

SUBJECT: Presidential Review Committee – April 17, 2025

The committee met remotely 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, extended the expiration of the provisions pertaining to the Open Meeting Law. All votes taken during this meeting were by roll call vote.

Present for the Committee: Trustees Mattera, Maldonado and Lampassi (chair).
Also, present and participating: VP Colucci and Board Secy Montague

Absent: Trustee Cabral

I. Call to Order

Chair Lampassi called the meeting to order and reviewed the committee's one agenda item, to review and take action on the Presidential Review Report. In accordance with MA Board of Higher Education Compensation and Evaluation Guidelines for State University and Community College Presidents, the board of trustees must conduct annual evaluations of presidents. The evaluations must include:

- A submission of the president's self-evaluation
- An executive summary based on the BHE's template from the Presidential Review Committee which includes:
- A review of the institutional goals, state goals, and a recommendation for compensation adjustment should be included on a merit increase if any is available in that year.

The chair recalled that in March, the committee began its review upon receipt of the president's annual report. A committee writer was selected to produce the executive summary report. Members reviewed the summary, and their edits were incorporated by the board secretary. The executive summary is attached.

Trustee Lampassi read the motion, which was moved by Trustee Mattera, seconded by Trustee Morales and by a roll call it was,

Voted: The Presidential Review Committee appreciates that President Keenan has completed a comprehensive self-evaluation focused on the goals for the 2023-2024 academic year. The PRC accepts and approves the 2023-2024 presidential

evaluation and recommends that in recognition of President Keenan's strong institutional leadership, and of his unceasing commitment to advancing quality, affordable public higher education in the Commonwealth of Massachusetts that he be provided the maximum merit-based compensation adjustment consistent with the Department of Higher Education (DHE) Guidelines.

There was a discussion highlighting the President's strong leadership throughout his tenure at Salem State, particularly during challenging periods such as the pandemic, political unrest, and budgetary concerns.

There being no further business to come before the committee, Trustee Mattera moved, and Trustee Morales seconded a motion to adjourn. By a roll call it was,

VOTED: to adjourn

The meeting adjourned at 5: 20 pm.

2023-2024 Executive Summary

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

Presidential Review Committee

Jim Lampassi, Chair

Yalile Maldonado

Paul Mattera

I. The Review Process

The 2023-2024 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 May 28, 2025. 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 and life readiness as set forth by the universities strategic plan.

II. The Performance Data to Support Conclusions and Recommendations

Performance data are embedded within each section of this document.

III. Summary Statement

President Keenan is an eternal optimist and the right leader for Salem State right now. Despite the potential enrollment cliff related to national demographics, President Keenan has already prepared for three "what-if" scenarios, discussed the business at hand, and is focused on building for the future. Failure is not an option for this president. In fact, when financial difficulties and declining enrollments caused by the pandemic led to an increase in college closures, President Keenan did not shy away from Project BOLD, the university's modernization plan to provide students with a hands-on state of the art healthcare and life science education. At the same time, this project will make positive impacts on education access, workforce development and retention for the region.

President Keenan's strategies for growing enrollment included actively seeking HSI-MSI designation. The associated planning has resulted in the university's Hispanic enrollments continued increase (Table 2, President's Self Evaluation (PSE)) with the expectation that SSU will meet the criteria for HSI-MSI designation before Fall 2026. SSU draws many of its students from expanding Latino communities north of Boston, including Chelsea, Lynn, and Lawrence. SSU remains on track to become the first public, four-year, comprehensive university to achieve the federal HSI designation in Massachusetts. To recognize and celebrate the importance of community, leadership, and advocacy to enhance student and community outcomes, SSU hosted a two-day conference for Hispanic and Minority Serving Institutions in July. The conference sold out.

SSU BOLD, the university's campus unification and modernization project, made incredible progress this year. The Commonwealth strengthened its initial funding to the project from its pledge of \$30 million last year by announcing an additional \$15 million this year. The campus master plan, which is well underway will pave the way for future progress toward modernizing campus facilities. The last master plan was developed in 2013. In addition, a significant amount of deferred maintenance will have been eliminated following the sale of South Campus.

Thanks to President Keenan's strong leadership and the work of his financial team, the university's financial performance for FY24 was much better than budgeted. The university closed FY24 with managed net income of \$7.5M, which was \$9.6M better than budgeted. Of this overperformance approximately \$3.2M is from grants, \$4.1M is from gifts and investment income, and \$3.2M is due to one-time debt service savings, partially offset by Net tuition/fees and auxiliary revenues underperforming. President Keenan has pledged to achieve a balanced budget within three years while managing reserves during deficits. The Board is confident that the president, following best practices, will be able to achieve this task while keeping the interests of the entire university community in mind, including students, faculty, and staff.

The decline in undergraduate enrollment at the university slowed in Fall 2023, suggesting that new recruitment strategies are proving effective. SSU expanded its outreach efforts, targeting both in-state students and promising out-of-state applicants. Despite a broader trend of fewer students pursuing college, enrollment from local feeder schools saw a slight year-over-year increase (Table 14, PSE). Although delays with the Common Application impacted Fall 2023 applications and admissions, the issue is expected to be resolved by Fall 2024. Meanwhile, transfer applications — particularly from students with associate degrees — showed improvement. The Transfer Connections program, a partnership with North Shore Community College (NSCC) and Northern Essex Community College (NECC), streamlined the transfer process (Table 4, PSE).

The evening division has seen a decline in credit hours, prompting efforts to eliminate barriers, re-engage stop-out students, and provide more online options. Graduate-level declines in credit hours and headcount have been attributed to growing competition in both online and hybrid formats (Table 16, PSE). The Board is pleased that the university is proactively working to increase enrollment by employing a multifaceted strategy focused on student investment, affordability, access, and retention. In AY 2023-2024 185 students enrolled in the RISE Program

which focuses on supporting first gen students through a coaching model that provides programming and community support. In addition, SSU continued its engagement with ReUp, a third-party partner which helps to court stop outs who did not earn an undergraduate degree at SSU or elsewhere. Since Fall 2021, SSU has re-engage 90 students through ReUp, 22 of whom have earned degrees.

President Keenan's fundraising success with the university's Advancement team is remarkable with 72 percent of the university's ambitious \$75 million goal well in sight. Since July of 2019, 1,047 students from 33 majors have received donor supported internship scholarships. This year, over \$2,722,264 was raised for new and existing scholarships. Many of the university's student success programs including the Emerging Scholars Program, progression grants and LaVida Scholars initiative are also supported by the campaign. This year the campaign included another tie-breaking record gift of \$10 million in support of financial assistance for students in the Maguire Meservey College of Health and Human Services and McKeown School of Education.

We believe that President Keenan has his finger on the pulse of higher education and the broader political and economic changes that will shape the sector's future. While the president is matter of fact about challenges regarding enrollment and retention, free speech, and the need for academia to adapt more quickly, President Keenan is also excited about the opportunity for the university to innovate and grow to continue to meet SSU's students' needs. President Keenan's optimism is contagious. The Board of Trustees believes that President Keenan is a decisive leader with a clear vision for the future of Salem State University, focused on achieving both short and long-term growth and student success.

A. Institutional Goals

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 McKown 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 SSU's 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 members 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 diversify student activities on campus

The PRC has reviewed the metrics set last fall and found that the president had successfully exhibited outstanding leadership and management during the 2023-2024 academic year. The AY2024-2025 goals and priorities are set forth below, and we believe these goals are in keeping with the system-wide priority objectives set forth by the Board of Higher Education.

AY2024-2025 Goals and Priorities

Academic Affairs

Academic Excellence and Active Learning

- Assess and revise SSU's General Education (Gen Ed) curriculum, focusing on First Year Seminars.
- Strengthen the "Culture of Assessment" by ensuring student learning outcomes for degree programs and establishing a plan for institutional outcomes assessment.

Experiential Learning and Engagement

- Create a consolidated inventory of courses with experiential learning elements.
- Apply for recertification as a Civically Engaged Campus by the Carnegie Foundation.

Student Engagement and Success

- Increase faculty use of Navigate for advising.
- Build capacity for Global Engagement in preparation for incoming cohorts from China, India, and the Philippines.

Faculty Support and Growth

- Implement an early-career faculty mentoring program (Sept. 2025), focusing on universal design for faculty of color.
- Revise the university's approach to supporting faculty in continuing scholarship.

Advancement

- Raise \$10 million towards Meet the Moment campaign.
- Create and implement an engagement strategy to strengthen connections with high-potential prospects and alumni, building a pipeline for future leadership donors

Finance And Facilities

SSU BOLD

- Develop strategies to mitigate parking challenges resulting from both the BOLD and Decarbonization initiatives.
- Secure funding, progress through design phase, and initiate construction.

Strategic Budget/Financial Management

- Achieve a balanced budget within three years while managing reserves during deficits.
- Train departments on fund utilization and improve Financial Aid reporting.
- Revise templates and collaborate on 5-year proformas for strategic plan proposals.

Dining Improvements

- Enhance dining through program and financial improvements, including re-establishing food options.
- Implement strategies to reduce the campus dining subsidy, ensuring sustainability.

General Counsel & Risk Management

Human Resources

- Implement new Human Capital Management (HCM) system PageUp across university.
- Ensure policies and practices promote collaboration among employees to support engagement and effective across on-campus, hybrid, and remote work models.
- Ongoing recruitment and retention of a diverse workforce in partnership with the Office of Diversity and Inclusion

ITS

- Refresh employee computers, many of which are outdated and unable to support new Microsoft applications
- Implement "Take-A-Class" to help both matriculated and non-matriculated students easily find available courses

Inclusive Excellence

- Steward SSU's transition to HSI-MSI status
- Reconstitute DEI Council as Inclusive Excellence Council (formerly PAC/D) to foster institutional transformation
- Strengthen Employee Resource and Affinity Groups (ERGs)
- Continue collaboration with SRS to prepare for equity audit in fall 2025

Student Success

Admissions

- Streamline and expand Direct Admissions to the Lynn school district and onboard the Common Application tool. Increase partnerships with PL< 12 districts and community organizations, promoting affordable, barrier-free transfer pathways.
- Collaborate with faculty, administrators, and students to share Salem State

stories, raise public awareness, and define SSU's identity and value in the marketplace.

Supports and Wraparound Services

- Highlight the importance of advising in student success by utilizing technology, especially the Academic Planner/Navigator, to ensure accessible, equitable, and integrated advising.
- Build strategic partnerships to increase student engagement with career services.
- Guarantee the successful launch of the Center for Accessible Academic Resources (CAAR).
- Build comprehensive training and support structures to equip staff with the knowledge needed to guide and coach students effectively.
- Continue developing assessments to meet student needs (e.g., LOA reasons, post-appointment surveys).
- Create programs that foster social and community connections.

Enrollment Management

- Complete campus-wide rollout of the Academic Planner to support advisors, administration, and students in course planning, boosting retention and degree completion.
- Align Enrollment Management with the current and future needs of the student population
- Clearly communicate student rights and responsibilities, setting expectations for both staff and students during "business of being a student" activities with Enrollment Management and the Student Navigation Center.
- Expand outreach and partnerships with local high schools.
- Increase undergraduate Direct Admissions through the Common App program, targeting first-generation and marginalized students to eliminate barriers.
- Streamline transfer credit processing with data automation to enhance efficiency and strengthen community college pathways.
- Revise financial aid policies to remove barriers by maximizing Federal and State grants and institutional-based grants to reduce student debt.
- Update campus tours to feature Salem State's sustainability efforts.
- Emphasize student rights and responsibilities to foster engagement, empowerment, and progress toward goals.
- Provide training opportunities for staff on addressing the evolving needs of students, including topics like crisis management, student trauma, and de-escalation techniques.
- Partner with Decision Support, IT, and campus data stewards to identify data gaps and update Power BI reports.

Marketing and Communications

- Align student social media content with trends in student needs, including mental health, diversity, sustainability, and student life.

- Continue to advocate for intuitive, straightforward communications in key areas, like student accounts, financial aid, housing, and registration, to help students and their families better understand this information.
- Work to make campus-wide content more accessible to first generation students and their families, with a particular focus on the Hispanic and minority populations.
- Enhance paid social media strategy—to help us reach a broader, more diverse audience and drive higher engagement rates.
- Redevelop brand presence on third-party sites—identify new ways to assess, score and redevelop our brand presence on third-party sites, such as Google and college search results. This will involve optimizing our online presence to ensure accurate and positive representations of Salem State University to our wider marketplace.

Student Life

- Collaborate and implement programs to foster student involvement and community building.
- Launch initiatives to enhance Student Life facilities including the Ellison Campus Center 5 Residence Halls, fitness center, athletic center, and fields.
- Improve housing selection with new software and enhance resident student programming to increase housing retention.
- Hire full-time directors for Orientation, Student Wellness, and the Center for Justice & Liberation.
- Update policies and procedures to comply with the latest Title IX regulations.

B. System-Level Goals

Salem State University continues to be guided by the system-wide goals set forth by the Board of Higher Education. Under President Keenan’s leadership, the university implemented the following campus-level efforts to further the BHE’s Equity Agenda and improve success rates for all students with an emphasis on affordability and implementation of new financial aid and access:

Affordability and New Financial Aid Implementation

SSU prioritizes financial aid to make higher education accessible to its students. SSU’s undergraduate students are diverse (41 percent) and are increasingly showing need (freshmen 48 percent, all undergraduate 35 percent) (Table 1, PSE). Through the FAFSA Peer program, SSU educates and supports students with FAFSA completion with 44 percent of students contacted completing their FAFSA. Despite a 12 percent dip in the state FAFSA SSU was down only 2.9 percent, year over year for 2024.

Additionally, SSU offered \$7.9 million in institutional scholarships to offset the cost of education and to reduce student borrowing.

Another method to keep education affordable was made possible through a collaboration with DREAM.US scholarship for Fall 2024 and the Mass Grant Plus and Mass Grant Plus Expansion. Fourteen SSU students were awarded the Dream.US scholarship, which provides scholarships to DACA and undocumented students. The program emphasizes funding for degree completion, emergency funding and for housing and food insecure students.

The Transfer Connection Fellow Scholarship was also developed to keep education affordable. This new scholarship was offered to students with an associate's degree from NSCC and NECCs through the transfer connections fellow scholarship.

Wraparound Support Services:

SSU continued to provide comprehensive support services to help students succeed academically personally and professionally. Examples of these services include:

The Maguire Meservy College of Health and Human Services Stipend Funding - The leadership secured external funding to offer stipends to students, helping to cover their educational expenses and support experiential learning. The impact of these grants was significant, assisting students in completing their degrees, securing field placements, and ultimately finding employment in their respective fields.

Another support service utilized by the university is EAB Navigate 360. Academic Advising increased its use of Navigate, the student success platform designed to help colleges improve student retention, engagement, and overall success. Use of the platform has expanded as faculty has been encouraged to provide midterm grades and alerts to identify students when students may need additional wraparound supports or retention services.

This year, SSU implemented a Parent Portal, known as the Viking Family Hub. This online resource allows supporters of our students to follow their students' college journey and learn about university events, resources, and deadlines, as well as engage with other supporters. Information available on the portal includes billing, financial aid, and registration. The information is available in 200 languages.

IV. Recommendation for Compensation Adjustment

The Presidential Review Committee appreciates that President Keenan has completed a comprehensive self-evaluation focused on the goals for the 2023-2024 academic year. The PRC accepts and approves the 2023-2024 presidential evaluation and recommends that in recognition of President Keenan's strong institutional leadership, and of his unceasing commitment to advancing quality, affordable public higher education in the Commonwealth of Massachusetts that he be provided the maximum merit-based compensation adjustment consistent with the Department of Higher Education (DHE) Guidelines.

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

1. John D. Keenan's Presidential Self Evaluation 2023-2024

JOHN D. KEENAN, JD

PRESIDENTIAL REVIEW SELF EVALUATION

AY2023 ~ 2024



Month 2025

 Salem | STATE UNIVERSITY

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It has been another exciting year at Salem State University (SSU). We launched the 2023-2024 academic year by welcoming over 1,500 new students and several new faculty, staff and administrators to our campus. We also filled some key leadership positions with the hirings of Vice President of Diversity and Inclusion Christopher Macdonald-Dennis, Dean of the College of Arts and Sciences Brian Vanden Heuvel, and Chief Information Officer Steve Swartz.

While we engage with these new members of our community, we continue to keep our eye on our goals of making quality public higher education accessible to all in the commonwealth and ensuring our students have the resources they need to succeed. In that regard, much has been accomplished in the past year. From advancing our SSU BOLD project, to creating a working group for Hispanic Serving Institution (HSI) and Minority Serving Institution (MSI) initiatives, to making major strides in our \$75 million fundraising campaign, we have made great progress in implementing year one of our new strategic plan.

While there are countless efforts across campus that are not discussed in this report, our campus community remains committed to ensuring the best possible opportunities for students during their time at Salem State and beyond. Together, no matter what our roles may be across campus, we are strengthening our programming and enhancing student success.

I am proud to share that U.S. News and World Report has recognized our work by ranking SSU number 23 in the nation for social mobility, moving us up from number 35 last year. This makes Salem State the highest-ranking Massachusetts public university in this category. Add to this that CollegeNet ranked us number 1 among universities in Massachusetts on their Social Mobility Index. Additionally, the Campus Pride Index gave us 4.5 out of 5 stars for our chosen name, LGBTQ+ and other policies, including gender-inclusive housing, and the Abound program of Colleges of Distinction has honored our School of Graduate Studies with three awards for 2024.

While some may question the methodology behind these rankings, they do reflect the impact of our collective effort and determination in making a real difference for our students. As Horace Mann, declared “Education is the great equalizer,” and while we have made significant strides in improving our education system, there is still much work to be done to ensure it is truly accessible and equitable for all students.

I am so thankful to the students, staff, faculty, alumni and Board of Trustees for their unwavering dedication, hard work, and talent, which contribute to driving positive change and advancing student success. I am grateful to be tackling this moment—and the challenges ahead—together with you.

ADVANCING THE EQUITY AGENDA AT SSU

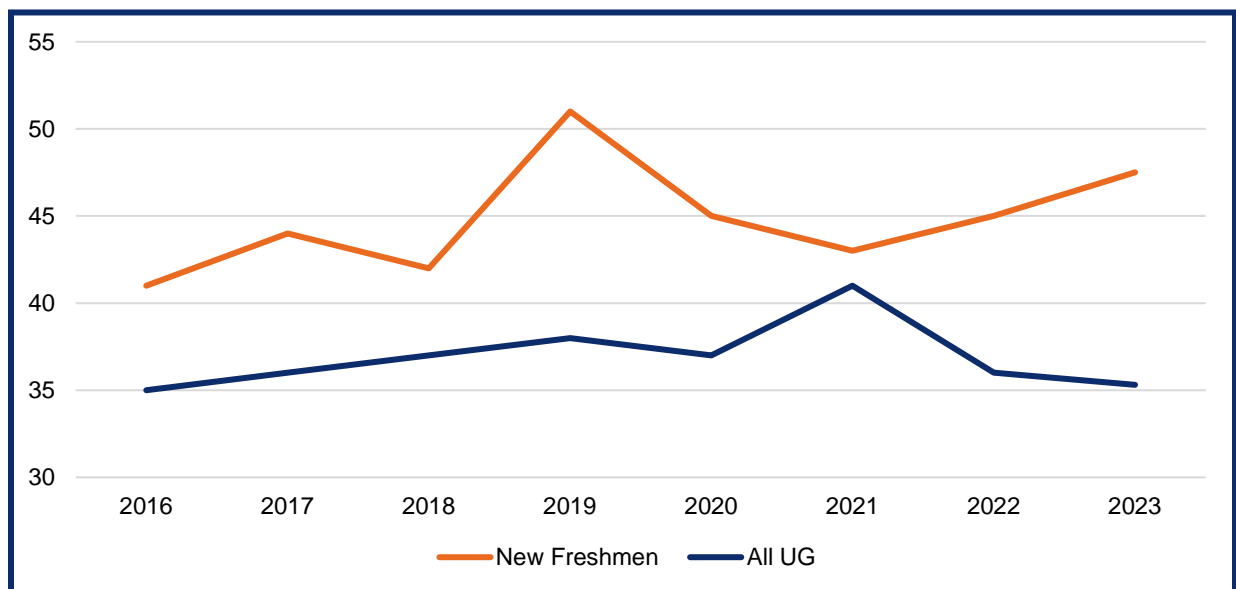
The Department of Higher Education (DHE) Strategic Plan for Racial Equity, adopted by the Board of Higher Education (BHE) as part of the Equity Agenda in 2018, continues to serve as our roadmap to eliminate racial disparities for students of color.

By focusing on student success at the system and institutional level, Salem State University has implemented the equity initiative 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 and New Financial Aid Implementation

Salem State prioritizes financial assistance to make higher education accessible to a diverse range of students, regardless of their financial background, with a primary goal of helping students achieve their educational potential. Salem State’s undergraduate students are diverse (41 percent) and are increasingly showing need (freshmen 48 percent, all undergraduate 35 percent). Table 1 provides an overview of our Pell eligible students, which indicates this increase in need for new freshmen.

Table 1 – Percentage of Students Awarded Pell Grants



New state funding created new financial aid supports, with marketing campaigns and a dedicated webpage linked to the state website to educate and encourage students to apply for state funding by completing the FAFSA/MASFA (Fall 2024). We removed barriers and assisted students with navigating the financial aid process and implemented affordability campaigns designed to educate students and supporters on the cost to attend Salem State and the availability of these state recourses.

Enrollment Management put several supports in place to better aid and educate prospective students, current students and their families about how to make higher education affordable. The FAFSA Peer program educates and supports students with FAFSA completion, with 44 percent of the students contacted completing their FAFSA. Additionally, a \$500 scholarship was awarded to students who submitted their FAFSA by June 1 for Fall 2024. Despite a 12 percent dip in state FAFSA completions, SSU was down only 2.9 percent, year over year for Fall 2024. SSU also offered \$7.9 million in institutional scholarships to offset the cost of education and to reduce student borrowing.

Additionally, new funding for undocumented students was implemented in collaboration with the DREAM.US scholarship for Fall 2024 and the Mass Grant Plus Expansion program. Fourteen Salem State students were awarded the Dream.US scholarship, which provides scholarships to DACA and undocumented students. We are proud that Salem State was the first campus partner in Massachusetts to collaborate with the DREAM.US program. The program emphasizes funding for degree completion, emergency funding and for housing and food insecure students.



In-state tuition has finally been approved in the FY24 budget—a milestone I've been working toward since my time as a state representative when I voted on this issue back in 2006. I'm proud to have partnered with the Presidents' Alliance for Higher Education and Immigration to help push this

proposal across the finish line. Granting in-state tuition access for undocumented students in the Commonwealth will reduce the economic competitiveness gap with other states and play a crucial role in preparing the workforce we need for the future

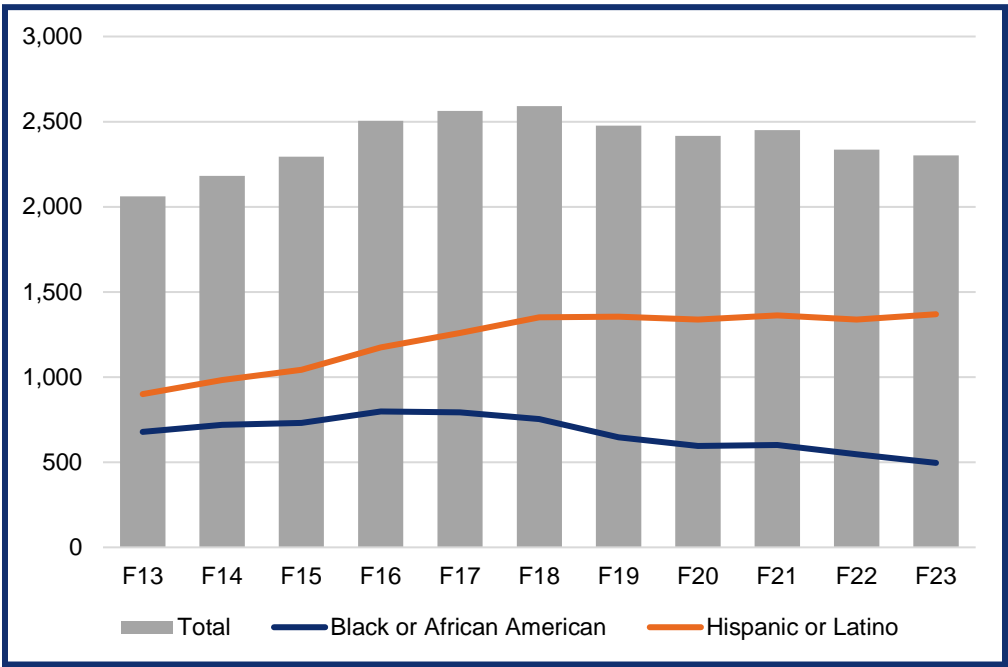
Another method to keep higher education affordable was through the Transfer Connections Fellow Scholarship. This new scholarship was offered to students with an associate’s degree from North Shore and Northern Essex Community Colleges through the transfer connections fellow scholarship. Our data confirmed that transfer students with an associate’s degree at entry succeed at higher rates.

Increasing Access

SSU continues our commitment to increasing access for underserved and minoritized students. The university’s top feeder communities are among the commonwealth’s 26 Gateway Cities and include Salem, Peabody, Lynn and Revere. The university also has strong partnerships with several community based organizations (CBOs) that serve these populations, including LaVida Scholars, Girls Inc of Lynn, LEAP for Education, Raw Arts Lynn, One Goal, and Bottom Line. Not only do these efforts increase the pipeline to Salem State, but for some, support continues throughout their educational journey with college completion coaches.

While overall enrollments are still challenging, the university continues to see an increase in the proportion of students of color with the expectation that SSU will meet the criteria for HSI-MSI designation before Fall 2026. See Table 2.

Table 2 – Total Enrollment of Underserved Populations (UG+GR)

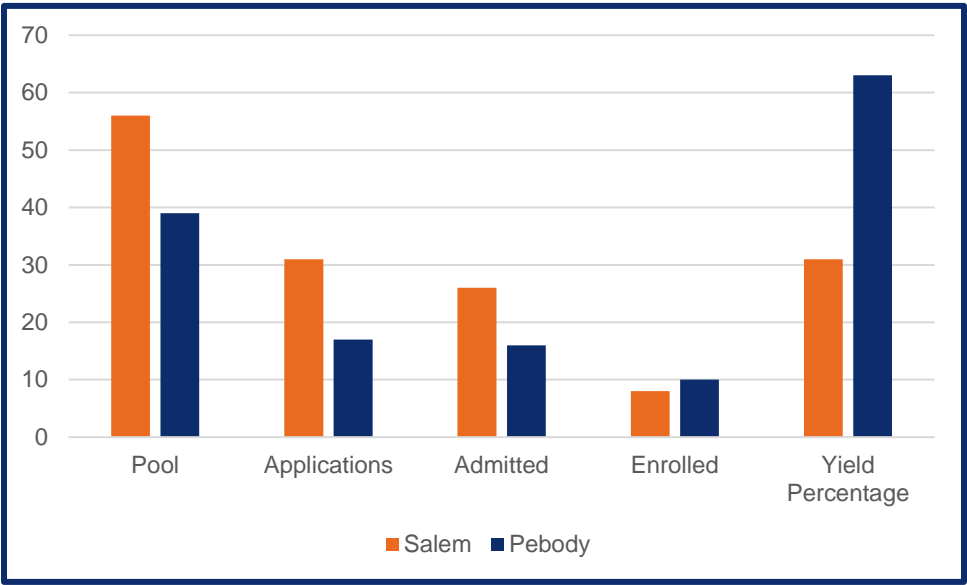


With the demographics of our region and our top feeder communities in mind, SSU advertised on billboards and ran MBTA Bus campaigns in both English and Spanish, targeting high traffic areas to support its HSI-MSI initiatives. SSU also launched print and digital ads in local Spanish and Portuguese newspapers.

Additionally, the university introduced a new spread in the undergraduate viewbook titled "You Belong Here," which discussed Hispanic and minority-serving initiatives and other identity-based supports. This addition underscored our commitment to diversity, equity, and inclusion and has been well-received by prospective students and their supporters.

Salem State also embarked on new and direct admissions programs. Direct Admissions, "SSU Applies to You!" was an initiative with Salem and Peabody high schools where the high school counselors provided a list of juniors who already qualify for admission to Salem State. The university admitted these students in September of their senior year, well in advance of the typical application timeline. Events were then held at the high schools congratulating and welcoming these students to Salem State and encouraging them to visit and meet with staff to discuss financial aid. This is the first time in our history that such an effort occurred. As a result, total new enrollment for these high schools increased and the yield was significantly higher with Salem high at 31 percent and Peabody High at 63 percent, compared to our overall yield of 17 percent. See Table 3.

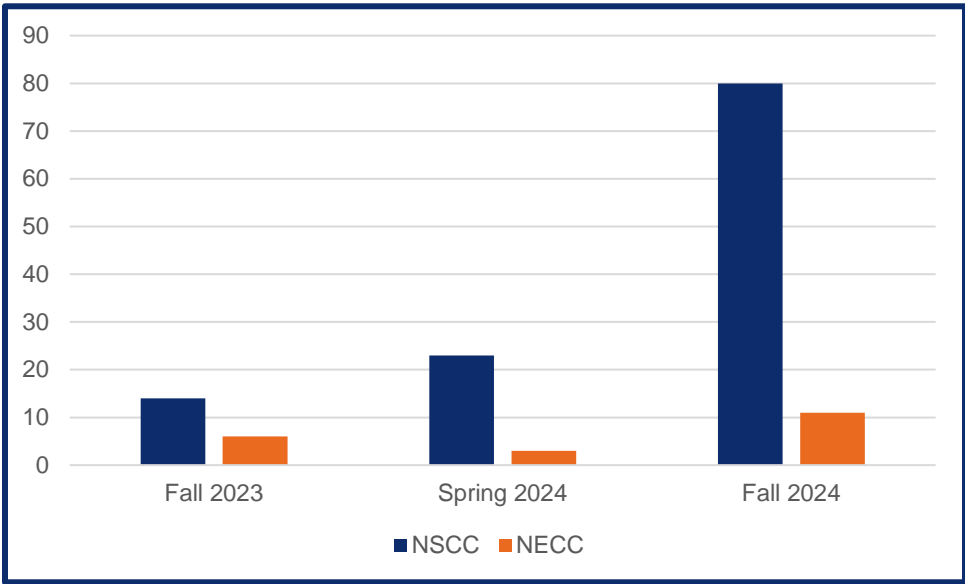
Table 3 – Direct Admissions: Fall 2024



The Transfer Connections is another direct admissions program. It is designed so that students receive the most direct and cost-effective options to obtain their college degree with support and guidance throughout their journey. With a lens toward building equity, this partnership started with SSU and North Shore Community (NSCC) and Northern Essex Community Colleges (NECC). The program

responded to shifting student demographics through policy and practice enhancements that streamline pathways, provide financial support, decrease time-to-degree (eliminate wasted credits), and increase associate’s and bachelor’s degree attainment. See Table 4.

Table 4 – Direct Admissions: Fall 2024



A Transfer Connections Fellow Scholarship was also created and awarded beginning in Fall 2023. The goal for this program is to expand the partnership to additional community colleges.

In addition to the above efforts, SSU continues to seek new ways to provide greater higher education access to high school students prior to their full-time enrollment at the university. The university has experienced excellent success with its Dual Enrollment program, which offers courses to high school students enrolled in Chelsea, Danvers, Everett, Gloucester, Haverhill, Lynn, Malden, Peabody, Revere, Rockport, Salem, Salisbury, Saugus, Wakefield, and Winthrop. At the same time, Salem State continues to see growth and success in its Early College initiatives, with increases in both the number of students and the number of credits earned each year. See Table 5.

Table 5 – Early College Students and Credits Earned: AY22 – AY24

	AY21-22		AY22-23		AY23-24	
	Students	Credits Earned	Students	Credits Earned	Students	Credits Earned
Lynn Classical	58	405	117	693	139	834
Lynn English	72	498	76	450	129	774
Salem High	85	591	107	88	102	972
Total	215	1,494	300	1,231	370	2,580

SSU's Promise Year program is also thriving. This academic year served a cohort of 25 students, 78 percent of whom were students of color, from the Lynn Early College program. Each of these students matriculated as full-time students, with 15 credits per semester, at no cost. The mean grade point average (GPA) for students in the cohort was 3.3 out of 4.0. Moreover, 92 percent of the participants ended the year in good academic standing, and 56 percent had grades high enough to qualify for the Dean's List. Perhaps most importantly for the program, however, is that 19 of these 25 students (76 percent) have matriculated at Salem State as sophomores. These matriculants outperformed their peers in both on-time credit accumulation and retention after their first year.

Lastly, SSU continued to proactively review policies and procedures to remove barriers and provide support to allow for better pathways for Graduate and Continuing Education programs. The School of Continuing and Professional Studies (SCPS) earned approval for an expansion and clarification of the Credit for Prior Learning Departmental Challenge Exams through university governance. Under this updated policy, adult students are able to accelerate their degree attainment by leveraging their existing knowledge, thereby removing barriers to completion by presenting students with a pathway to gain credits at lower costs.

At the same time, a reduction in the number of "foundation credits" required for entry into SSU's Master of Business Administration (MBA) program were approved by faculty of the Bertolon School of Business and by the Graduate Education Council. The change from 3-credit offerings to 2-credit courses are intended to increase and diversify MBA program enrollment.

In addition, the School for Graduate Studies (SGS), with support offered by the National Council of Graduate Schools, restructured admission standards by providing applicants with multiple pathways to be reviewed while adhering to the standards supported by our accreditors, the New England Commission of Higher Education (NECHE). These changes should provide better access to aspiring graduate students from all demographics but particularly those from communities that have been historically underrepresented in graduate programs

Wraparound Support Services

SSU continued to ensure that students had the resources and guidance they needed to succeed academically, socially, and professionally. Creating opportunities for all students that will benefit underserved, racially minoritized populations and students with disabilities and learning differences requires an inclusive collaborative environment. SSU provided equal access to educational programs to close opportunity gaps by using evidence-based ideas, practices, wrap around student supports, programmatic changes, and greater experiential learning opportunities. We remain committed to maintaining a campus that is diverse, inclusive, and accessible to support student success. Several examples of initiatives that increase student-connectedness and equity-mindedness are noted below.

The Student Navigation Center (SNC) and the First Year Experience Office spearheaded our work to strengthen coaching efforts with, a focus on affordability, degree completion, and accessing resources that provide students with the knowledge and confidence in navigating campus.

The SNC offered College Completion coaching that provides motivation, goal setting, “in-time” messaging, connection to on-campus resources, and help on creating overall success strategies, guiding students through a series of milestones. SNC coaches partner with departments across campus to streamline the student experience and reduce barriers.

In addition, SSU successfully implemented a Parent Portal, branded as the Viking Family Hub. This online, one-stop resource is designed for supporters of our students, where they can follow their students’ college journey and learn about events, resources, and deadlines, as well as engage with other supporters. Salem State turned parents and supporters into partners as they worked to ensure their students’ success. Through this portal, the university delivered specific information, such as billing, financial aid, registration and co-curricular events directly to students’ supporters. This information is also available in over 200 languages.

This year, in the Summer/Fall of 2023, all incoming transfer and first-year students were encouraged to complete the Clifton Strengths Assessment. A total of 506 students completed the assessment from May through mid-October. As a result, students had an opportunity to gain awareness of and appreciation for their unique strengths and talents. Through one-on-one coaching sessions and workshops with Career Services, students learn to apply their strengths to achieve their personal, academic, and professional goals and work efficiently in teams. This strengths-based model helps students celebrate and articulate their achievements with confidence, so they are more prepared to network, interview and enter the workforce.

While considering workforce preparedness, SSU continues to provide comprehensive career preparation and resources through Career Services, including the Career Closet initiative, alumni engagement programs and the job and internship fair. Career counseling appointments were up by 18 percent from the previous year, employer engagement meetings saw a 39 percent increase, and online job board new listings a 22% increase.

In addition, five Bertolon School of Business faculty began to integrate “Riipen” projects into their courses. Riipen, “a work-based learning platform helping educators, organizations, and learners collaborate on real industry projects to bridge the gap between education and employment,” allows faculty to create course-related “micro-internships” for students. Through Riipen, students get first-hand opportunities to engage in helping businesses address challenges by applying course-based knowledge and skills, all within a single semester. Riipen is especially important as it provides students for whom a more traditional internship is not a viable option, due to constraints such as personal or family obligations, with experiential learning opportunities. In Spring 2024, 450 students in 81 teams

participated in Riipen mini-internships, through which they enhanced business skills including project management, operations, financial services, market research, and more. This type of experiential learning is a top priority of our strategic plan and advances the DHE’s equity agenda by opening doors to all students.

The Bertolon School of Business also created a new core course on Career Management and Professional Development (BUS220) to help all business students prepare to navigate post-graduate life effectively. This course levels the post-graduation playing field for students, especially for those who do not have access to the sort of social capital historically required to get “in the know” about entering the workforce.

In the College of Arts and Sciences, the university approved two new programs that speak to the diverse and urban nature of our current student body, including a new concentration in our Dance major for Hip Hop Dance, along with a new concentration and a minor within Interdisciplinary Studies in Ethnic Studies. Recruitment and marketing for each has started with an eye toward enrolling students in each program as early as spring 2025.

The leadership in the Maguire Meservey College of Health and Human Services secured external funding to provide stipends to students in the college to support their educational expenses and experiential learning. The impact of these grants on our students was far reaching, helping them complete their degrees, secure field placements, and ultimately secure employment in their respective fields, including Nursing, Occupational Therapy, Healthcare Studies and Social Work. See Table 6.

Table 6 – Maguire Meservey College of Health and Human Services Stipend Funding: AY24

Partner	Funding
Mass General Brigham	\$300,000
MA Exec. Off., Health & Human Services, Home & Community Based Services	\$1,432,962
MA Department of Mental Health	\$1,907,925
Klarman Foundation	\$500,000
Total	\$4,140,887

Campus events also played an important role in building an inclusive campus environment that contributed to efforts that fostered inclusion and belonging through a support network of staff, mentors, advisors, allies, and peers. The Center for Justice and Liberation (CJL) and the student affinity groups, for example, have successfully supported, organized, and delivered more than 72 events this year, serving over 2,390 students. See Table 7.

Table 7 – Center for Justice and Liberation Programming by Student Organization: AY24

	Black Student Union	Latin American Student Org.	Haitian Cultural Club	International Student Assoc.	The Alliance	Intersectional Feminist Collective	Asian Student Association
# of Events	19	10	7	3	19	2	12
Total Attendees	954	489	183	83	419	48	214
Unique Attendees	842	361	107	63	203	41	100
Event Ave. Attendees	50.21	48.9	26.14	27.67	22.05	24	17.83

INSTITUTIONAL PRIORITIES



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. The plan 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.

The strategic plan is aspirational yet provides a realistic framework around areas of focus identified by the campus community. The institutional priorities include seven goals centered around a unifying commitment to student success and life readiness.



STRATEGIC PLAN PROGRESS HIGHLIGHTS

SSU has much to be proud of as we look back on what the university has accomplished to date on the Meet the Moment Strategic Plan. During its first year of implementation, work toward our goals of enhancing academic excellence; student success; financial vitality and sustainability; and collaboration, inclusion and stewardship has set the university on the right path. See Appendix A, Meeting the Moment Salem State University: Strategic Plan 2023-2028, Annual Report on Strategic Plan, Year One, FY24, for full details.

In addition to making headway on these goals, the university funded 10 large and 10 small projects that we believe are key to advancing our progress on the 2023-2028 strategic plan. These projects were identified and selected through a competitive proposal process. The large projects range from enhancing advising on campus, to providing micro-food stations in campus locations requested by students and faculty, to expanding experiential learning opportunities using Riipen as described above, and to creating an on-line learning hub on campus. One example of the small project proposals we funded includes funding the Collaborative Action Team grant, which will provide non-academic support to our students.

Along the same lines, the university funded a proposal for Mental Health Awareness and Political Advocacy. This project builds on the student's mental health advocacy campaign launched at the Dear Professor I am More event. It also supports enhanced mental health awareness, political advocacy and increased civic engagement as well as professional development for faculty and staff.

To further student's academic and career success, the university also funded the Reinvigorating Professional Writing at SSU initiative of the English department. This project will restore an important concentration to the English major, which will benefit students across our campus by providing them with the knowledge and abilities needed to be ethical, just, and effective professional and digital writers. A full list of large and small projects, with descriptions, is included in the year one report.

The following are some of the highlights from each of our strategic planning goals, which all tie back to ensuring student success and life readiness.

Goal One: Academic Excellence and Active Learning

The 2023-2024 academic year fostered an institutional culture of assessment as a means to strengthen our commitment to continual improvement. Across campus, faculty and staff focused much of their time and effort reviewing and revising courses, degree programs, and policies to ensure that all Salem State students had equitable access to our learner-focused, world-class education.

Moving into the 2024-2025 academic year, Salem State will be building capacity in innovative programs that advance the academic success of our students. The summer grade recovery program, for

example, re-engages students who had stepped away from their SSU studies by providing them with a pathway toward a degree. In addition, our leadership is working to provide more and more students the opportunity to take classes through no cost or low-cost options with Open Educational Resources (OER). Central to success in these areas is a commitment to faculty development through programming offered by our Center for Teaching Innovation, our Center for Civic Engagement, our Berry Institute of Politics, and our Center for Research and Creative Activities. See Appendix B for selected points of Viking Pride from each of our schools and colleges.

At the same time, Salem State's General Education (Gen Ed) program approaches its tenth anniversary, and the Provost's Office commenced a multi-year project to conduct a comprehensive review to understand the successes and opportunities for updating and adjusting (as appropriate) the categories and courses that make up the Gen Ed Curriculum. This will include administration, review, and governance as part of its management. Among the goals of this initiative is raising awareness about the importance of Gen Ed in the academic formation of undergraduate students as they grow into well-informed, critically-thinking, and civically engaged leaders of their respective communities.

As such, a Gen Ed Working Group was created with participation from faculty across the university in the summer of 2023. This effort was led by the Vice-Provost for Faculty and Global Engagement and facilitated by the Assistant Dean of Research and Assessment and the Director of the Center for Teaching Innovation. Institutional data gathered through student surveys (e.g., NSSE, SSI) and focus groups on engagement and sense of belonging, along with customized data visualization reports detailing course fill rates and DFW outcomes informed this work, the outcomes of which were published in a report to the campus. See General Education and Assessment Working Group Final Report, Summer 2023, in Appendix C.

This work continued during the winter break 2023-24, and culminated in the creation of the new Program Area for General Education (PAGE), a faculty body analogous to an academic department. These efforts are crucial for ensuring that every Salem State undergraduate student, regardless of major, receives an education grounded in the liberal arts and sciences. The work of PAGE will begin in the summer of 2024, and the outcomes of which will appear in next year's annual report.

Internationally, Salem State continues to play a role on the global scene through our successful Collaborative Online International Learning (COIL) program. This year, we welcomed a new cohort of 52 international students to our campus, including 30 students from China, where we now have two cohort-based partnerships.

Lastly, the increased presence of artificial intelligence (AI) in education continues to be transformative and challenging. While use of this technology is prevalent on campus, the use of AI on classroom assignments is not universal. As is often the case, policy has lagged due to the fast-evolving nature of this technology. For SSU's students to succeed in today's workforce, we must become more agile and

adaptive to innovative technology. AI literacy in the classroom helps students develop critical thinking and verification skills that will make them more productive in the workplace.

ChatGPT and AI Exploration was done by Bertolon School of Business faculty to study the use of ChatGPT and other AI tools to guide students in proper usage and to enhance teaching. Additionally, faculty developed and disseminated a clear policy outlining permissible and impermissible uses of AI, serving as safeguards against serious concerns like plagiarism and helping students learn from their initial mistakes. The Center for Teaching Innovation (CTI) hosted a faculty learning community and a working group for AI Guidance for faculty as related to syllabus statements related to AI have also been made available.

Goal Two: Civic Engagement and the Public Good

Civic and community engagement continue to be infrastructurally embedded in the institution's mission, vision, strategic planning, and recruitment and supported by the entire campus community. As SSU continues to serve as a resource to advance the region's cultural, social, and economic development, it strengthens its presence as a thought leader in key academic sectors: education, science, health care, business, arts and humanities, and the social sciences. Whether conducting community-based research with local food pantries, collaborating with local municipalities to produce and interpret water sample data, connecting research findings with non-academic audiences, or supporting the proactive prevention of suicide, SSU brings its intellectual and human capital to bear on local issues with global implications.

Moreover, the university has been a top producer of Fulbright Scholars the past four years and is committed to bringing students into important global discussions, thereby inspiring them to "think globally" and "act locally." Central to these efforts are commitments to place, educational access, diversity and inclusion, academic excellence, and student success. For SSU, community engagement is embedded in the very fabric, culture, and history of the university: it frames the institution's identity and guides how it educates. The following are a few examples of the work that happened in this area during this academic year.

Through the Public and Population Health Nursing course, roughly 100 nursing students annually conduct community assessments that evaluate demographics, community resources, poverty rates, and unemployment statistics, and identify high risk areas. As a result of the assessments, the students engage in health promotion programs at various agencies in the North Shore region of Massachusetts. This year, under the direction of clinical faculty, nursing students worked in partnership with Salem Council on Aging (COA) participants to develop health education programs around important issues that impact the health and well-being of the older adults in the community. The students provided education, counselling, immunizations, and screenings to help older adults who visit the COA live more healthfully while directly supporting the mission of the COA and participating in hands-on learning experiences.

Another project, conducted by the Center for Economic Development and Sustainability (CEDS) run out of our Geography and Sustainability Department, partnered with the North Shore Alliance for Economic Development and produced the Future of Work: Overview of Trends Report. This report outlines the workforce demands of the region in terms of job types and what barriers or challenges future employees may have that will prevent them from staying in the region. This study assists policymakers, employers, and educators to understand the complexity of the future workforce.

This year, the McKeown School of Education partnered with Salem's Collins Middle School on the SSU Near Peer Mentoring Program. This partnership paired freshman and sophomore students of color interested in teaching careers with 8th graders from the middle school to explore topics related to identity, belongingness, and college and career options. The 8th graders met in small groups led by an SSU student of color who was compensated for their time. This partnership allowed SSU students with an interest in teaching to build their leadership skills working with middle school-aged students while earning a stipend for their time. SSU students reported an increase in their sense of belonging at SSU and increased self-efficacy related to working with youth. Many of the 8th grade students had not worked with college students before or visited a college campus before this project.

The Maguire Meservey College of Health and Human Services, in collaboration with the Center for Civic Engagement and the Center for Interprofessional Education and Collaboration, organized a "Gun Violence Prevention: From Advocacy to Action" event in February. The event included remarks from Representative Marjorie Decker, Moms Demand Action spokesperson Ann Haaser, and Ms. Altagrace Beliard (the mother of our student Carl-Hens Beliard who was tragically murdered). The exceptionally attended, powerful event received attention and coverage in the media and State House publications.

Goal Three: Justice, Diversity, Equity and Inclusion

At Salem State, we are proud that our campus is devoting needed resources to servingness, with a keen eye on meeting the needs of the student populations we serve. Creating and supporting an inclusive campus was furthered this year with Dr. Elisa Castillo beginning her new role as the assistant vice president of HSI and MSI initiatives in July 2023, the first position of its kind in the Commonwealth, and the hire of Vice President for Inclusive Excellence Christopher Macdonald-Dennis. Additionally, the 2023-2024 academic year also saw the implementation of year one of The SSU "Roadmap to Servingness."

Meeting students where they are and getting them across the finish line remains a top priority at SSU, especially as our student population changes, and we see more first generation and Hispanic students and students requesting access to academic support services. Students greatly benefit from knowledge and guidance as they journey through Salem State, and much of the Student Success Division's work focuses on helping students understand and navigate our processes, with focus on

financial aid, advising, programming that promotes a sense of belonging and community, and academic support.

Academic Advising increased use of technology with the utilization of EAB Navigate360 – a student success platform designed to help colleges and universities improve student retention, engagement, and overall success. It offers tools and analytics to support academic advising, streamline communication, and foster collaboration between staff, faculty, and students. The ongoing utilization of Navigate to improve case management throughout the university is starting to demonstrate positive impacts on student retention, enrollments, and savings.

We have also seen a significant increase in the number of students utilizing services in the Center for Accessible Academic Resources, with 734 students using services in AY23 to 853 in AY24. The center worked with students on an individual basis to determine what accommodations would be most effective to help them achieve academic success. SAM, or student academic meetings, is a service offered at no cost to students who are receiving accommodations and is an individualized consultation and skill-building program focused on developing compensatory strategies and skills related to global learning concerns.

Athletics has partnered across campus to help student athletes focus on academic achievement, leadership, personal development, and wellness, resulting in a retention rate of 89.5 percent with an average GPA of 3.22.

For our first year students, the First Year Experience Office provided Cohort-based coaching groups to support their transition throughout their first year on campus. This has had significant impact on retention and engagement. Compared to the current 75 percent retention rate for all students (including cohort students), retention rates for cohorts are 88 percent for Student Transition and Engagement Program (STEP), 75 percent for Emerging Scholars, 83 percent for all Resources and Inspiration for Student Empowerment (RISE) participants, and 86 percent for La Vida Scholars.

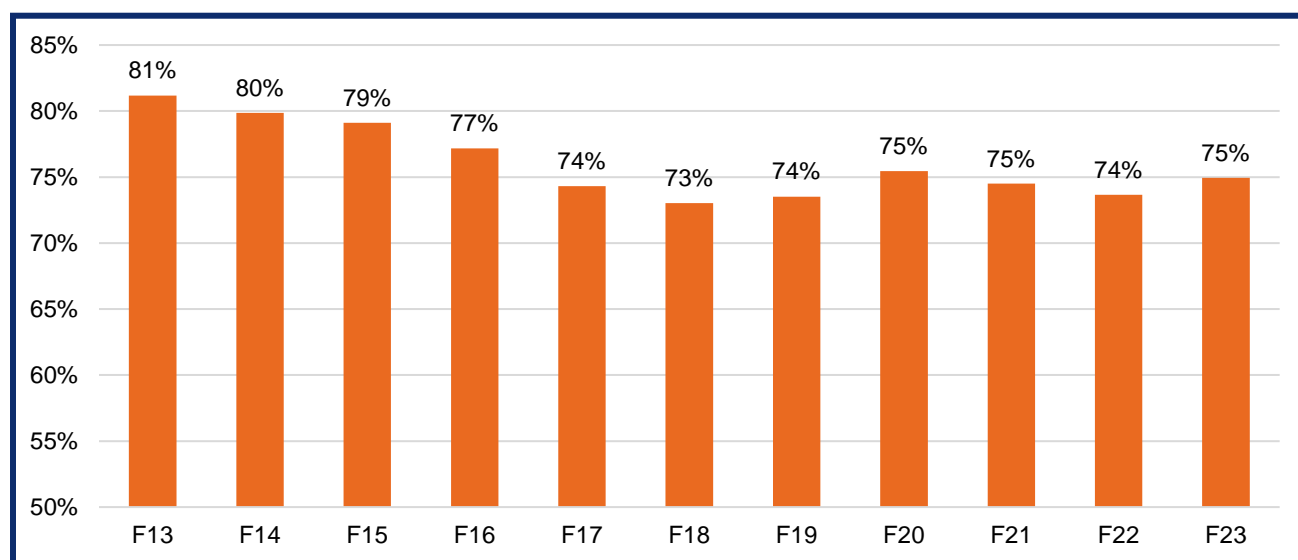
In AY2023-2024, 185 students enrolled in the RISE Program, which focuses on supporting first generation students through a coaching model that provides programming and community building throughout the year. The fall to spring retention rate for the RISE students was 94.4% compared to 89.4% for all first-time, full-time students.

SSU continued its engagement with ReUp, a third-party partner which helps to court and support students who have previously studied at SSU, but who did not earn an undergraduate degree at SSU or elsewhere. Since the ReUp initiative was implemented in Fall 2021, SSU has re-engaged 90 students, 22 of whom have earned degrees. See Table 8 for ReUp enrollment and completion data.

Table 8 - ReUp Enrollment and Completion Data

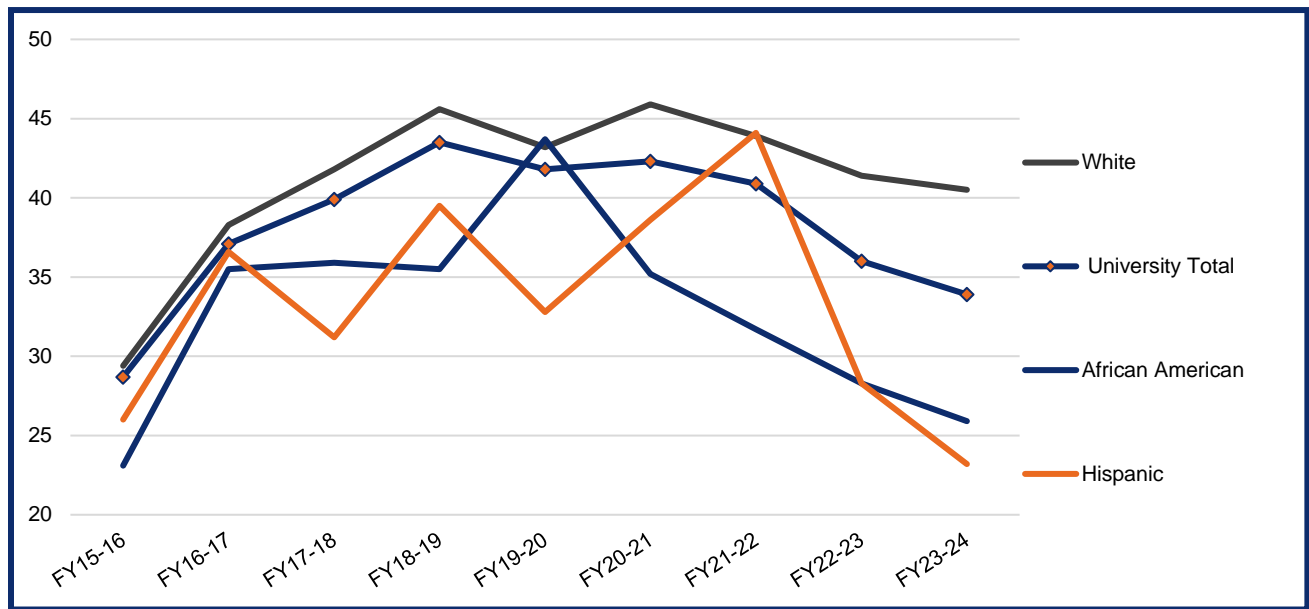
Status	AY21-22			AY22-23			AY23-24			AY24-25	Total
	FA21	SP22	SM22	FA22	SP23	SM23	FA23	SP24	SM24	FA24	
New	7	14	-	14	13	2	26	9	5	TBD	90
Returning	n/a	6	3	9	14	11	17	27	13	21	121
Graduated	n/a	-	-	5	3	4	2	5	-	3	22
Not Returning	n/a	1	n/a	6	6	n/a	8	13	n/a	TBD	34
Retention Rate	n/a	86%	*	60%	70%	*	71%	71%	*	TBD	-

Offering services in multiple languages, especially Spanish, has been welcomed and is making a difference. We also focused on removing barriers to streamline and pave the way for a student-ready campus. Overall, we have seen retention improving during the last few years and remain committed to moving the needle even further through intentional efforts across campus. See Table 9.

Table 9 – Retention Percentages: Fall 2013 – Fall 2023

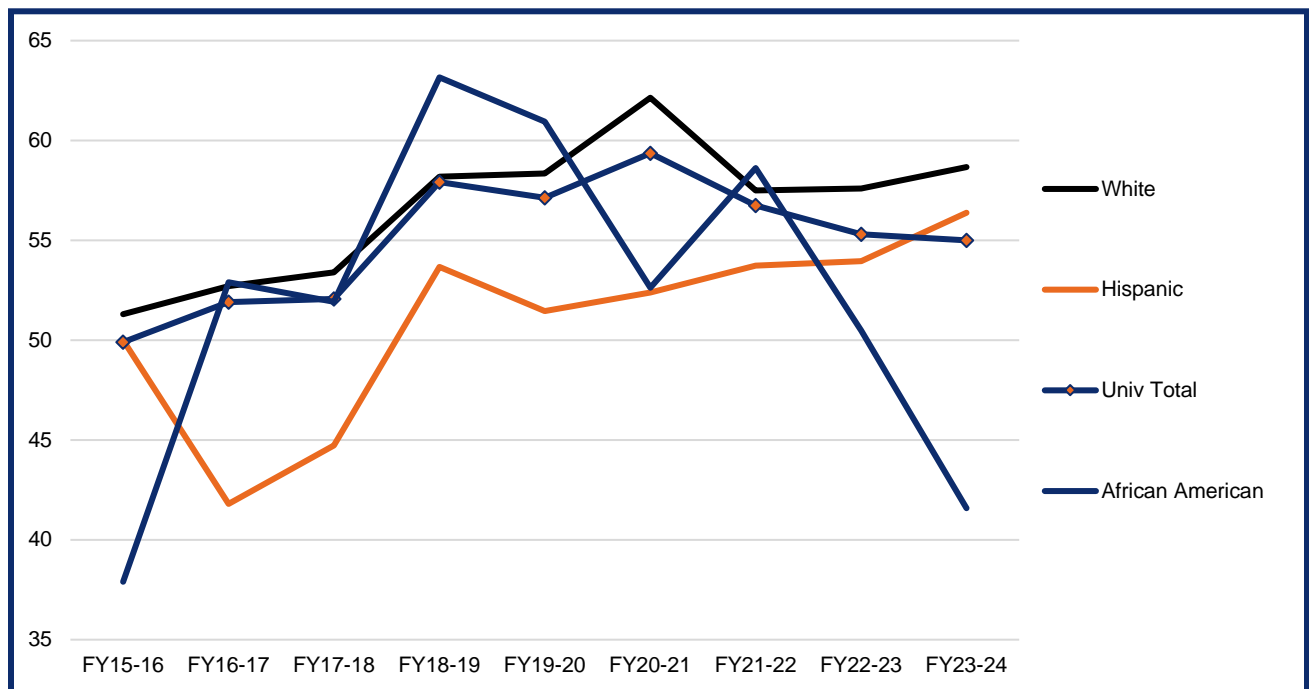
At the same time, four-year graduation rates have improved for white students but continue to decline in our Latinx and African American student groups. See Table 10.

Table 10 – 4-Year Graduation Rates by Race/Ethnicity



The six-year graduation rates are showing improvements in our Latinx and white student populations, while rates continue to decline for our African American students. See Table 11.

Table 11 – 6-Year Graduation Rates by Race/Ethnicity



The decline can be attributed to several factors, including the ongoing effects of the pandemic and growing doubts about the value of a college degree. However, African American students often face distinct challenges, as many are first-generation and come from low-income backgrounds. Many also juggle jobs and family responsibilities, which can make college success more difficult. Additionally, minoritized and underserved students may experience significant opportunity gaps and feelings of marginalization.

Of chief importance is Salem State's commitment to identifying who, when, and why a student appears to be struggling academically, and to do so as early as possible in the student's academic career. SSU has created completion and persistence grants to counter academic decline. Grants are awarded to juniors and seniors who are close to graduating but risk dropping out due to financial challenges.

Additionally, as noted above, Salem State has implemented EAB's Navigate360 system as the comprehensive university-wide student success platform that links faculty and staff to students to proactively manage students success. Academic Affairs has contributed to these efforts by encouraging faculty to provide midterm grades; encouraging faculty to enter alerts into Navigate when they identify a student who might be struggling and in need of wrap-around support; and providing the Retention Services team (in Student Success) funds to stipend "faculty champions" for Navigate, and more recently, for the roll-out of the system's "Academic Planner" function.

Another support can be found in the Mathematics Department, which has implemented the "ALEKS-PPL" pilot. This project allows students to develop their mathematical reasoning by engaging with an artificial intelligence program, which can identify student errors in real time and then offer up additional opportunities for the student to improve (and demonstrate) their understanding before advancing to a subsequent concept. This system gives agency to all students, particularly students of color, to understand and remove barriers in early mathematics courses.

Summer 2023 was the third season of SSU's "Summer Credit Recovery" program, which 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. This summer saw the second deployment of the summer success coaches as part of the program. These coaches provided a reliable touchpoint with all the students enrolled in the program. Anecdotal evidence suggests that the lower participation rate is related to the Summer of 2023 being the first "post-pandemic" summer, where it appears that students were more likely to be working or enjoying the summer months. However, despite the decrease in participation from the previous summer, there was an increase in the percentage of passing grades earned. See Table 12.

Table 12 – SSU’s Credit Recovery Program

	Summer 2021	Summer 2022	Summer 2023
Invitations Sent*	2,250	865	1,135
Invitations Accepted	67 (3.0%)	83 (9.6%)	74 (6.5%)
Success Coaches Deployed	No	Yes	Yes
Passing Grades Earned	42 (62%)	66 (80%)	63 (85%)
Number Enrolled for Next Fall	63	59	53
# Graduated end of Summer	3	8	8
Total Retained	66 (98%)	67 (89%)	61 (91%)
Cost to SSU	\$36,602	\$45,342	\$41,436
Estimated net revenue recaptured**	\$293,298	\$289,658	\$263,564

* 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.

** Assuming \$5,000 tuition & fees per student retained.

Summer 2023 saw even greater activity, as SSU hosted the inaugural HSI conference in Massachusetts which attracted over 400 individuals to campus, including attendance by 75 Salem State employees. See Appendix D for the conference announcement. The conference was funded by the Massachusetts Department of Higher Education, Higher Education Innovation Fund (HEIF) grant program to help SSU and our consortium partners reach our diversity and equity and inclusion goals. Partners include Bunker Hill Community College, Holyoke Community College and MassBay Community College. While the bulk of the planning took place in AY24, the conference itself was held in AY25. More about the conference will appear in next year’s annual report.

Goal Four: Environmental Stewardship and Climate Action

Salem State continues to make progress toward our goal of breaking free from fossil fuels by 2050. Our greenhouse gas emissions have seen a significant decrease in percentage from AY04 to AY24. See Table 13.

Table 13 – Salem State Green House Gas Emissions

	% Change from FY04-FY24
Onsite Fossil Fuel Emissions*	-32%
Grid Electricity Emissions	-61%
Total Greenhouse Gas Emissions	-49%

* State target is 35% reduction by FY30

In addition, Salem State was honored, along with our sister institution, Massachusetts Maritime Academy, to have been selected for a decarbonization project at North Campus by the Division of Capital Asset Management and Maintenance. DCAMM chose to fully fund Phase I of this project, which will focus on strategies such as geothermal energy, a shared heating and cooling energy loop, and technologies such as air source heat exchange. During AY24, we completed the contract selection process with an assessment team's review of 13 submittals with recommendations made to DCAMM. A recommended firm was identified by the end of the academic year and the final approval from DCAMM is anticipated in early AY25.

Student engagement in this area also continues to thrive. A campus-wide Sustainable Landscape Forum was held in March 2024, which led to the creation of three low mow zones in response to students' requests. The initiative to reduce the frequency of mowing aims to protect native flora and fauna, promote habitat and biodiversity, prevent erosion, support soil health and water retention, reduce fuel use and emissions from mowing, and improve labor efficiency. This initiative also reduces cost to the university. Low mow zones are typically mowed once during the spring and once during the fall. The goal is to integrate this initiative into relevant Biology Department classes to provide hands-on learning experiences for students.

The Earth Days Planning Committee also launched an annual Student Friend of the Earth Award this year to celebrate a student for their sustained commitment, passion, and leadership in promoting environmental sustainability, addressing the climate crisis, or advocating for climate justice on campus and/or in their community.

Goal Five: Campus Community and Culture

While we continue to strengthen the sense of belonging in students since the pandemic with a wide variety of campus programming for both students and employees, outside events often challenge our campus community. The 2024 national election was a source of stress for many in the SSU campus community. This has been especially true for SSU's students, regardless of political affiliation.

While there are more students arriving on campus with mental health challenges, since AY 2020-2021 (pandemic, social injustice, and political violence) the campus has experienced an uptick in students struggling with mental health issues that when left unresolved can lead to troubling risk factors affecting well-being and retention. The risk is particularly high for underserved, racially minoritized students who already face systemic barriers.

To encourage and support self-care practices, SSU encouraged and embraced a culture of wellness and invested in student supports. Students are educated about the 24/7 mental health and wellness resources that are available. Navigate360, the university's student success platform, is used by faculty and staff to recognize and respond to students in need of assistance. Following the election, Ballot Box Reflections: Post-Election drop-in sessions were organized to allow a space for the community to

come together and discuss. Peer counseling is also a key part of connecting students with available resources and destigmatizing mental health.

SSU's students are unique in that they possess self-motivation, resilience, and determination (aka grit). Prioritizing good mental health is critical to students' educational and academic success, and to their long-term success. Salem State is committed to being student-ready for the "whole-student" and fostering an inclusive learning environment where students are empowered to succeed. Equipping students with skills to navigate uncertainty, adapt to change and persevere through adversity supports well-being and promotes a healthier and more successful future.

This year, our marketing and communications team continued their great efforts to keep our community informed and connected. SSU's web and social media team monitor social posts seven days a week, 14 hours a day to provide support to students and their family members. They answered questions and directed those seeking assistance to the appropriate person or department for specific help through SSU official channels.

Goal Six: Operational Excellence and Infrastructure

In addition to the infrastructure efforts outlined in Goal Four, we have made great progress, along with SSU BOLD: A Campus Unification and Modernization Project (SSU BOLD). SSU BOLD is crucial to ensuring a cohesive campus experience that prepares our students for meaningful careers in the sciences and human services. Working with both an executive committee and working group comprised of faculty and representatives from key university departments, we received extensive input on how best to ensure that the new spaces included in this project will match the high quality of instruction and programming. This year our team focused on the schematic design phase of the project, which resulted in the creation of a certifiable study and schematic design that describes the project design, budget, schedule, and implementation plan.

In addition to making progress on the development of SSU BOLD, we also advocated for, and were pleased to receive, an additional financial commitment to SSU BOLD from the Commonwealth with another \$15 million, in addition to \$30 million announced by last year, bringing the state's contribution to \$45 million. However, with costs continuing to increase as the project progresses, we will continue to advocate for more state funding for this project to reduce the burden on university resources.

At the same time, while SSU BOLD addresses some of our most pressing deferred maintenance needs, there are needs beyond this project. In that regard, this academic year saw the beginning stages of our next campus master planning process, which will allow us to think strategically about how we will maximize the use of space in the years ahead. Our campus' last master vision was developed in 2013 and much has changed on our campus over the past decade. Since then, our enrollment has decreased, and we have seen an increase in online and hybrid course options, which impact the type and size of learning spaces we need to meet students' needs.

The process of creating a new master plan is overseen by DCAMM. and they will provide guidance for launching this effort. This year, we worked with DCAMM's Office of Planning to select a firm for the project and began engagement efforts with the campus community to collect data and feedback to inform the plan, which is scheduled to be complete in the next academic year.

Goal Seven: Financial Vitality and Sustainability

Salem State’s undergraduate enrollment decline slowed in the fall of 2023, which demonstrates that strategies implemented to generate new enrollment are having a positive impact. Over the past few years, we implemented a two-fold recruitment strategy with focus both in-state, within our catchment area, and in out-of-state markets that show promise based on inquiry activity. Despite less college-going students, we did see a small year over year increase in local feeder high schools. See Table 14. Due to the political climate, we have also expanded into FL and TX markets, where students are looking for a university that welcomes the LGBTQ+ community. The out-of-state strategy is multi-pronged with in-person recruitment, geo-fencing and marketing to targeted areas. See Table 15.

Table 14 – New Student Enrollment from Local Feeder High Schools

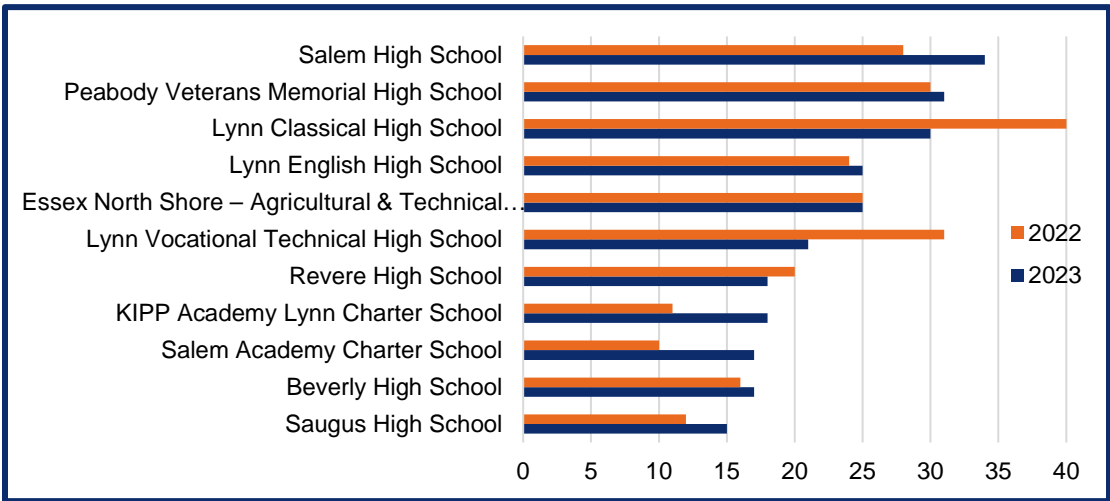
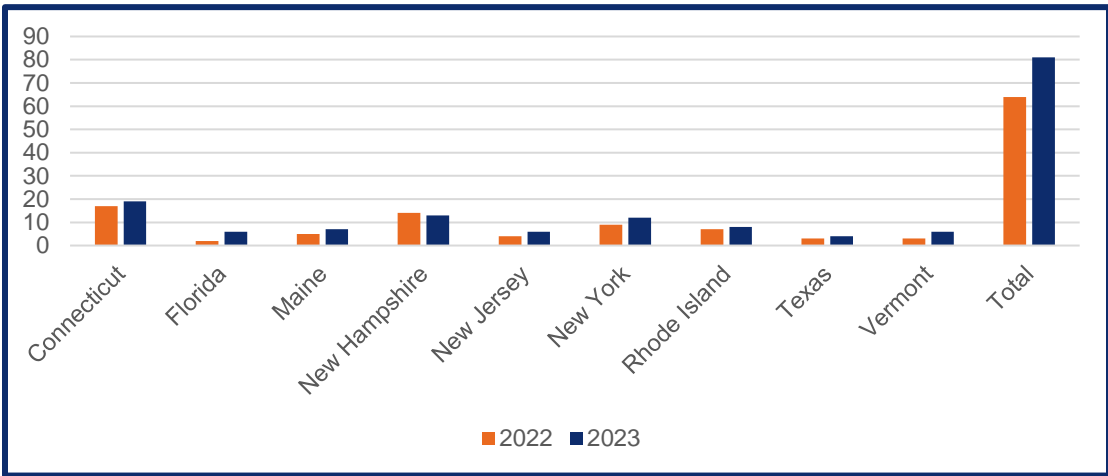


Table 15 – New Student Enrollment from Out-of-State Recruitment Areas



New freshmen and transfer enrollments declined, but less than previous years, which we hope is a sign that the decline is slowing. The Common application went live in early January, a delay that impacted expected application gains for the Fall 2023 admissions cycle. However, we expect the availability of the Common Application for the start of the 24/25 admissions cycle will place Salem State in a much better position.

At the same time, transfer applications improved, especially transfers who had earned associates degrees. This improvement can be linked to simplification of the transfer process, combined with transfer advisor support through the Transfer Connections joint program with NSCC and NECC. Once students are admitted, there are coordinated efforts among the division to reduce summer melt through a variety of programs, especially orientation.

Efforts to mitigate the rate of declining credit hours in the evening division included reengaging stop-outs, removing barriers for visiting students who want to take a class at Salem State, and by offering more online opportunities. The Graduate Division continues to see dips in both credit hours and headcount. This is mostly due to increased competition with institutions offering online and hybrid options and declines in enrollment in our Social Work and Education programs. See Table 16 for specific undergraduate and graduate enrollment numbers.

Table 16 – Undergraduate and Graduate Enrollment: Fall 2017 – 2023

	AY17	AY18	AY19	AY20	AY21	AY22	AY23
Undergraduate	7,110	6,811	6,273	5,716	5,555	5,078	4,853
Graduate	1,592	1,527	1,433	1,526	1,576	1,461	1,386
Total	8,702	8,338	7,706	7,242	7,131	6,539	6,239

The University continues to make excellent progress on the “[Salem State Viking OER & Textbook Affordability Initiative](#).” In collaboration with the Registrar’s Office and the Information Technology Services Office, the Library implemented a method for faculty to self-report data regarding their use of no-cost or low-cost (\$50 or less) materials in the Student Information System. This is step one of a two-part goal to implement visible section “tagging” in the student registration system so that when they are making decisions about which course sections to choose, they will be able to consider whether or not that section will be offered as either no-cost or low-cost. For AY24-25, the total savings to students was \$985,595, a 23 percent increase from the previous year. (Note: While we are now able to gather and report on textbook affordability data collected from faculty through the tool, the data is not yet visible to students or advisors.)

While the above highlights some key positive outcomes from AY24, the 2024 rollout of the Free Application for Federal Student Aid (FAFSA) proved to be challenging. Although SSU was not alone in its experience as the difficulties were felt at universities across the nation, the delayed launch of the FAFSA form at the start of the academic year created a ripple effect that disrupted the financial aid process for students and institutions alike.

The FAFSA, a vital tool for determining financial aid eligibility, was not available on time in 2024, leading to a series of complications for both students and the institutions that rely on it to create financial aid packages. The delay meant that many colleges, including SSU, were unable to access the essential data needed to offer financial aid packages to incoming students in a timely manner. As a result, schools found themselves scrambling to adjust their financial aid operations and communicate with prospective students.

One of the most significant impacts of the delay was on new students who were uncertain about the true cost of attending college. For many, particularly first-generation and low-income students, the FAFSA is a critical resource for planning their education. These students often rely on federal, state, and institutional aid to make college affordable, and without access to this information, they were left in the dark about how much financial support they would receive. This uncertainty made it difficult for them to make informed decisions about where to attend school, and in some cases, may have caused students to reconsider higher education altogether.

To counter the impact of the FAFSA rollout, SSU proactively stepped up our communication with students and families in multiple modalities. We created a new Parent Portal, an online, one-stop resource for supporters where they can follow their students' college journey and learn about events, resources, deadlines, as well as engage with other supporters. Salem State can now turn parents and supporters into partners as they work to ensure their students' success. The university delivers specific information, such as billing, financial aid, registration, and co-curricular events directly to their supporters. This information is also available in multiple languages; to communicate information more clearly and transparently and we have added cost and aid programming as needed. Additionally, financial aid collaborated with information technology services to examine financial aid processes more effectively and efficiently.

From a fundraising perspective, we are five years into the Meet the Moment™ (MTM) campaign, and our progress remains remarkable, with \$54,361,478 raised, representing 72 percent of our ambitious \$75 million goal. The steadfast support of 6,797 donors, who have generously made over 14,819 donations to date, underscores the enduring commitment to our mission. This year, Advancement raised \$14,007,656 toward our fiscal 2024 goal of \$17 million, which included tie-breaking record gifts of \$10 million gift in support of financial assistance for students in the Maguire Meserve College of Health and Human Services and McKeown School of Education. Moreover, we have initiated discussions and meticulously crafted funding proposals for three prospective transformational gifts, poised for realization in FY25.

Our focus on donor engagement and retention has yielded commendable results, with 39 percent of our donors from the previous year retained. Impressively, 77 percent of our three-plus year consecutive donors chose to continue their support, demonstrating their unwavering dedication. Additionally, we welcomed 698 new donors into our philanthropic community, further expanding our network of support. Renewal of the State Endowment Incentive match program by the Board of Higher Education provided an invaluable opportunity for Salem State to leverage the \$555,555 match, resulting in the growth of 27 funds, thereby amplifying the impact of our collective contributions and growing our endowment significantly.

Since July of 2019, 1,047 students from 33 majors received donor-supported internship scholarships. This year, \$2,722,264 was raised for new and existing scholarships. With a keen focus on internship scholarships, we were successful in raising \$771,564.91 for this experiential learning opportunity through outreach efforts and our inaugural internship celebration event, which raised \$220,000 for internship stipends. 105 students benefitted from internship scholarships this year.

Philanthropy continued to be a driving force behind student success programs, including the Emerging Scholars Program, progression grants/RISE program and the La Vida Scholars initiative. This year, solicitation campaigns were strategically deployed to garner support for various schools and colleges, utilizing channels such as direct mail, digital communications, and personalized outreach from the respective deans themselves. Notably, Dean Raminder Luther of the Bertolon School of Business, Dean Joseph Cambone of the McKeown School of Education, Dean Sami Ansari of the Maguire Meservey School of Health and Human Services, Dean Elizabeth McKeigue of the Berry Library, and Dean Brian Vander Heuvel of the College of Arts and Sciences engaged in these efforts. Cases for support were developed for the School of Social Work and School of Nursing, which will be introduced in FY25 along with solicitation efforts for their funds.

A recent generous donation has been allocated to support the Center for International Education and faculty-led travel initiatives. This contribution has enabled stipends for faculty instructors and Pell-eligible students assistance with incidental expenses during trips. Additionally, this support will facilitate 6-15 students' travel to Nanjing Normal University in China, strengthening the partnership between our institutions. Furthermore, a donor has committed to backing student stipends in geological sciences for the Montana field camp trip, facilitating faculty-led research opportunities and providing funding for unpaid internships. The Davis Educational Foundation has pledged support for the STEM redesign team project, while the Klarman Family Foundation has generously donated to bolster the School of Social Work. This planning grant not only assists the school in identifying needs and areas for improvement but also directly aids students in their educational pursuits.

Since the start of the campaign, the Center for Civic Engagement has received \$15,000 in unrestricted funds, crucial funding that ensures the annual First Year Day of Service program continues. This year, advancement collaborated with a donor to create the first ever endowment for the Berry Institute of Politics. This endowment will provide annual unrestricted support for the IOP in perpetuity.

The Finance and Facilities division contributed to affordability during FY24 most directly by leading the responsible management of the budget such that we were able to freeze tuition and fee rates for the students for that year, a “Must Do” item in our strategic plan implementation. The four-year trends for financial strategic indicators show excellent progress in raising cash and investment balances, from \$49.2M in June 2020 to \$119.9M (preliminary and unaudited) in June 2024. The university closed FY24 with a positive managed net income of approximately \$7.5M.

We also stewarded the university’s financial and physical assets for both short term and long term success, making progress by identifying and safeguarding funding for SSU BOLD and contributing to the work necessary to obtain schematic design certification. Our Board of Trustees approved entering into the required contract with DCAMM for the university’s share of the project’s budget.

CONCLUSION

While enrollment challenges are anticipated for the next academic year, the university continues to move in a positive direction by prioritizing innovation, removing barriers to access, and adopting new enrollment and marketing strategies. Predictions about the future of higher education differ, with some forecasts suggesting a decline in enrollment, while others predict steep drops and potential college closures. We remain bullish that the future will be marked by opportunities that will require greater flexibility, affordability and a focus on outcomes.

SSU’s success is rooted in its student-first mission. By adapting to students’ needs, economic conditions, and changing technologies, SSU will continue to create learning spaces that are both challenging and supportive – while emphasizing diversity, equity and inclusion, which will help our students thrive academically, personally, and professionally.

Salem State University is an anchor of the North Shore region. The Commonwealth's Civic Engagement University, we continue to celebrate our deep commitment to, and collaboration with, 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.

In 2023, the North Shore Alliance for Economic Development (Alliance) released two reports on the future of work in our region, including the one in partnership with CEDS noted earlier, that give us a solid base of what our workforce needs today. Not surprisingly, they found that healthcare and social assistance industries currently have large job vacancy rates, and the most available jobs across the North Shore. Additionally, educational services and other professional services are experiencing significant growth.

The Alliance also identified that there is great potential to fill the workforce needs of the region with the Hispanic/Latinx labor force, noting that throughout the country, the Hispanic/Latinx labor force participation is declining while the overall population is increasing. These reports are invaluable to us as we prepare our students for the workforce and really highlight how institutions, like Salem State University, can assist, as non-degree attainment limits job opportunities. We are poised to solve these talent challenges by aligning our programs with the workforce needs of the Commonwealth and making sure all populations have access to higher education.

At the same time, the university remains committed to the South Salem/Salem State Commuter Rail Stop project. Proposed to sit parallel to Canal Street, this commuter rail station will be within walking distance of our campus and Salem Hospital. The addition of this stop will not only continue our mission of environmental sustainability, but it will increase access from areas throughout the North Shore and beyond, especially when the line is electrified. SSU has been involved from the beginning of this iteration, and we intend to stay on until its completion.

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
- Presidents' Alliance for Higher Education and Immigration
- New England Consortium of Colleges and Universities in Massachusetts (NECCUM), President

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

Greater Community

- Northeast Arc Advisory Board, Member
- Voices Against Injustice, Advisory Board, Honorary Co-Chair with Mayor Dominick Pangallo

AY 2024-2025 GOALS BY DIVISION



ACADEMIC AFFAIRS

Academic Excellence and Active Learning

- Assess and revise SSU's General Education (Gen Ed) curriculum, focusing on First Year Seminars.
- Strengthen the "Culture of Assessment" by ensuring student learning outcomes for degree programs and establishing a plan for institutional outcomes assessment.

Experiential Learning and Engagement

- Create a consolidated inventory of courses with experiential learning elements.
- Apply for recertification as a Civically Engaged Campus by the Carnegie Foundation.

Student Engagement and Success

- Increase faculty use of Navigate for advising.
- Build capacity for Global Engagement in preparation for incoming cohorts from China, India, and the Philippines.

Faculty Support and Growth

- Implement an early-career faculty mentoring program (Sept. 2025), focusing on universal design for faculty of color.
- Revise the university's approach to supporting faculty in continuing scholarship.

ADVANCEMENT

- Raise \$10 million towards Meet the Moment campaign.
- Create and implement an engagement strategy to strengthen connections with high-potential prospects and alumni, building a pipeline for future leadership donors.

FINANCE AND FACILITIES

SSU BOLD

- Develop strategies to mitigate parking challenges resulting from both the BOLD and Decarbonization initiatives.
- Secure funding, progress through design phase, and initiate construction.

Strategic Budget/Financial Management

- Achieve a balanced budget within three years while managing reserves during deficits.
- Train departments on fund utilization and improve Financial Aid reporting.
- Revise templates and collaborate on 5-year proformas for strategic plan proposals.

Dining Improvements

- Enhance dining through program and financial improvements, including re-establishing food options.
- Implement strategies to reduce the campus dining subsidy, ensuring sustainability.

GENERAL COUNSEL & RISK MANAGEMENT

Human Resources

- Implement new Human Capital Management (HCM) system PageUp across university.
- Ensure policies and practices promote collaboration among employees to support engagement and effective across on-campus, hybrid, and remote work models.
- Ongoing recruitment and retention of a diverse workforce in partnership with the Office of Diversity and Inclusion

ITS

- Refresh employee computers, many of which are outdated and unable to support new Microsoft applications
- Implement "Take-A-Class" to help both matriculated and non-matriculated students easily find available courses

INCLUSIVE EXCELLENCE

- Steward SSU's transition to HSI-MSI status
- Reconstitute DEI Council as Inclusive Excellence Council (formerly PAC/D) to foster institutional transformation
- Strengthen Employee Resource and Affinity Groups (ERGs)
- Continue collaboration with SRS to prepare for equity audit in fall 2025

STUDENT SUCCESS

Admissions

- Streamline and expand Direct Admissions to the Lynn school district and onboard the Common Application tool. Increase partnerships with PI< 12 districts and community organizations, promoting affordable, barrier-free transfer pathways.

- Collaborate with faculty, administrators, and students to share Salem State stories, raise public awareness, and define SSU's identity and value in the marketplace.

Supports and Wraparound Services

- Highlight the importance of advising in student success by utilizing technology, especially the Academic Planner/Navigator, to ensure accessible, equitable, and integrated advising.
- Build strategic partnerships to increase student engagement with career services.
- Guarantee the successful launch of the Center for Accessible Academic Resources (CAAR).
- Build comprehensive training and support structures to equip staff with the knowledge needed to guide and coach students effectively.
- Continue developing assessments to meet student needs (e.g., LOA reasons, post-appointment surveys).
- Create programs that foster social and community connections.

Enrollment Management

- Complete campus-wide rollout of the Academic Planner to support advisors, administration, and students in course planning, boosting retention and degree completion.
- Align Enrollment Management with the current and future needs of the student population
- Clearly communicate student rights and responsibilities, setting expectations for both staff and students during "business of being a student" activities with Enrollment Management and the Student Navigation Center.
- Expand outreach and partnerships with local high schools.
- Increase undergraduate Direct Admissions through the Common App program, targeting first-generation and marginalized students to eliminate barriers.
- Streamline transfer credit processing with data automation to enhance efficiency and strengthen community college pathways.
- Revise financial aid policies to remove barriers by maximizing Federal and State grants and institutional-based grants to reduce student debt.
- Update campus tours to feature Salem State's sustainability efforts.
- Emphasize student rights and responsibilities to foster engagement, empowerment, and progress toward goals.
- Provide training opportunities for staff on addressing the evolving needs of students, including topics like crisis management, student trauma, and de-escalation techniques.
- Partner with Decision Support, IT, and campus data stewards to identify data gaps and update Power BI reports.

Marketing and Communications

- Align student social media content with trends in student needs, including mental health, diversity, sustainability, and student life.

- Continue to advocate for intuitive, straightforward communications in key areas, like student accounts, financial aid, housing, and registration, to help students and their families better understand this information.
- Work to make campus-wide content more accessible to first generation students and their families, with a particular focus on the Hispanic and minority populations.
- Enhance paid social media strategy—to help us reach a broader, more diverse audience and drive higher engagement rates.
- Redevelop brand presence on third-party sites—identify new ways to assess, score and redevelop our brand presence on third-party sites, such as Google and college search results. This will involve optimizing our online presence to ensure accurate and positive representations of Salem State University to our wider marketplace.

Student Life

- Collaborate and implement programs to foster student involvement and community building.
- Launch initiatives to enhance Student Life facilities including the Ellison Campus Center 5 Residence Halls, fitness center, athletic center, and fields.
- Improve housing selection with new software and enhance resident student programming to increase housing retention.
- Hire full-time directors for Orientation, Student Wellness, and the Center for Justice & Liberation.
- Update policies and procedures to comply with the latest Title IX regulations.

MEETING THE MOMENT SALEM STATE UNIVERSITY: STRATEGIC PLAN 2023-2028
ANNUAL REPORT ON STRATEGIC PLAN, YEAR ONE, FY24



MEETING THE MOMENT

Salem State University: Strategic Plan 2023-2028

Annual Report on Strategic Plan

Year One, FY24

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Executive Summary

FY2024

Year one of the implementation of the university's Strategic Plan 2023-2028 was busy and productive. The university experienced a sea of change in the way in which it organized its work on strategic plan goals and initiatives (hereinafter "the Plan"), a process that continues to be fine-tuned.

President John Keenan charged Vice President Rita Colucci with overseeing the process for university-wide implementation of the Plan. Provost Silva charged Assistant Vice Provost Cynthia Lynch with coordinating progress on the Plan within Academic Affairs. "Goal stewards" were assigned to each goal and to the student success imperatives to monitor progress and help to identify future initiatives (see Appendix A for a list of goal stewards). In June and August 2023, senior leaders (including the president, vice presidents, all deans and most assistant and associate vice presidents, as well as other subject matter experts) met to discuss the Plan and to identify FY24 priorities.

A system for capturing information and data, called the "input system," was created in early fall 2023. The input system allowed submissions by any and all university employees regarding work they had done on furthering the Plan. At the end of the year, an Excel spreadsheet showing the substantive submissions was generated (see Appendix B).

In spring 2024, the university solicited proposals from the community for initiatives to propel strategic plan goals forward. A total of \$467,709 was awarded for work to commence during FY25 (see Appendix C for a list of small and large projects).

Goal stewards submitted mid-year and year-end reports for FY24 chronicling the progress made within their respective goals (see Appendix D for FY24 end-of-year reports). The reports also highlighted themes (both in terms of what was emerging and lacking) and initiatives that would need continued attention in future years. Highlights of the reports are presented below.

Goal One

Academic Excellence and Active Learning

The focus for goal one during FY24 was on building the infrastructure within academic affairs for future work. For example, the following areas and centers were created: program area for general education ("PAGE"); Center for Accessible Academic Resources (CAAR); and Assessment, Sponsored Projects and Institutional Research (ASPIR). Building this infrastructure is vital for the work of goal one and to improve academic services to students. Goal one work also included creating new programs with direct impact on students, such as enabling students to earn micro credentials through the Seal program and using technology to provide better advising support to students. Support for faculty was enhanced by the use of mini-grants to spark teaching innovations, workshops on non-traditional grading approaches, and exploring the use of ChatGPT and other AI tools. A significant part of goal one's work for the next academic year will be the implementation of all that was put in motion during FY24.

Goal Two

Civic Engagement and Public Good

Civic Engagement work focused on engaging the campus community in high impact practices and programs and meeting the students where they are in their civic engagement journey. There was also a lot of attention placed on increasing the understanding of the intersection of civic engagement with justice, equity, diversity, and inclusion work, which was highlighted at the New England Regional HSI Conference at Salem State during summer 2024.

Programs supporting the civic engagement and public good goal were numerous. In March alone (advocacy month), over 20 events were held addressing social justice issues such as housing, disability advocacy, climate change, campus hunger, sexual violence prevention, and survivor advocacy. Faculty engaged with the community in numerous ways, from working with music students in the North Shore Honors Bands to facilitating a weekly community of practice for early intervention program providers. Other efforts included running-for-office workshops for students, helping faculty get started with community engagement and evaluating those efforts in faculty tenure and promotion portfolios, and a four-day alternate spring break trip to the Massachusetts State House. Also of note was the Institute of Politics Fellowship program which welcomed social justice advocate, political strategist and entrepreneur Tomas Gonzalez and award-winning political journalist Alison King. These are just a few highlights of the university's civic engagement efforts given it's growing importance on our campus.

Goal Three

Justice, Diversity, Equity and Inclusion

Creating and supporting an inclusive campus was supported by the hire of the vice president for inclusive excellence, Christopher Macdonald-Dennis, as well as the first assistant vice president for HSI-MSI initiatives, Elisa Castillo. The "SSU Roadmap to Servingness," was written during the spring 2023 semester (an effort that included 50 campus community members) and implemented during FY24. Other achievements included creating identity-focused tours for prospective students and being the first campus in Massachusetts to participate in the TheDream.US program, which provides scholarships to DACA and undocumented students. Evidence of the natural intersection between civic engagement and inclusive excellence was evident when the two offices came together to organize the inaugural HSI conference in Massachusetts. The conference attracted over 400 individuals to campus in July 2024, including attendance by 75 Salem State employees. The division of inclusive excellence encourages similar and new partnerships throughout campus.

Goal Four

Environmental Stewardship and Climate Action

Work on sustainability initiatives was bolstered by the creation of a sustainability task force comprised of faculty, staff and students. The university also established a formal process for awarding a "student friend of the earth" award. Perhaps most impactful, however, is the university's work – aided by DCAMM – on the North Campus decarbonization project, which is associated with the SSU BOLD development. This project will continue our goal of eliminating the use of fossil fuels on North Campus. While this is a multi-year project, the RFP phase was completed in year one. Additionally, over 200 solar panels were installed on the administration/theater building rooftop.

Goal Five

Campus Community and Culture

A wealth of student programming and initiatives boosting positivity for the campus community and culture were held. They included providing free, branded gear to students to bolster their sense of belonging, enhancing student health and wellness services, exploring students' mental health concerns, and providing additional professional development for staff working in student services areas. Employee recognition and appreciation programs resumed, and the university and unions came to agreement over outstanding issues regarding the 2021 furloughs.

Goal Six

Operational Excellence and Infrastructure

Significant gains were made in the area of operational excellence and infrastructure by enhancing business school classrooms and music technology, replacing 650 student-use computers throughout campus, purchasing a new firewall, and providing an almost immediate patching of Windows and Linux systems. Additionally, updated technologies are reducing and minimizing barriers for students to meet their immunization requirements and for students needing accommodations and services.

In the area of capital projects, the Salem State Board of Trustees approved the use of university funds to pay the university's cost share of the SSU BOLD project.

Goal Seven

Financial Vitality and Sustainability

Finally, the university's financial vitality and sustainability efforts have included new revenue streams through the McKeown School of Education's new Center for Educational Leadership, international dual degree programs and the return to billing insurance companies for services provided to students. The university also completed its financial aid leveraging strategy, which will allow for better utilization of available state funding, provide additional financial aid to eligible students and reduce the cost of attendance.

Goal Work Summarized

Year One – FY24 Achievements

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

- 1. The Program Area for General Education (PAGE)** was created and approved by the President on April 2, 2024. A chair of the program area has been selected by members of the advisory committee and has been appointed by the provost. Seven (7) faculty leaders will assist the chair as members of PAGE. The intended impact of this initiative is to review every aspect of our general education curriculum; develop a plan for the assessment of the Gen Ed based on learning outcomes; develop a narrative about the Gen Ed to share and implement with the campus community, faculty, staff, advisors, current students, and prospective students; prepare a web and digital materials as related to Gen Ed; review the curriculum and recertification process and recommend changes through the governance process; prepare professional development for faculty teaching in various categories of the Gen Ed. This will allow us to solidify both the program and information about the program. This review and revamp of the Gen Ed will be a two (2) to three (3) year initiative. PAGE will provide ongoing administration and oversight of Gen Ed in collaboration with the Gen Ed Advisory Committee.
- 2. Academic SEALS** are innovative microcredentials that allow students to focus on an area of interest and document engagement via curricular and co-curricular accomplishments. A SEAL is affixed to a student's transcript after a review by a faculty fellow for each seal. The following SEALS were approved by university governance during fall 2023: Academic Seals for Public Engagement; Global Engagement; and Diversity, Power Dynamics, and Social Justice ("DPDS").
 - 7 students earned the DPDS SEAL
 - 4 students earned the global engagement SEAL.
 - 11 students earned the Public Engagement SEAL.
 - 15 total students earned the 23 SEALS (several students earned more than one SEAL).
- 3. A Newly Re-Organized Assessment, Sponsored Projects and Institutional Research (ASPIR)** division was formalized this academic year. This division has added several professional staff and will be introducing a new Salem State dashboard, gearing up to apply for HSI- related grants and other external funding opportunities, and giving structure to institutional and departmental assessment.
- 4. COIL Program** was established, which provides training through the Center for International Education (CIE) to deliver courses that include a collaborative online international education (COIL) component. Fifty (50) faculty members were trained, and training is planned for FY25.
- 5. Academic Planner, Navigate360**, was implemented. Navigate360 is a comprehensive university-wide student success platform that links faculty and staff to students to proactively manage student success. Faculty and staff have access to the "staff" side of Navigate360, while students have access to Navigate360 Student.

6. **Center for Teaching Innovation Mini-Grant** provided mini-grant opportunities to eight (8) faculty to develop innovative teaching approaches. Grantees shared their work by presenting a lightning talk or a poster at the May symposium or wrote an article for the CTI newsletter.
7. **Alternative Grading Series** workshops were held where faculty shared experiences and discussed several different non-traditional grading approaches.
8. **New Global Partnerships** were launched in China and India and current Chinese partnerships were strengthened over the summer visit to China.
9. **Center for Accessible Academic Resources (CAAR)** was created which merged disability services, peer tutoring, and supplemental instruction. This unified approach enhances academic support and accommodations, ensuring all students have the resources they need to succeed. With innovative tools and a focus on inclusivity, CAAR is dedicated to improving student success and retention.
10. **ChatGPT and AI Exploration** was done by Bertolon School of Business (BSB) faculty to actively explore the use of ChatGPT and other AI tools to guide students in proper AI usage and to enhance teaching. They developed and disseminated a clear policy outlining permissible and impermissible uses of AI, serving as safeguards against serious concerns like plagiarism and helping students learn from their initial mistakes. The Center for Teaching Innovation ("CTI") hosted a faculty learning community and a working group for AI. Guidance for faculty as related to syllabus statements related to AI have also been made available.

11. Enhanced Grad Student Support

- Increased funding support by 50% (\$250/student) for students traveling more than 100 miles for conference presentations.
- Provided students with multiple orientation options (synchronous, asynchronous, in person). Response to in-person orientation was positive: - 100% of attendees found it very well-balanced (67%) or balanced (33%), meaning it was informative and not overwhelming.
- Provided Graduate Student Success series, which covered sustainable learning, tailoring application documents for the audience, bridging the gap to graduate-level writing, and using AI ethically and effectively. The final session on AI, included dozens of attendees with a few individuals from the broader community attending.
- Enhanced retention efforts through regularly scheduled, strategic text messaging to help discontinued students return to their studies. A year-to-year comparison of credit hour enrollment indicated a single text message may have yielded a return of \$12,460 in tuition and fees, although we cannot fully attribute the additional tuition revenue to the text message given the lack of control of other factors.
- Provided students with timely communication via newsletters and social media allowing students to be better informed about opportunities to engage with campus and to find and use campus resources (e.g., tuition freeze, transportation options, scholarships and funding, campus events).
- Created Graduate Program Coordinators SharePoint site with resources to enrich their engagement with and support of students.
- Modernized forms for quicker responses, better tracking, and improved user experience.
- Participated in Academic Planner implementation preparation and drafted Advisor Guides for Graduate Program Coordinators and related tutorial videos.

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

1. **Salem State Advocacy Month** included over 20 advocacy events in March. The programs addressed a variety of social justice issues such as housing, disability advocacy, climate change, campus hunger, sexual violence prevention and survivor advocacy. Two (2) of those events were civic dinners where students had the opportunity to network with local advocates and elected officials to learn how they can advocate for a specific issue.
2. **SSU North Shore Honor Band ("NSHB")** is in its second year after completing a successful pilot program in December 2023. The NSHB brings 90+ high school musicians to campus for a one-day event in which they rehearse band music with guest conductors, engage in small group rehearsals with Salem State faculty, interact with current Salem State students in rehearsals, lunch, breaks, etc., and get to know the campus and the music opportunities available to them at Salem State. Last year, the Admissions Office contributed \$500 towards food for the day along with some Salem State recruiting materials. The event is designed to bring awareness to regional area high school band directors and their students so that they will consider Salem State as a viable option for their college experience. The day ends with a concert performance by both bands for friends and family in the Recital Hall on the Harrington Campus.
3. **Music Departments and Admissions Collaboration** resulted in hosting over 90 students and faculty from Chelsea High School for a music career lecture at Salem State University on April 26. Dr. Mike Testa delivered a 90-minute presentation on diverse careers in music. This event enriched the high school students' understanding of music careers and also played a crucial role in recruitment efforts, showcasing the strength of Salem State's music programs to prospective students.
4. **Running for Office Workshops** were held during a semester-long program to equip a cohort of undergraduate and graduate students with the skills, knowledge, and practical experience to work on an election campaign at any level or run for elected office. This 4-part workshop series was facilitated by political consultants from The Davis System, LLC who have experience working with local, statewide, and national political and advocacy campaigns.
5. **Career Pathways** grant coordinated by Christina Cassano in partnership with North Shore Community College offered early childhood educators college courses, advising and support at significantly reduced cost.
6. **Anti-Racist Community Engagement Professional Development** was offered by Carlie Pierre from Inclusive Excellence and Megan Murphy, Faculty Fellow for Civic Engagement. The pair co-presented several professional development opportunities, including a book group on anti-racist community engagement. They also led a session at the annual CTI conference on teaching and learning, titled "Building Skills for Antiracist Community Engagement," focused on how faculty can plan course experiences that build the skill sets needed to engage in Antiracist community engaged work.
7. **Finding Your Place** lunch and learn was hosted by the Center for Civic Engagement to help new faculty find their place at the civic engagement state university. Several senior faculty including Lisa Delissio (BIO), Sara Moore (SOC) and community partners (The Salem Pantry) presented their collaborations to new faculty and fielded questions about how one can get started with community engagement as a new faculty member.

8. **Evaluating Engagement for Tenure and Promotion** workshop was hosted by Joanna Gonsalves for senior faculty, deans, and other administrators to learn how to evaluate community-engaged tenure and promotion portfolios.
9. **Early Literacy Consortium Grant** was coordinated by Francesca Pomerantz with Christina Cassano and Megan Murphy. This grant allowed Salem State to partner (along with Gordon and Endicott Colleges) with Pentucket Regional Public Schools and Peabody Public Schools to 1) provide summer literacy tutoring to elementary school students considered at risk for reading difficulties and 2) improve the teaching of reading by strengthening the connection between educator preparation and teaching in public schools so all efforts are aligned with the Massachusetts Department of Elementary and Secondary Education's ("DESE") Literacy Guidelines.
10. **Early Intervention Community of Practice** was facilitated by Megan Murphy and included a weekly community of practice for Early Intervention Program Providers focused on improving the cultural responsiveness of their early intervention home visits.
11. **Universal Preschool Honors Thesis** was written by Education major Allison Smith and entitled "A Case Study of Universal Preschool in Salem." This project took the oral history of how Salem Public Schools ("SPS") expanded preschool access and mapped onto the existing research, creating a historical record that did not previously exist. Stakeholders have asked that the paper be presented to the SPS school committee so that it becomes part of the SPS historical record.
12. **Collins Middle School Partnership** with Salem State was expanded to offer near-peer mentoring through advocacy education workshops and support on civic action projects. Forty-three (43) 8th graders participated in this partnership with fifteen (15) SSU student leaders, nine (9) of them members of the civic fellowship program.
13. **Institute of Politics Fellowship ("IOP") Program** welcomed social justice advocate, political strategist and entrepreneur Tomas Gonzalez and award-winning political journalist Alison King. Both fellows hosted a variety of programs promoting civic engagement, student development, equity, and career preparedness. Tomas' programs focused heavily on the intersection of civic engagement and equity, specifically for the Latinx community. Alisons' programs focused on media and communication, the 2024 primary, and discerning fact from fiction.
14. **Alternate Spring Break to the State House** encompassed four days and included fifteen (15) students who stayed in Boston to engage with policymakers, lobbyists, and activists to better understand the Massachusetts legislative process and how the Commonwealth is tackling our most pressing social issues. Students participated in various programs including immersive simulations in the Senate Chambers with Senate Clerk Michael Hurley and at the Edward M. Kennedy Institute for the United States Senate; policy talks about affordable housing, mental health, and racial justice legislation; networking at Salem State's Reunion for Professionals in Politics and Public Service, and panels about careers in the State House and lobbying.
15. **Promoting Salem State as the Commonwealth's Civic Engagement University** included adding language/declaration to the Salem State website footer and also placing civic engagement on the top of the homepage. The designation is also noted in leadership speeches on and off campus, press releases and other communications to promote Salem State's dedication to civic engagement.

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

1. **Hispanic Serving Institutions (“HSI”) Roadmap** was created by the participation of over 50 Salem State community members. The Roadmap was approved and implemented during FY24 and includes recommendations on how to become an HSI-MSI and a servingness institution.
2. **Emerging HSI Professional Development at Inaugural HSI Conference** was hosted at Salem State. Over 75 SSU full-time and part-time faculty and staff attended the Inaugural HSI conference, attended the two keynote sessions and participated in four (4) of 20 possible breakout sessions. The two (2) incredible days of learning and collaborating provided opportunities to recognize the importance of being welcoming, accessible and supportive to Hispanic and minority students.
3. **DREAM.US** scholarships were offered to Salem State students. Salem State was the first campus partner in Massachusetts to the DREAM.US program, which provides scholarships to DACA and undocumented students.
4. **Identity-Focused Admissions Tours** were offered to prospective students, including 1. Pride Tours (LGBTQ+); 2. Spanish Tours; and, 3. Students with Disabilities Tours.
5. **HACU Conference** was attended by one (1) staff and two (2) students from the Berry IOP. The conference on Hispanic Higher Education was hosted by the Hispanic Association of Colleges and Universities conference in Washington, D.C. During this two-day trip, they learned about the importance of HSIs and heard from several featured speakers including U.S. Secretary of Education Miguel Cardona and Senator Bernie Sanders. They also had the opportunity to advocate for HSI funding and programs on Capitol Hill to members of Congress, including Senator Elizabeth Warren, Senator Ed Markey, and Congressman Seth Moulton.

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

1. **Sustainability Task Force** was established to address weaknesses in presenting sustainability achievements during student orientation. The task force included faculty, staff and students.
2. **Student Friend of the Earth Award** was established via a formal process and the first annual student award was presented.
3. **Three Low Mow Zones** were identified and established which will be incorporated into Biology Department class field work.
4. **North Campus Decarbonization Project** design/build contractor selection began. This project will establish a geothermal wellfield and energy loop for North Campus. The RFP phase is complete and the project is ongoing.
5. **200 Solar Panels** were installed on Administration/Theater Complex. Certification is progressing.

6. **Steam Pipe Insulation Project** was completed.
7. **Fair Share Projects** were funded and are progressing.
8. **Low Green House Gas Emissions** focus in BOLD project was moved to Design/Build Phase where specific elements will be designed.

Goal 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

1. **Welcome Week** was implemented for all new students during the first week of classes. Students were given the opportunity to receive SSU branded gear to help with school spirit and to participate in programs that allow them to meet other students and offices.
2. **Medication Abortions** were offered in Health Services to support and align with state legislation, Chapter 127 of the Acts of 2022 (<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter127>). Massachusetts Department of Public Health grants were applied for and obtained; \$210,000 in FY23 and \$130,000 in FY24. By adding these new essential, sexual health clinical services, significant barriers are removed for students needing these services (costs, travel time, appointment wait time), while improving access to on campus support and allowing students to return to academics quicker than if they needed to seek these services off campus. (https://scholarworks.smith.edu/swg_facpubs/37/).
3. **Expanded Counseling and Health Services** were offered by the Counseling and Health Services ("CHS") department. Changes include same-day access and no-cost medical services, 24/7 mental health support line, same day counseling appointments, ongoing therapy, free off-campus telehealth and counseling options for students. An LGBTQIA specialist and a multicultural specialist each spend two (2) hours in the Center for Justice and Liberation, as well as a therapist who is in the Gassett fitness center one (1) hour a week supporting student athletes.
4. **Sexual Health Programs** were facilitated by Counseling and Health Services (CHS) working in partnership with student organizations. These programs centered around holistic sexual and reproductive wellness and on sharing on-campus resources, with particular attention to how CHS services are inclusive for LGBTQIA+ and gender diverse students. Over 400 students participated in two (2) events on 09/06/2024 and 12/01/2024. Students who participate in health education programs increase their health knowledge, decrease their risk-taking behaviors, and are more academically successful than their peers. (Advocates for Youth, <https://www.advocatesforyouth.org/wp-content/uploads/2021/06/Final-Sexual-Health-Ed-and-Academic-Success.pdf>). CHS also expanded its access to health supplies by "Safer Sex 2 You," a program which allows residential and commuter students to order safer sex and menstrual hygiene products to be delivered at no cost to the student and do-it-yourself STI testing, allowing students to access important clinical testing and consultation without needing an appointment.
5. **Outreach to Students with Medical Events** was implemented by CHS, who worked with the Salem State Wellness CARE team on coordinating outreach and support for students who have not necessarily sought treatment in CHS, but have experienced a medical problem elsewhere on campus and/or has been medically transported. This follow up allows for improved student support, a more timely return to campus and the classroom, or being connected to appropriate university resources if need to take an extended leave.

6. **“Dear Professor, I Am More Exhibit”** was led by Salem State’s Civic Fellows. The campaign included an art exhibit and dialogue session during Research Day, as well as three makerspace sessions for students to create art. This event included thirty (30) student self-portraits and narratives that shared their mental health journey. Students shared their personal stories and facilitated dialogue on how Salem State can create a campus community that meets the needs of students.
7. **Pressing Matter Survey** was conducted by the Center for Civic Engagement (“CCE”) and resulted in with 415 responses. The top three pressing matters identified were mental health (by a large margin), racial equity, and gun violence prevention. Recognizing the intersectionality of so many of these issues, more in-depth coding was done to reveal that many of the pressing matters could be grouped together. The top pressing matters when groupings were considered were human rights, mental health (as a stand-alone issue) and violence (in general).
8. **New PEAR Advocate** was hired on a part-time basis to provide confidential advocacy for student survivors of interpersonal violence and to coordinate prevention education for the campus community on the topics of sexual assault, dating/domestic violence, and stalking.
9. **Food Pantry** on campus is stocked more frequently with non-perishable food items, toiletries and hygiene items, and casual clothing thanks to a large donation.
10. **McKeown School of Education (“MSOE”) Weekly Newsletter** entitled *Educators in the Know* is published to MSOE students, faculty, staff, and partners. Each newsletter contains a feature article, general announcements, important dates, upcoming events, and job postings. For the 2023-24 academic year, 36 total newsletters were sent to a weekly audience of 1395 individuals, with an average open rate of 46.7%. In total, the newsletter was opened 37,376 times and clicked on 5,012 times.
11. **Expanded Professional Development for Student Navigation Center (“SNC”) Staff** was implemented and included dedicated weekly professional development trainings to address and meet the changing needs of the SSU student population as it relates to the “business of being a student” conducted with the SNC. This includes but is not limited to the review of emerging student service and operational trends, knowledge exchange, developing strategies, and planning. The offices that intersect with the SNC, both internal and external to Enrollment Management, were invited to participate. These trainings also focus on supports that will improve retention and progression of SSU students.
12. **Family and Parent Council Workshops** were implemented during fall 2023 with four (4) online workshops with 131 registrants. In addition, October’s Viking Family Weekend featured eleven (11) events attended by 386 students, family members and supporters.
13. **Furlough Settlement Agreements** were worked out between Salem State and the MSCA with regard to the 2021 furloughs. As a result of the grievance settlement, the union agreed to come out of work to rule for the 2023-24 academic year; payment of \$250 to each faculty member who furloughed; four (4) additional personal days spread over two (2) years; a joint statement from the university president and the MSCA chapter president; and a letter from the university president regarding the furloughs. Salem State and the APA and AFSCME unions agreed to reopen their 2020 MOA’s regarding furloughs and to award bargaining unit members the same benefits that the MSCA recently received.
14. **Celebration Ceremonies** were hosted by Salem State and included the following employee celebration ceremonies to recognize, celebrate and thank employees for their work: Years of Service; Retirement; Viking Employee Fest; and Annual Holiday Party.

Goal 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

1. **Upgraded Classroom Technology** was placed in all business school classrooms to allow for more interaction with and engagement of students. The new technology also allows instructors to share all-class notes with students via a QR code and for students to project and share their work with the entire class.
2. **Windows Server Patching and Firewall Replacement** were accomplished. Windows and Linux servers are now being patched within days of the patches being available. The firewall, which was at end-of-life, was replaced with a new next-gen firewall. This will significantly reduce the university's exposure to zero-day exploits.
3. **Immunization Compliance** was enhanced when CHS has updated technologies and implemented new technologies to reduce and minimize barriers for students to meet their immunization compliance requirements. The updates and system allow for immunization records from within Massachusetts to populate into student records, reducing or potentially eliminating the manual work the student has to do to provide their immunization records.
4. **Music Technology Refresh** was conducted through a comprehensive technology upgrade for the MIDI, recording studio, and recital hall computers, essential for keeping pace with industry standards and software developments. The previous systems were at end-of-life and unable to support new software updates, impacting sound quality and the overall student experience in our music and recording programs. Over the summer, faculty and students collaborated to retrofit and integrate new music technology equipment into our recording studio. This comprehensive upgrade not only reorganized the studio but also introduced advanced technologies to facilitate improved classroom and lab instruction. This project significantly enhanced our music program's capacity to deliver cutting-edge educational experiences in music production and recording.
5. **Funding for SSU BOLD** for the university's share was approved by the Salem State Board of Trustees and the project plan was updated. Adjusted cost estimate at end of schematic design required commitment made in July 2024 of university's future five-year funds and Fair Share Funding from DCAMM.
6. **Accommodate Software Implemented** in the Disability Services office. This software is being used to help students more efficiently access and manage their accommodation requests and services.

Goal 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

1. **Center for Educational Leadership** at Salem State University (CEL@SSU) was newly created and housed within the McKeown School of Education ("MSOE"). The Center secured funding through a gift from the Pegasus Springs Education Collective (\$21,200), offering fully funded professional learning communities (PLCs) to McKeown School of Education educational leadership program graduates. More than 65 alumni participated in PLCs, dramatically increasing alumni engagement with both CEL@SSU and the School of Education.

The Center also partnered with multiple nearby school districts to co-create and implement a variety of leadership learning initiatives. Taking place within districts, these partnerships allowed MSOE to support the leadership learning of instructional coaches, curriculum directors, school leaders, and district leaders. Topics ranged from building a model for instructional coaching, to careful data use, to the implementation of instructional leadership teams. Partner districts included: Chelsea Public Schools, Danvers Public Schools, Reading Public Schools, Melrose Public Schools, Wakefield Public Schools, and Woburn Public Schools. Across initiatives, this work supported the development of over 100 regional leaders.

2. **Continuing Education Marketability Analysis** was performed by the Marketing and Communications department, in partnership with Academic Affairs. This marketability analysis (STAMATS study) of undergraduate adult learner programs (CE) was conducted to better understand student and market demand and to determine if Salem State can offer new CE programs based on traditional current undergraduate degrees.
3. **International Collaborations** were enhanced by the Computer Science department who are working on collaborations with NorthCap University (India); Taizhou University (China); and Qufu University (China). Three (3) additional Chinese 1+2+1 dual degree partnerships have been signed in computer science, Early Childhood Education, and International Business. A 2+2 partnership has been signed with Thames International in the Philippines. These agreements and collaborations will increase revenues for the university, as well as bring in students from across the globe.
4. **Financial Aid Leveraging Strategy** project was completed and will allow for better utilization of available state funding and additional financial aid to eligible students, and will reduce the cost of attendance which helps students succeed and persist to graduation.
5. **Medical Billing** for student health now allows Salem State to bill health insurance for medical services provided. This program was implemented in 2013 and was financially more successful each year until 2020, where Salem State's focus was shifted to broader public health support that was not billable to health insurance. Reinvigorating this program has the potential to bring in additional revenue, but more importantly improves the health services offered and reduces barriers to students needing to access essential healthcare services such as immunizations and certain medical procedures. To ensure inclusion, CHS medical providers are contracted with MassHealth and are able to provide expanded services to students on a Medicaid health insurance plan, which they can have difficulty accessing off-campus.

Fiscal Year 2024 Must-Do's

Our Overarching Goal = Student Success and Life Readiness

- **Sustain and support student wellness and mental health by stabilizing counseling and health services staffing [SCSI 2]**
All approved positions in Counseling and Health Services are currently filled. New processes were implemented to offer same-day access and no-cost services to students.
- **Invest in student affordability by freezing mandatory fees for FY24 and eliminating the international student fee [3.8, SCSI 4]**
Fees were not increased for AY2023-24.

Goal 1: Academic Excellence and Active Learning

- **Complete the work to assess and adopt institutional learning outcomes [1.3]**
A newly re-organized Assessment, Sponsored Projects and Institutional Research (ASPIR) division was formalized with the addition of several professional staff. Its work will include a new Salem State dashboard, gearing up to apply for HSI- related grants and other external funding opportunities, and giving structure to institutional and departmental assessment.
- **Create and begin implementing a plan for every student to engage in experiential learning [1.2, 2.4, SCSI 3, 5]**
Work has been done to lay the groundwork for this initiative, which will continue during FY25. Implemented academic SEALS program where fifteen (15) students earned twenty-three (23) seals during FY24.

Goal 2: Civic Engagement and Public Good

- **Develop a plan to begin the Carnegie Re-Classification process. (2.1)**
A Carnegie Steering Committee was formed with seven (7) members to address submission of the application. Meetings were held with several SSU offices and departments and data gathering began. Drafting the application narrative will begin in fall 2024. The application is due on April 1, 2025.
- **Increase our campus community's understanding of the intersection of civic engagement with justice, equity, diversity, and inclusion work. (2.2)**
Over seventy-five (75) SSU full-time and part-time faculty and staff attended the Inaugural HSI Conference, attended the two (2) keynote sessions and participated in four (4) of twenty (20) possible breakout sessions.

Over twenty (20) advocacy events were held during Advocacy Month in March, addressing a variety of social justice issues such as housing, disability advocacy, climate change, campus hunger, sexual violence prevention and survivor advocacy.

Inclusive Excellence and the Center for Civic Engagement co-presented several professional development opportunities, including a book group on anti-racist community engagement and a session at the annual CTI conference on teaching and learning and the HSI conference.
- **Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors (2.3, 1.3, 1.4 and 3.4)**

Salem State's Civic Fellows led the "Dear Professor, I Am More" campaign, art exhibit, and dialogue session during Research Day.

The MSCA presented a workshop for senior faculty, deans, and other administrators about how to evaluate community-engaged tenure and promotion portfolios.

An Early Literacy Consortium Grant was coordinated by faculty in the School of Education resulting in a collaboration with Gordon College, Endicott College, Pentucket Regional Public Schools and Peabody Public Schools to 1) provide summer literacy tutoring to elementary school students considered at risk for reading difficulties and 2) improve the teaching of reading by strengthening the connection between educator preparation and teaching in public schools so all efforts are aligned with DESE's MA Literacy Guidelines.

The SSU North Shore Honor Bands (NSHB) brought 90+ high school musicians to campus for a one-day event in which they rehearse band music with guest conductors, engage in small group rehearsals with SSU faculty, interact with current SSU students in rehearsals, lunch, breaks, etc., and get to know the campus and the music opportunities available to them at SSU.

The Center for Civic Engagement hosted a lunch and learn for new faculty about finding their place at the civic engagement state university.

Goal 3: Justice, Diversity, Equity and Inclusion

- **Increase the per credit compensation for non-unit adjunct faculty [3.5, 5.8]**

Non-unit adjunct faculty pay was increased.

- **Invest in an additional human resources staff position to recruit employees [3.5, 6.1]**

PageUp, a Human Capital Management system, was purchased and will replace the current hiring system, iCims, as well as provide other options for tracking and processing human resources functions.

- **Adopt and roll out roadmap for becoming HSI/MSI to improve access, engagement, persistence, and success for all students [3.2, 3.6, SCS1 1, 4]**

"Roadmap to Servingness" was approved and implemented. The Roadmap includes recommendations on how to become an HSI-MSI and a servingness institution.

- **Appoint a new assistant vice president to provide leadership and focus to the HSI/MSI initiative [3.6, SCS1 1, 4]**

Dr. Elisa Castillo was appointed the inaugural assistant vice president for HSI/MSI initiatives.

Goal 4: Environmental Stewardship and Climate Action

- **Increase sustainability efforts by implementing emission reduction strategies and pursuing decarbonization by developing a geothermal wellfield and energy loop for North Campus. [4.3]**

Design/build contractor selection has been ongoing for plan to establish a geothermal wellfield and energy loop for North Campus, known as the North Campus Decarbonization project. RFP phase is complete; project is ongoing.

Installed 200 solar panels were installed on Administration/Theater Complex building.

Steam pipe insulation project completed.

Focus on low greenhouse gas emissions in BOLD. Project is moving to design/build phase where specific elements will be designed.

Goal 5: Campus Community and Culture

- **Increase support and engagement to resident students by growing the number of program coordinators and residence directors (Goal 5; 5.1. Goal 6; 6.3. Goal 7; 7.3. Student Centered Strategic Imperative bullet 2.)**
Three (3) resident directors, director of residence life, orientation and student life communications coordinator, director for community standards and restorative practice, and an additional program coordinator were hired in student involvement.
- **Strengthen employee experience and belonging by exploring ways to develop a supportive 21st century work experience [5.1, 5.3, 5.4]**
Invested in PageUp, a new Human Resource Capital System to make applying, hiring and other HR functions more manageable. Hosted the distinguished service awards, retirement celebration, holiday party, and viking employee fest, events which express gratitude for the work that employees do throughout each year and cumulatively in their careers.

Goal 6: Operational Excellence and Infrastructure

- **Begin updating the Master Plan [4.5, 4.6, 6.5, 6.6]**
Funded the project to update the master plan with CannonDesign selected as the consultant. Created a master plan steering committee which meets on a periodic basis with the consultant to review data and insights developed by them and to provide input for the recommendations. This project will be concluded during FY25.
- **Develop a final plan for funding BOLD; complete schematic design and design development phases [6.4]**
The Salem State Board of Trustees approved the use of university funds and authorized entering into a contract with DCAMM for BOLD. The Schematic Design phase was completed. The architectural firm, Payette, is under contract to perform the next phase, Design Development. Design Development is anticipated to be completed in calendar 2025.
- **Create a plan for updating and funding information technology systems [6.8]**
Created a five (5) year “refresh” budget which spreads out and schedules needed upgrades/replacements for IT equipment.
- **Supplement the project and operating budgets for ITS to move high priority projects forward [6.8]**
The FY24 ITS budget was increased by \$750,000 over the previous year. An additional \$560,000 was allocated to ITS in spring 2024 which funded the replacement of 650 student-use computers across all campus locations.

Goal 7: Financial Vitality and Sustainability

- **Develop a plan for a unified brand that aligns with the strategic plan [7.1]**
The Salem State brand identifiers now emphasize new identities such as “emerging HSI/MSI” and “civic engagement university” and will continue to be updated as progress is made on other major initiatives.
- **Increase the facilities project and operating budgets to better support high priority projects while increasing capacity for cleaning and grounds care [6.5, 6.6]**
Monies were diverted to addressing substantial technology-related needs.
- **Increase the operational budget of enrollment management to recruit students [7.3]**
Monies were diverted to addressing substantial technology-related needs.

2023-2028 Strategic Plan: PEC-Established Internal Targets for Selected KPI's

KPI	Baseline	2024 Target	2028 Target	Comments
On-Time Credit Accumulation* % of students completing their target number of credits in their first year (24 or more for full-time students; 12 or more for part-time students)				Baseline: 2021 Cohort. 2024/2028 Targets: 2023/2027 Cohorts respectively. SSU baselines for this and the next KPIs tracked and reported by DHE reflect most current data available.
All	64%	66%	72%	SSU and DHE baselines reflect data from the most current cohorts available (data available in 2022). - DHE 2033 baseline for state universities (all races): 67% - DHE 2023 baseline for state universities: 80%
Persistence* % of students still enrolled anywhere in their second fall term				2024/2028 Targets: 2023/2027 cohorts, respectively
All	84%	84%	86%	SSU and DHE baselines reflect data from the most current cohorts available (data available in 2022). - DHE 2033 baseline for state universities (all races): 83% - DHE 2023 baseline for state universities: 90%
Degree Completion After Transfer* % of students who graduate from a State University or Umass within four years after transferring from a MA Community College				2024/2028 Targets: 2023/2027 cohorts, respectively
All	69%	80%	71%	SSU and DHE baselines reflect data from the most current cohorts available (data available in 2022). - DHE 2033 baseline for state universities (all races): 60% - DHE 2023 baseline for state universities: 65%
Degree/Certificate Completion % of students completing a degree or certificate within six years anywhere				Data source is National Student Clearinghouse, using 2015 cohort; 2024/2028 Targets: 2018/2024 cohort respectively
All	64.0% (F15 cohort)	64.1% (F16 cohort)	68%	SSU baselines reflect data for the 2015 cohort. - DHE 2023 baseline for state universities (all races): 72% - DHE 2033 baseline for state universities: 80%
* These metrics align directly with the DHE's Strategic Plan for Racial Equity, and the DHE is the source of the data shown here for the first three metrics; DHE also is the source of the metric definitions. The SSU baselines, provided to PEC by Chunju Chen are based on 2022 data				
KPI	FY2023 Baseline	FY2024 Actual	2028 Estimate	Comments
Total University Headcount (UG and G Degree-Seeking Students)				2023 Baseline represents Fall 2022 numbers: 2022 University Fact Book Enrollment Report
All Students	5980	5585	5350	The enrollment goals are aspirational and assume SSU will have achieved HSI/MSI
Undergraduate Student Headcount (Degree-Seeking)				2023 Baseline represents Fall 2022 numbers: 2022 University Fact Book Enrollment Report
All Students	4592	4286	4000	Assumptions – increased retention, reduction of DFW rates, increase in online modalities, increase in completion, persistence grants and coaching, updated science building (BOLD), positive impact from increased state aid, including an increase in the transfer pipeline
Graduate Student Headcount (Degree-Seeking)				2023 Baseline represents Fall 2022 numbers: 2022 University Fact Book Enrollment Report
All Students	1388	1299	1350	Assumptions - increase in online/hybrid modalities

KPI			2028 Target	Comments
Retention to 2nd year	Cohort 2021 (return 2022)	Cohort 2022 (return 2023)	Cohort 2027	Cohort 2023 not available yet; 2021 and 2022 cohorts represented
All	74.5%	73.7%	79%	
Retention to 3rd year	Cohort 2020 (return 2022)	Cohort 2021 (return 2024)	Cohort 2026	Cohort 2023 not available yet; 2020 and 2021 cohorts represented
All	60.5%	62.8%	79%	
Graduation (6 yr)	Cohort 2016	*Cohort 2017	Cohort 2022**	*6 yr graduation for cohort 2017 is the most recent available as of April 2024
All	55.3%	55.0%	60%	**Several F16 and F17 cohorts actuals are higher than target fall 2022 cohort

KPI	2023 Baseline	2024 Target	Comments
Financial Health			
Endowment market value (all funds)	\$52.5M	\$52.5M	2023 Baseline: as of 6/30/23 for Alumni association and Foundation, Inc. investment portfolio. The AA&F will set this goal as a part of its strategic planning process to be completed in June of 2024
Endowment donated principal (all funds)	\$40.7M	\$43.0M	2023 Baseline: as of 6/30/23 for Alumni association and Foundation, Inc. investment portfolio. The AA&F will set this goal as a part of its strategic planning process to be completed in June of 2024
Debt-service-to-revenue ratio	9.74%	9.80%	2023 Baseline: as of 6/30/23
Cash and investments balance	\$104.3M	TBD	2023 Baseline: as of 6/30/2023 Note the 2023 Baseline includes funds committed to DCAMM for SSU BOLD project.
Comprehensive campaign dollars raised	\$40.4M / 53% of Goal	\$50.5M	2023 Baseline: as of 6/30/23. The Comprehensive Campaign goals of \$50M was approved by the BOT and Foundation in February of 2020. In February 2023 the BOT voted to raise the goal to \$75M. Counting toward the campaign goal started July 1, 2019

KPI	2023 Baseline	2024 Target	2028 Target	Comments
Faculty and Staff				
Employee Turnover (ALL)	2.62%	Under 3%	TBD	Excludes retirements.
Employee racial diversity	22%	24%	25%	Percentage of employees who identify as Hispanic, Black, Asian-American and Pacific Islanders. Employee numbers as of 11/1.

APPENDIX A

FY2024 Goal Stewards

Student Success and Life Readiness: Barbara Layne, Stephanie Bellar

1. **Academic Excellence and Active Learning:** David Silva, Bonnie Galinski, Cynthia Lynch
2. **Civic Engagement and Public Good:** Cynthia Lynch, Julie Whitlow, Adria Duijvesteijn
3. **Justice, Diversity, Equity and Inclusion:** Chris Macdonald-Dennis, Elisa Castillo, Michelle Pierce
4. **Environmental Stewardship and Climate Action:** Brian Vanden Heuvel, Tara Gallagher
5. **Campus Community and Culture:** Shawn Newton, Chris Macdonald-Dennis, Mark Quigley
6. **Operational Excellence and Infrastructure:** Steve Swartz, Dick Goulet, Karen House
7. **Financial Vitality and Sustainability:** Cheryl Webster Crounse, Sallyann Lopez, Bonnie Galinski

Appendix B

Excel spreadsheet of Input System Entries

C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
F	6/3/24	Academic Affairs / Faculty	1	In Progress		jcambone	Established IAE2	We began the Institute for Advancing Education and the Educator Workforce (IAE2). It is an auxiliary arm of the McKeown School of Education intended to influence more equitable educational practices and outcomes, provide professional learning and development opportunities for educators that lead to student success, and increase diversity in the educator pipeline to complement the McKeown School's core mission of Educator Preparation. Its impact is providing the infrastructure and supports to McKeown programming that stretches across the lifespan of Northshore educators
R	6/3/24	Academic Affairs / Faculty	1	In Progress	B C D	jcambone	Educator Access Partnerships	District Educator Access Partnerships is one of five Teacher Pipeline Development Initiatives (TPDI) under the umbrella of IAE2. It is intended to support school district employees through partnerships or grant-based services towards either (a) Initial Educator Licensure - assisting district employees on a pathway towards graduate studies and initial teacher licensure programs; and (b) Para2Teach Track - assisting district employees on a pathway towards undergraduate degree completion on the pre-licensure track. The impacts are to date are (1) we enrolled 63 credits through our Everett partnership in Spring 2024; we assisted 50+ prospective students through the admissions process for summer and fall 2024. and future impacts will be scaling up this work to expand it with additional partner districts and charter schools in our catchment area
R	6/3/24	Academic Affairs / Faculty	1	In Progress	B C D	jcambone	Licensure Conversion Supports	Metro North Regional Center for Ed Licensure Conversion Support is one of five Teacher Pipeline Development Initiatives (TPDI) under the umbrella of IAE2. It is a DESE grant-supported initiative intended to assist emergency licensure holders working at schools and districts in Essex County and in other partner districts (as needed) who need to: (a) Convert from emergency to initial teacher licensure and (b) need assistance with applying for emergency license extensions. The aim is to positively impact 700+ emergency license holders, to funnel them into credit-bearing courses and programs
R	6/3/24	Academic Affairs / Faculty	1	In Progress	B C D	jcambone	MTEL Support Resources	MTEL Support Resources is one of five Teacher Pipeline Development Initiatives (TPDI) under the umbrella of IAE2. It is intended to support any current SSU teacher candidate, or anyone in any other TPDI initiative to provide MTEL preparation through SSU. The intended impact is to reduce barriers to the major and profession for more candidates completing licensure pathways at Salem State University
R	6/3/24	Civic Engagement	1	Completed		jippolito	CEL@SSU: Launching Alumni PLCs	This past academic year (AY23-24), the new Center for Educational Leadership at Salem State University (CEL@SSU), housed within the McKeown School of Education, secured funding through a gift from the Pegasus Springs Education Collective (\$21,200). With these funds, CEL@SSU was able to offer fully-funded professional learning communities (PLCs) to McKeown School of Ed. educational leadership program graduates. In all, more than 65 alumni were able to participate in PLCs that met either monthly across the year or as shorter-term, topical based offerings. Together, these experiences dramatically increased alumni engagement with both CEL@SSU and the School of Education.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
	X					X						
		X		X		X						X
		X	X			X						X
		X	X			X						
		X		X		X						X

C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	6/3/24	Academic Affairs / Faculty	1	In Progress	A C	nharris	Comm of Inclusive Scholars	The Community of Inclusive Scholars (CIS) is funded through The Massachusetts Inclusive Concurrent Enrollment Initiative (MAICEI). CIS falls under the umbrella of the Institute for Advancing Education and the Educator Workforce (IAE2) and provides a supported college experience to students with intellectual disabilities, developmental disabilities, and autism spectrum disorder. MAICEI students are 18-22 years old and the university partners with their local school districts to support them on campus. The program's strategic outcomes are focused on building employment and vocational skills, promoting self-determination and independence, and developing lifelong academic and career habits. To date, CIS has doubled in size, from 14 students in 2021 to 28 students for 2024. The expansion of the state legislation has created opportunities for students to attend CIS without a school district partnership, and CIS is at the leading curve of expanding access for students with disabilities. CIS also offers a Residential Life component for students to live on campus (n=4 in 2024) and truly share the SSU community experience. The vision for future impact is to continue to allow students with disabilities to access higher education, to pursue opportunities for meaningful careers and employment, and to realize potential pathways for self-actualization and self-determination.
R	6/3/24	Civic Engagement	1	Completed		jippolito	CEL@SSU: Supporting Leaders	Across the 23-24 academic year, The Center for Educational Leadership at Salem State University (CEL@SSU), housed within the McKeown School of Education, partnered with multiple nearby school districts in order to co-create and implement a variety of leadership learning initiatives. Taking place within districts, these partnerships allowed us to support the leadership learning of instructional coaches, curriculum directors, school leaders, and district leaders. Topics ranged from building a model for instructional coaching, to careful data use, to the implementation of instructional leadership teams. Partner districts included: Chelsea Public Schools, Danvers Public Schools, Reading Public Schools, Melrose Public Schools, Wakefield Public Schools, and Woburn Public Schools. Across initiatives, this work supported the development of over 100 regional leaders.
R	6/3/24	Academic Affairs / Faculty	1	Completed		pmarcey	Points of Pride	Seventy-five percent of department members have participated in at least one of these (BIAC, JEDI, COIL and OER) initiatives; many department members have participated in more than one.
R	6/3/24	Academic Affairs / Faculty	1	Completed		pmarcey	Strategic Plan Goal #1	Youn Jung Huh and Cami Condie incorporated COIL (Collaborative Online International Learning) and the faculty-led/student travel program to South Korea into EEC 309: Anti-bias Education. They will travel with students to South Korea in June.
R	6/3/24	Academic Affairs / Faculty	1	Completed		pmarcey	Strategic Plan Goal #1	The Childhood Education and Care Department's search committee chaired by Megin Charner-Laird conducted a faculty search for a new tenure-track faculty member with expertise in social studies that resulted in the hiring of Dr. Jonathan Simmons. Dr. Simmons will teach courses related to early childhood and elementary social studies education. He also brings experience and knowledge of study abroad programs and is eager to join the COIL FSLC and incorporate global learning outcomes into his courses.
R	6/3/24	Academic Affairs / Faculty	1	Completed		pmarcey	Strategic Plan Goal #1	Francesca Pomerantz and Christina Cassano revised literacy courses in the early childhood, elementary, moderate disabilities and reading programs to align with new DESE guidelines for educator preparation programs and strengthen candidates' abilities to teach literacy. These changes were submitted to and approved by governance this year.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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				X		X	X					
	X					X		X			X	
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	6/3/24	Academic Affairs / Faculty	1	Completed		pmarcey	Strategic Plan Goal #1	Cami Condie conducted a pilot project to support the roll out of the early literacy observation tool required by DESE (this involved training adjunct and full-time practicum faculty supervisors).
F	6/3/24	Academic Affairs / Faculty	1	Completed		pmarcey	Strategic Plan Goal #1	Youn Jung Huh and Melanie Gonzalez developed an onboarding checklist for pre-practicum and practicum supervisors that demonstrates our commitment to ensuring consistency and quality in the training and support provided to faculty.
R	6/3/24	Academic Affairs / Faculty	1	In Progress		pmarcey	Points of Pride	Childhood Education and Care department has a very high rate of OER adoption: <ul style="list-style-type: none"> Childhood Education and Care has been a leader in the effort to redesign courses to use no cost or low-cost textbooks and texts. Across the six years of the Viking OER and Textbook Affordability Initiative, your department has received eleven OER mini grants. This number is matched by only one other department on campus. (email from OER and Textbook Affordability Initiative February 2024)
F	6/3/24	Academic Affairs / Faculty	1	Completed		pmarcey	Strategic Plan Goal #1	Cami Condie, faculty fellow for the Center for Teaching Innovation, organized well-attended events, workshops and faculty learning communities to improve the educational experiences of students at Salem State.
R	6/3/24	Marketing and Communications	1	Completed	B	ccronin	CE Marketability Analysis	Web additions have been made to the academic programs that offer full online degree completion. This flexibility has been added to promotional language for these programs.
F	6/3/24	Academic Affairs / Faculty	1	In Progress		pmarcey	Strategic Plan Goal #1	The Childhood Education and Care Department supported the development of challenge exams for undergraduate credit and will continue to participate in this important project with CE next year.
R	6/3/24	Academic Affairs / Faculty	1	In Progress		pmarcey	Strategic Plan Goal #1	The Childhood Education and Care Department voted to adopt the CTI Canvas Template for at least one course each next year (several department members adopted the template this year) and to request adjunct faculty to use the template. This will facilitate a more consistent student experience across courses. This template is designed to be accessible and mobile-friendly, and therefore, responsive to students' needs.
R	5/24/24	Inclusive Excellence	1	Completed	E	cyun	Experimenting AI for Classes	During the 2023-2024 academic year, I have been working with AI FPLC to actively explore the use of ChatGPT and other AI tools to guide students in proper AI usage and to enhance my teaching. Specifically, I have developed and disseminated a clear policy outlining permissible and impermissible uses of AI, serving as safeguards against serious concerns like plagiarism and helping students learn from their initial mistakes. In an effort to promote responsible use of generative AI in a work environment where AI is increasingly prevalent, I continue to explore and implement best practices for my classes. I shared my practices at the Teaching and Learning Symposium on May 22, 2024.
F	5/22/24	Academic Affairs / Faculty	1	Completed	E	MTESTA	Music Tech Student Research	A music technology student presented a rigorously analyzed critical piece on Evanescence's "Call Me When You're Sober" at the student research symposium, marking the first time a student from our program has prepared such an adamantly vigorous research project. This milestone underscores the academic excellence and innovative capacity of our music technology program.

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	X					X						
	X					X						
			X			X						
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			X			X					X	

C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
F	5/22/24	Academic Affairs / Faculty	1	Completed	C	MTESTA	Chelsea HS Music Lecture	Hosted over 90 students and faculty from Chelsea High School for a music career lecture at Salem State University on April 26. Dr. Mike Testa delivered a 90-minute presentation on diverse careers in music, in collaboration with the admissions department. This event not only enriched the high school students' understanding of music careers but also played a crucial role in our recruitment efforts, showcasing the strength of our music programs to prospective students.
R	6/3/24	Academic Affairs / Faculty	1	In Progress		pmarcey	Strategic Plan Goal #1	Youn Jung Huh, EEC program coordinator, updated Early Education and Care (EEC) concentrations to provide flexibility for students with job commitments in the field and diverse career goals. This initiative ensures that educational opportunities are accessible and tailored to the needs of all students. The EEC concentrations approved through the governance process are Leadership and Advocacy in EEC and Early Childhood Professions in EEC.
R	6/3/24	Academic Affairs / Faculty	1	In Progress		pmarcey	Strategic Plan Goal #1	Brian Ernest, lead faculty for special education, in collaboration with MSoE Student Services, developed an improved advising process for undergraduate students in the 4+1 teacher licensure program who are interested in adding a second license in moderate disabilities. Advisors will refer interested students to Dr. Ernest who will then become the assigned advisor so that students take the correct courses and MTELs for the additional license.
R	6/3/24	Academic Affairs / Faculty	1	In Progress		pmarcey	Strategic Plan Goal #1	Youn Jung Huh collaborated closely with Julie Whitlow, Vice Provost, and Xia He, International Student Services, China Program Coordinator to develop an EEC curriculum map approved by the CEC Department for our partner international students at Huaiyin Normal University in China. The first cohort of the international students will start their study at SSU in Fall 2025.
R	5/22/24	Academic Affairs / Faculty	1	Completed	ABCD	cwhitlow	Program Area Gen Ed	The Program Area for General Education (PAGE) was created and approved by the President on April 2, 2024. A chair of the program area has been selected by members of the advisory committee and has been appointed by the provost. Six faculty leaders will assist the chair as members of PAGE. The intended impact of this initiative is to review every aspect of our general education curriculum; develop a plan for the assessment of the Gen Ed based on learning outcomes; develop a narrative about the Gen Ed to share and implement with the campus community, faculty, staff, advisors, current students, and prospective students. This will allow us to solidify both the program and information about the program. This review and revamp of the Gen Ed will be a 2 - 3 year initiative. PAGE will provide ongoing administration and oversight of Gen Ed in collaboration with the Gen Ed Advisory Committee.
R	5/22/24	Academic Affairs / Faculty	1	Completed	C	MTESTA	AES NYC Conference	In collaboration with the Student Government Association and the Engineering Society student chapter, we organized a trip to New York City in October 2023. This event allowed students to attend the national conference and network with leading professionals in the music and recording industries, enhancing their academic experience and professional development. Several students received and completed internships both through the university and outside the university as a result of this event.

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			X			X						
					X	X						
X				X		X						

C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	5/22/24	Academic Affairs / Faculty	1	Completed	E	MTESTA	Grant for Music Tech Research	Secured a mini-grant to fund a research assistantship for a music technology student, supporting research on the integration of music technology in teacher preparation programs. The project involved a secondary analysis of NASM database data to examine the prevalence of music technology credits across music education programs. The findings were developed into a paper submitted to the Journal of Research in Music Education, contributing significantly to the academic discourse on music education.
R	5/16/24	Academic Affairs / Faculty	1	Completed	EF	mmurphy4	Transcript Seals	Academic Seals for Public Engagement, Global Engagement, and Diversity, Power Dynamics, and Social Justice passed governance in Fall 23. Seven Students Earned the DPDS seal. Four Students earned the global engagement seal. Eleven students earned the Public Engagement Seal. Fifteen total students earned the 23 seals as several students earned more than one seal.
R	5/15/24	Academic Affairs / Faculty	1	Completed		fpomerantz	Early Literacy Initiative	CEC department revised courses and programs to be in alignment with DESE's new early literacy guidance for educator preparation programs. This will result in improvements to teacher candidates' knowledge and skills, and ultimately their abilities to navigate teaching in increasingly diverse classrooms.
F	2/21/24	Student Life	1	Completed	C	jsweeney2	Flu vaccine clinics	Flu clinics weekly during fall 2023 with nursing student providing learning and giving flu shots to students
F	2/16/24	Student Life	1	Completed	CD	kensminger	COVID/Public Health support	CHS has provided the university with public health guidance and support, in regards to COVID, but also in regards to other public health conditions which includes other infectious diseases (pertussis, influenza, tuberculosis, varicella, etc), smoking cessation and education, sun safety efforts. While during COVID, this support was providing continuously updated guidance, testing, vaccination, masks, education, new and changing technologies to support compliance and adherence, etc.- this COVID specific support has now shifted to maintaining updated and relevant information on our public health website, the public health support phone line (978.542.3240), and ongoing staff training and consultation. CHS has done this work in collaboration with Human resources so that supports and education is relevant and applicable for both students and staff, allowing our community to adhere to guidance and minimize the impacts of disease on campus- while also supporting as quick a return to the classroom as possible.
R	2/16/24	Student Life	1	Completed	AC	kensminger	Sexual Health programs	CHS facilitated sexual health programs, working in partnership with student organizations, centered around holistic sexual and reproductive wellness, sharing on campus resources, with particular attention to sharing how CHS services are inclusive for LGBTQIA+ and gender diverse students. Specifically over 400 students participated in 2 events, 09/06/2024 and 12/01/2024. It is notable, and backed by research, that students who participate in health education programs increase their health knowledge, decrease their risk taking behaviors, and are more academically successful than their peers. (Advocates for Youth, advocatesforyouth.org/wp-content/uploads/2021/06/Final-Sexual-Health-Education-and-Academic-Success.pdf)

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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/16/24	Student Life	1	Completed	CDE	kensminger	Psychiatric student support	CHS has been able to hire a psychiatric nurse practitioner with the additional mental health grants we've been awarded. As such, we've developed an improved collaborative clinical model between our medical providers, counseling staff, and the new psychiatric provider. This has allowed our students to receive direct counseling and medication management on campus, while improving the holistic support we've been able to provide students. This removes barriers to students needing to access these services off campus, and improved support on campus, and increase the likelihood students with complex psychiatric needs can stay engaged on campus and academically successful.
F	2/8/24	Advancement	1	Completed		mray	School specific fundraising	Send academic cases for support as part of school-specific fundraising campaigns.
R	2/5/24	Academic Affairs / Faculty	1	Completed	E	cwhitlow	Academic Seals	Three Academic Seals have been created and we expect our first group of students to graduate with a Seal on their transcripts in May, 2024. The seals are: Global Engagement, Public Engagement, DPDS.
R	2/5/24	Academic Affairs / Faculty	1	Completed	E	cwhitlow	Establish COIL Program	We have trained 50 faculty members through the CIE to deliver courses that include a COIL (collaborative online international education) component.
R	2/5/24	Academic Affairs / Faculty	1	Completed		ebobek	CTI: Innovation Mini-grant	Description: Mini-grant opportunity for faculty to develop an innovative teaching approach, implement a new approach in their classes, create materials that explore SSU's status as an emerging HSI, design experiential learning experiences, etc. Awardees agree to share their work in a number of possible ways e.g. Innovation Showcase, article in CTI Newsletter, presentation at May Symposium.
R	2/5/24	Academic Affairs / Faculty	1	Completed	CD	ebobek	Alt Grading Series	Description: A series of workshops where faculty shared experiences and discussed several different non-traditional grading approaches. Some workshops were led by faculty who were already using these alternative approaches.
R	2/5/24	Marketing and Communications	1	Completed	B	ccronin	CE Marketability Analysis	In partnership with the deans, lead a marketability analysis of undergraduate adult learner programs (CE) to better understand student and market demand and to determine if we can offer new CE programs based on traditional current undergraduate degrees <ul style="list-style-type: none"> This important study has been completed Results was shared with academic leadership council on February 1 Additional rollout is being planned with Dean Layne

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7

C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	1/29/24	Academic Affairs / Faculty	1	Completed	BCFD	drasco	Enhance Grad Student Support	<p>Enhance Graduate Student Support (Connected to SP Objectives: 1.2, 1.4, 1.7, 1.8, 2.1, 2.2, 2.4, 5.1, 5.2, 5.3, 5.4, 5.5, 6.8, 7.1, 7.5) Increased funding support by 50% (\$250/student) for students traveling more than 100 miles for conference presentations. Provided students with multiple orientation options (synchronous, asynchronous, in person). Response to in-person orientation was positive:</p> <ul style="list-style-type: none"> - 100% of attendees found it very well-balanced (67%) or balanced (33%), meaning it was informative and not overwhelming. - 88% felt they were very connected (50%) or connected (33%) to the campus and their peers. - 83% indicated they were very well-informed (58%) or well-informed (25%). - 92% thought the communication was very effective (83%) or effective (9%). <p>Provided Graduate Student Success series, which covered sustainable learning, tailoring application documents for the audience, bridging the gap to graduate-level writing, and using AI ethically and effectively. The final session on AI, included dozens of attendees with a few individuals from the broader community attending. Enhanced retention efforts through regularly-scheduled, strategic text messaging to help discontinued students return to their studies. A year-to-year comparison of credit hour enrollment indicated a single text message may have yielded a return of \$12,460 in tuition and fees, although we cannot fully attribute the additional tuition revenue to the text message given the lack of control of other factors. Provided students with timely communication via newsletters and social media allowing students to be better informed about opportunities to engage with campus and to find and use campus resources (e.g., tuition freeze, transportation options, scholarships and funding, campus events). Created GPC SharePoint with resources to enrich their engagement with and support of students. Modernized forms for quicker responses, better tracking, and improved user experience. Onboarded new program assistant. Participated in Academic Planner implementation preparation, even drafting Advisor Guides for Graduate Program Coordinators and related tutorial videos.</p>
F	6/3/24	Marketing and Communications	1	In progress	E	ccronin	Experiential learning	Additional web and media stories have been placed to highlight experiential learning. These activities will be included in upcoming viewbook summer update.
F	6/3/24	Marketing and Communications	1	In progress	E	ccronin	Experiential learning	This spring additional media and web stories have been placed. This information will be reviewed as part of the summer admissions materials update process.
F	6/3/24	Marketing and Communications	1	In progress	E	ccronin	Experiential learning	Experiential learning has been promoted to the media and in web stories. Reviewing this information as part of the admissions materials update process that occurs every summer.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
				X								X
				X								X
				X								X

C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
F	5/24/24	Academic Affairs / Faculty	1	In Progress	BCD	CYAKES	The Math Learning Center (MLC)	<p>Starting in the Fall of 2023, the Mathematics Department began to discuss increasing the scope of the Math Tutor Lab to become a Mathematics Learning Center (MLC). The department has long been aware of challenges around successful placement of students in entry-level math courses and follow-up support. To begin investigating this further, the department undertook in Spring 2024 a pilot of a more comprehensive assessment tool which was implemented in one section each of Calculus and Precalculus. The outcome of the assessment pilot makes clear that many students coming to Salem State are not prepared for the math courses that they are taking, and that we need better identification of student learning gaps and follow-up support for such students. One outcome is that the Math Department has proposed a full-time tenure-track hire that would fill the role of Math Learning Center Director; a faculty member who splits their time between teaching and managing the MLC, akin to the Writing Center Director. During AY 24/25, one of the goals of the Math Department will be to investigate better options for students in need of support (e.g. credit-bearing College Algebra, “just-in-time” supports, extra 1-credit support sections). The new MLC Director will pick up on these projects when beginning in Fall of 2025. The new Mathematics Learning Center would have a lead role in the assessment of incoming students and their placement, working with the Registrar’s Office and the Center for Academic Excellence. In addition, the MLC would provide tutoring and host supplemental instructors for innovative follow-up supports for those students in STEM majors that require foundational mathematics support. Eventually, this would expand to include all students taking 100-level math courses.</p> <p>This initiative is critical to the success of Salem State students, and our STEM majors in particular, as so many students experience mathematics courses as “gateway courses.” There is a plethora of research that links early math courses as being roadblocks to student success in STEM majors. To wit, in the executive summary of its January 2023 report, the National Center for Science and Engineering Statistics (NCSES) states that “Hispanic, Black, and American Indian or Alaska Native persons collectively account for 37% of the U.S. population ages 18-34 years in 2021 and 26% of S&E (Science and Engineering) bachelors, 24% of S&E masters, and 16% of S&E doctoral degrees earned by U.S. citizens and permanent residents in 2020.” and “In 2020, women were underrepresented among degree recipients at all degree levels in physical and earth sciences, mathematics and computer sciences, and engineering.”</p> <p>Furthermore, the 2020 Massachusetts Department of Higher Education Vision Statement proposes the following the following goal:</p> <p>“Significantly raise the enrollment, attainment and long-term success outcomes among underrepresented student populations.”</p> <p>These statements illustrate the importance of this initiative in both Strategic Plan Goal 1 (Creating high-quality academic programs) and SP Goal 3 (Promoting equity and inclusion).</p> <p>In addition, the Student Success Imperatives B, C, and D are all clearly addressed by this important undertaking, as better assessment, placement and follow-up support helps prepare students for university-level math courses (SS-B), provides supports to improve retention (SS-C), and helps remove barriers for students from underrepresented groups, who are often undereducated prior to coming to college (SS-D).</p> <p>The Mathematics Department is excited to continue working towards accomplishing these goals. However, recently proposed budget cuts to the Math Lab and Mathematics Department will severely undermine our ability to accomplish them. We are an active faculty, already stretched quite thin, and will do what we can to attain these goals.</p>

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
	X	X	X			X					X	

C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	5/24/24	Academic Affairs / Faculty	1	In Progress	ACE	rluther	Business Pitch Competition	Business pitch competition was launched in Spring 2021 under the umbrella of Center for Entrepreneurship in the Bertolon School of Business to encourage entrepreneurial spirit among our students. Participation is by students from across the university, and the fourth annual competition held in April 2024 saw more than 40 teams from across the university compete for \$10,000 in cash prizes. All money for the competition, faculty fellow's 3 credit APR and cash prizes is raised annually through sponsorships and excess added to the existing donor fund account for the Center. Besides providing a confidence boost to our students, increasing retention and engagement, the event adds to economic growth of the region
F	5/24/24	Ctr for Academic Excellence	1	In Progress	E	cyun	From Learning to Living	Financial institutions and businesses worldwide utilize the Bloomberg Terminal for critical decision-making related to risk, investments, and markets. In my senior capstone course, BUS470: Business Policy and Strategy, I integrate research assignments that involve the Bloomberg Terminal and conduct demonstration classes to assist students unfamiliar with its navigation. Furthermore, recognizing the significance of corporate social responsibility in addressing major challenges, I encourage students to pursue the Bloomberg ESG Certificate. This certificate is accessible through a complimentary, self-directed e-learning course via Bloomberg Terminal. Once obtained, students can add this certification to their LinkedIn profiles to enhance their resumes and career prospects. By enabling business graduate students to learn and practice using the Bloomberg Terminal beyond traditional accounting or finance specializations, they can acquire the knowledge and skills necessary to meet the industry's increasing demands on ESG issues.
F	5/23/24	Academic Affairs / Faculty	1	In Progress		clynch	Class Section Tagging	In preparation for the 2023-2028 Strategic Plan data collection we recognized that we did not have access to data for several KPIs including those related to civic learning, sustainability, and OER. In order to collect the data we need and not build out reporting based on the data we have, a small task force researched and submitted a proposal to governance for Class Section Tagging. This process will empower students to search available class sections for desired attributes such as low cost/no cost textbooks and materials, high impact educational practices like civic learning, or themes related to real world issues such as sustainability or racial equity. In addition to the student benefits, section tagging will allow for data collection for the key performance indicators listed in Salem State University's strategic plan and Roadmap to HSI/MSI Servingness as well as those required by the Massachusetts Department of Higher Education (DHE).
F	5/23/24	Academic Affairs / Faculty	1	In Progress	CE	rluther	Fund internships	Increase internship participation by ALL students. Prepared proposal for donors and received support to pay Bertolon School of Business students undertaking unpaid or underpaid but valuable internships.
R	5/23/24	Academic Affairs / Faculty	1	In Progress	CDE	rluther	Micro- internships	Through donor funds, we acquired Riipen software for one year to facilitate microinternships for students that faculty can assign in class. This helps with experiential education for all students, and alleviates the barriers for some who cannot complete an internship for various reasons.
R	5/23/24	Academic Affairs / Faculty	1	In Progress	CDE	rluther	Improve your resume	We bought Quinncia software that uses AI to help students improve their resume by converting their work experience into skill based terms that employers are seeking. This helps those students who are uncomfortable meeting 1-1 to discuss their resume. With this they can improve their resume before they have a 1-1 meeting if they so choose.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
F	5/23/24	Civic Engagement	1	In Progress	A	clynch	Pressing Matters Survey/Report	<p>The 2023-2028 strategic plan's objective 1.4 states that as an institution, we will <i>engage</i> 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.</p> <p>To develop a foundational understanding of the social issues that our community finds most pressing, we conducted a survey of our community members' priorities. Four Hundred and Fifteen people responded to our survey. More than half respondents were students (265 of the 415 respondents). The three most common responses from our community were Mental Health, Racial Equity, and Gun Violence Prevention. After sorting responses into broader categories, we noted that the most shared priorities in our community are advocating for protected human rights across identities, attending to widespread mental health concerns, and focusing on violence prevention, socio-economic justice, and environmental justice including climate change. The impact of this survey and accompanying report will serve as the basis for future programming and supporting faculty integrate the pressing matters into the curriculum. Additionally, with incoming students focused on social justice, this information will be useful to admissions.</p>
R	5/22/24	Civic Engagement	1	In Progress	E	mmurphy4	CCE and IE Collaborative PD	<p>Carlie Pierre from Inclusive Excellence and Megan Murphy, Faculty Fellow for Civic Engagement are co-presenting a professional development session at the annual CTI conference on teaching and learning. This session is titled "Building Skills for Antiracist Community Engagement" and focuses on how faculty can plan course experiences that build the skill sets needed to engage in Antiracist community engaged work.</p>
F	5/22/24	Finance	1	In Progress		bfiore	Intern Match- Purchasing	<p>Work with professors establishing a relationship that fosters bonds with students and professors to identify the best suited individuals for such internships.</p>
R	5/15/24	Other	1	In Progress	E	yhuh	Liaison and COIL/Travel DWU	<p>Liaison Work with Duksung Women's University and COIL/ Travel Program: As a faculty member at Salem State University, I have spearheaded a collaborative effort with Duksung Women's University (DWU) to establish a partnership aimed at fostering cultural exchange and diversity. Serving as a liaison between SSU and DWU, I facilitated the signing of a Memorandum of Understanding (MOU) to formalize this collaboration. This initiative has resulted in the integration of DWU students into SSU's academic community, enriching the educational experience for both parties. Additionally, I have been instrumental in launching a combined program of COIL (Collaborative Online International Learning) and faculty-led/ student-travel program with DWU. This innovative program allows students to engage in cross-cultural experiences both online and offline, further promoting global competency and enhancing students' readiness for an increasingly interconnected world.</p>

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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R	5/15/24	Other	1	In Progress	B	yhuh	Huaiyin Normal 1-2-1 Program	<p>Project Description: I collaborated closely with Julie Whitlow, Vice Provost, and Xia He, International Student Services, China Program Coordinator to develop a curriculum map for our partner international students at Huaiyin Normal University in China. The curriculum map was subsequently approved by the CEC department, and the partner university also accepted it. We expect that the first cohort starts their semester from Fall 2025.</p> <p>Alignment with University Goals: The partnership with Huaiyin Normal University in China reflects Salem State University's commitment to several key goals: Goal 1: Develop and support high-quality academic programs and innovative educational experiences that prepare Salem State graduates to thrive in an evolving workforce and navigate confidently in an increasingly complex and global society.</p> <p>Explanation: Through collaboration with Huaiyin Normal University, we have developed a comprehensive curriculum map tailored to the needs of international students. This initiative ensures the delivery of high-quality academic programs that prepare students to succeed in a globalized world. By offering innovative educational experiences, such as studying abroad at Salem State University, international students gain valuable skills and perspectives necessary to thrive in an evolving workforce and navigate complex societal challenges.</p> <p>Goal 3: Increase the diversity of our campus community and promote equity and inclusion in all programs, policies, and practices.</p> <p>Explanation: The partnership with Huaiyin Normal University contributes to increasing the diversity of our campus community by welcoming international students from China. By promoting cross-cultural exchange and fostering a diverse learning environment, this collaboration aligns with our goal of promoting equity and inclusion in all aspects of university life. Additionally, by providing international students with access to high-quality educational opportunities, we ensure equitable access to education and promote global citizenship among our student body.</p> <p>Goal B: Strengthen onboarding structure, activities, and services to assist students in adjusting to and succeeding as engaged learners in a university learning environment.</p> <p>Explanation: The development of a curriculum map for international students from Huaiyin Normal University enhances our onboarding structure and services for incoming students. By providing clear guidance on academic requirements and expectations, we assist international students in adjusting to and succeeding in a university learning environment. This initiative promotes student success and engagement by facilitating a smooth transition for international students into our academic community.</p>
R	3/18/24	Interdisciplinary Studies	1	In Progress	A	educlosorsello	Conc. in Race/ Ethnic Studies	1. Finalize and put into governance a new concentration in (Race and) Ethnic Studies
R	3/18/24	Interdisciplinary Studies	1	In Progress		educlosorsello	New Courses: Ethnic St and CRT	2. Develop new course and proposed to parallel (cross-list) in other departments: 1. Critical Theory/Critical Race Theory (IDS new course and possible SOC new course
R	2/21/24	Other	1	In Progress	ED	cschoen	Expand high impact practices	We are growing our exercise science internship opportunities for students to work with SSU athletics. Our students will have more impactful experiences training athletes from all teams improving their strength and conditioning status.

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R	2/21/24	Other	1	In Progress	E	cschoen	High impact learning	A fellowship arrangement with the Department of Conservation and Recreation (DCR) celebrated it's first year last year and is planned for growth this year moving forward. This opportunity for our Recreation Management students provides for enriching learning experiences and possibly career opportunities working in various communities across the Commonwealth preserving natural resources and recreation venues.
R	2/14/24	Enrollment Management	1	In Progress	ACE	swillis	Expansion of practicums	Graduate Admissions has partnered with the School of Graduate Studies and academic program to expand accessibility to internship/practicum placements <ul style="list-style-type: none"> • Northshore/greater Boston area (MA in general) • Gain real experience in their field of interest, supervised by those immersed in the field. • Equips them with the skills and confidence to thrive in the complex and ever-evolving global workplace.
R	2/13/24	Enrollment Management	1	In Progress	F	mmiller1	Academic Planner	The academic planner project is proceeding according to schedule. Its aims are to support consistency in advising practices, engage students in their own academic planning, foster collaboration around advising culture by creating transparency in the advising process.
F	2/12/24	Academic Affairs / Faculty	1	In Progress	A	pkvetko	Revive Hip Hop Dance Option	SSU had been ahead of the curve by being one of the first universities in North America to offer a BA in Dance with a concentration in Hip Hop. Having been put on hold due to the hiring freeze, it was a top priority of our department to revive the Hip Hop option. After years of lobbying, we were finally authorized to re-open the Hip Hop option, and we are doing a FT temp faculty search in spring 2024 for someone who will hopefully head that area while also collaborating with IDS for their new curriculum related to Race and Ethnic Studies.
R	2/12/24	Academic Affairs / Faculty	1	In Progress		cmactaylor	Program Review	The Chemistry and Physics Department is in the process of reviewing and updating our Chemistry Program Goals. The process includes three steps. Review program goals. Update the curriculum map. Review course syllabi. The purpose of this review is to ensure alignment within the program and to incorporate updates from the American Chemical Society (ACS) for ACS approved programs. r
F	2/9/24	Advancement	1	Delayed		mray	SSU BOLD Video	Video storyboarding and concept on hold until the SSU BOLD case for support is finalized.
R	2/9/24	Advancement	1	In Progress		mray	Fundraising Campaign	McKeown School of Education, College of Arts and Sciences, Maguire Meservy College of Health and Human Services and the Bertolon School of Business have been deployed.
F	2/8/24	Advancement	1	In Progress		mray	Draft cases for support	Draft cases for support for Nursing, Social Work and SSU BOLD
F	2/8/24	Advancement	1	In Progress		mray	SSU BOLD Video	Develop a campaign promotional video for SSU BOLD
F	2/8/24	Advancement	1	In Progress		mray	Campaign Stories Website	Share campaign stories to the related schools and units' website sections
F	2/8/24	Advancement	1	In Progress		mray	Civic Engagement	Deploy a fundraising campaign (direct mail, digital) to support seven schools and colleges with departmental unrestricted fund priorities
F	2/8/24	Advancement	1	In Progress		mray	Partner with academic depts	Partner with academic departments to share department-specific alumni newsletter
F	2/8/24	Advancement	1	In Progress		mray	Coordinate faculty-led	Coordinate faculty-led topical workshops for alumni community
F	2/8/24	Advancement	1	In Progress		mray	Campus and Student Events	Host and assist with Educators Pinning Ceremony, Veteran Stole Ceremony, Bertolon Graduating Students Event, Viking Warrior Field Day, Commencement, Convocation

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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F	2/8/24	Advancement	1	In Progress		mray	Build Relationships	Continue to build relationships with community members, donors and prospects in support of: (Not limited to the funding priorities identified below) SSU BOLD, HSI/MSI, Civic Engagement, Emerging Scholars Program, Cyber Range, Financial Literacy, Career Closet, Cabot Lab and Student Investment Fund, Internship Scholarships, Study Abroad and COIL, Athletics, Honors Program, Educators Scholars of Color, Completion Grants, Student Emergency Fund, and Health Services
F	2/6/24	Academic Affairs / Faculty	1	In Progress	C	clynch	WDF Project	Continue the WDF project with department chairs to identify root causes in specific courses. Work currently underway (1) in several departments, looking at one specific course and (2) across the mathematics curriculum, with an understanding that success in math courses is vital to success in other courses in the natural and social sciences.
F	2/6/24	Academic Affairs / Faculty	1	In Progress	C	clynch	ISLO's	Institutional Learning Outcomes are in process, as aligned with work on reviewing and revitalizing Gen Ed.
F	2/6/24	Civic Engagement	1	In Progress	A	clynch	Pressing Matters	In an effort to discern the campus community's thoughts on the pressing matters of their time and their pressing matter priorities a survey was conducted to determine the information. As of today we have over 400 responses. Next steps will be to make meaning of the survey.
F	2/6/24	Human Resources	1	In Progress	A	mquigley	Accommodation Requests	Continue to meet ADA-accommodation requests to support classroom learning.
R	2/6/24	Academic Affairs / Faculty	1	In Progress	E	clynch	High Impact Practices	As part of a HEIF grant received by IE and the CCE, HIPs at SSU will be reviewed and then organized in a way that advisors can use them to help students navigate the courses they take.
R	2/6/24	Academic Affairs / Faculty	1	In Progress	D	clynch	OER	SSU's commitment to the development of low-cost and no-cost course sections continues under the auspices of a project spearheaded by the Library.
R	2/6/24	Academic Affairs / Faculty	1	In Progress	DC	clynch	Writing Center	Better utilize tutoring, the writing center and library information literacy practices to improve student persistence and completion: Groundwork underway both to reconceptualize the Writing Center (unifying three related writing initiatives under one roof) and to reorganize a subset of student support services under an umbrella currently referred to as CARR: Center for Accessibility and Academic Resources.
R	2/6/24	Academic Affairs / Faculty	1	In Progress	C	clynch	Section Tagging	In an effort to be able to reliably address several of the strategic plan KPIs a team is working on proposal for section tagging that will allow students to better know the details of the courses they are registering for and faculty and administrators will be able to accurately represent the metrics set out in the strategic plan.
F	2/5/24	Academic Affairs / Faculty	1	In Progress		cwhitlow	Assessment	We are working to develop a comprehensive way to create and assess institutional learning outcomes.
F	2/5/24	Academic Affairs / Faculty	1	In Progress		ebobek	Early Career Faculty Friday	Description: Twice a month, in-person meeting of tenure-track and full-time temporary faculty for coffee, community, and conversation, facilitated by CTI FT Faculty Fellow. Monthly topics e.g. Advising, Scholarship, Preparing for the semester etc.
F	2/5/24	Academic Affairs / Faculty	1	In Progress		ebobek	CTI: PT Fac. Teaching Circle	Description: A series of sessions specifically for part-time faculty, both new and veteran, facilitated by CTI PT Faculty Fellow. Twice a month virtual sessions to discuss SSU resources, teaching and part-timer life, and getting to know each other. Each session starts with a selected topic followed by open conversation.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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F	2/5/24	Academic Affairs / Faculty	1	In Progress	BCD	ebobek	MSW Online	Description: In collaboration with the School of Social Work, CTI has designed a customized Canvas template for use in the new online MSW program. CTI team members have onboarded instructors in this program to the template and introduced them to best practices in online teaching.
F	2/5/24	Library	1	In Progress	B	emckeigue	LibQual+ National Survey	The library is currently implementing a national survey called LibQual to all faculty, students, and staff with the goal of collecting data that will help us identify how we can strengthen and improve our services and better support the academic and research needs of our community.
F	2/5/24	Marketing and Communications	1	In progress	E	ccronin	Experiential learning	<p>Increase promotion of experiential learning through web and media stories</p> <ul style="list-style-type: none"> Some promotion of experiential learning has happened to the media (such as student opportunities through the Berry IOP Fellows program) while others have been woven into speeches and other communications; it would be helpful to have a list of such opportunities from each college/school/division/department Seeking to film a study abroad trip to share that remarkable learning experience with current and prospective students; partnering with ITS, academic affairs, and CIE Increased staffing resources are needed in order to write and place additional stories
F	2/5/24	Student Life	1	In Progress	BCDE	kjanos	Student Development Sessions	Campus Life and Recreation launched Student Development Sessions for the 2023-2024 academic year. Topics to date have included Disability Services, Career Services, Student Financial Aid. Future planned sessions include Diversity and the Job and Internship Fair.
R	2/5/24	Academic Affairs / Faculty	1	In Progress		cwhitlow	Review of Gen Ed Curriculum	The office of Academic Affairs is working with faculty, deans, and department chairpersons, as well as the CTI and the areas of assessment to review our Gen Ed and establish a leadership structure for Gen Ed and Assessment.
R	2/5/24	Academic Affairs / Faculty	1	In Progress	E	cwhitlow	Faculty Led Study Travel	The CIE is overseeing 10 faculty led study travel courses this year. Six of these have expanded beyond the CAS to include MMCHHS, MSoE, and BSB. Five trips are being subsidized by grant and donor funding that the CIE has secured.
R	2/5/24	Academic Affairs / Faculty	1	In Progress	ACDE	ebobek	CTI: Course Redesign	Description: A summer course redesign program where faculty learned about principles of equity-minded teaching, engaged with peer mentors and then applied content from the course to develop 1-2 teaching artifacts for a course they taught. May-August 2023, with on-campus and virtual meetings.
R	2/5/24	Academic Affairs / Faculty	1	In Progress		ebobek	CTI: New Faculty Onboarding	Description: Outreach to multiple offices on campus to collate a list of all new PT Day, PT DGCE, and FT faculty. Provide New Faculty Resources including a New Faculty Guide. Multiple virtual orientation options, on-campus day-long orientation, New Faculty Social for both PT and FT
R	2/5/24	Academic Affairs / Faculty	1	In Progress	ABCD	ebobek	CTI Syllabus Template	Description: A suggested SSU course syllabus template, which includes required sections/course policies, as well as recommended sections e.g. a Statement on Inclusion and Diversity, Participation, Policy on religious holidays. Updated each semester to include a current semester calendar with important university dates.
R	2/5/24	Academic Affairs / Faculty	1	In Progress	ABCD	ebobek	Canvas Skills Workshops	Description: A series of drop-in workshops including Canvas basics, Setting up the Gradebook, Creating assessments
R	2/5/24	Academic Affairs / Faculty	1	In Progress	BCD	ebobek	SSU Canvas template	Description: CTI is piloting a Canvas course template informed by best practices in course design and data from SSU student focus groups. The template is designed to meet the digital literacies of faculty and students and aims to reduce barriers to student success via investments in accessibility, transparency, clarity, and equity.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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R	2/5/24	Academic Affairs / Faculty	1	In Progress	BCD	ebobek	CTI Newsletter	Description: A weekly email newsletter with information about professional development, key dates, on and off-campus opportunities, as well as just-in-time information about teaching and learning best practices.
R	2/5/24	Academic Affairs / Faculty	1	In Progress	C	ebobek	CTI Innovation Showcase	Description: Innovation showcases are opportunities for SSU faculty presenters to amplify recent innovative pedagogical work across campus and solicit feedback from colleagues. These events help build connections and community across departments and show instructors how to apply emerging pedagogical interests (like alternative assessments, uses of digital technologies like generative AI, and investments in inclusion and equity) to specific SSU course and classroom contexts.
R	2/5/24	Academic Affairs / Faculty	1	In Progress	ABCDE	ebobek	CTI: FPLCs	Description: CTI provides compensation, guidance, and administrative support to faculty interested in leading Professional Learning Communities with peers on important topics related to teaching and learning. Recent FPLCs have focused on Teaching In The Age of AI (in an FPLC led by a CTI Instructional Designer), Scholarship of Teaching and Learning, Collaborative Online International Learning, and Reimagining the STEM Experience at SSU. Conducted both in person and via Zoom.
R	2/5/24	Academic Affairs / Faculty	1	In Progress	CE	ebobek	Teaching in the Age of AI	Description: In response to the rise of generative AI tools like ChatGPT and Google Bard, CTI has worked to support faculty interest in this topic in several ways: drafting recommended syllabus language for AI Course Policies, creating online resources to help instructors learn more about this topic, consulting with individual faculty on course activities, and facilitating a series of live programming as well as an FPLC.
R	2/5/24	Academic Affairs / Faculty	1	In Progress	CD	ebobek	Faculty Consults	Description: Each academic year CTI's Instructional Designers connect with hundreds of SSU faculty across campus to advise on long-term course design priorities and provide just-in-time support in response to emerging classroom issues and interests. Consultations meet faculty where they are (in terms of both teaching experience and modality of support) and can vary from short meetings to more sustained and iterative collaborative efforts.
R	2/5/24	Library	1	In Progress	D	emckeigue	Remixing Open Textbooks	Salem State is in year 3 of a 3-year federal Dept of Education grant to create open educational resources (textbooks) that are inclusive, culturally-relevant, and accessible. The Library in partnering with 5 other public higher education institutions on this initiative, which is supporting 4 textbook projects written by Salem State faculty authors. One textbook is already completed and can be found here: https://rotel.pressbooks.pub/disabilitysocialwork/
R	2/5/24	Library	1	In Progress	E	emckeigue	Library Makerspace initiative	The Library Makerspace is an inclusive environment that welcomes everyone in Salem State University community to build, make, and grow their ideas with physical materials provided by the library. It's located in an open area on the 2nd floor of the Library. Currently, use of the Makerspace is limited to students coming in as part of a class. Faculty partner with librarians to create and implement assignments that encourage students to develop and demonstrate knowledge through creative activities and group project work.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/3/24	Academic Affairs / Faculty	1	In Progress	AE	bperry	My Activities Portfolio Reboot	My Activities Portfolio is a program in SSU's Navigator, enabling students to create a personalized, online record of their experiential activities and the transferable skills gained through these opportunities. The portfolio is a supplemental credential that students can generate as a chronological Activities Portfolio and/or as a Skills Inventory. Students can also use the information recorded in their portfolio as the basis for developing their resume. Historically, this program sputtered and had not taken root in prior years. With the advent of Academic Seals, My Activities Portfolio offers a mechanism students can use to track their accomplishments as they work toward earning seals. The opportunity to have a motivated, reliable group of program users offers increased hope for sustained use of the portfolio program. Currently the program is being updated and re-introduced to student cohorts who are anticipated to become future users.
R	2/1/24	Academic Affairs / Faculty	1	In Progress	ABCDEF	asmith	Goal 1 Initiatives	<p>1.1 - The MCO department regularly offers courses in every general education category except SR/SRL and QR. We take great pride in the wide variety of gen ed courses we are able to consistently fill across the curriculum.</p> <p>1.2 - MCO offers several courses that fit into this goal, such as MCO Internship (MCO 505), Experiential Learning in Advertising and Public Relations (MCO 510), Junior Career Seminar (MCO 350), and Senior Portfolio (MCO 499).</p> <p>1.3 - MCO has recently created or revised several courses that fit into this category, such as Queer Identities in Media (MCO 308), Gender and Media (MCO 307), Race and Media (MCO 303), and Mass Media and Society (MCO 304).</p> <p>1.6 - MCO offers a variety of course formats each semester. We have several faculty who have pursued further training in online course delivery and were offering online courses prior to the Covid-related shift in 2020. We are equally committed to providing high-quality experience for in-person courses and are thoughtful about offering a mix of these delivery methods each semester.</p> <p>1.7 - MCO has just updated all of our major and minor programs (effective 9/2023) to remove barriers toward degree completion for all learners.</p> <p>1.8 - Each semester the MCO chair constructs an "advising notes" worksheet for faculty to use when working with students during peak advising periods. We also spend time each semester working with students to help them understand their options regarding internships, extracurricular experiences, and other important matters.</p>

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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/1/24	Academic Affairs / Faculty	1	In Progress	AC	smoore	Student Connections	This academic year, I created a bi-weekly chairperson newsletter designed to share news and updates with sociology majors and minors. The department's work study student helps compile a calendar of campus events that may be of interest to sociology students. My hope is that sharing these events creates a bridge between the academic affairs and student life sides of the university and encourages students to attend more campus events. I also highlight faculty and student achievements, including publications, presentations, awards, graduate school and job acceptances, and alumni news, as well as scholarship and internship opportunities. This helps keeps everyone connected and aware of opportunities that exist both at the university and in the field. Additionally, while the department holds an annual spring celebration where we recognize graduating seniors and induct new honor society members, we identified the need to connect more frequently with more students over the course of the year. We are implementing "sociology coffee hours" at a local coffee shop where faculty and sociology major and minors can meet informally, and the department will cover the cost of everyone's first drink. Our first coffee hour is coming up in the middle of February.
R	1/26/24	Academic Affairs / Faculty	1	In Progress	D	jjohnson	Inclusive Theatre	In addition to the decolonization of our courses, the Theatre department has a unique opportunity to contribute to the university's goal of building a diverse faculty. We are currently in the process of hiring a new Assistant Professor of Playwriting and a new Assistant Professor of Costume Design. It is our intention to actively seek out candidates from diverse backgrounds who can bring fresh perspectives and experiences to our department. By doing so, we not only enrich the educational experience for our students but also create a more inclusive and representative faculty body.
R	1/26/24	Academic Affairs / Faculty	1	In Progress	D	jjohnson	Inclusive Theatre	Furthermore, the department actively supports this goal of diversity by participating in the Kennedy Center American Theatre Festival. This prestigious festival provides a platform for our students to showcase their creative work on both the regional and national level. By participating in this event, our students have the opportunity to engage with a diverse range of theatre practitioners and gain valuable exposure to different artistic approaches and perspectives. This exposure helps them develop their artistic skills and prepares them for the professional world of theatre.
R	1/26/24	Honors Program	1	In Progress	F	kpoitevin	Honors advising	Developed new protocol for sharing information about Honors curriculum and advising with faculty advisers via individual emails to all faculty identifying their Honors students and reminding them about honors requirements Working with Student Advising, identified a central person in that office who will respond to issues impacting Honors students who see their services have started conversations with Megan Miller and others re: making Honors flowsheet more flexible for our students to complete their progress towards degree

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F	1/25/24	Academic Affairs / Faculty	1	In Progress	D	jjohnson	Inclusive Theatre	<p>By incorporating culturally diverse dramatic literature into our curriculum, we are creating an inclusive and enriching learning environment for our students. This approach not only exposes them to a wide range of perspectives and experiences but also challenges traditional Eurocentric narratives. By teaching plays from different cultures and backgrounds, we are fostering a deeper understanding and appreciation of the diverse voices represented in the world of theatre. In addition to the decolonization of our courses, the Theatre department has a unique opportunity to contribute to the university's goal of building a diverse faculty. We are currently in the process of hiring a new Assistant Professor of Playwriting and a new Assistant Professor of Costume Design. It is our intention to actively seek out candidates from diverse backgrounds who can bring fresh perspectives and experiences to our department. By doing so, we not only enrich the educational experience for our students but also create a more inclusive and representative faculty body.</p> <p>Furthermore, the department actively supports this goal of diversity by participating in the Kennedy Center American Theatre Festival. This prestigious festival provides a platform for our students to showcase their creative work on both the regional and national level. By participating in this event, our students have the opportunity to engage with a diverse range of theatre practitioners and gain valuable exposure to different artistic approaches and perspectives. This exposure helps them develop their artistic skills and prepares them for the professional world of theatre.</p>
R	1/11/24	Inclusive Excellence	1	In Progress		cmacdonalddenn	JEDI consultants	Work with JEDI consultants and SSU's faculty fellow in diversity to promote equitable pedagogy and develop strategies for engaging the larger faculty in thinking about and embracing it.
R	1/11/24	Inclusive Excellence	1	In Progress		cmacdonalddenn	BIAC	Engage faculty and students in Building Inclusive Academic Communities (BIAC) initiative. Keja Valens is running this initiative right now.
R	1/11/24	Inclusive Excellence	1	In Progress		cmacdonalddenn	CTI/IE Collaboration	Partner with the Center for Teaching Innovation around inclusive pedagogy. We have collaborated on a number of trainings last semester and plan on collaborating with them this semester.
R	6/3/24	Civic Engagement	2	In Progress		clynch	Carnegie Classification	<p>Salem State applied for and received the Carnegie Classification in 2020 and is among only 368 institutions nationwide to have earned this elective community engagement classification. This distinction indicates the strength of the university's commitment to engage with the community, build on community assets, and address a wide array of pressing matters facing our many communities.</p> <p>The application was released in January and includes ten sections (we estimate our application will be 100-110 pages, when complete.) This spring a Carnegie Steering Committee was formed with seven members; meetings were held with several SSU offices and departments and data gathering has begun. Data gathering and meetings will occur over the summer and in the fall drafting the narrative will begin. The submission is due on April 1, 2025. As the Commonwealth's Civic Engagement University, it is imperative we continue to be classified.</p>

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R	5/20/24	Academic Affairs / Faculty	2	In Progress	ACE	mgrenfell	SSU North Shore Honor Bands	<p>The SSU North Shore Honor Bands is in its second year after completing a successful pilot program in December 2023. The SSU NSHB brings 90+ high school musicians to campus for a one-day event in which they rehearse band music with guest conductors, engage in small group rehearsals with SSU faculty, interact with current SSU students in rehearsals, lunch, breaks, etc., and get to know the campus and the music opportunities available to them at SSU. Last year, the Admissions Office contributed \$500 towards food for the day along with some SSU recruiting materials. The event is designed to bring awareness to regional area high school band directors and their students so that they will consider Salem State as a viable option for their college experience. The day ends with a concert performance by both bands for friends and family in the Recital Hall on the Harrington Campus. Participants are nominated by their high school band director and pay \$25 each to participate. This income helps to offset the cost of the event. The total budget needed for the December 2024 event is \$7,090. The participation fee will generate \$2,250 towards the total cost, leaving \$4,840 as a remaining need.</p>
R	6/3/24	Civic Engagement	2	Completed	ACE	kadams2	CCE Advocacy Initiatives	<p>This spring the CCE led or cosponsored a total of 21 advocacy related programs, initiatives, and events. Fourteen of those events were held during our Annual Advocacy Month. The programs addressed a variety of social justice issues such as housing, disability advocacy, climate change, campus hunger, sexual violence prevention and survivor advocacy. Two of those events were civic dinners where students had the opportunity to network with local advocates and elected officials over a catered meal. At those events they learned how they can advocate for a specific issue.</p> <p>The CCE co-advises the SSU Hunger Free Campus Coalition that consists of students, faculty, staff, and community partners committed to destigmatizing food insecurity on our campus, increasing students' access to basic needs, and advocating for the Hunger Free Campus Bill.</p> <p>The CCE also runs the Civic Fellowship Program on our campus. This year the Civic Fellows led the Dear Professor, I Am More campaign, art exhibit, and dialogue session during Research Day. The campaign included three makerspace sessions for students to create art. This event included 30 student self-portraits and narratives that shared their mental health journey. At the event students shared their personal stories and facilitated dialogue on how we can create a campus community that meets the needs of our students. Fifty people were in attendance including the President, Vice Presidents, Provost, Deans, faculty, staff, and other administrators.</p> <p>These initiatives are intended to provide students with the opportunity to learn and develop advocacy skills and competencies to effectively accomplish positive social change. The students also gain the opportunity to network and develop meaningful relationships with local advocates and experts.</p> <p>The intended impact is students are empowered and equipped to advocate for the issues that they care about while making a positive impact on a state and local level. Through programs and initiatives students were able to develop leadership skills, community, and belonging. They developed connections with like-minded peers for coalition building purposes and gained a network with local experts.</p>

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R	6/3/24	Civic Engagement	2	Completed	ACE	kadams2	Community Initiatives	<p>This spring we engaged our students in the community in numerous ways including three service projects at three different agencies through our Service Saturdays program. We also assisted with the volunteer management of the Salem Pantry Mobile Market on our campuses every Thursdays for two shifts.</p> <p>We expanded our partnership with the Collins Middle School 8th grade Civics Program to offer near-peer mentoring through advocacy education workshops and support on their civic action projects. Forty-three 8th graders participated in this partnership with 15 SSU student leaders, nine of them members of the civic fellowship program.</p> <p>We reconstituted our community partner advisory board with 12 community leaders from three different communities. Half of the board is new this year. Members were invited to advise the CCE on best practices for community engagement and inform the CCE on the growing needs of our many communities. Our meeting focused on the skills and competencies partners are looking for when hiring applicants so we can best prepare our students to be community leaders. The intention of these engagements is for students to have the opportunity to meaningfully engage with their peers and our community to have a positive impact. Our goal is also to foster belonging and assist students in developing social capital.</p> <p>These opportunities are impactful because they help students to develop community, belonging, and assist them in discovering their civic identity. We have witnessed many students gain clarity on their career goals through community engagement as well as positive impacts on their mental health. Many students who worked with the 8th graders were inspired to work with middle school youth in the future.</p>
R	6/3/24	Academic Affairs / Faculty	2	In Progress		pmarcey	2023-28 SSU Strategic Plan	<p>Progress on Goal #2: The Childhood Education and Care department revised the junior and senior year field seminar courses to support students' professional preparation by including resume writing and interviewing. These course revisions will be submitted to governance in early fall. Strategic Plan Objective 2.4.</p>

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F	6/3/24	Civic Engagement	2	Completed	ACE	kadams2	Civic Learning	<p>The Civic Fellowship is a year-long civic leadership program. This year we had nine fellows with two returning students. They met biweekly for meetings, service projects, advocacy opportunities, leadership training, and a chance to build a sense of community amongst the cohort. Students had the opportunity to learn about the community and gain advocacy skills through engaging with the mayor's office, city councilors, community leaders and peers. Based on their engagement on and off campus, civic fellows developed a semester long advocacy campaign.</p> <p>The fellows developed the "Dear Professor, I Am More" campaign that was both an art exhibit and dialogue session at Research Day. The students engaged our campus community in conversations about mental health and college students' challenges through self-portraits and statements. Their goal was to spread awareness among faculty about the challenges students face outside the classroom, offer students opportunities to express themselves through art, and find hope for overcoming mental health challenges and ending stigma. As stated in a previous submission, this event included 30 student self-portraits and narratives that shared their mental health journey. Fifty people were in attendance including the President, Vice Presidents, Provost, Deans, faculty, staff, administrators, and students.</p> <p>The intent of the fellowship is for students to gain advocacy skills and opportunities to explore their strengths, values, and passions in order to begin or continue forming their civic identity and individual role in working towards social change. The impact was that students developed effective advocacy skills such as storytelling, coalition building, and organizing to create a positive impact on our campus. They were also empowered as leaders to hone their strengths and take responsibility to lead an initiative that would result in positive solutions. This program also helped many of the fellows to develop a sense of community and belonging.</p>
F	5/20/24	Civic Engagement	2	Completed	EA	sgiffen	Institute of Politics Fellows	<p>Every spring, the Berry IOP invites two prominent political and public leaders to campus to serve as Berry IOP Fellows. As current practitioners, IOP Fellows share their knowledge, skills, and experiences with students exploring and pursuing careers in politics and public service. Berry IOP Fellows visit campus multiple times throughout the semester to visit classes, host meals with students, meet one-on-one with students, and coordinate speaker and workshop events. This year, we welcomed social justice advocate, political strategist and entrepreneur Tomas Gonzalez and award winning political journalist Alison King. Both fellows hosted a variety of programs promoting civic engagement, student development, equity, and career preparedness.</p> <p>1.2 - not necessarily experiential, but topics of many programs prepared students for a lifetime of engaged citizenship and successful careers.</p> <p>2.2 - Tom's programs focused heavily on the intersection of civic engagement and equity, specifically for the Latinx community. Latinos in Massachusetts Politics, bringing in Latinx speakers, Latinx Leadership Lunch.</p> <p>2.4 and 2.5 - IOP Fellows program is focused on supporting students building practical skills that will supplement what they are learning in academic courses. Skill building workshops and networking. Student's leadership skills, students' personal development, and professional preparation.</p>

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F	5/17/24	Civic Engagement	2	Completed	E	sgiffen	Alt Spring Break State House	<p>After a competitive application process, 15 students were selected to join the Berry IOP on our annual Alternative Spring Break to the Massachusetts State House. During this four-day trip, students stayed in Boston and engaged with policymakers, lobbyists, and activists to better understand the Massachusetts legislative process and how the Commonwealth is tackling our most pressing social issues. Students participated in various programs including: immersive simulations in the Senate Chambers with Senate Clerk Michael Hurley and at the Edward M. Kennedy Institute for the United States Senate; policy talks about affordable housing, mental health, and racial justice legislation; networking at SSU's Reunion for Professionals in Politics and Public Service, and panels about careers in the State House and lobbying.</p> <p>Objective 2.1 - SSU's reputation as the Commonwealth's Civic Engagement State University by hosting the first ever Reunion for Professionals in Politics and Public Service at the State House.</p> <p>Objective 2.3 - expanded and strengthened the University's connections with partners at the State House, Alumni, and relevant organizations.</p> <p>Objective 2.4 - this was a high impact, experiential learning opportunity that supported students' personal development and professional preparation for careers in politics and public service through career panels and networking opportunities.</p> <p>Objective 2.5 - foster students' leadership skills for the purpose of social change through policy talks and immersive simulations where students learned about a bill, used critical thinking to develop amendments, then debated the bill in a professional and effective way.</p>
F	5/13/24	English	2	Completed	A	snowka	Professional Writing	We have hired a candidate to help us meet our strategic plan goals by coordinating our Professional Writing concentration, and we have submitted a small project Strategic Plan Grant Application to support our efforts.
F	6/3/24	Academic Affairs / Faculty	2	Completed		pmarcey	Strategic Plan Goal #2	Megan Murphy facilitated a weekly community of practice for Early Intervention Program Providers focused on improving the cultural responsiveness of their early intervention home visits.

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R	5/17/24	Civic Engagement	2	Completed	E	sgiffen	Running for Office Workshops	<p>This semester-long program equips a cohort of undergraduate and graduate students with the skills, knowledge, and practical experience to work on an election campaign at any level or run for elected office. This 4-part workshop series is facilitated by political consultants from The Davis System, LLC who have experience working with local, statewide, and national political and advocacy campaigns. Consultants include Anthony Davis, Jr. and SSU alumni Errin Davis ~18. Interested students had the opportunity to secure jobs or internships with campaigns over the summer and students who completed the workshop series earned a \$250 stipend. Past participants have gone on to run for office, lead political campaigns, and work in government including city council, Mayor's office, field director, campaign manager, and legislative aide.</p> <p>Objective 1.2 and 2.4 - this was a high impact, transformative, experiential learning opportunity that supported students' personal development and professional preparation for careers in politics and public service through training, guest speakers, networking, and mentorship.</p> <p>Objective 2.5 - foster students' leadership skills for the purpose of social change through a variety of topics covered including: Staff Roles, Policy Positions, Campaign Strategies, Fundraising / Budgeting, Grassroots Organizing, Messaging and Communications.</p>
R	6/3/24	Academic Affairs / Faculty	2	In Progress		pmarcey	Strategic Plan Goal #2	Career Pathways Grant coordinated by Christina Cassano in partnership with North Shore Community College offers early childhood educators college courses, advising and support at significantly reduced cost.
R	6/3/24	Academic Affairs / Faculty	2	In Progress		pmarcey	Strategic Plan Goal #2	Center for Education Leadership coordinated by Megin Charner-Laird (and Jacy Ippolito from SHE Department): Brings leadership professional learning with a focus on anti-racism to the educational leadership community of the North Shore, Massachusetts, and beyond. Dr. Charner-Laird designed and then sponsored an evening session with guest scholars about supporting transgender students and teachers in schools. This event was attended by local educators and MSOE faculty.
R	6/3/24	Academic Affairs / Faculty	2	In Progress		pmarcey	Strategic Plan Goal #2	Early Literacy Consortium Grant coordinated by Francesca Pomerantz with Christina Cassano and Megan Murphy: We are a partner (along with Gordon and Endicott Colleges) with Pentucket Regional Public Schools and Peabody Public Schools on a DESE Early Literacy Initiative Consortium grant to 1) provide summer literacy tutoring to elementary school students considered "great-risk" for reading difficulties and 2) improve the teaching of reading by strengthening the connection between educator preparation and teaching in public schools so all efforts are aligned with DESE's MA Literacy Guidelines. Student Christina Capachietti (4+1) will be one of eight summer literacy program tutors from the three college partners funded by this grant.
R	6/3/24	Academic Affairs / Faculty	2	Completed		pmarcey	Strategic Plan Goal #2	Education major Allison Smith wrote an honors thesis "A Case Study of Universal Preschool in Salem." This project took the oral history of how SPS expanded preschool access and mapped onto the existing research. This historical record did not exist prior to Allison's paper. Stakeholders have asked that she present it to the SPS school committee so that it becomes part of the SPS historical record.

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R	6/3/24	Academic Affairs / Faculty	2	Completed		pmarcey	Strategic Plan Goal #2	The Fellowship Program coordinated by lead faculty Megan Murphy: 4+1 students complete their 5th year of student teaching in partner districts that provide them with financial support; many stay on after graduation as classroom teachers; 11 elementary and early childhood seniors interviewed this spring and were accepted for fellowships next year.
F	6/3/24	Academic Affairs / Faculty	2	Completed		pmarcey	Strategic Plan Goal #2	Christina Cassano was a Massachusetts Educational Policy Fellow (MEPF). The MEPF is a professional development program for established and emerging education leaders designed to strengthen their knowledge and understanding of public policy making.
R	2/16/24	Student Life	2	Completed	BCDF	kensminger	Medication Abortion	CHS implemented medication abortion clinical services, to support and align with state legislation, Chapter 127 of the Acts of 2022 (https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter127). Massachusetts Department of Public Health grants were applied for and obtained, \$210,000 in FY23 and \$130,000 in FY24. By adding these new essential, sexual health clinical services, significant barriers are removed for students needing these services (costs, travel time, appointment wait time), while improving access to on campus supports and allowing students to return to academics quicker than if they needed to seek these services off campus. (https://scholarworks.smith.edu/swg_facpubs/37/). Improving access to health services that are difficult to access off campus, improves the overall health and satisfaction of our students, and also contributes to the public good by normalizing an often stigmatized, but essential, healthcare service.
R	2/16/24	Student Life	2	Completed	ABCD	kensminger	Access to health supplies	SS2U is another service that CHS provides to expand access to health supplies. This program, which stands for "Safer Sex 2 You" allows residential and commuter students to order safer sex and menstrual hygiene products, to be delivered at no cost to the student. DIY STI testing- allowing students to access important clinical testing and consultation, without needing an appointment. This removes barriers to access necessary testing in a young adult population and can be a great entry point to accessing health care for students who are otherwise hesitant to make an appointment directly with a medical provider.
R	2/12/24	Academic Affairs / Faculty	2	Completed	A	pkvetko	Music and Dance community ensembles	Civic engagement and community outreach has long been a part of the mission of the Music and Dance programs at SSU. But our department has furthered these endeavors by collaborating with the Center for Creative and Performing Arts to fund two community ensembles: a community chorus and a community hip hop dance ensemble. The former has been particularly effective at bringing community members of all ages (including a sizeable number of senior citizens) into our campus community, while the later was put into place this year and has the potential to engage especially with younger members of our local Black and LatinX community.
R	5/22/24	Academic Affairs / Faculty	2	Completed	C	MTESTA	Honor Band Day	Developed and executed an Honor Band Day event, inviting high school music students to our campus for a day of specialized instruction culminating in a group concert. This initiative not only enriched the visiting students' educational experience but also served as a powerful recruitment tool, showcasing our music program's commitment to excellence and community engagement.

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R	3/17/24	Academic Affairs / Faculty	2	In Progress	EAB	mwadhwa	International Collaborations	The Computer Science department is in the process of establishing International Collaborations with the following universities. We are in the process of mapping the courses offered at these universities as well as meeting with their admins. NorthCap University (India) Taizhou University (China) Qufu University (China)
F	2/1/24	Civic Engagement	2	Completed	B	clynch	Bittersweet Removal	A community service opportunity where several environmental campus clubs collaborated with The Center for Civic Engagement and their community partners to remove invasive species such as bittersweet and buckthorn from Winter Island and restore the natural flora fauna of the area.
F	2/1/24	Civic Engagement	2	Completed		clynch	Service Saturday	In collaboration with international and honors students, participants were transported to both Newhall Fields and Mack Park where they engaged in harvesting vegetables, winterizing garden beds, and learning about the communities served by both organizations, as well as the organizations themselves.
F	1/29/24	Civic Engagement	2	Completed		mmurphy4	PD: Finding Your Place	Center for Civic Engagement hosted a lunch and learn for new faculty about finding their place at the civic engagement state university. Several senior faculty including Lisa Delissio (BIO), Sara Moore (SOC) and community partners (The Salem Pantry) presented their collaborations to new faculty and fielded questions about how one can get started with community engagement as a new faculty member.
R	2/3/24	Academic Affairs / Faculty	2	Completed	E	bperry	Community service event totals	One of the student organizations, Community Service Initiative, completed 14 service activities, serving 8 community partners, engaging 134 students, for a total of 164 hours in Fall 2023. Most of the students participating were the 6-10 members of the group who attend regular meetings and their sponsored service activities (e.g., Blood Drives, Food Drive for SSU food pantry, Halloween candy-grams for the Salem Boys & Girls Club, etc.).
R	2/2/24	Civic Engagement	2	Completed	A	clynch	Service Saturday	Service Saturday Mack Park Community FarmA community service opportunity where students were transported to Mack Park, a local community farm, where they engaged in harvesting vegetables, winterizing beds, and learning about the organization and the community it serves.
R	2/21/24	Facilities	2	In Progress	C	tgallagher	Sustainability Council Interns	Civic Engagement Center Advocacy Training for Sustainability Council interns is planned for March.
R	2/2/24	Civic Engagement	2	Completed	BE	clynch	First Year Day of Service	Fall 2023- First year and transfer students are invited to join their new classmates, the Center for Civic Engagement, the First Year Experience Office, current students, staff, faculty, alumni and community organizations for a day of service in the greater Salem area. This annual program happens at the start of every academic year and allows participants to be part of a special cohort of new students who want to make a lasting and impactful connection in our community.
R	2/1/24	Academic Affairs / Faculty	2	Completed		bmassaro	Disability justice andragogy	Dr. Elspeth Slayter: Development of disability justice andragogy for social work education: Dr. Slayter supported a team of disabled social work educators who wrote and published an essay on the application of the disability justice movement's principles into social work education in a prestigious journal. Singh, R., Yakas, L., Wernick, L., Kattari, S., Slayter, E. and Taylor, S. (2024-in press). Anti-ableist and disability justice pedagogies in social work education. Journal of Sociology and Social Welfare.

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R	2/1/24	Civic Engagement	2	Completed	CD	clynch	Meet The Candidates Ward 5 and 7	An educational and informational program between students and Candidates for Ward City Councillor, where students could ask relevant questions and learn about the role of city government, as well as about the candidates they would be voting for in our local elections. The event was held on 10/25/2023 from 6:30-7:30 pm
R	2/1/24	Civic Engagement	2	Completed	AD	clynch	Votar es Poder	A panel comprised of Latinx faculty, staff and elected officials, where students learned the importance of youth Latinx voting. The panelists were able to share their experiences and students were able to ask questions about what Votar es Poder means to them.
R	2/1/24	Civic Engagement	2	Completed	AD	clynch	Service Saturday Food Pantry	A community service opportunity where students were transported from campus to The Salem Pantry warehouse downtown. There they engaged in food reclamation, building pallets for the pantry storefront, and learning about the history of the pantry and the community it serves. (Dec. 2 9:15-12:15 pm)
R	2/1/24	Civic Engagement	2	Completed	DA	clynch	Campus Hunger Civic Dinner	An educational dinner where 4 advocates from different areas within campus hunger and food insecurity were able network and share their expertise with students, faculty, and other participants utilizing 20 minute mini sessions.
R	2/16/24	Student Life	2	In Progress	ABCD	kensminger	Access to health supplies	CHS has implemented and maintains new equipment that helps students access necessary health and wellness items, allowing them to stay an academically engaged student and removing institutional and systemic barriers to these items. The wellness vending machine currently provides access to free and significantly reduced cost health items such as emergency contraception, pregnancy testing, masks, medications, and other over the counter health supplies. There are plans to add an additional wellness vending machine on campus by the end of this fiscal year. CHS also collaborated with SGA to install free menstrual product dispensers on campus, spring 2023. There are currently 8 dispensers on campus, that are being heavily utilized, and intentionally placed outside of gendered bathrooms to ensure that the products are accessible to students of all genders.
R	1/31/24	Academic Affairs / Faculty	2	Completed	E	bmassaro	Social Work Workshop	Dr. Katherine Walbam and SSW Graduate Adrienne Wilson presented a Workshop: Clinician Bias in Childhood Diagnoses: Toward Reflective Practice for free CEUs to the SSW community and to the greater social work community. This workshop was made possible through the HCBS grant funding the SSW has.
R	1/29/24	Civic Engagement	2	Completed		mmurphy4	Evaluating Engagement for T and P	Joanna Gonsalves put on a workshop for senior faculty, deans, and other administrators about how to evaluate community-engaged tenure and promotion portfolios.
R	1/29/24	Civic Engagement	2	Completed		mmurphy4	Antiracist Book Club	Faculty fellow for civic engagement is leading a monthly book group (open to faculty, staff, and the community at large). The group is reading Anti-racist Community Engagement: Principles and Practices by Santana et al (2023). Group convenes virtually to discuss learning from the book, relate it to their own work at Salem State, reflect, and plan for ways to meaningfully change practices and policies based on learning.
R	1/24/24	Civic Engagement	2	Completed	A	clynch	Community Partner Breakfast	Over breakfast brought together 60 faculty, staff, and community partners to network, eat breakfast, and participate in a reflective activity on the Pressing Matters of our time. This event works toward breaking down silos and creating collaboration.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	10/20/23	Academic Affairs / Faculty	2	Completed		vpham	Guest Speaker	The economics department co-sponsored an event with political science department to invite speaker Michael Evans, former Chief Counsel, U.S. Senate Finance Committee to campus to share his experiences and insights about the promise and reality of the Inflation Reduction Act for addressing climate change.
R	6/3/24	Marketing and Communications	2	In progress	A	ccronin	Promote Civic Engagement	Adding this language/declaration to the website footer is part of ITS's many Drupal projects.
F	6/3/24	Marketing and Communications	2	Delayed		ccronin	Economic Impact Report	No movement has been made on this project as funding is needed.
F	2/8/24	Advancement	2	In Progress		mray	Fundraising Campaigns	Continue to assist with fundraising campaigns and projects related to Civic Engagement and public good including: First Year Day of Service and Congressional Internships
F	2/8/24	English	2	In Progress	A	snowka	Professional Writing	1. Reinvigorate our Professional Writing concentration in the major through the hiring of a new full-time, temporary faculty member that shares our vision to make this position one that emphasizes multimodal writing, civic engagement, social justice, and the environment. A search for candidates is currently underway. 2. Emphasize the importance and relevance of the English major and its concentrations through our course offerings, which includes creation of new courses that directly connect with who our students are and what they bring to our campus and expanding the frequency of current offerings that do so.
R	2/10/24	Academic Affairs / Faculty	2	In Progress	E	mpierce	North Shore Policy Lab and DPDS	The Politics, Policy and International Relations Department offers numerous DPDS course and most other classes also focus on issues of race, gender, sexuality and economic precarity. Our classes are multi-modal and invite students to work in a collaborative and hands-on manner. In fall 2024, the department will begin the North Shore Policy Lab, which is a two semester sequence where students will learn advance policy methods and then apply these tools in a governmental and/or non-profit setting. These projects will focus on issues affecting gateway communities.
F	2/6/24	Human Resources	2	In Progress		mquigley	Service	Proactively promote employee participation in "First Day of Service". Promote throughout the year the state endorsed "SERV" program which encourages employees to volunteer one day per month on Salem State time.
R	2/6/24	Civic Engagement	2	In Progress		clynch	Carnegie Classification	Developed a plan for the Carnegie re-classification. In process of recruiting a team and firming up timetable and action items.
F	2/5/24	Marketing and Communications	2	In progress		ccronin	Promote CCE	Continue to work closely with CCE to promote their events and activities • AVP Cronin and AVP Lynch now meet on a monthly basis to share information and to seek possible press opportunities • Have increased press coverage of key events • Include CCE/civic engagement university in many speeches/ remarks
F	2/5/24	Marketing and Communications	2	Delayed		ccronin	Economic Impact Report	Explore conducting an economic impact report for the university, as the last one was completed in 2014 • Will gladly partner with the senior director of external affairs and strategic initiatives on this objective – Adria led this work with Lorri Krebs last time • Funding must be made available for this initiative – for the study to be conducted and for the public rollout
F	2/2/24	Civic Engagement	2	In Progress	E	clynch	Hunger Free Campus Coalition	The SSU Hunger Free Campus Coalition consists of students, faculty, staff, and community partners committed to destigmatizing food insecurity on our campus, increasing students' access to basic needs, and advocating for the Hunger Free Campus Bill.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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F	2/1/24	Academic Affairs / Faculty	2	In Progress		bmassaro	gun violence research	Chris Collins (Social Work) received a \$48,200 grant from the New Jersey Gun Violence Research Center (NJGVRC) to examine the ownership characteristics of LGBTQ gun owners in the United States
F	2/1/24	Academic Affairs / Faculty	2	In Progress		bmassaro	Needs of homeless fathers	Dr. Phil Amato: presentation titled Attending to the needs of homeless fathers: Practice and policy was accepted to present at the New England Fathering Conference which will be held in March 2024 in Newport RI.
R	2/5/24	Academic Affairs / Faculty	2	In Progress		ebobek	NERC	Description: CTI is part of a North East Regional Collaborative (NERC) with peers from Middlesex Community College, Northern Essex Community College, and North Shore Community College to offer programming, online pedagogical resources, and opportunities for SSU faculty to connect with peers at regional institutions. Recent initiatives include the creation of a NERC website featuring collaborative workshops.
R	2/5/24	Marketing and Communications	2	In progress	A	ccronin	Promote Civic Engagement	<p>To the extent possible, increase awareness that Salem State is the Commonwealth's civic engagement university</p> <ul style="list-style-type: none"> MC has been able to launch many of the no-cost items since July 2023; a request was made to the president for funding of a paid campaign, and it was not successful. Free items include: <ul style="list-style-type: none"> Held meetings with CCE over last summer to determine approach and language Press release Better define what civic engagement means on our campus, per CCE Highlighted in admissions materials, including the virtual tour, campus tour and event presentations. Updated admission tour language Updated social media Created an email signature Wove language into nearly every presidential speech Adding to the footer across the entire website when Drupal upgrade happens
R	2/2/24	Civic Engagement	2	In Progress	A	clynch	Students with Students-	Students with Students: A Cultural Melting Pot: A community building program, where both international and domestic students came together over a warm meal to cultivate community and foster friendship. Through the use of a physical <i>melting pot</i> , students could anonymously ask questions regarding customs and culture locally and internationally, and collectively other students could answer and develop understanding through shared discourse.
R	2/2/24	Civic Engagement	2	In Progress	D	clynch	Mobile Market Launch	A celebration of our partnership with The Salem Pantry Mobile Market and the assistance they provide to students, faculty, and staff who are facing food insecurity, as well as our own campus pantry and the donations they make to it weekly. This event included registering students so they can shop for free at the mobile market, an ice cream sundae bar, tours of the SSU Pantry, and the opportunity for campus community members to provide feedback to Professor Amy Kunberger's graphic design class on marketing materials they developed for the SSU pantry.

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F	1/26/24	Honors Program	2	In Progress	E	kpoitevin	Civic Engagement in Honors	In partnership with CCE, brought together a cohort of Honors students to attend the First Year Day of Service together for the first time In partnership with CCE, organized a Service Saturday event for Honors students Researched ways other Honors programs work community service/ civic engagements into the programming; in coming months will discuss with Honors Program Advisory Committee
R	2/2/24	Civic Engagement	2	In Progress	E	clynch	Civic Engagement Fellowship	This unique fellowship provides students with the opportunity to explore their strengths, values and passions in order to begin or continue forming their civic identity and individual role in working towards social change. The fellows meet twice a month for meetings, service projects, advocacy opportunities, leadership training and a chance to build a sense of community amongst the cohort.
R	2/1/24	Academic Affairs / Faculty	2	In Progress	ABCDEF	asmith	Goal 2 Initiatives	2.1 MCO has multiple courses grounded in civic engagement and a member of the MCO faculty previously served as the Civic Engagement fellow. 2.2 - Multiple MCO faculty have taken on campus roles centered around this goal, including work on the HSI Committee and DEI faculty fellow. 2.3 - The MCO department regularly offers MCO 510 Experiential Learning in Advertising and Public Relations, a course which partners local business entities with student teams. We have also partnered with the local community around research and creative endeavors. 2.4 - Many of the MCO courses are designed to utilize high-impact practices throught the student's educational experience. Examples: MCO Internship (MCO 505), Experiential Learning in Advertising and Public Relations (MCO 510), Junior Career Seminar (MCO 350), and Senior Portfolio (MCO 499). 2.5 - MCO has recently created a course designed around media and leadership skills, as well as an existing course (Media Training MCO 225) that prepares students to interact with the media around issues they are passionate about tied to social change.
R	2/1/24	Civic Engagement	2	In Progress		bmassaro	addiction tx research	Dr. Elspeth Slayter and Dr. Lisa Johnson are involved with translational addiction treatment research: Dr. Slayter is a part of a clinical research team at Harvard University/McLean Hospital. They focus on developing effective addiction treatment for people with intellectual and developmental disability who may not benefit from standard cognitive behavioral therapy. The team recently published (only) the second evidence-based practice for treatment with this very vulnerable population. Dr. Slayter I led two activities designed to translate our research to the practice community with the University of New Hampshire's national START initiative and with Smith College School of Social Work's continuing education series.
F	1/11/24	Inclusive Excellence	2	In Progress		cmacdonalddenn	Conference	Collaborate with the Office of Civic Engagement to seek grants/funding to allow SSU to host a statewide conference focused on anti-racist civic engagement. Waiting to hear confirmation that we have received grant but have been told that we were awarded it.
R	1/29/24	Civic Engagement	2	In Progress		mmurphy4	1:1 New Faculty Support	Faculty fellow for civic engagement meets one on one for coffee or lunch with interested newly hired faculty to explore the ways that they can engage in community-based or -engaged research, match with community partners, and work community-engagement meaningfully into their syllabi and pedagogy.

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F	6/3/24	Academic Affairs / Faculty	3	In Progress	B	pkvetko	Sample music lesson	The Music and Dance department has tried to set aside funds to be able to offer one free music lesson to any applicant who is auditioning for the music major. With an increasing number of students coming to us from schools with little or no formal music opportunities, this might be their first chance to have a private lesson. Students (especially BIPOC students and those from under-served communities) who have learned exclusively from YouTube videos have an opportunity to experience what it would be like to have a personal instructor. Not only does this contribute to the institution's equity and inclusion initiatives, but it also helps with recruitment as well as strengthens an incoming student's transition to college.
R	6/3/24	Academic Affairs / Faculty	3	In Progress	AE	rluther	Invite Fulbright Scholar	In an effort to enhance diversity of our faculty when hiring is almost frozen, we decided to explore the possibility of inviting Fulbright scholars to add diversity to our faculty. An invitation letter to a faculty member from University of Johannesburg has been sent for him to join us in Fall 2025. The scholar will engage with faculty on research projects, meet with students individually and in groups, teach a course or two, and engage with the broader community. Expected to have a positive impact on student retention, faculty collaboration, community engagement and brand recognition.
R	6/3/24	Academic Affairs / Faculty	3	In Progress	A B C D E F	jcambone	Educator Scholars of Color	Educator Scholars of Color (ESOC) is one of five Teacher Pipeline Development Initiatives (TPDI) under the umbrella of IAE2. This program intends to diversify the teacher pipeline by increasing the retention of culturally, racially, and linguistically diverse teacher candidates currently enrolled in SSU initial teacher licensure programs. It offers community-building, awards, and culturally responsive advising and academic supports to support our goals. The impact to date (since 2021) has been (1) doubling the number of program participants; (2) increasing the BIPOC student retention rate in teacher licensure programs by 15%, and (3) increasing the graduation rate by 800% (from 1 in 2017 to 17 in 2024). Our vision for the future impact is to (1) engage in recruiting more BIPOC students to select education as a major, (2) to proliferate the lessons from the program across the school to assist faculty and staff in learning from and expanding their culturally responsive advising and instructional practice for college students, and (3) to aid all McKeown teacher candidates to advance their culturally, linguistically, and racially sustaining pedagogical practices.
R	2/23/24	Student Life	3	In Progress	AB	jstevens	CARE Multicultural Specialist	The Student Wellness CARE Team has a part-time multicultural specialist/case manager (Denice Villar) who participates in embedded work within the Center for Justice and Liberation to increase connection and support services for students of diverse identities. Denice partners and collaborates with cultural student organizations on events and programs, and she is facilitating drop-in support hours for students weekly in the CJL.
F	2/13/24	Enrollment Management	3	In Progress		mmiller1	Support APC Equity Audit	Active participation in the multi-year review of academic policies identified for equity review and revision.
F	3/1/24	Academic Affairs / Faculty	3	Completed		abrockenbrough	Affordability Initiative	In Spring 2024, I redesigned the Computer Science course CSC 115 - Software Design and Programming II to use an OER (no cost) resource for the book. The course requires materials that are low-cost or free. This is part of the Viking OER and Textbook Affordability Initiative. Completed January 2024.
R	5/22/24	Finance	3	Completed		bfiore	Student Fee Relief FY24	Invest in affordability for our students by freezing tuition and mandatory fees for FY24 and eliminating the international student fee

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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R	5/20/24	Civic Engagement	3	Completed	ADE	sgiffen	HSI Advocacy HACU WashingtonDC	One staff and two students from the Berry IOP attended the 29th National Capitol Forum on Hispanic Higher Education hosted by the Hispanic Association of Colleges and Universities conference in Washington, D.C. During this two-day trip, they learned about the importance of HSIs and heard from several featured speakers including U.S. Secretary of Education Miguel Cardona and Senator Bernie Sanders. They also had the opportunity to advocate for HSI funding and programs on Capitol Hill to members of Congress, including Senator Elizabeth Warren, Senator Ed Markey, and Congressman Seth Moulton.3.6 and 2.2 - Assert SSU's leadership as a Hispanic-Serving Institution (HSI) by being one of the only Massachusetts universities in attendance and taking leadership in the advocacy of our institutions. Intersection of advocacy and HSI.1.2 and 2.4 - transformative, experiential program that inspired the student attendees towards engaged citizenship, successful careers, and upward social mobility. 2.5 - student attendees gained excellent leadership skills for the purpose of social change.
F	2/16/24	Student Life	3	Completed	ABFC	ckao	SBIT	This group of colleagues gathers on a weekly basis to discuss students of serious concern because their behavior either impacts themselves greatly or impacts the campus community.
R	2/23/24	Student Life	3	Completed		jstevens	Emergency Fund	This goal relates to Objective 3.8, in addition to other goals. Our CARE Team works closely with the Financial Aid team to help remove barriers for students when they are facing financial concerns and/or food and housing insecurity. We collaborate weekly to review Student Emergency Fund Applications, which assists students when they are facing crises. We also work closely together when a student completes an Emergency Housing Form or Meal Plan Assistance Application. These initiatives were created to help remove financial barriers to students' education and provide wrap-around support.
R	6/3/24	Marketing and Communications	3	In progress	A C	ccronin	HSI/MSI Promotion	Deepening relationships with multicultural news outlets. Have created additional materials, which can be found in issuu: https://issuu.com/salemstate/stacks/650bd7035e0448faf2a17b646eb7d69 Question remains how additional materials in other languages will be paid for? Gearing up for July 18-19 HSI/MSI conference; media advisory already distributed.
F	6/3/24	Marketing and Communications	3	In progress	A C	ccronin	Promote Premiere Events	MC continues to partner with other departments and committees on the promotion of their events. Recent partnerships include Commencement, Research Day, spring dean's list, and many of the annual year end celebrations.
R	2/15/24	Inclusive Excellence	3	Completed	C	ecastillo	Roadmap to Servingness	SSU's PEC approved the "SSU Roadmap to Servingness" with recommendations on how to prepare to become an HSI-MSI and a servingness institution.
F	2/8/24	Advancement	3	In Progress		mray	Inclusive AAF	Build an inclusive Alumni Association and Foundation board (AA&F)
R	2/15/24	Inclusive Excellence	3	Completed	D	ecastillo	DREAM.US scholarships	SSU became the first campus partner in MA to the DREAM. US - providing access to scholarships to DACA and Undocumented students.
F	2/8/24	Advancement	3	In Progress		mray	Inclusive Excellence	Partner with Inclusive Excellence and Student Life on programming and events throughout the year
R	2/14/24	Enrollment Management	3	Completed	D	bgalinski	Alternative Languages	Spanish and Portuguese tours available as well as print and electronic materials. Multiple language resources offered at admissions events. Spanish speaking staff available to assist students and parents.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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F	2/8/24	Advancement	3	In Progress		mray	AAF JEDI Work	Continue the work of the AA&F JEDI ad-hoc committee
R	2/14/24	Enrollment Management	3	Completed	ADE	swillis	Specialized Campus Tours	Admissions has developed boutique tours including: - Pride Tours (LGBTQ+) - Spanish Tours - Group Tours for students with disabilities
F	2/8/24	Advancement	3	In Progress		mray	LGBTQA Support	Plan and support the annual Pride Parade SSU contingency and post-parade activities
R	2/13/24	Enrollment Management	3	Completed	ADC	sobrien5	CampusESP Parent Portal	Implement a portal which provides parents/supporters from prospect stage through admit, deposit, matriculation and until graduation with important updates, critical dates, ongoing campus-wide initiatives and opportunities for their students to help foster family collaboration, student success and retention.
F	2/6/24	Human Resources	3	Completed		mquigley	New Core Values	Reviewed and revamped Salem State's new employee orientation to incorporate and address new core values adopted as part of the new strategic plan.
R	2/6/24	Civic Engagement	3	Completed	D	clynch	Equity in Public Higher Ed	On Friday, February 2nd a collaboration of unions, the CCE, the President's Office and the Politics, Policy, and International Relations Department sponsored Equity in Public Higher Education: A Community Conversation. This event brought together a number of elected officials, union members, administrators, students, staff, and faculty for an interactive discussion on the Cherish Act and next steps.
F	2/2/24	CAE	3	Completed		lbrossoit	MLK Candlelight Vigil	Sponsor the 34th annual MLK Candlelight Vigil and continue active participation in the Racial Equity and Justice Institute. Both of these objectives have been met
R	2/14/24	Student Life	3	In Progress	AE	nwood	Pride Days	Salem State Athletics started Pride Days in 2022 and has expanded them to include all sports in 2023/24. As part of our enhanced focus on inclusion and diversity, Pride Days are held in collaboration with Sports Medicine, the Student Athlete Advisory Committee, The Alliance and the Center for Justice and Liberation. These events are held each season at a designated home intercollegiate event, and feature announcements during games promoting inclusion and diversity, and t-shirts, sweatshirts, and a variety of giveaways to help spread the important value of welcoming and celebrating and connecting our campus community.

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R	2/14/24	Student Life	3	In Progress	ACF	nwood	Sam Cioffi SA Wellness Progam	<p>The Sam Cioffi Student-Athlete Wellness program was established in the summer of 2023 in memory of Sam Cioffi, a men's lacrosse student-athlete who died as a result of fentanyl poisoning. Programming strives to enhance and elevate the student-athlete experience through supporting them in the areas of mental and physical wellness, academic excellence, and personal and career development. This on going initiative provides student-athletes with resources and lifeskill development to help them navigate the pressures, demands and opportunities they encounter as a Viking.</p> <p>1) Athletics Fall Speaker: In the fall of 2023, student-athletes from all teams attended a mandatory workshop with speaker Ethan Fisher entitled Life Consequences: A Tale of Redemption, Choices and Decisions. During this event, Ethan Fisher told his own life story to illustrate the devastating consequences of mental health stigma and substance abuse, while spreading a message of accountability and self-care. In addition, Fisher led a Mental Health and Substance Abuse Workshop with all head coaches and athletics support staff promoting onsite awareness and intervention strategies.</p> <p>2) Mental Health Support Programming (on-going) Each Monday a clinician from SSU Counseling and Health Services holds open hours in the O'Keefe Center for appointment and drop-in access to student-athletes. Additionally, Sports Medicine Staff meets bi-weekly Counseling and Health Services staff to share any concerns, on-going issues or trends among student-athletes and their mental wellness. Additionally, each team takes part in sport-specific workshops with adjunct faculty and sports psychology consultant Lauren DiCredico. These programs focus on mental wellness, peak performance, and team dynamics. Individual sessions are also available for student-athletes and coaches.</p> <p>3) Sports Nutrition In collaboration with Sodexo, teams can set up a Sports Nutrition workshop to engage in education in a variety of topics, including how to eat healthy on the road, fueling up on game day, and how to build a nutritious plate in on campus dining halls.</p> <p>4) Injury Prevention/Strength and Conditioning Sports Medicine has increased injury prevention and strength and conditioning programming this semester through partnering with SMS faculty to provide on site team lifts and training with oversight from faculty and practicum students. All student-athletes also have access to the Volt app, which provides instruction and visual depictions of all lifts and exercises to ensure safety and promote consistency in training whether in a supervised session or working out individually.</p>
F	2/2/24	CAE	3	Completed		lbrossoit	Disability Awareness	<p>Host the Disability History Month and show Crip Camp, a nationally recognized documentary. The Disability History Month was successful and provided many programs including Crip Camp</p>

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R	2/13/24	Academic Affairs / Faculty	3	In Progress	CD	mpierce	Early College and Promise Year	<p>Early College programs have been shown in studies nationwide to increase college enrollment, persistence, and completion rates for first generation and BIPOC students. Early College programs require formal designation from the MA DHE, following a rigorous application process. Designations are typically given to Gateway Cities with the aim of enrolling students who might not see themselves on a trajectory to college but can be successful if given the right support. Students take courses in a pre-determined sequence related to a career pathway that interests them. Students are not wedded to their pathways, and most of the courses offered also count for transferable General Education credit.</p> <p>In April of 2018 Salem State was one of only five IHEs to receive designation in the first round of submissions to the DHE, and the only 4-year institution among the five. In 2020 Salem was received additional designations with Lynn Classical and Lynn English high schools. In Lynn our designated pathways are Healthcare and Education. In Fall 2024, Salem High's pathways will shift to Health and Human Services and Education so they will also have the opportunity to diversify their teacher workforce. Salem State and our district partners in Salem and Lynn were recently selected to be part of an Early College Educator Pipeline Project supported by Latinos for Education and the Smith Family Foundation. Only four districts in the state were selected to participate, and Salem State is the higher education partner for two of them.</p> <p>Our 10th and 11th graders begin by taking two courses per year with Salem State faculty members who travel to the high schools to deliver the course in collaboration with the high school teacher. This model is especially important for providing the scaffolding and support students may need as they acclimate to the pace of a semester course and heavier demands in reading and writing. In 12th grade our Salem High students travel to campus to take three courses each semester, two of which are cohorted for EC students, and one in which they enroll in a class with traditional SSU students. If students successfully complete the entire EC program in grades 10-12, they will graduate high school with 30 college credits.</p> <p>The growth of our Early College programs in the past six years has been substantial. In Fall 2018 we were offering 8 courses per year to 100 Salem High School students. As of Spring 24 we are offering 56 courses per year to 393 students from Salem High, Lynn Classical, and Lynn English. Salem State receives a \$180 per credit reimbursement from the state for students enrolled in the program and has also received Expansion Grant funding from DESE.</p> <p>We are also in the third year of a 5-year pilot in the state where 25 students from our Early College programs in Lynn remain for a 13th year in Lynn Public Schools, and Chapter 70 funding allows them to attend Salem State full-time during what we call the "Early College Promise Year". Students must be admitted to Salem State, defer admission for one year, and the hope is that they will then stay with us and matriculate after earning 30 additional credits at no cost to them or their families. They are supported by an advisor from Lynn who is dedicated to helping them succeed. From the AY22/23 Promise Year cohort, 16 of the 25 students (64%) matriculated at Salem State.</p>

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/13/24	Academic Affairs / Faculty	3	In Progress	AE	mpierce	Special Offerings in Spanish	<p>The Department of World Languages and Cultures at Salem State University is committed to fostering an inclusive learning environment that caters to a diverse range of student needs and promotes equitable outcomes for all. In line with the principle of universal design, we have taken significant steps to ensure that our academic programs and courses are accessible and welcoming to a wide array of students. As an example, we are in the process of developing a course titled 'Spanish for Educators.' This course not only supports students within the School of Education but also extends its reach to faculty and staff across the university who seek to enhance their Spanish proficiency, thus making both their classroom and our entire university into a more welcoming place. By making this course available to all, we are proactively addressing Criterion 3.2 by accommodating various abilities.</p> <p>Moreover, our department is committed to racial equity and the promotion of under-represented communities within academia. To this end, we have created innovative combined degree programs, including one with Healthcare Studies and Spanish and another with Criminal Justice and Spanish. These programs not only acknowledge the importance of diverse perspectives but also actively contribute to the university's commitment to Criterion 3.4. By fostering cross-disciplinary approaches, we encourage a broader understanding of the complex issues surrounding race and justice within the context of language and culture.</p>
R	2/13/24	Enrollment Management	3	In Progress		mmiller1	Transfer Collaboration on HSI	Transfer Services and Admissions working to support HSI leadership collaboration with the community colleges (pending grant) by reviewing transfer pathways and CC programs, and provide content for leadership conference around transfer in partnership with student life and the AVP for HSI Initiatives.
R	2/1/24	Academic Affairs / Faculty	3	Completed	A	smoore	Latinx Faculty Hiring	The department concluded our faculty search, which resulted in a contract with new full-time tenure-track faculty member who specializes in Latinx studies. This will allow our department and the university to expand our offerings of Latinx-focused classes. Our new faculty hire is also interested in supporting the university's HSI/MSI-related efforts, Latinx programming, and Latinx identity-based student groups on campus.
F	1/3/24	Enrollment Management	3	Completed		bgalinski	Admissions and Marketing	Fold civic engagement information into the admissions and marketing presentation/collateral
R	2/10/24	Academic Affairs / Faculty	3	In Progress	E	mpierce	North Shore Policy Lab and DPDS	The Politics, Policy and International Relations Department offers numerous DPDS course and most other classes also focus on issues of race, gender, sexuality and economic precarity. Our classes are multi-modal and invite students to work in a collaborative and hands-on manner. In fall 2024, the department will begin the North Shore Policy Lab, which is a two semester sequence where students will learn advance policy methods and then apply these tools in a governmental and/or non-profit setting. These projects will focus on issues affecting gateway communities.
R	2/8/24	Advancement	3	In Progress		mray	HSI Funding Proposal	Develop a funding proposal to support HSI efforts
R	2/8/24	Advancement	3	In Progress		mray	Alumni of Color Collaborative	Mobilize and activate the Alumni of Color Collaborative
R	2/8/24	Advancement	3	In Progress		mray	JEDI Professional Development	Provide JEDI professional development opportunities for advancement team and volunteer board members

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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/8/24	Advancement	3	In Progress		mray	Land Ack. and Forten Prog.	Partner with campus on the Indigenous Land Acknowledgement event and Charlotte Forten Hall naming/renaming of Viking Hall.
R	2/8/24	Advancement	3	In Progress		mray	Assist with MLK	Assist with MLK Convocation and a minimum of two cultural awareness month programs
F	2/6/24	Human Resources	3	In Progress		mquigley	Bias	Heighten commitment to providing search committees training on unconscious bias in hiring
R	2/6/24	Civic Engagement	3	In Progress	A	clynch	HSI HEIF Grant	The Inclusive Excellence Office and the Center for Civic Engagement applied for a grant to better prepare to be a serving institution as we become an HSI. The grant is a collaboration with three community colleges and will focus on professional development, high impact practices, anti-racist community engagement, a one-day Student Leadership Summit and a two-day summer HSI-MSI conference.
R	2/6/24	Human Resources	3	In Progress		mquigley	Diversity in Hiring	Partner with the office of Inclusive Excellence to ensure Salem State is hiring, training, and retaining a diverse workforce. Target HR conferences for attendance in order to build a wider, more diverse network of candidates.
R	2/6/24	Human Resources	3	In Progress		mquigley	JEDI	Partner with the office of Inclusive Excellence to create new JEDI-focused professional development opportunities for all faculty and staff.
R	2/6/24	Human Resources	3	In Progress		mquigley	Climate Survey	Partner with Inclusive Excellence in planning a university climate survey.
F	2/5/24	Marketing and Communications	3	In progress	AC	ccronin	Promote Premiere Events	Continue to support and promote annual premiere events, such as MLK convocation • Already existing and underway–MLK, Forten Hall, etc.
F	2/5/24	Marketing and Communications	3	Delayed	AC	ccronin	Increase Participation	Increase employee participation in diversity trainings • I am not sure why this has been assigned to MC; glad to support the plans that human resources and inclusive excellence develop as MC has always done
F	2/2/24	CAE	3	In Progress		lbrossoit	Support the HSI/MSI effort	The CAE has supported and participated in the HSI-MSI efforts including the kick off Key Note, the book reading and attending various meetings to learn more about the program. On February 1, Dr. Elisa Castillo presented to the CAE Area Heads during our weekly meeting and we have participated in the translation process.
R	2/5/24	Marketing and Communications	3	In progress	AC	ccronin	HSI/MSI Promotion	Help shape and promote through web and media stories our future HSI/MSI status and how these efforts support ALL students • Have increased press coverage about our emerging HSI status • Have woven HSI-MSI in many of the president's speeches • Increased staffing/contracting resources are needed in order to write web stories • Dedicated promotion of university partnership with The Dream. US National Scholarship program, among other financial options for DREAM and undocumented students/prospective students • Created email signature for HSI and admissions teams • Marketing works closely with the HSI team to identify and translate wide-audience publications into Spanish, which live on ISSUU so those publications can be shared with audiences.

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R	2/5/24	Student Life	3	In Progress	ABDCE	kjanos	SOAR/Embark/ MAICEI Partners	Campus Life and Recreation has continued to partner with SOAR/Embark/MAICEI on the following initiatives: 1. Allowing for free Gassett Fitness Center memberships for SOAR and Embark students (community partnership) 2. Providing internships for two MAICEI students per semester at the fitness center 3. Planning and development of the first Unified Recreation Basketball game
F	1/17/24	Inclusive Excellence	3	In Progress		cmacdonalddenn	HSI/MSI	Communicate effectively and consistently with the campus community about what it means to be an HSI/MSI and what is included in SSU's HSI Roadmap. Elisa has been speaking across campus about this and putting it on people's radar.
F	1/17/24	Inclusive Excellence	3	Delayed		cmacdonalddenn	Centralized JEDI	Work collaboratively with other offices to streamline and centralize all JEDI-related training and education offerings for personal and professional development; create a landing page. In conversations about beginning this process
R	2/1/24	Academic Affairs / Faculty	3	In Progress	ABCDEF	asmith	Goal 3 initiatives	3.1 - MCO has/is offering courses through the Early College program. 3.3 - While the MCO budget is limited with regard to supporting professional development we do make it a priority to offer this support to each department member and to seek out and discuss opportunities department members may be interested in pursuing. 3.4 - MCO has recently revised our major and minor programs with an eye toward removing barriers for students. Our department commitment to equity was at the forefront of these decisions.
R	2/1/24	Academic Affairs / Faculty	3	In Progress	CD	bmassaro	HCBS Grant	The School of Social Work received a grant: Home and Community Based Services (HCBS) and Human Services Workforce Development Grant Program titled Strengthening Social Work Workforce by Recruiting, Training and Retention. TOTAL GRANT AWARD AMOUNT: \$1,432,962.00 FROM: The Massachusetts Executive Office of Health and Human Services (EOHHS) This grant provides 20 students with awards of \$10,000 for two years and 30 students an award of \$10,000 for one year
R	2/1/24	Advancement	3	In Progress	ABD	bmassaro	Social Work Emergency Fund	The School of Social Work received a \$500,000 planning grant from the Klarman Foundation, which includes an allocation of \$250,000 for a student emergency fund for School of Social Work students.
F	1/8/24	Ctr for Academic Excellence	3	In Progress		cmacdonalddenn	REJI	Continued active participation in the REJI
F	1/3/24	Enrollment Management	3	In Progress		bgalinski	Internship Incentive Grant	Create a new structure for the state internship incentive grant that would allow greater access to students.
R	1/26/24	Honors Program	3	In Progress	A	kpoitevin	Readying Honors for HSI/ MSI	Have held discussions with Elisa Castillo and others re: making honors serve HSI goals Revised language in Honors brochure and other marketing materials to be more inclusive (following NCHC guidelines for inclusive enrollment management practices) Have drafted a proposal with new guidelines for admission into Honors (to present to HPAC this semester and send to governance) Started discussion with Dean of Graduate School and grad coordinators about possibility of pursuing articulation agreements allowing for guaranteed admission for students who graduate as Commonwealth Honors Scholars (navigating grad school admission processes was an area VP Castillo identified as an important one for our Hispanic and minority students)

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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	1/17/24	Inclusive Excellence	3	In Progress		cmacdonalddenn	CTI/Universal Design	Work with the Center for Teaching Innovation to engage faculty around principle of Universal Design. Started these conversations.
R	1/17/24	Inclusive Excellence	3	In Progress		cmacdonalddenn	Disability Services/IE	Partner with the Office of Disability Resources to incorporate principles of Universal Design into our understanding of diversity and into our inclusiveness training. This work is in the beginning stages
R	1/17/24	Inclusive Excellence	3	In Progress	A	cmacdonalddenn	Training	Develop and roll out a comprehensive training and education program (open to all students but geared especially toward peer leaders and Inclusive Excellence student ambassadors) designed to promote development of skillsets around inclusive leadership e.g., inclusive language, anti-bias training, identity development and intersectionality, etc. Currently happening
R	1/17/24	Inclusive Excellence	3	In Progress		cmacdonalddenn	Translation	Work with other offices in campus to translate outward-facing materials (e.g., web site, admissions brochures, etc.) into Spanish and potentially Portuguese and French Creole as well. Elisa is working with students and others on translation
R	1/10/24	Information Technology Services	3	Paused	ABD	sswartz	Spanish Language Website	ITS has submitted estimated pricing for resources and language interpretation services to create a mirror of our existing website in Spanish. This is being used by Advancement to target donations to support ESL students and their families to contact, learn about and apply to Salem State. We are awaiting word on the donation process now.
R	1/3/24	Enrollment Management	3	In Progress		bgalinski	Alternative Languages	Expand alternative language offerings in the SNC, Admissions and Ask the Viking Solutions so that more students and supporters have the information needed to navigate our University resources.
R	9/1/23	Academic Affairs / Faculty	3	In Progress	E	vpham	FYS Personal Finance Workshops	The center for economic education has been offering personal finance SMART workshops to first year seminar students to equip students with basic financial literacy skills to help themselves and others to save more, act responsibly, and thrive. We are seeking more funding to continue this effort in the years to come.
R	6/3/24	Facilities	4	In Progress	E	tgallagher	Sustainability Research Labs	The geography and sustainability department enhanced its ability to provide high-impact research engagement opportunities for students via two sustainability research labs. The department established a new research lab focused on urban forestry and climate resiliency and strengthened an existing climate justice research lab. The newly established SURF Lab in the Geography and Sustainability Department addresses urban forestry and climate resiliency. The existing Salem State Climate Justice and Just Transitions Lab initiated a collaboration with the University of Miami's Climate Accountability Lab, to enhance research and educational opportunities for Salem State students. In May 2024, the two universities secured a Climate Science Social Network (CCSN) grant from Brown University to investigate fossil fuel influence within higher education. As background, the SSU Climate Justice and Just Transitions Lab conducts research on the socio-political aspects of rapid climate change mitigation, climate justice, public policy and inequality, fossil fuel politics, and economic and racial justice in climate and energy policy. On average, the lab engages six undergraduate research students from Salem State each semester.
F	6/3/24	Facilities	4	In Progress		bfiore	SSU Climate Engagement	Demonstrate leadership in climate action and climate justice by engaging the Salem State community and broader North Shore region in educational and collaborative initiatives.

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F	6/3/24	Facilities	4	In Progress	E	tgallagher	Trees, Pollinators and Academics	The Geography and Sustainability Department is collaborating with the Sustainability Coordinator in Facilities to integrate the new trees on campus into courses including those addressing GIS, Drones, and Global Climate Change. The Biology Department is investigating ways to integrate the trees and the low mow zones and pollinator garden into relevant courses.
F	6/3/24	Facilities	4	In Progress	E	tgallagher	Sustainability Course Tagging	The proposal to tag sustainability course sections (along with other tagging proposals) has completed review by the AUC and is now continuing its way through the rest of the academic committee approval process. There is strong faculty and student support and enthusiasm for this effort.
R	5/22/24	Facilities	4	In Progress		bfiore	Drive Decarbonization	Implement emission reduction strategies and aggressively pursue decarbonization. Several DCAMM Fair Share funded projects have been approved and will progress. Additionally contract for rooftop solar for the Administration Complex was just signed and LOI's are in review for the addition of solar at Ellison and Bertolon. Insulation improvement project is in review to improve insulation in various buildings.
R	5/22/24	Facilities	4	In Progress		bfiore	North Campus: \$53M Decarb Plan	North Campus Decarbonization project will seek contractor and begin design/build phase of project, funded at \$53 million for FY24-28. An early phase will be to develop a geothermal wellfield and energy loop for North Campus that will be ready to connect Horace Mann and Meier addition early in 2026 Project is managed by DCAMM; SSU contributors are Luigi Marcone and John MacDonald. RFP Due date is 5/16/2024.
F	5/22/24	Finance	4	In Progress		bfiore	Climate Education re: Vendors	Demonstrate leadership in climate action and climate justice by engaging the Salem State community and broadening their knowledge during external vendor site trainings.
F	5/22/24	Finance	4	In Progress		bfiore	Drive Sustainable Purchases	Aim to engage all staff, faculty, student groups and clubs in sustainable and cost-effective purchasing.
R	5/22/24	Facilities	4	In Progress		bfiore	High-Standard Green Builds	New buildings and renovations will meet high standards for GHG emissions reductions and water and energy efficiency. All new construction is anticipated to meet LEED Gold or greater certification and meet High Efficiency Building Code requirements.
R	5/22/24	Facilities	4	In Progress		bfiore	SSU BOLD: Low GHG Plans	As part of SSU BOLD develop low energy/water use plans for Horace Mann and the Meier Lab addition that will reduce greenhouse gas emission and support climate action. Project is out of SD phase and Moving to DD Phase. Once in DD system specific requirements will be designed and engineered.
R	5/22/24	Facilities	4	In Progress		bfiore	Sustainable Landscape	Collaborating with the Department of Conservation and Recreation (DCR) Greening the Gateway Cities Program to have >50 trees planted on eligible areas of campus (Stanley and O'Keefe parcels). Applied for a DCR grant to plant 36 more trees on the Harrington Campus.
R	5/22/24	Facilities	4	In Progress		tgallagher	Ellison/ Bertolon Solar Panels	A Letter of Intent to work with Solec Energy to explore solar arrays on Ellison and Bertolon is in the signing queue. The roofs of these two buildings are being replaced this summer and the project would coordinate with the roofwork to install what would be SSU's 8th and 9th rooftop solar projects.
R	5/22/24	Finance	4	In Progress		bfiore	Prioritize EcoFriendly Vendor	Implement vendor listing of environmentally friendly products first during searches on external vendor sites. In addition, promote environmentally friendly and cost-effective purchasing via Polaris.
F	2/21/24	Facilities	4	In Progress	B	tgallagher	Admissions Info	Coordinate with Marketing to enhance the profile of sustainability messaging in Admissions through new materials and approaches.

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R	2/21/24	Facilities	4	In Progress	E	tgallagher	Sustainability Task Force	Established Sustainability Task Force of students, faculty and staff and held initial meeting.
R	2/21/24	Facilities	4	In Progress		tgallagher	Campus Tree Planting	The MA Department of Conservation and Recreation Gateway City Tree Program has worked with Facilities to plant a diverse group of 21 trees in the limited area of campus eligible for this program. Phase 1 planting is complete with plans for 15 more trees during Phase 2 in summer 2024. Phase 3 is grant dependent and would bring the tree planting program to Central Campus in summer 2025. Grant application is underway and will be submitted in spring 2024.
R	2/21/24	Geography and Sustainability	4	In Progress	E	kratner	Create a Sustainability Seal	We are in the process of creating a sustainability seal that will be run through the department's CEDS.
R	2/21/24	Geography and Sustainability	4	In Progress	E	kratner	The Sustainability Council	This is the 3rd year that the Geography and Sustainability Department has partnered with Tara Gallagher the University Sustainability Coordinator to run a one credit internship that conducts various sustainability projects on campus. This years projects are creating a sustainable landscaping plan and furthering education on sustainability on campus.
F	6/3/24	Academic Affairs / Faculty	4	Completed	E	pkvetko	Climate Activism in Arts	The Music and Dance department resolved to include programming and activities for students that helped them see the connections between the arts and climate activism. While this initiative will be on-going, we were successfully able to implement it with programming such as: "Music and Environmental Rights Futures in Africa: Accelerating Action from the Ground Up" and "Addressing Climate and Environmental Crises through Art and Activism," the latter also featuring a collaboration with Salem State dance students in creating "Restorative Rage" to amplify the work of Salem Sound Coastwatch.
R	5/22/24	Facilities	4	Completed		bfior	Earth Day Programming	Implemented Earth Days programming addressing climate action and climate justice, collaborated with outside partners and engaged 1,400 + students, staff, faculty, alumni and members of the North Shore. Provided opportunities to reward student scholarship via the Earth Days Research Poster Contest and the Creative Writing Contest. (Earth Days Planning Committee: Tara Gallagher and Guy Bellino, co-chairs).
F	2/6/24	Human Resources	4	In Progress		mquigley	Sustainability	Highlight Salem State's commitment to environmental stewardship and sustainability in the onboarding/orientation of new employees, invite Sustainability Assistant Director to NEO.
R	5/22/24	Facilities	4	Completed	E	tgallagher	Low Mow Zones	In response to student requests and support at a campus-wide Sustainable Landscape Forum held in March 2024, three low mow zones were established. The initiative to reduce the frequency of mowing aims to protect native flora and fauna, promote habitat and biodiversity, prevent erosion, support soil health and water retention, reduce fuel use and emissions from mowing, and improve labor efficiency. This initiative would also reduce cost. Low mow zones are typically mowed once during the spring and once during the fall. The goal is to integrate this initiative into relevant Biology Department classes to provide hands-on learning experiences for students.
R	3/21/24	Legal	4	Completed		rcolucci	Solar panels on Admin/Sophia	Successfully negotiated a contract to place solar panels on the roof of the administration and Sophia Gordon buildings.
F	6/3/24	Academic Affairs / Faculty	4	Completed		pmarcey	Strategic Plan Goal #4	Kara Morton partnered with Stacy Kilb (Engagement Coordinator and Energy Coach Sustainability and Resiliency Dept., City of Salem, MA) for EDC432 and EDC743 in Spring 2024 to develop a presentation on sustainability/energy consumption/environmental stewardship to promote engaging and meaningful educational coursework within the early childhood and elementary school classroom.

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R	6/3/24	Academic Affairs / Faculty	4	Completed		pmarcey	Strategic Plan Goal #4	Amy Mercado worked with the Massachusetts Youth Climate Coalition to lobby for bill H496 which will revise the Science, Technology and Engineering Curriculum Standards to include climate literacy. The bill is moving through the house.
F	1/23/24	Facilities	4	Completed	E	tgallagher	Student Friend of Earth Award	Earth Days Planning Committee launched an annual Student Friend of the Earth Award to celebrate a student for their sustained commitment, passion, and leadership in promoting environmental sustainability, addressing the climate crisis, or advocating for climate justice on campus and/or in their community.
F	2/5/24	Marketing and Communications	4	Delayed		ccronin	Environmental Stewardship	MC never received assignments for this goal like we did for the others (year-one goal assignments that were submitted to the consultant are different than the ones goal stewards are asking for mid-year updates)
R	1/22/24	Information Technology Services	4	Completed		sswartz	Student cellular waste	Tara Gallagher has created a cell phone recycling box and placed it in the Ellison Campus Center for students to get rid of unused cell phones and tablets. This waste will be collected periodically and disposed of with other hazardous ITS waste so that it is not put into a landfill. There is no cost for students to use this service.
R	1/17/24	Inclusive Excellence	4	In Progress		cmacdonalddenn	DEI/ Sustainability	Draw attention to racialized environmentalism and environmental racism—educating the SSU community about how minority, poor, and marginalized communities are disproportionately affected Find programmatic ways to marry anti-racism to environmental stewardship in order to promote greater understanding of the link between the two. Met with Goal 4 stewards to begin this process.
R	5/20/24	Information Technology Services	5	In Progress	D	sswartz	Intranet Portal	We've gone quietly live with this new system, called 'Viking Connect' with six different departments on campus. So far, tests have been positive. We have even used the RSS feed from events for it to populate a cable TV channel so that TVs on campus now show university events instead of the weather channel.
R	3/6/24	Student Life	5	In Progress	C	jstevens	DHE Housing Program	The SSU DHE Housing Scholarship Program is overseen by the Student Wellness CARE Team. This program is a collaboration with the Department of Higher Education, SSU, North Shore Community College, and the Lynn Housing Authority North Shore Housing Action Group. This program allows 10 students to receive free housing on our campus paid for by the state and free meal plans paid for by SSU or NSCC. It also allow students to receive intensive case management support services through our CARE team until they graduate. The goal of this program is to give students who are facing homelessness or housing insecurity the basic needs resources (food/housing) and support (case management services) to help their retention, academic success, and wellbeing.
R	2/23/24	Student Life	5	In Progress		jstevens	Mobile Market	The Student Wellness CARE Team, along with Nate Bryant and many other administrators at SSU, partnered with the Salem Pantry to launch the mobile market food truck on campus to deliver free, fresh, and nutritious foods directly to our SSU campus community. This helps support students' holistic wellbeing and basic needs to strengthen their ability to be successful. Address food insecurity at SSU also enhances 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.

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R	2/16/24	Student Life	5	In Progress	CE	tgiard	Programming and Engagement	Provide numerous and diverse programs throughout the academic year that range in scale and offering in order to support student engagement and social opportunities on campus. We have reached over 2000 students with our programs throughout the academic year. Examples: Fall Fest, Cafe Connections series, Orange Crush Week, Ellison Campus Center community programming, Finals Study Space, and more.
F	2/9/24	Advancement	5	Paused		mray	Produce an alumni success	Need to develop concept and challenged with team member bandwidth
F	6/3/24	Marketing and Communications	5	Delayed		ccronin	Campus Communications	Associate Director of Campus Communications Tina Karas will begin her role on July 1. She will oversee this effort.
F	6/3/24	Marketing and Communications	5	In progress		ccronin	What's New	Continue to make improvements to this weekly e-newsletter.
F	2/8/24	Advancement	5	In Progress		mray	Pride Building	Increase creation, circulation and saturation of positive pride-building content celebrating the achievements of our graduates through various communications channels
F	2/8/24	Advancement	5	In Progress		mray	Philanthropy Messaging	Showcase the impact that philanthropy has on the community through intentional messaging and storytelling
F	2/8/24	Advancement	5	In Progress		mray	Alumni Success Video	Produce an alumni success video focused on campaign funding priorities
F	2/8/24	Advancement	5	In Progress		mray	Provide team-building	Provide team-building activities and opportunities to celebrate professional and personal accomplishments of individual team members; host an annual team-building and professional development retreat
R	2/8/24	Advancement	5	In Progress		mray	Advancement Event Traditions	Plan, market and execute programming traditions (Educators Hall of Fame, six regional campaign events including Florida, Stole Ceremony, Pinning Ceremony, Alumni Weekend, Viking Warrior Day)
R	2/8/24	Advancement	5	In Progress		mray	Quarterly Messages Leadership	Send quarterly messages from university leadership to alumni and friends with updates on the campaign, and send regular internal campus updates on the campaign from leadership, campaign manager and steering committee members
R	2/8/24	Advancement	5	In Progress		mray	Young Alumni Engagement	Increase engagement with young alumni of the last 15 years through a series of young alumni-specific programs and senior class gift update communications
F	2/6/24	Human Resources	5	In Progress		mquigley	Recognition	Continue employee recognition events to celebrate excellence, length of service, retirement; promote widespread attendance at such events by encouraging supervisors to release their employees to attend such events.
F	2/6/24	Human Resources	5	In Progress		mquigley	Professional Development	Advocate for restoring resources both financial and human necessary to build and sustain a robust array of professional development offerings for employees
F	2/6/24	Human Resources	5	In Progress		mquigley	Advantages of working at SSU	Consider hiring a PR firm/consultant to assist in promoting all the positives and advantages of working at SSU showing again SSU as employer of choice.
R	2/6/24	Academic Affairs / Faculty	5	In Progress	A	clynch	BIAC	Building Inclusive Academic Communities is in its third year. This mentoring program brings together senior and junior faculty and undergraduate and graduate students to work together after breaking down power dynamics on inclusive pedagogy and making the classroom feel like a place everyone belongs.
R	2/6/24	Human Resources	5	In Progress		mquigley	Tuition and Fees	Revisit the idea of waiving tuition and fees for Salem State employees who wish to take classes/work towards degrees. This would differentiate Salem State and enhance our ability to recruit and retain employees.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/6/24	Human Resources	5	In Progress		mquigley	Employee Wellness	Continue to partner with Campus Life and Recreation to promote physical and emotional wellness for employees to encourage use of the fitness center and to promote Wellness U and BRIGHT.
R	2/6/24	Human Resources	5	In Progress		mquigley	EAP	Promote greater understanding of the benefits available through Employee Assistance Program (EAP) and health insurance plans.
R	2/6/24	Human Resources	5	In Progress		mquigley	Employee Compensation	Continue internal assessment of our compensation levels relative to other state universities ensuring we are competitive and employer of choice.
F	2/5/24	Marketing and Communications	5	Delayed	A	ccronin	Commonwealth Award Winners	Partner with HR to create a new feature on the web that will highlight Commonwealth award winners from across campus to create a sense of belonging—and why someone will want to belong to our campus <ul style="list-style-type: none"> • Waiting for this year's Commonwealth winners to be selected and when we hopefully have communications staff hired • Need a partner in HR to draft these updates • Need photography budget for headshots
F	2/5/24	Marketing and Communications	5	Delayed		ccronin	Campus Communications	Continue to improve internal communications with employee input via an online survey Survey under development, waiting to launch when campus communications person is hired
F	2/5/24	Marketing and Communications	5	In progress		ccronin	What's New	Improve <i>What's New</i> internal newsletter <ul style="list-style-type: none"> • Have made several changes to this newsletter since September 2023; waiting for additional community input via survey before making more revisions
F	2/16/24	Orientation and Student Life Communications	5	Completed	AB	ckao	hot chocolate bar	This event during Welcome Week was one in which students were invited to stop by the office to pick up some school supplies, reunite with an orientation leader they met during winter orientation, to know where the office was located, and to ask any questions they might during the first full day of classes.
F	2/5/24	Student Life	5	In Progress	E	kjanos	Esports	The Campus Life and Recreation esports program has created a space designed to celebrate the gaming community and their unique interests through a variety of drop-in play, tournament and event opportunities.
F	2/16/24	Student Life	5	Completed	ABEC	ckao	Welcome Week	As a next step after Orientation, we welcome all students to participate in Welcome Week, which is the week classes start. Students are given the opportunity to receive SSU branded gear to help with school spirit and to participate in programs that allow them to meet other students and offices.
F	2/16/24	Student Life	5	Completed	ABCDF	kensminger	Timely access to medical care	Health services prioritizes office operations to ensure simple and same-day access to no-cost (for the students) medical services. This includes staff training, electronic medical records system and student health portal management, and technologies such as appointment reminder texting and SIS integration. Improving and simplifying access to health appointments encourages student utilization and consultation on health concerns, allowing for health concerns to be addressed earlier preventing complications and extended absences – contributing to students' ability to be academically successful. CHS also works closely with the Wellness CARE team on coordinating outreach and support for students who have not necessarily sought treatment in CHS, but have experienced a medical problem elsewhere on campus and/or has been medically transported. This follow up allows for improved student support, a more timely return to campus and the classroom, or being connected to appropriate university resources if need to take an extended leave.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	3/6/24	Student Life	5	Completed	BC	jstevens	PEAR Program	In fall 2023, we hired a new part-time PEAR advocate to provide confidential advocacy for student survivors of interpersonal violence and to coordinate prevention education for the campus community on the topics of sexual assault, dating/domestic violence, and stalking. Our new hire has decades of experience in this field. This position and program are essential to provide support services to SSU students in a trauma-informed manner that will help their overall wellbeing, academic success, and increase retention.
R	2/23/24	Student Life	5	Completed	C	jstevens	Food Security	The Student Wellness CARE Team partners with the Center for Civic Engagement to participate and co-lead the Hunger Free Campus Coalition to help involve stakeholders and student leaders in advocating for food security initiatives on campus and in the community. The HFCC across the state has helped secure state funding for food security at public colleges. Our team has used grant funding through ARPA to help cover meal plan costs for students who need to stay on campus over breaks but cannot afford to do so otherwise, giving students access to safe housing and meals when they need.
R	2/23/24	Student Life	5	Completed	C	jstevens	CARE Team	The Student Wellness CARE Team has expanded into a new office space in Meier Hall 245A this academic year to provide additional support services that address all areas of holistic wellbeing. Our team supports students when they face challenges around mental health, physical health, academics, basic need insecurities, and general wellbeing concerns. We can provide crisis support and ongoing support, help students navigate the university, and assist them in connecting with resources and supports both on and off campus.
R	2/23/24	Student Life	5	Completed		jstevens	Food Pantry	The CARE Team received a large donation to the food pantry in the summer of 2023 that helps our team keep the on-campus food pantry stocked more frequently with non-perishable food items, toiletries and hygiene items, and casual clothing. Given the increase in usage of the pantry and the increase in food insecurity rates, stocking the pantry more frequently positively impacts our students' wellbeing and academic success.
F	6/3/24	Academic Affairs / Faculty	5	Completed		vtran	De-stress Breakfast Program	Students were invited to the third floor of Sullivan Building with the intention of connecting with MSOE staff and faculty beyond the classroom setting to promote student engagement and foster mental, social, and emotional wellness among members of the campus community. Students enjoyed breakfast as they engaged with MSOE faculty and staff, various campus partners, and Otto, Salem State's therapy dog. Approximately 120 students, staff, and faculty joined us throughout the morning. We aim to make this a regular semesterly program to ensure positive engagement opportunities between MSOE students, staff, and faculty across academic programs. We will track student participation moving forward, with the goal of increasing student engagement by 10% each academic year.
R	2/16/24	Community Standards and Restorative Practice	5	Completed	AC	ckao	Hearing Officers	This office meets with all conduct hearing officers on a regular basis to ensure the safety and well-being of all our students is being looked at. Oftentimes, these meetings include tracking the behavior of students and ensuring students are held accountable for their negative behavior. Not only does the work of this office help ensure all students have a consistent experience regardless of the hearing officer, but also it helps to communicate to the rest of the student body the expectations we have of our students at Salem State.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	6/3/24	Academic Affairs / Faculty	5	Completed		vtran	Create-A-Cap Program	In collaboration with the Berry Library, this event invited graduating students to visit the Library Makerspace and use arts and crafts materials to personalize their graduation caps. This event was open to all SSU graduates, spanning nine days and attracting students across multiple SSU programs. Approximately 50 students visited across the two weeks to create caps, take home craft supplies, and engage with the Alumni Association as soon-to-be graduates. We aim to make this an annual tradition to celebrate the accomplishments of our students with the goal of increasing our alumni engagement, effectively strengthening our partnerships with surrounding school districts and fostering potential donor relationships.
F	6/3/24	Academic Affairs / Faculty	5	Completed	B C	vtran	MSOE Educators ITK Newsletter	The McKeown School of Education publishes a weekly newsletter entitled Educators in the Know to MSOE students, faculty, staff, and partners. Each newsletter contains a feature article, general announcements, important dates, upcoming events, and job postings. For the 2023-24 academic year, 36 total newsletters were sent to a weekly audience of 1395 individuals, with an average open rate of 46.7%. In total, the newsletter was opened 37,376 times and clicked on 5,012 times. We hope to increase readership and engagement in the upcoming year by 3%.
R	2/16/24	Student Life	5	Completed	B	tgiard	Campus Center Improvements	Completing many upgrades to the Ellison Campus Center: reupholstering couches, furniture cleaning and maintenance, updating signage, creating a new bulletin board and resource page in the Commuter Lounge. Revamped and reenergized spaces that support engagement including student organization events, student leadership initiatives, and general meeting spaces for the campus community. We partnered with the ClipperCard Office to implement a new Clipper Card payment system for ticket sales in the Ellison Campus Center that makes event payments more accessible to all students.
R	2/16/24	Student Life	5	Completed	BCE	tgiard	Student Trainings	Created and implemented 2 new, mostly virtual training for student leaders who oversee SSU student organizations and SIO student employees. These virtual trainings can be found on Canvas and provides a comprehensive understanding via videos, forms, and modules that students were able to work through over the course of a month, and then continue to utilize throughout the academic year as a resource. Partnered with the FYE office to reach out to the FYS instructors and visited 20 classes to talk about student involvement. Through attending FYE classes, we were able to more directly interact with first year students to discuss the positive impact of engagement on campus, and encourage them to join organizations and/or attend events.
F	2/1/24	Academic Affairs / Faculty	5	In Progress	ABCDEF	asmith	Goal 5 Initiatives	5.6 - While the MCO budget is limited with regard to supporting professional development we do make it a priority to offer this support to each department member and to seek out and discuss opportunities department members may be interested in pursuing. 5.7 - Several members of the MCO department have served on shared governance committees as well as on the MSCA Chapter Executive Board.

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R	6/3/24	Academic Affairs / Faculty	5	Completed		vtran	McKeown Portal	The McKeown Portal is a one-stop shop where McKeown School of Education students, faculty, staff, and partners can submit any inquiries and receive a response with 2 business days. For the 2023-24 academic year, a total of 617 cases were submitted, and 85% of inquiries were responded to within 48 business hours. For the upcoming academic year, we aim to increase engagement with this tool by 3% and rate of response within 2 business days by 3%.
R	2/14/24	Student Life	5	Completed	ACD	efell	MH Stepped Care Model	Nationally the numbers of students accessing mental health services has significantly increased. As a result of wanting to have our mental health services accessible to all SSU students, we have built out our stepped care model. We now offer the 24/7 MH Support line, same day counseling appointments (for students wanting quick, easy access to a therapist), on going therapy, free off campus telehealth, as well as embedded counseling options for students. We have an LGBTQIA specialist and a multicultural specialist that each spend 2 hours in the Center for Justice and Liberation, as well as a therapist who is in the Gassett fitness center 1hour/week supporting student athletes. As a result of these different entry points, our services have helped with retention, become more accessible for different student populations, and have supported our student's overall mental health and wellbeing.
R	2/5/24	Student Life	5	In Progress	ABCE	kjanos	Campus Life and Rec Traditions	Campus Life and Recreation creates a robust programming calendar each semester in order to foster a sense of connection and belonging that fuels school spirit. Signature annual program examples include: 1. Blacklight Dodgeball and Volleyball and Badminton - Welcome Week. 2. Canobie Lake Screeemfest - Outdoor Adventure 3. Twas the Night 4. Gassett After Dark 5. Bit Bar Buyout 6. Viking Warrior Field Day
R	2/5/24	Student Life	5	In Progress	BC	kjanos	Campus Life and Rec Projects	Campus Life and Recreation/Gassett Fitness Center continue to prioritize projects that demonstrate a shared commitment to student success and long-term future of the university. Facilities are maintained to deliver the university mission efficiently and effectively. FY24 initiatives include: 1. Non-traditional fitness center spaces able to provide additional educational resources (lounge/meeting area) 2. Bubble Hockey for informal recreation use 3. Indoor turf and rig install with functional training equipment 4. Custom window decal 5. Upstairs lounge conversion 6. Esports closet conversion for VR space, game area and puzzle board
R	2/12/24	Academic Affairs / Faculty	5	Completed		pkvetko	Music and Dance flatscreen	One of our goals for this year was to install a flatscreen with a continuously updated slideshow highlighting campus events and student accomplishments. That was completed and made operational by the start of the fall 2023 semester, and it has been a great way to promote campus arts events, departmental news, and student success to not just Music and Dance majors but to all students and families going to/from the Navigator Center

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R	2/7/24	Enrollment Management	5	Completed	CB	evalenzuela	SNC professional development	Dedicated weekly professional development trainings have been established on Wednesday afternoons for Student Navigation Center (SNC) staff to address and meet the changing needs of the SSU student population as it relates to the "business of being a student" conducted with the SNC. This includes but is not limited to the review of emerging student service and operational trends, knowledge exchange, developing strategies, and planning. The offices that intersect with the SNC, both internal and external to Enrollment Management, are invited to participate. These trainings also focus on supports that will improve retention and progression of SSU students.
R	2/3/24	Academic Affairs / Faculty	5	Completed		bperry	Outreach to SSU families	In Fall 2023, four online Family and Parent Council workshops with 131 registrants were held. In addition, October's Viking Family Weekend featured 11 events attended by 386 students and family members, supporters.
R	1/29/24	Academic Affairs / Faculty	5	Completed		drasco	Grad Student Online Engagement	<p>Increase Online Engagement with Graduate Students (Connected to SP Objectives: 5.1, 5.2, 5.3, 6.8, 7.1, 7.5)</p> <p>The impact of the SGS LinkedIn and Facebook pages has grown in the last year.</p> <ul style="list-style-type: none"> - SGS LinkedIn posts have approximately 30 impressions per day (~11,000/year). - SGS LinkedIn page appears in approximately 10 searches per day (~3,650/year). - SGS Facebook posts reach 16.6 unique users per day. Roughly 6,000 per year, although this would not indicate reach to 6,000 unique users over the year. <p>In collaboration with Marketing and Communications, we created an outline for webpage updates.</p> <p>For consistency, we submitted dozens of webpage updates and deletions to ensure users find correct, up-to-date information.</p>
R	1/11/24	Inclusive Excellence	5	Completed		cmacdonalddenn	Hispanic Heritage Month	Leverage Hispanic Heritage Month to raise awareness and celebrate the identity and contributions of Latino/Hispanic members of the SSU community and the wider world
R	1/8/24	Marketing and Creative Services	5	Completed		jlorello	Superfan Challenges	<p>The social media/organic marketing team has recently begun holding Superfan challenges on campus. Some examples have included "Bring Superfan three orange objects.", "Cast a spell on a classmate." (Halloween edition), "Call someone and tell them you are grateful for them." (Thanksgiving edition). I would place this squarely in the school spirit category, and have seen some really wonderful moments take place. We've seen a lot of students anticipate when a challenge is about to take place and gather around Superfan. We particularly enjoyed a group of students who previously didn't know each other complete a challenge and then walk off together and continue to talk.</p> <p>This has driven additional awareness to our social media channels, increasing followers Instagram and TikTok. Instagram is key for us, this is where we see the largest student audience and where we focus on other areas of the strategic plan. Examples that come to mind include building a sense of community, promoting resources, and celebrating diversity and accomplishments.</p>
R	12/1/23	Legal	5	Completed		rcolucci	End of Work to Rule	The university and the MSCA entered into a grievance settlement with regard to the 2021 furloughs. As a result of the grievance settlement, the union agreed to come out of work to rule for the 2023-24 academic year. The settlement also included a payment of \$250 to each faculty member, 4 additional personal days, a joint statement from the university president and the MSCA chapter president, and a letter from the university president regarding the furloughs.

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R	11/8/23	Human Resources	5	Completed		rcolucci	Furlough Agreement Reopener	The university and the APA agreed to reopen the 2020 MOA regarding furloughs and to award APA bargaining unit members the same benefits that the MSCA recently received. This equal treatment of bargaining units should strengthen management and labor relations by building on the good will and trust between the parties.
F	1/11/24	Inclusive Excellence	5	In Progress		cmacdonalddenn	Governance/ HSI	Elisa is engaging governance committees in learning about HSI/ MSI and about how to integrate inclusive practices into their work
R	1/17/24	Inclusive Excellence	5	In Progress		cmacdonalddenn	Employee Resources	Develop resources for employees from minority/marginalized communities that will help them connect with identity-related services and resources in the local community. Undergraduate student is working on this resource now.
R	1/17/24	Inclusive Excellence	5	In Progress		cmacdonalddenn	ERGs	Work with Human Resources to reinvigorate the identify-based Employee Resource Groups (ERGs), and include a robust process for suggesting/creating new ones. Begun this process by advertising through What's New. Having lunch with ERG leads to reinvigorate them.
R	1/11/24	Inclusive Excellence	5	In Progress		cmacdonalddenn	Fac/Staff of Color	Offer community-building opportunities for faculty and staff of color. Worked with President's Office to host December 2023 event and will host one in the Spring.
R	1/10/24	Information Technology Services	5	In Progress	D	sswartz	Intranet Portal	Working with Corey and communications, we are actively piloting a replacement for both Polaris Links and Polaris Posts - both need to be replaced to sunset Polaris and the new system will actively tailor links and information to the user's role on campus - so students only see what pertains to them and employees and faculty also see just what they need to know. Design phase has just begun and this will take a few months to complete the pilot.
R	6/3/24	Academic Affairs / Faculty	6	In Progress	E	rluther	Deans Faculty Fellows	BSB faculty were expecting an infusion of donor funds to support their intellectual endeavors immediately after achieving AACSB accreditation. When that didn't, by cutting down the amount spent on conference attendance, we instituted Dean's Faculty Fellow positions in Fall 2021 to award APRs to faculty and provide them the much needed time to undertake/complete their research endeavors. These endeavors lead to currency in the discipline, continuous improvement in curriculum, engagement of students and brand recognition of the institution.
R	6/3/24	Academic Affairs / Faculty	6	In Progress	B C D	acree	Track MSOE student progression	The intent of the Candidate Tracking project was to create a tool and process workflow to track teacher candidates from their admission to MSOE, through their pre-practicum and practicum experiences, and on to their final endorsement for licensure to the state. The Smartsheet platform offers us the ability to create electronic tracking as students make progress through Stage I pre-practicum, Stage II pre-practicum, Stage III practicum, and Stage IV endorsement; teacher candidates are asked to fill out the intent to progress to each stage and their responses are catalogued and can easily be edited, filtered, and viewed by stakeholders. The Smartsheet platform also allows for automated messages to be sent out to students and stakeholders as we make decisions at each stage, and those decisions are saved within Smartsheet. The impacts of this process were improved efficiency and accuracy with placement records and notification messaging to candidates and stakeholders. In fact, we managed approximately 240 placements for fall 2024; and candidates were placed and registered two months earlier than in any previous year.

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F	6/3/24	Facilities	6	In Progress		bfior	Optimizing Staff for Success	Prioritize meeting student needs and promoting organizational effectiveness when evaluating, determining, and implementing optimal staffing models and levels. Customer Satisfaction continues to be a priority, engagement with key departments and student facing organizations has been to focal point of the facilities efforts. Facilities continues to struggle to attract and hire Maintainers (custodians). Plans are being developed to modify the requirements in order to hire employees.
F	6/3/24	Facilities	6	In Progress		bfior	Res Life Maintenance Updates	Create channels with residential life to ensure communication on the status of maintenance work orders. The AVP for Capital Projects has established review process for all open work orders looking at aging reports for work orders and is implementing business process.
F	6/3/24	Facilities	6	In Progress		bfior	Enhance Campus Grounds	Add a Grounds and Operations manager position and begin to develop a long-term plan to improve campus grounds. New Job description has been developed to allow for a broader scope and areas of responsibility. RTF has expired and required reauthorization.
F	5/22/24	Finance	6	In Progress		bfior	ITS System Update Plan	Collaborate with ITS to develop a plan for updating and funding internal systems updates
F	5/22/24	Finance	6	Delayed		bfior	Campus Data Governance	Engage in cross-divisional efforts to launch campus data governance committee. PEC will revisit how to move forward with this over the summer. At the appropriate point, PEC will add this to the list of non-governance committees for AY 24-25 so that MSCA can select their representatives.
F	5/22/24	Finance	6	In Progress		bfior	Res Life Tech Collaboration	Collaborate with Residence Life and ITS on procurement and implementation of new Residential Life and Conferencing System
F	5/22/24	Finance	6	In Progress		bfior	NECHE Report Action Plan	In collaboration with PEC, implement action items from NECHE report. The report was submitted on August 15, 2023 and the response we received from NECHE on November 1. Of note in the NECHE response is that this report satisfactorily resolved two of the four items they highlighted from the 2021 comprehensive evaluation. including the item "strengthening the institution's financial position."
F	5/22/24	Facilities	6	In Progress		bfior	Expanding Facilities Team	Recruit, orient, and develop additional managerial and operating staff in Facilities. Facilities is relaunching the search process for Executive Director for Facilities Operations (in progress) Senior Construction Project Manager, Carpenter II (in Progress), Grounds Manager (need new RTF JD has been edited), Trades Manager, Working foreman, and multiple Maintainer II (custodian) positions. Other vacant positions will continue to be filled based on institutional need.
R	5/22/24	Facilities	6	In Progress		bfior	Schematic Design: SSU BOLD	Complete the schematic design and design development phase of SSU BOLD project for a new lab addition at Meier Hall and a renovated Horace Mann building for Health Sciences programs. Schematic Design is complete, Design team working through DCAMM has identified
R	5/22/24	Facilities	6	In Progress		bfior	BOLD Project Coordination	Ensure coordination of Project BOLD with the North Campus decarbonization project. On-Going discussions with DCAMM and design teams to ensure consistent design collaboration and between the two projects. VanZelm Engineers continue to progress through schematic design and are ready to present to the University.
R	5/22/24	Facilities	6	In Progress		bfior	Master Plan Update	Engage a design firm for the campus master plan update. Cannon Group has been selected through the DCAMM. The university is in the engagement and data collection phase of the project.

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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	5/22/24	Facilities	6	In Progress		bfiore	Accessibility Collaboration	Develop an annual accessibility plan in collaboration with HR employee wellness/ADA coordinator and Student Success and Disability Services. Preliminary Discussions have started with HR and Disability Services to identify immediate needs. Master planning process will provide also engage these departments to ensure that proposed designs are barrier free and universally accessible.
R	5/22/24	Facilities	6	In Progress		bfiore	Softball Field Upgrade	Upgrade the women's softball field. Project in Bid Phase with construction scheduled to start 6/1/2024. Total Construction Cost is estimated at \$1.1M. Bid are due 5/15/2025.
R	5/22/24	Facilities	6	In Progress		bfiore	O'Keefe Lot Rebuild Plan	Prepare a plan to rebuild the O'Keefe parking lot. Parking lot is at end of life and requires a significant drainage redesign. Current recommendation is to make significant repairs and resurfacing to better coordinate other major project impacts such as BOLD and DECARB
R	5/22/24	Facilities	6	In Progress		bfiore	Facilities Info Hub	Weekly postings in "What's New" of construction actives have started and will proceed indefinitely .
R	5/22/24	Facilities	6	In Progress		bfiore	Pool Decommissioning Plan	Decommission swimming pool. Pool has been decommissioned and all mechanicals have been removed. Concrete structure has been modified to allow for water pressure stabilization, all drains have been permanently sealed and efforts continue to fill the pool and re-create a usable campus resource. DCAMM's Fair Share funding will be used to pay for this project.
R	5/22/24	Facilities	6	In Progress		bfiore	5yr Repair Project Plan	Implement Year 1 projects in the FY24 - FY28 critical repair plan. Year 1 projects are underway and progressing Roof replacement Projects at Classroom building and Ellison. Bid for Ellison have been received and are under budget. Bids for Classroom building are due xxx, Cooling tower project at Classroom building is complete with factory start up scheduled for 5/15/2024. Sullivan generator replacement study is currently being priced through a DCAMM House Doctor with work to proceed through FY 25
R	5/20/24	Information Technology Services	6	In Progress		SSWARTZ	Student computer refresh	Over 720 computers and thin clients were ordered as part of this process, exhausting the funds. These systems will be put in place over the summer.
F	2/14/24	Enrollment Management	6	In Progress		sjewell	PeopleSoft Test Enviornment	An additional Peoplesoft Test environment would give end users the ability to learn and develop a better skill set and learn unused functionality.
F	2/9/24	Advancement	6	In Progress		mray	Team Staffing	Hired C09 for Events James Rego, Hired Associate Director, Advancement Services Danielle Spalding
F	6/3/24	Marketing and Communications	6	In Progress		ccronin	Wayfinding Signage	PEC funding was provided for a light pole banner project that is in production and will be installed by June 30 (phase 1), along with 10 additional map wayfinding signs. This is a partnership between facilities and MC.
F	2/8/24	Advancement	6	In Progress		mray	Nason Award	Successfully launch the newly unified Alumni Association and Foundation Board of Directors (AA&F) Submit nomination of AA&F Board for the 2024 Assn. of Governing Boards (AGB) Nason Award that recognizes higher education governing boards that have demonstrated innovation and exemplary leadership
F	2/8/24	Advancement	6	In Progress		mray	Streamline reporting	Streamline reporting, systems, structures and policies to safely provide better services and stronger results
F	2/8/24	Advancement	6	In Progress		mray	Data Integrity	Pursue continuous improvement of data integrity and research
F	2/8/24	Advancement	6	In Progress		mray	Implement Business Intel	Implement business intelligence (i.e., Tableau, Microsoft BI) software for automated and robust reporting and dashboards

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
F	2/8/24	Advancement	6	In Progress		mray	Recruit, Hire and Onboard	Onboard Assistant Director, Prospect Research and Management; recruit, hire and onboard C09 employee to assist with events; hire a consultant to assist with communications work
F	2/8/24	Advancement	6	In Progress		mray	Tracking Spendable Awards	Develop a cohesive internal process to track spendable awards from beginning to end including LOI, pledge payment processing, donor outreach and notification of available funds.
F	2/6/24	Academic Affairs / Faculty	6	In Progress	B	clynch	Market Research	Market research to identify labor market needs and use of data for curricular development is underway with input from Stamats to improve enrollment of adult learners with a focus on those seeking a bachelor's degree; a three-way collaboration among continuing education, marketing and public relations, and enrollment management. A report has been received and it under review; action plan pending.
R	2/8/24	Advancement	6	In Progress		mray	AAF Strategic Plan	Update Alumni Association and Foundation (AA&F) strategic plan to incorporate changes and develop metrics for KPI's
F	2/6/24	Human Resources	6	In Progress		mquigley	RFP for HCM System	Human Resources has chosen our preferred vendor "PageUp" and are working towards finalizing a contract with them.
F	5/22/24	Facilities	6	In Progress		bfior	Enhance CBORD and School Dude	Improve reporting: CBORD and School Dude. No Update on CBORD. School Dude (Brightly) Maintenance Direct had been under utilized with gaps in data entry. Operational changes have been made requiring trades to input their hours and allowing for the development of trends and problem areas.
R	2/6/24	Civic Engagement	6	In Progress		clynch	Grants and Gifts	The CCE has been working with IA and folks in the grants department to both apply for new grants and nurture community relationships in an effort to receive civically focused gifts.
F	5/22/24	Facilities	6	Delayed		bfior	Property Action Plan	Address 331 Lafayette and parcels on Loring (66-68 Loring; Stanley air rights; Diner), in conjunction with General Counsel and president. Facilities is actively pursuing a designer for the relocation of the President Office from 331 Lafayette to the Admin Building on North Campus. 68 Loring is University held and currently in use for storage as an annex to the Stanley Building. DCAMM has recently authorized improvements to 68 Loring and its complete decarbonization through the Fair Share Funding program. Roof funding has been requested through DCAMM's Fair Share program. 66 Loring and 122 Broadway (Rose Insurance and Kitty Pet Center) are both currently used for storage to support Facilities.
F	2/5/24	Marketing and Communications	6	In Progress		ccronin	SSU BOLD Communications	Continue campus communications about SSU BOLD while sharing the limited public information with prospective students and their families <ul style="list-style-type: none"> • AVP Cronin is a member of the SSU BOLD executive committee • Recently reconstituted (from last summer and early fall) BOLD communications working group • Developing a communications framework that will be implemented once additional BOLD and South Campus information becomes available • Making website updates when available
F	2/5/24	Marketing and Communications	6	Stopped		ccronin	SSU BOLD signage	Create "coming soon" signage and other opportunities to generate excitement, given that our local competition have recently opened buildings devoted to health programs <ul style="list-style-type: none"> • Stalled due to lack of funding
F	2/5/24	Marketing and Communications	6	Delayed		ccronin	Wayfinding Signage	Work with facilities on a new wayfinding signage program <ul style="list-style-type: none"> • Due to staff transitions in facilities, this project has been delayed • Must include accessibility wayfinding • Will need budget to implement signage program
F	2/2/24	CAE	6	In Progress	BCF	lbrossoit	Academic Planner	Academic Planner work is continuing to progress and at this time is on schedule to meet deadlines

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R	2/5/24	Academic Affairs / Faculty	6	In Progress		cwhitlow	Review: New Faculty Onboarding	Academic Affairs is seeking to work with IT, CTI, and HR to establish a clear workflow to onboard new faculty. We seek to eliminate confusion and improve communication by clarifying which office does what with respect to new faculty onboarding.
R	2/5/24	Academic Affairs / Faculty	6	In Progress	BC	cwhitlow	Improve Placement and Support	Academic Affairs and the Center for Academic Excellence have been collaborating to improve our testing, placement, and support processes for incoming students. This includes testing at orientation, placement in appropriate classes, and support for all students, especially those who may be vulnerable,
F	2/21/24	Other	6	In Progress	E	cschoen	High impact learning	Our Exercise Science Honors program is growing with our dedicated involvement with the Commonwealth Honors program. Our students continue to conduct high quality research, as guided by our accomplished faculty, and presenting at conference, both here at SSU and at regional conferences. These activities are helping our students pursue careers in their field and in academia.
R	2/2/24	Legal	6	In Progress		rcolucci	Risk management model	PEC has identified high level risks from the point of view of each divisional VP. Mitigation strategies will be explored and decided in the next few months.
R	6/3/24	Academic Affairs / Faculty	6	completed	BC	rluther	Upgrade classroom tech	All BSB classrooms' technology upgraded to allow for more interaction with and engagement of students. Technology also allows instructor to share all class notes with students via a QR code and for students to project and share their work with the entire class.
F	5/22/24	Finance	6	Completed		bfiore	Transport Services Contract	Resolve contractual issues with operation of transportation services, shuttle and motor coach trip transports, in conjunction with University Police.
F	5/20/24	Information Technology Services	6	Completed		sswartz	Apple caching server	The server has been put in place and is actively distributing patches to all Apple products on campus.
R	5/22/24	Facilities	6	Completed		bfiore	Enhance Campus Laundry	Improve student satisfaction with laundry services on campus. Note that although we considered this completed having received new equipment and spruced up the laundry rooms, a recent event may disrupt the progress made. Notably, MSCBA who controls the laundry services contract across the state universities, has opted to terminate the contract as of May 2024 due to non-performance (at other campuses.) It remains to be seen whether the current vendor will meet service expectations during this time, and whether a new contract will be cost effective and successful for our campus.
F	5/22/24	Facilities	6	Completed		bfiore	Weekend Residence Cleaners	Add permanent staff for weekend cleaning in residence halls. Staff searches are open and continuous; Facilities is assessing candidates for vacancies as they are received. In the absence of qualified candidates, facilities will be staffing vacancies with Overtime Assignments.
F	1/11/24	Inclusive Excellence	6	In Progress		cmacdonaldenn	Evaluation/ assessing training	Carlie Pierre, Director of Education and Training, has begun to start this process.

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R	5/22/24	Facilities	6	Completed		bfiore	Equip Maintenance Strategy	Analyze state of dining equipment, to develop a comprehensive, funded plan for maintenance and replacement. Joe Warren was contracted to conduct an equipment survey and condition assessment of all University kitchen equipment. Survey was completed winter December of 2023; condition assessments and repair quotes were received on 2/5/2024. Equipment inventory is being analyzed with Sodexo to determine programmatic need of equipment prior to initiating repairs. All repairs of in-use and required equipment will be conducted into spring break. Facilities is soliciting pricing to implement a preventative maintenance contract for kitchen equipment which would help identify service issues prior to failure.
R	5/20/24	Information Technology Services	6	Completed		sswartz	Windows Server Patching	This has been completed with servers, both Windows and Linux now being patched within days of the patches being available. This will significantly reduce the university's exposure to zero-day exploits.
R	5/20/24	Information Technology Services	6	Completed		sswartz	Citrix system redesign	The first lab, psychology, was setup with this new system and is now completely functional. Faculty feedback has been very positive and we'll be using this new setup as we roll out new thin client systems across campus.
R	4/17/24	Information Technology Services	6	Completed		SSWARTZ	Hoteling system	Many of Salem State's workforce have moved to a hybrid or remote model. There are still times when personnel need to be on campus and will need to be provided with a workspace, but this workspace could be shared to minimize our office footprint and reduce building and energy costs. ITS worked with Advancement to do a proof of concept of hoteling equipment and a reservation system. This allows employees to reserve appropriate spaces, see who else may be working on campus during certain days, use their laptop in conjunction with a full monitor, keyboard and mouse - all without the need for ITS support help. This proof of concept went live with seven areas (3 offices and 4 cubicles) in the advancement suite on March 27th and can be scaled to any number of other locations.
R	2/16/24	Student Life	6	Completed	BCD	kensminger	Immunization Compliance	CHS manages immunization compliance for students, per immunization requirements for entry into postsecondary institution, 105 CMR 220.00. This is a state regulation and requirement, and often can be a source of frustration for students since failure to comply results in a registration hold. CHS has updated technologies, implemented new technologies, to reduce and minimize barriers for students to meet this requirement. This has included updates and maintenance of our electronic health records system (PointNClick), improved integrations between PointNClick and SIS, and added integrations with the Massachusetts Immunization Information System (MIIS). This updates and new MIIS integration allow for immunization records from within Mass to populate into student records, reducing or potentially eliminating the manual work the student has to do to provide their immunization records. This has the potential to significantly reduce barriers, reduce the quantity of registration holds for noncompliance, and improve student experience.
F	1/3/24	Enrollment Management	6	In Progress		bgalinski	Power BI	Collaborate with IT around PowerBI updates and reporting

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/16/24	Student Life	6	Completed	CDE	kensminger	CHS Medical Billing	CHS health services has a medical billing program that allows for us to bill health insurance for medical services provided. This program was developed in 2013 and was financially more successful each year, until 2020, where we are still recovering from the impacts to the program from the pandemic and our shift to broader public health support that was not billable to health insurance. This program has the potential to bring in additional revenue, but more importantly improves the health services we can offer and reduces barriers to students needing to access essential healthcare services such as immunizations and certain medical procedures. To ensure inclusion, our medical providers are contracted with MassHealth and we are able to provide these expanded services to students on a medicaid health insurance plan, which they can have difficulty accessing off campus.
R	2/14/24	Enrollment Management	6	Completed	F	evalenzuela	SNC coaching	Restructured staffing to include two staff primarily dedicated to coaching students to keep them on track with finances and registration. This model provides a proactive supportive environment that empowers students to control their progress toward goals.
R	5/22/24	Academic Affairs / Faculty	6	Completed	F	MTESTA	Music Technology Refresh	We conducted a comprehensive technology upgrade for our MIDI, recording studio, and recital hall computers, essential for keeping pace with industry standards and software developments. The previous systems were at end-of-life and unable to support new software updates, impacting sound quality and overall student experience in our music and recording programs.
F	5/22/24	Facilities	6	Completed		bfiore	SSU BOLD: Trustee Approval	Update the SSU BOLD project plan, and receive trustee approval to fund the university's share of the project.
R	5/22/24	Academic Affairs / Faculty	6	Completed	D	MTESTA	Faculty Search for Music Temp	Successfully completed a faculty search for a temporary position within the music department. This process was vital for maintaining our commitment to providing high-quality academic instruction and managing departmental needs effectively, ensuring continuity and excellence in our educational offerings.
F	1/3/24	Information Technology Services	6	In Progress		sswartz	Hybrid cart simplification	The hybrid carts on campus work, but are not setup cleanly and have no instructions. Each cart is being redesigned and with simplified cable management and laminated instructions are being attached to each system to facilitate ease of use.
R	5/22/24	Academic Affairs / Faculty	6	Completed	F	MTESTA	Recording Studio Retrofit	Over the summer, faculty and students collaborated to retrofit and integrate new music technology equipment into our recording studio. This comprehensive upgrade not only re-organized the studio but also introduced advanced technologies to facilitate improved classroom and lab instruction. This project significantly enhanced our music program's capacity to deliver cutting-edge educational experiences in music production and recording.

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F	2/3/24	Academic Affairs / Faculty	6	Completed		bperry	2023 report accepted by NECHE	<p>Following the 2021 Comprehensive Evaluation, SSU was expected to submit a report to NECHE on 4 areas:</p> <ol style="list-style-type: none"> 1. Ensuring the effectiveness of the institution's shared governance processes, with emphasis on engaging the community, including faculty, in the development and implementation of the next strategic plan. 2. Continuing to build a culture of assessment with evidence that results are used to improve student learning outcomes. 3. Achieving [university] goals to increase enrollment and retention. 4. Strengthening the institution's financial position. <p>The report was submitted in August and accepted in November by the commission. The November response from NECHE further cited only two areas of emphasis for SSU's next report to NECHE in 2026. All NECHE standards will be reported on in the next report. Of note is that items 1 (effectiveness of shared governance) and 3 (achieving goals in enrollment and retention) are the on-going areas cited for additional emphasis moving forward, with the adjustment that completion of the strategic plan was removed from item 1. Subsequent to the November letter, NECHE confirmed that additional reporting is not expected on items 2 and 4 (above) in the 2026 report.</p>
R	2/2/24	CAE	6	Completed	BCF	lbrossoit	Accommodate	<p>Utilize Accommodate in the Disability Services office to help students more efficiently access and manage their accommodation requests and services. It has been fully implemented and 'live' since Fall 2023. Next steps would rolling out new features/functions as they come with updates</p>
R	1/29/24	Academic Affairs / Faculty	6	Completed	D	drasco	Manage Cost per Grad Student	<p>Manage Cost per Graduate Student (Connected to SP Objectives: 1.3, 1.5, 1.6, 1.7, 3.3, 3.4, 3.8, 5.2, 6.2, 6.3, 6.8, 7.3, 7.5)</p> <p>Analyzed data from Modality Survey to consider implications for course offerings to avoid unnecessary courses in modalities that do not match student needs or program requirements.</p> <p>Evaluated graduate student enrollments and promoted university-wide discussions by providing analyses (e.g., university-wide enrollment report, OT brief).</p> <p>Provided tools to help GPCs identify potential recruitment opportunities (e.g., Power BI map of undergraduate degree conferral in region, Applicant Origins map).</p> <p>Supported colleges and programs in their consideration of new programs (computer science, bilingual endorsement).</p>
F	11/6/23	Information Technology Services	6	Completed	D	sswartz	Change MFA rules	<p>The current Multi Factor Authentication system is too cumbersome. Revisit this so that we remain compliant with our insurance and state guidelines without having to log in all the time.</p>
R	1/3/24	Information Technology Services	6	Completed	C	sswartz	ITS Refresh Plan	<p>A comprehensive (10 year) ITS Refresh model has been created and delivered to budgeting. This plan incorporates all existing ITS hardware on campus for replacement at the technology's end-of-life so that systems will stay modern, reliable and secure.</p>
R	1/3/24	Information Technology Services	6	Completed		sswartz	Server upgrades completed	<p>We've successfully updated or removed 47 Windows servers that were on Windows Server 2012 or earlier operating systems. Microsoft dropped support for these operating systems in October 2023, so no more security or bug patches would be produced for them. All have been remediated.</p>

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7

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R	1/3/24	Information Technology Services	6	Completed		sswartz	Firewall replacement	The university firewall was ten years old and was no longer able to effectively filter DDOS attacks. This would result in internet outages for the campus and all on-campus systems when attacks would occur. The firewall has been replaced with a next generation Palo Alto firewall and we have our ISP filtering and mitigating DDOS attacks so that internet outages no longer occur.
R	1/3/24	Information Technology Services	6	In Progress		sswartz	Implement a call center	We have selected a call center vendor for 24/7 support of faculty, staff and students for ITS tier 1 support issues. The RFP was issued, a vendor selected and we are in the process of getting the contracts approved. We hope to go live with this vendor in January.
F	6/3/24	Finance	7	Paused		bfiore	Enhance Budget Mgr Guidance	Improve written guidance for departmental budget managers. We updated the CFRS manual but the smaller tutorials have not been started. Budget reduction work took precedent.
F	6/3/24	Finance	7	In Progress		bfiore	Improve Resource Allocation	Improve resource allocation and financial management; design process for new budget requests, and train and coordinate with departments on budget reallocations and use of existing funding, including departmental and endowment income gifts in their departmental spending plan. Continue to work with departments on use of existing funds but most time in recent months was spent on budget reduction work and questions, and budget package. Working on updating proforma for SI initiatives selected for a 5-year review.
R	6/3/24	Academic Affairs / Faculty	7	In Progress	B C D E F	jcambone	TPDI Pre- college activities	Pre-College Activities are one of the five areas of Teacher Pipeline Development Initiatives (TPDI) under the umbrella of IAE2. These activities include both: Mentorship programming intended to encourage and recruit area middle and high school students into the Educator profession by (a) building mentoring programs for middle and high school students to encourage education as a career and (b) developing complementary programming for Early College Education Pathways, in partnership with the Early College Initiative under Dr. Michelle Pierce's leadership. The intended impacts are to build the undergraduate teacher pipeline to approximately 250 candidates within five years, benefitting both university enrollment and the larger community
R	6/3/24	Academic Affairs / Faculty	7	In Progress	E	rluther	Conference on campus	We won the bid to host MOBTS (Management and Organizational Behavior Teaching Society's) annual conference on our campus in June 2024. Many of our faculty will engage with their peers and discuss pedagogical approaches and impact. This conference will bring more than 250 faculty members from around the nation and beyond who will stay in our dorms and use Sodexo services for meals thus bringing in revenue to the university.
F	6/3/24	Finance	7	In Progress		bfiore	Enhance Scholarship Reporting	Expand financial and budget reporting of scholarships and financial aid.
F	5/22/24	Finance	7	In Progress		bfiore	Grant Process Enhancement	Improve the grants process improvement; collaborate with pre-award to improve and streamline communication and processing as grants are awarded, deliver grants financial reporting accurately and timely, and assist campus in spending external funds before SSU funds.
F	5/22/24	Finance	7	In Progress		bfiore	Implement ACH Disbursements	Implement process improvements for disbursements: implement ACH processing of accounts payable, and automate reconciliation of outstanding checks between SSU and bank operating account.
F	5/22/24	Finance	7	In Progress		bfiore	Promote Affordable Vendors	Promote cost-effective purchasing via vendor contracts and use of consortia contracts providing on average 28% off list price.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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Code	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/14/24	Enrollment Management	7	In Progress	ABCDEF	swillis	Expand Graduate Market	<ul style="list-style-type: none"> -Expand interest in enrolling, increase awareness of the positives of an SSU education, and diversify/expand our prospective student market. • New open house sessions: international session in collaboration with CIE, student panel with current SSU students, financial aid/graduate admissions session in Spanish. • Admission events and information sessions offered in-person and online throughout the academic year, removing location barriers. • New MSOE initiatives with surrounding public school districts to expand interest in enrolling and earning an SSU education. • Present at wider community events, such as the Salem Farmers Market and the North Shore Pride Parade
F	2/8/24	Advancement	7	In Progress		mray	Board Campaign Strategy	<p>Work with the AAF and BOT philanthropy committees on regular campaign strategy and progress discussion in respective board meetings</p> <ul style="list-style-type: none"> • Updates are being shared at all full board and committee meetings for both the AAF and BOT
R	2/14/24	Enrollment Management	7	In Progress	D	swillis	Application Fee Waivers	Both Admissions areas provide application fee waivers for all student though December 15th, but after this date Admissions provides application fee waivers for any students who may have this payment serve as a barrier to applying for SSU.
F	2/8/24	Advancement	7	In Progress		mray	Retain half of all donors	<p>Retain half of all donors from prior fiscal year</p> <ul style="list-style-type: none"> • We have retained 620 of our 2694 FY23 donors- 23% towards our goal of 50%
R	2/14/24	Enrollment Management	7	In Progress	BDEF	swillis	Direct Admissions	The admissions team has piloted a Direct Admissions program with Salem High School and Peabody High School to streamline the Admissions process and provide support and programming through prospective students junior and senior year. Next year we will explore expanding to 1 school in Lynn.
F	2/8/24	Advancement	7	In Progress		mray	Increase Crosby Society	<p>Increase Crosby Society members</p> <ul style="list-style-type: none"> • 1 new Crosby member so far in FY24 • A direct mail and multiple digital campaigns to Crosby Society prospects have been deployed
F	2/8/24	Advancement	7	In Progress		mray	Strengthen message	<p>Strengthen message to educate alumni about philanthropy and its impact on public higher education</p> <ul style="list-style-type: none"> • We continue to share stories on social media, in the media and digitally through our email communications. • Alumni relations, annual giving and major gift officers continue to personally connect with donors and alumni
F	6/3/24	Marketing and Communications	7	In progress		ccronin	Review Campus-wide Branding	MC has completed the review of past branding studies and has developed sample elevator speeches. These will be circulated in the fall for focus group input.
F	6/3/24	Marketing and Communications	7	Stopped		ccronin	Hire Branding Firm	Due to the FY25 budget challenges, there are no resources available to partner with a branding firm in the new academic year.
F	6/3/24	Marketing and Communications	7	In Progress		ccronin	Invest in MC Staffing	<p>Dustin Luca, associate director of external communications begins June 9.</p> <p>Tina Karas, associate director of campus communications begins July 1.</p>
R	2/8/24	Advancement	7	In Progress		mray	Raise \$17 million in FY24	<p>Raise \$17 million in FY24 - \$15,700,000 in major gifts and \$1,300,000 in annual gifts</p> <ul style="list-style-type: none"> • Total Raised as of 1/31/24= \$1,650,683- \$880,818 in major gift and \$769.765 in annual gifts
R	2/8/24	Advancement	7	In Progress		mray	Acquire new donors	<p>Acquire new donors and increase alumni giving</p> <ul style="list-style-type: none"> • 412 new donors and 606 alumni donors as of 1/31/24

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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R	2/8/24	Advancement	7	In Progress		mray	Leadership and Board Giving	<p>Grow campus leadership and volunteer/board support for university fundraising priorities</p> <ul style="list-style-type: none"> • Monthly meetings with the campaign manager continue with Deans and department leadership • 96% of all AAF board of directors have made a campaign gift • 83% of all PEC members have made a campaign gift • 88% of all BOT members have made a gift in the campaign • All Friends of Education and Friends of Social Work members are currently being solicited for a campaign gift.
R	2/8/24	Advancement	7	In Progress		mray	Personalize stewardship	<p>Personalize stewardship practices for major gift donors and prospects</p> <ul style="list-style-type: none"> • 2 individual donor impact reports have been completed and sent so far this year • 4 grant impact reports for private foundations and corporations have been completed and sent so far this year • Unique stewardship in all proposals over \$100,000 continues, as well as standard itemized stewardship for proposals at levels under \$100,000 • Creating a welcome to the endowment packet for new endowment fund donors has not started, but in collaborating with Advancement Communications we have been able to pull together a document that covers donors' frequently asked questions about the endowment and Salem State's practices that can be used in the meantime • Stewardship and engagement plans continue to move forward for key major donors • Scholarship notifications went out this November, with 196 students and 232 donors receiving a personalized, designed notecard with their scholarship information included.
R	2/8/24	Advancement	7	In Progress		mray	Steward Annual Donors	<p>Continue stewardship for annual donors based on donor behavior</p> <ul style="list-style-type: none"> • An annual giving report was mailed to all FY23 donors in September • Your Impact in Action is being mailed in February to 7,098 donors of the last 10 years and current employees. This publication includes an update on the campaign, donor stories and a philanthropic report from the AAF. • Digital Thank You videos continue to be deployed to consecutive donors (annually) and first-time donors (monthly) • Students and AAF board members are calling consecutive donors to thank them for their giving this spring • Frontline fundraisers continue to call unassigned donors within 48 hours of their gift to thank them for their gift. • Endowment Fund reports were sent in December to 261 individuals, with 137 printed and 134 being sent through our digital platform ODDER. 73.9% of the reports sent through ODDER were opened.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
			X									X
			X									X
		X										X

C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/8/24	Advancement	7	In Progress		mray	Implement stewardship	Implement stewardship practices for campus partners and volunteer boards <ul style="list-style-type: none"> Deans and department chairs are reaching out to current donors to their areas to thank them for their gifts. AAF board members are calling fund contacts about their fund reports and reaching out to consecutive donors of 15 years to thank them for their giving. President Keenan personally reaches out to donors over \$5,000 for their gifts with a thank you, as well as donors who have reached a milestone of 20+ years of giving <ul style="list-style-type: none"> Campus partners have been key contributors to grant reports and other small stewardship pieces throughout the year
R	2/6/24	Academic Affairs / Faculty	7	In Progress	C	clynch	Improve applicant yields	Efforts are ongoing to improve communication between the admissions team and the academic leadership as relates to coordinating efforts for Accepted Students Day, Open House Events, and New Student Orientation. More substantive work between academic affairs and the orientation team is required to reduce summer melt.
R	2/6/24	Civic Engagement	7	In Progress		clynch	Marketing the Institution	The CCE has been working with marketing and creative services to roll out - Salem State - The Commonwealth's Civic Engagement Institution.
F	2/5/24	Marketing and Communications	7	In progress		ccronin	Review Campus-wide Branding	Review existing campus-wide branding and reputation studies and efforts to determine how they can be improved to support strategic plan and how we can increase campus buy-in <ul style="list-style-type: none"> This process is underway—increasing campus buy-in will be challenging
F	2/5/24	Marketing and Communications	7	Delayed		ccronin	Hire Branding Firm	If additional resources are provided, consider retaining a branding firm <ul style="list-style-type: none"> Will advocate for additional funds in the FY25 budget
F	2/5/24	Marketing and Communications	7	Delayed		ccronin	Invest in MC Staffing	Invest in marketing staffing adding three key support positions and a director of communications <ul style="list-style-type: none"> Will advocate for additional positions as part of the FY25 budget/roster review
F	2/5/24	Marketing and Communications	7	In Progress		ccronin	Financial Transparency	AVP Cronin and director for branding and audience development, Zac Riley, to serve on the Financial Transparency Committee
F	2/5/24	Marketing and Communications	7	In Progress		ccronin	Advertising Investments	Advocate for a significant increase in the advertising/promotional budget to support enrollment and advancement initiatives <ul style="list-style-type: none"> Will advocate for additional funds in the FY25 budget MC currently has a very tight budget for the rest of FY24 due to campaigns to increase enrollment applications; these investments may cause MC to reduce yield campaigns spending this spring Increase in applications from the common app is one of the reasons why MC's budget is tight Marketing assesses the cost for all prospective student outreach campaigns to find affordable but high-quality vendors and tactics to reach our audience. The team is diligent about rising paper and postage costs, often adjusting strategies to reach the most people for the lowest possible cost. NOTE: these activities are both "in progress" and "delayed"
R	2/6/24	Human Resources	7	In Progress		mquigley	Salaries	Continue to make competitive salaries a priority in both recruitment and retention while maintaining integrity of SSU's salary and classification structure and in compliance with Massachusetts Equal Pay Act (MEPA).
F	5/22/24	Facilities	7	In Progress		bfior	Hospitality Rev/ Infrastructure	Continue to grow the conference and hospitality services business and stabilize its infrastructure to increase revenue, especially while most students are off campus.

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	5/20/24	Information Technology Services	7	In Progress		sswartz	Asset Tracking	We have purchased Asset Panda, a popular web-based system to track assets per the commonwealth's directions and are in the process of moving trackable assets into the system. We are over 1,000 tagged systems entered so far with more going in each week. A physical inventory will be attempted in July by Dean Igoe, the lead in this project.
R	2/5/24	Academic Affairs / Faculty	7	In Progress		cwhitlow	Establish New Int'l Partners	The Center for International Education is working to establish 4 new dual degree partnerships with Chinese universities in the 1+2+1 model (computer science, business (2) and the 2+2 model (computer science). In addition, we are working with Thames International in the Philippines to establish a 2+2 transfer pathway program.
F	1/22/24	Information Technology Services	7	In Progress		sswartz	DR plan test	Our CISO is currently investigating and revising existing DR plans with a red table exercise to follow. This should take place in the first half of 2024.
F	1/3/24	Enrollment Management	7	In Progress		bgalinski	EM Structure/ Protocols	Evaluate and update protocols and structures within enrollment management to ensure it aligns with the needs of our shifting students population.
F	1/3/24	Enrollment Management	7	In Progress		bgalinski	Enrollment Stabilization	Implement a solid admissions and retention strategy that addresses student challenges and includes areas across campus.
F	11/29/23	Finance	7	In Progress		bfiore	Enhance Scholarship Reporting	Expand financial and budget reporting of scholarships and financial aid.
R	1/3/24	Enrollment Management	7	In Progress		bgalinski	Admissions Strategy	Leverage our location Increase outreach and education around affordability of a Salem State education Expand outreach to community organizations Expand out of state recruitment in key areas Eliminate barriers in the application process Increase direct admissions to include Lynn Public Schools (currently Peabody and Salem) Improve the transfer credit process
R	1/3/24	Enrollment Management	7	In Progress		bgalinski	Enrollment Stabilization	Increase marketing and communication around living on campus and create data sources to understand why some students choose not to live on campus or leave housing after the first year.
F	5/22/24	Finance	7	Completed		bfiore	Trustee Onboarding Support	In conjunction with PEC, participate in orientating and assisting new trustees

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F
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Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	5/22/24	Other	7	Completed	AC	cwhitlow	International Partnerships	Three international partnership agreements have been signed. Two of these are cohort agreements through our long-time CCIEE-AASCU 1+2+1 program. New cohort programs are with the Early Childhood and Care Department with Huaiyin Normal University; Computer Science has partnered with Taizhou University; and with the Management Department has partnered with Jiangxi Science and Technology Normal University on an international business degree. These programs add to our existing cohorts with Nanjing Normal University (English Department) and Nanfang College (Accounting and Finance). We expect student from the three new cohorts to arrive in Salem in Fall of 2025. Students from our 1+2+1 partnerships who fulfill all requirements receive degrees from both institutions. We have also signed an additional agreement with Thames International College in the Philippines. This is a 2+2 pathway program where students who select SSU will transfer in two years of Gen Ed coursework and complete a major at SSU. They will only receive an SSU degree. The intended impact of these partnerships is to increase enrollment, add diversity to our campus, provide tuition and auxiliary revenue streams. We believe that a diverse campus community with a robust international student enrollment provides the opportunity for all students to study with and gain perspectives from diverse students. This enriches the student experience for all, helps build a culture of diversity and belonging, and can, in turn, lead to greater retention.
R	5/20/24	Information Technology Services	7	Completed		sswartz	DR plan test	The test was successfully completed. While the team was able to get to a good recovery point, it is clear that SSU's incident response plan and DR plan need to be updated after this test. Both are being worked on by the CISO, Brian Helman and will be used in future tests. A complete restoration using the backup system of a server was successful as part of this test.
F	2/14/24	Enrollment Management	7	Completed		bgalinski	Financial Aid Lev Strategy	<ul style="list-style-type: none"> Model selected; Status: Complete Awarding will begin once ISIRs are received; Status: Delayed. Education to students/parents/supporters on cost to attend SSU; Status: In Progress.
R	2/14/24	Enrollment Management	7	Completed		bgalinski	Financial Literacy Education	Resources added to the new Parent Portal Curriculum created FAFSA Friends coaching resource implemented Partnership with FYE offering workshops Resource created in multiple languages
R	2/14/24	Enrollment Management	7	Completed		bgalinski	Business of Being a Student	Ongoing review and best practice updates to policies and protocols Monthly collaboration and review of policies and processes causing challenges for students

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7
X				X		X		X				X
	X										X	
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C o d e	Date	Department	Primary Goal Ascribed by User	Status	Strategic Imperative	User	Initiative Name	
R	2/14/24	Enrollment Management	7	Completed		bgalinski	Enrollment Stabilization	<p>Stabilize enrollment through a solid admissions and retention strategy. Marketing/CE led a Market and Student Demand analysis for the adult market/CE; Status: Complete. Respond to Stamats recommendations of online course offerings and admissions and web updates; Status: Ongoing.</p> <p>ADMISSIONS – Fully Onboarded the common application. Status: Complete.</p> <ul style="list-style-type: none"> – Expand Out-of-State Marketing and Recruitment. Status: Complete. – Increase on the sport programming at top feeder high schools Status: Complete – Build Awareness and increase applications through a multifaceted marketing plan. Status: Fall Complete/Spring Ongoing – Expand outreach and collaboration with local organizations. Status: Complete – Improve the transfer credit process through use of technology; Status: Delayed. – Increase online programs for adult learners CE/GRAD students: Status: In Progress/Delayed. – Streamline the Prior Learning Assessment process; Status: Delayed. – Eliminate barriers to the application process. – Implement Direct Admissions: SSU Applies to You! Status: Complete. – Implement a dual admissions program with NSCC and NECC. Status: Complete. – Offer a free application period; Status: Complete. <p>RETENTION</p> <ul style="list-style-type: none"> – Increase coaching initiatives. Status: Complete (more needed). – Academic Planner Initiative; Status: Ongoing. – Institutionalize a process for the University to focus on DFW rates; Status: Delayed.
R	2/14/24	Enrollment Management	7	Completed		bgalinski	Loan Borrowing	<ul style="list-style-type: none"> – Reduce loans and replace them with State funding where possible; Status: Complete. – Educate students/supporters on loan borrowing amounts; Status: Complete.
R	2/14/24	Enrollment Management	7	Completed	D	bgalinski	Funding Undocumented Students	<ul style="list-style-type: none"> – Seek additional grant opportunities for student financial aid and undocumented students. – Implemented TheDream.US program. Status: Complete. – Manage/market the State's Tuition Equity Program. Status: Complete and ongoing as it unfolds
R	5/22/24	Academic Affairs / Faculty	7	Completed	F	MTESTA	Evergreen Music Tech Budget	<p>We established a sustainable, evergreen budget for ongoing music technology upgrades, including a multi-year plan to proactively replace aging technologies. This strategic approach prevents critical system failures and large unexpected expenditures, aligning with our goals to ensure financial stability and continuously improve our educational infrastructure.</p>

Strategic Imperative A	Strategic Imperative B	Strategic Imperative C	Strategic Imperative D	Strategic Imperative E	Strategic Imperative F	Goal 1	Goal 2	Goal 3	Goal 4	Goal 5	Goal 6	Goal 7

APPENDIX C

Large Grant Projects

1. The Year of Advising: Advising is Teaching

Leader: Academic Planning Committee

Synopsis: The Academic Planning Committee will present a series of workshops and discussion sessions throughout the academic year designed to transform SSU's current advising from a transactional and informational model to focus on the integration of students' academic, social and work lives/career aspirations. The goal of this project is to accomplish this work by leveraging technology and fostering meaningful faculty-student relationships.

2. Peer Advising

Leaders: Randy Cloke and Melissa Thayer

Synopsis: Working in concert with the efforts of the Academic Planning Committee, this project seeks to hire additional peer advisors to work in the Academic Advising office. This will expand opportunities for enhanced academic advising, skill-building and mentorship, and seek to improve academic outcomes for students, especially those in academic difficulty.

3. Enhancing Experiential Learning at Salem State University through Riipen.com Micro-Internships

Leader: Zlatinka Blaber, Yougin Pan, Van Pham, and Manish Wadhwa

Synopsis: This project will expand high-impact programmatic and engagement initiatives through internships and real-world projects using [Riipen.com](https://riipen.com).

4. Digital Learning Strategy

Leaders: Eliza Bobek

Synopsis: This project will create a centralized hub for online learning to improve retention and progress for diverse student populations. The project has two components: faculty support and support for programs, departments, schools and colleges across SSU to reimagine coursework by thinking intentionally about when and how online courses are available for students

5. Translating Materials for Spanish and Portuguese

Leader: Elisa Castillo

Synopsis: This project will increase the amount of admissions, financial aid, and campus resource information that is available in Spanish and Portuguese.

6. Stationary Micro Food Carts

Leaders: Karen House

Synopsis: This project will address the lack of food options through-out campus by providing additional food and beverages (self-service, enhanced vending, grab-and-go, mini markets) throughout campus.

7. Advancement of CliftonStrengths at SSU: “Invest in Strengths, Build your Future”

Leaders: Helaina Polito

Synopsis: This project will enable widespread use of CliftonStrengths to enhance student retention and timely graduation. Use of CliftonStrengths will help individuals with self-awareness, personal growth, and career preparation.

8. The Scholar’s Toolkit

Leader: Danney Rasco

Synopsis: Address diverse backgrounds and needs of graduate students by providing training in various areas intended to enhance their academic and professional pursuits.

9. Student Life Behavioral Intervention Team (SLBIT) Professional Development

Leader: Jessica Stevens

Synopsis: Provide training to employees on the Student Life Behavioral Intervention Team on how to effectively and appropriately discuss, assess and navigate challenging situations to ensure best practices and enhance safety to our students and community.

10. Recruitment and Conversion Text Messaging

Leaders: Eduardo Valenzuela

Synopsis: The project will enable the implementation of text messaging from our admissions and student support offices to prospective and incoming students.

Small Grants

1. Baseline Setting for Environmental Sustainability, Strategic Plan Goal Four

Leader: Tara Gallagher

Synopsis: This project aims to establish baseline settings for environmental sustainability in academic course selections, new tree plantings, and low mow zones.

2. Response to Bias Training

Leaders: Carlie Pierre, Monica Leisey, Abby Machson-Carter, and Eliza Bobek

Synopsis: This project will create a training program to help department chairs and administrators develop bias response tools.

3. Training Investigators, Decision Makers, and Support People for Title IX and Community Standards Process

Leader: Mike Coughlin

Synopsis: This grant will recruit, train, and compensate professional staff for the Title IX and Community Standards Process.

4. Collaborative Action Team

Leaders: Cassie Kao and Sam Ohannesian

Synopsis: This funding supports the rebranded Care and Concern Team to provide optimal support to SSU students.

5. Transfer Connections Graduate Assistant

Leader: Avril Hevey-Doucette

Synopsis: The grant will fund a graduate assistant to aid the Transfer Connections Programs at NSCC and NECC.

6. Salem State University Intergenerational Hip Hop Dance Symposium

Leaders: Karen Gahagan and Betsy Miller

Synopsis: This project will celebrate Hip Hop culture and convene practitioners in the greater Boston area and North Shore in January 2025.

7. Mental Health Awareness and Political Advocacy

Leaders: Jean MacLachlan and Kate Adams

Synopsis: This funding supports a mental health advocacy campaign and promotes civic engagement, political advocacy, and professional development.

8. A Faculty Summer Workshop: Navigate360, Academic Planner, and Student Support Services

Leader: Gayle Fischer

Synopsis: The project will train faculty members to effectively use EAB's Navigate360, Academic Planner, and introduce them to support services.

9. Reinvigorating Professional Writing at SSU

Leader: Scott Nowka

Synopsis: This initiative will restore a professional writing concentration in the English major, benefiting students campus-wide.

10. Combined AI Grant with the CTI

Leaders: Youqin Pan and Pamela Leong

Synopsis: The project will launch an AI Advisory Group and develop an AI tutor for undergraduate statistics students.

APPENDIX D

AY2023-2024 YEAR END STRATEGIC PLAN GOALS AND INITIATIVES REPORT

Goal Number ONE

Submitted by: Cynthia Lynch, David Silva, Bonnie Galinski, Julie Whitlow

- a. Identify and list those **completed** projects/achievements that you determine are of significant impact. Please also indicate which, if any, of the items on the FY24 Must-Do's the work satisfies. Please use the title of the work and provide a short summary of the work. Bullets are preferred.
- **The Program Area for General Education (PAGE)** was created and approved by the President on April 2, 2024. A chair of the program area has been selected by members of the advisory committee and has been appointed by the provost. Seven faculty leaders will assist the chair as members of PAGE. The intended impact of this initiative is to review every aspect of our general education curriculum; develop a plan for the assessment of the Gen Ed based on learning outcomes; develop a narrative about the Gen Ed to share and implement with the campus community, faculty, staff, advisors, current students, and prospective students; prepare a web and digital materials as related to Gen Ed; review the curriculum and recertification process and recommend changes through the governance process; prepare professional development for faculty teaching in various categories of the Gen Ed. This will allow us to solidify both the program and information about the program. This review and revamp of the Gen Ed will be a 2 - 3-year initiative. PAGE will provide ongoing administration and oversight of Gen Ed in collaboration with the Gen Ed Advisory Committee. **This achievement feeds into our Goal One Must Do: Complete the work to assess and adopt institutional learning outcomes.**
 - **SEALS:** Academic Seals for Public Engagement, Global Engagement, and Diversity, Power Dynamics, and Social Justice passed governance in Fall 23. Seven Students Earned the DPDS seal. Four Students earned the global engagement seal. Eleven students earned the Public Engagement Seal. Fifteen total students earned the 23 seals as several students earned more than one seal.
This achievement feeds into our Goal One Must Do: Create and begin implementing a plan for every student to engage in experiential learning.
 - **A newly re-organized Assessment, Sponsored Projects and Institutional Research (ASPIR)** division was formalized this academic year. This division has added several professional staff and will be introducing a new Salem State dashboard, gearing up to apply for HSI- related grants and other external funding opportunities, and giving structure to institutional and departmental assessment. **This achievement feeds into our Goal One Must Do: Complete the work to assess and adopt institutional learning outcomes.**
 - **Continuing Education Marketability Analysis:** In partnership with the deans, Marketing and Communications lead a marketability analysis of undergraduate adult learner programs (CE) to better understand student and market demand and to determine if we can offer new CE programs based on traditional current undergraduate degrees.
 - **Establish COIL Program:** 50 faculty members have been trained through the CIE to deliver courses that include a COIL (collaborative online international education) component. 8 more will be trained this year.

- **Academic Planner:** A dedicated team of staff and faculty champions worked on implementing Academic Planner. Navigate360, as it is known today, is a comprehensive university-wide student success platform that links faculty and staff to students to help proactively manage student success. Faculty and staff have access to the “staff” side of Navigate360, while students have access to Navigate360 Student.
- **CTI Innovation Mini-grant:** Mini-grant opportunity for faculty to develop an innovative teaching approach, implement a new approach in their classes, create materials that explore SSU’s status as an emerging HSI, design experiential learning experiences, etc. Awardees agree to share their work in a number of possible ways e.g., Innovation Showcase, article in CTI Newsletter, presentation at May Symposium.
- **Alternative Grading Series:** A series of workshops were held where faculty shared experiences and discussed several different non-traditional grading approaches.
- **Global Partnership Expansion:** New global partnerships were launched over the last academic year in China and India and current Chinese partnerships were strengthened over the summer visit to China.
- **Center for Accessible Academic Resources (CAAR)** is a new center merging disability services, peer tutoring, and supplemental instruction. This unified approach enhances academic support and accommodations, ensuring all students have the resources they need to succeed. With innovative tools and a focus on inclusivity, CAAR is dedicated to improving student success and retention.
- **Emerging HSI Professional Development at Inaugural HSI Conference hosted at SSU:** Over 75 SSU full-time and part-time faculty and staff attended the Inaugural HSI Conference and attended the two keynote sessions and participated in four of 20 possible breakout sessions. The two incredible days of learning and collaborating provided opportunities to recognize the importance of being welcoming, accessible and supportive to Hispanic and minority students.
- **New Center for Educational Leadership at Salem State University (CEL@SSU),** housed within the McKeown School of Education, secured funding through a gift from the Pegasus Springs Education Collective (\$21,200). With these funds, CEL@SSU was able to offer fully funded professional learning communities (PLCs) to McKeown School of Ed. educational leadership program graduates. In all, more than 65 alumni were able to participate in PLCs that met either monthly across the year or as shorter-term, topical based offerings. Together, these experiences dramatically increased alumni engagement with both CEL@SSU and the School of Education.

Also, the CEL partnered with multiple nearby school districts to co-create and implement a variety of leadership learning initiatives. Taking place within districts, these partnerships allowed us to support the leadership learning of instructional coaches, curriculum directors, school leaders, and district leaders. Topics ranged from building a model for instructional coaching, to careful data use, to the implementation of instructional leadership teams. Partner districts included: Chelsea Public Schools, Danvers Public Schools, Reading Public Schools, Melrose Public Schools, Wakefield Public Schools, and Woburn Public Schools. Across initiatives, this work supported the development of over 100 regional leaders.

- **Music and Admissions Collaboration:** Hosted over 90 students and faculty from Chelsea High School for a music career lecture at Salem State University on April 26. Dr. Mike Testa delivered a 90-minute presentation on diverse careers in music, in collaboration with the admissions department. This event not only enriched the high school students’ understanding of music careers but also played a crucial role in our recruitment efforts, showcasing the strength of our music programs to prospective students.

- **ChatGPT and AI Exploration:** Faculty from management have been working with AI FPLC to actively explore the use of ChatGPT and other AI tools to guide students in proper AI usage and to enhance teaching. Specifically, they developed and disseminated a clear policy outlining permissible and impermissible uses of AI, serving as safeguards against serious concerns like plagiarism and helping students learn from their initial mistakes. The Center for Teaching Innovation has also hosted a faculty learning community and a working group for AI. Guidance for faculty as related to syllabus statements related to AI have also been made available.
- **Sexual Health Programs:** CHS facilitated sexual health programs, working in partnership with student organizations, centered around holistic sexual and reproductive wellness, sharing on campus resources, with particular attention to sharing how CHS services are inclusive for LGBTQIA+ and gender diverse students. Specifically, over 400 students participated in 2 events, 09/06/2024 and 12/01/2024. It is notable, and backed by research, that students who participate in health education programs increase their health knowledge, decrease their risk-taking behaviors, and are more academically successful than their peers. (Advocates for Youth, <https://www.advocatesforyouth.org/wp-content/uploads/2021/06/Final-Sexual-Health-Ed-and-Academic-Success.pdf>)
- **Enhanced Grad Student Support:** Increased funding support by 50% (\$250/student) for students traveling more than 100 miles for conference presentations. Provided students with multiple orientation options (synchronous, asynchronous, in person). Response to in-person orientation was positive: - 100% of attendees found it very well-balanced (67%) or balanced (33%), meaning it was informative and not overwhelming. Provided Graduate Student Success series, which covered sustainable learning, tailoring application documents for the audience, bridging the gap to graduate-level writing, and using AI ethically and effectively. The final session on AI, included dozens of attendees with a few individuals from the broader community attending. Enhanced retention efforts through regularly scheduled, strategic text messaging to help discontinued students return to their studies. A year-to-year comparison of credit hour enrollment indicated a single text message may have yielded a return of \$12,460 in tuition and fees, although we cannot fully attribute the additional tuition revenue to the text message given the lack of control of other factors. Provided students with timely communication via newsletters and social media allowing students to be better informed about opportunities to engage with campus and to find and use campus resources (e.g., tuition freeze, transportation options, scholarships and funding, campus events). Created GPC SharePoint with resources to enrich their engagement with and support of students. Modernized forms for quicker responses, better tracking, and improved user experience. Onboarded new program assistant. Participated in Academic Planner implementation preparation, even drafting Advisor Guides for Graduate Program Coordinators and related tutorial videos.
- **Pressing Matter Survey:** The CCE conducted a campus wide survey on Pressing Matters with an N of 415. An executive summary was submitted to the provost and can be shared with the campus. Overall, the top three pressing matters were Mental Health (by big numbers), Racial Equity, and 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. The top pressing matters when groupings were considered were Human Rights, Mental Health (as a stand-alone issue) and Violence (in general).
- **Department Progress:** Throughout SSU's numerous academic departments a lot of work that aligned with the strategic plan occurred. There were new faculty hires, high impact projects, innovative workshops, faculty-led travel programs, programs that brought in students from local high schools, revised courses,

- b. Identify and list **ongoing projects/work** that merit additional attention during AY2024-2025. Please use the title of the work and provide a short summary of the work. Bullets are preferred.
- Experiential Learning:** Experiential learning has been promoted to the media and in web stories. Reviewing this information as part of the admissions materials update process that occurs every summer. These activities will be included in upcoming viewbook summer update.

This achievement feeds into our Goal One Must Do: Create and begin implementing a plan for every student to engage in experiential learning.
 - Updated EEC Concentrations:** Youn Jung Huh, EEC program coordinator, updated Early Education and Care (EEC) concentrations to provide flexibility for students with job commitments in the field and diverse career goals. This initiative ensures that educational opportunities are accessible and tailored to the needs of all students. The EEC concentrations approved through the governance process are Leadership and Advocacy in EEC and Early Childhood Professions in EEC.
 - China and India Program Curriculum Mapping:** Youn Jung Huh, Manish Wadhwa, Guoron Zhu collaborated closely with Julie Whitlow, Vice Provost, and Xia He, Assistant Director of CIE and , China Program Coordinator to develop curriculum maps approved by their dDepartments for our new partnerships with Huaiyin Normal University, Jiaying University, and Taizhou Universities in China. The first cohorts of the international students will start their studies at SSU in Fall 2025, bringing our China cohort partnerships to five. Computer Science has also mapped curriculum for a 2+2 program in Computer Science with Northcap University in India. We hope to welcome students from India to SSU in Fall of 2027.
 - Improved MSoE Advising:** Brian Ernest, lead faculty for special education, in collaboration with MSoE Student Services, developed an improved advising process for undergraduate students in the 4+1 teacher licensure program who are interested in adding a second license in moderate disabilities. Advisors will refer interested students to Dr. Ernest who will then become the assigned advisor so that students take the correct courses and MTELs for the additional license.
 - Math Learning Center:** The Math Tutor lab to become the Mathematics Learning Center (MLC). Several assessments and early proposals have accord and they are preparing for additional tutoring and supplemental learning in AY 25. A proposed tenure-track position and math learning center director were also part of the department proposals.
 - Business Pitch Competition:** Business pitch competition was launched in Spring 2021 under the umbrella of Center for Entrepreneurship in the Bertolon School of Business to encourage entrepreneurial spirit among our students. Participation is by students from across the university, and the fourth annual competition held in April 2024 saw more than 40 teams from across the university compete for \$10,000 in cash prizes. All money for the competition, faculty fellow's 3 credit APR and cash prizes is raised annually through sponsorships and excess added to the existing donor fund account for the Center. Besides providing a confidence boost to our students, increasing retention and engagement, the event adds to economic growth of the region
 - From Learning to Living:** Financial institutions and businesses worldwide utilize the Bloomberg Terminal for critical decision-making related to risk, investments, and markets. In my senior capstone course, BUS470: Business Policy and Strategy, I integrate research assignments that involve the Bloomberg Terminal and conduct demonstration classes to assist students unfamiliar with its navigation. Furthermore, recognizing the significance of corporate social responsibility in addressing major challenges, I encourage students to pursue the Bloomberg ESG Certificate. This certificate is accessible through a complimentary, self-directed e-learning course via Bloomberg Terminal. Once obtained, students can add this certification to their LinkedIn profiles to enhance their resumes and career prospects. By enabling business graduate students to learn and practice using the Bloomberg Terminal beyond traditional accounting or finance specializations, they can acquire the knowledge and skills necessary to meet the industry's increasing demands on ESG issues.

- **Class Section Tagging:** In preparation for the 2023-2028 Strategic Plan data collection, we recognized that we did not have access to data for several KPIs including those related to civic learning, sustainability, and OER. In order to collect the data, we need and not build out reporting based on the data we have, a small task force researched and submitted a proposal to governance for Class Section Tagging. This process will empower students to search available class sections for desired attributes such as low cost/no cost textbooks and materials, high impact educational practices like civic learning, or themes related to real world issues such as sustainability or racial equity. In addition to the student benefits, section tagging will allow for data collection for the key performance indicators listed in Salem State University's strategic plan and Roadmap to HSI/MSI Servingness as well as those required by the Massachusetts Department of Higher Education (DHE). The proposal has passed APC and AUC and has been submitted to Curriculum.
- **Micro Internships:** Through donor funds, the Business School has acquired Riipen software for one year to facilitate microinternships for students that faculty can assign in class. This helps with experiential education for all students and alleviates the barriers for some who cannot complete an internship for various reasons. **This achievement feeds into our Goal One Must Do: Create and begin implementing a plan for every student to engage in experiential learning.**
- **Liaison and COIL/Travel DWU:** Liaison Work with Duksung Women's University and COIL/Travel Program: As a faculty member at Salem State University, Professor Youn Jung Huh has spearheaded a collaborative effort with Duksung Women's University (DWU) to establish a partnership aimed at fostering cultural exchange and diversity. Serving as a liaison between SSU and DWU, I facilitated the signing of a Memorandum of Understanding (MOU) to formalize this collaboration. This initiative has resulted in the integration of DWU students into SSU's academic community, enriching the educational experience for both parties. Additionally, I have been instrumental in launching a combined program of COIL (Collaborative Online International Learning) and faculty-led/student-travel program with DWU. This innovative program allows students to engage in cross-cultural experiences both online and offline, further promoting global competency and enhancing students' readiness for an increasingly interconnected world.
- **Revise Hip Hop Dance Option:** SSU had been ahead of the curve by being one of the first universities in North America to offer a BA in Dance with a concentration in Hip Hop. Having been put on hold due to the hiring freeze, it was a top priority of our department to revive the Hip Hop option. After years of lobbying, the Music and Dance Department was authorized to re-open the Hip Hop option, and ran a successful search for a FT temp faculty who will head that area while also collaborating with IDS for their new curriculum related to Race and Ethnic Studies. This appears under "ongoing" as the reinvigoration of the Hip Hop Dance option with the Ethnic Studies alignment is a multi-year initiative.
- **Campaign and Bold Web Stories and Videos:** Videos and Stories from numerous departments were developed by advancement to support the individual departments.
- **Department Progress:** Throughout SSU's numerous academic departments a lot of work that aligned with the strategic plan is in progress. There were new courses proposed to governance, new internship opportunities begun, new partnerships, A LOT of high impact projects, innovative workshops, faculty-led travel programs, global initiatives planned.
- **Academic Planner:** Complete campus implementation of the Academic Planner and increase its utilization.
- **Launch the Year of Advising Initiative:** Illuminate the importance of the advising process to student satisfaction and progression; leverages technology that is integrated, equitable, and accessible.

- **Enhance outside of the classroom experiences:**
 - o Develop and implement new programs and activities to foster student involvement and community building.
 - o Increasing usage of the Ellison Campus Center
 - o Redesign the student leadership model to better meet the needs and interests of our current students so that it's attractive and fulfilling.
- **Enhance Career Services Engagement:** Establish strategic partnerships to improve student engagement and career services resources
- **Experiential Learning** - Increase promotion of experiential learning, which prepare students for a lifetime of engaged citizenship, successful careers and social mobility through web and media stories

- c. Identify any themes among the completed and on-going projects/achievements and indicate whether, in your determination, these themes should be encouraged and further supported, or discouraged from additional efforts going forward.

Themes: Overall, there is a lot happening connected to Goal One. All schools and colleges were engaged in developing goals and reporting on them through the input system and their annual reports. There was a focus on developing high impact programs; connecting initiatives to becoming an HSI and being globally engaged.

A lot of structures were built during year one of the strategic plan. PAGE was created; SEALS were launched; Sponsored projects, and Institutional Research was formalized; CAAR was launched; new Global Partnerships formed; a new Center for Educational Leadership created; and many new programs, courses and collaborations got the green light. All of these aligned with the strategic plan and during year two a significant part of Goal One's work will be the implementation of all that was put in motion.

- d. Identify if there is anything glaringly missing from the AY2023-2024 work that should be the subject of focus going forward.

Not at this time.

Goal Number TWO

Submitted by: Adria Duijvesteijn, Julie Whitlow, Cynthia Lynch

- a. Identify and list those **completed** projects/achievements that you determine are of significant impact. Please also indicate which, if any, of the items on the FY24 Must-Do's the work satisfies. Please use the title of the work and provide a short summary of the work. Bullets are preferred.
- **Emerging HSI Professional Development at Inaugural HSI Conference hosted at SSU:** Over 75 SSU full-time and part-time faculty and staff attended the Inaugural HSI Conference and attended the two keynote sessions and participated in four of 20 possible breakout sessions. The two incredible days of learning and collaborating provided opportunities to recognize the importance of being welcoming, accessible and supportive to Hispanic and minority students. **This achievement feeds into our Goal Two Must Do: Increase our campus community's understanding of the intersection of civic engagement with justice, equity, diversity, and inclusion work.**
 - **Pressing Matter Survey:** The Center for Civic Engagement (CCE) conducted a campus wide survey on Pressing Matters with an N of 415. An executive summary was submitted to the provost and can be shared with the campus. Overall, the top three pressing matters were Mental Health (by big numbers), Racial Equity, and 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. The top pressing matters when groupings were considered were Human Rights, Mental Health (as a stand-alone issue) and Violence (in general).
 - **Academic SEALS:** Academic Seals for Public Engagement, Global Engagement, and Diversity, Power Dynamics, and Social Justice passed governance in Fall 23. Academic seals are innovative microcredentials that allow students to focus on an area of interest and document engagement via curricular and co-curricular accomplishments. A Seal is affixed to a student's transcript after a review by a faculty fellow for each seal. Seven Students Earned the DPDS seal. Four Students earned the global engagement seal. Eleven students earned the Public Engagement Seal. Fifteen total students earned the 23 seals as several students earned more than one seal.
 - **Salem State Advocacy Month:** Over 20 advocacy events were held during Advocacy Month in March. The programs addressed a variety of social justice issues such as housing, disability advocacy, climate change, campus hunger, sexual violence prevention and survivor advocacy. Two of those events were civic dinners where students had the opportunity to network with local advocates and elected officials over a catered meal. At those events they learned how they can advocate for a specific issue.
 - **Dear Professor, I Am More Exhibit:** Salem State's Civic Fellows led the Dear Professor, I Am More campaign, art exhibit, and dialogue session during Research Day. The campaign included three makerspace sessions for students to create art. This event included 30 student self-portraits and narratives that shared their mental health journey. At the event students shared their personal stories and facilitated dialogue on how we can create a campus community that meets the needs of our students. Fifty people were in attendance including the President, Vice Presidents, Provost, Deans, faculty, staff, and other administrators. **This achievement feeds into our Goal Two Must Do: Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors.**

- SSU North Shore Honor Bands:** The SSU North Shore Honor Bands (NSHB) is in its second year after completing a successful pilot program in December 2023. The SSU NSHB brings 90+ high school musicians to campus for a one-day event in which they rehearse band music with guest conductors, engage in small group rehearsals with SSU faculty, interact with current SSU students in rehearsals, lunch, breaks, etc., and get to know the campus and the music opportunities available to them at SSU. Last year, the Admissions Office contributed \$500 towards food for the day along with some SSU recruiting materials. The event is designed to bring awareness to regional area high school band directors and their students so that they will consider Salem State as a viable option for their college experience. The day ends with a concert performance by both bands for friends and family in the Recital Hall on the Harrington Campus. Participants are nominated by their high school band director and pay \$25 each to participate. This income helps to offset the cost of the event. The total budget needed for the December 2024 event is \$7090. The participation fee will generate \$2250 towards the total cost, leaving \$4840 as a remaining need. **This achievement feeds into our Goal Two Must Do: Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors.**
- Running for Office Workshops:** This semester-long program equips a cohort of undergraduate and graduate students with the skills, knowledge, and practical experience to work on an election campaign at any level or run for elected office. This 4-part workshop series is facilitated by political consultants from The Davis System, LLC who have experience working with local, statewide, and national political and advocacy campaigns.
- Career Pathways:** Career Pathways Grant coordinated by Christina Cassano in partnership with North Shore Community College offers early childhood educators college courses, advising and support at significantly reduced cost.
- Anti-Racist Community Engagement Professional Development:** Carlie Pierre from Inclusive Excellence and Megan Murphy, Faculty Fellow for Civic Engagement co-presented several professional development opportunities, including a book group on anti-racist community engagement. They also led a session at the annual CTI conference on teaching and learning, titled “Building Skills for Antiracist Community Engagement” and focuses on how faculty can plan course experiences that build the skill sets needed to engage in Antiracist community engaged work. This session will also occur at the summer HSI/MSI Conference. **This achievement feeds into our Goal Two Must Do: Increase our campus community’s understanding of the intersection of civic engagement with justice, equity, diversity, and inclusion work.**
- Finding your Place:** The CCE hosted a lunch and learn for new faculty about finding their place at the civic engagement state university. Several senior faculty including Lisa Delissio (BIO), Sara Moore (SOC) and community partners (The Salem Pantry) presented their collaborations to new faculty and fielded questions about how one can get started with community engagement as a new faculty member. **This achievement feeds into our Goal Two Must Do: Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors.**
- Evaluating Engagement for Tenure and Promotion:** Joanna Gonsalves put on a workshop for senior faculty, deans, and other administrators about how to evaluate community-engaged tenure and promotion portfolios. **This achievement feeds into our Goal Two Must Do: Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors.**
- Early Literacy Consortium Grant:** Early Literacy Consortium Grant coordinated by Francesca Pomerantz with Christina Cassano and Megan Murphy: We are a partner (along with Gordon and Endicott Colleges) with Pentucket Regional Public Schools and Peabody Public Schools on a DESE Early Literacy Initiative Consortium grant to 1) provide summer literacy tutoring to elementary school students considered at risk for reading difficulties and 2) improve the teaching of reading by strengthening the connection between educator preparation and teaching in public schools so all efforts are aligned

with DESE's MA Literacy Guidelines. Student Christina Capachietti (4+1) will be one of eight summer literacy program tutors from the three college partners funded by this grant. **This achievement feeds into our Goal Two Must Do: Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors.**

- **International Collaborations:** The Computer Science department is in the process of establishing International Collaborations with the following universities. We are in the process of mapping the courses offered at these universities as well as meeting with their admins. NorthCap University (India); Taizhou University (China); Qufu University (China). Three additional Chinese 1+2+1 dual degree partnerships have also been signed in computer science, Early Childhood Education, and International Business. A 2+2 partnership has been signed with Thames International in the Philippines.
- **Early Intervention Community of Practice:** Megan Murphy facilitated a weekly community of practice for Early Intervention Program Providers focused on improving the cultural responsiveness of their early intervention home visits.
- **Universal Preschool Honors Thesis:** Education major Allison Smith wrote an honors thesis "A Case Study of Universal Preschool in Salem." This project took the oral history of how SPS expanded preschool access and mapped onto the existing research. This historical record did not exist prior to Allison's paper. Stakeholders have asked that she present it to the SPS school committee so that it becomes part of the SPS historical record.
- **Collins Middle School Partnership:** SSU expanded its partnership with the Collins Middle School 8th grade Civics Program to offer near-peer mentoring through advocacy education workshops and support on their civic action projects. Forty-three 8th graders participated in this partnership with 15 SSU student leaders, nine of them members of the civic fellowship program.
- **Institute of Politics Fellowship:** This year, the IOP welcomed social justice advocate, political strategist and entrepreneur Tomas Gonzalez and award-winning political journalist Alison King. Both fellows hosted a variety of programs promoting civic engagement, student development, equity, and career preparedness. Tomas' programs focused heavily on the intersection of civic engagement and equity, specifically for the Latinx community. Alisons' programs focused on media and communication, the 2024 primary, and discerning fact from fiction.
- **Alternate Spring Break to the State House:** During this four-day trip, 15 students stayed in Boston and engaged with policymakers, lobbyists, and activists to better understand the Massachusetts legislative process and how the Commonwealth is tackling our most pressing social issues. Students participated in various programs including immersive simulations in the Senate Chambers with Senate Clerk Michael Hurley and at the Edward M. Kennedy Institute for the United States Senate; policy talks about affordable housing, mental health, and racial justice legislation; networking at SSU's Reunion for Professionals in Politics and Public Service, and panels about careers in the State House and lobbying.
- **Medical Abortion:** Counseling and Health Services (CHS) implemented medication abortion clinical services, to support and align with state legislation, Chapter 127 of the Acts of 2022 (<https://malegislature.gov/Laws/SessionLaws/Acts/2022/Chapter127>). Massachusetts Department of Public Health grants were applied for and obtained, \$210,000 in FY23 and \$130,000 in FY24. By adding these new essential, sexual health clinical services, significant barriers are removed for students needing these services (costs, travel time, appointment wait time), while improving access to on campus supports and allowing students to return to academics quicker than if they needed to seek these services off campus. (https://scholarworks.smith.edu/swg_facpubs/37/). Improving access to health services that are difficult to access off campus, improves the overall health and satisfaction of our students, and also contributes to the public good by normalizing an often stigmatized, but essential, healthcare service.

- **Access to Health Supplies:** SS2U is another service that CHS provides to expand access to health supplies. This program, which stands for “Safer Sex 2 You” allows residential and commuter students to order safer sex and menstrual hygiene products, to be delivered at no cost to the student. DIY STI testing- allowing students to access important clinical testing and consultation, without needing an appointment. This removes barriers to access necessary testing in a young adult population and can be a great entry point to accessing health care for students who are otherwise hesitant to make an appointment directly with a medical provider.
- **Promoting Commonwealth’s Civic Engagement University:** Added language/declaration to the website footer and also placed civic engagement on the top of the homepage. Designation is also noted in leadership speeches on and off campus, press releases and other communications to promote our dedication to civic engagement.

b. Identify and list **ongoing projects/work** that merit additional attention during AY2024-2025. Please use the title of the work and provide a short summary of the work. Bullets are preferred.

- **Class Section Tagging:** In preparation for the 2023-2028 Strategic Plan data collection, we recognized that we did not have access to data for several KPIs including those related to civic learning, sustainability, and OER. In order to collect the data, we need and not build out reporting based on the data we have, a small task force researched and submitted a proposal to governance for Class Section Tagging. This process will empower students to search available class sections for desired attributes such as low cost/no cost textbooks and materials, high impact educational practices like civic learning, or themes related to real world issues such as sustainability or racial equity. In addition to the student benefits, section tagging will allow for data collection for the key performance indicators listed in Salem State University’s strategic plan and Roadmap to HSI/MSI Servingness as well as those required by the Massachusetts Department of Higher Education (DHE). The proposal has passed APC and AUC and has been submitted to Curriculum.
- **Carnegie Classification:** Salem State applied for and received the Carnegie Classification in 2020 and is among only 368 institutions nationwide to have earned this elective community engagement classification. This distinction indicates the strength of the university’s commitment to engage with the community, build on community assets, and address a wide array of pressing matters facing our many communities. The application was released in January 2024 and includes ten sections (we estimate our application will be 100-110 pages, when complete.) This spring a Carnegie Steering Committee was formed with seven members; meetings were held with several SSU offices and departments and data gathering has begun. Data gathering and meetings occurred over the summer and in the fall drafting the narrative will begin. The submission is due on April 1, 2025. As the Commonwealth’s Civic Engagement University, it is imperative we continue to be classified. **This achievement feeds into our Goal Two Must Do: Develop a plan to begin the Carnegie Re-Classification Process.**
- **Civic Engagement Fundraising:** Continue to assist with fundraising campaigns and projects related to Civic Engagement and public good including: First Year Day of Service and Congressional Internships
- **Professional Writing:** 1. Reinvigorate our Professional Writing concentration in the major through the hiring of a new full-time, temporary faculty member that shares our vision to make this position one that emphasizes multimodal writing, civic engagement, social justice, and the environment. A search for candidates is currently underway. 2. Emphasize the importance and relevance of the English major and its concentrations through our course offerings, which includes creation of new courses that directly connect with who our students are and what they bring to our campus and expanding the frequency of current offerings that do so. **This achievement feeds into our Goal Two Must Do: Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors.**

- **Community Music and Dance Ensembles:** Civic engagement and community outreach has long been a part of the mission of the Music and Dance programs at SSU. But our department has furthered these endeavors by collaborating with the Center for Creative and Performing Arts to fund two community ensembles: a community chorus and a community hip hop dance ensemble. The former has been particularly effective at bringing community members of all ages (including a sizeable number of senior citizens) into our campus community, while the later was put into place this year and has the potential to engage especially with younger members of our local Black and LatinX community. **This achievement feeds into our Goal Two Must Do: Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors.**
- **Revision of Education Field Seminar Courses:** The Childhood Education and Care department revised the junior and senior year field seminar courses to support students' professional preparation by including resume writing and interviewing. These course revisions will be submitted to governance in early fall. Strategic Plan Objective 2.4.
- **North Shore Policy Lab:** In fall 2024, the department will begin the North Shore Policy Lab, which is a two-semester sequence where students will learn advance policy methods and then apply these tools in a governmental and/or non-profit setting. These projects will focus on issues affecting gateway communities. **This achievement feeds into our Goal Two Must Do: Strengthen and support civically engaged curricular innovation, scholarship and creative endeavors.**
- **SERV Program:** Promote throughout the year the state endorsed "SERV" program which encourages employees to volunteer one day per month on Salem State time.
- **SSU Hunger Free Campus Coalition:** The SSU Hunger Free Campus Coalition consists of students, faculty, staff, and community partners committed to destigmatizing food insecurity on our campus, increasing students' access to basic needs, and advocating for the Hunger Free Campus Bill.
- **Promote Civic Engagement:** Continue to work closely with CCE to promote their events and activities. AVP Cronin and AVP Lynch now meet on a monthly basis to share information and to seek possible press opportunities. This has resulted in increased press coverage of key events.
- **Gun Violence Research:** Chris Collins (Social Work) received a \$48,200 grant from the New Jersey Gun Violence Research Center (NJGVRC) to examine the ownership characteristics of LGBTQ gun owners in the United States. As part of this research, an afternoon of dialogue dedicated to preventing gun violence in Massachusetts occurred on campus during the spring semester.
- **NERC:** CTI is part of a Northeast Regional Collaborative (NERC) with peers from Middlesex Community College, Northern Essex Community College, and North Shore Community College to offer programming, online pedagogical resources, and opportunities for SSU faculty to connect with peers at regional institutions. Recent initiatives include the creation of a NERC website featuring collaborative workshops.

- c. Identify any themes among the completed and on-going projects/achievements and indicate whether, in your determination, these themes should be encouraged and further supported or discouraged from additional efforts going forward.

As the Commonwealth's Civic Engagement University, we would expect a lot of programming and energy coming out of this goal and Salem State did not disappoint. A lot of Goal 2 focused on engaging the campus community in high impact practices and programs and meeting the students where they are in their civic engagement journey. There was also a lot of attention toward increasing the understanding of the intersection of civic engagement with justice, equity, diversity, and inclusion work which was highlighted at the New England Regional HSI Conference at Salem State over the summer.

- d. Identify if there is anything glaringly missing from the AY2023-2024 work that should be the subject of focus going forward.

While a lot was reported from Academic Affairs, the Center for Civic Engagement, and the Berry Institute of Politics, the reporting was less robust for other areas of campus where there is active civic engagement of faculty, students and staff.

Goal Number THREE: Justice, Diversity, Equity, and Inclusion

Submitted by: Christopher Macdonald-Dennis

- a. Identify and list those **completed** projects/achievements that you determine are of significant impact. Please also indicate which, if any, of the items on the FY24 Must-Do's work satisfies. Please use the title of the work and summarize it. Bullets are preferred.
- SSU's PEC approved the "SSU Roadmap to Servingness" with recommendations on how to prepare to become an HSI-MSI and a servingness institution.
 - SSU became the first campus partner in MA to the DREAM.US - providing access to scholarships to DACA and Undocumented students.
 - Admissions has developed identity-focused tours including:
 - o Pride Tours (LGBTQ+)
 - o Spanish Tours
 - o Group Tours for students with disabilities
 - One staff and two students from the Berry IOP attended the 29th National Capitol Forum on Hispanic Higher Education hosted by the Hispanic Association of Colleges and Universities conference in Washington, D.C. During this two-day trip, they learned about the importance of HSIs (Hispanic Serving Institution) and heard from several featured speakers including U.S. Secretary of Education Miguel Cardona and Senator Bernie Sanders. They also had the opportunity to advocate for HSI (Hispanic Serving Institution) funding and programs on Capitol Hill to members of Congress, including Senator Elizabeth Warren, Senator Ed Markey, and Congressman Seth Moulton.3.6 and 2.2
- b. Identify and list **ongoing projects/work** that merit additional attention during AY2024-2025. Please use the title of the work and summarize it. Bullets are preferred.
- HR (Human Resources) will partner with Inclusive Excellence in planning a university climate survey.
- HR will partner with the office of Inclusive Excellence to create new JEDI-focused professional development opportunities for all faculty and staff.
- HR will partner with the office of Inclusive Excellence to ensure Salem State is hiring, training, and retaining a diverse workforce. Target HR conferences for attendance to build a wider, more diverse network of candidates.
- c. Identify any themes among the completed and on-going projects/achievements and indicate whether, in your determination, these themes should be encouraged and further supported or discouraged from additional efforts going forward.
- Many departments mention partnering with Inclusive. We encourage divisions and departments to work with Inclusive Excellence to help infusing equity and inclusion throughout their area.
- d. Identify if there is anything glaringly missing from the AY2023-2024 work that should be the subject of focus going forward.
- The Inclusive Excellence Council will be working on LGBTQIA inclusion as a major focus this year. We are becoming known as a preferred university for students, faculty, and staff from this community, and we must become intentional in providing support.

Goal Number FOUR

Submitted by: Tara Gallagher and Brian Vanden Heuvel

- a. Identify and list those **completed** projects/achievements that you determine are of significant impact. Please also indicate which, if any, of the items on the FY24 Must-Do's the work satisfies. Please use the title of the work and provide a short summary of the work. Bullets are preferred.
 - a. **OVERARCHING: Establish Sustainability Task Force:** Faculty, Staff, Students convened and were instrumental in identifying weaknesses in presenting sustainability achievements during orientation (4.1)
 - b. **OVERARCHING: Student Friend of the Earth Award:** Established formal process for this and awarded first annual student award. (4.1)
 - c. **OPERATIONAL: Low Mow Zones:** Established three low mow zones and will incorporate these into Biology Department class field work. (4.6)
 - d. **OPERATIONAL: North Campus Decarbonization:** Design/build contractor selection has been ongoing for plan to establish a geothermal wellfield and energy loop for North Campus. RFP phase is complete; Project ongoing. (4.3, 4.5 – MUST-DO)
 - e. **OPERATIONAL: Drive Decarbonization:** 200 solar panels installed on Administration/Theater Complex. Certification progressing. Steam pipe insulation project complete. Fair Share projects funded and progressing. Letters of Intent have been submitted for signing for solar arrays on Ellison and Bertolon. (4.3 MUST DO)
 - f. **OPERATIONAL: Low GHG focus in BOLD:** Project moving to DD Phase where specific elements will be designed. (4.3 MUST-DO)
- b. Identify and list **ongoing projects/work** that merit additional attention during AY2024-2025. Please use the title of the work and provide a short summary of the work. Bullets are preferred.
 - a. **OVERARCHING: Draw attention to environmental racism:** Meeting with DEI and Sustainability to discuss. (4.2)
 - b. **OVERARCHING: Earth Day Programming/Lead on climate action:** Engaged 1,400 in Earth Days programming addressing climate action, climate justice. Provided scholarship opportunities for students via writing and research poster competitions. (4.2)
 - c. **ACADEMIC: Tag sustainability courses:** Proposal has completed review by AUC and will be assessed by UCC this fall. Baseline tracking of sustainability course sections will begin in the fall. (4.7)
 - d. **ACADEMIC: Establish Sustainability Seal:** The Geography and Sustainability Department is creating this seal which will be run through the Center for Economic Development and Sustainability (4.7)
 - e. **OPERATIONAL: Campus Tree Planting:** Collaborated with Department of Conservation and Recreation to plant over 21 trees this spring bringing total of Greening the Gateway City Tree Plantings to 50+. Applied for and received grant to plant 36 trees on Harrington Campus. Integrating trees into classes on climate change, drones, GIS. (4.6)

- f. **OPERATIONAL: North Campus Decarbonization:** Design/build contractor selection has been ongoing for plan to establish a geothermal wellfield and energy loop for North Campus. RFP phase is complete; Project ongoing. (4.3, 5.4 – MUST-DO)
 - g. **OPERATIONAL: Drive Decarbonization:** 200 solar panels installed on Administration/Theater Complex. Certification progressing. Steam pipe insulation project complete. Fair Share projects funded and progressing. Letters of Intent have been submitted for signing for solar arrays on Ellison and Bertolon. (4.3 MUST DO)
 - h. **OPERATIONAL: Low GHG focus in BOLD:** Project moving to DD Phase where specific elements will be designed. (4.3 MUST-DO)
- c. Identify any themes among the completed and on-going projects/achievements and indicate whether, in your determination, these themes should be encouraged and further supported, or discouraged from additional efforts going forward.
- **OVERARCHING: Climate action and climate justice leadership** and partnerships need a greater emphasis going forward to ensure we are taking advantage of new opportunities for collaboration such as regarding Salem’s Offshore Wind contract.
 - **ACADEMIC: Broaden opportunities for students to find and engage with sustainability content** through course tagging, sustainability seal, Earth Days programming, Student Friend of the Earth Award, and similar opportunities. Need to track student engagement once courses are tagged. Tagging sustainability courses should be considered a “must-do” for FY2025
 - **OPERATIONAL: Decarbonization theme is critical.** Efforts to reduce greenhouse gas emission through our North Campus Decarbonization work, Project Bold, Fair Share Funding, and other energy efficiency projects will continue to be critical and strategic initiatives.
 - **OPERATIONAL: Sustainable Landscape initiatives** resonate with students and mirror state priorities and available funding and will continue to be an important aspect of Salem State’s sustainability work.
- d. Identify if there is anything glaringly missing from the AY2023-2024 work that should be the subject of focus going forward.

Goal 5 – Campus Community and Culture

Submitted by: Christopher MacDonald Dennis, Mark Quigley, Shawn Newton

- a. Identify and list those **completed** projects/achievements that you determine are of significant impact. Please also indicate which, if any, of the items on the FY24 Must-Do's work satisfies. Please use the title of the work and provide a short summary of the work. Bullets are preferred.

As we reflect on this past year, we are proud to highlight several key projects and achievements that have had a significant impact on our university and the campus community as a whole. It was not an easy task to select which initiatives, programs, and administrative accomplishments to showcase, as there were many accomplishments deserving of recognition. We are deeply grateful to everyone who contributed to the success of this area.

Welcome Week

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

As a next step after Orientation, we welcome all students to participate in Welcome Week, which is the week classes start. Students are given the opportunity to receive SSU branded gear to help with school spirit and to participate in programs that allow them to meet other students and offices.

Timely Access to Medical Care

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

Health services prioritizes office operations to ensure simple and same-day access to no-cost (for the students) medical services. This includes staff training, electronic medical records system and student health portal management, and technologies such as appointment reminder texting and SIS integration. Improving and simplifying access to health appointments encourages student utilization and consultation on health concerns, allowing for health concerns to be addressed earlier preventing complications and extended absences- contributing to students' ability to be academically successful. CHS also works closely with the Wellness CARE team on coordinating outreach and support for students who have not necessarily sought treatment in CHS, but have experienced a medical problem elsewhere on campus and/or has been medically transported. This follow up allows for improved student support, a more timely return to campus and the classroom, or being connected to appropriate university resources if need to take an extended leave.

PEAR Program

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

In fall 2023, we hired a new part-time PEAR advocate to provide confidential advocacy for student survivors of interpersonal violence and to coordinate prevention education for the campus community on the topics of sexual assault, dating/domestic violence, and stalking. Our new hire has decades of experience in this field. This position and program are essential to provide support services to SSU students in a trauma-informed manner that will help their overall wellbeing, academic success, and increase retention.

Food Security

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

The Student Wellness CARE Team partners with the Center for Civic Engagement to participate and co-lead the Hunger Free Campus Coalition to help involve stakeholders and student leaders in advocating for food security initiatives on campus and in the community. The HFCC across the state has helped secure state funding for food security at public colleges. Our team has used grant funding through ARPA to help cover meal plan costs for students who need to stay on campus over breaks but cannot afford to do so otherwise, giving students access to safe housing and meals when they need.

CARE Team

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

The Student Wellness CARE Team has expanded into a new office space in Meier Hall 245A this academic year to provide additional support services that address all areas of holistic wellbeing. Our team supports students when they face challenges around mental health, physical health, academics, basic need insecurities, and general wellbeing concerns. We can provide crisis support and ongoing support, help students navigate the university, and assist them in connecting with resources and support both on and off campus.

Food Pantry

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

The CARE Team received a large donation to the food pantry in the summer of 2023 that helps our team keep the on-campus food pantry stocked more frequently with non-perishable food items, toiletries and hygiene items, and casual clothing. Given the increase in usage of the pantry and the increase in food insecurity rates, stocking the pantry more frequently positively impacts our students' wellbeing and academic success.

Hearing Officers

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

This office meets with all conduct hearing officers on a regular basis to ensure the safety and well-being of all our students is being looked at. Oftentimes, these meetings include tracking the behavior of students and ensuring students are held accountable for their negative behavior. Not only does the work of this office help ensure all students have a consistent experience regardless of the hearing officer, but also it helps to communicate to the rest of the student body the expectations we have of our students at Salem State.

MSOE Educators ITK Newsletter

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

The McKeown School of Education publishes a weekly newsletter entitled Educators in the Know to MSOE students, faculty, staff, and partners. Each newsletter contains a feature article, general announcements, important dates, upcoming events, and job postings. For the 2023-24 academic year, 36 total newsletters were sent to a weekly audience of 1395 individuals, with an average open rate of 46.7%. In total, the newsletter was opened 37,376 times and clicked on 5,012 times. We hope to increase readership and engagement in the upcoming year by 3%.

Mental Health Stepped Care Model

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

Nationally the numbers of students accessing mental health services has significantly increased. As a result of wanting to have our mental health services accessible to all SSU students, we have built out our stepped care model. We now offer the 24/7 MH Support line, same day counseling appointments (for students wanting quick, easy access to a therapist), ongoing therapy, free off campus telehealth, as well as embedded counseling options for students. We have an LGBTQIA specialist and a multicultural specialist that each spend 2 hours in the Center for Justice and Liberation, as well as a therapist who is in the Gassett fitness center 1hour/week supporting student athletes. As a result of these different entry points, our services have helped with retention, become more accessible for different student populations, and have supported our students' overall mental health and wellbeing.

SNC Professional Development

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

Dedicated weekly professional development trainings have been established on Wednesday afternoons for Student Navigation Center (SNC) staff to address and meet the changing needs of the SSU student population as it relates to the "business of being a student" conducted with the SNC. This includes but is not limited to the review of emerging student service and operational trends, knowledge exchange, developing strategies, and planning. The offices that intersect with the SNC, both internal and external to Enrollment Management, are invited to participate. These trainings also focus on supports that will improve retention and progression of SSU students.

Outreach to SSU families

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

In Fall 2023, four online Family and Parent Council workshops with 131 registrants were held. In addition, October's Viking Family Weekend featured 11 events attended by 386 students and family members, supporters.

Hispanic Heritage Month

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

Leverage Hispanic Heritage Month to raise awareness and celebrate the identity and contributions of Latino/Hispanic members of the SSU community and the wider world

End of Work to Rule

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

The university and the MSCA entered into a grievance settlement with regard to the 2021 furloughs. As a result of the grievance settlement, the union agreed to come out of work to rule for the 2023-24 academic year. The settlement also included a payment of \$250 to each faculty member, 4 additional personal days, a joint statement from the university president and the MSCA chapter president, and a letter from the university president regarding the furloughs.

Furlough Agreement Reopener

FY 24 "Must-Do's" Goal 5 Campus Community and Culture

FY 24 "Must-Do's" Overarching Goal of Student Success and Life Readiness

The university and the APA agreed to reopen the 2020 MOA regarding furloughs and to award APA bargaining unit members the same benefits that the MSCA recently received. This equal treatment of bargaining units should strengthen management and labor relations by building on the good will and trust between the parties.

- b. Identify and list **ongoing projects/work** that merit additional attention during AY2024-2025. Please use the title of the work and provide a short summary of the work. Bullets are preferred.

As we look ahead, it's important to highlight the ongoing projects and initiatives that continue to shape the future of Salem State University. While many have made significant strides, we know there is still important work to be done.

Goal Number SIX:

Submitted by: Karen House, Luigi Marcone, Steve Swartz

- a. Identify and list those **completed** projects/achievements that you determine are of significant impact. Please also indicate which, if any, of the items on the FY24 Must-Do's the work satisfies. Please use the title of the work and provide a short summary of the work. Bullets are preferred.
- **Upgraded classroom technology** (MUST DO note 1) All BSB classrooms' technology was upgraded to allow for more interaction with and engagement of students. Technology also allows instructor to share all class notes with students via a QR code and for students to project and share their work with the entire class.
 - **Windows Server Patching and Firewall replacement** (MUST DO note 1) This has been completed with servers, both Windows and Linux, now being patched within days of the patches being available. The firewall, which was at end-of-life, was replaced with a new next-gen firewall. This will significantly reduce the university's exposure to zero-day exploits.
 - **Immunization Compliance** CHS manages immunization compliance for students, per immunization requirements for entry into postsecondary institution, 105 CMR 220.00. This is a state regulation and requirement, and often can be a source of frustration for students since failure to comply results in a registration hold. CHS has updated technologies, implemented new technologies, to reduce and minimize barriers for students to meet this requirement. This has included updates and maintenance of our electronic health records system (PointNClick), improved integrations between PointNClick and SIS, and added integrations with the Massachusetts Immunization Information System (MIIS). These updates and new MIIS integration allow for immunization records from within Mass to populate into student records, reducing or potentially eliminating the manual work the student has to do to provide their immunization records. This has the potential to significantly reduce barriers, reduce the quantity of registration holds for noncompliance, and improve the student experience.
 - **CHS Medical Billing** CHS health services has a medical billing program that allows us to bill health insurance for medical services provided. This program was developed in 2013 and was financially more successful each year until 2020, where we are still recovering from the impacts to the program from the pandemic and our shift to broader public health support that was not billable to health insurance. This program has the potential to bring in additional revenue, but more importantly improves the health services we can offer and reduces barriers to students needing to access essential healthcare services such as immunizations and certain medical procedures. To ensure inclusion, our medical providers are contracted with MassHealth and we are able to provide these expanded services to students on a Medicaid health insurance plan, which they can have difficulty accessing offcampus.
 - **Music Technology Refresh** (MUST DO note 1) We conducted a comprehensive technology upgrade for our MIDI, recording studio, and recital hall computers, essential for keeping pace with industry standards and software developments. The previous systems were at end-of-life and unable to support new software updates, impacting sound quality and the overall student experience in our music and recording programs. Over the summer, faculty and students collaborated to retrofit and integrate new music technology equipment into our recording studio. This comprehensive upgrade not only reorganized the studio but also introduced advanced technologies to facilitate improved classroom and lab instruction. This project significantly enhanced our music program's capacity to deliver cutting-edge educational experiences in music production and recording.
 - **SSU BOLD: Trustee Approval** (MUST DO item) Update the SSU BOLD project plan, and receive trustee approval to fund the university's share of the project. Trustee funding approval completed as of 8/2023. Adjusted cost estimate at end of schematic design required commitment made in July 2024 of university's future five-year funds and Fair Share Funding from DCAMM.

- 2023 report accepted by NECHE Following the 2021 Comprehensive Evaluation, SSU was expected to submit a report to NECHE on 4 areas:
 1. Ensuring the effectiveness of the institution's shared governance processes, with emphasis on engaging the community, including faculty, in the development and implementation of the next strategic plan.
 2. Continuing to build a culture of assessment with evidence that results are used to improve student learning outcomes.
 3. Achieving [university] goals to increase enrollment and retention.
 4. Strengthening the institution's financial position.

The report was submitted in August and accepted in November by the commission. The November response from NECHE further cited only two areas of emphasis for SSU's next report to NECHE in 2026. All NECHE standards will be reported on in the next report. Of note is that items 1 (effectiveness of shared governance) and 3 (achieving goals in enrollment and retention) are the ongoing areas cited for additional emphasis moving forward, with the adjustment that completion of the strategic plan was removed from item 1. After the November letter, NECHE confirmed that additional reporting is not expected on items 2 and 4 (above) in the 2026 report.

- Accommodate Utilize Accommodate software in the Disability Services office to help students more efficiently access and manage their accommodation requests and services. It has been fully implemented and live since Fall 2023. Next steps include rolling out new features/functions as they come with updates.
- b. Identify and list **ongoing projects/work** that merit additional attention during AY2024- 2025. Please use the title of the work and provide a short summary of the work. Bullets are preferred.
- **Residence Life Maintenance Updates** Create channels with residential life to ensure communication on the status of maintenance work orders. The AVP for Capital Projects has established review process for all open work orders looking at aging reports for work orders and is implementing business process.
 - **Enhance Campus Grounds** Add a Grounds and Operations manager position and begin to develop a long-term plan to improve campus grounds. New Job description has been developed to allow for a broader scope and areas of responsibility. RTF has expired and required reauthorization.
 - **ITS System Update Plan** (MUST DO note 1) Collaborate with ITS to develop a plan for updating and funding internal systems updates.
 - **Expanding Facilities Team** Recruit, orient, and develop additional managerial and operating staff in Facilities. Facilities is relaunching the search process for Executive Director for Facilities Operations (in progress) Senior Construction Project Manager, Carpenter II (Complete), Grounds Manager (need new RTF JD has been edited), Trades Manager, Working foreman, and multiple Maintainer I and II (custodian) positions. Other vacant positions will continue to be filled based on institutional needs.
 - **Schematic Design: SSU BOLD** (MUST DO item) Complete the schematic design and design development phase of SSU BOLD project for a new lab addition at Meier Hall and a renovated Horace Mann building for Health Sciences programs. Schematic Design is complete and certified as of 8/2/24 , Design team working through DCAMM has identified
 - **BOLD Project Coordination** Ensure coordination of Project BOLD with the North Campus decarbonization project. On-Going discussions with DCAMM and design teams to ensure consistent design collaboration between the two projects. VanZelm Engineers continue to progress through schematic design and are ready to present to the University.

- **Master Plan Update** (MUST DO item) Engage a design firm for the campus master plan update. Cannon Group has been selected through DCAMM. The university is in the engagement and data collection phase of the project. Master planning process will also engage departments to ensure that proposed designs are barrier free and universally accessible.
- **5 Year Repair Project Plan** Implement Year 1 projects in the FY24 - FY28 critical repair plan. Year 1 projects are underway and progressing Roof replacement Projects at Classroom building and Ellison. Ellison is scheduled for Completion 9/15. While the classroom building has yet to start, a contractual completion date of 12/15 has been established. Sullivan generator replacement study has been completed; we are holding submission to DCAMM until a funding source has been identified. All other projects have been paused pending funding resolution.
- **Enhance CBORD and School Dude** Improve reporting: CBORD and School Dude. Options to move CBORD to cloud were investigated. Recommendation is to move to Symphony Cloud, which will be an FY25 implementation. School Dude (Brightly) Maintenance Direct had been under-utilized with gaps in data entry. Operational changes have been made requiring trades to input their hours and allowing for the development of trends and problem areas.
- **Review: New Faculty Onboarding** Academic Affairs is seeking to work with IT, CTI, and HR to establish a clear workflow to onboard new faculty. We seek to eliminate confusion and improve communication by clarifying which office does what with respect to new faculty onboarding. Facilities Needs to be included in the onboarding process so that space allocation and usage assessments can be made.

- c. Identify any themes among the completed and on-going projects/achievements and indicate whether, in your determination, these themes should be encouraged and further supported or discouraged from additional efforts going forward.

Theme: Falling behind, arrival of new leaders required significant financial resources to address gaps. Salem State has experienced deferred maintenance in a variety of areas, not just the physical plant. Information Technology Services (ITS) also had fragile or end of life systems or software and required a significant infusion of resources to make up ground quickly. In the case of both Facilities and ITS, a new, experienced leader came in from the outside, identified the deferred maintenance, advocated powerfully for additional resources and has begun to move the university in the right direction. It is our perception that the same may also be true for university police.

- d. Identify if there is anything glaringly missing from the AY2023-2024 work that should be the subject of focus going forward.

None to report. We believe the breadth of the strategic plan and the myriad of individual projects and work efforts make it difficult to focus resources and efforts on the key elements of the strategic plan, so we hesitate to identify additional ideas that could be distracting.

- **MUST DO note 1:** The “must do” list included these bullet points:

- Create a plan for updating and funding information technology systems [6.8] and
- Supplement the project and operating budgets for ITS to move high priority projects forward [6.8]

The CIO proposed significant additional funding for replacement technology which was approved both as a use of FY24 contingency funding and with recurring new funding beginning in FY25. The discrete individual work efforts chronicled above would not have been possible without such funding.

Goal Number SEVEN

Submitted by: Bonnie Galinski, Mandy Ray, Sally Lopez

a. Identify and list those **completed** projects/achievements that you determine are of significant impact. Please also indicate which, if any, of the items on the FY24 Must-Do's work satisfies. Please use the title of the work and provide a short summary of the work. Bullets are preferred.

- Center for Educational Leadership launched.
 - o Increases professional learning experiences.
 - o Meets civic engagement and public good goal.
 - o Meets Student success and life readiness goal.
- CIE International partnership agreements signed.
 - o Creates a pathway for additional international students to attend SSU.
 - o Supports financial viability if it increases student population.
- Financial Aid Leveraging Strategy completed.
 - o Better utilization of available state funding.
 - o Provides additional financial aid to eligible students.
 - o Reduces the cost of attendance which helps students succeed and persist to graduation.

b. Identify and list **ongoing projects/work** that merit additional attention during AY2024-2025. Please use the title of the work and provide a short summary of the work. Bullets are preferred.

- Direct admissions pilot program with Salem and Peabody high.
 - o Directly affects admissions.
- Develop funding proposal to support HSI efforts.
 - o Supports Justice, Diversity and Inclusion goal.
- Market research to identify labor market needs and use data for curricular development.
 - o Supports academic excellence by providing programs students are seeking.
 - o Support financial viability by making SSU the university of choice.

- c.** Identify any themes among the completed and on-going projects/achievements and indicate whether, in your determination, these themes should be encouraged and further supported, or discouraged from additional efforts going forward.
- Active learning and internship opportunities at SSU for students. Providing additional opportunities for students to obtain experience without having to accept a non-paid internship. Given the financial situation of many of our students that is a hindrance.
 - Increasing relationships with media outlets to better disseminate the message of SSU and the opportunities available.
- d.** Identify if there is anything glaringly missing from the AY2023-2024 work that should be the subject of focus going forward.
- Focus on operational excellence. Few submissions identify how operational excellence will be attained.



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VIKING PRIDE POINTS BY SCHOOL OR COLLEGE – AY 2023-2024

Bertolon School of Business

- Forty-three (43) teams from across the university participated in the 4th Annual Viking Business Pitch Competition organized by the Center for Entrepreneurship in BSB and more than \$10,000 was awarded to participating and winning teams. All funds for prizes came from sponsorships that came through BSB staff and advisory board members' outreach. Staff and Advisory Board members helped raise more than \$22,000 from sponsors for the fourth Viking Business Pitch competition.
- Sixty-one students completed internships during Summer 2023, Fall 2023 and Spring 2024 at various organizations including many non-profits in the region.
- Students in three different courses used the Bloomberg terminals to become certified in Bloomberg Market Concepts (BMC) and Environmental, Social and Governance (ESG), and to offer investment recommendations for the Student Managed Investment Fund (SMIF), which now has a value in excess of \$430,000. Scholarship from this fund's returns was awarded this academic year to a business students.
- Many students were certified to be volunteer tax preparers and participated in VITA program and helped more than 220 taxpayers file tax returns and get more than \$100,000 in tax refunds.
- Almost 75 students attended North Shore Chamber Breakfast forums and other events in AY 2023-24 with tickets paid for by local businesses. Students participating in these events were able to network with local professionals while also serving as informal ambassadors of our student population.
- More than 70 students attended the Bertolon Speaker Series event featuring David Morales, General Manager of WellPoint (formerly Unicare); and more than 80 students attended the Entrepreneurship panel. Some of these students received internship and job offers from these companies.
- Gassett-Schiller '83 Endowed Chair in Accounting and Finance Dr. Norbert Tschakert was awarded a 2023-24 Fulbright Scholars award to the Dominican Republic.

College of Arts and Sciences

- Art + Design: Professor Amy Kunberger supervisor of the student store front display window installation at The Peabody Essex Museum
- Biology: Student-conducted research on multiple topics, including the Sargent Arboretum, DNA barcoding studies, SEA-PHAGES, eelgrass remediation; students were placed in Internships (Bureau of Land Management, REUs) Graduate School (Purdue University, UMASS Medical School, Tufts University, Brandeis University) Professional schools (Tufts Dental School, Long Island University College of Veterinary Medicine)
- Chemistry & Physics: Participation in the Drinking Water in The Point Neighborhood project: A Collaboration with Community Researchers, as well as Participation and Organization of STEM activities during Rise Up Boston: A Climate Event at the MoS, Boston
- Computer Science and Information Technology: Curriculum Improvement: Student presentations at Research Day and at the 2024 Massachusetts Undergraduate Research Conference, Mass Undergraduate Research Conference at UMass Amherst in April (Archie Berduo, Christopher Edwards, Derek Martineau, Inthorn Rojanapairat, and Peter Thornton)
- Economics: The Fulbright award for Dr. Ken Ardon in Türkiye during spring 2024; hosting Michael Evans, former Chief Counsel, U.S. Senate Finance Committee as an invited speaker
- English: Changing Lives through Literature program organized by the Writing Center for parolees in conjunction with representatives of the local court system; Professor Dr. Alexandria Peary was awarded a 2023-24 Fulbright Scholars award to Germany.
- Geography & Sustainability: Successfully ran two Study-Travel courses, 1 to Spain and Morocco, and 1 to the Southwest U.S.; Engaged students (9 conducted internships, 8 worked with faculty on research, 10 students presented posters – 2 won awards)
- Geological Sciences: Provided leadership, analytical resources, and expertise to the broader North Shore communities (MLSC equipment acquisitions, MassBays grant, VESIL, St. Peters Church, Salem Harbor)
- History: Commitment to partnerships between students and the local community with partners such as St. Peter's Episcopal Archives, Essex National Heritage Commission, West End Museum, Concord Museum, The House of the Seven Gables, Massachusetts History Alliance, National Park Service, and Salem's quadricentennial
- Interdisciplinary Studies: 3 + 3 student Chiara Tetreault, American Studies concentrator and first SSU 3+3 BA/JD program UMass Law School student

- Mathematics: Seven Mathematics majors graduated in Spring 2024, with two going on to graduate school (Luis Bonilla, Trevor Tarr).
- Media & Communications: Student Engagement includes student Jose Rodriguez, National Communication Association Honors Society, Salem State Log, MCO Multimedia Studio, PRSSA, Lambda Pi Eta); Community and Global Engagement: (Professor Barnett - Marblehead News Group; Professor Dillon - Visiting Professor at Jagiellonian University, EU's Erasmus+ Teaching Mobility Program at The John Paul II Catholic University; Professor Hains - testimony to the Massachusetts Legislature to promote media literacy, Fulbright award holder at Jagiellonian University)
- Music & Dance: Extracurricular student ensembles for jazz/pop gigs, played at Accepted Students Days, campus receptions, and other special events. Students participated at the Audio Engineering Society meetings and the American College Dance Association (ACDA) Northeast Regional Conference.
- Philosophy: Study abroad trip to Florence, Italy in conjunction with PHL450: Special Topics, The Florentine Academy; Undergraduate Conference: Successful hosting of the North Shore Undergraduate Philosophy Conference; award winning SSU Philosophy Club
- Politics, Policy, and International Relations: Significant accomplishments of PPIR students, including Camila Diaz (Civic Engagement Hall of Fame), Jesse Wilson (Governor Healey's Office), Miah Reyes (Team Engaged Athlete Fellow, Student Employee of the Year, and All In's Student Voting Honor Roll), Ceirra Bradway (Massachusetts Teachers' Association's TA), and Saturn Bilodeau, Samantha Webb, and Brian Wellman for their roles on campus; Professor Dr. Vanessa Ruget was awarded a 2023-24 Fulbright Scholars award to Estonia
- Psychology: Nine students presented at SSU's annual Research Day; Psi Chi inductions, and multiple honors theses; 100% of graduating M.S. in Counseling Program were offered positions
- Sociology: Co-sponsoring the production of the play Roe with the Theatre and Speech Department; student engagement through Research and Organizing (Isabella Halko, Kael Briesacher, Yajaira Lopez, Cynthia Boyd, and Janasia Ashford)
- Sport & Movement Science: Student Performance and Placement– 100% pass rate on the Board of Certification (BOC) exam, 100% placement of MS in Athletic Training students, multiple Physical Education Teacher Education (PETE) 4 + 1 students placed
- Theatre & Speech Communication: Student Engagement and Success – Student Awards and Continued success at the Kennedy Center American College Theatre Festival; Professor Kiernan Fulbright Fellowship

- World Languages and Cultures: Student Engagement in Mass Foreign Language Association presentations, Study Abroad, Seal of Biliteracy, Student-led Translations, PSI Honor Society

Maguire Meservey College of Health and Human Services

- Successful “Career Fair” by the School of Nursing and Career and “Internship and Career Fair” by Criminal Justice: Both fairs were attended by a large number of existing and potential internship/job providers from healthcare, criminal justice, and several other areas.
- In AY23-24, with the support and care of the nursing faculty, SSU’s first-time takers of the NCLEX-RN examination successfully reversed the prior year’s downward trajectory of pass rates:
- Pass rates for Q1=81 %; Q2=100% (!); Q3=93%; Q4=94%; aggregated annual pass rate for 2023=92%.
- The Healthcare Studies Department sponsored the first short-term study abroad internship trip to Costa Rica. Four students traveled under our BHS521 Internship course while eight students traveled under the BHS250 Global Health course. The trip will be offered again in spring 2025 through BHS410 Special Topics: Blue Zone Countries.
- The Occupational Therapy Department sponsored their 21st Annual Graduate OT Research Conference. The theme for this year’s conference was EDUCATE, MOTIVATE, PARTICIPATE, which focused on exploring client-centered interventions and advocacy that promoted full participation in daily life. This student-developed and run conference had more than 150 attendees and provided clinicians, alumni, fieldwork educators, students, and prospective students the opportunity to attend graduate student research presentations, obtain continuing education units for licensure, and learn more about emerging practice areas and evidence in the field of occupational therapy.
- The School of Social Work received a \$1.5M grant from the Massachusetts Health and Human Services Office continued to support BIPOC students pursuing social work careers, providing each with a \$1,000 annual stipend and funding training programs for faculty, staff, and community members.

McKeown School of Education

- In its first year, the McKeown’s new “Institute for Advancing Education and the Educator Workforce” (IAE2) generated \$993K in grants and contracts for Teacher Pipeline Development Initiatives, the outcomes of which are impressive and important as a means by which SSU can actively support the diversification of the Commonwealth’s public school faculty:

- The “District Employee Access Partnership” (DEAP) pilot continued with five districts (Salem, Lynn, Revere, Chelsea, and Everett); 78 prospective students engaged, helping with the admissions and enrollment processes, leading to 34 applications for admission to-date. This includes supporting eight new students into the TESOL program, part of a grant secured by Lynn Public Schools to support a planned 50 educators to enroll in the related Graduate Certificate Program.
- In May 2024, the new Metro North regional “Center for Ed License Conversion Support” (CELCS) was established. To-date, CELCS has supported 68 candidates progress towards meeting the requirements for initial teacher licensure
- This year’s “Educator Scholars of Color” (ESOC) program graduated 17 students to the profession, up from only 1 in 2019. 67% of the students in the program completed the year with a GPA over 3.0; 33% took at least one MTEL examination with programmatic support.
- In partnership with SSU’s Early College leadership, IAE2 leadership established educator pathways with all three partner High Schools and are planning wraparound supports for participants to engage in field experiential learning beginning this fall.
- SSU’s “Center for Educational Leadership” (CEL@SSU) engaged over 100 school district leaders through consulting and/or Professional Learning Communities (PLCs) that support them in the field. Fifty CAGS alumni participated in dilemma-of-practice PLCs supported by a \$21K gift from Pegasus Springs Foundation (and this gift has been renewed). CEL@SSU booked gross revenue of ~\$100K in its second year of operating.

APPENDIX C



GENERAL EDUCATION AND ASSESSMENT WORKING GROUP FINAL REPORT, SUMMER 2023

Salem State University
Academic Affairs
Annual Report 2023-2024

David J. Silva, Provost and Academic Vice President
3 October 2024

Executive Summary

In the 2023-2024 academic year, Salem State University’s Division of Academic Affairs made significant strides in enhancing student success, equity, and excellence. The university introduced new initiatives to level the playing field for all students and demonstrated a strong commitment to affordability, saving students nearly \$1 million through various programs such as Early College, Early College Promise Year, and the Viking OER and Textbook Affordability Initiative. Reflecting the increasingly diverse interests of its student body, SSU launched new academic minors / concentrations, and introduced its first Academic Seals.

Initiatives aimed at supporting diversity and inclusion, such as the Educator Scholars of Color Program (ESOC) and the Community of Inclusive Scholars (CIS), further underscored SSU's dedication to creating an inclusive academic environment. The University’s commitment to the MA Department of Higher Education’s Strategic Plan for Racial Equity was bolstered by the implementation of systems designed to support students of color in their academic journey.

The university also made significant progress in academic excellence, with several programs earning re-accreditation and the creation of new spaces for hands-on learning and creativity, all in service to bringing life to Salem State’s claim of being “The Commonwealth’s Civic Engagement University” as well as the Commonwealth’s most likely first university to earn designation as a(n) Hispanic Serving and Minority Serving Institution (HSI/MSI). As such, civic engagement remained a cornerstone of Academic Affairs’ mission, with numerous opportunities for students to develop political awareness and advocacy skills both in and out of the classroom. The University’s global reach expanded through new partnerships with international institutions, enhancing the cultural and academic experiences of its students. Finally, the division embarked on a multi-year project to assess and update the General Education curriculum, looking to re-affirm its centrality in the Salem State experience.

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Statewide Priority 1. Affordability and the Implementation of New Financial Aid

- Initiatives to Increase Student-Connectedness and Equity-Mindedness
 - i. In the Bertolon School of Business, a new core course on Career Management and Professional Development (BUS220) was created to help all business students prepare to navigate post-graduate life effectively. This course, which has been added to the BS in Business Administration core, levels the post-graduation playing field for students, especially for those who do not have access to the sort of social capital historically required to get “in the know” about entering the workforce.
 - ii. The University continues to make excellent progress on the “[Salem State Viking OER & Textbook Affordability Initiative](#).” In collaboration with the Registrar’s Office and the Information Technology Services Office, the Library implemented a method for faculty to self-report data regarding their use of no-cost or low-cost (\$50 or less) materials in the Student Information System. This is step one of a two-part goal to implement visible section “tagging” in the student registration system so that when they are making decisions about which course sections to choose, they will be able to consider whether or not that section will be offered as either no-cost or low-cost. For AY24-25, the total savings to students was \$985,595, a 23% increase from the previous year. (Note: While we are now able to gather and report on textbook affordability data collected from faculty through the tool, the data is not yet visible to students or advisors.)
 - iii. The University approved two new programs that speak to the diverse and urban nature of our current student body: a new concentration in our Dance major for Hip Hop Dance, along with a new concentration within Interdisciplinary Studies (plus a minor) in Ethnic Studies. Recruitment and marketing for each has started with an eye toward enrolling students in each program as early as spring 2025.
 - iv. The leadership in the Maguire Meservey College of Health and Human Services secured external funding to provide stipends to students in the college to support their educational expenses and experiential learning. The impact of these grants on our students is far reaching, helping them complete their degrees, secure field placements, and ultimately secure employment in their respective fields: Nursing, Occupational Therapy, Healthcare Studies and Social Work.

Mass General Brigham	\$ 300,000
MA Executive Office of Health & Human Services, Home & Community Based Services	\$1,432,962
MA Department of Mental Health	\$1,907,925
Klarman Foundation	\$ 500,000
Total	\$4,140,887

Statewide Priority 2. Increasing Access

- New admissions practices
 - i. The School of Continuing and Professional Studies (SCPS) earned approval through university governance an expansion and clarification of the Credit for Prior Learning Departmental Challenge Exams. Under this updated policy, adult students will be able to accelerate their

- degree attainment by leveraging their existing knowledge, thereby removing barriers to completion by presenting students with a pathway to gain credits at lower costs.
- ii. A reduction in the number of “foundation credits” required for entry into SSU’s Master of Business Administration (MBA) program were approved by faculty of the Bertolon School of Business and by the Graduate Education Council. The change from 3-credit offerings to 2-credit courses are intended to increase and diversify MBA program enrollment.
 - iii. The School for Graduate Studies (SGS), with support offered by the National Council of Graduate Schools, has restructured admission standards by providing applicants with multiple pathways to be reviewed while adhering to the standards supported by NECHE. These changes should provide better access to aspiring graduate students from all demographics, but particularly those from communities that have been historically underrepresented in graduate programs.
- Early College
 - i. Salem State continues to see growth and success in its Early College initiatives.
 - a. SSU’s AY23-24 Early College Program included 370 participants from Lynn Classical High School (n=139), Lynn English High School (n=129) and Salem High School (n=102); this year’s number of participants represents a 23% increase over that of the previous year (N=300). Of the 370 participants, 42% self-identified as Hispanic and 13% identified as either African American or Cape Verdean. The total number of credits earned was 2,580 (Lynn Classical HS = 834; Lynn English HS = 774; Salem HS = 972), with the average number of transcribed and transferable college credits earned by each participant being 6 credits for Lynn Classical and Lynn English students and 10 credits for Salem students. Summary data for the Early College Program appear in Exhibit 2.B.i.a (appended).
 - b. For the Promise Year program, AY23-24 served a cohort of 25 students (78% of whom were students of color) from the Lynn Early College program, each of whom matriculated at full-time students (15 credit per semester) at no cost. The mean grade point average (GPA) for students in the cohort was 3.3/4.0. Moreover, 92% of the participants ended the year in good academic standing, and 56% had grades high enough to qualify for the Dean’s List. Perhaps most importantly for the partnership, however, is that 19 of these 25 students (76%) have matriculated at Salem State as sophomores: the matriculants outperformed their peers in both on-time credit accumulation and retention after the first year. For a snapshot of the program, see Exhibit 2.B.i.b.
 - ii. In partnership with SSU’s Early College program, the McKeown School of Education (MSOE) has established educator pathways with all three partner high schools and are planning wraparound supports for participants to engage in field experiential learning beginning in fall 2024.
 - Similar Programs
 - i. In the McKeown School of Education, the AY24-25 Educator Scholars of Color (ESOC) program graduated 17 students to the profession, up from only 1 in 2019. 67% of the students in the program completed the year with a GPA over 3.0 and 33% took at least one MTEL examination with programmatic support.
 - ii. The MSOE’s Community of Inclusive Scholars (CIS) increased their program participation in their traditional “Partnerships” program to 14, aiding 8 students with community-based internships supporting their transition to independent living, and successfully supporting 4 students residing in SSU residence halls. To-date, the program has aided 2 students with

- successfully matriculating as degree-seeking students at Salem State. Additionally, with the new Commonwealth mandate, the program launched its “Horizons” program for individuals aged 22+ (with a HS diploma) establishing rigorous selection process with 7 participants in its pilot year.
- iii. The School of Social Work (within the Maguire Meservey College of Health and Human Services) is developing a fully online Bachelor of Social Work (BSW) degree program, thereby creating a new pathway for undergraduate students preparing for a career in the social work / social services arena. This developing BSW program comes after the launch of a successful fully online Master of Social Work (MSW) program, which began with 20 students in AY22-23, grew to 60 students in AY23-24, and is slated to increase to approximately 100 students by January 2025.
 - iv. SSU continued its engagement with the ReUp, a third-party partner, which helps to court and support students who have previously studied at SSU but who did not earn an undergraduate degree (at SSU or elsewhere). Since the ReUp initiative was implemented in Fall 2021, SSU has re-engaged 90 students, 22 of whom have earned degrees.

Re-Up Enrollment and Completion Data

	AY21-22			AY22-23			AY23-24			AY24-25	Total
Status	FA21	SP22	SM22	FA22	SP23	SM23	FA23	SP24	SM24	FA24	
New	7	14	-	14	13	2	26	9	5	TBD	90
Returning	n/a	6	3	9	14	11	17	27	13	21	121
Graduated	n/a	-	-	5	3	4	2	5	-	3	22
Not Returning	n/a	1	n/a	6	6	n/a	8	13	n/a	TBD	34
Retention Rate	n/a	86%	*	60%	70%	*	71%	71%	*	TBD	-

*Summer terms are optional, so there are no associated retention statistics.

Statewide Priority 3. Scaling Access and Use of Wraparound Support Services

- In the Bertolon School of Business, five faculty members began to integrate “[Riipen](#)” projects into their courses. Riipen, “a work-based learning platform helping educators, organizations, and learners collaborate on real industry projects to bridge the gap between education and employment,” allows faculty members to create course-related “micro-internships” for students. Through Riipen, students have a first-hand opportunity to engage in helping businesses address challenges by applying course-based knowledge and skills, all within a single semester. Riipen is especially important as it provides students with experiential learning opportunities, opportunities that are especially important to students for whom a more traditional internship is not viable given constraints such as personal or family obligations. In Spring 2024, 450 students in 81 teams participated in Riipen mini-internships, through which they enhanced business skills including project management, operations, financial services, market research etc.

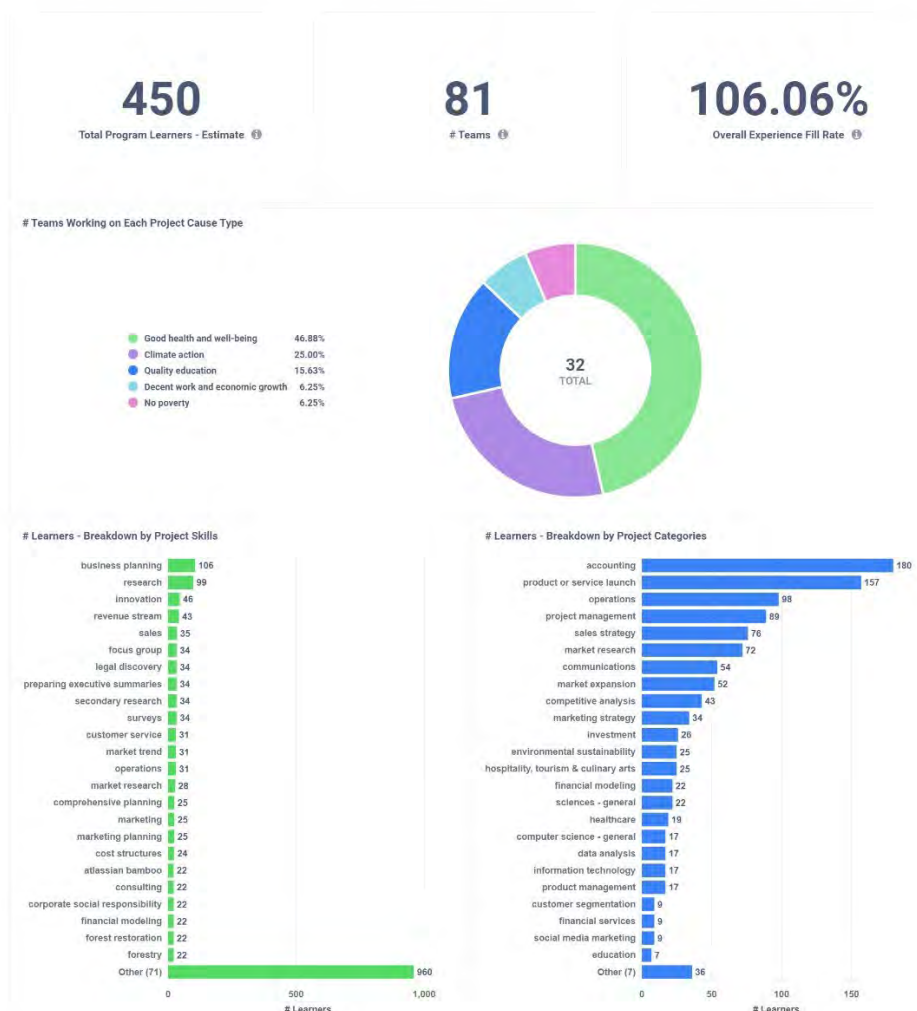
SSU-Riipen Engagement Dashboard, Spring 2024

Learner Experiences Overview

Snapshot of metrics pertaining to learner experiences within experiences published by your portal

Click any link below to be taken directly to other related reports

- Getting Started Dashboard
- Learner Experiences - Full Details per Learner/Team
- Learner Experiences - Full Details per Experience
- Learner Experiences Overview - Experience Category



- The Mathematics Department (College of Arts and Sciences), Implemented the “ALEKS–PPL” pilot, a project that allows students to develop their mathematical reasoning by engaging with an artificial intelligence program, which can identify student errors in real time and then offer up additional opportunities for the student to improve (and demonstrate) their understanding before advancing to a subsequent concept. This system gives agency to all students, particularly students of color, to understand and remove barriers in early mathematics courses.
- Summer 2023 was the third season of SSU’s “Summer Credit Recovery” program, which 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%

discount. This third year saw the second deployment of the summer success coaches as part of the program; these coaches provided a reliable touchpoint with all the students enrolled in the program. Anecdotal evidence suggests that the lower participation rate is related to the Summer of 2023 being the first “post-pandemic” summer: it appears that students were more likely to be working or enjoying summer.

SSU's Credit Recovery Program	Summer 2021	Summer 2022	Summer 2023
Invitations Sent*	2,250	865	1,135
Invitations Accepted	67 (3.0%)	83 (9.6%)	74 (6.5%)
Success Coaches Deployed	No	Yes	Yes
Passing Grades Earned	42 (62%)	66 (80%)	63 (85%)
Number Enrolled for Next Fall	63	59	53
# Graduated end of Summer	3	8	8
Total Retained	66 (98%)	67 (89%)	61 (91%)
Cost to SSU	\$36,602	\$45,342	\$41,436
Estimated net revenue recaptured (assuming \$5,000 tuition & fees per student retained)	\$293,298	\$289,658	\$263,564

*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.

MA DHE Strategic Plan for Racial Equity

In its work toward realizing the goals set forth in the MA DHE's Strategic Plan for Racial Equity, Academic Affairs has partnered closely with the Division of Student Success. Of chief importance is SSU's commitment to identifying who, when, and why a student appears to be struggling academically, and to do so as early as possible in the student's academic career. Salem State has implemented EAB's “Navigate” system as a technological tool to assist in these efforts. Academic Affairs has contributed to these efforts by:

- encouraging faculty to provide midterm grades;
- encouraging faculty to enter alerts into Navigate when they identify a student who might be struggling and in need of wrap-around support; and
- providing the Retention Services team (in Student Success) funds to stipend “faculty champions” for Navigate, and more recently, for the roll-out of the system's “Academic Planner” function.

The DHE's Strategic Plan for Racial Equity speaks to increasing each of the following:

- students of Color's social and economic mobility as measured against an accepted nation-wide measure of social and economic mobility, e.g., through the achievement of Carnegie Classification for Social & Economic Mobility distinctions to be released in 2025 [originally 2023]
 - *Status:* To be developed in 2025
- degree/certificate completion for all Students of Color populations
 - *Status:* Support of Navigate (see above)
- enrollment of Students of Color into the Massachusetts public higher education system
 - *Status:* Sponsorship of SSU's Early College and Early College Promise Year Programs (see statewide priority 2, above)
- students of Color's sense of belonging at their institutions
 - *Status:* Developing academic programs that speak more directly to an increasingly diverse and urban student population (Hip Hop Studies, Ethnic Studies, Combined BS program in Healthcare Studies and Spanish, Criminal Justice and Spanish)

- *Status:* Stepping up efforts to recruit, hire, and retain faculty of color
- persistence to a second year of postsecondary education for Students of Color in the Massachusetts public higher education system
 - *Status:* Collaboration with SSU's First Year Experience Program and the Exploratory Program by providing funds for faculty to serve as advisors, mentors, and instructors for First Year Seminars
- timely completion of gateway courses for Students of Color in the Massachusetts public higher education system
 - *Status:* Restructuring and consolidating support for writing in the newly established [Mary G. Walsh Center](#)
 - *Status:* Providing funds to expand the physical footprint of SSU's [Mathematics Tutoring Center](#) ("Math Lab") as well as to hire a full-time Math Lab Coordinator; name to be changed to "Mathematics Learning Center"
- on-time credit accumulation for all Students of Color in the Massachusetts public higher education system
 - *Status:* Support of Navigate (see above)
- transfer rates from community colleges to universities for Students of Color in the Massachusetts public higher education system; and
- degree completion rates after transfer for Students of Color from community colleges to universities...

As concerns transfer students, Academic Affairs needs to give closer attention to identifying and adopting best practices that are specific to this population, especially with the advent of free community college. This initiative, coupled with SSU's commitment to HSI/MSI servingness promises to bring to our campus increasing numbers of transfer students, including more student from community colleges that lie beyond SSU's traditional catchment area. For example, Salem State's (inaugural) [New England Hispanic and Minority Service Institution Conference](#) (18-19 July 2024) garnered interest from student and administrators from Holyoke Community College and Mass Bay Community College.

Addressing Institutional Priorities ("Meet the Moment" Strategic Plan, year 1)

University-Wide Objectives

The Overarching Imperative Student Success and Life Readiness

- A. As Salem State's General Education (Gen Ed) program approaches its tenth anniversary, the Provost's Office has commenced a multi-year project to conduct a comprehensive review to understand the successes and opportunities for updating and adjusting (as appropriate) the categories and courses that make up the Gen Ed Curriculum, as well as and the administration, review, and governance that is part of its management. Among the goals of this initiative is raising awareness about the importance of general education in the academic formation of undergraduate students as they grow into becoming well-informed, critically-thinking, and civically engaged leaders of their respective communities.

In the summer of 2023, a Gen Ed Working Group was created with participation from faculty across the university. This effort was led by the Vice-Provost for Faculty and Global Engagement and facilitated by the Assistant Dean of Research and Assessment and the Director

of the Center for Teaching Innovation. Institutional data gathered through student surveys (e.g., NSSE, SSI) and focus groups on engagement and sense of belonging, along with customized data visualization reports detailing course fill rates and DFW outcomes informed this work, the outcomes of which were published in a report to the campus (Text Addendum). This work continued during the winter break 2023-24, and culminated in the creation of the new “Program Area for General Education” (“PAGE”), a faculty body analogous to an academic department. The work of PAGE began in the summer of 2024, the outcomes of which will appear in next year’s annual report.

- B. Academic Affairs led a collaborative initiative to create [new “Academic Seals,”](#) each of which aligns with University’s commitment to being “The Commonwealth’s Civic Engagement University,” as well as the first public four-year institution to earn the US Department of Education’s designation as a(n) Hispanic / Minority Serving Institution (HSI/MSI). The first three seals launched this year are Global Engagement, Public Engagement, and Diversity, Power Dynamics, and Social Justice. An Academic Seal recognizes the important relationship between a student’s academic experience and their commitment to thematically aligned co-curricular activities, thereby fortifying the student’s understanding of and appreciation for an *integrated* college experience, one that better prepares them for success in the 21st century. In earning an Academic Seal, students demonstrate their focused engagement in and passion for a theme in the form of a valuable transcript credential that can be added to their resume.
- C. The Maguire Meservey College of Health and Human Studies created a new center, the Center for Interprofessional Education and Collaboration (CIPEC), through which the faculty of the college can bring together students of multiple healthcare disciplines and provide meaningful opportunities for them to learn *about, from, and with* each other. The creation of the CIPEC emerged out of the workforce’s demonstrated need for healthcare professionals to work *across* disciplines with an eye toward enabling effective collaboration to improve health outcomes. Students participating in CIPEC programming are more prepared than ever to step into healthcare settings with the knowledge, skills and confidence that comes with having had opportunities to experience and practice interprofessional work as part of their education.

SSU Goal 1. Academic Excellence and Active Learning

- A. During AY23-24, SSU earned (re-)accreditation for the following programs:
 - i. BA in Music continued in accreditation by the National Association of Schools of Music. Next review: 2031-32.
 - ii. BA and BFA in Theatre continued in accreditation by the National Association of Schools of Theatre. Next review: 2031-32.
 - iii. BS in Criminal Justice re-certified as in compliance with the Quinn Bill. Next review: 2024.
- B. In Fall 2023, the Library designated an open space on the 2nd floor as a Makerspace area. Makerspaces are spaces designed and dedicated to hands-on creativity and exploration, where participants create objects / artifacts using a variety of tools and materials. These spaces allow learning to unfold and can foster collaboration, problem-solving and sharing among its users. The Library provides materials (primarily arts and craft supplies). Faculty from across several departments, including Education, Arts and Sciences, and Social Work, have partnered with librarians to develop learning activities and assignments utilizing this space and its resources.
- C. The School of Continuing and Professional Studies (SCPS) earned approval through university governance an expansion and clarification of the Credit for Prior Learning Departmental Challenge Exams. (See above, State Priority 2.A.ii.)

- D. For 2023, the Provost's Fulbright Enhancement Grant Award supported 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) and the second to be taken the semester upon return to the US (to continue and/or finalize the work and prepare it for publication). In AY23-24, [four SSU faculty members](#) pursued work as Fulbright Scholars (Bulgaria, Mexico, Poland, and Turkey). SSU was recognized for this achievement by the Fulbright Commission as a [2023-24 "Top Producing Institution"](#) (only one of four schools in the "Master's" category) and by Secretary of State Antony Blinken (Exhibit SSU1.D). For AY24-25, [three SSU faculty members](#) have earned Fulbright Awards (Dominican Republic, Estonia, and Germany).

SSU Goal 2. Civic Engagement and Public Good

- A. The McKeown School of Education's Center for Educational Leadership (CEL@SSU) engaged over 100 school district leaders through consulting and/or PLCs that support them in the field. Fifty CAGS alumni participated in dilemma-of-practice PLCs supported by a \$21K gift from Pegasus Springs Foundation (and this gift has been renewed).
- B. SSU's Center for Civic Engagement (CCE) continues to provide students a broad array of meaningful opportunities to develop non-partisan political awareness, advocacy skills, and service to the community. The CCE's fall 2023 newsletter can be found here: [Center for Civic Engagement Fall 2023 Newsletter by Salem State University - Issuu](#). The Frederick E. Berry Institute of Politics (embedded in the CCE) brought to campus its third pair of Civic Engagement Fellows – social justice advocate Tomás González and journalist Alison King – both of whom invested hours working with our students. The Berry IOP's fall 2023 newsletter is available here: [Fall 2023 Newsletter of the Frederick E. Berry Institute of Politics at Salem State University by Salem State University - Issuu](#).

SSU Goal 3. Justice, Equity, Diversity and Inclusion (JEDI)

- A. Faculty prepared for submission to DESE an application for MSOE to endorse for Bilingual Education. This package goes through shared governance in the fall and then to DESE for approval. Multiple districts have asked MSOE to get this approval so they can enroll district personnel, and we expect positive enrollments. [HSI/MSI]
- B. In support of faculty of color, Academic Affairs was successful in identifying and sending faculty members to a number of regional professional development programs, including the New England Board of Higher Education's North Star Collaborative (two SSU faculty participants) and Bridgewater State's Executive Leadership Institute (two SSU administrator participants).
- C. In the College of Arts and Sciences, several curricular changes advanced and highlighted the college's commitment to JEDI principles, including
- The redesign of BIO131 lectures to include racial equity-focused modules through funding from a Spencer Foundation Racial Equity Grant;
 - The addition of a new Ethnic Studies concentration within the Interdisciplinary Studies Department;
 - Approval of a new combined bachelor's degree program in Criminal Justice and Spanish; and
 - The creation of a new course, SPN101E Spanish for Educators, which integrates fundamental Spanish language skills with the specific needs of educators, administrators, and staff.
- D. As part of an effort to diversify the student body with respect to participation by students from other countries, the Vice Provost for Faculty and Global Engagement successfully secured for SSU

three new cohorts of Chinese students for the ongoing “1+2+1” collaborative degree program, jointly administered by the American Association of State Colleges and Universities (AASCU) and the China Center for International Educational Exchange (CCIEE). Chinese student participants begin their college career at their Chinese university, then travel the US for their second and third years. They then return to China for their fourth year of study, after which they receive diplomas from both the Chinese and US institutions. We predict that by AY26-27, over 100 students from this program will be enrolled at Salem State for their sophomore and junior years.

Salem State’s AASCU-CCIEE CHEPD 1+2+1 Cohorts
Estimated enrollments for Academic Years ‘25 through ‘27

			AY 2024-25			AY 2025-26			AY 2026-27*		
			Cohorts 1 & 2 established Cohorts 3-5 start in China			Cohorts 1 & 2 established Cohorts 3-5 enter 1 st yr at SSU			All cohorts established *Conservative assumes 0% growth		
			Soph	Junior	Total	Soph	Junior	Total	Soph	Junior	Total
1	Nanjing Normal U	English	18	18	36	20	18	38	20	20	40
2	Nanfeng College	Accounting	9	10	19	8	9	17	8	8	16
3	Taizhou U	Computer Science	0	0	0	13	0	13	13	13	26
4	Huaiyan Normal U	Early Childhood	0	0	0	10	0	10	10	10	20
5	Jiangxi U of Technology	Intern’l Business	0	0	0	13	0	13	13	13	26
Total number of students at SSU			27	28	55	64	27	91	64	64	128

*Estimated steady state when all five cohorts are active, assuming modest growth in cohorts 3, 4, and 5 = 130 - 150 students
... all paying out-of-state tuition, on-campus housing, and meal plans (but no international student fee, which I would like to formally eliminate)*

SSU Goal 4. Stewardship and Climate Action

- A. In the Geological Sciences Department, The Viking Environmental Stable Isotope Lab (VESIL), established with a Major Research Instrumentation Grant from the National Science Foundation, has developed into a high-quality and affordable regional analytical facility for local environmental researchers. Projects enabled include the migration of North Atlantic Right Whales and the ecologic sustainability of eelgrass in the Great Bay Estuary, NH (Provincetown Center for Coastal Studies); sustainability of MA coastal fisheries (MA Department of Marine Fisheries); sea level and salt marsh sustainability (Tufts University and University of Rhode Island).

SSU Goal 5. Campus Community and Culture

- A. SSU’s Center for International Education reports that in AY23-24, there were 11 short-term faculty-led study-travel opportunities, with over 162 students participating. Destinations were Belgium, China, Costa Rica, Germany, Hong Kong, Italy, Latvia, Luxembourg, Morocco, the Netherlands, Rwanda, South Korea, Spain, and the Southwest United States. Students routinely report how these opportunities to travel and study abroad are life-changing, expanding their first-hand experience of people from a new culture (or region of the United States).
- B. Conversely, SSU continues to expand its global reach, which includes establishing new institutional relationships with university partners in China (our number one sending country), as well as India and the Philippines. These international students bring the world to our students, forging friendships and mutual respect.
- C. Leadership of SSU’s Center for Teaching Innovation and Center for Research and Creative Activity partnered to offer a new program called “Early Career Faculty Fridays.” Participants in this monthly program were afforded the opportunity to gather informally to build community by

General Education and Assessment Working Group

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Introduction

Salem State University is a comprehensive, publicly supported institution, and one of the largest and most diverse state universities in the Commonwealth of Massachusetts. In 2014, a large number of faculty worked to restructure the long-standing “core curriculum” into our current general education (Gen Ed) curriculum. The Gen Ed was developed and approved through the governance process to provide students with a foundation in the liberal arts and the knowledge and skills necessary to succeed in their future lives and careers. The Gen Ed curriculum is a shared experience among all first-time students at Salem State, while the Mass Transfer Gen Ed Foundation allows students to fulfill their Gen Ed requirements by attending a Massachusetts Community College and transfer their Gen Ed requirements to Salem State. The Gen Ed foundation supports the shared consensus in higher education that general education “provides broad exposure to multiple disciplines and forms the basis for developing essential intellectual, civic, and practical capacities” (American Association of Colleges and Universities).

SSU students have the opportunity to choose courses within the ten required categories of the Gen Ed. These are not tied to specific disciplines, but rather on knowledge and ways of understanding the world with course offerings from numerous disciplines and departments. The 10 categories of the SSU Gen Ed are: First Year Seminar, Written Communication (three course vertical model), Oral Communication, Personal Growth and Responsibility, Creative Expression and Appreciation, World Cultures, Human Past, Contemporary Society, Scientific Reasoning, Qualitative Reasoning. In addition, a Diversity, Power Dynamics, and Social Justice (DPDS) overlay requires one course that allows every student to engage in a cross-cultural analysis of historical and contemporary inequities and represents an institutional commitment to develop and teach different ways of thinking across the multiple histories and cultural heritages that shape the United States.

At the ten-year anniversary of the creation of SSU’s Gen Ed curriculum in 2023, a comprehensive review was undertaken this summer to understand the successes and opportunities for refinement of the categories and courses that make up the Gen Ed Curriculum and the administration, review, and governance that is part of its management. The summer Gen Ed working group was created in 2023 with participation from faculty across the university. Faculty applied to be part of the working group and received a stipend for their commitment. This effort was led by the Vice-Provost for Faculty and Global Engagement and facilitated by the Assistant Dean of Research and Assessment and the Director of the Center for Teaching Innovation. Institutional data gathered through student surveys (e.g., NSSE, SSI) and focus groups on engagement and sense of belonging, along with customized data visualization reports detailing course fill rates and DFW outcomes informed this work. All information and other references were shared with the group on a Sharepoint site.

A subset of the summer working group also participated in the AAC&U’s Institute on General Education and Assessment (IGEA) which provided a framework for review of the Gen Ed with a focus on the institution’s emerging HSI/MSI status. Through a review of the summer working group outcomes and extended conversations with the governance committees, deans and departments, our goal is to develop an assessment framework that will be actionable and readily assessed through the institution’s learning management system, aligned with the new strategic plan, and grounded in equity and student success.

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Timeline:

- May 25, 2023 – Summer Gen Ed and Assessment working group charged by the Provost
- June 5, 2023 – SharePoint site provided with relevant institutional plans, documents, and data
- June 5-9, 2023 – Institute on General Education and Assessment (IGEA) through the American Association of Colleges and Universities
- June 12, 2023 – Whole group in-person meeting to disseminate information from IGEA, establish working groups, present data, and create a plan to review the Gen Ed
- August 18, 2023 – Subcommittee group reports and SVORs (strengths, vulnerabilities, opportunities, and risks) due to Academic Affairs
- August 31, 2023 – Final report returned to the Gen Ed Summer Working group
- September 11, 2023 – In-person meeting to discuss the compiled report and plan for next steps

Working group members committed 40 compensated hours to create a roadmap and recommendations.

The IGEA Action plan, subcommittee reports, and strengths, vulnerabilities, opportunities, and risk (SVOR) analyses are presented below.

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Institute on General Education and Assessment (IGEA) Action Plan 2023

Salem State University is a regional, comprehensive university within the Massachusetts public higher education system. Like many institutions, Salem State has seen a shift in their demographic population over the past several years which is expected to result in the designation as a Hispanic Serving Institution (HSI). In addition, the university has experienced a dramatic decrease in its enrollment, and conveyance of its identity as the civic engagement university within the Commonwealth. Similarly, both the Board of Higher Education and Salem State University recently completed strategic planning processes with a focus on equity and service. Finally, the university finds itself at the ten-year anniversary of its General Education curriculum, revitalized after an evolutionary review and implementation of the former core, heralded nationally for its innovation in process, which centered Diversity, Power Dynamics, and Social Justice as its foundation.

In the week following the Institute on General Education and Assessment (IGEA), a newly convened faculty working group on General Education (Gen Ed) held an in-person retreat to provide members with a didactic grounding of our past and present curricular, methodological, and assessment practices and carve an intentional path forward designed **to make excellence inclusive through the general education curriculum** (Moreno, 2023). The working group was pedagogically and technically supported by the Director of the Center of Teaching and Learning and instructional designers; Vice-Provost of Academic Affairs; the Assistant Dean of Research and Assessment; Director of Data Analytics; and graduate research assistants. Their work included:

1. A historical perspective of the Gen Ed curriculum at Salem State University (SSU) including process, implementation, and outcomes along with successes and lessons learned.
2. A facilitated conversation on the evolution of Gen Ed best practices since our 2013 roll-out to encompass the IGEA framework, the Massachusetts Department of Higher Education's New Undergraduate Experience, and its Equity Framework.
3. A presentation of Gen Ed data collected and analyzed through direct and indirect assessment methods including recent quantitative surveys (e.g., NSSE, SSI, Senior Survey), student focus groups on engagement post-pandemic, Valid Assessment of Learning in Undergraduate Education (VALUE) assessments, DFW rates by Gen Ed category, level, and modality, and comparative retention and graduation rates (pre-Gen Ed reform 2007-2013 v. post-implementation 2017-2021).
4. A discussion on the recently approved 2023 – 28 strategic plan, our future as a Hispanic Serving Institution, and the role of our Gen Ed curriculum as the guiding principle in integrating equity in learning outcomes for all SSU students.

The retreat also included an opportunity for faculty to form working groups to plan for next steps around specific areas of focus. These subcommittees include:

- Storytelling and Communication – what stories do we tell about our Gen Ed? What stories do our students tell?
- Gen Ed Outcomes – what are the learning outcomes we want students to achieve?
- Vertical Writing Model – what have we learned since its implementation in 2013?

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- Gen Ed Governance, Management, and Oversight – how will we monitor success and needs to ensure Gen Ed will be appropriately resourced?
- HSI – how will we infuse our identity as an HSI into our curriculum and co-curricular spaces?
- First-Year Experience

Using the Strengths, Vulnerabilities, Obstacles, and Risks (SVOR) framework (Johnson, 2023), subcommittee members devoted 40 compensated hours to review data and create a roadmap for revising, where appropriate, the Gen Ed curriculum, culminating in a 2-3 page deliverable comprised of their recommendations, including a potential timeline, process plans, and requests for resources, reported back to the Vice Provost on August 18, 2023.

To wholly understand and assess the institution's shifting pedagogical and curricular needs, a fully resourced institutional research and assessment area must be established, as noted in Salem State's most recent regional accreditation, and supported by institutional leadership. While the 2013 revised General Education curriculum was aligned with established and validated methods to assess student learning outcomes, namely through the use of Valid Assessment of Learning in Undergraduate Education (VALUE) rubrics, assessment and support resources were not allocated, and as a result, the effectiveness of the 2013 General Education curriculum is largely unknown. As such, we must work collaboratively through a shared governance process to develop, fund, provide data gathering tools, and staff the development of a comprehensive plan to assess the Gen Ed into the future. Furthermore, Gen Ed working group objectives must be communicated and supported by all faculty and staff across the institution through the shared governance structure (e.g., academic policies committee, undergraduate curriculum committee; academic affairs and student success) to ensure that faculty and staff, among all colleges, schools, majors, and co-curricular areas are able to sustain their pedagogical and curricular goals, and ultimately, achieve student learning outcomes.

To measure short-term and long-term successes of both the general education assessment and its implementation, a SharePoint site was created to house institutional data, plans, and documents including historical perspectives, survey outcomes, the current Gen Ed curriculum (and former core curriculum), policies and best practices. Data analytics will be intentionally designed in an asset-based manner, and ongoing assessment methods will center systemic barriers rather than student deficits to level equitable outcomes for all students. With a robust and resourced institutional research and assessment infrastructure, the university will work to improve data capabilities by disaggregating survey and achievement data using person-centered analyses that move away from significance and generalizability. Academic analytics (e.g., Power BI) will promote data transparency and continuously track student progress, learning outcomes, and inform interventions to ensure persistence and achievement across all identities through the General Education curriculum and co-curricular spaces.

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First-Year Seminar: Kristin Pangallo, Vanessa Ruget, Margo Shea, and Jason Soohoo

1. **The FYS is working.** When the program was introduced 10 years ago, the goals of the FYS were to introduce students to the experience of academic exploration that is at the heart of a liberal arts education through practicing creative and critical thinking and developing relationships and practices to support the transition to college. While the work to meet these goals is never completed, SSU has established a robust program that serves the vast majority of our undergraduate students.
2. **Student Experience:** From reviewing data and survey results collected by the FYE office, there is no consistent student experience. There is a stark racial disparity in failure rates between Black/Latinx students and white students that must be addressed, especially given SSU's transition to an HSI. Additionally, coverage of Goal 3 (Student Success) topics and the amount of time devoted to them varies widely, with some students reporting that some topics (e.g., Degree Tracker) were not covered at all. Faculty's choice about whether to use online resources that have been shown to help students, such as Navigate and Canvas, also results in different experiences and may be tied to differences in outcomes. Finally, there are also differences between what first-year students report they want, and what research suggests may be most helpful to them.
3. **Assessment:** Currently there is no method to systematically assess the FYS program. While the student evaluation system (currently SIR II) can be used by faculty to assess their individual courses, tenured faculty are not required to be evaluated and there is no way for these data to be collected at the program level. Further, this system does not address the specific goals of the FYS program or its role in the General Education curriculum. The FYE program has attempted to get students to complete online surveys, but completion rates are low (recently ~10%). The tension between the MSCA contract and comprehensive program assessment is not insurmountable, but it has not been meaningfully addressed in the past 10 years.
4. **Decentralized system:** The FYS program extends across all schools and departments at the university and, in theory, should provide all students with a consistent introduction to Salem State, college expectations, and the resources available. In practice, however, the lack of a systematic, coordinated approach to the FYS results in an inconsistent student experience. Our analysis identified multiple points where a more centralized approach (e.g., program area) would create a more coherent FYS experience by directly addressing the challenges in scheduling, assessment, training, and logistical support.

Strengths (good things actively happening)

- FYS is an evidence-based practice, and first-year students take a FYS in their first semester at SSU
 - Research suggests that participation in a coordinated FYS program had a statistically significant impact for students who struggle most with academic persistence: first-gen, male, non-white and combinations of these three categories. As SSU transitions to an

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HSI, SSU's continued investment in the FYS program helps ensure that these students can adjust to college effectively and successfully.

- Students who take FYS have higher retention rates (e.g., Fall 2020, 11% higher)
- Surveyed students consistently rate their experience in FYS as good or excellent (combined >70% for the two most recent fall surveys)
- SSU has FYS leaders, including FYE staff and faculty fellows, who are both knowledgeable and passionate.
- SSU has clear goals and objectives for first year seminars, more expansive in breadth and depth than other public institutions of higher ed in the state.
- Initial roll-out of FYS had strong support from the university and created a depth of knowledge among faculty who went through the trainings that were developed
 - A great deal of this professional development is still available, but is optional
 - Many resources are available to those teaching FYS, including a comprehensive Canvas course
- SSU has Navigate, which has been shown at SSU to substantially improve a student's chance of passing their FYS when they were at risk of failing (92% of students marked at risk ended up passing)
 - 60% of students who failed FYS were not referred to Navigate
 - Students who failed FYS had an average GPA of 0.5 (they failed many classes)
- SSU has small class sizes, which are especially important in FYS, though the cap has increased from 15 to 22
- SSU has a robust LMS platform in Canvas
- A coding of FYS topics offered since fall 2014 shows that they broadly reflect students' interest: the largest category (out of 14) is "self-discovery" (79 seminars), the second is Salem/community/home (60), followed by seminars related to identity (57) and animals and the environment (53). Other popular themes include "well-being" (yoga, knitting, tarot cards...) and literature, storytelling & films.

Vulnerabilities (areas with missing pieces)

- There is no comprehensive method to assess the FYS program
 - Only a small percentage of students take the FYS surveys (most recent: 10%) and this could easily skew the results (likely in favor of students' good experiences)
 - Assessing the program without evaluating faculty is difficult to navigate and limits our ability to get answers to questions like:
 - Are student experiences highly dependent on their section?
 - If faculty don't use Navigate does this result in higher DFW rates?
 - Are faculty using high-impact practices?
 - Are faculty implementing goal 3 systematically?
- Disproportionate D/F/W rates between
 - White and Black/Latinx students
 - Students whose faculty use Navigate and those whose faculty don't use it.
 - Fall and spring semesters (spring semesters have much higher DFW rates)
- According to published research, the most successful first year seminars across the nation focus on engagement of students through critical inquiry, frequent writing, information literacy, and

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collaborative learning. (These areas of focus may be inconsistent with what SSU first year students claim to want.)

- Since Fall 2014, IDS and History have offered 70+ FYS courses while a combined 10 departments have offered under 10.
 - An analysis of FYS topics shows that relatively few seminars are offered on topics that connect to the majors of students in the professional programs (business, education, social work, or nursing).
 - Relatively few FYS are offered on the topic of climate change—a top concern of Gen-Z students.
- FYS was originally envisioned to be taught by full-time faculty, but we have not been able to do that.
- There is no required training or professional development, and no clear guidance on what percentage of the course should be devoted to the different Course Goals (e.g., topics vs. habits and resources); this results in a range of student experience in FYS
 - Student survey results from the past two years show that financial literacy and using degree tracker were "not discussed at all" among 20% and 30% (respectively) of respondents
 - About 20% of students report that the purpose of a liberal arts education was not discussed at all
 - Student reports from the Fall 2017 survey show that students want more time for discussion and skill development, less time/fewer writing assignments
- Transportation and cost are currently insurmountable barriers to field trips. Yet, results from Fall 2017 survey showed that field trips and projects were the “coolest thing” students reported from their FYS.

Opportunities (good things to do)

- Create an FYS program area with a chair/coordinator
 - Formalize and strengthen FYS role as an *academic* program
 - Create FYS 100 to simplify and clarify
 - Address challenges with and coordinate:
 - Scheduling – including equitably distributing sections to Schools/departments
 - Assessment
 - Professional development
 - Communication, Feedback and Evaluations
 - Provide logistical support for field trips and project-based learning
- Revise course description and goals to make clear what portion of the course will be spent on which goals
- Make FYS a 4-credit course
 - Recognition of the additional preparation and advising for faculty workloads
 - Run student "labs" or "discussion sessions" to help meet the objectives of Goal 3
 - There *is* precedent for offering FYS courses as 4-credit courses in the state college system (Framingham)

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- Pilot FYS courses that are more closely/explicitly aligned with majors or areas of study, like what our sister state universities offer; Bridgewater and MCLA have replaced “passion courses” citing student dissatisfaction.
 - Pilot with Learning Communities within content areas (e.g., Pre-Calc with Gen. Chem. 1 for the sciences)
- When appropriate, consider hiring experienced part-time or adjunct faculty with capacity to focus on FYS
 - Many adjuncts' courses are among the most popular
- Lower the caps for FYS courses. FYS seminars were capped at 15 when the program was instituted. They are now capped at 22. This is inconsistent with other state colleges and significantly different from private peer institutions. All of the regional comprehensive state colleges/universities are capped at 19 or lower. Private colleges (Endicott, Stonehill, Merrimack) cap first year seminars at 15.
- Create/Reinstate the FYS Summer Institute
 - Required for all faculty who are new to FYS
 - Faculty who have taught FYS could attend every 3-5 years to refresh
 - Many of the most popular FYS courses are taught by adjuncts who must go through trainings and PD around the FYS program (presumably resulting in FYS that better align to best practices)
- Incentives and recognition (e.g., stipends, course releases, personnel evaluations) for faculty to
 - Teach FYS
 - Complete professional development
 - Use high-impact practices
 - Use Navigate and Canvas
- E-portfolios are seen to be effective, according to the literature. Consider a pilot program with some support and funding for faculty who want to incorporate e-portfolios into their FYS.

Risks (things we are doing that have negative effects)

- Decentralized scheduling results in
 - Having insufficient/too many seats
 - Lack of alignment between student interest and FYS offerings
- Current course numbers confuse students; they don't always understand that the topic of the course is not necessarily related to the department with which it is affiliated.
 - E.g., students may not want to take a chemistry class and may avoid FYCH 100 regardless of topic
- When faculty are assigned to teach FYS at the last minute, or as a replacement for a course that isn't running, it can jeopardize the student experience. For example, faculty without experience or training in teaching FYS courses are not well-prepared to implement all 3 of the program's goals. FYS resources are available, but not required, and would be difficult to incorporate quickly.
- Reduced investments in FYS
 - Faculty fellow APR reduced from 6 cr to 4.5 cr for one academic year (2021-2022)
 - New faculty orientation no longer includes a built-in session

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- No recurring training/refreshing professional development mandatory for faculty who teach FYS
 - There are no longer funds for field trips and field trips are no longer occurring
- Moving FYE from Academics to Student Success has resulted in a decoupling of the FYS and academics.
- Remote work (by staff in areas related to Goal 3) is reported as making it difficult to schedule guest speakers

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Governance, Oversight, and Management: Michael Mulnix and Kanishkan Sathasivam

Currently, at SSU, the General Education is Governed, Overseen, and Managed largely by faculty in their capacity as Faculty Fellow for General Education or as a member of the University Curriculum Committee. The categories, criteria, and approval of specific courses to count for each are overseen and managed by the UCC and approved by the Provost. New General Education courses are proposed by departments to the UCC and are vetted and certified through a well-established process. The recertification process, conducted every five years for each category on a rolling basis, is completed in conjunction with the Faculty Fellow, Department Chairs, and UCC. The Deans of respective schools are involved in partially managing (along with Department Chairs) which specific courses are offered each semester and how many seats are available within each category. Below is a set of identified strengths, vulnerabilities, opportunities, and risks with these governance processes.

Strengths:

- Faculty Driven - As faculty are the experts both regarding curriculum in general and specific to disciplines, it is important that they play the most central role in the Governance, Oversight, and Management of the General Education. Currently, at SSU, faculty are involved at the level of design, approval, and recertification of general education courses and categories.
- Well-developed processes for approval - The University has developed a set of standardized forms to be used when seeking approval for a course to meet a general education category. The uniformity and clarity of the process, as well as the available sample forms, help to facilitate a smooth and transparent process for original approval of General Education Courses. However, the recertification process is too cumbersome (more on this below).

Vulnerabilities:

- The Recertification Process is in need of overhaul - The cumbersome work of recertification falls to the already overworked and understaffed University Curriculum Committee. Moreover, the Faculty Fellow position has not been regularly staffed throughout the implantation of the new General Education, and also has a large amount of work falling to one person in this process. The result is a time-intensive process for the Faculty Fellow, Department Chairs, and UCC that is prone to delays and pressures to complete work too hastily. This results in a reevaluation process that is less meaningful and effective than it could and should be.
- No meaningful assessment of General Education - Since the implementation of the new General Education, the University has not undertaken careful and meaningful evaluation of the general education. SSU has not assessed whether the General Education is delivering on its objectives. The assessment sub-committee with likely have more to say on this, but at the very least, SSU needs to gather high-quality and informative data to set a baseline against which future changes can be evaluated as improvements or impediments to students' general education. This assessment data should play an important role of the oversight and management of the General Education.

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- “Double Tagged” Courses - There is a real question about the ability of a single course to completely meet and fulfill two separate General Education categories (excluding the Writing and DPDS overlays). And if a single course can achieve such a task, there is a real question about why students who take such courses should not receive credit for both categories in making progress towards completing their General Education.
- Emerging HSI/MSI status not integrated into Management of General Education - Again, the sub-committee devoted to this topic will elaborate far more fully, however, as SSU continues the process to become an HSI/MSI institution, it is imperative that inclusive excellence be woven into every aspect of University Governance and this includes at the level of General Education Governance, Oversight, and Management.
- Students are unaware of the purpose of General Education - Students at SSU seem not to have a solid grounding in the purpose and value of General Education, in general, and also with the careful and high-quality General Education program specific to SSU. As a result, they often select General Education courses in haphazard ways that don’t align well with their academic pursuits and don’t embody the original aims and objectives of SSU’s General Education curriculum. While Faculty Advisors could do more to help students carefully select General Education courses tailored to their specific needs, the University also needs to do a better job of educating incoming students on the purpose of General Education and how to make the most of it at SSU. This is part of managing a General Education program successfully.

Opportunities:

- General Education could be used to help grow and/or support departments - The offering of General Education courses throughout an Academic Year could be strategically designed so that students are encouraged, for example, to take courses in often overlooked departments. This would require fair, transparent, and inclusive decision making and should fall under faculty governance.
- The UCC could, in the short term, focus efforts on the following aspects of General Education:
 - Fine Tuning the Recertification process and lobbying for support for the required resources both in terms of personnel and University technologies/infrastructure needed to facilitate a meaningful, effective, and time efficient process
 - Developing a robust, ongoing, and meaningful assessment plan for the General Education, as well as a process for its implementation
 - Develop a way to track and decide whether there are too few/too many seats within specific General Education categories on offer each semester, and a fair plan for associated increases or decreases in offerings
- In General, the UCC could take more of a lead and be more proactive in the oversight and management of the General Education at SSU, not limited only to certifying and recertifying courses, but also in the administration of assessment and initiatives to improve the structure and functioning of General Education.

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- Collect and disseminate useful and reliable General Education data - The administration could focus on compiling and making available to university faculty and staff, reliable and useful General Education data – in particular, when and how students are completing their general education; why students take the courses they take; the extent of knowledge about SSU’s specific General Education among both students and faculty advisors; what are the main sources of frustration (if any) students have with the General Education.
- We have a chance to shape how students think about General Education and how they choose which General Education courses to take - While the Story Telling and Communication Sub-Committee will likely have more to say here, we also think it is important to note a clear opportunity to re-emphasize to students what the purpose of a high-quality General Education is and to help guide them in selecting courses that satisfy General Education requirements in ways that are impactful to each student as a whole person, and in ways that intersect with their chosen academic path. We also think that advisors could be reminded of the purpose and value of General Education so that they are better situated to help students navigate a carefully chosen set of General Education courses.

Risks:

- Using the General Education to grow/support departments comes with risk
 - If the process is not fair, transparent, and supported by faculty in affected departments, there is a risk of competition, resentment, political jockeying, and a decrease in general collegiality among departments. Given SSU’s already present and well-documented low faculty morale, it would be prudent for the University to first focus on addressing the causes of low work well-being among faculty, before moving forward with what could otherwise be contentious initiatives that could further erode workplace well-being
- Ceding too much power to administration to manage General Education
 - Currently, at SSU, the number of seats on offer each semester within specific General Education categories is largely determined by the respective Dean of each school. But it is unclear how this process works and what are the data that are used in making such choices.

General Risk for General Education at SSU:

With the new State Budget that makes Community College free for older Massachusetts residents and boosts support for nursing programs at Community Colleges and given the stated plan of the Governor to grow this initiative so that all Massachusetts residents can attend public Community Colleges tuition free, we need to think carefully about our General Education. After all, the Mass Transfer Block allows students who successfully complete an associate’s degree to be exempt from General Education. This is a serious worry for the future of all public four-year universities in Massachusetts. Some questions for general education at SSU: How will our general education curriculum be affected? How many students will it need to serve? Which students? How will this affect the vertical writing model? How will this affect

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the future of departments, especially in the College of Arts and Sciences, who do a large amount of General Education teaching?

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Storytelling and Communication: Elizabeth Duclos-Orsello, Mary-Jo Grenfell, James Cullen, Gayle Fischer, Sanjay Jain

After a deep examination of the SSU website, print materials and communication and conversation with a wide range of campus leaders, managers and stakeholders, we found that there are major flaws and problems with how/whether Gen Ed is spoken about and marketed. ***Frankly, there is effectively no “Gen Ed Story” being told anywhere, to anyone, even students.*** And very little concern across campus about this fact. ***Additionally***, and equally troubling is that in the places and ways that it is spoken of (on website, in person), ***it is a) generally referred to as merely a “foundation” or step towards the student’s real goal of a major rather than something important and structured in its own right; b) often collapsed into or confused with “the liberal arts” or even “CAS”, and c) inconsistent, incomplete, contradictory.*** To the extent that any work is to be done about Gen Ed at SSU, the essential *first* step must be to message, communicate, and market what we have correctly, competently and consistently. Only then, can we begin to assess or evaluate what students think of it, what its impact is, and how/whether we might need to make changes. We have interview notes and artifacts to support these finding.

STRENGTHS:

- We have a good story to tell. SSU Gen Ed is dynamic, forward thinking, similar to experiences at elite schools, identified as a strong/exciting model by peer institutions.
- Those who overhauled Gen Ed a decade ago are still passionate and committed to its centrality on our campus and want students to be excited about it. They also have stories and words and ways to communicate it that are effective.
- Some messaging and materials from 8-10 years ago could be reactivated.
- Current GenEd FF is working on some new initiatives with Registrar to make Gen Ed a bit more public/findable on website and in core materials.
- Professed desire from some areas of campus to message Gen Ed more dynamically, consistently and effectively to students.
- Employers saying they want what Gen Ed does

VULNERABILITIES:

- Lack of central, clear, dynamic storytelling/communication contributes to students thinking Gen Ed is not valuable, is a waste of their time, is a set of “hoops”, and even resenting it.
- There is no official budget for “Gen Ed” marketing or communication and the items that have been professionally produced about it are 10 years old.
- Gen Ed is not featured in any substantive way on the SSU website
 - This is true overall and is true for many individual colleges, schools and divisions.
- Many divisions at SSU (including Admissions) do not have any physical materials to share about Gen Ed
- Admissions does not speak about Gen Ed much with prospective students.
- Most discussions/descriptions of Gen Ed that are student-facing including the main “Gen Ed” page on website) focus on “requirements” and Gen Ed as “foundation” or “necessary” but/and

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don't tell any story about what the program **is** or why it is valuable (beyond it seeming like a set of hoops to "get through" or "complete before" other things.)

- From the Gen Ed landing page on website: "A foundation in the liberal arts provides strong underpinnings for students in all majors."
- Where stories are told/messages exist, (whether on-line, in person) there are inconsistent: many mixed messages/mixed stories & even conflicting ones across university, internally and externally, no consistent and clear "story" about Gen Ed at all.
- No engagement around/messaging about Gen Ed with NSCC partners and the students there.
- Concern in some areas of university that "selling" Gen Ed and increasing communication about it might eclipse program marketing.
- Regular conflation/substitution of "liberal arts" for "gen ed" when Gen Ed is discussed on campus-and with students - even among upper management.
 - From the Gen Ed landing page on website: "A foundation in the liberal arts provides strong underpinnings for students in all majors..."

OPPORTUNITIES: (short term, with the Gen Ed we have now)

- "Rebrand" gen ed and have it live large on the website and in internal systems
 - Make the threads and themes clear!
- Give gen ed a catchy name (like BUs "The Hub") And make it *the* hallmark of an SSU education. (This way of thinking and knowing and being engaged in the world is what will set you apart from others with your same major training elsewhere; and this will create a unique and compelling SSU culture among students_(see Salt Lake CC on this)
- Tell the story of our Gen Ed as it is now – that it is dynamic, and about ways of knowing and areas of human inquiry and far more than "requirements" or "first two years" or "a good foundation".
- Have messages about Gen Ed on website/other public places from President, Provost, Dean of Students (!!!) and others who students respect
- The new Dean of CAS is potentially a fantastic resource about messaging for gen ed - he has a way of speaking about it that is more than "requirements" - tapping into this would be beneficial - HOWEVER....this can't come from Dean of CAS alone – that causes the conflation of "Liberal arts" and "Gen Ed" and "Arts and Sciences".

RISKS:

- The one, singular shared FTFT student experience at SSU (Gen Ed) is misunderstood, overlooked, and/or absent from most student or public engagements with the university.
- Having no "story" about Gen Ed effectively renders it absent and/or insignificant
- Gen Ed messaging is confused with "Liberal Arts" or "CAS"
- Not all divisions/employees seem to see Gen Ed as something they need to know about or message about.

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Recommendations

- Short term (3-6 months)
 - Develop ONE consistent message/story about Gen Ed and make it the required standard across campus
 - And create fun, easy to access, student/families/donor/faculty/staff friendly materials (digital and physical) to tell that story. (and in multiple languages)
 - Center Gen Ed on website (at most 1 click in—on homepage of “Academics”)
 - Make it clear on each College/School page
 - Make it central with Admissions & with IA
 - Give Gen Ed a better name (something that captures what it does for and to students and is unique to SSU)
 - Have posters/messaging all over campus! (on walls in every building, on the tables in dining and commuter spaces and dorms); And on website (by 6 months feature students in these, telling good stories; little 30 second- 1 min videos)
 - Make flyers/bookmarks about gen ed as a whole (there was one such bookmark 10 years ago) and for each of the categories - give them out in all Gen Ed courses.
 - Gen Ed features prominently in Goal 1 of the Strategic Plan - Link gen ed to the new strategic plan - easy low-hanging fruit to link it back to the Mission and Vision
 - Have faculty in each Gen Ed class spend time in class going over the *purpose* of the Gen Ed and the way the course links to the category it is designated in.
- Medium term (1 year)
 - Create Professional Development around general education for faculty, staff (any and all staff that interface with students) and administration (including upper management) - we can't message what we don't understand!
 - Perhaps end of academic year symposium (modeled on the 2013 version when we kicked this off for the first time)
 - Work with Admissions and Orientation staff to ensure consistent and dynamic messaging around gen ed - both on campus and off
 - Require all syllabi for a Gen Ed course to have standard language about Gen Ed and about the category(ies) the course fulfills.
 - Create messaging specifically for transfer students (including those who come in with Mass Transfer credit)
- Long term (1-3 years)
 - Continue Professional Development around Gen ed and include in new faculty/administrator orientations
 - Have a comprehensive set of storytelling tools available to talk about Gen Ed to all stakeholder/families/students. These are available in more than one language.

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Suggestion: The Viking Compass: A symbol of guidance, representing the interconnectedness of all directions, and a reminder to students that you are free to choose the course of your life.

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General Education Outcomes: Lorri Krebs, Kara Morton, Christopher Yakes, Elizabeth Coughlan

Perhaps to be most celebrated, the Outcomes were firmly rooted in the LEAP framework. SSU relied on a nationally accepted framework to guide the development of the Outcomes, which positions us well to meet the requirements of the DHE's NUE and Equity agendas. However, the LEAP framework has gone through an evolution, and so it would behoove those studying the Gen Ed program to revisit the LEAP standards and consider ensuring alignment with the new framework. The outcomes overlap GenEd categories, which results in greater flexibility and choice for students.

Of concern to the Outcomes group is an apparent lack of governance and adherence mechanism regarding GE Outcomes. In some cases, achievement of consistent outcomes across sections depends on department culture and shared vision for any particular course.

Finally, the Outcomes group firmly believes that all of this is moot unless there is a robust, continuous effort to assess the effectiveness of the GE program. There was a very short period when GE was assessed; current efforts are nonexistent. Moreover, attainment of GenEd outcomes can only be reasonably assessed if faculty have the opportunity for professional development around constructing and delivering outcomes-based courses.

Strengths

- GenEd Outcomes were based on the LEAP Outcomes, nationally recognized and widely used.
- Faculty who teach courses in GenEd categories can reflect on how they will assess specific learning objectives central to the category, and what the outcomes may look like. How they assessed their outcomes can then be shared among faculty at campus-wide PD events (like the Pearls & Perils conference).
- Outcomes overlap different GenEd categories.
- Ahead of the curve in meeting DHE's NUE recommendations in that GE is already outcomes based.
- Input process means strong faculty buy-in for Gen Ed program. Some dissent but generally strong support across schools and departments for categories.
- Outcomes focused program means that categories can be met at different levels in students' education and in some cases, within their majors or support courses.
- Inherent and imbedded feature of choice for students re: courses and potential outcomes, interests

Vulnerabilities

- There is no mechanism to enforce that courses have outcomes aligned to GenEd category outcomes (this is a structural problem with governance).
- The LEAP outcomes appear to have changed since they were used as a framework for the original GenEd.

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- Some GenEd Category outcomes are very specific and present a higher bar to clear relative to other GenEd categories.
- Some GenEd categories express criteria in terms of student outcomes at the end of the course, but not all do.
- Some GenEd categories address multiple LEAP outcomes. WC and QC each state only one, but probably address more in practice, which means that not all GenEd categories are fully thought out.
- It has been observed that some departments are unwilling to require faculty to include GenEd category objectives on syllabi (or otherwise ensure they are being addressed).
- No formal or structured communication across departments among faculty teaching in the same category means that there is lack of transparency or understanding or implementation of the outcomes and this could easily fall through the cracks for newer faculty, those not adhering to student outcomes, etc. How can we ensure that there is a clear understanding and undertaking of GenEd across departments?
- Departments often utilize GenEd courses to introduce students to their disciplines and may focus more efforts on certifying courses into GenEd categories rather than what/how to reach the objectives of the category in which the class was certified.
- General Education course recertification process is cumbersome and difficult. UCC members are unsure of how to proceed when department responses are inconsistent or incomplete.

Opportunities

- Considering LEAP Outcomes have changed there is opportunity for revisiting SSU GenEd outcomes (relative to LEAP or not)
- Evidently GenEd category outcomes were determined by subgroups; it might be beneficial for category representatives to convene to better align outcomes.
- At the end of the description of the Vertical Writing model the committee included several long-term questions. These should perhaps be returned to and evaluated. If they have not been answered satisfactorily, what needs to be done?
- Value has added categories in Civic Engagement and Teamwork
- A more explicit discussion of outcomes for each category might help students understand our goals for the Gen Ed and better communicate those goals to prospective employers (see AACU Employer Report 2021, page 32)
- Elements of general education program could be specifically tied to the elements of our new strategic plan that they support and strengthen.
- Consider where and how to decolonize our Gen Ed classes so that they become more relevant to the student population we serve.
- As stated, whether considering LEAP or not, there is a clear opportunity for the University to revisit GenEd outcomes to ensure both student and faculty understanding and implementation.
- Offer targeted professional learning for those engaging in GenEd teaching to ensure outcomes are attainable.

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- As faculty put together their syllabi, how they assess student outcomes should be linked to the specific objectives of the GenEd categories. Examples of these outcome assessment metrics can then be reviewed in aggregate across campus to see how they are meeting their targets in each category. This was begun but has not been enforced in practice across and within departments.
- the outcomes targeted in many of the categories are also found in the Strategic Plan
- DHE Strategic Plan for Racial Equity calls for “a Core Curriculum framework that is outcomes-driven yet still allows for individual institutional flexibility and that includes racial justice and civic engagement education principles and learning outcomes.” This is a chance for SSU to lead the way and collaborate with other institutions to exchange best practices.
- Consider supporting GE faculty in using more OER.
- Create programs to help faculty integrate HIPs into GE and show how (or if) these efforts strengthen outcomes achievement.
- Rather than some faculty becoming complacent in their academic area, there exists the potential for more cross-academic work to strengthen and solidify GE themes

Risks

- Accurate assessment of GenEd effectiveness will be difficult if outcomes are not consistently addressed.
- Outcomes SSU focused on are not the ones that employers most value or perhaps that students will find most valuable. For example, “ability to work in teams” and “digital literacy” don’t figure in current GE outcomes.
- How do we ensure that there is consistency with outcomes and that the correct outcomes are being achieved?
- Courses that seek multiple GenEd certifications as well as core requirements in a major may have a difficult time achieving all learning objectives/outcomes.
- Focus on outcomes in tension with content coverage. In many disciplines, faculty can choose outcomes but, in some cases, content must be covered.
- Increase faculty burnout by adding outcomes assessment or assessment of portfolios to their already heavy load.

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HSI/MSI: Kimberly Poitevin, Binneh Minteh, John McArdle

Background

Within the next few years, Salem State University anticipates being able to obtain federal recognition as a Hispanic and Minority Serving Institution (HSI-MSI) based upon student enrollment. We anticipate being the first comprehensive university in the Commonwealth of Massachusetts to do so. In pursuit of this aim, a working group of students, faculty and staff, developed a set of recommendations that center Hispanic, Latinx and “minority” students, with a focus on reducing barriers to student success, reducing disparities, and fostering a campus culture where all SSU students, faculty, and staff may thrive. As Salem State continues to examine its General Education curriculum and make recommendations for the future, we encourage decision-makers to consider this committee’s careful work. Its recommendations may be found in the completed SSU *Roadmap to Servingness*, which was compiled under the direction of Professor Keja Valens, Interim Vice President for Diversity and Inclusion, and Elisa Castillo, AVP for HSI-MSI Initiatives.

In line with Salem State University’s strategic plan and efforts of transition to an HSI /MSI status, the General Education Curriculum as related to HSI/ MSI initiatives has captured meaningful equity and inclusion which constitute core tenets of HSI’S and MSI’S in the United States. The collaborative and cooperative efforts of faculty, administrators, students, and staff broadened inclusion in courses and course content, faculty and pedagogical practices through programs that are already in progress across the university. While a foundational blueprint has already been established, this report draws on the SVOR model to better provide the outlook of the University’s General Education as related to HSI/MSI initiatives.

Data

The HSI *Roadmap* emphasizes the importance of equity-minded data collection and analysis to identify potential disparities and to expand the use of high impact practices for Hispanic and minority student success. We believe this framework can also be applied to Gen Ed. At present, we have insufficient data to access how well the Gen Ed curriculum is serving Hispanic and minority students at SSU. Qualitative data collected about the general education curriculum through focus groups included only eight (out of 56 total) Hispanic or Hispanic/biracial respondents, and responses made available to this committee were not disaggregated by race and ethnicity. The same might be said for data we received about DFW rates in Gen Ed courses. Although data about DFW rates by race is accessible through Power BI, its use would reinforce a deficit-based model of student learning outcomes. Data for DFW rates in General Education courses do little to identify the potential barriers to student success in these courses.

We encourage decision-makers to seek out additional feedback from our Hispanic, Latinx and minority students about their experiences in General Education courses as the university considers how and whether to implement future changes. The SSU *Roadmap* includes some recommendations about institutional data collection and HSI initiatives that are relevant to accessing General Education and its ability to serve Hispanic and minority students at SSU. We recommend implementing these and other equity-minded assessment practices to identify areas of strength as well as possible barriers to success for Hispanic and minority student success in General Education. For example, Institutional Research

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might gather and analyze data measuring students' sense of belonging, the use of high-impact practices and use of OER (free Online Educational Resources) in Gen Ed courses.

Courses

Salem State University currently offers a variety of courses within the General Education Curriculum that focus specifically on Hispanic and Latinx communities, peoples, and perspectives. During the 2022-23 academic year, the HSI-MSI working group identified the following Gen Ed courses as having relevant content:

- IDS 230: Introduction to Latin American, Caribbean and Latino Studies (DPDS)
- HST 238: Survey of Latin America (HP)
- GPH 229: Geography of Latin America and the Caribbean (WC)
- HST 239: History of Latinos in the United States (DPDS)
- HST 290: People and Environment in Latin America (HP, PGR)
- ENL 352 US Latinx Literature (DPDS)
- POL 328: Immigration and US Politics (HP, DPDS)
- POL 380: Latin American Politics (WC)
- SOC 336: Afro-Latinx: Race, Culture and Transnationalism (DPDS)
- SOC 348: Latinx Groups in the US (DPDS)
- SPN 353: Readings from the Hispanic World (WC)
- SPN 354: Spanish Composition Through Film (W-II)
- SPN 382: Latinx Immigration: Context and Representation (DPDS)
- SPN 420: US Latinx Literature in Spanish (DPDS)
- WLC 203: The Spanish-Speaking World I (WC)
- WLC 204: The Spanish-Speaking World II (WC)

First-year seminars provide some additional opportunities for student to explore the Hispanic and Latinx experience.

We note that most courses identified as having relevant content fulfill Gen Ed requirements for World Cultures (WC) or Diversity, Power Dynamics, and Social Justice (DPDS).

The DPDS and W-II offerings encourage specific attention to Hispanic and Latinx people and communities in upper-level courses, allowing students to engage with this content at a deeper and more complex level.

Additional opportunities may exist to develop courses within the General Education curriculum in which the ability to speak and write in Spanish is valued and encouraged. While SPN 354 allows students to fulfill a W-II requirement using the Spanish language, at present there are no other such courses that incorporate Spanish language learning in the General Education curriculum. As SSU moves towards recognition as an HSI, it would be worth exploring other ways Writing or Oral Communication requirements might recognize and reward students' fluency in Spanish.

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Of course, the ability to offer such courses would necessitate additional investment in hiring, retaining, and incentivizing bilingual faculty members who might offer such courses.

At present, Contemporary Society (CS), Creative Expression and Appreciation (CEA), and Oral Communication (OC) are not represented among the list of courses with significant Hispanic/Latinx content. Neither are Scientific Reasoning (SR) or Quantitative Reasoning (QR). Professional development opportunities might be offered to encourage faculty to modify existing courses or create additional courses within the Gen Ed curriculum that focus on these specific populations. Perhaps more significantly, professional development opportunities might support faculty members in directing some attention to the intellectual and creative contributions of Hispanic and Latinx people or to issues impacting Hispanic and Latinx people more broadly. We note that it is quite possible that many elements of equity-minded pedagogy may be represented in these courses now, but we do not have a comprehensive set of data to assess depth and significance.

Certification requirements for General Education

Salem State's University Curriculum Committee (UCC) has a rigorous process in place for certifying courses within the General Education Curriculum. To have a course approved for such certification, faculty must submit sample syllabi and provide evidence that the proposed course will fulfill specific criteria. Many of these criteria lend themselves towards ensuring that Hispanic and minority perspectives and cultures might be valued and included. For example, criterion 2 for a Creative Expression and Appreciation course requires attending to the "cultural contexts" of works of art. Criterion 2 for Oral Communication courses requires they attend to "cultural influences on communication practices." The World Cultures requirement ensures students will "gain knowledge about one or more cultures outside the US," while the Diversity, Power Dynamics, and Social Justice requirement requires examination of the contributions and experiences of "individuals and communities with social identities rendered other or alien, or generally oppressed by asymmetrical power structures within the United States."

Certification requirements for other General Education courses could be examined and revised with attention to diversity, equity and inclusion. While we know that students' sense of belonging has a significant impact on their success in college courses, criteria for the Gen Ed category of First Year Seminar make no mention of students acquiring the ability to engage with others from multiple backgrounds and perspectives. (Instead, the focus is on students developing "their own academic interests" and "their ability to express themselves and their ideas appropriately.")

The Quantitative Reasoning, Contemporary Society, and Historical Perspectives criteria focus on the importance of "data" and "evidence-based analysis." Given the ways data and evidence-based analyses have historically been used to justify colonialism and institutionalized racism, we may wish to consider developing a criterion related to data equity for Gen Ed certification in one or more of these categories. Such a criterion would encourage students to think critically about the kinds of evidence they are using, as well as whose perspectives are validated or left out through particular modes of evidence-based analysis.

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The subcommittee on General Education/ HSI-MSI Initiatives has identified the following strengths, vulnerabilities, opportunities, and risks:

STRENGTHS +

- We have a foundational institutional culture of preparedness and commitment to HSI/MSI initiatives.
- Many faculty are committed to a strategic focus on HSI/MSI initiatives – Faculty embrace the reflection of racial and ethnic diversity in the curriculum.
- We have the ability to design programs and courses that work well for our specific institutional context.
- Existing programs promoting diversity and inclusive pedagogical practices (e.g. GEDI and BIAC) complement HSI/MSI initiatives.
- Our Center for Civic Engagement routinely partners with faculty seeking to engage students in their communities.
- Our Center for Teaching Innovation offers numerous opportunities for professional development.
- Faculty Learning Communities allow faculty to create new courses, modify existing courses, and explore new pedagogies within a supportive environment.
- Global Engagement and Civic Engagement seals recognize students' language assets and their completion of specific coursework (some within Gen Ed).

VULNERABILITIES –

- Currently, we have insufficient data to properly assess the extent to which our Gen Ed is serving the needs and desires of our Hispanic and Latinx students.
- Relatively few course offerings engage specifically with Hispanic and Latinx histories, thinkers, and cultures.
- The process of having new courses approved or recertified for inclusion in General Education is time-consuming.
- Hispanic, Latinx, and other minoritized identities are underrepresented among faculty members teaching General Education courses.
- Limited number of Hispanic and Latinx or Spanish-speaking faculty members.
- Gen Ed courses are unevenly represented across departments, with some offering many Gen Ed courses and others offering very few.

OPPORTUNITIES +

- A considerable number of communities within our natural service area have high populations of underserved and minority students. Gen Ed curricula that recognize these students' strengths and language skills may draw them to SSU.
- Incentivize designing courses specific to more local and global areas relevant to our student population – Immigration, Global Affairs, Cities in our natural service area – Salem, Lynn etc.

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- Strengthen structural elements such as budgets, funding, value of teaching Gen Ed courses in promotion, and tenure decisions.
- Offer institutional support for development of Gen Ed courses that recognize and reward students' ability to communicate in Spanish (especially within OC or W courses).
- Offer professional development opportunities focused on culturally responsive teaching, equity-based teaching, and universal design.
- Explore application of more Gen Ed courses for recognition as part of seals.

RISKS –

- Hispanic and Latinx students may choose other universities (or choose to leave SSU) if Gen Ed courses fail to include or address their needs.
- Many states and institutions have already experienced a backlash against DEI initiatives and programming. Without care, we may risk alienating students from white majority groups or inflaming anti-DEI conversations happening outside of SSU.
- Micro and macro aggressions in Gen Ed classrooms may induce students to leave or impact performance.
- Salaries and teaching loads at SSU make it difficult to recruit or retain Hispanic and Latinx faculty members who may have more competitive offers at other institutions.
- Without investing more in the recruitment and retention of more Hispanic and minority faculty members, we risk losing students to institutions that do this well.
 - When departments rely on adjunct faculty to teach Gen Ed, they have less ability to ensure DEI.

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Recommendations

1. Implement recommendations provided by the HSI/MSI working group as outlined in the *HSI/MSI Roadmap*.
2. Develop holistic assessment tools to track how faculty members include HSI-MSI best practices in their courses
3. Explore the use of assessment tools already at use in minority-serving institutions as described in Montenegro and Jankowski's "Focused on What Matters: Assessment of Student Learning Outcomes at Minority-Serving Institutions" (2015): https://www.mec.cuny.edu/wp-content/uploads/2018/01/Assessment-MSIs-MSI_Report_final.pdf
4. At department level, review all existing courses with an eye towards which courses with significant content related to Hispanic/ Latinx people might be included in Gen Ed that currently aren't.
5. At UCC, review and revise criteria for each Gen Ed category with an eye towards equity and inclusion.
6. Offer additional professional development (e.g. faculty learning communities/ book groups) to educate faculty on HSI/MSI initiatives.
7. Connect with staff at nearby institutions that send us Hispanic and minority students for feedback or suggestions related to curriculum.
8. Develop additional community- engaged partnerships using a civic engagement framework and racial equity lens.
9. Bring Admissions and Marketing into conversations about how we communicate the purpose and value of General Education curriculum to students.

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The Vertical Writing Model: Al DeCiccio, Tanya Rodrigue, John McArdle

This summer Drs. Al DeCiccio, John McArdle, and Tanya Rodrigue in consultation with Dr. Amy Minett participated in the General Education Working Group charged with exploring the ***state of the vertical model of writing instruction*** at the university. This report includes the required deliverable: the SVOR chart. It also includes a set of recommendations for how the institution might proceed in assessing the vertical model.

INTERNAL FACTORS

STRENGTHS +

- A robust and multi-faceted [Writing Intensive Curriculum \(WIC\) program](#) that works in multiple ways (professional development, individual consultations, department consultations, Course Embedded Tutor Program (CETP), and a plethora of pedagogical resources) to support faculty teaching W-II and W-III courses in the vertical model.
- A robust and multi-faceted First Year Writing Program that works in multiple ways (professional development, working groups, individual consultations, department consultations, resources) to support instructors teaching W-I courses.
- Explicit and ongoing discussion of vertical model goals/outcomes/challenges/joys with First Year Writing faculty and W-II/W-III instructors.
- A well-established and research-based teaching tip of the week newsletter written by the writing program administrators (WPAs) (Dr. Amy Minett, Dr. Al DeCiccio, Dr. Tanya Rodrigue).
- A robust and multi-faceted Writing Center comprised of undergraduate, graduate, and professional writing tutors who understand and foster vertical model goals and outcomes and work with students in W courses. All tutors have extensive and thorough training through the Writing Center Practicum, taught by Dr. Al DeCiccio, the coordinator of the Writing Center. The Writing Center has a growing repository of resources for faculty and students: https://drive.google.com/drive/folders/1prmYyl_1OBGybAde8B1fJlTmlmESMOH-
- Ongoing professional development for writing center tutors from a well-known cohort of scholars and practitioners, including international disciplinary experts and leaders such as Asao Inoue, Mya Poe, Neal Lerner, Anne Gere, Michael Pemberton, Clint Gardner, Pam Childers, and others.
- A [Course Embedded Tutor Program \(CETP\)](#) which pairs faculty teaching W-I, W-II, and W-III courses with experienced tutors to further assist in supporting students in their development as writers. This program is unique to Salem State; none of our sister schools has this kind of support. The majority of CETP participants (faculty, tutors, students) have identified this program as effective and successful in achieving its goals, per data collected in surveys.
- A designated expert in multilingual writing (Dr. Amy Minett) who works with faculty to support multilingual writers and multilingual students. This role is instrumental as the institution transitions to a HSI.
- Writing programming and professional development offerings that far exceed our sister schools.
- An expanding repository and increased availability of pedagogical resources for writing

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instruction offered through the First Year Writing Program, the WIC program, and the Writing Center..

- The [forthcoming creation of a dedicated center for writing and learning](#) that functions as a hub for writing programming at our institution, tentatively called The Center for Writing and Learning.
- We have an ample number of W-II and W-III classes students can choose to take during their career at Salem State.
- New W-II and W-III course proposals are vetted by the coordinator of the WIC program to ensure they meet the W goals and outcomes identified on the course CIDs.
- The DFW rates in W-II and W-III classes show no indication of challenges and struggles.
- A dedicated and committed group of WPAs (Dr. Amy Minett, Dr. Al DeCiccio, and Dr. Tanya Rodrigue) and supporting team who genuinely care about faculty, students, and student success.
- **The WPAs, per their approved APR requests for AY 2023-2024, will develop a robust assessment plan that they will design in the Fall and pilot in the Spring.**

VULNERABILITIES -

- There is no university-wide policy on W course class sizes. Some W class sizes exceed 25 students, which is five more students than the PACCC subcommittee on written communication recommended as a cap in 2013. As a result, faculty are overwhelmed when teaching these classes (especially those who teach multiple sections) and/or do not want to teach them.
- The low faculty morale, high teaching load, and Work to Rule play a role in the success of W classes. The institution's culture and environment does not foster the kind of motivation and commitment needed to make W classes consistently effective.
- The institution's resources are diminishing; thus all programming is negatively impacted. WPAs are struggling to keep up with their workload. In addition, new initiatives, like the Center for Writing and Learning, may be compromised.
- Some students do not have the time nor inclination to do the work needed to develop their writing in the vertical model courses. Similarly, a few students in Course Embedded Tutor Program (CETP) classes are resistant to undertake the work necessary for success in those courses (e.g., meet with course embedded tutors).
- The recent development of AI and programs like ChatGPT present many challenges for teaching writing at the institution.
- The W-I DFW rates reveal many students are struggling. An initial investigation of this issue revealed these students are also struggling in other classes.
- The Course Embedded Tutor Program (CETP) has recently had difficulty in recruiting student tutors. There is anecdotal evidence students are not applying because they can make more money outside of the institution and/or have too much school work.
- In 2013, the PACCC recommended all general education courses be taught by full-time faculty. The W courses (as well as other general education courses) are not all taught by

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full-time faculty. Many W courses are taught by part-time instructors. This year, some instructors teaching W classes have no experience teaching at the college level.

- We have insufficient data to determine the success of the vertical model of writing instruction.
- Changes in the past decade, especially those caused by COVID-19, have resulted in a drastically different student population than we had when the vertical model was initially developed in 2013.
- While there is an ample number of W-II courses, the majority are offered in the college of arts and sciences.
- The SSU Academic integrity policy does not reflect current research about plagiarism and the multitude of reasons--unfamiliarity with discourse communities, lack of understanding of citation conventions, etc-- why students might plagiarize. The policy largely positions students as unethical in their behavior. This policy results in direct tension with the curriculum in the vertical model, which is informed by current research and student-centered practices in the teaching of writing.

EXTERNAL FACTORS

OPPORTUNITIES +

- There is opportunity to expand writing programming and further support faculty in the teaching of writing courses as well as students in their development as writers, namely in the initiative to launch a Center for Writing and Learning that functions as a hub for writing programming at our institution.
- There is an opportunity for us to stand out as the Massachusetts state institution most committed to student development as writers. This can play a positive role in retention and recruitment.
- We have an opportunity to draw on the knowledge of assessment experts in our larger community (such as Dr. Mya Poe at Northeastern University) to create a strong assessment plan for the vertical model.
- We have the opportunity to capitalize on AI and programs like ChatGPT to support our student writers and potentially “level the playing field” among our students.
- We have the opportunity to develop an assessment plan that can serve as an exemplar, specifically as an exemplar of vertical writing and program assessment at an emerging HSI.
- There is an opportunity (perhaps a necessity) to train part-time faculty across the disciplines to teach writing-intensive courses via the existing professional development opportunities offered as well as others (if funding is available).

RISKS –

- The lack of resources may significantly constrain our strong efforts to provide the best support possible for instructors and students.
- Our continued reliance on inexperienced instructors to teach W classes may compromise our goals for student writers.
- Data about current and prospective students’ writing experiences, abilities, and future goals may be difficult to attain. Incomplete and/or insufficient data may lead to conclusions that do

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not consider important issues such as race, gender, and class.

- Faculty must “buy-in” to the importance of both assessing the vertical model, the assessment plan developed by the WPAs, and the supreme importance of this work.
- AI and its rapid development through programs like Chat GPT may negatively impact our students’ development as writers and the teaching of writing at our institution. It has the potential to take away writers’ agency and prevent them from producing meaningful texts.

The Vertical Model General Education Working Group recommends the following:

1. **Development of an Assessment Plan.** The WPAs (Minett, DeCiccio, Rodrigue) already have approved APR requests to *develop* (Fall) and *pilot* (Spring) an assessment plan for AY 2023-2024 and have already begun to think about possible plans and tools (**as outlined in the last section of this report**). They will further research best practices and effective instruments, study existing assessment models, (e.g., University of Pennsylvania, [University of Central Florida](#), and University of Minnesota), and consult with outside experts to determine how to best approach the work of creating a strong assessment plan. They have secured four graduate assistants to help in this endeavor. In whatever plan they develop, they are committed to approaching assessment from a justice oriented perspective. By the end of AY 2023-2024, they will be able to circulate recommendations for how to conduct a large-scale assessment of the vertical model. The WPAs are excited to begin this work. (Please see the approved APR requests submitted by Minett, Rodrigue, DeCiccio.)
2. **Initiatives to Educate and Bring Visibility to the Vertical Model.** In examining the *state* of the vertical model in this summer working group, we recognized that assessment isn’t the only thing to do at this time. We need to take actions now to acculturate stakeholders to the vertical model of writing and provide more support (in addition to what the WPAs already do). Here are our suggestions:
 - Activate automated emails or Canvas notifications to stakeholders that provide guidelines for advising students on what and when to take W classes;
 - Activate automated emails or Canvas notifications for faculty teaching W classes. For example, the faculty members will receive the appropriate W CID that identifies goals and criteria for the class;
 - Designate writing champions, writing ambassadors, or faculty fellows in each department (including full-time or part-time faculty members and/or graduate students) to discuss and assess the goals and outcomes of the vertical writing program; and
 - Provide a link in Canvas to a repository of writing resources.
3. **Initiatives to Identify Shared Writing Outcomes at the University Level.** We recommend the development of a university-wide committee (a combination of administrators, faculty, and students). Committee members will work together to identify values as they relate to writing and possibilities for writing outcomes at the university. Committee members will

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also identify how university faculty and its different colleges and departments understand what meaningful writing is and does. This work could be used also in the development or refinement of an assessment tool for the existing vertical model.

4. **Initiatives to Identify Shared Writing Outcomes at the Department Level.** We have two ideas for how departments will work together to create shared outcomes (which may be done soon so it can contribute to the work of the vertical model assessment or after the vertical model is assessed and likely revised):
 - a. A grant-funded initiative that assures ongoing professional development for departments (including support from the Writing Intensive, First Year Writing, Multilingual Writing, and Writing Center coordinators) in crafting departmental writing plans. (Wheaton College in Norton, MA, has one model: <https://wheatoncollege.edu/wp-content/uploads/2010/11/largeclasses.pdf>; the University of Minnesota has another: <https://wac.umn.edu/wec-program/academic-units>)
 - b. Stipended discussions with faculty in departments across the university's disciplines. Among the topics of discussions (e.g., reading rhetorically to write meaningfully; responding to student writing; using construct models for teaching writing, understanding their consequences, and constructing a collective action plan), these discussions could be used also in the development or refinement of an assessment tool for the existing vertical model.
5. **Initiatives to Collaborate with Students.** We strongly recommend gathering information from students about their current thinking about the vertical model as well as their needs for and experiences of writing, reading, and research at the university. We suggest collecting student voices from surveys and/or focus groups by providing a monetary incentive. Such information may be used to inform or refine the assessment tool for the existing vertical model.

The WPAs and this Working Group have created initial ideas for an assessment plan. Below are brief descriptions of possible plans. The WPAs will use these as guidelines for developing a robust plan in the Fall. However, the roadmap to the development of the assessment plan will be anchored in knowledge gained during this summer working group:

- According to the AAC&U's Institute for General Education Assessment, data are a "GPS," not a "chauffer": we "drive" the data; the data doesn't "drive us." In other words, data will guide us in our analysis and development of ideas. The data we collect will also be varied: quantitative *and* qualitative. We do not intend to rely completely on quantitative data to determine the efficacy of the vertical model. Any quantitative data that is used will be interrogated and situated in context for a more sophisticated analysis.
- The nature of the assessment plan will be informed by the AAC&U and a plethora of scholars working at the intersection of assessment and social justice. The AAC&U argues for an equity oriented assessment plan based on ideas that assessment should be collaborative, research-oriented, and conducive to collective action. Writing Studies scholar Mya Poe, whom the working group consulted with this summer, advocates for

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a “justice oriented” assessment plan. (Poe uses “justice” instead of equity because she believes “equity” is a fraught word in some parts of our nation and justice is a concept that has global appeal and possibilities).

Below is a rough sketch of possible ways we can approach the assessment of the vertical model.

- **Possibility #1:** This summer, the working group consulted with Professor Mya Poe from Northeastern University about the justice oriented assessment (JOA) method she created that focuses on using construct models for teaching writing, understanding their consequences, and constructing a collective action plan (see https://docs.google.com/presentation/d/1BBhksCP7jPwWcxtWzz-fiL3ZmfGTDzHegIUJ2Nt3jQE/e_dit#slide=id.g24d89d46c1b_2_436). We believe there is merit in a justice oriented assessment plan, given the university’s intention to become an Hispanic Serving Institution (HSI) and its emphasis on service and community engagement. A committee could draw on research and other JOA plans to create our own.
- **Possibility #2:** Research in the discipline lauds portfolio assessment. In our discussion with a colleague from the University of Pennsylvania, we learned that portfolio assessment built community among stakeholders and bolstered understanding of that university’s goals and outcomes for writing, reading and research. We believe portfolio assessment will bring about the same results at SSU: community and understanding of the vertical model (including its emphasis on meaningful writing, reading, and research).
- **Possibility #3:** In our discussion with the University of Pennsylvania colleague, we learned that they created a university-wide committee of administrators and faculty committee who worked together over the course of a semester to identify shared values and goals for writing and writing instruction. They identified writing outcomes and used those writing outcomes as a tool for portfolio assessment. We believe such a committee at SSU (with students included) would be valuable in helping us determine our values and goals as they relate to writing and our future designation as an HSI. Like U Penn, this committee or a subcommittee (or a different committee altogether) could play a role in creating an assessment tool, either for portfolio assessment or a different kind of assessment.
- **Possibility #4:** Another possible assessment plan is to anonymously pull student work from first year writing courses and from W-III courses in Canvas, and code and analyze the work using an assessment tool. The study of student work would provide us with insight as to the strengths and weaknesses of the current vertical model and directions for how we might revise it.

We may well end up combining several of these models and methods in order to assess (and triangulate findings from assessments of) the vertical model of writing instruction at Salem State in both depth and breadth.

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Strengths, Vulnerabilities, Opportunities, and Risks (SVOR) (all groups)

Strengths

- FYS is an **evidence-based practice**, and first-year students take a FYS in their first semester at SSU
- Research suggests that participation in a coordinated FYS program had a **statistically significant impact for students who struggle most with academic persistence**
- Students who take FYS have **higher retention rates** (e.g., Fall 2020, 11% higher)
- Surveyed students consistently **rate their experience in FYS as good or excellent**
- SSU has **FYS leaders**, including FYE staff and faculty fellows, who are both **knowledgeable and passionate**.
- SSU has **clear goals and objectives** for first year seminars, more expansive in breadth and depth than other public institutions of higher ed in the state.
- Initial roll-out of FYS had **strong support from the university** and created a **depth of knowledge** among faculty who went through the trainings that were developed
- SSU has **Navigate**, which has been shown at SSU to substantially improve a student's chance of passing their FYS when they were at risk of failing (**92% of students marked at risk ended up passing**)
- SSU has **small class sizes**, which are especially important in FYS, though the cap has increased from 15 to 22
- SSU has a robust LMS platform in **Canvas**
- A coding of FYS topics offered since fall 2014 shows that they **broadly reflect students' interest**
- GenEd Outcomes were based on the **LEAP Outcomes**, nationally recognized and widely used.
- Faculty who teach courses in GenEd categories can reflect on how they will **assess specific learning objectives central to the category**
- **Outcomes overlap** different GenEd categories.
- Ahead of the curve in meeting DHE's **NUE** recommendations in that GE is already **outcomes based**.
- Input process means **strong faculty buy-in** for Gen Ed program. Some dissent but generally strong support across schools and departments for categories.
- Outcomes focused program means that categories **can be met at different levels in students' education** and in some cases, within their majors or support courses.
- Inherent and imbedded feature of **choice** for students re: courses and potential outcomes, interests
- We have a foundational institutional culture of preparedness and commitment to **HSI/MSI** initiatives.
- Many faculty are committed to a strategic focus on HIS/MSI initiatives – Faculty embrace the reflection of racial and ethnic **diversity** in the curriculum.
- We have the ability to design programs and courses that work well for our specific **institutional context**.

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- Existing programs promoting **diversity and inclusive pedagogical practices** (e.g. GEDI and BIAC) complement HSI/MSI initiatives.
- Our **Center for Civic Engagement** routinely partners with faculty seeking to engage students in their **communities**.
- Our **Center for Teaching Innovation** offers numerous opportunities for **professional development**.
- **Faculty Learning Communities** allow faculty to create new courses, modify existing courses, and explore new pedagogies within a supportive environment.
- Global Engagement and Civic Engagement **seals** recognize students' language assets and their completion of specific coursework (some within Gen Ed).
- **Faculty driven**
- **Well-developed processes** for approval
- **We have a good story to tell.** SSU Gen Ed is dynamic, forward thinking, similar to experiences at elite schools, identified as a strong/exciting model by peer institutions.
- Those who overhauled Gen Ed a decade ago are still **passionate and committed** to its centrality on our campus and want students to be excited about it. They also have stories and words and ways to communicate it that are effective.
- Some messaging and materials from 8-10 years ago could **be reactivated**.
- Current GenEd FF is working on some new initiatives with Registrar to make Gen Ed a bit more public/findable on **website** and in core materials.
- Professed desire from some areas of campus to **message Gen Ed more dynamically**, consistently and effectively to students.
- **Employers** saying they want what Gen Ed does
- Excellent **professional development** for WAC/WID professors
- **Peer Tutoring** by well-prepared undergraduate and graduate writing tutors
- Expanding **repository of composition resources**
- Development of a **center for writing and learning**
- Ongoing **professional development** for tutors, tutees, and faculty from a well-known cohort of scholars and practitioners
- Individual **course support** for W classes with CETP program

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Vulnerabilities

- There is no comprehensive method to **assess** the FYS program
- Only a small percentage of students take the FYS surveys (most recent: 10%) and this could easily skew the results (likely in favor of students' good experiences)
- Assessing the program without evaluating faculty is **difficult to navigate** and limits our ability to get answers to questions
- **Disproportionate** D/F/W rates in race; faculty who use Navigate; fall and spring semesters
- The most successful areas of focus (per published research) **may be inconsistent with what SSU first year students claim to want**
- Since Fall 2014, **IDS and History have offered 70+ FYS courses** while a **combined 10 departments have offered under 10**.
- An analysis of FYS topics shows that relatively **few seminars are offered on topics that connect to the majors of students in the professional programs** (business, education, social work, or nursing).
- Relatively few FYS are offered on the topic of **climate change**—a top concern of Gen-Z students
- FYS was originally **envisioned to be taught by full-time faculty**, but we have not been able to do that.
- There is **no required training or professional development**, and no clear guidance on what percentage of the course should be devoted to the different Course Goals (e.g., topics vs. habits and resources); this results in a range of student experience in FYS
- Student survey results from the past two years show that **financial literacy and using degree tracker were "not discussed at all"** among 20% and 30% (respectively) of respondents
- About 20% of students report that the **purpose of a liberal arts education was not discussed at all**
- Student reports from the Fall 2017 survey show that students want **more time for discussion and skill development, less time/fewer writing assignments**
- Transportation and cost are currently insurmountable barriers to **field trips**. Yet, results from Fall 2017 survey showed that field trips and projects were the “coolest thing” students reported from their FYS.
- There is no mechanism to enforce that courses have outcomes aligned to GenEd category outcomes (this is a **structural problem with governance**).
- The **LEAP outcomes** appear to have changed since they were used as a framework for the original GenEd.
- Some GenEd Category **outcomes are very specific** and present a higher bar to clear relative to other GenEd categories.
- Some GenEd categories **express criteria in terms of student outcomes** at the end of the course, **but not all do**.
- Some GenEd categories address **multiple LEAP outcomes**. WC and QC each state only one, but probably address more in practice, which means that not all GenEd categories are fully thought out.

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- It has been observed that some departments are unwilling to require faculty to **include GenEd category objectives on syllabi** (or otherwise ensure they are being addressed).
- No formal or structured **communication** across departments among faculty teaching in the same category
- Departments often utilize GenEd courses to introduce students to their disciplines and may focus more efforts on **certifying courses into GenEd categories rather than what/how to reach the objectives of the category** in which the class was certified.
- General Education course **recertification process is cumbersome and difficult**. UCC members are unsure of how to proceed when department responses are inconsistent or incomplete.
- Currently, we have **insufficient data to properly assess** the extent to which our Gen Ed is serving the needs and desires of our **Hispanic and Latinx students**.
- Relatively **few course offerings** engage specifically with **Hispanic and Latinx histories, thinkers, and cultures**.
- The process of having new courses **approved or recertified** for inclusion in General Education is **time-consuming**.
- Hispanic, Latinx, and other minoritized identities are **underrepresented among faculty members teaching General Education courses**.
- **Limited number of Hispanic and Latinx or Spanish-speaking faculty** members.
- Gen Ed courses are **unevenly represented across departments**, with some offering many Gen Ed courses and others offering very few.
- The **recertification process is in need of overhaul**
- **No meaningful assessment** of GenEd
- **"Double Tagged"** courses
- Emerging **HSI/MSI status not integrated** into Management of Gen Ed
- **Students are unaware of the purpose** of the Gen Ed
- **Lack of central, clear, dynamic storytelling/communication** contributes to students thinking Gen Ed is not valuable, is a waste of their time, is a set of "hoops", and even resenting it.
- There is **no official budget** for "Gen Ed" marketing or communication and the items that have been professionally produced about it are 10 years old.
- **Gen Ed is not featured in any substantive way** on the **SSU website** (This is true overall and is true for many individual colleges, schools and divisions.)
- Many divisions at SSU (including Admissions) **do not have any physical materials** to share about Gen Ed
- Admissions does not speak about Gen Ed much with **prospective students**.
- Most discussions/descriptions of Gen Ed that are student-facing (including the main "Gen Ed" page on website) **focus on "requirements"** and Gen Ed as "foundation" or "necessary" **but/and don't tell any story about what the program *is* or why it is valuable** (beyond it seeming like a set of hoops to "get through" or "complete before" other things.)
- From the Gen Ed landing page on website: "A foundation in the liberal arts provides strong underpinnings for students in all majors."

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- Where stories are told/messages exist, (whether on-line, in person) there are **inconsistent**: many mixed messages/mixed stories & even conflicting ones across university, internally and externally, no consistent and clear “story” about Gen Ed at all.
- No engagement around/messaging about Gen Ed with **NSCC partners** and the students there.
- Concern in some areas of university that “selling” **Gen Ed and increasing communication about it might eclipse program marketing**.
- Regular **conflation/substitution of “liberal arts” for “gen ed”** when Gen Ed is discussed on campus-and with students - even among upper management.
- **Diminishing resources**
- Stretching the **bonds of integration**
- **Incomplete university-wide commitment** to WAC/WID, W classes, professional development
- Not knowing or **misunderstanding the vertical model** and/or goals of the W classes
- **Varying degrees of success** in achieving W course goals
- Students not having **time/inclination to work in supporting the vertical model**
- **Advising**
- **Academic integrity policy**

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Opportunities

- Create an **FYS program area** with a chair/coordinator
- Formalize and strengthen **FYS role as an academic program**
- Create **FYS 100** to simplify and clarify
- Address challenges with and coordinate: **scheduling, assessment, PD, Communication**
- Provide logistical support for **field trips** and project-based learning
- Revise **course description and goals** to make clear what portion of the course will be spent on which goals
- Make FYS a **4-credit course**
- Recognition of the **additional preparation and advising for faculty workloads**
- Run student "**labs**" or "**discussion sessions**" to help meet the objectives of Goal 3
- There is precedent for offering FYS courses as **4-credit courses** in the state college system ([Framingham](#))
- Pilot **FYS courses that are more closely/explicitly aligned with majors or areas of study**, like what our sister state universities offer; Bridgewater and MCLA have replaced "passion courses" citing student dissatisfaction.
- Pilot with **Learning Communities within content areas** (e.g., Pre-Calc with Gen. Chem. 1 for the sciences)
- When appropriate, consider hiring experienced **part-time or adjunct faculty with capacity to focus on FYS**
- Many **adjuncts' courses are among the most popular**
- **Lower the caps for FYS courses** (see report for more).
- Create/Reinstate the **FYS Summer Institute** (Required for all faculty who are new to FYS)
- Many of the most popular **FYS courses are taught by adjuncts who must go through trainings and PD** around the FYS program (presumably resulting in FYS that better align to best practices)
- **Incentives and recognition** (e.g., stipends, course releases, personnel evaluations) for faculty to: teach FYS; PD; HIPs; Navigate/Canvas
- Consider a pilot program with some support and funding for faculty who want to incorporate **e-portfolios** into their FYS.
- Considering LEAP Outcomes have changed there is **opportunity for revisiting SSU GenEd outcomes** (relative to LEAP or not)
- Evidently GenEd category outcomes were determined by subgroups; it might be beneficial for category representatives to convene to **better align outcomes**.
- At the end of the description of the **Vertical Writing model** the committee included several long-term questions. These should perhaps be returned to and evaluated. If they have not been answered satisfactorily, what needs to be done?
- Value has added categories in **Civic Engagement and Teamwork**
- A more explicit discussion of **outcomes for each category** might help students understand our goals for the Gen Ed and better communicate those goals to prospective **employers** (see AACU Employer Report 2021, page 32)

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- Elements of general education program could be specifically tied to the elements of our **new strategic plan** that they support and strengthen.
- Consider where and how to **decolonize our Gen Ed** classes so that they become **more relevant to the student population we serve**.
- As stated, whether considering LEAP or not, there is a clear opportunity for the University to **revisit GenEd outcomes** to ensure both student and faculty understanding and implementation.
- Offer targeted **professional learning** for those engaging in GenEd teaching to ensure outcomes are attainable.
- As faculty put together their syllabi, how they **assess student outcomes should be linked to the specific objectives of the GenEd** categories. Examples of these outcome assessment metrics can then be reviewed in aggregate across campus to see how they are meeting their targets in each category. This was begun but has not been enforced in practice across and within departments.
- The **outcomes** targeted in many of the categories are also found in the **Strategic Plan**
- **DHE Strategic Plan for Racial Equity** calls for “a Core Curriculum framework that is outcomes-driven yet still allows for individual institutional flexibility and that includes racial justice and civic engagement education principles and learning outcomes.” This is a chance for SSU to lead the way and collaborate with other institutions to exchange best practices.
- Consider supporting GE faculty in using **more OER**.
- Create programs to help faculty integrate **HIPs into GE** and show how (or if) these efforts strengthen outcomes achievement.
- Rather than some faculty becoming complacent in their academic area, there exists the potential for more **cross-academic work** to strengthen and solidify GE themes
- A considerable number of communities within our natural service area have **high populations of underserved and minority students**. **Gen Ed curricula that recognize these students’ strengths and language skills** may draw them to SSU.
- Incentivize designing courses specific to more **local and global areas relevant to our student population** – Immigration, Global Affairs, Cities in our natural service area – Salem, Lynn etc.
- Strengthen structural elements such as **budgets, funding, value of teaching** Gen Ed courses in **promotion, and tenure decisions**.
- Offer institutional support for development of Gen Ed courses that recognize and reward students’ ability to **communicate in Spanish (especially within OC or W courses)**.
- Offer **professional development** opportunities focused on **culturally responsive teaching, equity-based teaching, and universal design**.
- Explore application of more Gen Ed courses for recognition as part of **seals**.
- Gen Ed could be used to help **grow a/o support departments**
- The UCC could, in the short term, focus efforts on: **refining recert process & lobbying support for resources; developing a robust & meaningful assessment plan; track/decide/plan seats in categories**
- UCC oversight/mgmt of Gen Ed: **cert/recert; administration of assessment and initiatives to improve structure and functioning** of the Gen Ed

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- Collect and disseminate **useful and reliable Gen Ed data**: when/how stu's complete Gen Ed; why choose courses; knowledge of Gen Ed by stu & fac advisors; sources of frustration
- We have a chance to **shape how students think about Gen Ed** and how they choose which Gen Ed courses to take: storytelling, thoughtful/purposeful advising, value/purpose
- **"Rebrand"** gen ed and have it live large on the website and in internal systems. Make the themes clear!
- Give gen ed a **catchy name** (like BUs "The Hub") And make it *the* hallmark of an SSU education. (see Salt Lake CC on this)
- **Tell the story of our Gen Ed as it is now** – that it is dynamic, and about ways of knowing and areas of human inquiry and far more than "requirements" or "first two years" or "a good foundation".
- Have **messages about Gen Ed on website/other public places from President, Provost, Dean of Students (!!!)** and others who students respect
- The new **Dean of CAS** is potentially a fantastic resource about messaging for gen ed - HOWEVER....this can't come from Dean of CAS alone – that causes the conflation of "Liberal arts" and "Gen Ed" and "Arts and Sciences".
- Showing the integrative **potential of vertical writing for other GenEd programs**
- Expanding **writing programming**
- Using a **portfolio assessment format that is justice- and equity- oriented** (that is, considers construct models, their consequences, and collective action)
- **Interdisciplinary collaboration**
- Developing an **assessment program that can serve as an exemplar** for how to do this at similar institutions

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Risks

- **Decentralized scheduling** results in: insufficient/too many seats; lack of alignment interest/offerings; confusion
- Current **course numbers confuse** students; they don't always understand that the topic of the course is not necessarily related to the department with which it is affiliated. (e.g., FYCH100)
- When faculty are assigned to teach FYS at the **last minute**, or as a replacement for a course that isn't running, it can jeopardize the student experience.
- **Reduced investments in FYS**
- Faculty fellow **APR reduced** from 6 cr to 4.5 cr for one academic year (2021-2022)
- **New faculty orientation** no longer includes a built-in session
- **No recurring training/refreshing professional development** mandatory for faculty who teach FYS
- There are no longer funds for **field trips** and field trips are no longer occurring
- Moving FYE from Academics to Student Success has resulted in a **decoupling of the FYS and academics**.
- Remote work (by staff in areas related to Goal 3) is reported as making it **difficult to schedule guest speakers**
- Accurate assessment of GenEd effectiveness will be difficult if **outcomes are not consistently addressed**.
- Outcomes SSU focused on are not the ones that **employers most value or perhaps that students will find most valuable**. For example, **"ability to work in teams"** and **"digital literacy"** don't figure in current GE outcomes.
- How do we ensure that there is **consistency with outcomes** and that the correct outcomes are being achieved?
- Courses that **seek multiple GenEd certifications as well as core requirements in a major** may have a difficult time achieving all learning objectives/outcomes.
- **Focus on outcomes in tension with content coverage**. In many disciplines, faculty can choose outcomes but, in some cases, content must be covered.
- **Increase faculty burnout by adding outcomes assessment** or assessment of portfolios to their already heavy load.
- Hispanic and Latinx students may choose other universities (or choose to leave SSU) if Gen Ed courses **fail to include or address their needs**.
- Many states and institutions have already experienced a **backlash against DEI initiatives and programming**. Without care, we may risk alienating students from white majority groups or inflaming anti-DEI conversations happening outside of SSU.
- **Micro and macro aggressions in Gen Ed classrooms** may induce students to leave or impact performance.
- **Salaries and teaching loads at SSU make it difficult to recruit or retain Hispanic and Latinx faculty** members who may have more competitive offers at other institutions.
- Without investing more in the **recruitment and retention of more Hispanic and minority faculty members**, we risk losing students to institutions that do this well.

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- When departments **rely on adjunct faculty to teach Gen Ed**, they have less ability to ensure DEI.
- Using the Gen Ed to grow/support departments **comes with a risk** (horsetrading/climate/trust)
- **Ceding too much power to administration** to manage Gen Ed: seats offered w/in categories determined by Dean w/o transparency of decision-making
- **The one, singular shared FTFT student experience at SSU (Gen Ed) is misunderstood, overlooked, and/or absent** from most student or public engagements with the university.
- **Having no “story” about Gen Ed** effectively renders it absent and/or insignificant
- **Gen Ed messaging is confused** with “Liberal Arts” or “CAS”
- Not all divisions/employees seem to **see Gen Ed as something they need to know about** or message about.
- **Diminishing resources** for tutors, instructors, and professional development
- Agreeing to an assessment program without resources for completing a **comprehensive justice- and equity-oriented assessment**
- **ChatGPT**
- **Students work (full time) and family obligations**
- **Funding**
- **Incomplete data**
- **Agreeing on assessment plan**

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SVOR Themes:

Assessment	41
Courses	32
Communication	24
Resources	22
Diversity	19
StuSuccess	14
PD	12
Marketing	10
Approval/Recert	9
Flexible	9
Content Area	7
Category	6
Program Area	5
PT Faculty	4
Retention	4
Advising	3
Employers	3
Faculty led	3
StratPlan	3
Trust	3
4-credit	2
Canvas	2
e-portfolios	2
Knowledgeable	2
Website	2
FTFaculty	1
HIPs	1
Navigate	1
OER	1
Passionate	1
PTR	1
Seals	1
Skills	1
Workload	1
Grand Count	252

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SVOR Themes Word Map



APPENDIX D



NEW ENGLAND HSI INAUGURAL CONFERENCE:
FROM ENROLLING TO THRIVING: TRANSFORMING HISPANIC AND MINORITY SERVING
INSTITUTIONS BEST PRACTICES FOR STUDENT SUCCESS
SAVE THE DATE JULY 18-19, 2024



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.

This conference will bring together Hispanic Serving Institutions, Minority Serving Institutions and emerging Hispanic Serving Institutions to build community and increase capacity to intentionally “serve” this student population with the intent to close equity gaps and create a higher educational environment where all students can thrive. The conference will offer the opportunity to hear from, and network with, national and local educational, government and policy leaders, scholars, students, and community practitioners. As the Commonwealth’s Civic Engagement University and the first four-year public institution on the cusp of becoming a Hispanic and Minority Serving Institution, Salem State recognizes the importance of community, leadership and advocacy to enhance student and community outcomes. We are thrilled to host this inaugural conference and hope you can join us!