strong supporter of the shared governance process and community engagement since his first day as president at SSU. His collaborative leadership style encourages open communication, mutual respect and collective problem solving. With the development of the university's strategic plan, President Keenan had full confidence in the strategic planning committee, which included faculty, students, and administrators. Leadership of the committee was collaborative, with two co-chairs, one faculty member and one administrator. The planning process was responsive, and transparent with each stage of the document shared throughout the campus for feedback to inform development of the plan. The committee also engaged external stakeholders and the Board of Trustees to make sure the university considers the workforce needs

of the region. The result is a strategic plan that was designed by the campus for the campus community.

Increasing student enrollments and retention has been a priority for President Keenan despite the challenges that have been brought on by demographic changes, the pandemic, and increasing competition in the marketplace. While undergraduate enrollment declines continue to persist for the above stated reasons, student retention rates are stabilizing. Undergraduate retention increased by one or two percent remaining in the mid-70 percent level, while six-year completion rates remained consistently in the mid-80 percent range (page 6, Presidential Review 2022-2023).

While overall enrollments remain an area of concern, the proportion of students of color continues to grow. SSU is an emerging Hispanic Serving Institution – Minority Serving Institution (HSI-MSI) and will likely meet the criteria for HSI-MSI status by fall 2026 (page 11 & Table 4). The increasing state aid anticipated from the MassGrant Plus Expansion, as well as the university's evolving status as an emerging HSI offer the potential to unlock additional financial aid, increase enrollment and recruitment, and better serve our regional student population.

In preparation for our new HSI-MSI status, SSU is developing new courses that are culturally responsive and reflect the student body. Students' success and wellness benefit from faculty who share their identities, so the university is actively working to recruit more diverse faculty members. President Keenan has also increased financial aid and supports so that prospective and current students are better educated and supported about the financial aspects of pursuing a college degree. A financial literacy seminar combined with student wellness ensures that at-risk students receive both financial and mental health support.

Another priority for President Keenan, SSU BOLD the university's campus unification and modernization project, made great progress this year. This first phase of the project is the creation of a certified schematic design study that describes the project design, budget, schedule, and implementation plan. This phase began in fall of 2022 and continues to include opportunities for campus engagement. In related news, DCAMM moved forward with the sale of South Campus with the state's selection of a development team to purchase the site. This is another big milestone in a project that is sorely needed for SSU's current and future students.

Working with Institutional Advancement, President Keenan has targeted fundraising efforts on the needs of SSU's faculty and students. President Keenan's passion for the university and its mission come through best when he speaks of the transformative change that can happen through academic excellence, the commitment of our faculty, and what the university can offer through our inclusive community initiatives. In short, his enthusiasm is both inspiring and contagious.

President Keenan works closely with the SSU Foundation and Alumni Association, as well as our campus wide community to engage a broad base of constituents toward advocacy, giving, and overall support of the institution. The 2022-2023 academic year began with a historic \$10 million gift from the Cummings Foundation, to establish the McKeown School of Education. This broke the Commonwealth's record for the largest cash donation given to a state university, one that SSU had previously set. In May 2023, the comprehensive campaign began building its public phase and it has now reached 70 percent of its \$75 million campaign goal. Never one to rest on his laurels, we will not be surprised if President Keenan exceeds his goal.

We believe that President Keenan is aware of the challenges ahead in higher education from enrollment and retention to student support needs, free speech matters and artificial intelligence. Further, President Keenan is working to implement changes and grow the university in areas that need to be a more “student ready college.” SSU is also becoming more adaptive to meet students where they are at high schools, local community colleges, through the new HSI-MSI initiatives, expanded early college programs, ReUp and summer grade recovery program. We applaud President Keenan for challenging his team to bring the best practices to campus for SSU’s students.

A. Institutional Goals

AY2022-2023 Goals and Priorities

- Enrollment and Retention
 - Continue the trend of increasing retention for all students and work to close achievement gaps for students of color.

- SSU BOLD
 - Complete the certified study in preparation for schematic design.

- Campaign
 - Raise \$8M towards our campaign goals.
 - Officially launch the Meet the Moment Campaign

- HSI
 - Successfully launch a campus wide HSI working group. Engage full campus community in prioritizing goals for HSI, establish assessment approach, metrics, and timelines for achieving goals.

- Strategic Plan
 - Develop and gain approval of a five-year university-wide integrated strategic plan from the Salem State University board of Trustees and the Commonwealth of Massachusetts Board of Higher Education.

The Board has reviewed the metrics set last fall in consultation with President Keenan. It found that the president had successfully exhibited exceptional leadership and management abilities during the 2022-2023 academic year. The AY2023-2024 goals and priorities are set forth below and we believe these goals are aligned with the system-wide priority objectives set forth by the Board of Higher Education.

AY2023 -2024 Goals and Priorities by Division

Academic Affairs

- Pursue and achieve final approval by the BHE for a new Combined Bachelor of Science Degree in Criminal Justice and Spanish.
- Identify possible new international partners and create a plan for pursuing new joint degree programs
- Restructure the areas of institutional research and learning outcomes assessment

- Advance the work of assessing the effectiveness of the university's commitment to a broad-based education
- Provide support and direction to the McKowen School of Education's work to eliminate all remaining DESE-mandated conditions on their educator licensure programs
- Prepare the University's progress report for submission to NECHE
- Create and curate a full-time faculty hiring program that explicitly encourages innovation through targeted hires that boost work in areas of future distinction – in process
- Continue to cultivate a climate that keeps the number of step one grievances below ten
- Serve on the 2024 Collective Bargaining Agreement management team.

Advancement

- Maintain the success of our Meet the Moment Campaign despite challenges in the economy and markets.
- Continue Board education and engagement especially important with the recent unification of the Foundation and Alumni Boards which doubled the size of the board.
- Increase diversity of board members.
- Continue engagement with alumni especially from the 1960s – 1980s who may not be aware of SSUs needs today

Diversity and Inclusion

- HSI-MSI
 - o Create and fill Assistant Vice President of HSI Initiatives by fall of 2023.
- DEI Training and Professional Development
 - o Completed Safe Schools Implicit Bias Training to include all employees.
 - o Membership in North Star Collective; support two faculty member in year-long participation
- Land Acknowledgement
 - o Work on initial set of actions and initiative for 2023-2024 including working with Tribal Council members, SSU students and faculty to compose a Land Acknowledgement and to initiate rollout.
- DPDS Seal to be submitted fall of 2023
- Continue Employee Resource Groups
- Searches and Hiring
 - o Continue collaborating with HR to identify and subscribe to highest and impact DEI-focused job boards and postings.
 - o Continue collaborating on preferred multilingual job postings and on plan to compensate for language work.
 - o Continue collaborating with HR on best practices for diversity hiring.
- Campus Climate
 - o Develop recommendation for Equity Audit 2023-2024
 - o Develop recommendation for Campus Climate Survey in 2023-2024 or

Finance and Facilities

- Continue design development of SSU BOLD with the goal of completing schematic design.

General Counsel, Human Resources, and Information Technology Services

- Continued implementation of the strategic plan
- ITS – projects/investment and prioritization
- Risk methodology – COOPS/ORG updates
- HR System updates

Student Success

- Increase enrollment and retention.
- Increase mental health support.
- Continue to increase and diversity student activities on campus

B. State-wide Priorities- Salem State University continues to be guided by the tenets and the goals set forth by the Board of Higher Education. The following detail President Keenan’s participation and leadership advancing the statewide priority Equity Agenda with a particular focus on equity:

Affordability – Making higher education more affordable for students and their families is a priority at SSU. SSU’s undergraduates are diverse (40 percent) and are increasingly showing financial need (36 percent) (page 8, Table 1) and meet Pell eligibility requirements. Through the Transfer Connections program, SSU is ensuring that students attending community college can save time and money by taking the most direct and cost-effective option to obtain their degree. Students are advised that attending a community college can be an effective way to reduce the overall cost of a college education.

Enrollment Management has put additional outreach efforts in place to assist students in navigating the financial aid process, these services are also provided in Spanish and offered in written materials. Educational outreach is also being produced by way of an online net price calculator that has been added to SSU’s website to provide transparency about the cost of pursuing a degree to prospective students and their families. A financial literacy seminar course is offered to first year students in collaboration with Student Wellness to ensure at-risk students receive the necessary support.

Importantly, the Viking Completion Grants continue to help students who are within one year of graduation. The micro-grants, average award \$1,867, fill the gap so that students who are at risk of dropping out can meet unexpected financial emergencies. The program has an astonishing 97 percent success rate (page 9, Table 2).

Access – SSU is attracting more students of color to higher education and increasing underserved students access to the public higher education system. While overall enrollments continue to drop, the proportion of students of color continues to grow, with the expectation that SSU will likely meet the criteria for HSI-MSI status by fall 2026 (page 11, Table 4). President Keenan has made planning for the university’s HSI status a campus-wide effort. A working group of 50 community members – students, faculty, and staff – participated in the work to produce the “Roadmap to

Servingness: Preparing to become a Hispanic and Minority Serving Institution.” The report is intended to reduce opportunity gaps and foster success for all students.

To advance the Equity Agenda, new curricula are being developed that address culturally responsive teaching and learning through its new combined BS in Healthcare Studies and Spanish and its proposed Combined BA in Criminal Justice and Spanish, as well as a certificate in translation. Efforts are being made to recruit faculty members whose lived experience aligns with the university’s emerging HSI status and reflects the student demographics.

Additional innovations are being made to ensure that underserved students feel supported in the application, admissions, and enrollment process. Admissions adopted the use of the Common Application to help students save time, reduce stress, and more easily navigate the college application process. An application waiver is also made available to students through December 15 each year to expand access to applicants.

Through changes to the orientation program and follow-up during the summer, students are made fully aware of all the resources available to support their transition, including financial aid counseling. Last year, the university was able to cut summer melt in the incoming class by 55%, retaining 78 more students in Summer 2022 than the prior year.

In the past five years, Salem State significantly expanded Early College participation from eight courses for 100 students a year at Salem High School to offering 56 courses annually to over 400 students at Salem, Lynn Classical, and Lynn English high schools. Early College programs are designed to provide access, exposure, and career pathways to higher education for first-generation and underrepresented students, thereby reducing the cost and time to degree for students. Early College students continue at Salem State at a higher rate than other pre-college programs, such as dual enrollment.

Support Services – SSU has expanded student supports to improve student outcomes and create opportunities for all. The Viking Open Educational Resources (OER) and Textbook Affordability Initiative makes college more affordable for students by substantially reducing their education expenses.

Flexibility and creativity in problem-solving can make the difference in students persevering. The Credit Recovery Program is one such innovative example. The program serves a dual purpose for the university: to increase the number of students enrolled and to enable students who experience a setback to get themselves back on track.

III. Recommendation for Compensation Adjustment

The Board of Trustees recognizes that President Keenan has done a thorough self-evaluation focused on the specific goals for the 2022-2023 academic year. President Keenan is committed to strengthening student supports and is implementing extensive efforts on campus to improve enrollment and retention rates. He is advancing the Equity Agenda with a particular focus on the state-wide priorities of affordability, access, and student support. As this review indicates, President Keenan serves as Salem State’s brand ambassador and that he is strengthening the

university's identity as the Commonwealth's civic engagement university. Additionally, his enthusiasm for SSU's HSI-MSI Initiative is heartfelt and deeply motivating to the campus and the community.

Motion

That Board of Trustees hereby accepts and submits the review, as presented and the 2022-2023 annual report of President John D. Keenan as approved at its June 5, 2024, meeting. Included in the Board's approval of the review is a recommendation, based on President Keenan's review that he be given the maximum merit-based compensation adjustment consistent with his state university peers and the Department of Higher Education (DHE) Guidelines

IV. Supporting materials: charts, graphs, and/or data

1. John D. Keenan's Presidential Review Self Evaluation 2023-2024
 - A. Meet the Moment - Salem State University Strategic Plan – 2023-2028
 - B. Roadmap to Servingness: Preparing to become a Hispanic and Minority Serving Institution; reducing gaps and fostering success for all students.
 - C. Salem State University Award Winning Viewbook
 - D. Recommended Key Performance Measurement Indicators for Massachusetts Public Higher Education

JOHN D. KEENAN, JD

PRESIDENTIAL REVIEW SELF EVALUATION

AY2022 ~ 2023



June 2024

 Salem | STATE UNIVERSITY

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The landscape of higher education has experienced unprecedented change, catalyzed by various factors such as global crises and evolving students' needs. While the shifts have brought challenges, they have also brought unexpected opportunities that are shaping a more dynamic and inclusive educational campus culture.

In March of 2020, the global pandemic forced the shutdown of most college campuses. Salem State University (SSU), like most colleges, turned from a traditional teaching and learning environment to a virtual one. While concerns remain about the inequitable impact of online learning inequities that affect students of color, students in lower-income communities, and other historically underserved students, students were able to continue with their learning despite distance and other challenges. For some Salem State students, the pandemic provided a unique opportunity to level the learning landscape and develop the skills necessary to be successful both inside and outside of the classroom.

The technology that allowed for remote learning during the pandemic, and the advances made in the years since the advent of the vaccines, have empowered a more inclusive and diverse student body. Students with visual or hearing impairments may use assistive or accessibility technology to enable their learning, and neurodivergent students work with Disability Services to obtain effective tools for preferred learning formats.

The US Department of Education found that in the 2020-2021 school year, the percentages of students with disabilities in US school systems was 15 percent. In comparison, the percentage of students with disabilities in Massachusetts school systems was 19 percent. At Salem State, one in seven students are registered with disabilities. The top five disabilities served by disability services are psychological disabilities, ADHD, learning disabilities, medically complex and autism.

As technology improves and the barriers to education are removed, we are also working to ensure that campus innovations are for all students and that the focus to become more equitable and inclusive means that we are meeting all of Salem State's students' needs.

Salem State students are living, learning, and succeeding in unprecedented times and their creativity and enthusiasm for learning never cease to inspire. As we look forward to the exciting days ahead for Salem State, I would like to share some of the successes and challenges faced during the 2022-2023 academic year.

SUCSESSES

Meeting the Moment: Salem State's 2023-2028 Strategic Plan

Meeting the Moment, Salem State's 2023-2028 strategic plan, was unanimously approved by the Massachusetts Board of Higher Education (BHE) on May 9, 2023. This is the culmination of an 18-month process that was admirably led by Mary-Jo Grenfell, professor in the music and dance department and chair of the strategic planning committee, and vice chair of the committee Cynthia Lynch, assistant vice provost for Civic Engagement and Academic Strategic Support and executive director of the Frederick E. Berry Institute of Politics.

Our campus has faced many challenges in the past few years due to the pandemic and the current climate in higher education. Our Meeting the Moment plan was intentionally developed with campus-wide input and will help guide our path forward, so that we can better support our students as their success is at the heart of all we do. The strategic planning committee worked tirelessly meeting with internal and external stakeholders, analyzing data, and creating the preliminary draft of the strategic plan that will take the university from 2023 to 2028.

The approved strategic plan is included as Appendix A.

New Leadership

Over the last academic year, Salem State welcomed academic leadership to fill new positions on campus.

Professor Keja Valens accepted my invitation to serve as the Interim Vice President for Diversity and Inclusion while a search was conducted for a new leader for this important role on our campus. Professor Valens has vast experience in diversity and equity initiatives and committed to working part-time in the role, collaborating with Provost David Silva, Vice President Nate Bryant, and Associate Vice President and Dean of Students Shawn Newton, who oversaw other parts of the inclusive excellence work this year.

Professor Monica Leisey was selected as the 2022-2024 faculty fellow for inclusive excellence. In addition to her work in the School of Social Work, Professor Leisey was involved in several important campus-wide initiatives, including co-chairing our previous strategic planning committee, serving on the President's Advisory Committee on Diversity, Affirmative Action, Equity and Social Justice, co-chairing the Sustainable Path Forward Task Force, and serving as interim dean of the School of Graduate Studies, among other posts. Given her vast knowledge of our campus and with Professor Valens serving as part-time interim, we were able to use the entire year for the vice president search—

allowing us to recruit and broadcast this position widely, including at the Hispanic Association of Colleges and Universities (HACU) conference in October. Dean Newton agreed to chair the search committee for the new Vice President of Diversity and Inclusion with a goal of having a new vice president in place by summer 2023.

Hispanic Serving Institution

In 2022-2023, 40 percent of Salem State students identified as students of color, and 22 percent identified as Hispanic or Latinx. Salem State is currently designated by HACU as an emerging Hispanic Serving Institution (HSI). It is expected that SSU can attain the full designation and become eligible for additional federal grants by 2025 or 2026.

At this point in time, there are six federally designated HSI's in Massachusetts, five community colleges and one technical college. SSU is poised to become the first comprehensive university in the Commonwealth to achieve the HSI-Minority Serving Institution (MSI) designation. While we are naturally going to reach this designation due to our student demographics, our true aim is to better serve all students, including our students from underrepresented populations.

Although the federal designation is based on undergraduate student data, for Salem State to achieve our goal of serving all students, all HSI-MSI initiatives must be integrated into every aspect of the university, including the School of Graduate Studies and School of Continuing and Professional Studies networks and systems. While SSU has been planning for this future designation for some time, the 2022-2023 academic year brought it into a clearer focus.

In spring of 2023, I charged Interim Vice President for Diversity and Inclusion Keja Valens to create a working group of students, faculty, and staff to develop a roadmap with recommendations to help our campus better serve all students by centering Hispanic or Latinx students and underrepresented students, with a focus on reducing disparities in student success and fostering a climate where all students, faculty, and staff can thrive. Co-chaired by Dr. Elisa Castillo and Keja Valens, the HSI-MSI working group was organized into six sub-groups: eligibility and applications; community building; engagement and communication; campus culture; curriculum, pedagogy, and research; and academic policies, pathways, and partnerships.

Each subgroup reviewed current institutional practices, identified best-practices, and made actionable short- and long-term recommendations. Over 50 community members – students, faculty, and staff – participated in this effort and shared recommendations at the end of Spring 2023. The work is summarized in the “Roadmap to Servingness: Preparing to become a Hispanic and Minority Serving Institution.” It is intended to reduce gaps and foster success for all students. This report is included as Appendix B.

Civic Engagement

Civic engagement continues to be the foundation of Salem State's campus culture and identity. With the pandemic largely behind us, we were able to bring back programming to pre-pandemic days. SSU's Center for Civic Engagement (CCE) continues to provide students with a broad array of meaningful opportunities to develop non-partisan political awareness, advocacy skills, and service to the community. The CCE was bustling with energy and activity as programs and events returned to full capacity in the 2022-2023 year.

Our campus community engaged in dialogue, volunteer and advocacy opportunities, professional development, and networking with local leaders, advocates and elected officials. This included, among many other activities and programs, our seventh annual First Year Day of Service, with 200 students participating in 25 services projects with 22 community partners across the North Shore; the second annual Civic Dinner Series that allowed students to network with and learn from local advocates and their peers on social issues important to our student body; a Community Partner Breakfast with over 60 campus and non-profit representatives coming together to build equitable partnerships and anti-racist community engagement; and the first Alternative Spring Break to the Massachusetts State House through the Frederick E. Berry Institute of Politics where students engaged with policy makers to better understand the legislative process and how the Commonwealth is tackling our most pressing social issues.

Viking Success Collaborative

Over the last academic year, under the leadership of form Vice President of Inclusive Excellence Sean Bennett, we conducted an environmental scan of mentoring programs at Salem State and began to lay the foundation for the Viking Success Collaborative (VSC). Dr. Bennett has since left Salem State for a position at Hamilton College, but his important work will continue.

Given that this work is centered on student success, Vice President of Student Success Nate Bryant is overseeing the VSC and leading this effort going forward. This year the VSC focused on increasing first year to second year persistence and expanding coaching and mentoring programs.

Commencement

The university celebrated the conferral of 1,600 degrees over two days in May of 2023. Lieutenant Governor and SSU Alumna Kimberley Driscoll served as commencement speaker at the Bertolon School of Business and College of Arts and Sciences ceremony and received an honorary doctorate for her commitment to making positive change through public service. Lieutenant Governor Driscoll graduated from Salem State in 1989 and previously served as mayor of Salem from 2006 to 2023.

SSU BOLD

Another priority for 2022-2023 was the advancement of our major capital project SSU BOLD: A Campus Unification and Modernization Project. Since the Baker-Polito administration announced the funding for SSU BOLD in April 2022, we have been working closely with the Division of Capital Asset Management and Maintenance (DCAMM) to move this project through the design phase. Following the state's process, the state's Designer Selection Board recommended Payette Associates to complete this work.

Payette Associates is a very skilled architectural firm with extensive experience in science and laboratory facilities and building renovation, specifically in higher education and health care. Payette and firms who are part of their team have extensive experience on our campus. For example, Payette led the 2015 science building study, was a key participant in the 2020 "Readiness" study that led to SSU BOLD, and their project team includes the lab planner for the 2018 North Campus Precinct Study.

This first phase of the project is the creation of a certifiable study and schematic design that describes the project design, budget, schedule, and implementation plan. This phase began in fall of 2022 and included opportunities for campus engagement.

Through the DCAMM process, two university stakeholder groups were established to lead this phase: an executive committee and a working group. The executive committee serves as the oversight and decision-making group to provide guidance throughout the study. The working group, comprised of the chairs for the primary occupants of the new space and selected professionals with related expertise, provides guidance regarding programmatic and space needs. Additional meetings were held with departments and students on specific project components and programmatic needs, along with a campus-wide session to gather comments from the campus community.

In addition, we continued to work with DCAMM on the sale of South Campus. In September of 2022, DCAMM shared news of the Baker-Polito Administration's announcement to recommend Avalon Bay Communities Inc., and WinnCompanies as the development team for the sale and redevelopment of Salem State's South Campus. The announcement of a recommended development team was another important milestone on the road to SSU BOLD becoming a reality.

Financial Aid

Salem State increased financial aid to undergraduates by 50 percent, providing approximately \$8M in aid in the past five years. In FY23, 62 percent of undergraduate students received institutional financial support with Viking grants of over \$2.6M awarded to students, in addition to the completion awards

granted. Moreover, over 210 additional donor-provided scholarships are awarded to students each year. You will see more about financial aid throughout this report.

CHALLENGES

Enrollment

In our effort to meet goals to increase enrollment and retention, we report mixed outcomes. In the face of fierce regional competition for students, especially for undergraduate and transfer students, the institution has attempted to slow what had been declines in headcounts and credit hours. Despite fallout from the pandemic, as well as increased competition in our local market from nearby UMass and private institutions combined with a decrease in the number of students going to college, we remain optimistic.

We have seen improvements in student retention. In the last two years, undergraduate retention increased by one or two percent, remaining in the mid-70 percent level, while six-year completion rates remained consistently in the mid-80 percent range. Trends are stabilizing at these levels after reaching peaks of near 80 percent retention and near 60 percent graduation rates before the pandemic. Wide-ranging efforts informed by strategic analyses continue apace across the university to move the needle further on these measures.

Undergraduate enrollment, which has been on the decline, continues to persist. Challenges noted above make it difficult to grow enrollment. However, the university is using best practices and thinking creatively to generate new enrollment and build recruiting opportunities.

Recruiting and Retaining More Diverse Faculty

Salem State is committed to building a better more diverse and inclusive campus climate that supports the success of its diverse faculty. Faculty diversity plays a key role in student success and retention and creating a sense of belongingness for underrepresented students. The percentage of full-time faculty identifying as members of underrepresented groups decreased slightly from 23 percent in 2018 to 22 percent in 2022. For staff members, those numbers rose slightly from 19 percent to 21 percent. While we are being strategic with our hiring, we must do more to achieve our faculty and staff diversification goals.

We are being intentional in advertising that proactively recruits job candidates by attending conferences like the HACU conference, where we are making connections to recruit and retain faculty and staff of color. We provide onboarding events that socialize new faculty and staff into Salem State as an emerging HSI-MSI and are expanding opportunities to gather and celebrate employees of color.

In the McKeown School of Education, faculty continue to lead Salem State's Educator Scholars of Color (ESOC) program to diversify the region's pipeline of teachers of color.

We have increased campus understanding of the benefits of being culturally diverse and inclusive. This is particularly important when despite our efforts, many areas remain where students can navigate their entire Salem State career without engaging with faculty and staff members that look like them or share similar life experiences. There is still much work to be done and this work remains a priority.

CONCLUSION

While enrollment and financial challenges are anticipated to remain for the next fiscal year, the university is moving forward and will implement its new strategic plan with optimism and hope of a bright future.

Students, as always, are at the top of our priority list. By creating and maintaining a safe and inclusive learning environment, students will feel more connected to each other and the campus. Creating effective learning environments that are both challenging and supportive will help our students learn, grow, and thrive. SSU will continue to facilitate more opportunities and environments that fully engage students in their learning and promote attainment of academic, personal and career goals.

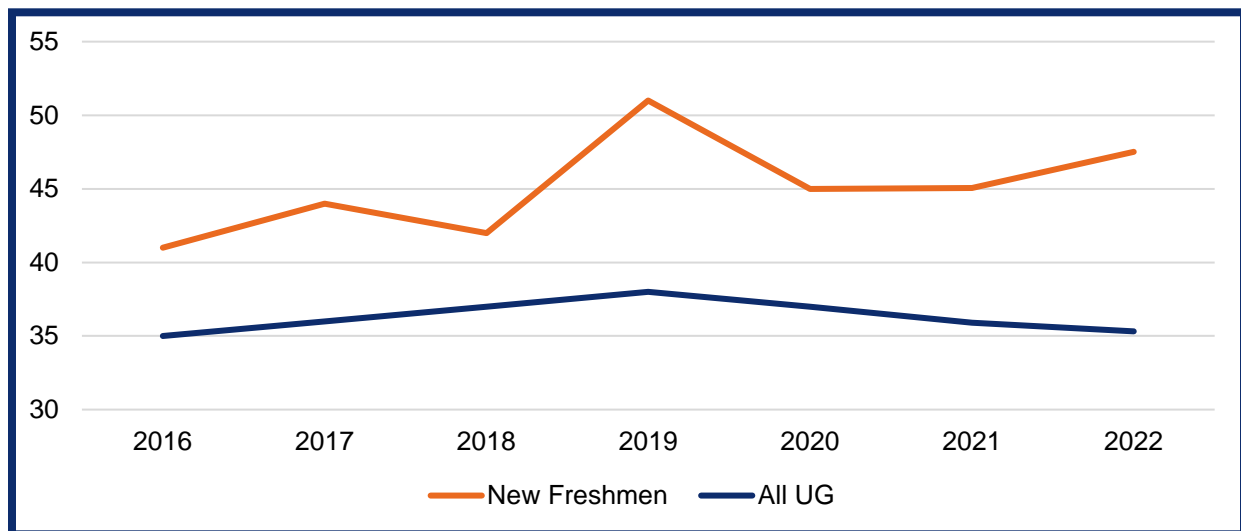
ADVANCING THE EQUITY AGENDA AT SSU

The Department of Higher Education (DHE) Strategic Plan for Racial Equity 2022-2023, adopted by the Board of Higher Education as part of the Equity Agenda in 2018, continues to serve as our roadmap to eliminate racial disparities for students of color. By focusing on student success at the systemic and institutional level, Salem State University has put the equity initiative into action by reviewing its policies and practices and focusing on the five pillars for student success: Affordability, Campus Climate, Student Support, Policy Innovations, and Evidence-Based Practices. Additionally, we have sought to make SSU more student-connected and equity-minded through expanded Early College offerings and developmental education reforms.

Affordability

Salem State’s undergraduate students are diverse (40 percent) and are increasingly showing need (36 percent). The university prioritizes financial assistance in an effort to make higher education affordable and accessible to all. We have increased aid to make college more affordable to students and their families. As many of our students are Pell-eligible (see Table 1), we have also increased our outreach efforts to assist students in navigating the financial aid process. We often provide these services in Spanish, along with admissions materials and tours.

Table 1 – Percentage of Students Awarded Pell Grants



The steady increase in Pell eligibility of our freshmen is reflected in the top feeder communities that we serve. Educating families on how to navigate the financial aid process, as well as options for paying for college are core to our efforts to provide access. Ensuring that students take the necessary steps to qualify for aid has become a top priority for our campus community.

Enrollment Management has put several supports in place to better educate prospective students, current students and their families about the financial aspects of pursuing a college degree. For prospective students, Enrollment Management has implemented an online net price calculator to provide transparent information to prospective families on the cost to attend SSU, and we created the FAFSA Friends program, a peer-led financial aid counseling model to assist students in navigating the financial aid process. For current students, Enrollment Management offers financial literacy seminar courses to first year students and collaborates with Student Wellness to ensure at-risk students receive both financial and mental health supports.

Additionally, we continue to utilize Viking Completion Grants to help students who are within one year of graduating or completing their degree. Created through a gift from SSU alumna Kim Gassett-Schiller, \$5M has been allocated to Viking Completion Grants. This micro-grant program of up to \$6,500 fills the gap so that students who are at risk of dropping out can be successful in earning their degree. The emergency fund is a way for students to bridge any unexpected financial challenges and is awarded to juniors and seniors who are at-risk of withdrawing due to financial pressures. The program has seen an overall 97 percent success rate for those students who have received the grant (see Table 2), with the average award amounting to \$1,867. The demonstrated success of the Viking Completion Grant program has served as model for a new state program with similar objectives.

Table 2 – Viking Completion Grant Outcomes

Term	Spring 2021	Summer 2021	Fall 2021	Spring 2022	Summer 2022	Fall 2022	Spring 2023
Graduation Rate	100%	96%	100%	100%	94%	100%	94%

Another way we seek to keep baccalaureate degrees affordable is through the Transfer Connections program, which was developed to enhance the pathway from community college to Salem State. The goal was to develop and execute a coordinated support program for transfer students in the Commonwealth, so they understand the value of higher education, secure the most direct and cost-effective options to obtain their college degree, and have support and guidance during their journey. The university participated in the Aspen-AASCU Transfer Student Success and Equity Intensive where we created a vision statement to increase the equitable access and completion of associate and baccalaureate degrees; making transfer transparent, simple, and affordable. This was a joint effort with

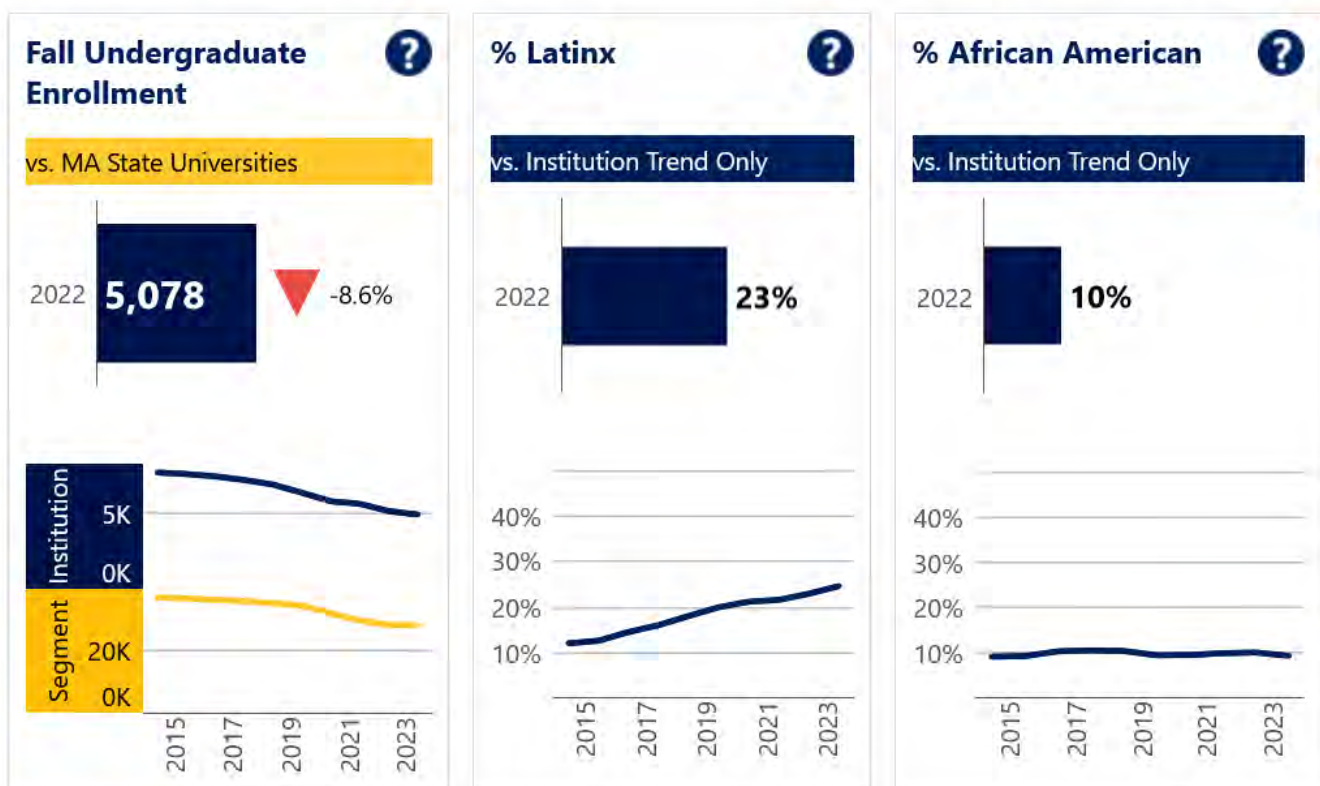
North Shore Community College and Northern Essex Community College where we developed shared goals and action steps toward simplifying the transfer process.

Access

Salem State University serves 11 of the 26 Gateway Cities in the Commonwealth, drawing most of its students from communities on the North Shore. Our top feeder high school communities are Lynn, Peabody, Revere, and Salem. The new enrollment from these communities consists of almost 30 percent of our incoming freshmen student class, and Salem State’s student body is reflective of the college-going student race and ethnicity within these communities.

Table 3 shows our underserved student population. The gap has widened over the last ten years between Hispanic and Black student enrollments. Hispanic student enrollment increased by 13 percent and Black students dipped by 10 percent. However, compared to all undergraduates, 23 percent of our students are Hispanic, a 12 percent increase over the last ten-years, and 10 percent are Black, a 2 percent increase over the last ten years.

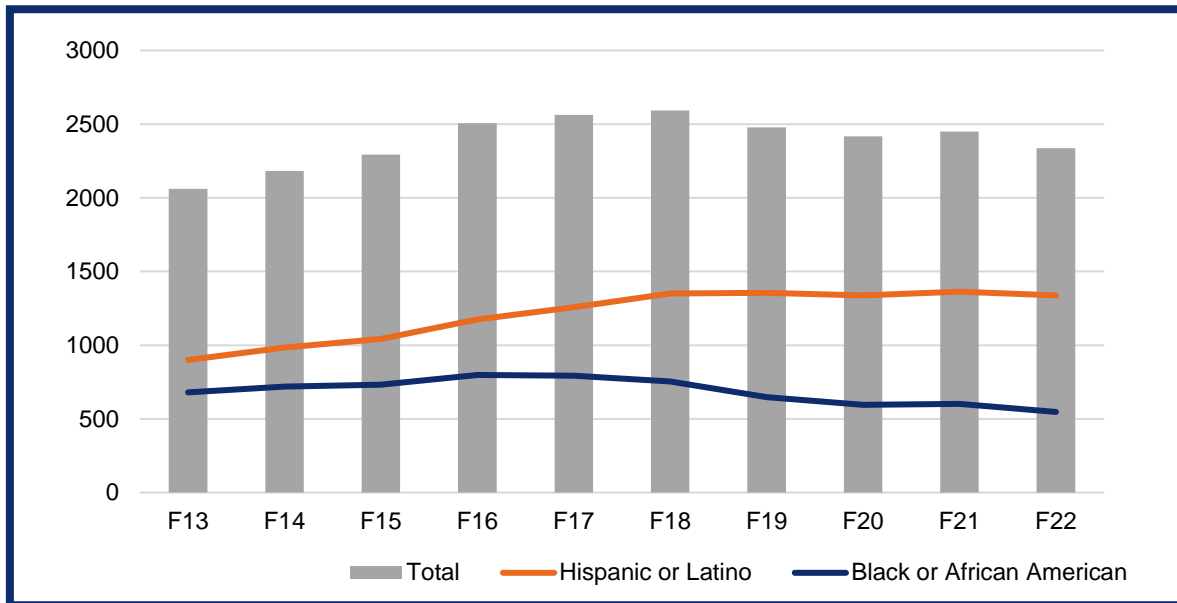
Table 3 – Enrollment and Equitable Access



Source: Massachusetts Department of Higher Education

While overall enrollments continue to drop, the proportion of students of color continues to grow, with an expectation that SSU will likely meet the criteria for HSI-MSI status by fall 2026 (see Table 4).

Table 4 – Total Enrollment Representation of Underserved Populations (UG+GR)



In response, Academic Affairs has been developing new curricula that specifically addresses culturally responsive teaching and learning through its new combined BS in Healthcare Studies and Spanish and its proposed Combined BS in Criminal Justice and Spanish, as well as a Certificate in Translation that had 22 students enrolled. Moreover, we have made explicit efforts to attract potential new faculty members whose lived and/or professional experiences align with our emergence as an HSI, with the vision of developing a faculty that reflects the demographics of our student body and our region. These efforts are subjected to initial benchmarking as part of the work in the new SSU strategic plan.

At the same time, we continue to innovate policies to advance the Equity Agenda and are seeking ways to provide greater access to higher education to high school students prior to their full-time enrollment at the university.

SSU’s Early College (EC) programs with Salem Public Schools and Lynn Public schools continued to thrive this year. Of the 90 senior-year students in the two AY22-23 EC programs, 27 students (30 percent) matriculated at SSU after graduation.

SSU has also seen excellent initial success with its Promise Year Program with the Lynn Public Schools. In AY22-23, 25 “13th grade” students participated, and of these, 17 students (68 percent) matriculated at SSU. Among those who did not matriculate were undocumented students for whom

out-of-state tuition was out of reach, a situation we anticipate will be remedied by recent changes in state policy.

Support Services

SSU is creating opportunities for all students that will benefit underserved and racially minoritized populations, providing equal access to educational programs that are capable of closing the opportunity gap. We are committed to advancing the Equity Agenda by using evidence-based ideas and practices. Below are a few examples of how wrap around student supports, programmatic changes, and greater experiential learning opportunities can open the door for greater diversity hiring in education, and by extension in the workforce.

Under the leadership of the Berry Library, SSU's Viking Open Educational Resources (OER) and Textbook Affordability Initiative continues to support no- and low-cost learning experiences for all students.

In response to increased expectations for online learning options, particularly in our degree completion Bachelor of Liberal Studies program, we have expanded the number of general education course options available in an online modality, ensuring that each component of general education can be completed without coming to campus.

At the same time, we are developing a second track to degree completion, this one in Healthcare Studies, to support DEI through curricular innovation and to meet the growing needs of our student body. The Healthcare Studies Department has collaborated with the World Languages and Cultures Department to initiate a newly designed, and approved, combined Bachelor of Science degree in Healthcare Studies and Spanish. Initial enrollments in the new program for Fall 2021 were two, which rose to five in Fall 2022. We anticipate increased enrollments as word of the program – and of the university's HSI-MSI commitment – spreads to potential students.

A second similar combined major, Criminal Justice and Spanish, has received an initial Letter of Intent approval from the BHE. These combined majors not only meet the growing needs of our student body but also contribute to SSU's HSI-MSI status and address workforce demands in our region.

Enrollment Management restructured the Student Navigation Center to include reactive and proactive services, including a full-time coaching model. The team also streamlined operations directly related to progression tasks for students, allowing for a more friendly experience. Items addressed included student communications, billing, health insurance, SSN per IRS regulations, graduation functionality, admissions deferrals, and student account set up.

The Center for Academic Excellence (CAE) secured approval from the President Executive Cabinet for budget resources to support full university implementation of Navigate Academic Planner and Course Registration. Disability Services also implemented the Accommodate software, which will allow them to reach students in a fully accessible way.

SSU continued its summer grade recovery program, managed by the School of Continuing and Professional Studies. This program incentivizes undergraduate students who earned a grade of W, D, or F in a select number of courses to re-take for credit the same course by offering them the summer course at a 50 percent discount. Students who succeed in the program get “back on track” for the following academic year, as many of the courses are critical prerequisites for various majors, thereby promoting persistence and timely progress toward a degree. The 2022 program included a new element where each participant was assigned a “success coach.” While the 2022 enrollment was 6 percent lower than that of 2021, the success rate as measured by passing grades earned jumped from 62 percent in 2021 to 80 percent in 2022, suggesting that the success coaches have had a positive influence on student engagement and performance. See Table 5.

Table 5 – Summer Grade Recovery Program

SSU’s Credit Recovery Program	Summer 2021	Summer 2022
Invitations Sent*	2,250	865
Invitations Accepted	67 (3.0%)	83 (9.6%)
Success Coaches Deployed	No	Yes
Passing Grades Earned	42 (62%)	66 (80%)
Number Enrolled for Fall	63	59
# Graduated end of Summer	3	8
Total Retained	66 (98%)	67 (89%)
Cost to SSU	\$36,602	\$45,342
Estimated following fall revenue recaptured (assuming \$5K tuition/fees per student retained)	\$315,000	\$285,000

**Invitations for the program’s first year (2021) went to students eligible for the previous 3 academic years. In 2022 the invitation list was established to cover only those eligible from the immediately preceding academic year.*

PANDEMIC RESPONSE EFFORTS AND CAMPUS SHIFTS TOWARD ENDEMIC RESPONSE

While the original pivot from in-person to online course and student support delivery was the primary focus from March 2020 through mid-2022, the 2022-2023 academic year turned our efforts to a more endemically-minded means of operations. This took into account the proportions of course modalities (in-person, synchronous online, asynchronous online, hybrid, and HyFlex), as well as student preferences around access to student support services, adjusting offerings to more permanently meet

student expectations. While in-person instruction returned as the predominant course modality for our day students, remote and hybrid offerings became more embedded into our teaching landscape.

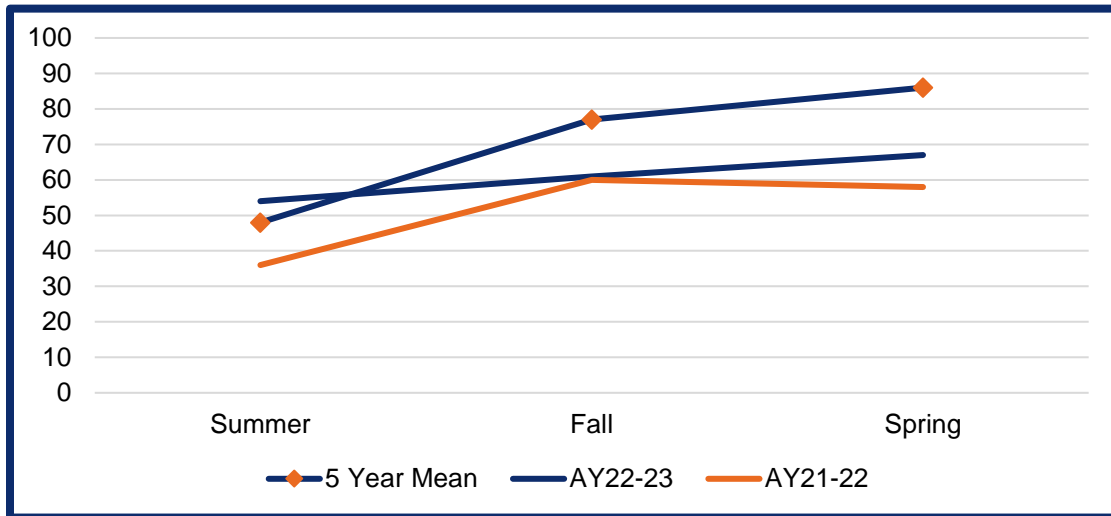
At the same time, in the School of Continuing and Professional Studies, the relative proportion of remotely delivered courses, including hybrid, now clearly predominates. The post-pandemic percentage of classes with some online component rose to 61 percent, a nine-percentage point increase as compared to that reported pre-pandemic (52 percent). In response to these shifts, academic affairs increased personnel in our Center for Teaching Innovation (CTI) by initiating a search for a new assistant director. In addition, Academic Affairs took on budgetary and reporting responsibilities for the university's team of instructional designers, who had previously been employed by Information Technology Services, to assist faculty in creating online and hybrid courses.

As a result, the first cohort of SSU's new online MSW program was successfully started with 20 students. The School of Social Work faculty worked closely with the CTI to develop templates and processes for a strong academic program offering. The Art + Design Department also offered its first ever course in the 3-D metaverse in Professor Richard Lewis' ART176 Creative Expression in Visual Art: Digital Photography. We have much to learn about virtual reality and its potential for enhancing the learning experience and are excited to explore its integration in our other programming.

In pursuing internationally facing initiatives, SSU has emerged from the COVID-19 pandemic having been strengthened by the remote learning required of both faculty and students. Capitalizing on the skills and interest in remote teaching and learning gained during the pandemic, SSU's Center for International Education initiated participation in Collective Online International Learning (COIL). This program allows faculty to regularly engage colleagues from other countries, with whom they collaborate on joint learning opportunities for their respective students. In the 2022-2023 year, the number of COIL sections offered by SSU faculty was 13. Since its inception, the COIL program has trained 48 faculty and has provided COIL experiences to 882 students. Additionally, the number of SSU students engaging in traditional, multi-week (-month) study abroad programs increased to 48 students, up 33 percent from the previous year.

Additionally, enrollments in SSU's American Language and Culture Institute (ALCI) appear to be increasing toward pre-pandemic levels (see Table 6). The ALCI's eight-week intensive English programs serve members of the local immigrant community and also provide a pathway toward an undergraduate degree for students whose English language proficiency does not yet meet admissions expectations. The addition of a new cohort to SSU's China 1+2+1 program, accounting students from Nanfang College, along with other in our international programs, will help boost ALCI enrollments in future years as well.

Table 6 – Recent Enrollment in SSU’s American Language and Culture Institute



In May of 2023, SSU was awarded an \$84,000 grant from the U.S. Department of Education’s Undergraduate International Studies and Foreign Language Program (UISFLP) to increased capacity for both our study abroad and COIL programming. The university also receives federal education grant funding for students engaging in global virtual exchange and faculty-led study travel.

On the Student Success side, counseling and health services maintained their status of being a state immunization provider, which allowed for earlier access to preventative measures and resources, such as early vaccines, for our campus community. In addition, Vice President of Student Success Nate Bryant chaired our Health and Safety Committee, which was created to identify the risks associated with COVID-19 and the potential operational impediments and mitigation strategies that would allow for continuity of operations at this point in time.

Student Life oversaw the temporary hiring of contact tracers to support faculty and staff who tested positive for COVID, and we maintained dedicated housing for resident students testing positive for COVID who had difficulties going to their permanent residence for quarantine and isolation. With the success of students accessing services remotely (e.g., advising appointments), the Center for Academic Excellence continued to offer services remotely and restructured the office to accommodate students requesting in-person and/or remote support.

Throughout the year, we maintained regular communication with campus stakeholders about our policies and our transition back to a more in-person environment, continuing to work with Counseling and Health Services to promote good campus health practices. We also completed a Remote Readiness Program for areas working remotely, providing all users with the equipment necessary to work from home and bargained a remote work policy for remote employees.

As previously mentioned, the university underwent a strategic planning effort during the 2022-2023 academic year that culminated in the unanimous approval of Salem State's 2023-2028 Strategic Plan: Meeting the Moment by the BHE in May of 2023. BHE members were impressed with our process and the involvement from our campus and external communities. The plan was developed by 20 community members, including two students, along with five non-voting members and goal specific working groups. Hundreds of people from across campus were involved in the development of this plan at more than 20 community forums and through several surveys. Committee leadership also joined me at meetings with external stakeholders from the business, creative, and non-profit sectors to better understand their current and future workforce needs.

Besides being developed by a large cross-campus committee, the strategic plan committee had milestone meetings with the Board of Trustees, the President's Executive Council, and the All-University Committee. All of these committees approved the strategic plan prior to the plan's presentation to the BHE.

The development of Meeting the Moment is truly a fine example of shared governance, but our work is far from finished. We must now begin the hardwork of implementing this plan. Vice President and General Counsel Rita Colucci will oversee the implementation of this plan and help to monitor our success in the years ahead.

While this work took tremendous effort from many in our Viking community, who participated in the process, we still accomplished a great deal in the 2022-2023 year with the previous strategic plan.

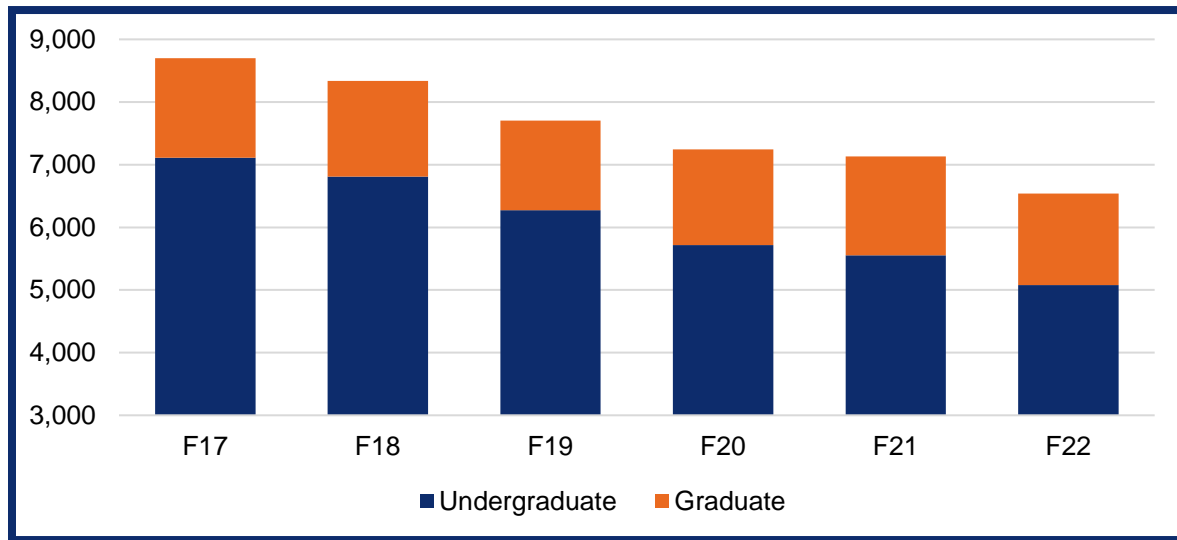
STUDENT SUCCESS

Enrollment

Salem State has faced undergraduate enrollment declines over the past decade (see Table 7), and the university is working to implement strategies to generate new enrollment as well as build structures, such as creating the Division of Student Success, to keep students on track to graduation. The fall-out from the pandemic, in addition to increased competition and the shift in less college-going students, creates challenges to our enrollment growth. In response, the university has taken several steps to boost our recruitment efforts and make SSU stand out as "the" choice for a higher education degree on the North Shore. We have ramped up recruitment efforts with local community-based organization and feeder high schools, improved the transfer experience, and enhanced financial aid tactics, focusing

on FAFSA completion, payment options and loan education for both students and supporters. SSU has also worked hard to improve its retention by creating an environment where students feel welcomed and supported.

Table 7 – Undergraduate and Graduate Enrollment, Fall 2018 – Fall 2022



Like many institutions across the nation, Salem State saw a dip in fall undergraduate enrollment. Unfortunately, fallout from the pandemic, as well as pre-pandemic concerns continues to impact new student enrollment. These concerns consisted of students questioning the value and cost of their degree, often leading to less students choosing to go to college and instead taking a gap year or working at jobs offering more than \$22 per hour. To expand access to applications, university admissions adopted use of the common application and an application waiver available to students through December 15 each year.

Additional steps to stem enrollment decline include: increased On-the-Spot decision days; greater outreach to community-based organization, including application and financial aid workshops, and group tours; the creation of the Transfer Fellow Scholarship and implementation of a dual admissions program with North Shore Community College and Northern Essex Community College; enhanced admissions and recruitment strategies by the inclusion of multilingual programs, classroom visits, new programs with recent alumni, parent panels at accepted student days, and increased collaboration with athletics; and with the closing of Bay State College, assistance with the creation of a Memorandum of Understanding to reduce the residency requirement and create a new transfer pathway for displaced students.

In this fiercely competitive market, it is imperative that we build the top of the admissions funnel to increase new enrollments. There was a large dip in applications, which impacted the undergraduate

incoming class. Our focus then shifted to building our out-of-state market and saturating our catchment area through new community-based programming and outreach. There was evidence of opportunity to grow in NH, ME, PA, NJ, MD, DC, and VA.

While outreach and recruitment are critical, considerable progress was also made to retain the first-year students who enroll from acceptance through fall matriculation. Last year, the university was able to cut summer melt in the incoming class by 55 percent, retaining 78 more students in Summer 2022 than the prior year. Through changes to the orientation program and follow-up during the summer, students are made fully aware of all the resources available to support their transition to SSU, including financial aid counseling.

Declines in enrollment were also seen in the evening division (see Table 8). The decline in the School of Continuing and Professional Studies enrollment was due in part to the pandemic, which resulted in shifting student behavior with fewer day students taking evening classes and less students enrolling in evening courses due to working extra hours or taking time off to help with family commitments. For the graduate division, Salem State saw a big dip year over year, despite the division hovering around 11,000 credit hours over the last five years. Industry and student demands are shifting toward interest and growth in online and hybrid programs, which provides hope for future, new enrollments. Salem State’s new hybrid MSW program aligns with this interest for which we are seeing growth. In addition, there has been a steady increase in Latinx enrollment over the last few years, with 12 percent of our graduate students identifying as Latinx.

Table 8 –Enrollment Change Year Over Year, Fall 2020 – Fall 2022

	2020	2021	2022	YoY	Change	
					2021-2022	2020-2021
Undergraduate (Day) Headcount	5,017	4,788	4,393	-395	-8.2%	-4.6%
Continuing Education Credit Hours	4,521	4,471	3,692	-779	-17.4%	-1.1%
Graduate Credit Hours	11,581	12,177	11,241	-936	-7.7%	5.1%
Total University Headcount	7,308	7,141	6,539	-602	-8.4%	-2.3%

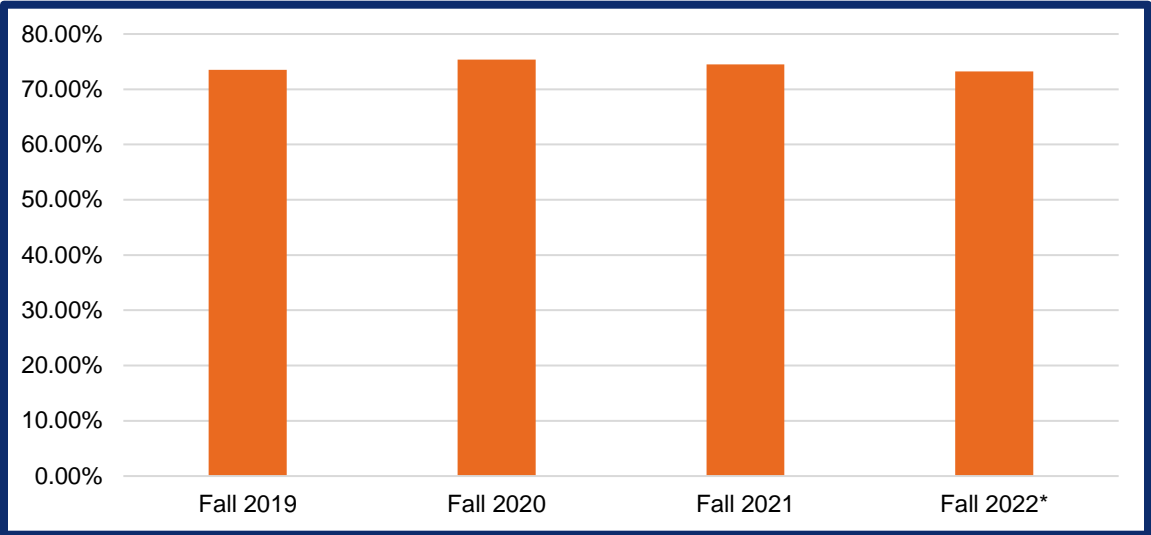
The university continues to work toward stabilizing enrollment through campus-wide persistence efforts that include support for at-risk and first-generation students as well as programming around access and affordability. I am also pleased to share that our marketing and communications team won a Merit Award for its reimagined undergraduate recruitment viewbook at the EduAd Awards, the largest educational advertising awards competition in the country. The 28-page publication represents

many facets of life at Salem State and was judged for content quality, design creativity, and storytelling (see Appendix C). Judges for the Educational Advertising Awards reviewed more than 2,000 entries and consisted of a national panel of higher education marketers, advertising creative directors, and marketing and advertising professionals.

Retention

One way SSU has increased retention and progression efforts this year was the creation of a Student Success Division. This team wraps services around students, providing coaches and mentors to help students stay enrolled. Additionally, EAB Navigate (SSU’s case management and early intervention system), first generation office, and disability services have been instrumental in supporting our retention goals. As a result, first to second year retention remains relatively stable (see Table 9). Nationally, Salem State’s retention rate for the 2021 cohort was better than our national peers with a 75 percent first year rate vs. a 72 percent rate for national peers.

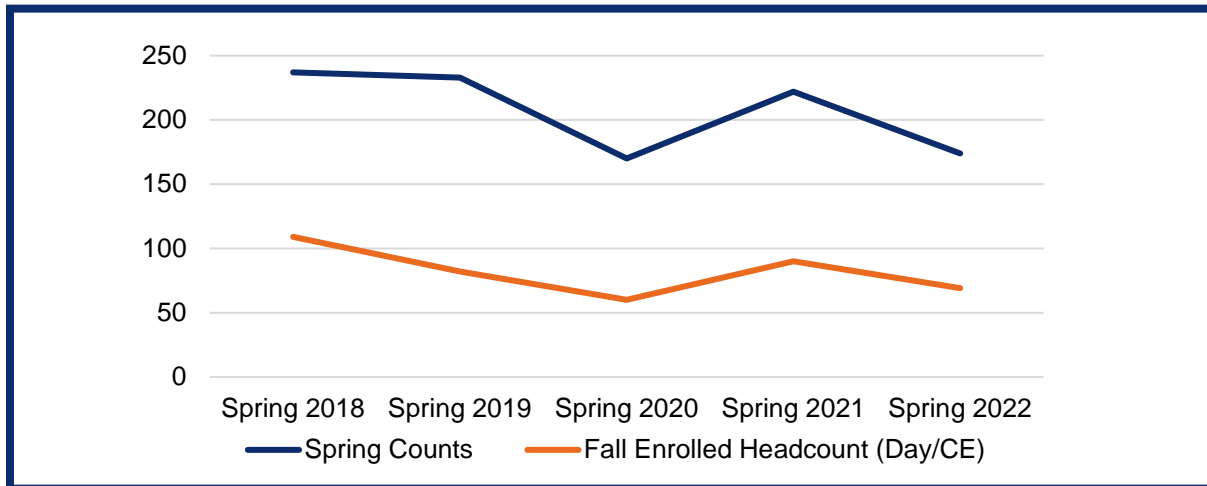
Table 9 – First-to-Second Year Retention, First-Time, Full-Time, New First-Year Students



* Fall 2022 cohort is preliminary as of 8/4/23

We have also increased efforts to re-enroll stop outs, and we hope to see future gains in the spring and fall with a streamlined process for students who have stopped out over the last ten years. Through our School of Continuing and Professional Studies, Salem State partnered with an organization called ReUp to provide counseling support services to students who previously stopped out, and we are seeing some momentum building with this program. See Table 10.

Table 10 – Students Taking Leave of Absence in Spring and Returning in Fall Semester



Although overall housing occupancy has been lower than in pre-pandemic years, resident student retention rates were more than 1.5 percent higher than the overall retention rate for first-year students, while the resident rate was 3 percent higher than among commuters for the last two years. Looking to the fall semester, preliminary data shows an anticipated increase in retention rates for this year as well. Also, through the existing partnership with nearby North Shore Community College (NSCC), Salem State can house over twenty community college students in the university's residence halls.

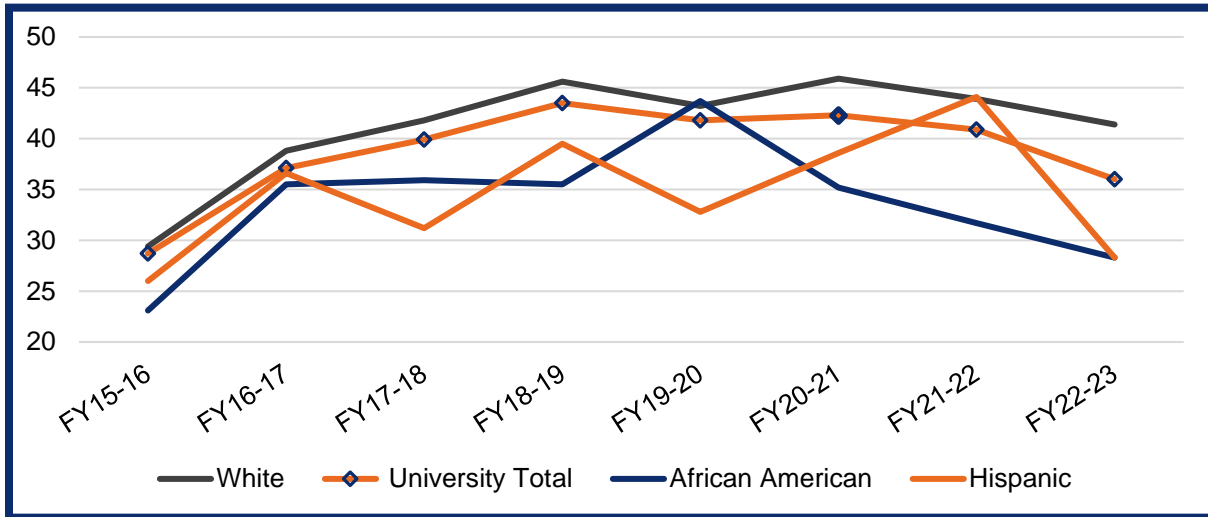
This collaboration agreement with NSCC generates mutual benefits on several levels, with housing being a substantial one. Through this relationship, community college (CC) students can find affordable, convenient housing, which assists NSCC in retaining students with housing needs. At the same time, SSU can increase housing occupancy and engage CC students, making them more familiar with the SSU campus, potentially increasing the likelihood of subsequent transfers. While the pandemic disrupted this new partnership, transfer outcomes over time among CC students housed at SSU will continue to be studied moving forward.

While housing stability contributes to student success, access to health and wellness resources and services is another key component of the support needed for students to thrive. Last year, counseling and health services was awarded two grants (one state and one federal) to increase services to students through a 24/7 mental health hotline. As a result, students can reach out to crisis-counselors "on call" for urgent needs and up to five free off-campus visits. The grants also funded a self-guided mental health online tool and expanded part-time staff. Counselors triage callers' needs to provide counseling, schedule follow-up appointments, and/or alert University Police to respond in an emergency. The 24/7 mental health support line was heavily utilized, receiving 81 calls with seven of the calls necessitating a safety assessment and high level of care. This new expanded support to students is another means to support student retention and to meet the moment as students emerge from the challenges of the pandemic.

GRADUATION RATES

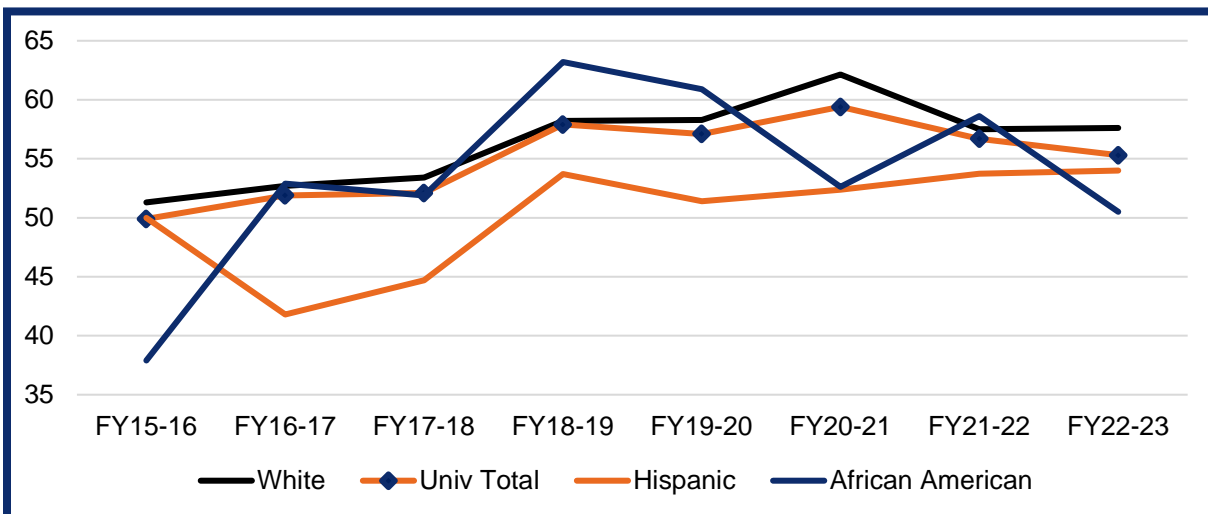
Four-year graduation rates have fallen across the board, with the steepest declines in our Latinx and African American student groups. See Table 11.

Table 11 – 4-Year Graduation Rates by Race/Ethnicity



Overall, our six-year graduation rates have declined slightly with a large dip in our African American students. However, our six-year rates are showing improvement in our Latinx student population, with some growth over the last three years. See Table 12.

Table 12 – 6-Year Graduation Rates by Race/Ethnicity



The decline is in part due to challenges related to the pandemic. First-generation low-income students struggle with staying enrolled in college, and with the pandemic, many delayed their graduation as they

struggled to pay for college. As noted earlier, Salem State has created completion and persistence grants to counter this decline. These grants are awarded to juniors and seniors who are close to graduating but risk dropping out due to financial challenges. In addition to scholarships, this program provides consistent outreach with multiple touchpoints at pivotal points in the student's journey, including financial wellness education and degree completion planning. Recent data shows an increase in progression for these students.

Student supports are also provided throughout university departments to aid with persistence and completion. These services include efforts from our Center for Academic Excellence, which provides registration, advising and tutoring supports. We have also increased programming through our First Year Experience (FYE) Office for first generation to college students through the FYE/First Gen - STEP (Student Transition and Engagement Program). Enrollment Management also produced over 100-degree maps in support of the transition from flowsheets. Degree maps allow for an interactive degree audit where students can explore scenarios and see how different scenarios impact their progress towards their degree.

Despite the slight dip in graduation rates, SSU performs at or better than its comparator institutions in terms of percentage success in nearly all the items presented on the DHE Data Dashboard regarding opportunity gaps. We will not rest on our laurels, however, as there are still substantial performance gaps in several areas. The widest of these are rate of on-time credit accumulation, especially when we compare success among white students with success among Hispanic or Black students. Closing this gap must be a priority for the coming year.

ACADEMIC EXCELLENCE

Salem State continues to develop and support high-quality academic programs and innovative educational experiences that equip our graduates to thrive in an evolving workforce and to navigate confidently in an increasingly complex and global society. We adapt to meet our students' needs while also ensuring that we provide support to our faculty so that they can teach in this ever-changing higher education landscape.

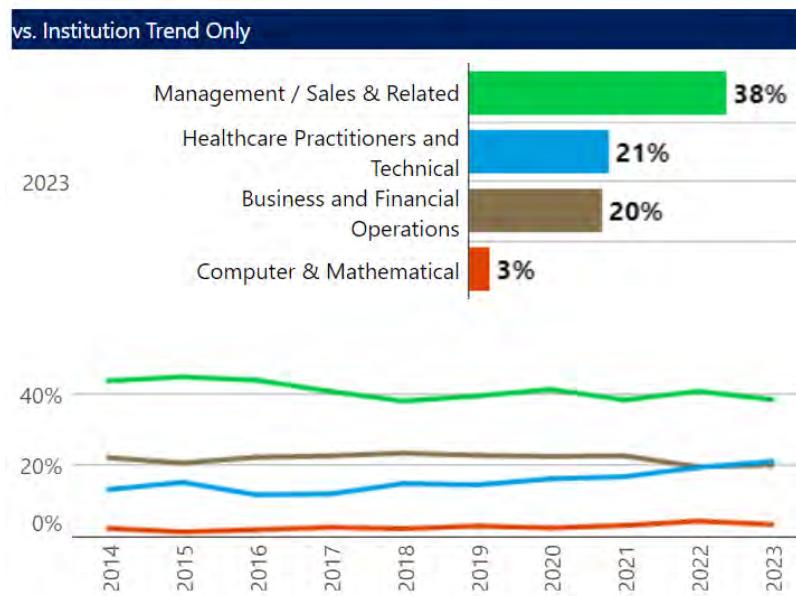
The Center for Teaching Innovation (CTI) supports teaching and learning initiatives across the university. This summer, 20 faculty engaged in a CTI learning community, "Course Re-design: Adapting for Transformation (CRAFT)." Designing for greater equity in teaching and learning is a major focus of this collaborative effort among faculty fellows, instructional designers, faculty mentors and participating instructors.

The faculty of the Bertolon School of Business developed and approved a proposal to add a modified version of 1-credit MGT 320 Career Management and Professional Development to the business core.

This course, required of business students entering into an internship, helps build critical career-enhancing skills and knowledge, with the intention of improving outcomes for internship experiences.

DHE data indicates that at SSU a full 82 percent of students earn degrees in high-demand occupations (see Table 13). Much attention has been given to assuring that faculty rosters in departments most clearly aligned with these occupations are continually staffed as fully as possible. At the same time, SSU remains steadfast in its conviction that every student in every major must have opportunities to study a broad range of disciplines with varying perspectives on research methodologies, the nature of evidence, and the vital roles of civic engagement and artistic expression in a healthy society. Our new strategic plan explicitly seeks to interrogate the roles played by a full complement of academic disciplines in addressing the pressing matters of our time.

Table 13 – Degree Production in Fields Associated with High-Demand Occupations



Source: Massachusetts Department of Higher Education

In the McKeown School of Education, faculty continued to lead SSU’s Educator Scholars of Color (ESOC) program to help diversify the region’s pipeline of teachers of color. The ESOC program supported 37 students of color, up from 27 last year. It saw nine graduating seniors, seven of whom will continue into their fifth year of the 4+1 program. Four of the seven graduates secured teacher of record fellowships, and four are now M.Ed. candidates. Some students participated in a cohort-based learning community as part of two education courses (introduction and culturally responsive teaching), co-planned and aligned by the faculty.

In addition to adapting curricula to today’s student and workforce needs, SSU faculty continue to excel in personal growth and collaborations that benefit our students and the campus at large. In 2022, the

Fulbright Enhancement Grant Program moved from pilot status into full implementation. This program supports work done by SSU faculty who have won Fulbright Awards in any faculty category by offering two 3-credit course releases, one to be taken the semester prior to Fulbright travel to prepare for the Fulbright experience and the second to be taken the semester upon return to the US to continue or finalize their work and prepare for publication. In the 2022-2023 academic year, three SSU faculty members won Fulbright Awards to India, Latvia, and Kosovo.

Additionally, faculty in the McKeown School of Education presented, published, or had under review, over 90 scholarly citations during this academic year. McKeown faculty also earned one Fulbright Fellowship, one Whiting Fellowship, and one NSF grant. One professor also continued on as a Lyle Spencer award.

The 2022-2023 academic year also saw the accreditation, or re-accreditation, for the following programs:

- BS in Chemistry continued in accreditation by the American Chemical Society. Next review: 2028.
- BS in Computer Science continued in accreditation by the Computing Accreditation Commission-Accreditation Board of Engineering and Technology, Inc. Next review: 2028.
- BS in Criminal Justice re-certified as in compliance with the Quinn Bill. Next review: 2023.
- BSN in Nursing and MSN Nursing continued in accreditation by the Commission on Collegiate Nursing Education. Next review: 2032.
- MS in Behavior Analysis (Psychology) granted initial accreditation by the Association for Behavior Analysis International. Next review: 2026.

The following are examples of the student successes in various academic departments during the 2022-2023 academic year:

- **Business** – More than 60 students from the Bertolon School of Business completed internships during Summer 2022, Fall 2022 and Spring 2023 at various organizations in the region and beyond including: Accurate Logistics, Big Sister, Boston Marriot, Finer Wealth Management, Groom Construction, Kernwood Country Club, Leap for Education, MIT Lincoln Lab, North Shore Chamber of Commerce, Santander Bank, Teradyne, Triumvirate Environmental, UBS and Walt Disney
- **Chemistry and Physics** – Several students got accepted to the National Science Foundation-funded Research Experiences for Undergraduates programs.
- **Criminal Justice** – The department recognized two students, Jonathan Flores Lorenz-Galdamez and Laura Foster, for their work in civic engagement.
- **Education** – Two of SSU's twelve Jumpstart program students received the Segal award for completing 300 hours of service.

- **Interdisciplinary Studies** – Chiara Tetreault, American Studies concentrator (class of '24) is first ever SSU student accepted into UMass Law School as part of the 3+3 BA / JD program.
- **Music and Dance** – Junior dance major Sarah Soares' choreography, Petri Dish, was selected for the American College Dance Association National Conference held at California State University in Long Beach, CA.
- **Occupational Therapy** – Faculty and students participated in two interprofessional health promotion and prevention programs with the School of Nursing at Charter Street Apartments in Salem and the Caggiano Plaza in Lynn. Students offered chronic disease management education, behavioral health programming for bullying, loneliness, depression, home safety assessments and socialization and community building programming. Resident Coordinators in both buildings have requested that this programming continue in the fall and spring of next year to address many of the health disparities these communities face. In addition, two other low-income older adult housings in Salem have requested similar programming be offered due to the isolation, anxiety and lack of healthcare access since COVID.
- **Social Work** – The Disabled Students Alliance, a new student interest group on campus, received a \$750 grant to do community organizing and disability pride awareness on campus. The group is co-led by BSW candidate Lexi Jarvis and MSW candidates Ben Chase and Ro Fiori.
- **Sport and Movement Science** – Hannah Magee was awarded a 2023 Outstanding Future Professional Award from the Massachusetts Association for Health, Physical Education, Recreation, and Dance.
- **Theatre and Speech Communication** – Ten students were recognized as winners or finalists at the 2023 Kennedy Center College Theatre Festival Region 1.

FINANCIAL VITALITY & SUSTAINABILITY

Salem State University presents its FY23 All Funds Budget with managed revenues of \$174.8 million and managed expenses of \$177.7 million and a use of reserves of \$2.9 million. Non-cash revenues and expenses, primarily depreciation of \$9.9 million partially offset by state capital grant funding from the DCAMM 5-year critical maintenance process, is projected to result in an overall reduction of Net Position of \$5.3 million excluding the impact of GASB 68 and 74 pension and OPEB entries.

Since March 2020, COVID-19 has required every faculty, staff, and student to navigate several large issues. Fortunately, the federal government and the Commonwealth provided unprecedented levels of support to the university and to students. This has provided a buffer for the university to navigate the pandemic with safety as the highest priority and assists with covering some of the revenue losses during the public health crisis.

The Federal government approved three rounds of significant pandemic relief legislation which supports Salem State students and the university, collectively known as HEERF I-III. All HEERF funds have been received and disbursed as of FY22. These dollars replenished reserves and therefore reserves are available to balance the FY23 budget.

As welcome as the Federal relief funds were, they do not ensure the university's long-term financial health. Salem State has a structural deficit, and the university continues to identify savings to bring expenses in line. There are, however, areas in which it is necessary and wise to invest university resources which will ensure the continued success of our students and campus.

After a careful analysis built on the work of the Sustainable Path Forward Task Force and the Vision for a Sustainable Future report – along with observations from our NECHE accreditation reviewers that the university's previous voluntary staff reduction and management of vacant positions was causing operating challenges, the university began investing in faculty and staff positions. During FY22 after the original budget was adopted for FY23, a total of 25 net new positions were added. Efforts have been made to restore or add the most impactful positions and ensure resources are properly allocated based on the needs of the students and the university.

Of the 25 net new positions, 12 are in the Student Success division (counseling and health, athletics/operations, student life, center for academic excellence, first year experience, and enrollment management); five are in Academic Affairs including three pertaining to a strategic initiative within the School of Education and two in the College of Arts and Sciences (math and psychology); four are in Information Technology Services, two of which are for instructional technology and classroom support, two new positions in facilities and one each in advancement and human resources.

The university must continue to evaluate how we can reduce expenses. One of the changes is the shift to permanent remote status for certain back-office areas. Areas in Phase 1 of this permanent hybrid program are human resources, general counsel's office, finance and facilities office staff, advancement, marketing and communications, and information technology services. During the coming years and with the guidance of a new strategic plan, the university will continue to analyze and assess university resource allocations.

The following identifies the key uncertainties within the FY23 budget:

- The Commonwealth's budget process is underway and not complete. Due to strong revenues received by the state, there is perceived to be little risk that the university's state appropriation will be reduced as the budget continues through the legislative process.
- The university anticipates receiving a 2 percent increase on its base appropriation to partially fund the 2 percent collectively bargained salary increases applicable to FY23. Because some of

the state appropriation to be received in FY22 is for one-time purposes (paying for the FY21 piece of CBA increases and the onetime Covid bonus payments), those funds will not be included in the FY23 appropriation. Thus, the state appropriation expected in FY23 is approximately equal to the projected figure for FY22.

- With covid vaccines readily available and the public health situation not as dire as in the early days of the pandemic, the expectation is that students will continue to return to living on campus. However, housing occupancy is still just an estimate and has a significant impact on the operating budget. The FY23 budget is planned for 1,706 filled beds for fall 2022. Housing occupancy levels impact the dining program and its associated revenue.
- Enrollment numbers continue to be paramount. Admissions and student life are working together to support yield. Competition among schools is high, and it is still early to determine where enrollment numbers for fall 2022 will land. Enrollment Management continues to work closely with academic and administrative departments in determining how best to retain current students and increase new enrollment.

There are several unusual events that make it difficult to interpret trends in the data over the last five years:

- The university changed its accounting for dining services beginning in FY20, which resulted in breaking dining transactions into revenue and expenses rather than reporting the net result within one line in the financial statements.
- Beginning in March 2020, the COVID-19 pandemic had a significant impact on student finances and behavior, university operations, housing occupancy and dining service delivery. Federal and state relief funding for the university generated non-recurring funds over several fiscal years. Additionally, federal relief funding for students resulted in large amounts of one-time funding flowing through university books and statements over several years. Fiscal years 2020 through 2022 reflect these impacts.
- The university has a largely unionized workforce. Collective bargaining agreements were settled during FY22 that pertain to a three-year period, FY21 – FY23. Compensation expenses (and associated state appropriation revenue) are reflected in FY22 that relate to work performed during FY21.

COLLABORATION, INCLUSION & STEWARDSHIP

Maintaining a campus that is diverse, inclusive and accessible supports student success at SSU. The Office of Inclusive Excellence continued to lead Salem State's justice, equity, diversity, and inclusion efforts through the 2022-2023 academic year, which included student belonging, preparation to become an HSI, and faculty and staff diversification and support.

In 2022, Salem State renewed its participation in the Racial Equity and Justice Institute (REJI). This voluntary collaboration of regional institutions represented by campus teams meets monthly. On each campus, team members complete a curriculum that, together with the regional professional development workshops, is intended to deepen commitment, enhance abilities, and focus efforts to close racial educational equity gaps.

The Salem State team chose to focus on disaggregating data for classes in which there are high numbers of successful or unsuccessful students. A dozen faculty and staff met monthly to collect and examine data. The work is on-going, examining disproportionalities by race, ethnicity, and gender in academic standing for D and F grades; W grades; and A and B grades; by department and general education category. The outcomes anticipated are to publicize the gains; create a sustainable structure for change and on-going work. Extending into next year, the REJI group plans to share out the disaggregated data to departments; develop a checklist of what departments should look for when examining their data; and present a toolkit for ways to address inequities.

We also continued several initiatives to enhance belongingness on our campus. One such program is the Justice Equity Diversity and Inclusion (JEDI) Faculty Seminar and JEDI Faculty Consultants program. JEDI faculty consultants serve as individual consultants to faculty and departments and co-lead the Building Inclusive Classroom Communities Workshop Series in collaboration with Center for Teaching Innovation. In addition, we continued to participate in National Coalition Building Institution monthly meetings, implemented two Welcoming Diversity for New Employees Workshops with North Shore Community College, and maintained Employee Resource Groups.

We also created inclusive policies like our Land Acknowledgement. In consultation with Massachusetts Tribal Council members, SSU students and faculty composed a Land Acknowledgement and devised a plan for implementation in the 2023-2024 year. Additionally, we established a Chosen Name Policy, working with students and members of the Enrollment Management team to create updated Chosen Name, Pronoun, and Gender Identity Policies that were approved in May.

In efforts to diversify the faculty, Salem State participated in two important initiatives, the Southern Research Education Board (SREB) Institute on Mentoring and the Ph.D. Project. As we are still in the relationship-building mode, we have seen only minor impact on faculty diversification through these programs, with two women of color joining the ranks of the Maguire Meservey College of Health and Human Services in the past three years.

As an emerging HSI, SSU seeks to enrich the faculty ranks by actively encouraging candidates whose lived and scholarly experiences directly address issues regarding the health, welfare, and representation of Latinx populations in the United States. In an effort to make this explicit in job postings, all position announcements for full-time faculty included this language as a “strongly desired

qualification.” Candidates who meet this strongly desired qualification present documented activities in Latinx-related teaching, scholarship, research, and service, including community-based endeavors in each of these areas. As with our participation in the SREB and Ph.D. Project, we have yet to see an increase in the number of newly hired faculty of color, especially those who self-identify as Hispanic with this inclusion. Benchmarking and initial analysis of this data are part of our new strategic planning efforts.

CAMPAIGN

Thanks to our entire campus community and our generous donors, we have continued to raise the bar and break records in our fundraising efforts. We ended our last fiscal year raising \$8,044,802 toward our campaign goals. We achieved 51 percent donor retention toward our 60 percent goal and have acquired 712 new donors.

We began the 2022-2023 academic year with an historic \$10 million gift from the Cummings Foundation, establishing the McKeown School of Education. Breaking the Commonwealth's record for the largest cash donation given to a state university, which we established with our last historic gift, this gift is truly transformative and shows a big vote of confidence in our university and the high-quality academic programs we offer. Our entire Viking community should be proud. We celebrated this important milestone in November at a formal naming and dedication of the McKeown School of Education.

In May 2023, as a Viking community, we launched the public phase of our comprehensive campaign, building on this fundraising momentum with deep investments in student success, financial aid, and the revitalization of our campus. This campaign will provide the support needed to reach new levels of impact, enabling us to achieve our ambitions. We are pleased to report that we have reached nearly 70 percent of our \$75 million campaign goal and are on the path to meet this moment and those yet to come.

Below are few additional successes from our Advancement Team in the 2022-2023 academic year:

- Secured the largest private foundation grant from the Andrew W. Mellon Foundation. This \$3 million grant will be used to establish a national university network for digital ethnic studies, ensuring that the voices and stories of underrepresented populations are heard in an increasingly digital world.
- Salem State leveraged \$555,555 toward a 2 to 1 match from gifts secured from the State Endowment Incentive match program
- Fundraising for the Thomas '68 and Joan Feeley Unrestricted Endowment exceeded its \$1 million goal, culminating with a naming celebration of the Joan M. and Tom M. Feeley Atrium.
- The fifth anniversary of Viking Warrior Day (VWD) and 40th Anniversary of the Series, featuring David "Big Papi" Ortiz, were co-hosted on Wednesday, May 4, 2023, with 1854 minutes of pride building and celebration with alumni, parents, staff, students, faculty, and friends in support of a stronger Salem State. Over \$514,000 was raised from 462 gifts, exceeding last year's \$394,332

fundraising total and reaching a new record. The evening also brought almost 1,000 community members together in celebration of Viking pride and philanthropic impact on Salem State students.

- The Salem State University Foundation transferred \$4,158,505 to the university this year (including \$1.4 million of the Mellon Grant), and \$899,072 was directed to financial aid, representing a 10 percent increase from last year. A successful annual audit without findings was achieved, improvement of the reporting that evaluates our investment managers performance is ongoing, 100 percent board participation in campaign support was achieved and board members have been active in attending university events. Three new members- Nancy Dias '09, Mike Procopio '12 and Joanne Mendes '79-were added. The board also launched a JEDI Ad-Hoc Committee.
- We hosted 47 virtual and in-person events this year, starting with the naming of the Harrington Campus in honor of President Emerita Nancy Harrington '60, '63G, '10H. The Foundation sponsored 10 events with 964 unique attendees, 58 of whom were newly identified major gift prospects. We resumed traditions including our return to Naples, FL for the St. Patrick's parade, events and luncheon. For students, we hosted the etiquette dinner, BSB spring social, the Educators Pinning Ceremony and Veterans Stole Ceremony. We produced videos for VWD and the 40th Anniversary of the Series, incorporated video features into event programming and introduced live streaming to the Salem State Series. "It Takes a Viking" podcast released 11 new episodes, further highlighting our high-achieving Vikings. James Lampassi '81 was selected to be the Alumni trustee. The Alumni of Color Collective launched and hosted its first event with a celebration of Black excellence honoring Dr. Carmen Fields '92H for her donation of collection of Black authors. Finally, we ended the year with a hybrid Alumni Weekend which includes a return of POMP (Party on McKeown Plaza), class reunion/giving efforts for classes ending in "2" and "7" and recognition of alumni awardees at our annual Jazz Brunch.
- We continue to steward donors through personalized stewardship practices; five donor impact reports were created for donors giving over \$100,000; 222 endowment reports were distributed to fund contacts and donors greater than \$5,000; grant impact reports were sent to 11 foundations; an annual fund impact report was produced for over 1,500 FY21 donors; an Impact publication was produced for over 9,000 donors that included a campaign update insert for silent phase campaign donors; all sponsorships were maintained for programs including: Darwin Festival, Salem State Series, Berry IOP event, and the BSB pitch contest; and donor impact stories and press releases (11) were widely circulated on the website, social media, and on a newly established Polaris channel for the internal university community. Twenty videos and 25 thankview messages were produced for donors.

EXTERNAL ENGAGEMENT

Salem State University is an anchor of the North Shore region. The Carnegie Foundation classified SSU as an engaged community in 2020, which celebrates our deep commitment and collaboration for the beneficial exchange of knowledge and resources with the larger community. We continue to build stronger relationships with our regional partners, increasing understanding of stakeholders' needs and expectations to identify opportunities for our students that will benefit the workforce needs and economic vitality of the region.

We are proud to be the only four-year public institution of higher education in our region and value our external partnerships and the benefits they bring to our students. We also return that favor by serving as a resource to the region through internships, experiential learning partnerships, civic engagement projects, and educating the future workforce.

One example from this past year is related to the need for shelter in Massachusetts, which reached crisis levels. Working with the Commonwealth of Massachusetts and partners, Salem State agreed to allow the state to use the vacant Bates Complex on South Campus as temporary, emergency housing for families experiencing homelessness. Centerboard, a community-based organization in Lynn, was contracted the state to operate the space. Salem State had closed the Bates Complex earlier that year as part of our long-planned efforts to sell South Campus. While this sale is still underway, the timeline allowed us to offer this space during this moment of elevated need. As the Commonwealth's civic engagement university, we were happy to do our part to help alleviate a humanitarian crisis and turned out to be the only public higher education institution to do so.

Additionally, many of our faculty and staff serve on boards and committees throughout the region, providing expertise to the business and nonprofit worlds. In my role as president, I share this responsibility by dividing my time over the segments listed below:

Higher Education

- Council of State University Presidents, Chair
- New England Commission on Higher Education (NECHE) Vermont Technical College, Chair

Business Community

- Life Science Consortium of the North Shore, President
- MassHire North Shore Career Center Board, Board of Directors, Member
- New England Council, Board of Directors, Member
- North Shore Alliance for Economic Development, Member
- North Shore Chamber of Commerce, Board of Directors, Member
- Salem Partnership, Vice President

- Salem State University Assistance Corporation, Board of Directors, Member

Greater Community

- Essex County Community Foundation County Leadership Council, Member
- Northeast Arc Advisory Board, Member
- North Shore Advisory Board of the Anti-Defamation League, Member
- Salem for All Ages Leadership Council, Member
- Voices Against Injustice, Advisory Board, Honorary Co-Chair with Mayor Kimberly Driscoll

AY 2023-2024 GOALS BY DIVISION



Academic Affairs

- Pursue and achieve final approval by the BHE for a new Combined Bachelor of Science Degree in Criminal Justice and Spanish.
- Identify possible new international partners and create a plan for pursuing new joint degree programs
- Restructure the areas of institutional research and learning outcomes assessment
- Advance the work of assessing the effectiveness of the university's commitment to a broad-based education
- Provide support and direction to the McKowen School of Education's work to eliminate all remaining DESE-mandated conditions on their educator licensure programs
- Prepare the University's progress report for submission to NECHE
- Create and curate a full-time faculty hiring program that explicitly encourages innovation through targeted hires that boost work in areas of future distinction – in process
- Continue to cultivate a climate that keeps the number of step one grievances below ten
- Serve on the 2024 Collective Bargaining Agreement management team.

Advancement

- Maintain the success of our Meet the Moment Campaign despite challenges in the economy and markets.
- Continue Board education and engagement especially important with the recent unification of the Foundation and Alumni Boards which doubled the size of the board.
- Increase diversity of board members.
- Continue engagement with alumni especially from the 1960s – 1980s who may not be aware of SSUs needs today

Diversity and Inclusion

- HSI-MSI
 - Create and fill Assistant Vice President of HSI Initiatives by fall of 2023.
- DEI Training and Professional Development
 - Completed Safe Schools Implicit Bias Training to include all employees.
 - Membership in North Star Collective; support two faculty member in year-long participation
- Land Acknowledgement
 - Work on initial set of actions and initiative for 2023-2024 including working with Tribal Council members, SSU students and faculty to compose a Land Acknowledgement and to initiate rollout.

- DPDS Seal to be submitted fall of 2023
- Continue Employee Resource Groups
- Searches and Hiring
 - Continue collaborating with HR to identify and subscribe to highest and impact DEI-focused job boards and postings.
 - Continue collaborating on preferred multilingual job postings and on plan to compensate for language work.
 - Continue collaborating with HR on best practices for diversity hiring.
- Campus Climate
 - Develop recommendation for Equity Audit 2023-2024
 - Develop recommendation for Campus Climate Survey in 2023-2024 or 2024-2025

Finance and Facilities

- Continue design development of SSU BOLD with the goal of completing schematic design.

General Counsel, Human Resources and Information Technology Services

- Continued implementation of the strategic plan
- ITS – projects/investment and prioritization
- Risk methodology – COOPS/ORG updates
- HR System updates

Student Success

- Increase enrollment and retention.
- Increase mental health support.
- Continue to increase and diversity student activities on campus

Meeting the Moment: Salem State's 2023-2028 Strategic Plan



MEETING THE MOMENT

Salem State University: Strategic Plan 2023-2028

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THE FOUNDATION: MISSION AND CORE VALUES

Mission

As a comprehensive university, Salem State prepares students of diverse backgrounds and interests to achieve their educational and career goals and to contribute to a global society as ethical and engaged community members. As a public university, Salem State also makes critical contributions to civic life, environmental sustainability, and the cultural, social, and economic vitality of the North Shore region.

We fulfill this mission principally by:

- providing access and an intellectual home for all who desire to pursue a post-secondary degree, regardless of their lived experiences, presentation of self, or socio-economic circumstances;
- equipping students to enhance their social mobility to improve the future well-being of themselves, their families, and their communities, thereby diversifying our region's body of social, economic, cultural, and political leaders;
- promoting the development of a broad range of practical skills and habits of mind, through both classroom-based learning and community-engaged practice, that equip students with the knowledge and confidence required to address contemporary issues of central concern and enter 21st-century careers prepared for success;
- grounding students' personal and professional growth in a contemporary recasting of the liberal arts tradition, with its emphasis on intellectual curiosity, critical thinking, creative problem solving, and effective communication;
- leveraging Salem's unique place in the American historical, cultural, and geographic landscapes as a vital asset in cultivating an intellectually vibrant and civically engaged community of learners and scholars; and
- serving as a leader, partner and resource for the North Shore region while working collaboratively with other state universities and community colleges in Massachusetts to create a more equitable public higher education system.

Core Values

In pursuing our mission, as a campus community we embrace, are inspired by, and seek to embody the following core institutional values:

- **Academic Excellence** – We are dedicated to assuring teaching excellence and providing experiential and culturally responsive pedagogies and other high-impact strategies that promote learning in and beyond the classroom. We are committed to building and supporting a diverse faculty of highly qualified teachers and scholars who are equity-minded and student-focused. We balance an unwavering commitment to an educational experience firmly grounded in the liberal arts with the responsibility to be responsive to regional workforce trends. We believe in promoting faculty and student research and creative endeavors that expand knowledge and academic disciplines, inform or inspire others, and connect us with the wider world.
- **Student-Centeredness** – We believe in, care about, and empower every student, and we believe everyone on campus, no matter the job description, has a role to play in contributing to student success. Being student-centered means learning who our students are and what they bring when they enroll; understanding who they wish to become and where they want their educations to lead them; helping them discover their strengths and passions; and then supporting and challenging them to dig deeper, reach higher, and go farther than they imagined possible.

- **Justice, Equity, Diversity, and Inclusion** – We promote an inclusive campus environment that respects human differences, welcomes and celebrates diversity in all its dimensions, promotes global awareness, and inspires students, faculty and staff to be champions of equity and social justice. We believe justice, diversity, equity, and inclusion should be key considerations in university decision making, resource allocation, program design, and policy development.
- **Belonging** – We are committed to ensuring that the campus life and the classroom experience provide a sense of belonging to all students, particularly those from under-represented or marginalized backgrounds, first-generation students, and students who struggle economically or with challenges that may make them feel alone, different, or excluded.
- **Open Inquiry** – We promote and value critical exploration of diverse perspectives and democratic principles through open dialogue and civil discourse.
- **Civic Engagement** – We believe a public university must be connected with and contributing to local, state, national, and global communities by engaging meaningfully in all spheres of civic life and fostering productive exchanges of knowledge and skills to the mutual benefit of students, faculty, and community.
- **Access and Affordability** – As a public institution, Salem State’s education should be readily and affordably accessible to any student from any background who qualifies for admission. Ability to pay should not be a barrier to access or completion.
- **Environmental Sustainability** – Salem State is deeply committed to reducing its environmental impact and to wise stewardship of natural resources. We believe the university must do all it can to promote and model environmental sustainability and to help SSU students understand both what is at stake and what can be done to address an accelerating climate emergency.
- **Collaborative Leadership** – We value all voices and viewpoints, and through a commitment to transparency, clear communication, collaboration, and shared governance, we are committed to providing all members of the Salem State community meaningful opportunities to discuss and have input on issues affecting the future direction of the university.



THE DESTINATION: DESIRED OUTCOMES ENVISIONING SALEM STATE IN 2028

Based on outreach to and engagement with campus stakeholder groups during the diagnostics phase of the strategic planning process, SPC believes **the outcomes implicit in the statements below reflect ambitions and aspirations shared by the Salem State community broadly.** Collectively they are an expression of who and what Salem State hopes to be and what it will strive to do and become within five years.

The aspirational desired outcomes below informed the goals and objectives that are the core elements of the strategic plan and will inspire the work necessary to make progress toward realizing those goals and objectives by 2028.

- **Relating to Student Success** – Salem State University will be a student-ready and student-centered university—meeting students where they are; considering what their individual needs, assets and interests are; and offering them flexibility to design their educational path to align with their skills and desired degree outcomes. SSU will have a clear, specific, and shared understanding of student success and a clear path to implementation, achievement and assessment. Our graduates will be well prepared to pursue next steps—employment and a career, an entrepreneurial venture, further study and an advanced degree, service to the community, or whatever destination their academic journey leads them to.
- **Relating to Academic Program** – Salem State University will offer undergraduate and graduate students an education designed to serve the public good by preparing them to tackle the challenges of a rapidly changing, increasingly complex world. Reflecting our unique role within the Commonwealth’s system of public education as the North Shore’s comprehensive state university, our academic programs will have a distinctive focus that leverages established SSU strengths and regional assets. Students will learn from a faculty dedicated to continual improvement as teacher-scholars in service to both the success of their students and the advancement of knowledge in their respective disciplines. Through a curriculum that infuses into each degree pathway the core principles of the liberal arts and the power of “learning by doing,” students will develop the knowledge, skills, creativity, and confidence to succeed in their chosen careers and contribute positively to their communities.
- **Relating to Civic Engagement** – Salem State will be recognized as the Commonwealth’s Civic Engagement University, where pedagogies and experiential learning experiences foster a sense of social responsibility and prepare students to think critically and work creatively to address societal needs and engage with their world. On and off campus, civic engagement will be highly valued, practiced, assessed, and recognized.
- **Relating to Reputation** – Salem State will fortify its reputation for excellence, quality and value, and it will increasingly be a first-choice institution for anyone seeking to earn a degree or pursue a career in higher education in Massachusetts. The SSU brand and identity will be authentic, clear, and understood by all our stakeholders. People will know who we are, what matters to us as a university, and what we contribute to the local, regional, and state communities. Our leadership in the areas of civic engagement and environmental justice and sustainability will be increasingly recognized by the public as institutional distinctions.
- **Relating to Justice, Equity Diversity and Inclusion** – Salem State will further diversify an already inclusive and welcoming community. All academic areas will intentionally use learning models and practices that incorporate content that reflects diverse ways of knowing, being and experiencing the world. SSU will build a strong record of hiring and retaining faculty, staff, and administrators of color. The university will invest in professional development around culturally responsive teaching and services, and SSU’s retention and graduation rates for minority or marginalized student groups will be better than the state average. SSU will be a leader in Massachusetts as a Hispanic Serving Institution modeling the design and implementation of an intentional, successful plan to serve, support, and empower students at and through all levels of the institution.

- **Relating to Campus Climate** – Our campus culture will be open and collaborative, offering many and diverse opportunities for faculty, staff and students to be meaningfully engaged in campus life. We will have an energetic and respectful workplace, and all employees will be valued as members of our community. Salem State will build trust and a sense of common purpose on campus by sharing data in a transparent manner, institutionalizing data-based decision making, and promoting opportunities for all campus constituencies to have input and be engaged through the shared governance process. School spirit and institutional pride will be on the rise.
- **Relating to Human Resources (faculty and staff)** – Salem State will invest in our people, because people are the greatest asset we have. We will be guided in our human resource policies and practices by the desire to establish SSU as a first-choice destination for prospective faculty and staff and as a place where current faculty and staff want to stay. We will recognize and celebrate excellence, and professional development will be seen as an investment in the University’s future.
- **Relating to Facilities** – SSU BOLD, Salem State’s campus unification and modernization project, will have addressed major capital needs of the university by establishing a compact and efficient campus core while maximizing programmatic synergies and streamlining operations. The campus master plan will have been updated, paving the way for future progress toward modernizing campus facilities. In addition, a significant amount of deferred maintenance will have been eliminated following sale of South Campus. SSU’s physical facilities will foster a sense of belonging for members of the campus community and will be competitive with facilities on other public and private campuses throughout the state.
- **Relating to Environmental Sustainability** – Against the backdrop of an accelerating climate crisis and rising student concern, as well as bold state mandates for operational change, Salem State will address the climate crisis by pursuing campus de-carbonization, broadening sustainability scholarship, and deepening community connections. SSU will continue to pursue green investment policies and strive to reduce carbon emissions steadily with the goal of achieving carbon neutrality by mid-century. Faculty, staff, and students all will be engaged in a collective effort to reduce SSU’s impact on the environment and address climate concerns more broadly.
- **Relating to Financial Resources** – Salem State will be in a healthy, stable financial position. Through prudent cost control, effective enrollment management, a successful \$70-75M fundraising campaign, and persistent advocacy for increased public funding, revenues will be sufficient to sustain operations while also allowing for investment in key strategic priorities. Committed to the ultimate goal of ensuring affordable access and minimizing student debt upon graduation, SSU will have made important strides toward making the cost of attending affordable and as predictable as possible for the duration of a student’s academic journey.

These aspirational desired outcomes paint a picture of Salem State as it hopes to be by 2028. They are ambitious and bold, particularly in view of the very serious challenges posed by declining student enrollments. They envision the university at its best. They are simultaneously the motivation behind the five-year strategic plan and the destination to which the plan—through its overarching goals and associated objectives, as well as annually developed implementation strategies and action plans—is designed to lead.

UNIFYING COMMITMENT AT THE CENTER OF OUR PLAN: STUDENT SUCCESS AND LIFE READINESS

Our commitment to student success and life readiness is the unifying commitment at the very center of this strategic plan and will remain Salem State University's North Star. We are committed to fostering student success and life readiness by creating a challenging and supportive learning environment that fully engages students in their learning and promotes attainment of academic, personal, and career goals. **This core commitment is reflected in and supported by the strategic plan's seven goals and associated objectives.**

A Challenging and Supportive Learning Environment that Fully Engages Students in Their Learning and Promotes Attainment of Academic, Personal and Career Goals.



Achieving the following objectives aimed squarely at promoting student success and life readiness is deemed essential to progress. As such, these imperatives merit special attention in the strategic plan and will require campus-wide attention as the plan is implemented.

Student-Centered Strategic Imperatives

- **Build and sustain a campus culture of inclusion and belonging** in which diversity in its many forms is acknowledged, valued, celebrated, and integrated into the entire college-going experience
- **Strengthen onboarding structures, activities, and services** to assist students in adjusting to and succeeding as engaged learners in a university learning environment
- **Provide experiences and supports that improve retention and promote timely** progress toward educational goals for all student populations, including dual-enrollment, early-college, transfer, and graduate students
- **Remove institutional barriers** that negatively affect the college experience or academic progress of non-traditional, minority, marginalized, or economically disadvantaged students
- **Expand high-impact programmatic and engagement initiatives**—such as student research, study abroad, internships, and community service—that prepare students for future careers and help students build confidence, connections, and life-skill learning outside the classroom
- **Reimagine and revamp the approach to student advising** in order to provide more comprehensive and holistic support and promote students’ engagement, well-being and academic success throughout their years of study.



THE STRATEGIC ROADMAP: PATHWAYS TO THE DESIRED OUTCOMES

Goals and Objectives



I. Academic Excellence and Active Learning

Goal: Develop and support high-quality academic programs and innovative educational experiences that equip Salem State graduates to thrive in an evolving workforce and to navigate confidently in an increasingly complex and global society

Objectives:

- 1.1 Sustain Salem State’s commitment to providing a foundation in the liberal arts and strengthen the general education curriculum
- 1.2 Provide an array of transformative experiential learning opportunities that prepare students for a lifetime of engaged citizenship, successful careers, and upward social mobility
- 1.3 Design and deliver academic programs at both the undergraduate and graduate levels that are cross-disciplinary, civically minded, culturally responsive, and anti-racist
- 1.4 Engage students and scholars in improving the human condition through academic programs, research, and creative activities that address the pressing matters of our time, including social justice, racial equity, health disparities, climate change, and economic inequality
- 1.5 Leverage our location in historic Salem on the North Shore of Massachusetts, while also constructing a more globally aware curriculum, in ways that further distinguish the university’s academic offerings and enhance students’ learning experiences
- 1.6 Provide students a strategically designed class schedule that offers a range of course delivery formats and equip the faculty with the tools and confidence to ensure the quality of students’ experience in any course does not depend on modality
- 1.7 Remove barriers to successful degree program completion through implementation of retention and persistence strategies for at-risk, under-represented, and systemically marginalized learners
- 1.8 Create and implement a more robust academic advising model for both undergraduates and graduate students that leverages technology and is integrated, equitable, and readily accessible



II. Civic Engagement and Public Good

Goal: Cultivate a civically engaged community of learners and scholars committed to public problem solving in a diverse democracy, and align curriculum, co-curriculum, research, and creative activity with opportunities to promote the public good

Objectives:

- 2.1 Build on SSU's historic commitment to social justice and civic engagement and expand Salem State's reputation as the Commonwealth's Civic Engagement University
- 2.2 Increase our campus community's understanding of the intersection of civic engagement with justice, equity, diversity, and inclusion work
- 2.3 Expand and strengthen the university's regional connections for experiential learning, civically engaged pedagogical and curricular innovation, scholarship, and creative endeavors
- 2.4 Organize and enhance experiential learning opportunities and increase use of high-impact practices to support students' personal development and professional preparation
- 2.5 Strengthen the university's capacity to foster students' leadership skills for the purpose of social change
- 2.6 Enhance SSU's impact in the North Shore region by working with community stakeholders to identify societal challenges that can be addressed through meaningful, collaborative partnerships



III. Justice, Diversity, Equity and Inclusion

Goal: Increase the diversity of our campus community, and promote equity and inclusion in all programs, policies, and practices

Objectives:

- 3.1 Continue to promote equitable access and boost college participation through expanded partnerships with PK-12 districts and improved, barrier-free transfer pathways for community college students
- 3.2 Incorporate principles of universal design to foster a more inclusive learning environment that acknowledges and supports a diverse range of student needs and abilities and promotes equitable outcomes for all learners
- 3.3 Create a culture of support for, and expand investment in, professional development for faculty, staff, and student employees around, culturally responsive teaching and learning, student services, and operations in all areas
- 3.4 Transform academic programs, policies, pedagogies, and practices such that they are rooted in a commitment to racial equity
- 3.5 Build a strong record of hiring, supporting, and retaining faculty, staff, and administrators of color and from historically underrepresented groups, and increase SSU’s retention and graduation rates for minority or marginalized students
- 3.6 Assert SSU’s leadership as a Hispanic-Serving Institution (HSI) modeling the design and implementation of an intentional, successful plan to serve, support, and empower students at and through all levels of the institution
- 3.7 Prioritize research, creative activity, and knowledge creation that contribute to the scholarship of teaching and learning, particularly as they relate to the experiences of students from historically under-represented communities
- 3.8 Continue striving to remove financial barriers to access by investing in financial aid for students and championing the cause of providing debt-free public higher education in Massachusetts



IV. Environmental Stewardship and Climate Action

Goal: Reflect Salem State's core commitment to protecting the natural environment in campus facilities, operations, academics and decision making, and equip faculty, staff and students to understand and engage in addressing the climate emergency

Objectives:

- 4.1 Create a campus culture of sustainability and infuse sustainability into campus decision making
- 4.2 Demonstrate leadership in climate action and climate justice by engaging the Salem State community and broader North Shore region in educational and collaborative initiatives that raise awareness and contribute significantly to efforts to safeguard local resources
- 4.3 Implement emission reduction strategies and aggressively pursue carbon neutrality
- 4.4 Develop and implement a sustainable waste management system that emphasizes waste prevention
- 4.5 Maximize opportunities for low-carbon construction and for energy and water efficiency in all new building projects and major renovations
- 4.6 Ensure that buildings, landscapes, and natural areas create and sustain a campus community that conserves natural resources, restores environmental quality, and protects biodiversity
- 4.7 Ensure sustainability-related academic offerings meet student interest and support opportunities to create and disseminate knowledge relating to environmental stewardship and climate action



V. Campus Community and Culture

Goal: Foster a campus culture that fuels school spirit, sense of community and collegiality, mutual respect and trust, and shared commitment to student success and the University's long-term future

Objectives:

- 5.1 Engage faculty, staff, and students in creating and maintaining a supportive environment that promotes student engagement, empowerment, sense of belonging, and progress toward goals
- 5.2 Ensure clear and consistent internal communications foster awareness, transparency, trust, and a deeper sense of community among campus stakeholders
- 5.3 Promote a heightened sense of pride in Salem State's identity and the accomplishments of members of the Salem State community
- 5.4 Nurture the development of meaningful professional relationships at all levels of the organization and foster an engaged student community that promotes relationship building and involvement in campus life
- 5.5 Foster physical, mental, social, and emotional wellness among all members of the campus community in an environment that feels safe and prioritizes holistic health
- 5.6 Expand professional development opportunities and encourage lifelong learning for faculty and staff
- 5.7 Strengthen shared governance practices and seek expanded campus participation in conversations and endeavors relevant to institutional mission and goals
- 5.8 Equip and engage members of the SSU community to be effective advocates and ambassadors for Salem State in the wider community



VI. Operational Excellence and Infrastructure

Goal: Continuously assess and improve the administrative and operational systems, structures, and processes that support the university's mission of teaching, research and public service, and maintain physical facilities and technologies necessary to deliver the mission effectively and efficiently

Objectives:

- 6.1 Establish Salem State as a first-choice place to work and pursue a career
- 6.2 Prioritize meeting student needs and promoting organizational effectiveness when evaluating, determining, and implementing optimal staffing models and levels
- 6.3 Enhance operational capacity to support students throughout the calendar year cost-effectively through innovative, collaborative approaches to expanding services and resources available to students in need
- 6.4 Complete the transformative SSU BOLD project to address major capital needs and establish a compact, efficient campus core
- 6.5 Update the campus master vision plan and continue to chip away at deferred maintenance
- 6.6 Enhance physical infrastructure and facilities management plans to improve access and optimize experiences for all who attend, work at, or visit the university
- 6.7 Develop and implement an enterprise risk management model for all university functions, and build a campus-wide culture of assessment, continuous improvement, and accountability
- 6.8 Pursue strategies to standardize, streamline, as necessary upgrade, and support technology systems and infrastructure across campus



VII. Financial Vitality and Sustainability

Goal: Fortify Salem State’s financial foundation by stabilizing enrollment, growing income from existing and new revenue streams, advocating for greater public funding support, continuing to build a culture of philanthropy, and aligning resources with strategic priorities

Objectives:

- 7.1 Expand interest in enrolling at Salem State through strategic marketing aimed at expanding public awareness of the intrinsic value and enduring benefits of a Salem State education
- 7.2 Sustain tuition and housing-related revenues by improving retention and completion rates for current students
- 7.3 Increase tuition revenues by diversifying and expanding markets and student populations and through new and expanded programs that generate enrollment-driven revenue
- 7.4 Seek to grow and diversify sources of non-tuition revenue, and proactively advocate for increased public funding
- 7.5 Foster a campus-wide culture of philanthropy and deepen engagement with Salem State alumni and the wider community
- 7.6 Ensure policies, systems, budgeting practices, and staff competencies are adequate to sustain financial health
- 7.7 Engage the campus community and shared governance in thoughtful institutional discernment about how most effectively to invest and deploy limited resources in order to maximize impact and promote shared accountability for prudent resource management





Salem State University

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APPENDIX B



Roadmap to Servingness: Preparing to become a Hispanic and Minority Serving Institution

Roadmap to Servingness:

Preparing to become a
Hispanic and Minority Serving Institution;
reducing gaps and fostering success for all students.



Salem State University is Proud to be an Emerging
Hispanic and Minority Serving Institution



salemstate.edu/HSI



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INTRODUCTION

Salem State University has always been proud of its diverse student body and focused on student success. Currently, Hispanic and Latinx students make up the largest and fastest growing “minority” student population, both at Salem State and in the Commonwealth. Within the next few years, SSU anticipates being able to attain the federal designation of a Hispanic and Minority Serving Institution (HSI-MSI) based on our student enrollment. This designation will help cement our identity as a leader in public higher education in MA and will allow us to better serve our diverse student population and access additional funding sources to implement high impact practices to benefit all our students.

In 2022- 2023, 40% of SSU students identified as students of color, and 22% identified as Hispanic. Salem State is currently designated by the Hispanic Association of Colleges and Universities (HACU) as an emerging HSI. It is expected that SSU can attain the full designation and become eligible for additional federal grants by 2025 or 2026. At this point in time, there are six federally designated HSI’s in Massachusetts: five community colleges and one technical college. SSU is poised to become the first comprehensive university in the Commonwealth to achieve the HSI-MSI designation. To learn more about the federal designation see Appendix A and Appendix E. While we are interested in pursuing the designation, our true aim is to better serve all students, inclusive of our communities’ racial and cultural diversity. Note that while we use the term “Hispanic” to follow federal practices, we also use other terminologies throughout this document that are more often used within our community such as Latino/a, Latinx, Latine, etc. For more information on terminology, see Appendix A.

The *SSU Roadmap to Servingness* was developed to help Salem State prepare to become a Hispanic and Minority Serving Institution. Serving our students goes beyond enrolling students, it is about expanding support and providing a transformative educational experience that leads to student success. By focusing on becoming an HSI-MSI and attending to traditionally underserved students, we can implement strategic decisions to serve every student equitably through high-impact practices informed by clear and accurate data.

Although the federal designations are determined based on undergraduate student data, for Salem State to achieve true servingness, all HSI-MSI initiatives must be integrated into all aspects of the university, including the School of Graduate Studies and Continuing Education networks and systems.

While SSU has been planning for this future designation for some time, the 2022-2023 academic year brought it into a clearer focus. Several groups of faculty, staff and students participated in national conferences, and presentations were shared with multiple campus constituencies. In spring 2023, the inaugural Faculty Fellow for Emerging HSI-MSI Initiatives facilitated a reading group, with more than 40 participants, to read and discuss Gina Garcia’s *Becoming Hispanic Serving Institutions*. We learned that HSIs can cultivate a Latinx-serving identity by focusing beyond enrollment and providing a positive campus climate, support programs for Latina/o students, and engagement with the Latina/o community. As an MSI, these efforts will be extended to all underrepresented students.

This Spring 2023, President John Keenan charged Interim Vice President for Diversity and Inclusion Keja Valens to create a working group of students, faculty and staff to develop this *Roadmap* with recommendations to help our campus better serve all students by centering Hispanic or Latinx students and “minority” students, with a focus on reducing disparities in student success and fostering a climate where all students, faculty, and staff can thrive. Co-chaired by Elisa Castillo and Keja Valens, the HSI-MSI working group was organized into six sub-groups: eligibility and applications; community building; engagement and communication; campus culture; curriculum, pedagogy, and research; and academic policies, pathways and partnerships. Each subgroup reviewed current institutional practices, identified best-practices, and made actionable short- and long-term recommendations. Over 50 community members—students, faculty and staff--participated in this effort and shared recommendations at the end of Spring 2023. The work is summarized in this document.

The *SSU Roadmap to Servingness* provides recommendations for how to center institutional practices around the experiences of students of color and how to implement high-impact practices that will reduce achievement gaps. This includes attaining the federal designation and preparing for funding opportunities, and creating a more welcoming environment where students have access to the resources, curricular and co-curricular experiences to help them thrive. The Appendices include expanded information about our student data, terminology, and additional information about our Hispanic and Latinx and other underserved communities.

The *SSU Roadmap to Servingness* aligns with institutional priorities such as the Massachusetts Board of Higher Education (BHE) Strategic Plan for Racial Equity, the SSU Strategic Plan, assisted by the goals of the *Meet the Moment™* Comprehensive Campaign (see Appendix B). The *Roadmap* supports our institutional mission to “prepare students of diverse backgrounds and interests to achieve their educational and career goals and contribute to a global society as ethical and engaged community members.”

The implementation of the *SSU Roadmap to Servingness* will be led by the Inclusive Excellence and the Assistant Vice President of HSI-MSI Initiatives Elisa Castillo, in collaboration with campus leadership and the campus community. Implementation teams will be formed to help spearhead priorities and make sure that efforts are collaborative and build upon campus structures, integrating the work into our campus fabric. Efforts will be data informed and outcomes will be shared with the campus community. The *Roadmap* is a living document and will be updated to meet evolving needs and priorities. Funding for this work will come from a combination of current budget allocations, new fundraising efforts, and future state and federal grants.

We are grateful to SSU students, faculty, staff, and leadership who have engaged and assisted with these efforts. We are looking forward to working together to create an educational environment where all students can succeed and thrive.

Keja Valens, Interim Vice President for Diversity and Inclusion

Elisa Castillo, Assistant Vice President for HSI-MSI Initiatives.



SSU ROADMAP TO SERVINGNESS RECOMMENDATIONS

Global Recommendations for Data Informed High Impact Practices

All HSI-MSI efforts should be data informed, with an expansive understanding of what counts and a critical assessment of how we collect and distribute, aggregate and disaggregate data. Thorough and thoughtful data collection and use will allow us to better understand our community, tell our story and expand high impact practices to become a truly Hispanic and Minority *Serving* Institution. All the recommendations in *Roadmap* will assist the university in meeting our central strategic goal of student success and specific high impact practices stand out as supporting and being supported by all the areas identified in the *Roadmap*.

Increase and improve institutional data collection and analysis, including disaggregated data, to better understand institutional gaps as well as our students, their families and communities, their academic, personal, financial and social needs, and their linguistic and cultural assets and successes. Gather and use clear, shared, regularly updated data to benchmark and inform every aspect of the *SSU Roadmap to Servingness*.

Coordinate data gathering, sharing, and use for SSU Roadmap to Servingness and Strategic Plan.

- Work with CIO and Office of Strategic Planning and Decision Support (SPDS) to improve institutional access and integration of campus data.
- Create a group of campus partners that can assist in data access, collection, analysis, and strategic decision making. Meet regularly to gather and analyze disaggregated data focused on HSI-MSI efforts and student success, with data equity lens.
- Gather additional data to better understand our student population and our surrounding community, focusing on Hispanic- Latinx and under-served communities.
- Share data, analysis, and recommendations with President's Executive Council (PEC) and academic leadership on an annual or biannual basis.
- Make data informed recommendations to campus stakeholders and partners and identify opportunities to address achievement and need gaps.

Implement a multifaceted approach to consistently gather information about our success as an HSI-MSI and areas of improvement, e.g.,

- Expect all campus partners to address HSI-MSI and other minoritized populations in department annual reports;
- Develop additional metrics for transfer students who complete (e.g., SSU transfer retention and graduation rates; SSU's contributions to educating transfer students who leave and complete elsewhere); disaggregate experiences of part-time and transfer students;
- Compare retention and graduation rates among regional sister HSI-MSI institutions and collaborate on best practices;
- Capture and report on multi-dimensional assessments of degree completion (e.g., tracking certificates and co-curricular accomplishments; high A/B/Completion rate courses; high D/F/W rates; completion rates for gateway courses; expand time frame for typical metrics; measure impact on student, family, and community, etc.) and efforts to address disparities and enhance achievement.

Explore broadening measures for student and institutional success to track and report out additional metrics to describe “Servingness” including

- Student measures such as: sense of belonging; participation in high-impact practices (e.g., internships, learning communities, community-based learning, undergraduate research); post-grad outcomes (e.g., employment, graduate study, career opportunities, impact on surrounding communities); social mobility/value proposition (e.g., increased earning potential, financial aid, savings from OER); participation in co-curricular engagement in groups and clubs, leadership opportunities; engagement and encouragement to participate in perceived out-of-reach programs such as Honors Program, Phi Kappa Phi, Research Day, etc. ;
- Institutional measures such as, ability to meet students’ basic needs and mitigate financial/policy barriers; institutional inclusivity, bias prevention/intervention; preparation of students to be transformers of inequities in the larger community; ability to reduce cost of education; multidimensional revisions of degree completion (tracking certificates and co-curricular accomplishments, expand time frame for typical metrics, measure impact on student, family and community).

Identify priorities for projects and funding to reduce gaps and implement high impact practices for HSI-MSI’s such as:

- Expand cohort models to increase student sense of belonging, persistence and retention;
- Expand advising, mentoring and coaching;
- Increased basic needs and wellness resources;
- Increased access to internships, career preparedness, civic engagement, scholarship, and other hands-on opportunities;
- Expanded leadership programs and culturally affirming co-curricular programs;
- Expanded support to prepare students for graduate study and graduate school application process;



Eligibility and Applications

Overview:

We expect that by 2026 Salem State will reach the 25% Hispanic student enrollment needed to apply to be classified by the U.S. Department of Education as a Hispanic Serving Institution (HSI). When we attain the HSI designation, we also become a Minority Serving Institution (MSI). Achieving HSI-MSI status can impact our student enrollment, retention, graduation rates, student satisfaction, student success, and boost economic opportunities. As we pursue federal designation and future grant funding opportunities, our priority is to implement and expand practices that foster student success for all, and enable our Hispanic or Latinx, and all underserved students to thrive, while simultaneously enhancing the reputation and financial sustainability of SSU. Pursuing the *Seal of Excelencia* will ensure that we are focused on our students' success and engaging in high impact practices.

Short-term Recommendations (Y1-2):

Expand the Inclusive Excellence to include leadership of HSI-MSI efforts; establish a budget, hire staff, including graduate and undergraduate student staff.

- Network with organizations focused on Latino Student Success and HSI's- MSI's such as Excelencia in Education, HACU, Association of Hispanic Serving Institution Educators (AHSIE), the Department of Education (DoE) and others.
- Build capacity to advocate, access, and manage additional funding.
- Build capacity to advocate for local, state, and federal resources and initiatives consistent with HSI-MSI initiatives.
- Build capacity to manage program implementation.
- Partner with campus and community leadership, schools and departments to achieve shared goals.
- Network with other HSI-MSI's and create network of New England HSI-MSI's.

Gather data required for application for the federal HSI designation and the Seal of Excelencia.

- Work with Institutional Strategic Planning and Decision Science and campus partners to access, analyze and track student data trends.
- Track county, state and regional data.
- Follow best practices for HSI-MSI's.
- Follow guidance from the Department of Education and MA BHE.
- Plan for annual deadlines.

Identify needs and opportunities to increase programing and funding.

- Identify priorities for funding for the greatest impact on student enrollment, retention, and success.
- Work with Institutional Advancement to pursue private funds (e.g., *Meet the Moment*[™] SSU Comprehensive Campaign); create and update "Case for Support" for multiple HSI-MSI related efforts.
- Monitor federal DoE and state Board of Higher Education (BHE) funding priorities and opportunities.
- Increase support and capacity for grant and proposal writing.

Medium-Long Term Recommendations (Y2-5; in addition to continuing and expanding the above)

Apply for HSI designation and prepare for federal grants.

- Maintain documentation that will be needed for application and renewal process.
- Establish cycle to review our status and prepare for grant applications annually.
 - Review institutional data and DoE priorities each Fall.
 - Apply for HSI eligibility every Dec/Feb; must be done every year.
 - Develop Comprehensive Development Plan in preparation for grant applications each Spring and Summer.

Reach consensus on additional metrics used to analyze and report on the success of our students and our institution as an HSI-MSI.

- Gather feedback from students, faculty, and staff on how to measure success.
- Identify consistent measures to be analyzed on a semester basis.
- Highlight and communicate campus and student success stories and metrics.

Continue to pursue funding opportunities to meet HSI- MSI priorities and increase student success.

- Increase capacity for grant writing, submission, and post award grant support.
- Identify priorities for funding based on data informed assessment of disparities and achievement gaps.
 - Implement solutions to include policy review, professional development, and student support.
 - Implement and expand high-impact practices for the student population.
- Pursue multiple Federal grants (title III, V, VII) to enhance student success.
- Pursue private funding to implement HSI- MSI initiatives and institutionalize grant funded efforts.
- Maintain outcome data related to funding initiatives.

Prepare for the “Seal of Excelencia.”

- Support President Keenan in participating in the *Excelencia in Education Presidents for Latino Student Success* network.
- Engage in bi-annual self – reflection, congruent with the Seal of Excelencia process.
- Engage with the SSITA (search serving institutional transformation assessment tool); apply by 2025.
- Continue to pursue and renew the Seal of Excelencia.

Community Building and Engagement with once and future students and families (alumni, prospective students and families)

Overview:

Truly serving our students, families, and communities' means being sensitive to the needs and assets of multilingual and diverse communities. More data is needed to better understand our community. While the percent of Hispanic students will drive our designations, it is important to ensure that all students of color and their families feel included in our Viking community, and all community members understand the benefits of becoming an HSI-MSI.

Short-Term Recommendations (Y 1-2)

Implement robust data gathering practices to best understand our students and their families, and analyze data to ensure that we know:

- Who are our students now? Language use, specific ethnic identifications and national backgrounds;
- Who are we losing in the Admissions pipeline (including recruitment long before application) and why?
- Who could we attract to SSU as we move closer to full HSI-MSI status?

Outreach and build network with Latinx and diverse communities and organizations on the North Shore.

- Create SSU HSI-MSI external advisory council of community partners.
- Support and network with regional organizations focused on the success of the Hispanic, Latinx, and BIPOC communities.
- Support the McKeown School of Education's engagement with local school districts.

Expand culturally responsive engagement with prospective students, their families, and communities.

- Host culturally responsive and welcoming BIPOC recruitment and community events.
- Highlight culturally responsive activities, services and curricula as part of the admissions process.
- Identify or increase the visibility of resources for students to help them access the university and educational programs (such as transportation, financial aid, wellness, etc.).
- Continue to offer connection and resources in various modalities (in-person/ remote) and languages (English/ Spanish/ Portuguese/ Creole).
- Support student life and campus partners in culturally responsive programs and communication strategies with Viking families.

Create a welcoming on-campus and web presence for multilingual families of prospective and new students.

- Approach multilingualism as an asset and opportunity for all to learn from each other and gain skills that are valuable in the community and workforce.
- Continue to build and support multilingual and multicultural teams in admissions and transfer services, orientation and family programs, etc.
- Increase access to multilingual tours, sessions, and information.
- Translate key materials and provide multilingual support for new students and families participating in open houses, accepted students' day and orientation programs.
- Hire multilingual domestic and international students and graduate students to assist with efforts and partner with the Foreign Languages department as appropriate.

- Create a multilingual SSU resource guide and contact list for new students and families.
- Expand and highlight multilingual support for families during large scale transitional events and celebrations (tours, accepted student's day, orientation, ALANA graduation, commencement). Create consistent resources and expectations.

Improve experience and support for immigrant and undocumented students.

- Update campus policies impacting students with a range of immigration statuses.
 - Review and update policies on admitting undocumented students and residency requirements (update from 2007). Utilize experts or consultants to review and improve practices.
 - Clarify residency and in-state tuition guidelines.
- Create clear public policy welcoming students of all statuses.
 - Review and update public statements related to public safety and ICE.
 - Consult with experts and benchmark other state universities (use Framingham as a reference).
- Provide access to funding for immigrant students.
 - Explore partnership with TheDream.us.
 - Advocate for state and private funds to support immigrant students who are not able to access federal financial aid or in-state tuition.
 - Identifying ways to reduce financial barriers for immigrant students.
 - Create student employment and graduate assistantship opportunities for immigrant, international and multilingual students.
- Create and centralize resources for immigrant students and students with various statuses as part of enrollment management and continuing education.
 - Staff with multilingual employee who is knowledgeable about immigration process and pathways to higher education.
 - Make information more accessible (application process, scholarships, etc.) on the website, and internal resources.
- Educate campus community on our campus population and various immigration statuses to increase knowledge and reduce bias. Provide training to faculty and staff.

Reduce financial barriers to enrollment and persistence for low-income students.

- Increase funding (scholarships, grants,) to reduce affordability gap for underrepresented students, especially those already connected with SSU programs such as Upward Bound, and early college programs.
- Highlight and promote dual admissions programs and other opportunities to access college credit at lower costs.

Engage with Alumni Affairs to create awareness, engagement, and excitement about SSU as an emerging HSI within Alumni network.

- Include HSI-MSI content in Alumni communications, such as Alumni podcast interview.
- Create an Alumni Affinity Latino listserv or Latino/a/e/x Alumni Group to engage with campus efforts and support student success.

Medium-Long Term Recommendations

(Y2-5; in addition to continuing and expanding the above)

Expand strategic recruitment of new and transfer students from underserved communities (collaboration with enrollment management).

- Conduct review and assessment of current outreach and recruitment plans and continue to develop content that appeals to prospective Pell Grant recipients, Latinx and all under-represented students and families.
- Increase use of Spanish and multilingual marketing and press.
- Increase staffing levels and staff training, including dedicated resource for multilingual and immigrant students.
- Expand the transfer connection efforts, including hiring more multilingual transfer coaches.

Expand culturally responsive engagement with prospective students and their families, friends, and communities.

- Explore best practices for HSI-MSI's.
- Create short welcome and student success videos in multiple languages.
- Systematize appropriate handoffs between areas (i.e. from Admissions [recruitment] to campus partners [student life, academic programs]), with special considerations for multilingual families.

Assess and remove barriers to admission for post-traditional students.

- Highlight opportunities for part time students.
- Identify support structures, advising and engagement activities.

Reduce financial barriers to enrollment and persistence.

- Increase financial literacy and expand FAFSA support for students and families.
- Expand access support for scholarships and grants (explore Fidelity Scholar Program).
- Connect with Congressional Budget Office.

Host Biannual Hispanic Student Success and New England HSI Network Conference.

- Partner with Student Life and Student Organizations to host student leadership conference.
- Host state and regional networks and conferences for emerging and established HSI-MSIs.
- Contribute to best-practices for HSI-MSI's in New England with a focus on a Caribbean and Afro-Latinx population.

Communication

Overview:

Internal and external communication is vital to the success of the institution. SSU has an opportunity to brand itself as a leader in HSI-MSI initiatives in New England and attract or engage students and employees who are drawn to our mission and our community. It is important to highlight and celebrate our successes. Our marketing and communications can convey our population, our mission and values, and the benefits of becoming an HSI-MSI. It is also essential to engage our diverse and multilingual families. We currently have limited capacity for multilingual web and print communications. This is an area for improvement as an emerging HSI-MSI.

Short-Term Recommendations (Y1-2)

Public rollout of “What does it Mean to be an HSI-MSI?” Presentation and key messaging –focus on servingness and include affirmations and commitments.

- Create campus posters and social media campaigns at the beginning of the semester.
- Use a “suggestion box” or survey to engage community and gather feedback.
- Highlight HSI week in September and provide educational and engagement programs. Support Hispanic Heritage Month events.
- Ensure a common understanding about the language that we use to discuss/describe Hispanic, Latinx, Latine people and provide programming focused on the heterogeneity and intersectionality of the Hispanic/Latinx community.

Further develop HSI-MSI webpage and canvas page as a hub for students, parents, faculty.

- Build a timeline and post progress on *Roadmap*.
- Highlight campus initiatives and successes that are aligned with the HSI-MSI mission.
- Establish a social media presence for Inclusive Excellence and HSI-MSI initiatives.
- Continue to build out SSU HSI-MSI canvas page as a campus resource.

Embrace becoming a multilingual campus.

- Inventory and develop policies related to multilingual resources, point people and communications.
- Create and/or disseminate campus policies on translation and multilingual accessibility for website, print materials, and live events.
- Create policy on translation and interpretation with a focus on prospective and new students and their families.
- Create policy on comprehensive website internationalization.
- Establish budget for multilingual campus communications that includes staffing, use of vendors, compensation, student employees, print and web costs.
- Establish multilingual directory and resource for new students and families.

Define strategies to communicate a welcoming environment for different audiences: current students, prospective students and families, incoming students, high school counselors, alumni, faculty, staff, media, public, friends, donors/prospects.

- Increase culturally diverse and accessible communication with all constituents.

Medium-Long Term Recommendations (Y2-5; in addition to continuing and expanding the above)

Develop strong “brand” for SSU as an HSI-MSI where all students belong.

- Collaborate on communication campaigns supporting HSI-MSI initiatives and campus priorities.
 - Ensure consistent branding, starting with: SSU is the Civic Engagement Institution and is proud to be an emerging HSI-MSI.

Integrate HSI-MSI talking points into:

- Admissions presentations, materials, and campus tours;
- Campus events;
- Advancement campaign communications;
- Campus signage, website, social media, videos, printed materials;
- Campus Pride gear.

Implement translation and interpretation policies on campus.

- Acquire appropriate budget to support staff and create multilingual products.
- Centralize process and guidelines.

Web Site

- Execute comprehensive website internationalization.
- Integrate resources and programming for Hispanic, Latinx and “minority” populations across relevant webpages, including prospective students and their families.

Elevate campus spaces to create welcoming and engaging environments.

- Increase murals, public art, and art displays that reflect our community.
- Name conference rooms and/or other spaces to recognize Latinx heritage and icons.
- Create centers for scholarship and resources focused on Latinx communities and other communities of color.
- Create multilingual signage and wayfinding.



CAMPUS CULTURE: current students; current and future faculty, staff, and administrators

Overview:

A positive HSI-MSI campus culture provides a welcoming and supportive environment where students, staff, faculty, and administrators feel a sense of belonging through events, programming, traditions, diverse curricula, student supports, and a campus climate that is culturally validating. It is important that all constituencies feel respected and valued within our community and have access to resources to help them succeed. SSU has the potential to be the campus where all Vikings care for each other, students can be their true selves and learn from one another, and students develop the tools to make a difference in their communities.

Short-Term Recommendations (Y1-2)

Campuswide professional development opportunities on the what, why, and how of becoming an HSI-MSI to:

- Increase campus understanding of the benefits of becoming an HSI-MSI;
- Increase campus understanding of Hispanic and BIPOC community experiences, needs, traditions and concerns;
- Increase training focused on culturally responsive practices.

Collaborations with HR

- Utilize, compensate, and increase internal multilingual talent and faculty and staff who support Latinx and students of color.
 - Include preference for multilingual skills in all job descriptions.
 - Create equitable practices to support employees who are contributing above and beyond their job description to support BIPOC or multilingual students and employees.
 - Review compensation for student employees who perform skilled multilingual services.
 - Review and implement strategies to recruit and retain faculty and staff of color.
 - Identify effective strategies to recruit staff and faculty from underrepresented groups, including Latinx employees. Review hiring practices to improve the process and be more competitive within the region. Focus on equity and attracting employees and leaders who mirror our campus population.
 - Identify opportunities and best practices to support and retain faculty and staff.
 - Continue and expand support of Employee Resource Group (ERG) initiatives and student, faculty and staff of color community building activities.
 - Expand opportunities to gather and celebrate employees of color.
 - Build reputation as a positive work environment for all employees and build pride as an HSI-MSI.
 - Provide onboarding events that socialize new faculty and staff into SSU as an HSI-MSI.
 - Continue to integrate HSI-MSI materials into campus events such as convocation and commencement to create a welcoming campus culture.
 - Use town hall meetings to inform the campus community of HSI and DEI progress. Use asset-based framework.

Professional Learning in Bias Awareness and Culturally Responsive and Trauma-Informed Pedagogy and Practice

- Support a coordinated professional learning plan for all faculty, staff, and administrators across departments, e.g., Center for Teaching Innovation, Inclusive Excellence.
 - Further develop open education pedagogy practices providing professional development around inclusive teaching, UDL, CRT, Equity-based teaching, trauma-informed pedagogy.
 - Develop professional learning and dialogue around asset and strengths-based language and practices.
 - Increase professional learning and best practices around student advising, including awareness of student schedules, availability, modalities and how to connect with campus resources.
 - Support faculty co-cohort based professional development opportunities.

Clarify and communicate campus bias reporting and response.

Review disaggregated data to identify achievement gaps and work with relevant areas to propose solutions and implement high impact practices.

Support culturally affirming programing and leadership opportunities for students.

Mid-Long Term Recommendations

(Y2-5; in addition to continuing and expanding the above)

Collaborations with HR

- Establish a compensation guideline for student employees who perform skilled multilingual services.
- Increase strategies and funding to recruit and retain faculty and staff from underrepresented groups.
- Increase access to mentoring, professional development, and leadership opportunities for faculty and staff from underrepresented groups.

Campuswide professional development opportunities to address bias and build cultural competency

- Partner with all areas and offices to coordinate and expand current professional development and support in culturally responsive practice.
- Provide access to Spanish language and Latinx culture classes to employees.
- Provide more opportunities to celebrate and learn about the cultural and ethnic backgrounds of our students and staff.

Intentionally build a culture of belongingness through cultural events and activities to engage students, staff, faculty, family, friends. Expand culturally relevant co-curricular activities and programing with on and off campus partners.

Explore and create spaces on campus that welcome and celebrate Latinx cultures and languages.

- Designate a Cultural Café/ Latinx resource room (evaluate in conjunction with other related items). Work with facilities to create more culturally inclusive physical spaces across campus.

Expand high-impact practices to address disparities.

Curriculum, Pedagogy, and Research

Overview:

Currently SSU provides a range of courses that address the Hispanic or Latinx experience. Our general education curriculum includes Latinx, Latin American, and Caribbean studies course in the Diversity, Power Dynamics, and Social Justice, World Cultures, Human Past, and Personal Growth and Responsibility categories and in the First Year Seminar. We also offer a minor in Latin American, Caribbean, and Latino Studies, housed in the Interdisciplinary Studies department. Upon review, the working group recommends raising awareness of the courses currently offered, expanding Latine-focused courses and programs, and creating a center for Hispanic and Latinx scholarship and community. With additional support, SSU faculty and students can expand research and scholarship focused on the Latinx communities and communities of color. Expanded professional development will benefit all faculty, expand equity based and culturally responsive practices, and assist faculty in supporting the mission of the university.

Short-Term Recommendations (Y1-2)

Curriculum

- Distribute and use the “Diversity Minors” handout.
- Using the collected course and curriculum information, develop a shareable, clear, and easily accessible document/handout housed on the HSI website about the current courses and programs available. This list should be shared with advisors and students before every registration period. (Such listings should also be compiled for Black, Asian, Indigenous, and Queer courses and programs.)
- Expand course offerings that address a wide variety of communities and cultures.
 - Survey students and similar institutions for courses that appeal to students.
 - Develop more Latinx specific General Education and First Year Seminar course offerings by incentivizing faculty throughout the colleges to create new General Education and First Year Seminar courses that increase visibility of the experience of Latinx, Indigenous people of the Americas, Caribbean, and Central and South America.
- Support the development of courses that enhance the use of Spanish as an asset, following the example of the UISFL Grant (under CIE) currently funding the creation of a new course “Spanish for Educators” (School of Education and the Department of World Languages and Cultures).

Research

- Increase infrastructure and support for faculty and student research generally, and specifically in areas that serve Latine and “minority” or underserved faculty, students, and communities.
 - Provide faculty with support and incentives for doing research with undergraduate students beyond just unit credit.
 - Study barriers to students excelling in research – solo or in partnership with faculty – and support and facilitate high-impact research practices.
 - Support students in applying for research grants or other national and regional programs.
 - Provide stipends to students engaged in research or scholarship focusing on underserved communities.
- Improve capacity to pursue grants and manage research funding. Highlight efforts to support HIS-MSI-related research.

Academic Leadership (Departments, Shared Governance Committees, Deans, and Provosts)

- Support Inclusive Excellence and the Racial Equity and Justice Institute (REJI) team in project to help academic departments, shared governance committees, deans, and provosts review disaggregated data such as the Dean's List, progression, persistence, DFW data and identify targeted areas of improvement (course redesign, levelling, pre- and co-requisites, etc.)
 - Encourage, support, and incentivize faculty use of course-level analysis of grade disparities using tool developed by SSU Social Work faculty.

Mid-Long-Term Recommendations

(Y2-5; in addition to continuing and expanding the above)

Curriculum

- Review if and how the First Year Seminar and could include HSI-MSI content and practice.
- Expand course offerings that reflect the experience and contributions of Latine people and other underrepresented communities, in all areas of the university, especially in programs of study that have not yet done so.
- Promote and expand opportunities to provide courses, certificates, and programs that enhance the use of Spanish as an asset in courses across the curriculum and prepare students to offer multilingual and culturally competent practice within the Hispanic community.
- Develop a department, subject area, concentration, and/or certificate in Ethnic Studies.
 - Hire faculty with expertise in Ethnic Studies and Latinx Studies.
 - Create as or integrate into a hub for scholarship and community.

Develop a 'Centro', 'Instituto', 'Casa', or 'Casita' that houses core and affiliated faculty, staff, research, programming, student engagement, broader community, and initiatives that center the rich experience of Latinx people in New England and their connections. (Evaluate in conjunction with recommendations for library space, cultural café, and other related items.)

- Create a physical and visible space that serves as a point of pride and reference of the rich student Latinx body is a continual reminder the presence and contributions of Latinx people.
- Create a hub for faculty and staff research and professional activities that center Latinx, broadly defined, experiences.
 - Proactively seek out, invite, and incentivize faculty and researchers that work on Latine issues to share their CVs and research output in the Faculty Experts/Expert Gallery showcase on our website.
 - Increase student, faculty, and collaborative research projects.
 - Develop a university-wide hiring plan to recruit and keep Latinx faculty and experts in Latinx-centered scholarship, especially scholarship that centers the unique demographics of our student population.

ACADEMIC POLICIES

Overview:

We must support institutional efforts to document, review, and update academic policies with a focus on equity and student success. While we have a specific set of officially “Academic policies,” all policies at a university impact the academic experience. Thus, to fully ensure servingness in our academic policies we must also review policies related to hiring, applications, admissions, residency, and financial support. Only by providing a welcoming environment that takes into consideration various life factors, academic and cultural backgrounds, and experiences will we be able to foster a climate for academic success.

Short-Term Recommendations (Y1-2)

Propose adoption of the attached assessment tool, or a modified version, by the Academic Policies Committee and the Graduate Education Committee for review of any proposed academic policies going forward. [Policy Audit Guide.docx \(sharepoint.com\)](#)

Priority review of specific academic policies using the recommended policy audit tool.

- Identify undergraduate policies that are deemed most likely to present barriers to academic progress, or opportunities to facilitate students’ academic success and/or exhibit more asset-based language.
- Identification of academic policies in the School of Graduate Studies catalog to be reviewed using the same tool.

Support Improvements for testing and placement mechanisms for incoming students, especially first year students, so that they are placed in the appropriate English and Math courses. We must ensure adequate support for students identified as needing additional support in English, Reading or Math to support their prolonged success.

Mid-Long-Term Recommendations

(Y2-5; in addition to continuing and expanding the above)

Support the review of (and submission to governance, if needed) any departmental practices that are being used as policies, especially if they impact progression and may lead to equity gaps.

- For example, a student entered as Exploratory but wishes to declare a major in X. The department requires a minimum grade of 2.75 in the introductory course to approve the declaration; but this policy is not approved by governance, nor does it appear in the catalog.

Support the Governance Committees in the review of policies on General Education, including the competencies, as part of a larger review of the General Education curriculum. Use equity and asset-based lens when making recommendations.

Support departments, schools, and governance committees in the updating of policies that have been identified as contributing to barriers to student success and implement processes to increase transparency and support for success.

ACADEMIC PATHWAYS AND PARTNERSHIPS

Overview:

Currently SSU is expanding admissions initiatives and transfer agreements and creating additional pathways to college education. These efforts support the HSI-MSI mission and remove barriers for students. It is important to highlight these efforts within our internal and external community, measure their impact, make data informed decisions that are consistent with our mission as an HSI-MSI, and secure resources to support students entering SSU along all pathways and throughout their educational journey.

Academic Pathways and Partnerships include:

- Admissions 'SSU Applies to You!' Program. This is a direct admissions program for qualified HS students. Oftentimes students will self-select out of the process. Students from lower socioeconomic or minority backgrounds may have more difficulty completing rigorous admissions processes. This program turns the current model on its head and provides these students with immediate options and encourages them to move forward with confidence. In a CommonApp pilot of 6 colleges, the impact of the pilot was strongest for Black or African American, Latinx, and first-generation students;
- Early College and Promise Year initiatives that continue to serve students from Lynn and Salem, prioritizing minority students and English Learners (EL's) students who might not otherwise be considering college;
- Transfer agreements that particularly serve the HSI-MSI mission such as for the newly developed dual language programs (NSCC for example) that attract native Spanish speakers to complete associate degrees in all fields – Business, Education, STEM, and more. Students learn and receive support in both Spanish and English. Dual language is an asset rather than a 'deficit'. Built into this effort is further discussion and policy change around the awarding of academic credit for community college students in ESL- designated courses as appropriate;
- Policies that welcome our growing population of part-time and students studying in our non-credit American Language and Culture Institute (ALCI) onto our campus. It is important to expand and clarify support for students who often get lost in the shuffle, to map out their pathway to bachelor's degree in a more cohesive manner. It would be helpful to identify support for students who are not necessarily 'international,' such as permanent residents and other students who may have come to the US from elsewhere or are in various stages of English language development.

Short-Term Recommendations (Y1-2)

Leverage and increase partnerships with BHE, local and state government to increase funding and integration of HSI-MSI academic initiatives.

Strategic focus on HSI/MSI mission in prioritizing development of articulation agreements and other institution to institution, and program to program mapping.

- Consider the needs and potential of multilingual students.
- Become the transfer institution of choice for other regional HSI-MSI's.

Leverage and increase partnerships with local school districts and early college programs.

Identify barriers to admission and retention for students participating in partner programs such as Upward Bound or early college, or students coming from SSU's American Language and Culture Institute.

Build community with other HSI's in MA and New England, with a focus on transfer and student success.

- Create and maintain articulation agreements with Community Colleges (North Shore, Bunker Hill, Holyoke...), High Schools (Lynn, Lawrence, etc.), Salem community, and Latinx community leaders. Continue and expand conversations with North Shore Community College about dual language program articulation agreements, with Holyoke Community College about transfer pathways for their Latino Studies graduates, with Middlesex Community College about transfer pathways for all graduates.
- Host an Emerging and Hispanic Serving Institution regional convening to share best practices, build networking opportunities and facilitate transfer between HSI's.

Provide additional academic and advising support to multilingual learners or immigrant students.

- Create dedicated support or resources for students in various documentation and citizenship stages.
 - Support the evaluation of credentials and assist with advising academic programs.
 - Enhance access to on and off campus resources.
- Identify pathways for students enrolled in our ALCI to complete bachelor's and master's degrees.

Medium-Long Term Recommendations (Y2-5; along with continuing and expanding the above)

Define how we measure the success of HSI/MSI Academic Pathways and Partnerships related initiatives.

- Implement measures and incorporate them into regular annual reporting. Recommend adjustments based on changing demographics and success of HSI/MSI mission overall.

Develop a prior learning credit system.

- Explore prior learning credit for learning outside of traditional academic settings.
- Further discussion around the awarding of academic credit for coursework in English language learning.
- In-house evaluation of international educational credentials, especially from Latin America.

Develop a 'One Stop' Center or resource to support part-time Latinx and Immigrant students.

- Create a cohesive and welcoming environment that celebrates the heritage of multilingual students; a tangible, easily identifiable and accessible resource that is:
 - Available during the hours that most continuing education courses are offered;
 - Supportive of part-time students and students who step in and out of full-time status.
- Provide advising to map out pathway to bachelor's degree.
- Provide access to financial, academic, and wellness supports.

APPENDICES

Appendix A: DEFINITIONS

Hispanic Serving Institution

- Hispanic Serving Institution (HSI) status is a designation conferred by the US Department of Education (US DoE) upon institutions – at the institution’s request - at which 25% of undergraduate full-time equivalent students identify as Hispanic.
- Institutions designated as HSIs serve students of all backgrounds and belong to the larger group of Minority Serving Institutions (MSI).
- The HSI designation is a public affirmation that in addressing the needs and expectations of all students, the institution has made a commitment to intentionally and systematically include Hispanic students in its efforts.
- In 2023 there are 572 HSI’s and 400 emerging HSI’s in the US, serving a diverse student population of over 5 million students, according to the Hispanic Association of Colleges and Universities (HACU).

Minority Serving Institution

- Designation used by the U.S. Department of the Interior and other federal and state agencies to refer to colleges and universities that have received the Department of Education designation in one or more of seven specific categories (HBCU, TCU, ANHNSI, PBCU, AAPISI, NANTSI, HSI).
- For more information see: <https://www.doi.gov/pmb/eeo/doi-minority-serving-institutions-program>
- Minority serving institutions (MSIs) are a vital part of U.S. higher education, providing access to college for millions of students of color, many of whom are from low-income backgrounds and are the first in their family to attend college. In the fall of 2016, these institutions collectively enrolled over 5 million undergraduate and graduate students and numbered over 700. Their success is integral to the success of our higher education system and the increasingly diverse student population it serves.

Servingness

- Servingness is a concept that Garcia, Núñez, and Sansone (2019) argue is a multidimensional and conceptual way to understand what it means to move from simply *enrolling* Latinx students to actually *servicing* them. Servingness is difficult to define because the diversity of students within HSIs makes it difficult to serve all of them with one approach, as they have different needs and will have different experiences during their time on campus.
- The concept of “Servingness” at Salem State University is connected to our commitment to serve the needs of our students, particularly those from historically underserved or underrepresented populations. When we center the educational needs of Latinx and Hispanic students and all students of color, providing resources and support to help them succeed academically, an academic curriculum that prepares them to make a difference in their community, and a campus experience where they feel welcome or like they belong, we also serve all students. Servingness itself does not attach to one group; it works by centering the needs of certain groups and extending the servingness to all.

Hispanic/ Latinx/Latine/Latino/Latina

- The term ‘Hispanic’ is the terminology used by the US federal government to refer to the population that is descendent from Spain and the Spanish speaking countries in the Americas.
- At Salem State we more commonly use “Latino, Latina, Latinx, or Latine” as these terms include all who descend from Latin American, including Brazil (and thus Portuguese speakers).
- When using the English language, we often use the term “Latinx” to be inclusive of all genders. However, for Spanish speakers, the term “Latine” is more commonly used for inclusivity.
- Throughout the university’s written materials, and this *Roadmap*, we use a variety of terms for different contexts, including Hispanic, Latino, Latina, Latine, Latinx, Afro-Latino, Afro-Latina, Afro-Latine, Afro-Latinx, and more specific references such as Dominican, Guatemalan and Puerto Rican. Part of becoming an HSI involves engaging in ongoing conversations about terminology and identity within our community. We look forward to continuing this dialogue.

Students of Color

- In this document, we use the term “students of color” to include students from diverse racial and ethnic communities, including Black, Asian American, Indigenous, Latin American, Latinx, and Caribbean communities. Sometimes the terms “BIPOC,” “underrepresented,” “minority,” and “minoritized” students are used to refer to similar populations.
- As a future Minority Serving Institution, SSU is intentional about centering our practices on the needs of all students of color as we aspire to better serve all students.
- While the term “students of color” mostly refers to domestic students, we recognize that many international students also experience various forms colorism and racial and ethnic discrimination in their countries of origin and are often seen as people of color in the US.
- SSU recognizes that all community members have intersectional identities.



Appendix B: ROADMAP ALIGNMENT WITH OTHER STATE AND UNIVERSITY PLANS AND PRIORITIES

The SSU *Roadmap to Servingness* lines up with and contributes to the BHE's new Strategic Plan for Racial Equity and the new SSU Strategic Plan.

Alignment of the *SSU Roadmap to Servingness* with the Mass DHE Strategic Plan for Racial Equity (2023- 2033)

- The top statewide policy and performance priorities include raising the enrollment, attainment, and long-term success of students of color. The plan is race conscious and is meant to eradicate historic and systemic inequities within the educational system.
- Create student-ready, racially conscious public colleges and universities, that are equitable and embrace the assets of students of color and prepare them for success.
- Increase enrollment, transfer rates, sense of belonging, timely completion of gateway courses, persistence, degree completion and social and economic mobility.
- Build culturally relevant and civically engaged educational experience for students of color, preparing students of color to thrive, on campus and beyond.

Alignment of the *SSU Roadmap to Servingness* with the new SSU Strategic Plan (2023- 2028) Salem State's 2023-2028 Strategic Plan works to ensure that "SSU will be a leader in MA, as a Hispanic Serving Institution, modeling the design and implementation of an intentional, successful plan to serve, support, and empower students at all levels of the institution." The *Roadmap* shows how we will achieve that and aligns with many other goals and outcomes of the SSU Strategic Plan.

- Our desired outcomes include student success, reputation, civic engagement, justice equity, diversity and inclusion, campus climate, human resources, and financial resources.
- Build on SSU's historic commitment to social justice and civic engagement and expand Salem's reputation in MA and New England.
- Build a campus culture of inclusion and belonging.
- Strengthening onboarding structures, activities and services to adjust to and succeed at the university.
- Expand professional development for faculty and staff, focusing on culturally responsive teaching and learning and racial equity.
- Increase hiring, support, retention of faculty, staff and administrators of color.
- Create supportive campus culture that promotes engagement, empowerment, sense of belonging and achievement. Promote internal communication and grow a sense of campus pride.
- Increase organizational effectiveness and systems upgrades to make data informed decisions, prioritizing meeting student's needs.
- Increase research and creative activities that relate to the experiences of under-represented communities.
- Remove intuitional barriers and implement additional academic and personal support to improve retention and persistence, for under-served students.
- Expand high impact initiatives, including transformative experiential learning opportunities.
- Remove financial barriers to college completion.
- Increase enrollment, graduation and retention rates for students of color.

The HSI-MSI Roadmap can be supported by the Meet the Moment Campaign, as we aspire to:

- Enhance financial assistance to ensure a SSU education remains accessible throughout our communities. Provide affordable pathways to higher education and provide the bridge needed for students to complete their degree.
- Help students of diverse backgrounds attend, succeed and realize their dreams.
- Provide a stronger support system, especially for students from under-resources environments. This includes access to food and housing insecurity resources, and emergency assistance.
- Celebrate diversity and inclusion. Create a sense of community and belonging.
- Integrate more innovative, student-centered programing into our academic offerings to increase their personal, academic, and professional student success. This includes expanding mentoring and coaching, internship and hands-on learning experiences, and developing life skills such as financial literacy.
- Develop academic centers focused on topics that are important to our community, supporting research, scholarship, civic engagement and facilitating student, faculty collaboration that prepares students for graduate work and beyond.
- Support faculty and professional development.
- Respond to emerging needs. Uplift communities.



Appendix C: DEMOGRAPHICS AND THE LATINX COMMUNITY

Why Now? Why Hispanic or Latinx students?

SSU IS ALREADY EMERGING AS AN HSI-MSI. With overall enrollments across the Northeast of the U.S. declining and the often-mentioned “demographic cliff” approaching, we as an institution must look to the students who are enrolling at SSU. Hispanics or Latinos are the largest and fastest growing student population in our county, state and nation, as well as the fastest growing segment of the workforce.

For our campus and our commonwealth to thrive, it is important that Hispanic and Latinx students’ access and succeed in higher education. Hispanic/Latinx students bring a wealth of cultural and linguistic experience and expertise and a strong work ethic, often helping at home in addition to pursuing their education.

Students contribute their expertise and perspectives to courses, programs, activities, and leadership roles across campus. Our diverse student population is helping to prepare all our students to become more culturally aware and to develop the intercultural competencies that are needed in all fields of study and sectors of the workforce. This awareness and experience are critical in allowing all SSU to meet our mission of preparing all students to “contribute to a global society as ethical and engaged community members.”

Latinx student and students from other underrepresented groups often face challenges and barriers to their education as they progress through the educational pipeline and are less likely to access additional resource to help them be successful. The high cost of tuition and challenges accessing financial aid make higher education less accessible for many families. Multilingual families face additional challenges navigating the educational process.

Hispanic/Latinx Population and Educational Disparities: National and State Data

Latinos are growing in the education pipeline and the majority of Latino youth are future potential first-generation college goers. However, racial or ethnic disparities continue in higher education. There are disparities in college enrollment, graduation rates, access to resources and representation among faculty and staff. Currently, Latinos are:

- 1/5 of the total US population, 1/4 of k-12 population, and 1/5 of those enrolled in college.
 - However, only 28% of Latino adults have an associate degree or higher, compared with 48% of Whites in the US. In MA, 29% of Latino adults have an associate’s degree or higher compared with 58% of White adults.
 - Only 4% of master’s= degree holders and 1 % of PhD’s are Latinx.
 - Degree completion gaps have increased between Latinx and White students over the last 4 years. This is not a surprise as the Latinx or Hispanic population was greatly impacted by the pandemic.
- In MA, Latinos make up 19% of the k-12 population, while making up 13% of the total adult population. Currently 22.6% of Essex County residents identifies as Hispanic. Between 2017-21, Hispanic population in MA increased: MA 102%, Essex County 123%, Lynn 156%, Lawrence 68%,
 - At 2-year or community college institutions, the graduation rate for Latinos is 11% lower than for their White peers, and for 4-year institutions, the graduation rate is 9% lower.
- Data source: [Massachusetts | Excelencia in Education \(edexcelencia.org\)](https://www.edexcelencia.org)

Addressing these disparities has always been a challenge, and it’s more important now than ever for educational institutions to make concerted effort to provide additional support to these marginalized communities.

These efforts will increase our much-needed labor supply and benefit our competitiveness and the overall US economy. Our country and community will thrive if we intentionally serve Latino students while serving all. For the United States to regain the top ranking in the world for college degree attainment, Latinos will need to earn 6.2 million degrees by 2030. To reach the goal by 2030, the United States can close the degree completion gap by accelerating Latino completion while increasing for all students and scale up programs and initiatives that work for Latino, and all, students.

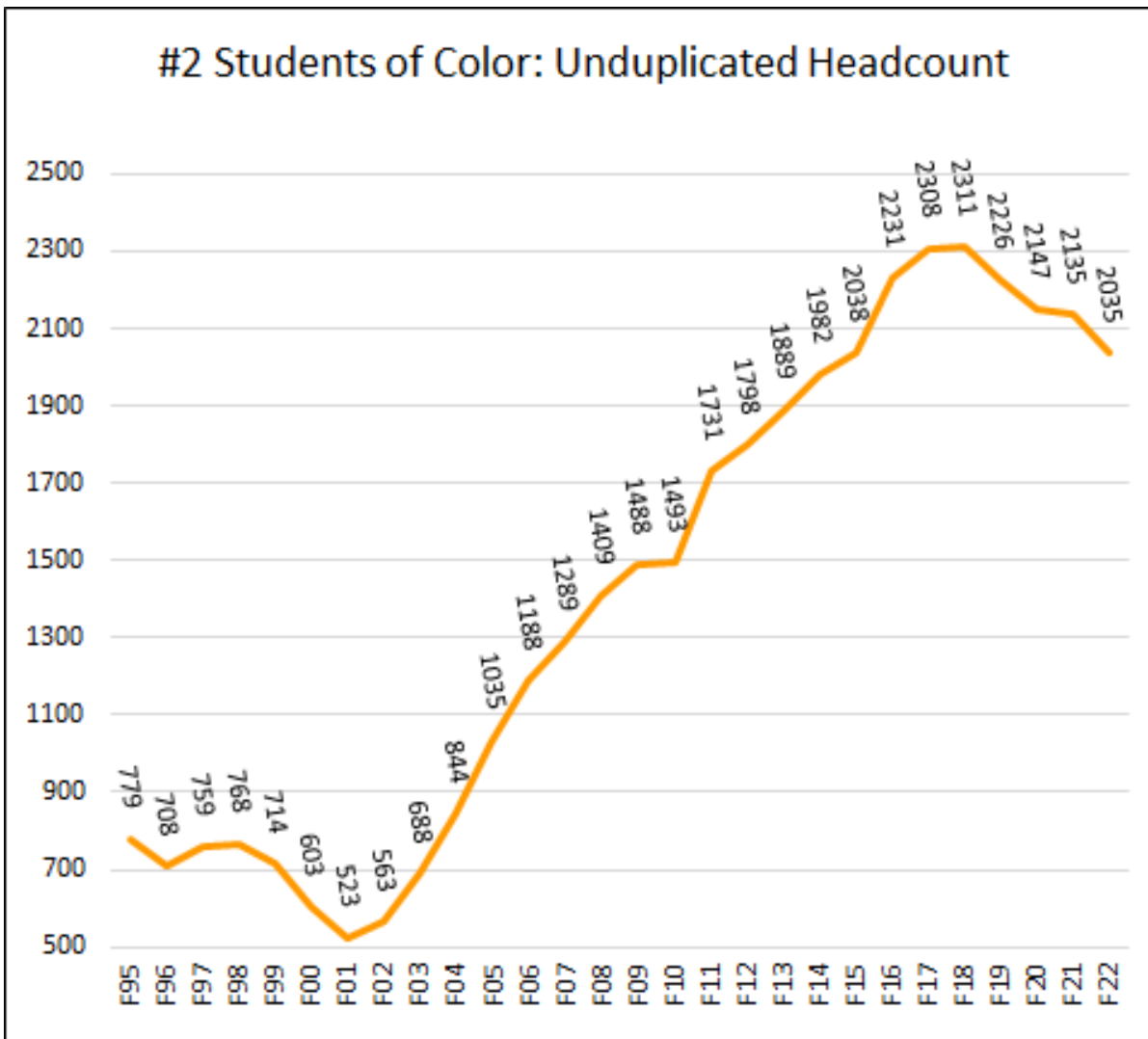
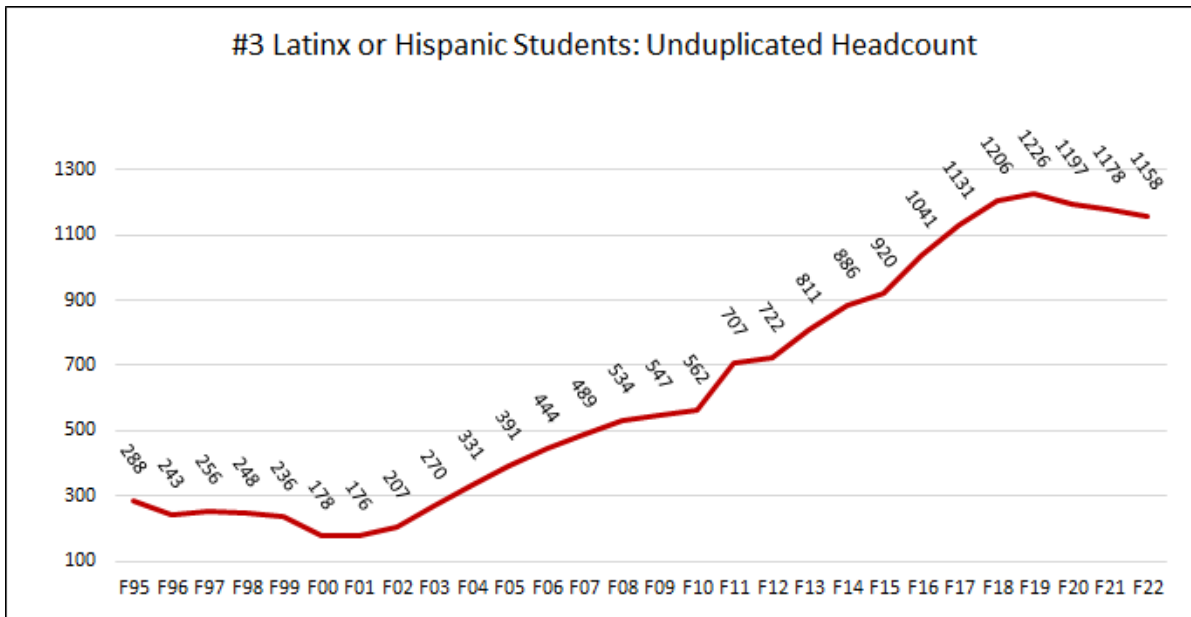
HSI's rank high on the social mobility index and play a critical role in the development of our nation's engine of economic mobility, preparing our future workforce and leadership.

Who are our SSU Hispanic or Latinx students?

- Our Latinx or Hispanic students have had a strong presence on our campus for the last 30 years. This year we are celebrating the three decades of our Hispanic Heritage Month celebration led by our Latin American Student Organization (LASO; first formed as the Hispanic American Society).
- Our Hispanic student population is the fastest growing segment of our student population. See student data trends in the next section. 2021 data further shows our students are 9% Black or African American, 4% Asian Students, 3% two or more races. 0.5% Cape Verdian and 0.14% Native American.
- This Hispanic or Latinx population at Salem State and on the North Shore of MA is a heterogenous group of individuals that share an ancestry in Latin America or the Spanish speaking world. While we do not currently collect this data for SSU students, given the demographic trends on the North Shore and Boston area we expect that the majority of our Hispanic or Latinx students have ancestry in Puerto Rico, the Dominican Republic and Central America.
- The Hispanic or Latinx community is heterogeneous and intersectional. The term Hispanic or Latinx refers to culture or ethnicity and not race. Most Hispanics in the US self-identify as White; many of our community members identify as Hispanic or Latinx, as well as Black or Brown. Our Hispanic or Latinx community members and express a range of gender and sexual identities. Many of our Hispanic or Latinx community members speak English as a primary language. These are just a few of the ways that Hispanics or Latinos vary in terms of migration history, language, socioeconomic status, racial identity, etc.
- Hispanic or Latinx students share similar experiences with other students of color. While everyone's experience is unique and intersectional, all students of color are more likely to be first generation college students, struggle with financial barriers including access to health care, and basic needs. Many students of color have work and family obligations that they are balancing while pursuing their education. Hispanic or Latinx students and all students of color bring a rich experience and culture to campus and are more likely to be multilingual.
- A recent survey of all SSU students (NCHA, spring 2023) found that: 26.7% of all respondents stated that their parents or family members had immigrated to the US, and 12% of respondents stated that family members would benefit from language support.

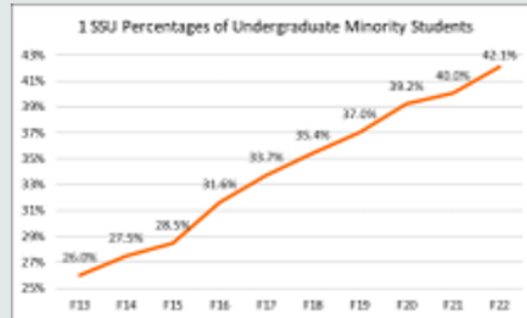
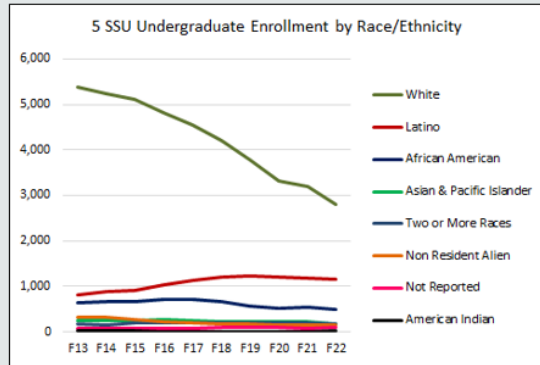
Appendix D: SSU STUDENT DATA TRENDS

In the last 20 years, the Latinx or Hispanic student population has increased from 207 to 1158 students. This is an increase of 560%. Similarly, the percentage of students of color has increased by 360% in the last 20 years.

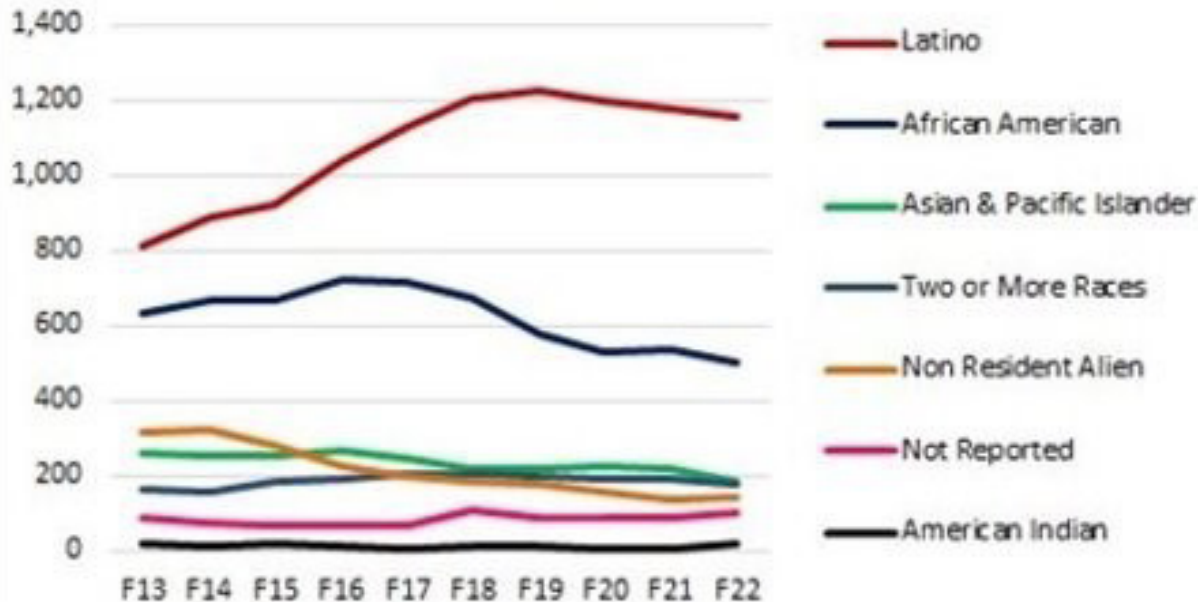


Following trends, While the overall enrollment has decreased, the SSU undergraduate enrollment has seen a significant increase in the percentage of students of color in the last five years, reaching over 40% in 2022.

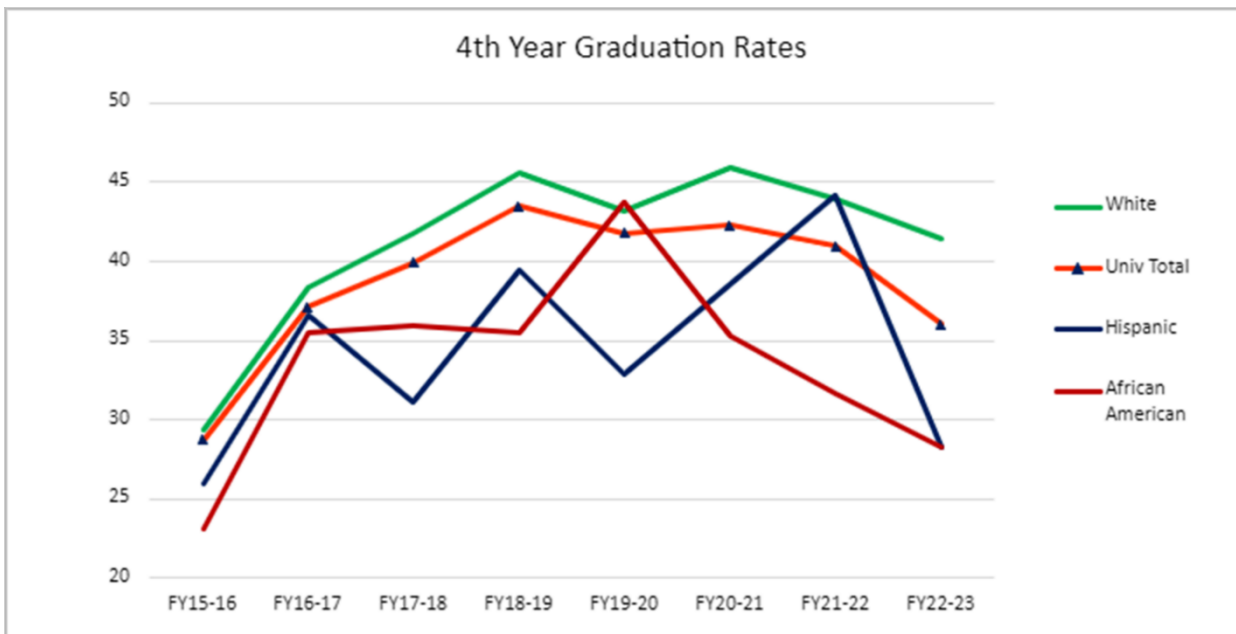
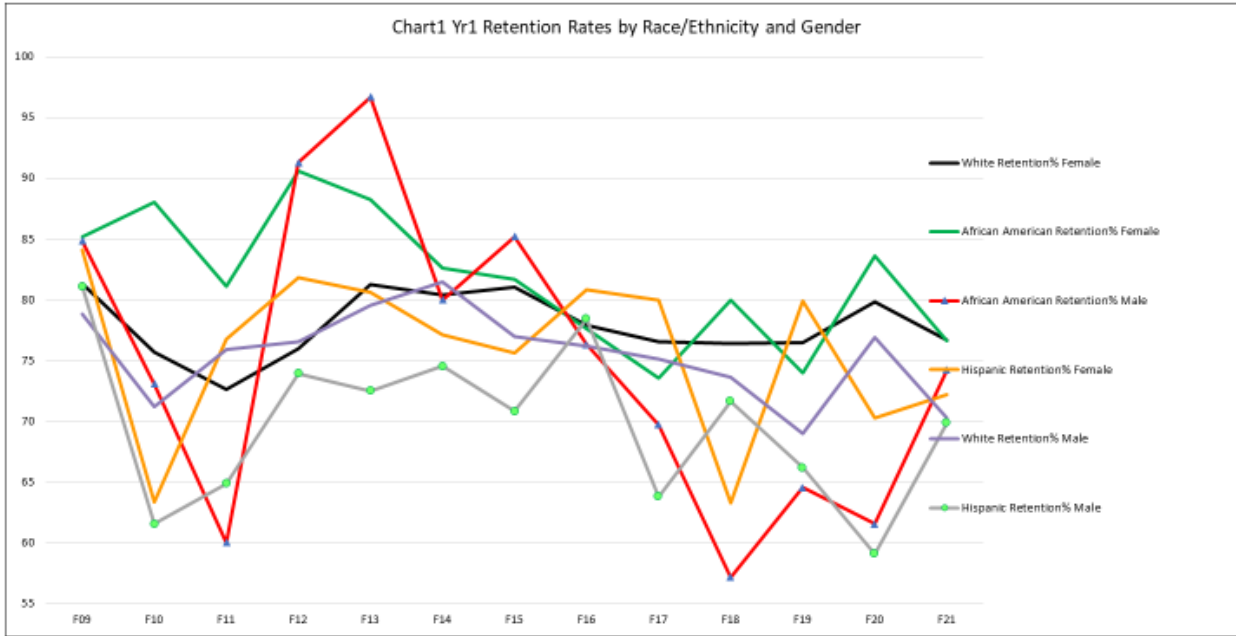
SSU Undergrad Enrollment by Race/Ethnicity



4 SSU Undergraduate Enrollment by Race/Ethnicity



Disaggregated data reveals gaps and fluctuations in retention and graduation rates for students of color at SSU.



Appendix E: DESIGNATION CRITERIA AND PROCESS DETAILS

HSI Designation Process: Apply through Department of Education

- [Hispanic-Serving Institutions \(HSIs\) | White House Initiative on Advancing Educational Equity, Excellence, and Economic Opportunity for Hispanics](#)
- [Request for Designation as an Eligible Institution and Waiver of the Non-Federal Cost Share Requirement](#)
- Metrics to be met:
 - Needy student: An institution meets the needy student requirement if the percentage of fall semester, undergraduate degree-seeking students who were enrolled on at least a half-time basis and received Federal Pell Grants, exceeds the average percentage of undergraduate degree-seeking students who were enrolled on at least half-time basis and received Federal Pell Grants at comparable institutions that offered similar instruction.
 - Core expenses: There is a matrix to calculate this on the DOE Application for Designation webpage.
 - 25% Hispanic/Latinx Students - Enrollment is based on IPEDS data. IPEDS data is released in Jan/ Feb of each year.
- Once we receive the designation we can apply for Title III, V, and VII grant funding.

HACU Designation as HSI

- According to the Hispanic Association of Colleges and Universities (HACU), the most prominent organization dedicated to Hispanic higher education success, HSIs are defined as colleges, universities, or systems/districts where total Hispanic enrollment constitutes a minimum of 25% of the total headcount enrollment.
- “Total Enrollment” includes full-time and part-time students at the undergraduate or graduate level (including professional schools) of the institution, or both (i.e., headcount of for-credit students).
- Based on SSU’s enrollment of Hispanic students, we have been designated as an Emerging Hispanic Serving Institution (HSI) by HACU. We expect to be able to meet the criteria to apply for the HSI designation from the US Department of Education in 2 to 3 years (2025-2026), given enrollment trends.

Excelencia in Education’s Seal of Exclencia offers additional recognition. It is a separate process.

- The Seal of Excelencia is a national certification for institutions that strive to go beyond enrollment. The seal is granted to institutions who *serve* Latinx students who are Latinx and Black, Indigenous, and People of Color (BIPOC) students. It is a framework that integrates three components: data, practice, and leadership. The data requirement includes six key data areas: enrollment, retention, transfer students, financial support, and degree, and representation of Latinx in administration, faculty, staff to model success. Practice documents the ways that the institution intentionally implements strategies to support Latinx achievement (includes the six data points). Leadership documents the impact of how the institution aligns data and practice to improve and achieve Latinx/BIPOC student success. The five leadership areas: mission and strategy, data and practice, human resources, communications, and institutional culture.

Note that the number of institutions which are currently certified is 30. There are no institutions in MA who have received the Seal at this time. Salem State has joined the Presidents for Latino Student Success network through Excelencia in Education this year (2023).

Seal of *Excelencia* Framework

Data	Practice	Leadership
Intentionally identify & respond to race/ethnic-based inequities	Consistent & transparent use of evidence-based programs & policies	Alignment of data & practice with explicit & public commitment to improving Latino student success
<ol style="list-style-type: none"> 1. Enrolling 2. Retaining 3. Transferring 4. Supporting Financially 5. Modeling 6. Graduating 	<ol style="list-style-type: none"> 1. Enrolling 2. Retaining 3. Transferring 4. Supporting Financially 5. Modeling 6. Graduating 	<ol style="list-style-type: none"> 1. Mission & strategy 2. Data & Practice 3. Human Resources 4. Communication 5. Institutional Culture



Eligibility Data Collection and Metrics Overview

- We expect SSU to be able to meet the criteria to apply for the federal HSI designation in 2 to 3 years (2025-2026), given enrollment trends.
- We currently have access to the majority of the data we need to prepare for the designation and to make data informed decisions to reduce equity gaps and to increase efforts that benefit our diverse community.
- Additional work is needed to gather relevant student data, make data easily retrievable, disaggregate data and to make student centered, data informed, strategic decisions.
- While SSU reports on the typical success measures for higher education, additional measures and metrics will better capture student experiences and success as an HSI-MSI.

Appendix F: SSU HSI-MSI ROADMAP WORKING GROUP MEMBERSHIP (SPRING 2023)

Membership included a diverse representation of students, faculty, staff and alumni that met throughout the 2023 Spring semester to create recommendations. Many of our members served as students and employees, employees and alumni, or faculty and administrator. The HSI reading group and the larger campus community also provided input and feedback.

Students	<ul style="list-style-type: none"> • Lorimer Mateo Rondon • Emmanuel Quiroz • Arianny Grullon Rojas • Annely Grullon Roja • Stephanie Valencia Rangel • Melissa Muriel
Faculty	<ul style="list-style-type: none"> • Keja Valens • Yvonne Ruiz • Miguel Montalva Barba • Megan Murphy • Monica Leisey • Vijay Kanagala • Guillermo Avila-Saavedra • Elizabeth Duclos-Orsello • Scott Nowka • Avi Chomsky • Kenneth Reeds • Kristina Scott • Stephenie Young • Mary Balestraci
Staff/ Administrators	<ul style="list-style-type: none"> • Elisa Castillo • Julie Whitlow • Reynaldo Ramos • Beth Massaro • Eliza Bobek • Bruce Perry • Michelle Pierce • Shawn Wolfe • Julian Brown-Myers • Cynthia Lynch • Elizabeth McKeigue • Isabella Russo • Evelyn Almeida • Ivan Pina • Elaine Concepcion • Eileen FitzGerald • Leslie Cirineo • Chunju Chen • Jenney Holland • Rafaela Garcia Almeida • Avril Hevey-Doucette • Jude Zephir • Nicole Giambusso • Nicole J. Harris • Danney Rasco • Lucy Corchado • Anne Collins • Franci DaLuz • Jobita R Mao • Sami Ansari • Julie Palmedo • Grace Chiou • Sharon German

APPENDIX C



Salem State University Award Winning Viewbook



SALEM STATE UNIVERSITY

no place so close can take you so far

This is Salem State

We're a vibrant community of learners and leaders located in the historic seaside city of Salem, Massachusetts.

Affordable Cost.
Quality Education.
Career Focused.

Salem State University is a place where ideas are fostered, friendships are made, and possibilities are endless. We're committed to providing you with a quality, student-centered education, where faculty know you by name and are passionate about helping you succeed.

You'll graduate ready for a career without the burden of excessive debt. The opportunity is here for you to excel and earn a degree you can count on!

Why should YOU choose SSU?

- **Support for students** designed to help you find your way.
- If you haven't decided on a major, our **exploratory program** provides opportunities to explore majors.
- **Engage with the world** by studying abroad, going on a faculty-led trip, and getting to know our international students.
- **A curriculum that will immerse you** in a series of exciting learning experiences where you'll gain new skills and learn about other majors.
- Whether you live on campus or commute, there's **a place for you here**.
- **Develop as a leader and advocate** by examining and addressing important social, political, economic, and environmental issues.
- **Multiple course-delivery formats** provide you the flexibility to choose courses that help you learn in ways suited to your strengths and your schedule.



University!



7 public beaches

30 minutes from boston

34 countries represented*

36 states represented*

120+ restaurants in salem

5,555 undergraduate students*

500,000 people visit salem for Halloween

*(2021-22 Academic Year)

Programs that Fuel Your Passions



ACCREDITATIONS



Association to Advance Collegiate Schools of Business



Computing Accreditation Commission



COUNCIL ON SOCIAL WORK EDUCATION



New England Commission of Higher Education



COMMISSION ON COLLEGIATE NURSING EDUCATION



NATIONAL ASSOCIATION OF SCHOOLS OF MUSIC



NATIONAL ASSOCIATION OF SCHOOLS OF ART & DESIGN



NATIONAL ASSOCIATION OF SCHOOLS OF THEATRE

Academic Support and Excellence

CENTER FOR ACADEMIC EXCELLENCE

provides academic support and tutoring to ensure your success.

- Academic advising
- Mary G. Walsh Writing Center
- Math lab
- Peer tutoring
- Reading center

All FREE of charge to you as a student.

CENTER FOR INTERNATIONAL EDUCATION offers you the opportunity for global engagement that enriches your experiences and allows for a deeper understanding of the world.

FIRST YEAR SEMINARS serve as launching pads for exploration and discovery, providing you with an opportunity to look at the world and specific issues and topics in a whole new way. These unique courses are focused on collaborative learning in an exciting environment.

PROFESSORS are passionate educators, cutting-edge researchers and academically accomplished members of our community! They pride themselves on commitment to student support both in their academic careers and beyond.

THE COMMONWEALTH HONORS PROGRAM

provides exceptional students with the rewarding opportunity to pursue a more challenging curriculum. Honors students work with specially selected faculty, learn in a small group seminar format, participate in independent research, and learn to think independently and creatively.

If you have a passion for learning, Salem State's honors program offers the chance to pursue a curriculum of challenge an inquiry at a higher level.



As an added benefit, Honors students receive an automatic \$1,000 scholarship per year.
saalemstate.edu/honors

33

majors

80+

minors

100+

concentrations

19

average class size

1:13

faculty to student ratio

At Salem State, the focus is on you—your education, your passion, your goals.

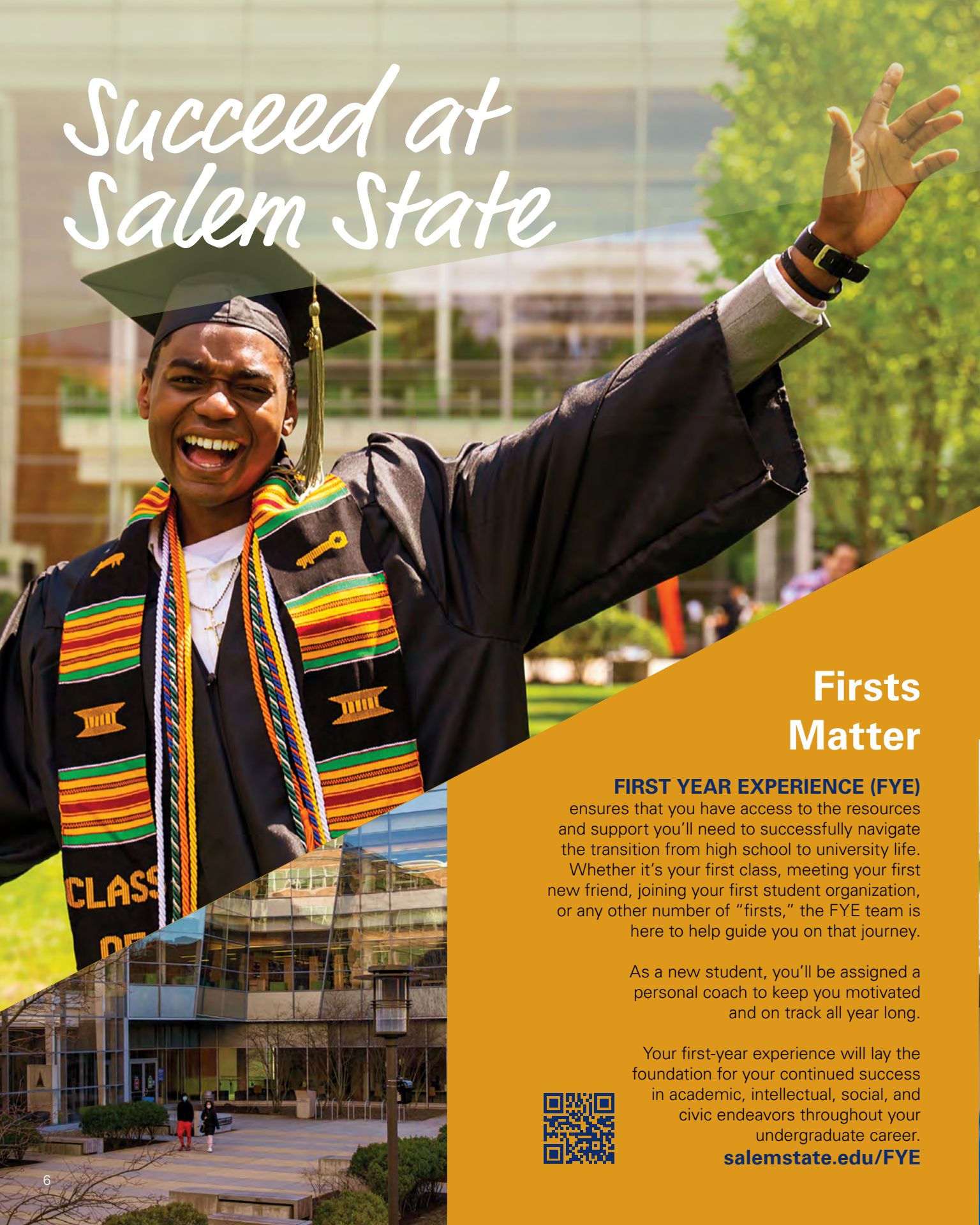
You won't find large lecture halls here. Instead, you'll receive an education with individual attention from faculty who are experts in the field.

You can also customize your major! You'll work with an academic advisor the moment you arrive on campus to ensure you are getting the most out of your college experience.



Learn more at
saalemstate.edu/academics.

Succeed at Salem State



Firsts Matter

FIRST YEAR EXPERIENCE (FYE)

ensures that you have access to the resources and support you'll need to successfully navigate the transition from high school to university life.

Whether it's your first class, meeting your first new friend, joining your first student organization, or any other number of "firsts," the FYE team is here to help guide you on that journey.

As a new student, you'll be assigned a personal coach to keep you motivated and on track all year long.

Your first-year experience will lay the foundation for your continued success in academic, intellectual, social, and civic endeavors throughout your undergraduate career.

salemstate.edu/FYE



From help with your classwork to your physical and emotional well-being to planning for your future, Salem State's student services are here to help you have the best experience possible.



Student Services and Support

CAREER SERVICES helps guide you from your first day on campus, with everything from career exploration, resume-building, finding an internship, interviewing skills, to connecting you with employers, and much more.

COUNSELING AND HEALTH SERVICES is staffed by nurse practitioners, a part-time doctor, psychologists, licensed mental health counselors, post-doctoral fellows, and advanced graduate interns. Health services offers medical care, consultation on health-related issues, health promotion programs, referrals, and collaboration with area providers and primary care physicians.

DISABILITY SERVICES promotes an accessible educational and campus-wide experience by coordinating services and accommodations for students with disabilities.

STUDENT NAVIGATION CENTER (SNC) houses financial aid, student accounts, the ClipperCard office (the official university ID card), the registrar's office, and transfer services. SNC service representatives are here to help you navigate the business of being a student by answering questions and helping solve problems. You can even schedule one-on-one appointments.

STUDENT TECHNOLOGY SUPPORT CENTER helps you with software needs, configuration, troubleshooting, and device repairs.

VETERANS' AFFAIRS assists current and former service members of the armed forces as well as survivors and dependents with both state and federal educational benefit programs.



Beyond the Classroom

Gain Career Skills

Our career services team will help you harness your passion and find your future. Salem State Vikings have interned or participated in clinical courses at many local, regional and national organizations.

salemstate.edu/careers



MASSACHUSETTS



Make an Impact

Through civic learning and community service initiatives, you can make a change within your community. We host several annual events and leadership opportunities to inspire you to become socially responsible.

SALEM STATE'S CIVIC FELLOWSHIP is a unique civic leadership program that provides students with the opportunity to explore their strengths, values and passions to begin forming their civic identity and individual role in working toward social change. Fellows participate in leadership training, service projects, and organize advocacy campaigns while building a sense of community amongst the cohort.

ADVOCACY MONTH CONFERENCE includes a month's worth of guest speakers, workshops, and engaging programs for student who are interested in learning about social justice issues and gaining activists skills.

EARTH DAYS WEEK features a series of lectures, panels, films, and environmental activities. These events bring renowned researchers, activists, and officials to campus to engage students, faculty, staff, alumni, and the larger community.

FIRST YEAR DAY OF SERVICE introduces new students to dozens of community partners to connect with their mission and complete service projects, from public schools to environmental groups, arts foundations, and mentoring organizations. saalemstate.edu/CCE



Broaden Your Horizons

Our Vikings travel around the globe while earning credits towards their degree. Study abroad and enhance your view of the world. You can study almost anywhere! We work with study abroad providers who offer programs in nearly every region. saalemstate.edu/abroad



You can also participate in the National Student Exchange (NSE) which allows you to study at other colleges and universities in the United States, Canada, Guam, Puerto Rico, and the US Virgin Islands. Being part of this program offers you an opportunity to explore a different geographical and cultural environment, broadening your academic experience. saalemstate.edu/NSE



Learn and Lead



Working with our community to address important social, political, economic, and environmental issues is a cornerstone of the Salem State experience. Vikings are socially responsible and make an impact in their communities while earning their degree and after graduation.

Our Center for Civic Engagement (CCE) is the nexus for community-based initiatives, civic learning, and public engagement at Salem State. We're a Carnegie Community Engagement-classified university. This distinction demonstrates our significant institutional commitment to community and civic engagement. saalemstate.edu/CCE



Advocacy

Our advocacy education assists students in gaining the necessary skills, tools, and resources to lead positive change in their communities. You will learn from a diverse group of expert advocates addressing a variety of important issues that impact our community.

Community

As a student, you can connect with and have an impact on the North Shore community. Our work focuses on collaborating with community partners through sustainable and equitable relationships to move their mission forward while addressing the challenges facing our communities.

Civic Learning

Civic learning is the development of knowledge for a public purpose. You'll graduate prepared with the knowledge, skills, values, and resources to effectively collaborate within your communities and in your workplaces to address our most pressing social problems.



Success Indicators

525

community-engaged courses offered (2021-22)

68.1%

student voting rate in 2020

\$130K

student scholarships for summer internships



FREDERICK E. BERRY
**INSTITUTE
OF POLITICS**
AT SALEM STATE UNIVERSITY



FREDERICK E. BERRY INSTITUTE OF POLITICS

The Frederick E. Berry Institute of Politics (Berry IOP) is a nonpartisan institute that aims to engage and inspire our community to take an active role in our democracy and to pursue careers in politics and public service. salemstate.edu/berryiop

WORK IN ACTION

- Leads Salem State's voter engagement
- Hosts political discussions and debates
- Supports students with career interests in politics and public service
- Awards competitive scholarship offerings in the areas of government, politics, civic engagement, non-profit and other means of public service.



A Place Where We All Fit In



Get Involved!

Join one of our 50+ student organizations and gain leadership experience, learn new skills, meet new friends, make a difference, and challenge yourself!



A FEW OF OUR VIKING-LED GROUPS AND CLUBS

- African Student Union
- The Alliance (LGBTQIA+)
- Intersectional Feminist Collective
- Multicultural Student Association
- Repertory Dance Theatre
- Student Government Association
- Student Veteran Organization
- Urban Arts Theatre
- WMWM FM 91.7

salemstate.edu/clubs



Campus Life and Recreation

Whether you live on campus or commute, a true collegiate experience. We encourage you to be active. From participating in intramural sports or getting involved with student government, we offer various programs and events to keep you engaged.

- employment opportunities
- esports
- equipment borrowing program
- facility reservations for student groups, clubs and organizations
- free fitness programs and group exercise classes
- indoor batting cage use
- informal recreation
- intramural sports
- outdoor adventure trips

All students receive a FREE membership to our Harold E. and Marilyn J. Gassett Fitness and Recreation Center. Gassett is open to all students and offers cardio and strength equipment, locker rooms, studios, lounge spaces, and recreational courts.



Go Greek!

FRATERNITIES

Alpha Sigma Phi
Sigma Alpha Epsilon

SORORITIES

Phi Sigma Sigma
Theta Phi Alpha



Live On Campus



Welcome Home, Vikings!

Salem State's five lively residence halls are home to over 1,800 students, each housing 300 or more residents.

Residence hall formats vary between traditional double and triple-style rooms and apartment and suite-style living, all of which include common areas, a laundry room, vending machines, and a mailroom.

Explore our residence halls right from your phone by scanning the QR code or visiting saalemstate.edu/virtual.



Why Live on Campus?

- Live near your classes, the library, the dining hall, and all that campus has to offer!
- Access to on-site faculty (faculty in residence) and resident assistants (RAs) to support your success
- Weekly programs in your hall to help you meet friends and create connections around campus

GENDER-INCLUSIVE HOUSING

We provide an inclusive, comfortable environment for all our students. Gender-inclusive housing at Salem State is a living option within our residence halls where student housing is not limited by gender.

SAFETY AND SECURITY

All residence halls are staffed by a full-time, comprehensively trained residential staff member with a master's degree, a master's-seeking graduate resident director, and RAs. A 24-hour security/information desk is located at the entrance to each hall.

VIKING DINING

- Customizable entrees, fresh organic foods, international favorites
- Gluten-free, protein-rich, vegan and vegetarian options
- Dining locations: 2 large dining commons, express locations across campus, 1 Dunkin', 1 Starbucks



salemstate.edu/reslife



1,820+
students live
on campus

56%
of first-year students
live on campus

5
vibrant
residence
halls



Create



Art + design, creative writing, dance, music, and theatre are a core of vibrant activity and creative exploration. We encourage you to take the arts beyond the classroom, onto the campus, into the community, and make it an integral part of your life.

Participate in public readings of your original poetry and fiction, take the stage in a dramatic play or musical, perform a solo in our beautiful recital hall, craft your own choreography, create sculptures from recycled materials, and exhibit your work in one of Winfisky Gallery's annual art + design exhibitions or write a play and see it performed. saalemstate.edu/arts



Featured Student Arts Groups

MUSIC SOCIETY is a social and cultural forum for musicians and non-musicians alike.

REPERTORY DANCE THEATRE provides students with performance opportunities including a dance concert each semester.

STUDENT THEATRE ENSEMBLE provides students with performance and production opportunities on campus.

SSOCKAPPELLA is a student-run, audition-only, acapella group performing on campus, at sporting events, alumni events, and city celebrations.

URBAN ARTS THEATRE allows students to express urban culture through performing and visual arts.

VERSE VIKINGS is a student writing group that discusses and presents creative writing.

CENTER FOR CREATIVE AND PERFORMING ARTS

The Sophia Gordon Center for Creative and Performing Arts opened in 2017 and hosts all theatre and dance performances as well as readings, exhibitions, and other arts events. The building includes a 432-seat theatre, and rehearsal, tech, and classroom spaces. Salem State also boasts two additional performance spaces, along with numerous rehearsal and studio spaces.



Compete

Salem State's intercollegiate athletic teams, recognized as one of the most successful programs in New England, are annual contenders for the Massachusetts State Collegiate Athletic Conference (MASCAC) championship honors.

We're a proud member of the NCAA Division III with a rich tradition of excellence in intercollegiate athletics. Our student-athletes are empowered to be high achievers in and out of the classroom and to be leaders on campus.
saalemstatevikings.com



#RollVikes



Women's Teams

- Basketball
- Field Hockey
- Ice Hockey
- Lacrosse
- Soccer
- Softball
- Tennis
- Volleyball

Men's Teams

- Baseball
- Basketball
- Golf
- Ice Hockey
- Lacrosse
- Soccer
- Tennis

CONFERENCES





Become a Salem State Viking



**FIRST
YEAR**

Requirements

17 college prep units

English _____ 4 courses

Mathematics _____ 4 courses (Algebra I and II and Geometry or Trigonometry, or comparable coursework including mathematics during senior year of high school)

Science _____ 3 courses (each with laboratory)

Foreign Language _____ 2 courses (in a single language)

Social Science _____ 2 courses (including 1 course in U.S. history)

Electives _____ 2 courses (from the above subjects or the arts, humanities, or computer science)

GPA and Standardized Test Score Requirements

All applicants are reviewed for admission based on their academic course levels, grades and standardized test scores (if submitted).

Learn about our Test Optional requirements and see if you qualify at saalemstate.edu/testoptional. SAT/ACT required for nursing applicants.

When test scores are submitted, we use a sliding scale based on a minimum grade-point average (4.0 scale) and a corresponding SAT or ACT score. If your grade-point average is 3.0 or higher and you have an SAT score above 990 (19 on the ACT), you'll receive the highest consideration.

Apply

To apply to Salem State University, we require:

- A complete application
- \$50 application fee
- All official transcripts

Apply online at saalemstate.edu/apply



(Nursing applicants: visit saalemstate.edu/nursing-reqs for official application details.)

Deadlines

Below are suggested deadlines; we follow a rolling admission process until a program is full (nursing deadlines are firm).

UNDERGRADUATE

December 1 (spring start) • February 1 (fall start)

EARLY ACTION

November 15 (fall start only)

NURSING (firm)

November 1 (spring start) • January 15 (fall start)

TRANSFER

December 1 (spring start) • August 1 (fall start)

saalemstate.edu/admissions



Invest in Your Success



Quality Education at an Affordable Price

Our goal is always to do what we can to meet your financial needs so that you can achieve your educational goals. Compared with other colleges and universities in Massachusetts, Salem State University is approximately \$20,000-\$40,000 less a year for in-state, residential students.

All charges are subject to change. Please note some programs have additional fees. Visit saalemstate.edu/tuition for more information.



HOW TO PAY FOR COLLEGE

You'll pay for college through a combination of savings, current income, borrowing, private scholarships, and financial aid (if eligible). Applicants should complete the Free Application for Federal Student Aid (FAFSA) in order to apply for aid.

WHAT IS FINANCIAL AID?

Financial aid is money to help you pay for your education expenses. Types of aid include grants, scholarships, work study, and loans. The amount you receive is determined by your Cost of Attendance (COA) and Expected Family Contribution (EFC). For more information about federal student aid, visit studentaid.gov.



Financial Aid Timeline

August 1: Admissions application becomes available online. saalemstate.edu/apply



October 1: FAFSA available online. Salem State's school code is **002188**. studentaid.gov



February 15: Financial aid priority deadline. The sooner you apply for financial aid, the more institutional funds (such as scholarships and grants) may be available.

March 1: Deadline to apply for Salem State scholarships. We award more than 200 scholarships annually. saalemstate.edu/scholarships



May 1: Deadline to apply for funds for Massachusetts residents. Salem State's enrollment deposit is due.

What Happens Next?

Once a FAFSA has been completed and submitted, and you have been admitted, the financial aid office creates a cost of attendance estimate for you. This cost of attendance includes tuition, fees, room and board, transportation costs, and supplies. Miscellaneous expenses are included as well so you can see if you'll need additional funding resources such as loans, grants and/or scholarships.



ESTIMATE YOUR COST TO ATTEND

Estimate your cost of attendance using our Net Price Calculator. saalemstate.edu/NPC



99%

of full-time first-year students received financial aid in 2021-22

\$14,889

average financial aid package for full-time first-year students in 2021-22

Tuition and Fees (per year)

In-state commuter:

\$11,979

In-state resident:

\$26,943

Out-of-state commuter:

\$18,961

Out-of-state resident:

\$33,925

Majors and Concentrations

ART + DESIGN**

(portfolio may be required for admission)
Art History, Graphic Design, Painting,
Photography, Printmaking, 3-D Studio Art

BIOLOGY

Biomedical Sciences, Biotechnology,
Environmental Biology, Marine Biology and
Aquaculture, Nuclear Medicine Technology
(combined undergraduate/graduate educational
licensure programs are available)

BUSINESS ADMINISTRATION

Accounting, Corporate Finance-Accounting,
Entrepreneurship, Finance, Hospitality
Management, Human Resource Management,
International Business, Management,
Management Information Systems, Marketing,
Operations and Decision Sciences

CARTOGRAPHY AND GEOGRAPHIC INFORMATION SYSTEMS

(combined Bachelor of Science/Master of Science
Cartography/Geo-Information Science is available)

CHEMISTRY

Biochemistry

COMPUTER SCIENCE

CRIMINAL JUSTICE*

Administration, Criminal Investigation, Criminology
(combined Bachelor of Science/ Master of Science
are available)

DANCE

(audition required for admission)

ECONOMICS

EDUCATION*

(additional criteria may be required for admission
to specific concentrations) Early Education and
Care, Educational Studies in Community Education,
Teacher Preparation in Early Childhood, Teacher
Preparation in Elementary, TESOL: Teaching
English to Speakers of Other Languages. Students
interested in teacher preparation programs for
biology, English, history, or math in middle or
high school, or teacher preparation programs for
specialists in physical education or Spanish, must
apply to their content major, not to education. All
teacher preparation pathways are joint bachelor/
master's programs that are completed in five years.

ENGLISH

Creative Writing, Professional Writing, Combined
Bachelor of Arts/Master of Arts, Combined Bachelor
of Arts/Master of Arts in Teaching English to

Speakers of Other Languages, English Education
Teacher Track (combined undergraduate/graduate
educational licensure programs are also available)

EXPLORATORY (undeclared)

FRENCH

(see World Languages)

GEOGRAPHY AND SUSTAINABILITY

Environmental Sustainability, Sustainable Tourism
Development

GEOLOGICAL SCIENCES

Applied Geosciences: Forensics, Sustainability;
Geological Sciences: Earth Science, Earth Studies

HEALTHCARE STUDIES*

(combined degree in healthcare studies and
Spanish is also available)

HISTORY

Africa, Asia and Latin American History; European
History; Pre-legal/Business, History, History
Teacher Track, Public History; United States History
(combined undergraduate/graduate educational
licensure programs are available)

INFORMATION TECHNOLOGY

INTERDISCIPLINARY STUDIES

American Studies, Interdisciplinary Studies,
Liberal Studies, Peace and Conflict Studies

ITALIAN

(see World Languages)

LIBERAL STUDIES

MATHEMATICS

(combined undergraduate/graduate
educational licensure programs are available)

MEDIA AND COMMUNICATION

Advertising, Communications, Journalism,
Public Relations

MUSIC

(audition required for admission)

NURSING

PHILOSOPHY

POLITICS, POLICY AND INTERNATIONAL RELATIONS

American Government, Law and
Policy; International Relations and
Comparative Politics

PSYCHOLOGY*

Applied Behavior Analysis, Combined Bachelor of Science/ Master of Science in Industrial and Organization Psychology, Combined Bachelor of Science/Master of Science in Behavior Analysis

SOCIAL WORK*

SOCIOLOGY

SPANISH

(see World Languages)

SPORT AND MOVEMENT SCIENCE*

Health Education Teacher Track, Recreation Management (Recreation and Parks Management), Exercise Science, (Honors, Prehabilitation and Professional tracks), Physical Education Teacher Track, (combined undergraduate/graduate educational licensure programs are available)

THEATRE AND SPEECH COMMUNICATION

BA: Performance, Technical Theatre BFA: Design, Directing, Performance, Playwriting Stage Management, and Technical (Portfolio required for all BFA concentrations)

WORLD LANGUAGES AND CULTURES

French, Healthcare Studies and Spanish (combined degree), Italian, Spanish, Spanish Professional, Spanish Teacher Track (combined undergraduate/graduate educational licensure programs in Spanish are available)

EVENING ONLY PROGRAMS

ACCELERATED BSN

(must have a U.S. completed BS or BA)

NURSING: LPN TO BSN; RN TO BSN

(must be a licensed LPN or RN and a copy of license is required. LPN students will transition to full-time day status when they are ready to enter the first semester of junior nursing clinical courses)

OCCUPATIONAL HEALTH STUDIES (transfer only)

Bachelor's and master's programs (must be a licensed COTA and a copy of COTA license is required; an associate's degree is also required)

COMBINED DEGREE PROGRAMS

Combined degree programs let you earn a bachelor's degree and a graduate degree in less time than it would take to earn them separately, resulting in faster progress through the program. Students typically begin graduate courses during their senior year and finish their entire degree program during a fifth year*.

TEACHER PREPARATION 4+1 PROGRAMS

BIOLOGY
EARLY CHILDHOOD EDUCATION
ELEMENTARY EDUCATION
ENGLISH
HISTORY
MATH
PHYSICAL EDUCATION
SPANISH

BACHELOR OF ARTS/MASTER OF ARTS

ENGLISH
(See website for concentration offerings and pairings.)

BACHELOR OF SCIENCE/MASTER OF SCIENCE

BUSINESS ADMINISTRATION
(Accounting concentration)

BACHELOR OF SCIENCE/MASTER OF SCIENCE

CRIMINAL JUSTICE
(Criminal Investigation and Criminology concentrations)

GEOGRAPHY
(Cartography and Geo-Information concentration)

PSYCHOLOGY
(Behavior Analysis and Industrial/Organizational concentrations)

BACHELOR OF SCIENCE/ MASTER OF EDUCATION

EDUCATION
(Justice in Special Education, Early Childhood Education or Elementary Education, Justice in Early Childhood Education or Elementary Education)

PRE-LAW PROGRAM (accelerated 3+3 BA/JD)

Students who select the accelerated 3+3 BA/JD option spend three years at Salem State working towards their bachelor's degree, and then transfer to UMass Law. Their first year of law school counts as the fourth year of their bachelor's degree. Applicants must apply and enroll in another area of study before they can apply to the BA/JD program. salemstate.edu/pre-law

*Except for our accelerated 3+3 BA/JD program.

ONLINE UNDERGRADUATE PROGRAMS

FIRE SCIENCE ADMINISTRATION

(associate's degree in Fire Science is required)

Subject to change. Visit salemstate.edu/programs for an up-to-date list.

* Major can be completed in the evening.
Not all concentrations are available.

**Submit portfolio at salemstate.slideroom.com







*Your
future
starts here!*



salemstate.edu

Educating you for life

Salem State University



APPLY NOW
salemstate.edu/apply


CONNECT WITH US



@SalemState | #salemstate



MAIL TRANSCRIPTS TO

 Salem State University
Undergraduate Admissions
PO Box 51298-9925
Philadelphia, PA 19115


**SALEM STATE UNIVERSITY
UNDERGRADUATE ADMISSIONS**

 331 Lafayette St.,
Second Floor, Salem, MA
 admissions@salemstate.edu
 978.542.6200



VISIT US

See for yourself what Salem State has to offer! Come join us for a tour or open house.
salemstate.edu/visit

Salem State University is committed to equal access for students, staff and visitors, and encourages all to participate in its programs and activities. People who anticipate needing accommodations due to a disability, or who have questions about access, may contact disability services at  access@salemstate.edu.



TAKE A VIRTUAL TOUR

Launch our virtual tour from your phone.
salemstate.edu/virtual

