



Board of Trustees

Academic Affairs Committee

1:30 to 3:30 PM

December 19, 2022

Loughman Living Room, Scanlon Hall

A live stream of the meeting for public viewing will also take place on YouTube at the following link:

<https://www.westfield.ma.edu/live>

For information about Westfield State's COVID-19 procedures, visit: <https://www.westfield.ma.edu/covid>

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|-------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------|
| 1. Call to Order | Trustee Williams |
| 2. Approval of Minutes
a. October 12, 2022 | Trustee Williams |
| 3. Strategic Planning Items
a. Campus Academic Master Plan
b. Special Committee on Reforming General Education (SCORE) | Dr. Juline Mills
Dr. Enrique Morales-Diaz
Dr. Brian Jennings
Dr. Megan Kennedy
Dr. Lynn Shelley |
| 4. Items for Action
a. Motion – Mission Statement Review

b. Motion – Faculty Emeritus/a
c. Motion – Honorary Degree | Dr. Rebecca Morris/
Dr. Jesse Johnson
Dr. Juline Mills
Dr. Enrique Morales-Diaz/
Dr. Linda Thompson |
| 5. Items for Information
a. Academic Affairs Program Approvals 10 year analysis 2012-2022
b. Confirmation of NECHE site visit, March 5-8, 2023 | Dr. Juline Mills
Dr. Enrique Morales-Diaz
Dr. Brian Jennings |

Attachment(s)

- a. Minutes, 10/12/22 (Draft)
- b. Campus Academic Master Plan presentation
- c. Special Committee on Reforming General Education SCORE presentation
- d. SCORE Progress Report
- e. Mission Statement Report presentation
- f. Mission Statement Addendum report
- g. Motion: Mission Statement Report
- h. Faculty/Librarian Emeritus(a) Status Policy (1220)
- i. Faculty Emeritus/a Justifications
- j. Motion: Faculty Emeritus/a Status
- k. Honorary Degree Justification
- l. Motion: Honorary Degree
- m. Academic Affairs 10 year Program Analysis



BOARD OF TRUSTEES

Academic and Student Affairs Committee

October 12, 2022

Minutes

Arno Maris Gallery, Room 201, Ely Campus Center

And via Zoom in accordance with Massachusetts Gov. Charlie Baker’s Executive Order Suspending Certain Provisions of the Open Meeting Law, G.L. c. 30A, § 20 dated March 12, 2020.

A live stream of the meeting for public viewing also took place on YouTube.

MEMBERS PRESENT: Committee Chair Dr. Gloria Williams, Vice Chair Chloe Sanfacon, Secretary William Reichelt, and Trustee Lydia Martinez-Alvarez

MEMBERS PARTICIPATING REMOTELY: Trustee Madeline Landrau

TRUSTEE GUESTS PRESENT: Trustees Melissa Alvarado, Theresa Jasmin, Dr. Robert Martin, Chris Montemayor, and Ali Salehi

Also present and participating were Westfield State University President Dr. Linda Thompson; Dean of Students Maggie Balch; Director of Student Activities, Involvement, and Leadership Matt Dellea; Provost Dr. Juline Mills; Dean of Assessment and Accreditation Dr. Brian Jennings, and Professors George Ramirez and David Shapleigh, Chair, of the Art Department.

The meeting was called to order at 11:55 AM by Committee Chair Williams. A roll call was taken of the committee members participating as listed above and it was announced that the meeting was being livestreamed and captured as recorded.

MOTION made by Trustee Reichelt, seconded by Trustee Sanfacon, to approve the minutes of the June 28, 2022, meeting.

There being no discussion, ROLL CALL VOTE taken:

Trustee Landrau	Yes	Trustee Sanfacon	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes
Trustee Reichelt	Yes		

Motion passed unanimously.

Student Engagement, Presence App. Dean Balch stated that life on campus is starting again, and they welcomed over 750 families on family weekend. Student Affairs connected with students once a week through the summer. Developmental theories were shared with the Board on ways to create a holistic student. The pandemic created fractures in the University community which are affecting student engagement.

Mr. Dellea stated he attended a student engagement summit of all Massachusetts State Universities and learned great opportunities to bring back to campuses. There is more interest in student leadership and skill development results and reflective statements from the Leadership Academy, a weeklong leadership development program, were shared. The new *Presence* app for student engagement has been rebranded to *NestWork*, which a) gives the ability to manage, track, assess, and engage students and organizations in one place, online, 2) was used to track new student orientation and capture fast facts of who was on campus, and 3) provide engagement data for the month of September, all of which were shared with the committee.

Provost Mills and Dean Jennings shared data points for the following topics as presented in the material provided to the committee.

Registered Student Enrollment Summary Full-time, Part-time, and Graduate Fall 2022. Part-time and graduate students are now categorized that way to align with IPEDS reporting instead of being counted as part of continuing ed as in the past. Summaries were provided for enrollment of all registered students -- undergraduate full-time is down by 10.8%; part-time students approximately the same as last year; and graduate enrollment increased by 9.5%.

Graduation Data. There were 1,478 degrees awarded last year with 1,321 projected graduates for this academic year.

Enrollment Summaries by School. Total students graduate and undergraduate enrolled in each school were shared:

School of Business, Mathematics, Computing and Sustainability – 682 students

School of Criminology, Psychology, Social Justice and Public Policy – 1,267 students (which includes undeclared or exploratory students)

School of Education, Art, Communication and Humanities – 904 students

School of Health, Natural Sciences and Human Services - 1,143 students

Credit Hour Generation. As enrollments have decreased, we have generated a 7% less credit hour to keep in line and use resources better.

Seat Utilization Summary. The undergraduate percentage remains in the 90th percentile, and across the schools we are working to align course offerings to improve efficiency. There has been a 20% increase in seat utilization over the prior year mostly due to better scheduling for graduate courses.

Commuter and On-Campus Residents for Fall 2022. Of our students, 59% are commuters and 41% live on campus, which include 13 part-time and 9 graduate students.

Chair Martin stated that a good formula is dividing the credits by the number of students to get the average course load for each student, which is a reflection on whether there are enough courses available for them to carry a full load. It should be between 12-15 credits per semester. President Thompson commented that she has heard from several students who would like to live on campus after graduating while they continue their post-graduate courses to be ready to teach. Provost Mills stated this is being explored further.

Motion – Bachelor of Fine Arts in Graphic Design. Provost Mills – will bring new programs at each Board meeting this year. Prof. Shapleigh stated the current program is a Bachelor in Art (BA), with concentrations if desired, which requires over 70 credits. External accreditation groups categorize a Bachelor of Fine Arts (BFA) as 70+ credits. There is currently a need in the area for this program and we can offer it by relabeling the current program and adding and deleting some classes. There are no additional needs for the program

except for some better equipment. The department will be looking for some innovation funds. The Bachelor of Arts could be moved into interdisciplinary arts. A BFA expands career opportunities as there is a broader spectrum of fields. Graphic designers are in high demand. President Thompson stated there is a need for these graduates and it would be a perfect strategy to get skills funding from state delegation for equipment. Professor Ramirez stated that when entering the career field, a BFA is very powerful.

MOTION made by Trustee Reichelt, seconded by Trustee Martinez-Alvarez, to approve the Bachelor of Fine Arts in Graphic Design.

There being no discussion, ROLL CALL VOTE taken:

Trustee Landrau	Yes	Trustee Sanfacon	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes
Trustee Reichelt	Yes		

Motion passed unanimously.

There being no further business, **MOTION** made by Trustee Reichelt, seconded by Trustee Martinez-Alvarez, to adjourn.

There being no discussion, ROLL CALL VOTE taken:

Trustee Landrau	Yes	Trustee Sanfacon	Yes
Trustee Martinez-Alvarez	Yes	Trustee Williams	Yes
Trustee Reichelt	Yes		

Motion passed unanimously.

Meeting adjourned at 12:44 PM.

Attachments presented at this meeting:

- a. June 28, 2022, meeting minutes
- b. Student Engagement Presentation
- c. Academic Affairs Presentation
- d. Registered Student Enrollment Fall 2022
- e. Graduation Data
- f. Enrollment Report School of Business, Mathematics, Computing and Sustainability
- g. Enrollment Report School of Criminology, Psychology, Social Justice and Public Policy
- h. Enrollment Report School of Education, Art, Communication and Humanities
- i. Enrollment Report School of Health, Natural Sciences and Human Services
- j. Credit Hour Generation School of Business, Mathematics, Computing and Sustainability
- k. Credit Hour Generation School of Criminology, Psychology, Social Justice and Public Policy
- l. Credit Hour Generation School of Education, Art, Communication and Humanities
- m. Credit Hour Generation School of Health, Natural Sciences and Human Services
- n. Undergraduate Day Seat Utilization Report by School
- o. Continuing Education Seat Utilization Report by School
- p. Graduate Seat Utilization Report by School
- q. Commuter Data Fall 2022
- r. Motion – Approval of Bachelor of Fine Arts, Graphic Design
- s. Massachusetts Department of Higher Education, Notice of Intent for BFA in Graphic Design

Secretary's Certificate

I hereby certify that the foregoing is a true and correct copy of the approved minutes of the Westfield State University Board of Trustees Academic and Student Affairs Committee meeting held on October 12, 2022.

William Reichelt, Secretary

Date



CAMPUS ACADEMIC MASTER PLAN (CAMP)

Purpose of CAMP

- Guides the work of the Division of Academic Affairs
- Provides a blueprint for prioritization and decision making around resource allocation
- Determines best use of current space and facilities for current academic program expansion
- Determines the growth capacity in space and facilities for new academic programs
- Ensures alignment of initiatives for student support and success
- Ensures all aspects of the division receive appropriate support

Advisory Committee on Academic Planning

- The Advisory Committee on Academic Planning was charged with collaboratively engaging all departments, programs, and offices in the Division of Academic Affairs with the development of a Campus Academic Master Plan.
- The committee is comprised of 6 faculty member, 1 student representative, and 4 Associate Deans.
- Guiding questions
 - Who are We?
 - Where do We Want to Be?
 - How do We Get There?

Who are We?

MISSION OF THE DIVISION OF ACADEMIC AFFAIRS

*Academic Affairs aspires to support an **inclusive environment where the students, faculty, librarians, and staff relationship is the center of the educational experience.** The division fosters a **culture of learning and scholarship, values teaching pedagogies that are inclusive, and inspires life-long learning.** We strive to support the work of our faculty, librarians, and staff in their engagement with local and global communities, promote a just, equitable, and sustainable future.*

Where do We Want to Be?

VISION OF THE DIVISION OF ACADEMIC AFFAIRS

A regional flagship teaching-centered university serving approximately 6000 learners across our six main pillars:

- Business
- Education
 - Justice
- Health and Human Services
 - Arts and Humanities
- Sustainability, Science and the Environment

How do We Get There?

- Process for developing CAMP
- Principles to guide the CAMP process:
 - The Campus Academic Master Plan process is **not** a program prioritization.
 - The Campus Academic Master Plan is closely aligned with and reflects the current mission and vision of Westfield State University.
 - The development of the Campus Academic Master Plan depends on engagement of the departments and offices in the Division of Academic Affairs.
 - The Campus Academic Master Plan will have implications for the Campus Master Plan.

Emergent Themes

- Innovative Pedagogy and High-Impact Practices
- 21st Century Cutting Edge Facilities
- Student-Ready and Student-Centered
- Invest in our Faculty, Librarians, and Academic Staff
- External Community Engagement and Partnerships



INNOVATIVE PEDAGOGY AND HIGH IMPACT PRACTICES

Innovative Pedagogy and High-Impact Practices

- **School of Business, Mathematics, Computing, and Sustainability**
 - B.S. in Applied Linguistics
 - Create Center for Economic Education and Financial Literacy
 - AACSB Accreditation
- **School of Education, Art, Communication, and Humanities**
 - Create additional B.F.A. majors (Illustration, Animation)
 - B.S.E. in Child, Family, and Community Studies
 - M.A. in History
 - Summer programming in Journalism, Creative Writing, Literature, Storytelling
 - NASAD Accreditation

Innovative Pedagogy and High-Impact Practices

- **School of Criminology, Psychology, Social Justice, and Public Policy**
 - Accreditation of graduate Psychology programs
 - Program development in Child Life, Addiction
 - Develop degree in Disaster Studies
- **School of Health, Natural Sciences, and Human Services**
 - M.S. in Gerontology
 - M.S. Healthcare Leadership
 - EMT to Paramedic degree
 - M.A. in Strength Training and Conditioning
 - M.S in Athletic Training
 - Premiere destination for healthcare simulation, innovation, and entrepreneurship
 - Develop Technology Track – wearables, e-sports, virtual reality
 - Approval of Chemistry major by the American Chemical Society



21st CENTURY CUTTING EDGE FACILITIES

21st Century Cutting Edge Facilities

- Each building becomes a school and reorganize appropriately
- Department of Accounting and Finance
 - Develop a state-of-the-art Investments/Data Analytics lab that provides students access to software tools utilized by professionals in the field.
- Department of Biology
 - Renovate space for Center for Bioinformatics
 - Renovate greenhouse
 - Create Natural History Museum
- Department of Chemical and Physical Sciences
 - Create a sense of place for academic departments and support services
- Department of Communication
 - Create Center for New Media

21st Century Cutting Edge Facilities

- Department of Criminal Justice
 - Create Crime Analytics Lab
- Department of Ethnic & Gender Studies
 - Create Center for Black and Puerto Rican Studies
- Department of Health Sciences
 - New physical space for interdisciplinary health professions
- Office of International Programs
 - Create Center for International Studies
- Library
 - Convert library spaces from housing of physical resources to student study and active library programming space and possibly a student-run café.
- Department of English
 - Create space for Center for Humanities



STUDENT-READY AND STUDENT-CENTERED

Student-Ready and Student-Centered

- Nationally Renowned Center for Student Success and Engagement
- C.A.R.E.
 - Seek certification for tutoring center through College Reading and Learning Association
 - Build an academic coaching program
- Reading and Writing Center
 - Expand services to support multilingual students
 - Implement UDL including trauma-informed pedagogy to support students with learning disabilities and mental health concerns that make writing challenging
- Office of Lifelong Education
 - Develop pathways from non-credit to credit programming and vice versa
- Office of International Programs
 - Internationalize Westfield State University
- Office of Teacher Education and the Department of Education
 - Support MTEL Completion



INVEST IN AND CELEBRATE OUR FACULTY, LIBRARIANS, AND STAFF

Invest in and Celebrate our Faculty, Librarians, and Staff

- Provide professional development opportunities accessible to faculty, librarians, and Academic Affairs staff
- State-of-the-art classrooms that provide flexibility for different teaching pedagogies
- Develop a hiring plan to bring new faculty and librarians that is based on a needs assessment
- Increase faculty resources
- Improve onboarding of new faculty and Academic Affairs staff
- Recognize and celebrate faculty scholarship
- Institute teaching and service awards
- Conduct a workload analysis



COMMUNITY ENGAGEMENT AND PARTNERSHIPS

Community Engagement and Partnerships

- Outreach to the region
- Relationships to Community Colleges and High Schools
- Collaboration on Campus
- Civic Engagement and Service
- Improve transportation options to partner schools
- Establish advisory boards for schools and departments
- Public Higher Education Collaborative of Western Massachusetts

Next Steps

- Seek feedback from faculty, staff, and students
 - January/February 2023
- Presentation of School Strategic Plans BOT, Faculty, Staff and Students
 - February 2023
- Complete plan and implementation timeline
 - April 2023
- Submit Plan to Strategic Planning Committee and Facilities Master Planning Committee



QUESTIONS AND ANSWERS



Westfield State University General Education Reform

“The new education must prepare our students to thrive in a world of flux, to be ready no matter what comes next. It must empower them to be leaders of innovation and to be able not only to adapt to a changing world but also to change the world.”

Cathy Davidson [The New Education: How to revolutionize the university to prepare students for a world in flux](#) (2017)

SCORE

Formally adopted through campus governance Feb. 5, 2021

Reports to All University Committee and the University Curriculum Committee

Makeup:

12 Faculty and Librarians

5 Presidential Appointees

2 Students

Approved Proposal: Special Committee On Reforming General Education (SCORE)

Charge:

The Special Committee On Reforming General Education (SCORE) will be responsible for reimagining and redesigning general education in the long term at Westfield State University. SCORE is charged with establishing a process for their work that is collaborative and inclusive, **and any recommendation from the committee will be submitted to the All University Committee for full consideration by the governance process.** When appropriate, SCORE will consult information and with committees, such as UEACC. SCORE is established as a Special Committee under the provisions of the Collective Bargaining Agreement.

SCORE's tasks are focused on making recommendations on a new general education program. SCORE will:

- Develop a framework for a general education program that students will complete as part of their (undergraduate) degree requirements, with a goal of no more than 40 credit hours.
- Develop a guide, with collaboration with the campus community, for the assessment of what we want our students to learn in their general education coursework.
- Recommend a process and timeline for populating the new general education program with existing and new courses.
- Recommend a structure for how the new general education program will be coordinated and assessed.

SCORE Current Members

Academic Departments

Dr. Shirley Acquah, Associate Professor of Communication

Dr. Heidi Bohler, Professor of Sports Medicine and Human Performance

Dr. Alina Gross, Program Area Chair Liberal Studies, Assistant Professor Geography, Planning and Sustainability

Dr. Brooke Orr, Professor of History

Dr. Tim Parshall, Chair of Environmental Science

Dr. Jamie Rivera, Associate Professor of Nursing

Dr. Kimberly Sherman, Chair of Management and Marketing, Faculty Center Coordinator

Dr. Ruth Kurniawati, Assistant Professor of Computer and Information Science

Dr. Elizabeth Starr, Professor of English

Student Representatives

Emily Fluet, Student Government Vice President for Academic

Life Past Members: Lyric Lamagdelaine '22 Cameron

Kelleher '21

Academic Affairs

Dean Brian Jennings, Assessment and Accreditation

Center for Student Success and Engagement

Dr. Kristie Knotts, Assistant Director of the Banacos Academic Center.

Nicole West, Director, Course Achievement, Retention, & Engagement Center

Dr. Catherine Savini, Reading and Writing Center and Writing Across the Curriculum Coordinator, Professor of English

Library

Corinne Ebbs, Librarian, Head Education Resource Center

Enrollment Management

Emily Gibbings, Associate Director of Admissions

SCORE Co-Chairs

Dr. Lynn Shelley, Professor of Psychology

Joined WSU in 1995

Past Chair Department of Psychology 2010-2020

Past Chair of the All University Committee

Served on WSU Advisory Committee for Academic Planning

State University Disciplinary Segment Leader for Psychology: Academic Transfer Pathway, Massachusetts Department of Higher Education, 2017-2018.

Dr. Megan Kennedy, Executive Director of Educator Preparation, Accreditation and Community Outreach

Joined WSU in 2010

Past Chair Department of Education 2019-2021

Past Co-Chair of the Graduate Education Council

Served on WSU Advisory Committee for Academic Planning

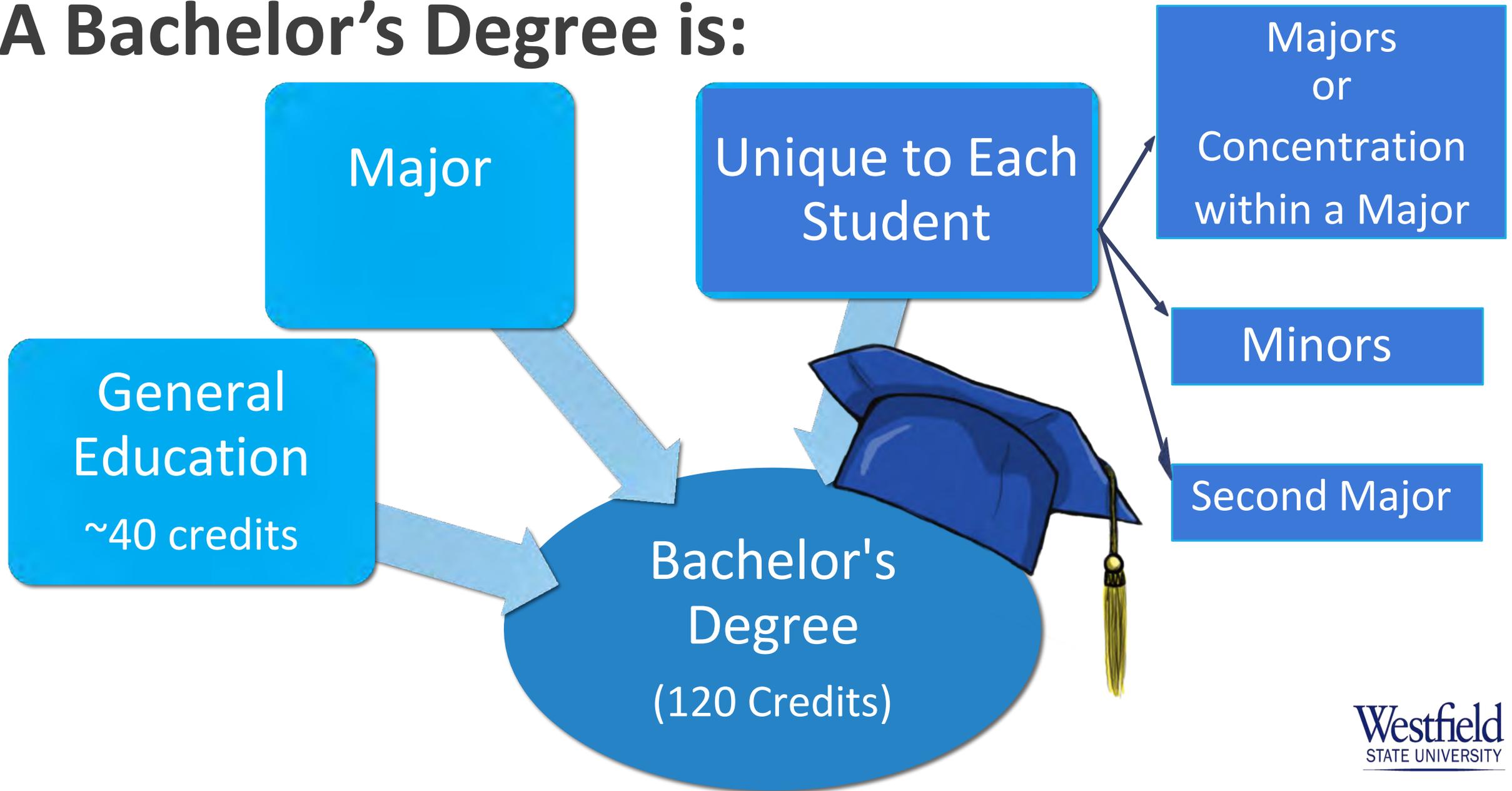
What is General Education?

- Part of the curriculum common to all students
- Provides broad study in the liberal arts
- Forms the basis for developing intellectual and civic capabilities

Expected General Education Outcomes

- Provides broad skills, such as problem solving, analytical, communication, critical thinking, collaboration, and flexibility.
- Students are given the skills to find work in areas they did not major in, or that do not currently exist. General education fosters the transferable skills employers want.
- Allows students opportunity to explore.

A Bachelor's Degree is:



WSU's Current Temporary Core Curriculum



Humanities (3 classes)

- English Composition
- Literary and Philosophical Analysis
- Appreciation of the Arts



Social Science (3 classes)

- US History & Government
- Social Understanding



Mathematics/Analytical Reasoning (2 classes)

- Traditional
- Applied Analytical



Science (2 classes)

- Lab
- Allied Science

230 Courses to Select
From

Diversity (2 classes)

- Global
- U.S.

Distributive Models



Why they have lasted

Expose to humanities, social sciences, mathematics, and sciences

Responsibility for each area is clear since Institutions are organized by disciplines

Easy to meet requirements of external agencies (e.g., accrediting, state requirements)

Criticisms

"Cafeteria-Style" or High School 2.0

Real world problems are not in silos, thoughtful integration of different fields is missing.

Students find ways to dodge areas or take easy options to check off requirements.

Rarely are distribution requirements linked to learning outcomes

SOLUTION: Contemporary general education fosters integrative & lifelong learning approaches that model clear connections between disciplines and areas of content for students

NECHE Area of Special Emphasis: Standard 4

Assessment and the Strategic Plan

From 7/11/2017 NEASC Response to the 5-year report from Westfield State:

"Establish a plan to review a subset of learning outcomes from the core each year"

"Perform full assessment of the core curriculum (slated to take six years from date of letter)"

- Strategic Plan: Student Experience 1.1



Important NECHE Guidelines on General Education

- NECHE Standards ensure no less than 40 credits
- NECHE Standards discuss a balance regard for disciplines

Scholarship on Best Practices in Higher Education

- Content is engaging, structured purposefully, integrative
- Students listen, watch, practice, reflect, and work with others

High Impact Practices are evidence based active learning approaches beneficial to all students, but especially to traditionally underserved students

“Tell me and I forget, Teach me and I may remember, Involve me and I learn.”

-Benjamin Franklin

Every Decision Made By SCORE has been Research Based



**AAC&U Research on High Impact Practices,
WSU Faculty Surveys, Chairs Survey, Department Visits,
Student Surveys & Focus Groups**

84 SCORE Full Committee Meetings

+ MANY subcommittee meetings

4 Surveys

4 Open Working Meetings

3 Town Halls

4 Focus Groups

4 Guest Lecture Events

7 Listening Sessions

46 Department Meetings

7 Paid Working Groups

Process Principles
Design Principles
Guiding Principles on Assessment

Fall 2021

The Model

These deliverables are contained in the accompanying handout and on SCORE Library's website (<https://lib.westfield.ma.edu/SCORE>)

Summer and Fall 2022

Spring 2022

Spring 2022

Statement on General Education
Broad Learning Goals

Specific Learning Outcomes
Assessment Plan
Professional Development

Proposed Model of General Education

Westfield State Journey	Critical Analysis and Inquiry	Investigating Complex Problems	Perspectives
Learn to navigate academic inquiry and grow as healthy, self-aware, creative, curious and confident individuals.	Focus on specific approaches to critical and creative thinking and practice using varied tools and methodologies as ways of knowing and evaluating sources of information.	Explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge.	Develop cultural competence and an understanding of civic democracy in order to collaborate, communicate, and participate within and across diverse local and global communities.
First Year Journey: Academic Inquiry (3 Credits)	Rhetoric and Inquiry (4 Credits)	Big Thinking, Big Ideas Anchored in Mathematics, Computing Sciences, and Natural Sciences (3 Credits)	Individuals and Culture (3 Credits)
Wellbeing: Caring For the Holistic Self (3 credits: 1.5 credits x 2 classes)	Inquiry into Patterns, Data and Reasoning (3 Credits)	Big Thinking, Big Ideas Anchored in Arts and Humanities (3 Credits)	Social Groups and Culture (3 Credits)
	Creative-Arts Inquiry (3 Credits)	Big Thinking, Big Ideas Anchored in the Health and Social Sciences (3 Credits)	Civic Learning (3 Credits)
	Inquiry into the Natural World (4 Credits)		Power and Perspectives (3 Credits)
Components fulfilled as part of Major *			
Integrative Experience (credits determined by major[s])	Advanced Rhetoric and Inquiry (credits determined by how majors address this requirement)		

What makes this new model EXCITING:

First Year Journey

- Use an Interesting topic to develop academic skills
- Support students' academic performance, persistence, and sense of campus community
- Introduce students to campus resources, study skills, career planning, and other issues relevant to student development

First Year Journey Examples

Secret Life of Puppets
Hands in Clay
CSI: Westfield
The Art of Negotiations
Hip Hop: Subculture or
Counterculture
Visible and Hidden Identities
Free Speech

What makes this new model EXCITING:

Wellbeing: Caring for the Holistic Self

- Students select two 1.5 credit courses to ensure a breadth of wellbeing skills
- Courses include reflective, metacognitive, kinesthetic practices that support wellbeing

December 7, 2021, the U.S. Surgeon General issued advisory on the youth mental health crisis, and called on institutions to support the mental health of children and youth in educational and community settings.

Wellbeing Examples

Relaxation Techniques

Nutrition

The Science of Sleep

Pickleball

Journaling and Stress

Management

Financial Literacy and Health

Psychology of Humor

What makes this new model EXCITING:

Investigating Complex Problems

- Build on skills introduced in the First Year Journey
- Explore and tackle complex, authentic problems drawing on diverse perspectives, modes of inquiry, and domains of knowledge.
- Critically evaluate sources, apply logical reasoning, critical thinking, and appropriate methodology to draw conclusions.

Complex Problems Examples

Ignorance is Not Bliss
Chocolate, Coffee, and the Stock Exchange
Confronting Climate Change
Disease and Discrimination
Is Shakespeare Racist?
Who Owns Music?
Money Matters



DAVIS
EDUCATIONAL
FOUNDATION

Davis Educational Foundation Grant \$298,710

*Local Connection:
Davis Trustee Richard
Freeland was
Commissioner of
Higher Education for
Massachusetts from
2008-2015*



Faculty are:



DEVELOPING SPECIFIC
LEARNING OUTCOMES



DEVELOPING A
COMPREHENSIVE
ASSESSMENT PLAN



CREATING NEW COURSES
OR REVISING EXISTING
COURSES AND
PREPARING THEM FOR
REVIEW



SIGNIFICANT WORK FOR
SCORE AND CURRICULUM
COMMITTEE MEMBERS

“A program for reforming general education should be designed around each institution’s character, the strengths and interests of its faculty, and the needs of its students.”

Jeffy G. Gaff *Avoiding the Potholes: Strategies for Reforming General Education* (1980)



Visit the Library's website: <https://lib.westfield.ma.edu/SCORE>
Communicate with us at: GenEdReform@westfield.ma.edu



Special Committee On Revising General Education (SCORE)

**SCORE's PROGRESS REPORT to
Board of Trustees**

Executive Summary

The Special Committee On Reforming General Education (SCORE) is a special committee approved by the All-University Committee (AUC) February 5, 2021. Its charge is to “*reimagine and redesign general education in the long term at Westfield State University,*” and to do so in a manner that is inclusive (See Charge in Appendix A). SCORE reports to the All-University Committee and keeps the University Curriculum Committee updated on its work. There are 18 current members of SCORE with 1 student seat unfilled. The committee began meeting in spring 2021 and has worked continuously since then, including during summers. Committee members typically devote 3 hours each week to SCORE. This document will briefly describe SCORE’s work, with an emphasis on its most recent product, a Proposed Model of General Education which is currently undergoing review by the University Curriculum Committee.



Special Committee On Revising General Education (SCORE)

Introduction

The Groundwork

The Special Committee on Revising General Education (SCORE) began by creating and then approving Process Principles, which dictate how the committee works (see Appendix B). The next task was to develop Design Principles that guide the curriculum models to be considered (see Appendix C). The Process and Design Principles were approved by governance (Fall 2021). Guiding Principles for General Education Assessment (see Appendix D) were also adopted by SCORE and approved by Governance (Spring 2022). These principles lay the groundwork for general education assessment practices in our new general education program of study.

Community Engagement

A key process principle is to “*Engage and collaborate with all relevant stakeholders, including historically marginalized groups. Listen genuinely.*” Thus, all of SCORE’s work has been based on extensive community engagement.

Table 1 includes a description of SCORE’s efforts to engage with the community. Many different approaches have been used, including surveys, in-person coffee hours, zoom working meetings, department visits (both on zoom and in-person), town halls, large and small listening sessions, and SCORE has even harnessed the expertise on campus and paid participants to participate in focus groups and working groups. These varied approaches have yielded different types of information, all of which has guided SCORE’s work.

Table 1: Community Engagement

Community Engagement			
Date	Type of Event	Event	Participants
June 2021	Faculty Survey 1	Faculty Survey about Core and General Education	79 Respondents

Community Engagement			
Date	Type of Event	Event	Participants
Sept 2021	Opening Day Town Hall- Zoom	Overview and Orientation of SCORE work and Survey Results from First Faculty Survey	About 50 attendees
Sept 2021	Coffee Hour	In-Person Listening Session to receive feedback about Design and Process Principles	About 18 attendees
Sept & Oct 2021	2 Zoom Listening Sessions	Zoom Listening Sessions to receive feedback about Design and Process Principles	18 Faculty and Librarians
Oct & Nov 2021	23 Meetings With Departments and 2 Program Areas	SCORE members met with 25 Departments/Programs to hear ideas and concerns about new gen ed (mostly in- person, but some on zoom)	93 Faculty
Sept 2021	Speaker Series	Heather Lettner-Rust, Sharon Emerson- Stonnell, Longwood College	24 participants
Oct 2021	Speaker Series	Bradly Knight & Cynthia Bair Van Dam, American University	35 participants
Nov 2021	Speaker Series	Kris Wobbe, Worcester Polytechnic Institute	24 participants
Jan 2022	Speaker Series	Paul Hanstedt, W&L University	52 participants
Jan 2022	2 Focus Groups	Discussed Hanstedt talk about Rationale for General Education and Possible Models (zoom) (<i>paid participants</i>)	25 Participants + 10 SCORE members
Jan 2022	Governance	Progress Report 1 presented at AUC	
Feb & March 2022	4 Working Meetings	Zoom meetings where we edited our Statement on General Education and used Jamboards to prepare Broad Learning Goals.	48 Faculty Attendees + 14 SCORE members
Feb 2022	Governance	Progress Report 1 presented at UCC	
Mar 2022	Faculty Survey HIPs Spring '22	Faculty Survey on High Impact Practices	107 Faculty
Mar 2022	Governance	Progress Report 2 presented at AUC	

Community Engagement			
Date	Type of Event	Event	Participants
April 2022	Governance	Progress Reports 1 & 2 presented at SGA	
April 2022	Student Survey 1	Student Experiences with Core Curriculum and suggestions for change	189 Students
April 2022	Governance	Progress Report 2 presented at UCC	
May 2022	End of Semester Town Hall	Shared General Education Statement and Broad Learning Goals with Campus Community at a meeting that was both in-person and on zoom	96 Attendees
June 2022	Survey of Department Chairs	19 Chairs representing 21 departments completed a survey about major/program requirements and reasons for requirements-accreditation	19 Chairs
July 2022	First Year Seminar Working Group	Working group researched and prepared a presentation about the HIP First Year Seminar or First Year Experience (<i>paid participants</i>)	6 Faculty - Librarians
July 2022	Writing Intensive Working Group	Working group researched and prepared a presentation about the HIP Writing Intensive (<i>paid participants</i>)	5 Faculty
July 2022	ePortfolios Working Group	Working group researched and prepared a presentation about the HIP ePortfolios (<i>paid participants</i>)	5 Faculty
July 2022	Learning Communities Working Group	Working group researched and prepared a presentation about the HIP Learning Communities (<i>paid participants</i>)	5 Faculty
Aug 2022	Working Group on Assessment	Working group researched and prepared guidelines for SCORE about how to do Assessment in Gen Ed (<i>paid participants</i>)	5 Faculty + 3 SCORE members
Aug 2022	Working Group on JEDI	Working group researched and prepared guidelines for SCORE about how to infuse Gen Ed with JEDI (<i>paid participants</i>)	6 Faculty
Aug 2022	Working Group on Collaborative Projects	Working group researched and prepared guidelines for SCORE about how to include collaborative projects in Gen Ed (<i>paid participants</i>)	3 Faculty Members

Community Engagement			
Date	Type of Event	Event	Participants
Sept 2022	Opening Day Meeting- Zoom and In-person option	Shared General Education Statement and Broad Learning Goals with Campus Community at a meeting that was both in-person and on zoom	127 Faculty, Staff, and Administration, attendees
Oct 2022	Meeting with Associate Deans and Registrar	Score Co-chairs met with the 4 Associate Deans and the Registrar to gather feedback on the model and process of Gen Ed Reform	5 Administrators + 2 SCORE members
Oct 2022	23 Meetings With Departments - Divisions	SCORE members met with 23 Departments/Programs to hear ideas and concerns about SCORE's proposed model of gen ed	154 Faculty and Librarians
Nov 2022	4 Listening Sessions	2 zoom and 2 in-person Listening Sessions to hear feedback about SCORE's Proposed Model of Gen Ed	15 Attendees + 10 SCORE members
Nov 2022	1 Student Focus Group	Student Focus Group (<i>paid participants</i>) to Hear Ideas about Gen Ed, Needs in the first year, interests in gen ed	10 students
Nov 2022	Governance	Progress Report 3 presented at AUC	

WSU's Statement on General Education and Broad Learning Goals

According to the first WSU faculty survey (spring 2021), department meetings (fall 2021), and student survey 1 (spring 2022), a key problem with WSU's current core was that neither faculty nor students understood its purpose. Thus, after deciding *how* SCORE would work, the next step was to prepare a general education statement, something WSU did not previously have. A General Education Statement is designed for a general audience, including faculty, staff, students, potential students, and families, and should concisely convey the rationale, mission, and goals of the general education program of study. Additionally it should be aligned with the university's mission and strategic plan. The following General Education Statement was endorsed by governance Spring 2022:

General Education Statement

General education at Westfield State University places curiosity, excitement, and a commitment to social justice and cultural understanding at the heart of our curriculum. In the classroom and across communities, students draw on diverse areas of knowledge to integrate ideas, identify and pursue meaningful questions, tackle complex

problems from the local to the global, think critically and creatively, communicate and collaborate effectively, and promote well-being for all of our community members. Students develop the self-awareness and confidence necessary to engage meaningfully with and care for others; to navigate their personal, professional, and civic lives; and to build a more just and kind world.

Broad Learning Goals (BLGs) are long-term, broad, and achievable goals that we expect WSU students to achieve upon completion of the general education program. They should reflect what is promised in the General Education Statement and should be reflected in the model of general education, as well as guide the Specific Learning Outcomes. BLGs are not necessarily measurable. SCORE initially developed BLGs that were shared with governance as works in progress. The University Curriculum Committee and the All University Committee suggested changes, which were incorporated and the current Broad Learning Goals are:

Broad Learning Goal

- WSU students grow as self-aware, creative, curious, and confident individuals who are invested in the well-being of themselves and others.
- WSU students use the tools of multiple fields of study, critically evaluate sources of information, and apply logical reasoning, critical thinking, and appropriate methodology to draw conclusions and communicate effectively.
- WSU students identify and pursue meaningful questions where there is no single correct answer, and it is necessary to consider diverse areas of knowledge and ways of knowing in order to integrate knowledge and tackle complex problems.
- WSU students develop cultural curiosity, humility and competence alongside interpersonal skills to effectively collaborate and communicate within and across diverse communities. They act as conscientious, ethical, and responsible community members who address issues of social justice, work for positive change, and care for others and the planet.

SCORE's Proposed Model of General Education

The Proposed model of general education can be found in Appendix E. A skeleton model is inserted below for reference.

Westfield State Journey	Critical Analysis and Inquiry	Investigating Complex Problems	Perspectives
Learn to navigate academic inquiry and grow as healthy, self-aware, creative, curious and confident individuals.	Focus on specific approaches to critical and creative thinking and practice using varied tools and methodologies as ways of knowing and evaluating sources of information.	Explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge.	Develop cultural competence and an understanding of civic democracy in order to collaborate, communicate, and participate within and across diverse local and global communities.
First Year Journey: Academic Inquiry (3 Credits)	Rhetoric and Inquiry (4 Credits)	Big Thinking, Big Ideas Anchored in Mathematics, Computing Sciences, and Natural Sciences (3 Credits)	Individuals and Culture (3 Credits)
Wellbeing: Caring For the Holistic Self (3 credits: 1.5 credits x 2 classes)	Inquiry into Patterns, Data and Reasoning (3 Credits)	Big Thinking, Big Ideas Anchored in Arts and Humanities (3 Credits)	Social Groups and Culture (3 Credits)
	Creative-Arts Inquiry (3 Credits)	Big Thinking, Big Ideas Anchored in the Health and Social Sciences (3 Credits)	Civic Learning (3 Credits)
	Inquiry into the Natural World (4 Credits)		Power and Perspectives (3 Credits)
<i>Components fulfilled as part of Major *</i>			
Integrative Experience (credits determined by major)s]	Advanced Rhetoric and Inquiry (credits determined by how majors address this requirement)		

A key design principle adopted by SCORE is to “*Value Clarity in Design and Purpose: General education will be easily navigable, straightforward to all constituencies, and convey a clear sense of purpose.*” To this end the Proposed Model of General Education is depicted as having four columns, where the areas under each column share a common goal. The first column, **Westfield State Journey**, builds students’ academic skills and personal development. The second column, **Critical Analysis and Inquiry** exposes students to varied ways of knowing. The third column, **Investigating Complex Problems**, affords students the opportunity to tackle authentic problems in and across disciplines; and the fourth column, **Perspectives**, is where cultural competence is fostered. Plus, there are several practices and ways of knowing that are found throughout the model. For example, the evaluation of sources of information and information literacy, critical thinking, and communication skills span all columns and can be found in multiple areas.

A Process Principle followed by SCORE is to “*support recommendations with research and data.*” Thus, the following sections demonstrate how decisions made by SCORE were dictated by this principle. However, it is also important to note that there were some decisions beyond SCORE’s purview due to the Massachusetts Department of Higher Education’s Equity Agenda, Massachusetts Civics Agenda, and the New England Commission of Higher Education’s (NECHE) standards for accreditation. Those are described at the end of this section.

Rationale for Investigating Complex Problems

SCORE invited Paul Hanstedt to speak on campus. He proposed 4 rationales for general education. After his talk, 25 faculty plus 14 SCORE members discussed the rationales. Then WSU faculty were surveyed and asked to rank the rationales as they relate to WSU (Faculty Survey on HIPs, Spring 2022). Faculty were also asked “*if general education models fell on a continuum of distribution, to integrative, where should our model fall?*” Most faculty wanted 50% or more integration, with an average of 60 ($sd=22$).

The rationale for general education ranked highest was what Hanstedt called “wicked problems.” In the survey we called them “complex problems,” a problem where the parameters are in flux. In WSU’s current core there are discipline specific courses – but in the real world problems are rarely discipline specific. WSU’s current core does not explicitly teach students how to integrate knowledge, nor do we allow students to tackle complex problems until they are well into their major. Tackling complex problems early teaches students to embrace lateral thinking, persistence, and creative, long-term problem solving.

In the proposed model, 4 courses (12 credits out of the 41 that make up General Education) ask students to tackle real problems early on, 3 courses in *Investigating Complex Problems*, plus a *First Year Journey* course. Thus, about 30% of the proposed model is completely integrative. This is far from the 60% indicated in the survey, but it is hoped that many courses in other areas will include components of integration.

Rationale for Wellness and the Westfield State Journey

A second rationale for general education rated very high by WSU faculty was “Human Connections,” or what Hanstedt called “Putting the Pieces Together.” This rationale states that “*general education provides students with the skills necessary to make **human connections** - an understanding of ethics, viewpoints different than their own, truly effective listening and communication, empathy, humility, and deliberation.*”

In Faculty Survey 1 (Spring 2021), when asked in an open-ended question, what skills and habits WSU graduates should have, faculty indicated critical thinking, communication, and scientific literacy; but also very high were characteristics that SCORE called emotional intelligence. Westfield State faculty said we need to help our students become resilient, self aware, thoughtful, confident, empathic, and our students need to learn how to take care of themselves. This mirrors the rationale of “Human Connections.”

And finally, in a national study of over 350,000 students that looked at data annually for 9 years, more than 60% of students meet the criteria for one or more mental health problems. One in 7 students reported that in the last year they thought about suicide. And rates were higher for students of color. These rates began increasing before the COVID crisis, but got worse after it¹. In December of 2021 the U.S. Surgeon General issued an advisory on the youth

¹ Lipson, et al., (2022). Trends in college student mental health and help-seeking by race/ethnicity: Findings from the national healthy minds study, 2013–2021, *Journal of Affective Disorders*, 306 (1), 138-147.

mental health crisis, and called on institutions to support the mental health of children and youth in educational and community settings. There is urgency in the need for universities to address the mental health needs of our students, not just in counseling centers, but system wide, in every area where our students exist.

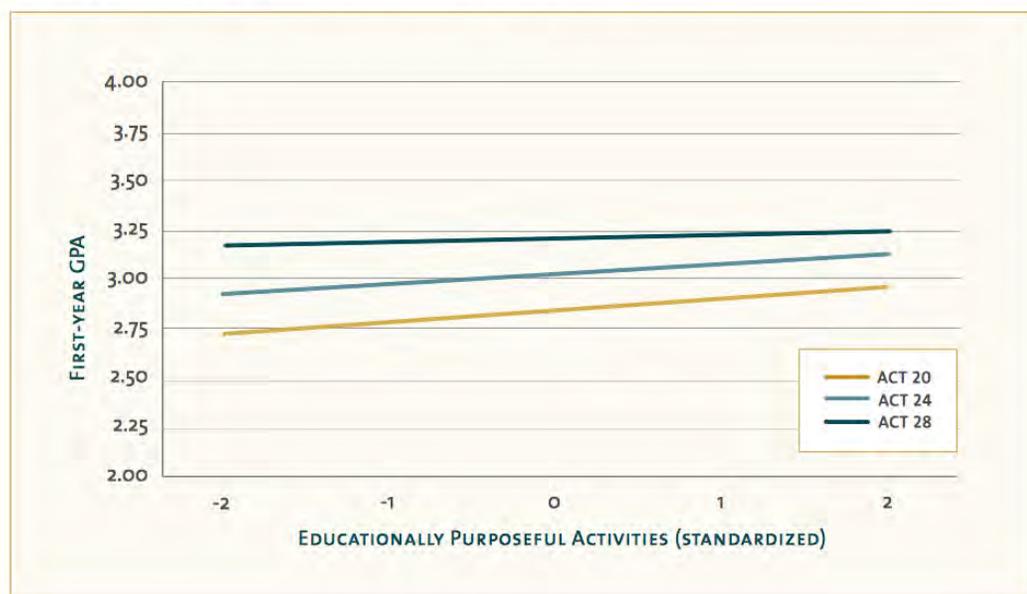
In the proposed model, Wellbeing courses (total 3 credits) will foster wellness and resilience of students. It is proposed that students take 2 of these courses for 1.5 credits each so they encounter a breadth of wellness areas.

Additionally, the Perspectives column seeks to foster an understanding of ethics, viewpoints different than their own, truly effective listening and communication, empathy, and humility.

Best Practices and High Impact Practices

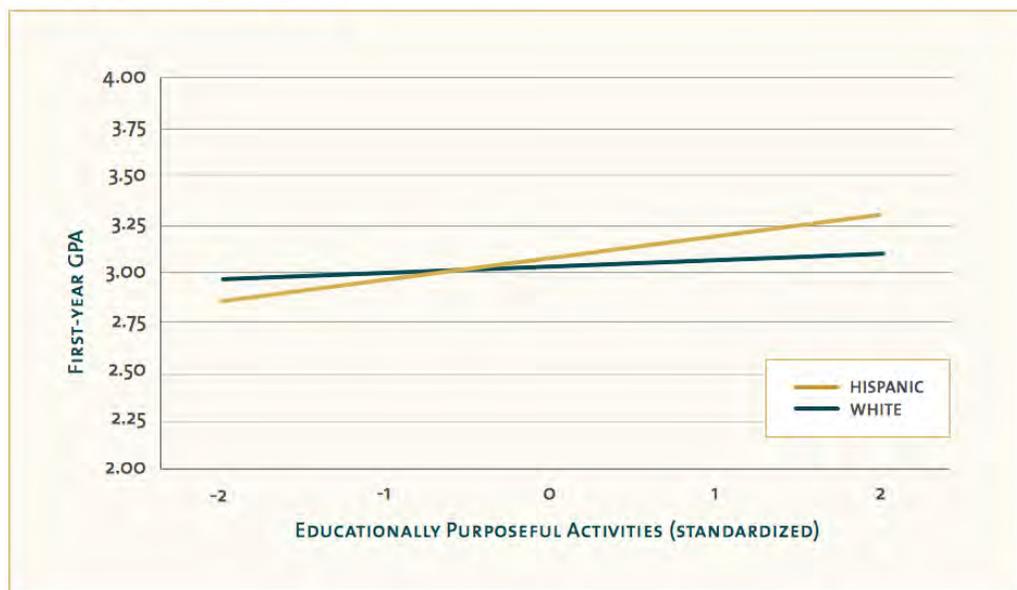
General education literature recommends the use of High Impact Practices (HIPs). HIPs are evidence based practices that encourage student engagement and promote deep learning. Educational research shows HIPs benefit all students, but are especially beneficial to groups traditionally underserved by higher education. Grades, scores on achievement tests, academic retention, and graduation rates all improve when students encounter HIPs. Furthermore, the more HIPs students encounter, the greater the benefits². The following graphs depict the results of a meta-analysis that demonstrate the benefits of HIPs.

Impact of Educationally Purposeful Activities on First Academic Year GPA by Precollege Achievement Level

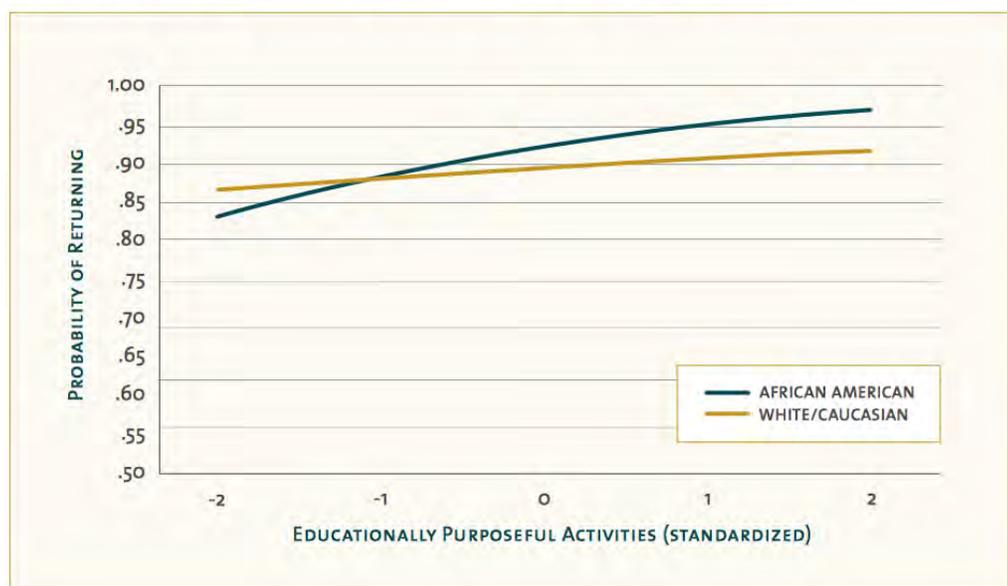


² Kuh, G.D. (2008). *High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter*, American Association of Colleges & Universities.

Impact of Educationally Purposeful Activities on First Academic Year GPA by Race/Ethnicity



Impact of Educationally Purposeful Activities on the Probability of Returning for the Second Year of College by Race



WSU students reported in the *National Survey of Student Engagement (NSSE)* (2019 and 2020) that they were unlikely to encounter a HIP prior to their junior year. In March, 2022 SCORE conducted a survey of WSU faculty about High Impact Practices (107 faculty respondents); and a WSU Student Survey (189 students). Results indicated WSU faculty currently successfully employ several HIPs, but they are almost exclusively done in major courses. The survey also found WSU faculty would like to employ more HIPs in general education classes.

In order to learn more about HIPs, 6 SCORE members virtually attended the *American Association of Colleges and Universities* (AAC&U) annual conference on General Education (Feb 2022), 4 SCORE Members applied to and were accepted at an AAC&U *Institute on High Impact Practices and Student Success* (June 2022), and during the summer of 2022, 35 faculty and librarians from campus participated in 6 different working groups on High Impact Practices, and 1 working group on assessment. The result of this work is described below and is reflected in the model that includes several HIPs.

The following sections discuss best practices and how they are included in SCORE's Proposed General Education model. SCORE envisions HIPs deeply infused throughout the general education curriculum, but the details below are meant to be informational and show how SCORE arrived at the model. Specifics of what would be required in each area has not been finalized and therefore SCORE is not asking for endorsement of which HIPs would be part of each area, only for endorsement of the Proposed General Education Model and BLGs at this time. When SCORE engages campus constituents in the work of designing specific learning outcomes and a robust assessment plan, specific HIPs will be selected and SCORE will seek governance's endorsement for those at a later time.

First Year Experience/First Year Seminar as a HIP

AAC&U defines First Year Experience and First Year Seminar as courses that “*bring a small group of students together with faculty on a regular basis and emphasize critical inquiry, frequent writing, information literacy, collaborative learning, and other skills that develop students' intellectual and practical competencies.*” SCORE's working group identified the need for a First Year Experience as critical for WSU students. In 2016 the *National Resource Center for The First-Year Experience and Students in Transition* found that first year experiences are required for all first-year students at approximately 57% of 4-year institutions with rates rising as students' needs rise. The goals of a First Year Experience (called a *First Year Journey* in SCORE's model) are to support students' academic performance, persistence, and sense of campus community by introducing them to campus resources, time management, study skills, career planning, and other issues relevant to student development. SCORE proposes that a First Year Journey would ground the needs identified in a First Year Experience in an academic inquiry that represents a wide variety of topics and disciplines. This is in line with SCORE's Design Principle “*Generate Excitement: General education will promote recruitment, retention, and include classes students are excited about taking and faculty are excited to teach.*” This course will also lay the foundation for *Investigating Complex Problems* courses taken later in a students program of study,

In the proposed model all students will be required to complete a *First Year Journey* (First year Experience). Each *Journey* course will use an interesting topic of the professor's choosing to support the students' development. Thus, the courses will cover a range of topics, so students can select a topic intriguing to them (and faculty can teach a topic they are excited to teach).

Diversity/Global Learning as a HIP

AAC&U defines Diversity/Global Learning as courses and programs where “*students explore cultures and worldviews different from their own. These studies often explore differences such as racial, ethnic, and gender inequality, or continuing struggles around the globe for human rights, freedom, and power.*” Justice, Equity, Diversity, and Inclusion (JEDI) as a guiding principle and as a content area were highly endorsed by WSU faculty in both Faculty Survey 1 and the Faculty Survey on HIPs.

In the proposed model, every course in the Perspectives Column includes Diversity/Global Learning as both a content and pedagogical expectation. Additional areas of the general education model have opportunities to also integrate Diversity/Global Learning into course proposals as this HIP was highly endorsed by campus.

Writing Intensive as a HIP

AAC&U defines Writing Intensive as courses that “*emphasize writing at all levels of instruction and across the curriculum, including final-year projects. Students are encouraged to produce and revise various forms of writing for different audiences in different disciplines.*”

In the proposed model *Rhetoric and Inquiry* is required for all students (Comparable to ENGL Comp I in the current core), all 3 *Big Thinking, Big Ideas* courses are writing intensive, and in *Advanced Rhetoric and Inquiry* majors are asked to include a course that emphasizes writing instruction in the discipline or to require English Composition II (this practice exists in the current core).

Active Learning

Active learning occurs when students participate or interact with the learning process, as opposed to passively absorbing information. Active learning methods encompass many different varieties of classroom activities where students engage in thinking, discussing, investigating, and creating. For example Collaborative Projects is an Active Learning approach identified by AAC&U. Most HIPs identified by AAC&U include active learning, but even active learning practices not included in the AAC&U list of HIPs have documented benefits.³ One type of active learning that has been found to be valuable to students is to engage in the arts of creative practice,

In the proposed model *Creative Arts Inquiry* is an applied problem based inquiry approach that fosters creativity and places students in an active role in the learning process. It is anticipated that courses proposed for the new model of general education,

³ Theobald, et al., (2020). Active learning narrows the achievement gap for underrepresented students in undergraduate STEM. *Proceedings of the National Academy of Sciences*, 117(12), 6476–6483.

not just in the *Creative Arts Inquiry* area, but most areas, will include active learning practices.

ePortfolios as a HIP

AAC&U defines ePortfolios as being “*implemented for teaching and learning, programmatic assessment, and/or career development. Students collect their work over time, reflect on their growth, and share items with professors, advisors, and potential employers. Because collection over time is an element of the ePortfolio process, students make connections between various educational experiences.*”

In the proposed model ePortfolios are being considered as part of *The First Year Journey*, plus all writing intensive classes. Their use will also be considered in other areas as the assessment plan is created.

Integrative Learning According to the AAC&U

AAC&U defines integrative learning as “*an understanding and a disposition that a student builds across the curriculum and co-curriculum, from making simple connections among ideas and experiences to synthesizing and transferring learning to new, complex situations within and beyond the campus.*” General education teaches foundational skills such as critical thinking and communication, that support majors which are more specialized. But students need training in transferring skills and knowledge from *general education to their major*. Integrative experiences provide students the opportunity to consider how they acquire knowledge and explore the connections between general education and their major.

In the proposed model, Integrative Learning is designed to be a component in the *Investigating Complex Problems*, as well as in the *Integrative Experience*, an upper level major class where students can reflect on how general education is linked to the major. The *Integrative Experience* is an addition to the version of the model shared in September that SCORE will be seeking campus feedback on in the coming weeks. While we imagine the *integrative experience* could live in an upper level major course, we need time to talk with departments and programs on how this component would best be addressed.

Practical Considerations

While most decisions made by SCORE were evidence based, some needed to address the parameters of varying expectations.

Size

AUC’s charge dictated that SCORE should “*Develop a framework for a general education program that students will complete as part of their (undergraduate) degree*

requirements, with a goal of no more than 40 credit hours. [emphasis added] (see Appendix A). The NECHE Standards for Accreditation state that “[t]he institution ensures that all undergraduate students complete at least the equivalent of 40 semester credits in a bachelor’s degree program... in general education.” Furthermore, some majors at WSU require up to 72 credits. Therefore SCORE sought to keep general education as close as possible to 40 credits to balance having a comprehensive, valid, and effective general education curriculum, with the need to accommodate large majors and students wishing to double major.

The proposed model includes 41 credits of General Education, plus the possibility of additional credits within a major. This is the equivalent of only 13 classes. A general education program of only 41 credits can only accomplish a limited number of goals. Each area in the Proposed model is clearly linked to at least one of the 4 Broad Learning Goals.

Timing

At WSU there are varying requirements for sequencing within majors, resulting in some majors completing general education requirements early, others later, and some requiring all general education be taken in the same semesters, and others requiring general education to be spread out across many semesters.

The proposed model offers flexibility with respect to timing and sequencing. There are only two requirements related to sequencing: *First Year Journey* must be taken prior to *Big Thinking, Big Ideas* courses, and *Advanced Rhetoric and Inquiry* must be taken after *Rhetoric and Inquiry*.

Necessary Courses due to Accreditation or State Requirements

Majors often require courses outside of the major department, and often these courses are offered in the core curriculum. Sometimes these requirements are due to accrediting agencies. According to a survey of WSU Department chairs (Summer, 2022), the courses most often required in the current core are Introduction to Psychology, Elementary Statistics, and English Composition I.

Massachusetts’ Board of Higher Education equity agenda dictates all students take *Math* and *English* in their first year. Massachusetts’ Board of Higher Education also dictates requirements for Civic Learning for all students at a state college or university.⁴

The proposed model includes a Math (*Inquiry into Patterns, Data and Reasoning*) and English (*Rhetoric and Inquiry*) which can be taken in the first year. It also includes *Civic Learning*, as well as places where Introduction to Psychology (*Individual and Culture*),

⁴ MA Equity Agenda <https://www.mass.edu/strategic/equity.asp> MA Civics Agenda <https://www.mass.edu/strategic/civic.asp>

[Elementary Statistics \(Inquiry into Patterns, Data and Reasoning\)](#), and [English Composition I \(Rhetoric and Inquiry\)](#) fit.

Massachusetts Transfer Pathway and NECHE Standard 4.17

The Massachusetts transfer pathway guarantees 34 credits of the general education/distribution/core requirements at any Massachusetts public higher education institution can transfer with the receiving institution being able to add no more than 6 additional credits.⁵ At least on the surface, the courses required for the transfer pathway assume a very traditional distributive core curriculum:

Credits	Subject Areas
9	Behavioral and Social Sciences
9	Humanities and Fine Arts
7	Natural of Physical Science
6	English Composition/Writing
3	Mathematics/Quantitative Reasoning

The NECHE Standards of Accreditation dictate “*The general education requirement in each undergraduate program ensures adequate breadth for all degree-seeking students by showing a balanced regard for what are traditionally referred to as the arts and humanities, the sciences including mathematics, and the social sciences” [emphasis added].⁶ A close inspection of the transfer pathway requirements reveal that they are not equally balanced.*

The proposed model of general education offers flexibility. It can meet the Transfer Pathway distribution, and it can offer a balanced regard for the traditional areas, as well as include new and innovative components, such as *Wellness* and *Investigating Complex Problems*.

Components Fulfilled as part of the Major

As General Education programs have been revised across the higher education landscape, research has shown tremendous value in demonstrating a clear link or bridge between the work of general education and a major. In the process of applying for a Davis Foundation Grant, SCORE was asked specifically to discuss the ways the proposed general education program intersects with the major. In our proposed model we have identified two components that connect general education to the major, *Integrative Experiences* and *Advanced Rhetoric and Inquiry*.

⁵ <https://www.mass.edu/masstransfer/gened/home.asp>

⁶ https://www.neche.org/resources/standards-for-accreditation#standard_four

In the proposed model, *Integrative Learning* is designed to be a component in an upper level major class where students can reflect on how general education is linked to the major and *Advanced Rhetoric and Inquiry* captures the work started by the English Department when the composition requirements were changed in the current core. These components are an addition to the version of the model shared in September. SCORE will be seeking campus feedback in the coming weeks on this specific section of the proposed model. While we imagine the *integrative experience* could live in an upper level course and many departments have included a discipline specific writing course or require Comp II, SCORE needs time to talk with specific departments and programs on how this component would best be addressed.

Timeline

Successfully revising general education takes time! So despite having worked for 21 months, SCORE is still in the infancy of its work. As this model is being reviewed SCORE will begin to plan for professional development opportunities and plan its approach to the development of Specific Learning Outcomes and a robust plan for assessment. This work will be facilitated by SCORE, but both specific learning outcomes and assessment plans will emerge from extensive collaboration with faculty.

In the Spring of 2023 Professional Development opportunities will be offered to faculty as the HIPs and Specific Learning Outcomes will begin to go through the governance process. The work in the Spring of 2023 and Summer of 2023 will be funded by a grant of more than \$290,000 from the Davis Education Foundation. The intent of the grant is to support the offering of internal and external professional development, fund faculty course development work, and the creation of a model of a faculty institute as the new general education curriculum is implemented.

The following year, Fall 2023, and Spring 2024, will focus on populating the general education curriculum and course proposals will begin to go through governance. It is hoped that the first cohort of students to experience WSU's new general education program will be in the fall of 2024.

"The new education must prepare our students to thrive in a world of flux, to be ready no matter what comes next. It must empower them to be leaders of innovation and to be able not only to adapt to a changing world but also to change the world."

Cathy Davidson *The New Education: How to revolutionize the university to prepare students for a world in flux* (2017)

More Information

For more information visit the Library's website <https://lib.westfield.ma.edu/SCORE>, or you can communicate with SCORE using GenEdReform@westfield.ma.edu.

Appendix A: SCORE's Charge

Proposal: Special Committee On Reforming General Education(SCORE)

Charge: The Special Committee On Reforming General Education (SCORE) will be responsible for reimagining and redesigning general education at Westfield State University. SCORE is charged with establishing a process for their work that is collaborative and inclusive, and any recommendation from the committee will be submitted to the All University Committee for full consideration by the governance process. When appropriate, SCORE will consult with the leadership of the University Efficiency Analysis Advisory Committee and will take their recommendations into account. SCORE is established as a Special Committee under the provisions of the Collective Bargaining Agreement. SCORE's tasks are focused on making recommendations on a new general education program.

SCORE will:

Develop a framework for a general education program that students will complete as part of their (undergraduate) degree requirements, with a goal of no more than 40 credit hours.

Develop a guide, with collaboration with the campus community, for the assessment of what we want our students to learn in their general education coursework.

Recommend a process and timeline for populating the new general education program with existing and new courses.

Recommend a structure for how the new general education program will be coordinated and assessed.

Committee Structure:

- 12MSCA members (broad representation from different domains of knowledge as stipulated by New England Commission of Higher Education (NECHE), and at least 1 MSCA Librarian)
- 5 Presidential appointees from Academic Affairs with at least 2 being APA members.
- 2students

Appendix B: SCORE's Process Principles

STUDENTS: Prioritize students, first and always.

ENGAGEMENT: Engage and collaborate with all relevant stakeholders, including historically marginalized groups. Listen genuinely.

COMMUNICATION: Ensure open, straightforward, and frequent communication throughout the process.

CULTURE: Build a campus wide culture that values general education and generates excitement about general education.

RESPONSIBILITY: Move the process forward with careful consideration of the impact of general education on the campus community.

RESOURCES: Advocate for resources to support general education in the short and long term.

ASSESSMENT: Support the development of meaningful ongoing gen ed assessment.

ALIGNMENT: Align work with WSU mission, vision, and values.

EQUITY: Prioritize equity in all that we do.

TIMELINE: Establish a timeline for the development and implementation of the general education program.

RESEARCH: Support recommendations with research and data.

SUSTAINABILITY: Establish mechanisms and structures for a sustainable, innovative, and adaptive general education program.

Appendix C: SCORE's General Education Design Principles

Our general education will:

- **Prioritize Justice, Equity, Diversity, Inclusion, and Accessibility:** These values will inform the general education design.
- **Value Clarity in Design and Purpose:** General education will be easily navigable, straightforward to all constituencies, and convey a clear sense of purpose.
- **Generate Excitement:** General education will promote recruitment, retention, and include classes students are excited about taking and faculty are excited to teach.
- **Integrate Flexible and Responsive General Education Assessment:** We will make our goals for general education clear and use assessment to take action to improve student learning, ensuring a healthy campus culture of assessment.
- **Promote Integrative Learning:** An effective general education curriculum creates opportunities for students to reflect on their learning, make connections, and to practice solving complex problems using disparate concepts, knowledge, and skills from multiple disciplines.
- **Provide Opportunities for Varied Ways of Understanding and Solving Problems:** The general education curriculum will provide students with opportunities to practice various modes of inquiry that span disciplines, to define and tackle complex problems, and to create new knowledge and solutions.
- **Be relevant and structured purposefully:** general education should be relevant to students' majors and future beyond college and students should practice complex skills and proficiencies throughout their undergraduate career.

Appendix D: SCORE's Assessment Principles

The purpose of general education assessment at Westfield State University is to gather information that will inform the actions we take to support faculty in their work to improve teaching and learning in general education. In stating the following guiding principles, we recognize that general education assessment is one component of WSU's broader assessment processes.

Effective assessment of teaching and learning in general education requires that our practices are guided by the following **principles**:

- Assessment will always be faculty driven, building on faculty experience and expertise, as well as the work that faculty, departments, and programs already do to assess student learning in general education.
- Our work will be informed by scholarship on assessment and teaching and learning within and across disciplines.
- Assessment will clearly connect to the mission of our institution and the goals we hold for student learning in our general education program.
- The methods of assessment we use will be flexible enough to incorporate different approaches disciplines take in gathering information about student learning.
- We will use assessment to build community in order to support faculty development and teaching. Information will be presented in the aggregate so that no individual faculty or courses can be identified, to keep the focus on our shared responsibility for improving student learning in general education.
- We will support assessment by providing adequate resources, time, and professional development for participating adjunct and tenure-track faculty and staff; by facilitating reflection and conversation across disciplines; and by recognizing assessment as a scholarly activity.
- We will regularly review and adapt our assessment structures as needed to ensure that they are actually helping us improve student learning.
- General education assessment will work within governance structures as outlined in the MSCA/BHE Agreement and coordinate with the Curriculum Committee as they conduct university-wide studies of the overall academic program and consider and propose major changes in the curriculum design.

In support of these principles, we will use our general education reform process **to lay the groundwork for our general education assessment practices** as we:

- Initiate conversations about what we want for our students, working across disciplines to define clear goals for our general education program and general education courses.
- Consider a variety of methods of general education assessment (eg., course-based, program-level, portfolios, student surveys, etc...) and engage with faculty, staff, and students across campus to make decisions about the methods that will work best for Westfield State University.
- Put in place clear, manageable, structural incentives to ensure that we are actively conducting assessment of student learning in general education.

Appendix E: SCORE's Proposed Model of General Education

SCORE's Proposed Model of General Education

Westfield State Journey	Critical Analysis and Inquiry	Investigating Complex Problems	Perspectives
<p>Through these courses, students acquire the skills and knowledge necessary to navigate academic inquiry and grow as healthy, self-aware, creative, curious and confident individuals. These courses include self-reflective practices as well as the opportunity to learn alongside an engaged community of learners.</p>	<p>By taking courses in this area, students learn to identify and pursue meaningful questions in classes that focus on specific approaches to critical and creative thinking. They practice using varied tools and methodologies as ways of knowing and evaluating sources of information to draw conclusions and communicate effectively.</p>	<p>These courses build on the skills and ways of knowing introduced in the <i>First Year Journey</i>. Students explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge. Students acquire the ability to describe the multiple dimensions of a complex problem and pose fruitful questions. In the pursuit of answers, they critically evaluate sources of information and apply logical reasoning, critical thinking, and appropriate methodology to draw conclusions. These courses focus on process and are writing and information literacy infused.</p>	<p>In these courses students develop cultural competence and an understanding of civic democracy in order to effectively collaborate, communicate, and participate within and across diverse local and global communities. Students acquire skills to critically analyze social structures and contrasting viewpoints, explore how to act and communicate as conscientious, ethical, and responsible community members who are concerned about social justice, and care for others and the planet. These courses are Diversity/Global Learning infused.</p>
<p>First Year Journey: Academic Inquiry (3 Credits) Uses an interesting question or topic to develop students' academic skills and expose them to WSU's values, culture, and resources.</p>	<p>Rhetoric and Inquiry (4 Credits) Introduces students to the practice of producing texts for different rhetorical occasions.</p>	<p>Big Thinking, Big Ideas Anchored in Mathematics, Computing Sciences, and Natural Sciences (3 Credits) Students explore and tackle complex, authentic problems drawing on diverse perspectives and modes of inquiry, the primary being mathematics, computing sciences or natural sciences.</p>	<p>Individuals and Culture (3 Credits) Students acquire a broad understanding of the social, environmental, and historical influences that shape us as individuals and affect how we interact with other persons and groups.</p>
<p>Wellbeing: Caring For the Holistic Self (3 credits: 1.5 credits x 2 classes) By completing two 1.5 credit <i>Wellbeing</i> courses students will acquire skills that foster wellbeing and resilience, and enhance lifelong success.</p>	<p>Inquiry into Patterns, Data and Reasoning (3 Credits) Students learn how and why mathematical ideas, concepts, and reasoning empower us to understand patterns, structures, and data to shape and form the world around us.</p>	<p>Big Thinking, Big Ideas Anchored in Arts and Humanities (3 Credits) Students explore and tackle complex, authentic problems drawing on diverse perspectives and modes of inquiry, the primary being in the Arts and Humanities.</p>	<p>Social Groups and Culture (3 Credits) Students acquire the skills to critically analyze social structures and contrasting viewpoints about people, societies, aesthetics, environments, historical periods, and cultures.</p>

	<p>Creative-Arts Inquiry (3 Credits) Students engage in arts or creative practice to discover, describe, and analyze topics for applied problem-based inquiry with the goal of making new connections in original ways. A total of 3 credits is required but courses can be offered ranging from 1 to 3 credits.</p>	<p>Big Thinking, Big Ideas Anchored in the Health and Social Sciences (3 Credits) Students explore and tackle complex, authentic problems drawing on diverse perspectives and modes of inquiry, the primary being in Health Science and Social Sciences.</p>	<p>Civic Learning (3 Credits) Provides civics education in order to promote civic service and civic knowledge—and to prepare students for the duties of citizenship.</p>
	<p>Inquiry into the Natural World (4 Credits) Students will explore science as a way of knowing the natural and physical world via scientific inquiry</p>		<p>Power and Perspectives (3 Credits) Prepares students to critically analyze and engage in social justice issues. Prejudice reduction and collective action are emphasized.</p>
<p>Components fulfilled as part of Major * <i>(work -in-progress, department feedback is still being sought)</i></p>			
<p>These components will help students see connections between WSU’s General Education and their major, and they may be integrated into an existing course. Direct connections between the majors and general education are evidence based, high impact practices that many contemporary general education models employ to demonstrate relevance to students and stakeholders.</p>			
<p>Integrative Experience (credits determined by major) As part of a major upper level course, students reflect on what they learned in general education courses and consciously integrate and apply that learning within the context of their major.</p>	<p>Advanced Rhetoric and Inquiry (credits determined by how majors address this requirement) Students complete a course in or outside of their major that develops students’ abilities to write, read and communicate in discipline-specific ways.</p>		

Proposed General Education=41 Credits

** SCORE will be seeking feedback from departments on these two components both during specific learning outcome and assessment conversations as well as directly to better understand the role these components will play on campus as SCORE moves forward with its work.*

SCORE's Proposed Model of General Education

Westfield State Journey	Critical Analysis and Inquiry	Investigating Complex Problems	Perspectives
Learn to navigate academic inquiry and grow as healthy, self-aware, creative, curious and confident individuals.	Focus on specific approaches to critical and creative thinking and practice using varied tools and methodologies as ways of knowing and evaluating sources of information.	Explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge.	Develop cultural competence and an understanding of civic democracy in order to collaborate, communicate, and participate within and across diverse local and global communities.
First Year Journey: Academic Inquiry (3 Credits)	Rhetoric and Inquiry (4 Credits)	Big Thinking, Big Ideas Anchored in Mathematics, Computing Sciences, and Natural Sciences (3 Credits)	Individuals and Culture (3 Credits)
Wellbeing: Caring For the Holistic Self (3 credits: 1.5 credits x 2 classes)	Inquiry into Patterns, Data and Reasoning (3 Credits)	Big Thinking, Big Ideas Anchored in Arts and Humanities (3 Credits)	Social Groups and Culture (3 Credits)
	Creative-Arts Inquiry (3 Credits)	Big Thinking, Big Ideas Anchored in the Health and Social Sciences (3 Credits)	Civic Learning (3 Credits)
	Inquiry into the Natural World (4 Credits)		Power and Perspectives (3 Credits)
Components fulfilled as part of Major *			
Integrative Experience (credits determined by major)\$	Advanced Rhetoric and Inquiry (credits determined by how majors address this requirement)		

The following pages are preliminary (and slightly messy) descriptions of the areas. Descriptions will be clarified during the process of developing Specific Learning Outcomes and Assessment Plans.

Westfield State Journey

Through these courses, students acquire the skills and knowledge necessary to navigate academic inquiry and grow as healthy, self-aware, creative, curious and confident individuals. These courses include self-reflective practices as well as how to practice learning alongside an engaged community of learners.

First Year Journey: Academic Inquiry

(3 Credits)

This course draws on the passions, expertise, and creative interests of an enthusiastic professor to investigate cutting-edge material related to an intellectual interest. Unlike a first-year survey course that tries to give an overview of an entire field or discipline, each *First-Year Journey* class examines a particular question or topic in depth and from multiple points of view in order to help students develop college-level academic skills. Students will be introduced to WSU's culture, values, and opportunities as they interact with peers and faculty who share a common intellectual interest or collectively learn about a new discipline. This course is a place where students are challenged and supported to develop the skills needed to engage deeply and critically with complex materials; to take risks; to reflect on strengths, passions and goals; and to begin to develop a vision for their journey through Westfield State University. A wide variety of intellectual interests will be offered and students will not be required to have experience with the interest for this shared intellectual journey.

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Introduce campus culture, values, and opportunities as the class explores a specific topic (proposed by faculty across disciplines) in all of its complexity.
- Make connections with other students and faculty to work collaboratively on a project, explore a new discipline, or expand on an existing intellectual passion.
- Practice intellectual discovery and creative accomplishment that models multiple modes of representation, engagement, action, and expression.
- Engage in an active learning community with faculty, peers and other supports to learn about the processes of academic life, resources on campus, and to establish a supportive network to their academic inquiry while at WSU.
- Create a portfolio of work that demonstrates their holistic skills and information literacy in relation to academic and career pathways.
- Develop a well-rounded sense of community and personal identity both inside and outside of the classroom.

- Develop college-level academic skills that they will build on in their BTBI classes, and demonstrate an awareness of the resources available to support these academic approaches.

Wellbeing: Caring For the Holistic Self

(3 credits: 1.5 credits x 2 classes)

Students will select two 1.5 credit courses that focus on the body, mind and spirit. Students will complete 2 wellbeing units to ensure exposure to a breadth of skills. Equipping students with a tool kit of skills to foster wellbeing and resilience will enhance mental, social, emotional, physical, and academic success, and help students to react adaptively to life's challenges. This area includes reflective, metacognitive, and kinesthetic practices that support physical, mental and/or social-emotional well-being; The skills learned will foster attitudes and behaviors that enhance confidence for life-long self-care, such as self-management, self-awareness, responsible decision-making, relationships skills, social awareness, and positive self-care. These courses will be anchored in active learning.

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Define the wellness outcomes for the course, as described in the definition of this area, and how specific content will be meshed with wellness.
- Identify social and emotional learning skills to be practiced and developed. Social and emotional learning includes self-awareness, self-management, social awareness, responsible decision making, and relationship skills.
- Have defined reflective and/or metacognitive practices or engagement relevant to wellness outcomes and social and emotional learning skills throughout the course.
- Courses in this area are encouraged to include kinesthetic outcomes and or pedagogies. These should be identified if included. Kinesthetic and tactile requires physical and bodily movement and/or manipulation of objects/touch to learn.

Possible Examples: Relaxation Techniques, Journaling, Stress Management, Financial Literacy and Health, Nutrition and Exercise, Mindfulness, Science of Sleep, Exercise class could also be included if they include the metacognitive components outlined below, e.g., Pickle Ball, Aerobics.

Recommended In the Major

Integrative Experience

(credits determined by major)

As part of a major upper level course, students have an opportunity to reflect on what they learned in general education courses and consciously integrate and apply that learning within the context of their major. As part of the integrative experience, students will complete an artifact that bridges general education with the major by addressing a reflective question, such as "What has my learning in the General Education Curriculum contributed to my education and how is that learning related to my major and other learning experiences?"

**This should be part of an existing course or a new stand-alone major course.*

Critical Analysis and Inquiry

By taking courses in this area, students learn to identify and pursue meaningful questions in classes that focus on specific approaches to critical and creative thinking. They practice using varied tools and methodologies as ways of knowing and evaluating sources of information to draw conclusions and communicate effectively.

Rhetoric and Inquiry (4 Credits)

Introduces students to the practice of producing texts for different rhetorical occasions. Students learn to situate an original argument within the framework of other speakers, practice critical inquiry, and understand conventions associated with a range of rhetorical genres.

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Produce texts for different rhetorical occasions and varied audiences
- Use feedback to write/revise in stages
- Critically evaluate sources; summarize and work with sources/incorporate texts into writing
- Communicate effectively
- Formulate arguments
- Practice critical inquiry
- Pay attention to genre conventions; write formally and informally
- Demonstrate meta-cognitive thinking

Inquiry into Patterns, Data and Reasoning (3 Credits)

Discover how and why logical, mathematical, and computational ideas, concepts, and reasoning empower us to understand pattern, structure, data, to shape and form the world around us.

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Engage in logical, mathematical, and/or computational thinking and logical reasoning.
- Understand the connections between logic, mathematics, data analysis, computation, and humanistic pursuits.
- Consider ways in which logic, mathematics, data analysis, and computation are used to solve real world problems in a variety of disciplines.
- Evaluation and interpretation of data.
- Learn fundamentals of structuring logical, mathematical and computational arguments and proofs.

Creative-Arts Inquiry (3 Credits)

Students engage in arts or creative practice to discover, describe, and analyze topics for applied problem-based inquiry with the goal of making new connections in original ways.

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Engage in arts or creative practice to discover, describe, and analyze topics for applied problem-based inquiry where there are frequent opportunities to take risks and make mistakes in an environment where mistakes are valued as part of the active learning process
- Recognize or use connections between existing ideas, methods, or materials with the goal of making new connections in original ways.
- Think and work in ways where alternate, divergent, or contradictory perspectives, methodologies, or ideas are used to solve problems.
- Critically evaluate artistic and creative expressions.
- Practice creative thinking or problem-solving.
- Appreciate or practice the technical skill, process, feedback, revision/refining/improvement involved in the generation of creative work.
- Engage in public presentations in the arts/creative expression campus or in the community.
- Use arts and creative expression as a mode of inquiry to make meaning and generate knowledge.

Inquiry into the Natural World (4 Credits)

Students explore science as a way of knowing the natural and physical world via scientific inquiry.

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Describe, evaluate, and communicate experimental results using appropriate technical, qualitative, and quantitative skills.
- Analyze and interpret data or theories about natural phenomena, using pertinent scientific terminology, principles, and theories.
- Synthesize theory, observation, and experimentation to understand the natural world through laboratory, simulation, or field experience.
- Assess science-related content in popular discourse, daily life, or scholarly research.

In or Outside of the Major

Advanced Rhetoric and Inquiry

(credits determined by how majors address this requirement)

Students complete a course in or outside of their major that promotes critical inquiry that builds upon the process-based, rhetorically-grounded foundation of *Rhetoric and Inquiry* and that further develops students' abilities to write, read, and communicate in discipline specific ways. Students learn strategies to locate, analyze, and synthesize research in rhetorically effective, genre- or discipline-specific ways. Students complete a final portfolio whereby they demonstrate metacognitive reflection of the contents.

**This can be part of an existing course in the major that provides writing instruction or a course such as the current ENGL 204: Composition II*

Investigating Complex Problems

These courses build on the skills and ways of knowing introduced in the *First Year Journey*. Students explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge. Students acquire the ability to describe the multiple dimensions of a complex problem and pose fruitful questions. In the pursuit of answers, they critically evaluate sources of information and apply logical reasoning, critical thinking, and appropriate methodology to draw conclusions. These courses focus on process and are writing and information literacy infused.

Big Thinking, Big Ideas Anchored in Mathematics, Computing Sciences, and Natural Sciences (3 Credits)

Students explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge, the primary being in Mathematics, Computing Sciences or Natural Sciences.

Big Thinking, Big Ideas Anchored in Arts and Humanities (3 Credits)

Students explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge, the primary being in the Arts and Humanities.

Big Thinking, Big Ideas Anchored in the Health and Social Sciences (3 Credits)

Students explore and tackle complex, authentic problems drawing on diverse perspectives and theories, modes of inquiry, and domains of knowledge, the primary being in the Health Sciences and Social Sciences.

Perspectives

In these courses, students develop cultural competence and an understanding of civic democracy in order to effectively collaborate, communicate, and participate within and across diverse local and global communities. Students acquire skills to critically analyze social structures and contrasting viewpoints, explore how to act and communicate as conscientious, ethical, and responsible community members who are concerned about social justice, and care for others and the planet.

These courses are Diversity/Global Learning infused.

Individuals and Culture (3 Credits)

Students will acquire a broad understanding of the social, environmental, and historical influences that shape us as individuals and affect how we interact with other persons and groups.

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Demonstrate a broad understanding of human behavior as it exists within a social and environmental context.
- Identify the primary research methods employed by the discipline.
- Describe key/foundational concepts/theories related to JEDI (i.e. structural oppression, cultural resilience, and/or resistance to oppression).
- Examine and reflect on their own personal identity, with a particular emphasis on how one's identity is connected to society, power, and systems of power.
- Develop communication competencies that reflect an understanding of various cultural perspectives.

Social Groups and Culture (3 Credits)

Students will acquire the skills to critically analyze social structures and contrasting viewpoints about people, societies, aesthetics, environments, historical periods, and cultures.

Disciplines well suited for this area (not an exclusive list): Anthropology, Art, Economics, Education, English, EGST, GPS, Hispanic Studies, History, Management, Music, Political Science, Sociology, Theatre Arts

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Acquire a broader appreciation of values, beliefs, perspectives and cultures.
- Identify their own and other groups' values, norms, biases, or forms of representation, and recognize their implications.
- Ask questions about cultures, and seek answers that include multiple perspectives.
- Explore and practice ways to address significant issues involving social structure, social consciousness, and social change.

Civic Learning (3 Credits)

Provide civics education in order to promote civic service and civic knowledge—and to prepare students for the duties of citizenship.

Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Meaningfully engage in the democratic, civic process and society
- Develop an understanding of the United States, including its history and governmental traditions, other world societies, and the relationship(s) between and among these cultures and nations.
- Develop a critical understanding of the social and political values associated with democratic and civic institutions
- Understand the diverse ideologies (e.g., cultural, historical, economic, religious, sociological) that shape political systems and civic life.
- Develop the capacity to become informed and active society members, capable of working effectively with others to address local, national, or global issues.
- Explore privilege and positionality, and apply a critical lens to social structures that support or interfere with equity
- Understand the role of structural oppression and privilege that affects participation in civic and public life and decision-making.

Power and Perspectives (3 Credits)

Prepares students to critically analyze and engage in social justice issues. Prejudice reduction and collective action will be emphasized.

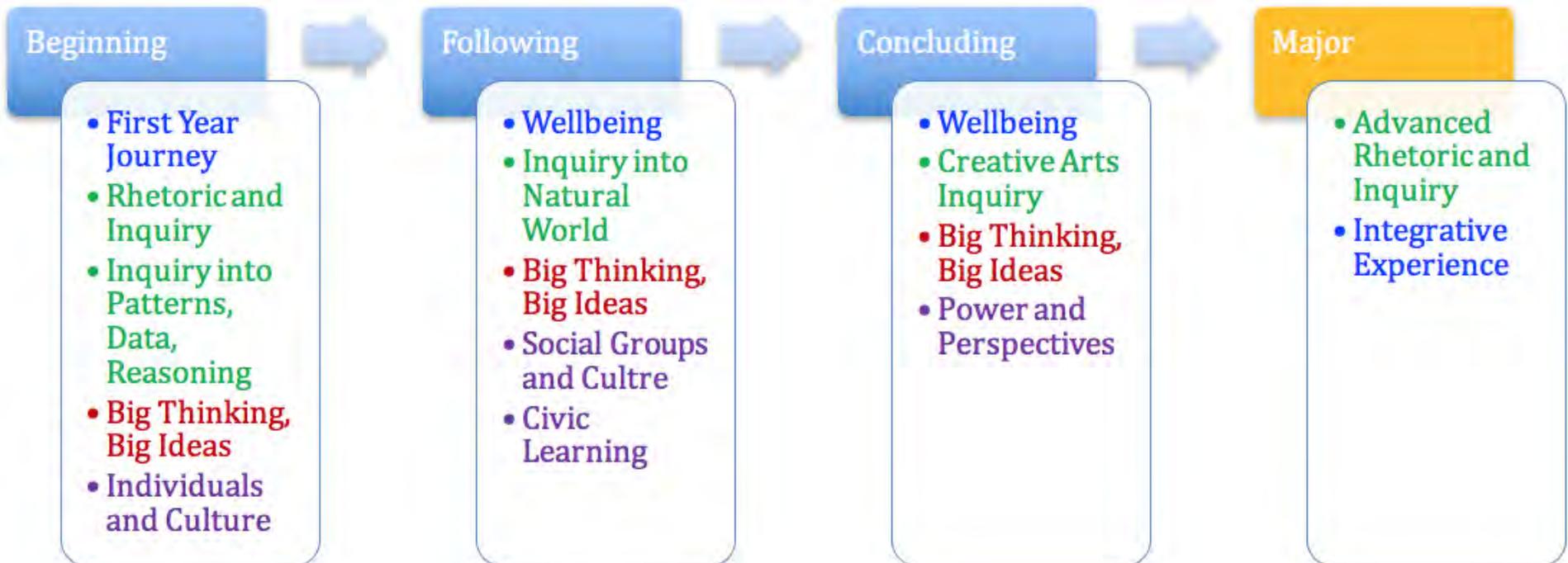
Preliminary expectations of the course that will be refined during the learning outcome and assessment generation process:

- Understand the concept of ethnocentrism, and the institutional, cultural, and structural factors of race, gender, ability, class, power and privilege that shape perspective and experience across intersectional identities.
- Demonstrate a shared understanding of their role in relation to power structures such as institutional and systemic racism, sexism, ableism, classism, cisgenderism, and heterosexism.
- Develop the ability to recognize and critique systems of oppression (i.e. racism, sexism, ableism, classism, cisgenderism, colonialism) and movements that challenge them, in historical and modern context, as well as national and transnational context.
- Practice discussing complex issues involving race, nationality, religion, gender, ethnicity, class, disability, or sexual orientation.
- Develop a better understanding and participate in dialogue about different experiences and perspectives in the WSU community, classes, and college experience; and commit to lifelong learning.
- Act as an agent of social change and promote social justice.

Typical Sequencing of General Education

The semester and year courses taken can vary, but the following is one suggested sequencing of General Education courses. There is tremendous flexibility and other than starting with the *First Year Journey* and concluding with *Integrative Experience* the order of courses is not strictly dictated. Only 2 Areas have Prerequisites: *Big Thinking, Big Ideas* must be taken after the *First Year Journey*. *Advanced Rhetoric and Inquiry* must be taken after *Rhetoric and Inquiry*.

Note. The Massachusetts State Equity Agenda mandates Writing (Rhetoric and Inquiry) and Mathematics (Inquiry into Patterns, Data and Reasoning) are taken in the first year. Additionally, the most common course required by majors and pre-requisite for other courses is Introduction to Psychology, which will be one of the offerings in “Individuals and Culture” which is why that is listed as “beginning.”.



Results of the Mission/Vision Values Survey

Mission Statement Advisory Committee

Committee Membership

MISSION STATEMENT ADVISORY COMMITTEE

- Nancy Bals, Athletics (APA)
- David Raker, PhD, Education (MSCA)
- Rebecca Morris, PhD, Academic Affairs (NUP)*

NECHE STANDARD 1 SUBCOMMITTEE

- Jesse Johnson, PhD, Mathematics (MSCA)*
- Robert Hayes, PhD, Psychology (MSCA)
- Kristie Knotts, Banacos, (APA)
- Jessica Holden, Nursing, (NUP)

Agenda

- New survey data from Community Partners
- Further analysis of original survey data
- New (qualitative) analysis of open-ended survey questions
- Recommendations

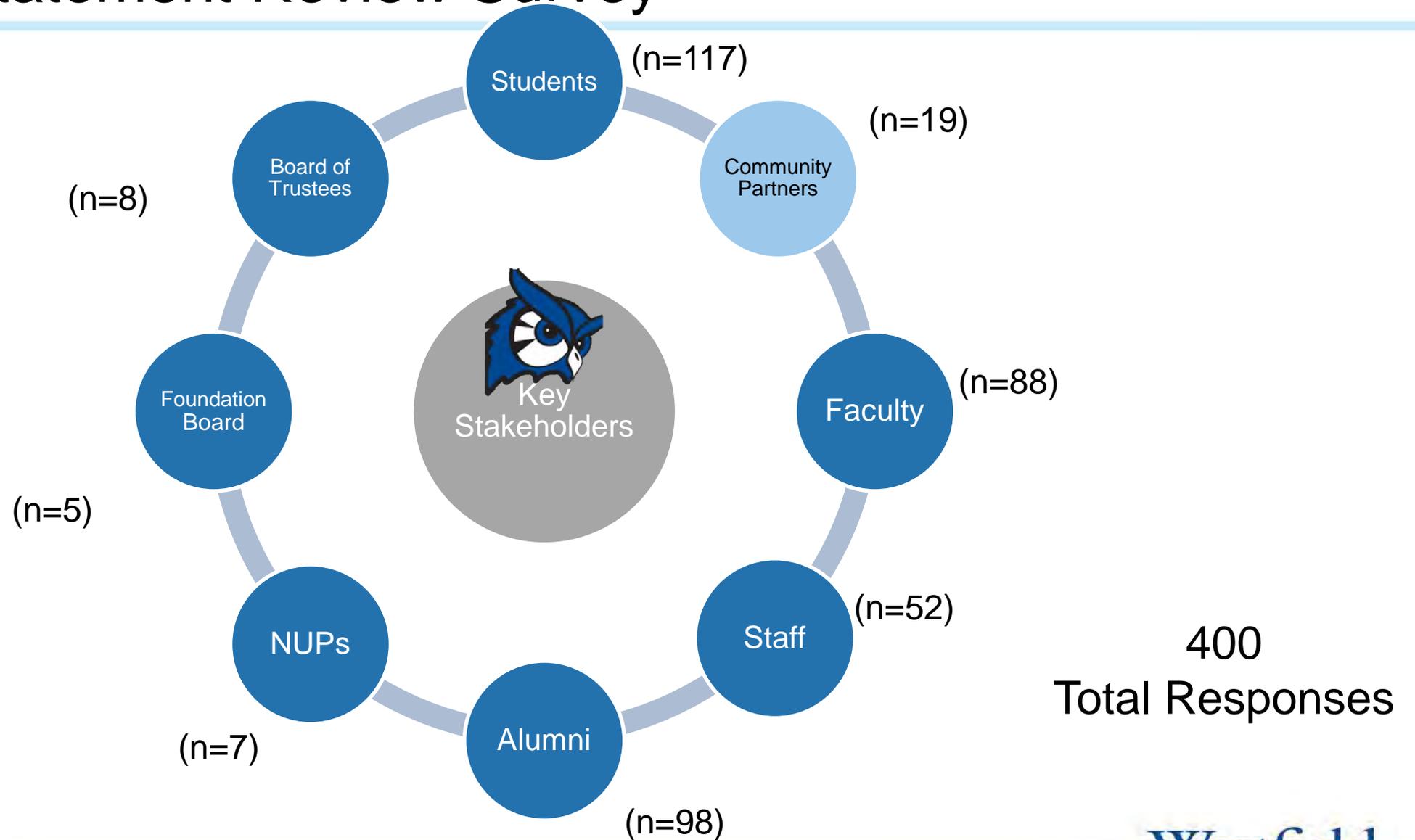
Findings to Date

- Stakeholders generally responded positively to the mission, vision, and value statements.
- Stakeholders were less positive on how well decisions of the institution were informed by mission, vision, and value statements.
- Stakeholders seemed to perceive that decisions and outcomes were not well aligned with mission, vision, and value statements.



Community Partners

Mission Statement Review Survey



Community Partners on Mission/Vision Statements

Table 2: Community Partners Responses on Mission & Vision

As a Percentage of Valid Responses										
	Offering accessible quality undergrad programs	Offering accessible quality undergrad programs in the liberal arts	Offering accessible quality programs in the sciences	Offering accessible quality programs in professional studies	Welcoming community	Focuses on student engagement and success	Contribute to the economic, social, and cultural	Developing responsible leaders and engaged citizens	Strives to be the premier public institution in the region	Commitment to student engagement and success
Extremely Well	39%	28%	22%	28%	17%	6%	22%	6%	11%	6%
Very Well	28%	28%	44%	22%	22%	44%	11%	39%	17%	39%
Somewhat Well	6%	6%	0%	6%	28%	17%	17%	11%	22%	11%
Neutral	28%	39%	33%	44%	33%	33%	22%	33%	39%	33%
Not Well	0%	0%	0%	0%	0%	0%	28%	11%	11%	11%
Well Score	72%	61%	67%	56%	67%	67%	50%	56%	50%	56%
Valid Responses	18	18	18	18	18	18	17	18	18	18
Other Stakeholders	79%	70%	71%	66%	70%	72%	60%	67%	59%	74%

Community Partners on Value Statements

Table 3: Community Partners Responses on Westfield State University Values

As a Percentage of Valid Responses					
	EMBRACE DIVERSITY	BUILD A STRONG COMMUNITY	ENGAGE IN THE OUTSIDE COMMUNITY	COLLABORATE WITH EACH OTHER	PROVIDE ACCESSIBLE EDUCATION
Agree Strongly	23.5%	17.6%	5.9%	5.9%	31.3%
Agree Somewhat	41.2%	23.5%	35.3%	11.8%	31.3%
Neither Disagree Nor Agree	11.8%	23.5%	5.9%	52.9%	31.3%
Disagree Somewhat	17.6%	17.6%	29.4%	5.9%	6.3%
Disagree Strongly	0.0%	11.8%	23.5%	11.8%	0.0%
Don't Know	5.9%	5.9%	0.0%	11.8%	0.0%
Agree Score	64.7%	41.2%	41.2%	17.6%	62.5%
Valid Responses	17	17	17	17	16
Other Stakeholders	73.7%	59.2%	59.5%	43.5%	71.5%



Analysis of Survey Data

Sample Bias and Moving Forward

- Overall, the demographics of the survey respondents do not resemble data found in the 2021-2022 Institutional Common Data Set, particularly with regard to genders and stakeholder groups.
- Statistical analysis demonstrates some inherent differences in the data when separated by gender or stakeholder group.
- There is sample bias present in the data, which is common with surveys.
- Moving forward, it is important to consider gender and stakeholder group as relevant information.

Examples

- Differences in data when compared to **female respondents**

Gender Identification	Comparing Averages	Comparing Range of Responses
Female	-	-
Non-binary	On average, reported opinions more toward “disagree.”	Respondents more likely reported “Strongly Agree” or “Strongly Disagree.”
Male	On average, reported opinions similarly.	Respondents more likely reported “Strongly Agree” or “Strongly Disagree.”
Prefer not to say	On average reported opinions more toward “disagree.”	Respondents more likely reported “Strongly Agree” or “Strongly Disagree.”

Examples

- Differences in data when compared to **student respondents**

Stakeholder Group	Comparing Averages	Comparing Range of Responses
Students	-	-
Alumni	On average, reported opinions far more toward “agree.”	Respondents more often reported “Strongly Agree” or “Agree”
Staff	On average, reported opinions more toward “disagree.”	Respondents more often reported “Strongly Disagree” or “Disagree.”
Faculty	On average reported opinions more toward “disagree.”	Range of responses similar.
Administrator	On average reported opinions more toward “disagree.”	Too few respondents for analysis.

Correlation Analysis

- Overall, the data were not surprising.
 - With regard to how well **WSU offers quality, accessible programs in the liberal arts, sciences, professional studies, and overall undergraduate programs**, participants in all stakeholder groups had opinions that were all agreeable or all disagreeable.
 - Opinions on how well **WSU uses the mission statement in its decisions** were not strongly associated with any other aspect of the survey.
 - Many respondents reported “Don’t Know” to how well WSU uses the mission statement in departmental decisions and curriculum design. (19% and 30%.)

Correlation Analysis

- Participants among all stakeholder groups show a strong tendency to report agreeable opinions of how well WSU **builds a strong community** with how well WSU **embraces diversity**.
- Student and alumni participants show a tendency to associate report opinions of how well WSU **fosters community** with how well WSU **offers quality undergraduate programs**.
- Participants in all stakeholder groups show a strong tendency to report agreeable opinions of how well WSU is **committed to student engagement and success** and how well WSU strives to be the **premier institution** in the Northeast region.

campus affordable professional
support diversity liberal
value equity community arts core
integrity students more strong
education student respect provide
work commitment academic other
learning westfield

Qualitative Analysis

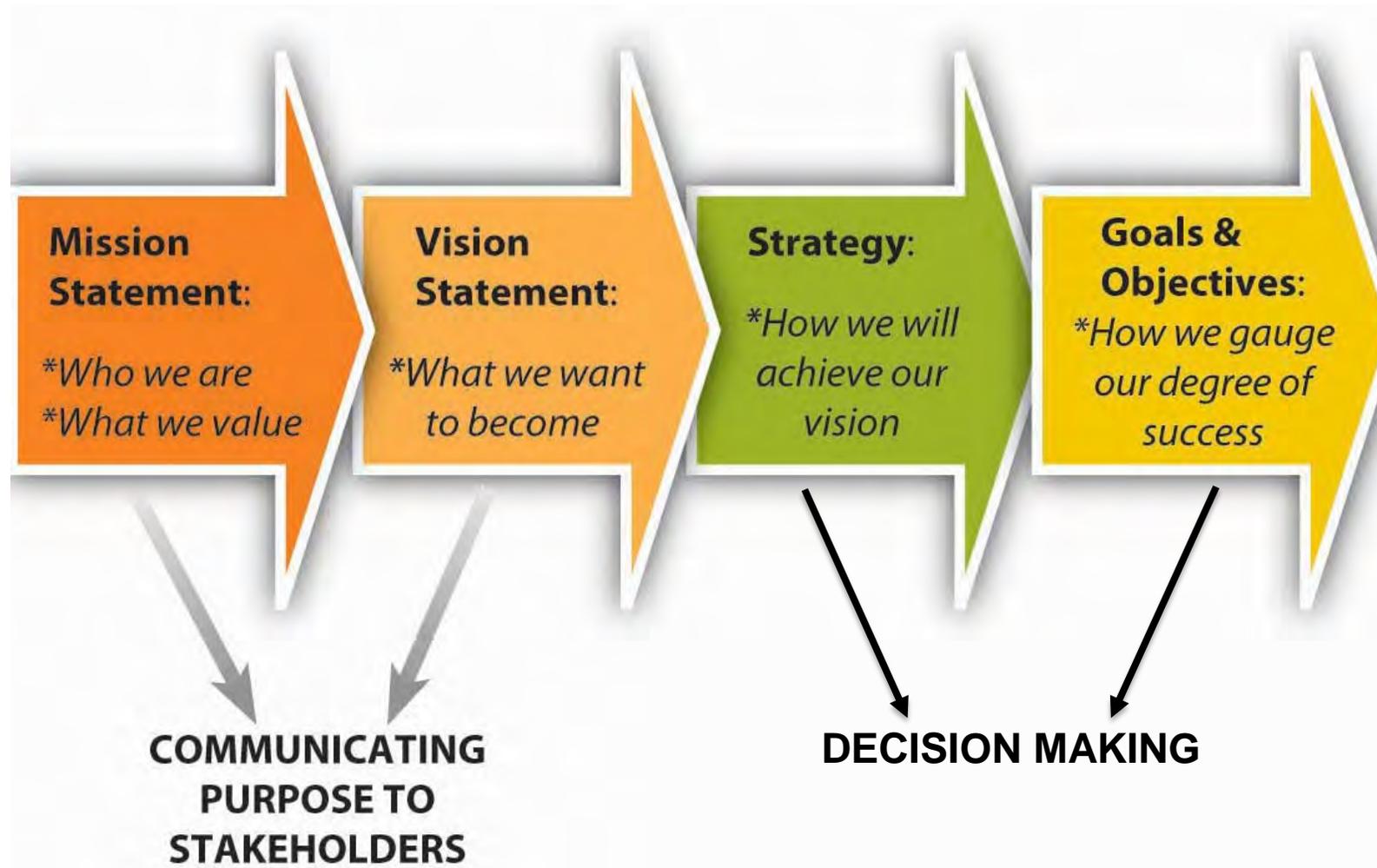
Most Frequently Named “Other Core Values”

Table 6: Most Frequently Named Other Core Values Respondents Would Most Like to See Associated with WSU

Values	Stakeholder Groups							TOTAL
	Administrators	Alumni	Community Partners	Faculty	Staff	Student	Trustee	
Justice, Equity, Diversity & Inclusion	7 (41%)	27 (68%)	2 (17%)	62 (64%)	25 (51%)	75 (56%)	5 (56%)	203 (57%)
Trust Collegiality, Openness, Transparency, Respect	2 (12%)	1 (3%)	4 (33%)	9 (9%)	1 (2%)	13 (10%)	2 (22%)	32 (9%)
Affordability	1 (6%)	6 (15%)	1 (8%)	9 (9%)	7 (14%)	20 (15%)	0 (0%)	44 (14%)
Community Engagement	2 (12%)	6 (15%)	5 (42%)	9 (9%)	7 (14%)	19 (14%)	1 (11%)	49 (9%)
Collaboration	5 (29%)	0 (0%)	0 (0%)	8 (8%)	9 (18%)	8 (6%)	1 (11%)	31 (9%)
Ethical	0 (0%)	1 (3%)	0 (0%)	4 (4%)	1 (2%)	1 (1%)	0 (0%)	2 (1%)
Total Coded Values	17	40	12	97	49	135	9	359

Are the Current Mission, Vision, and Value Statements Serving Their Purposes?

Relationship of Mission & Vision to Decision Making



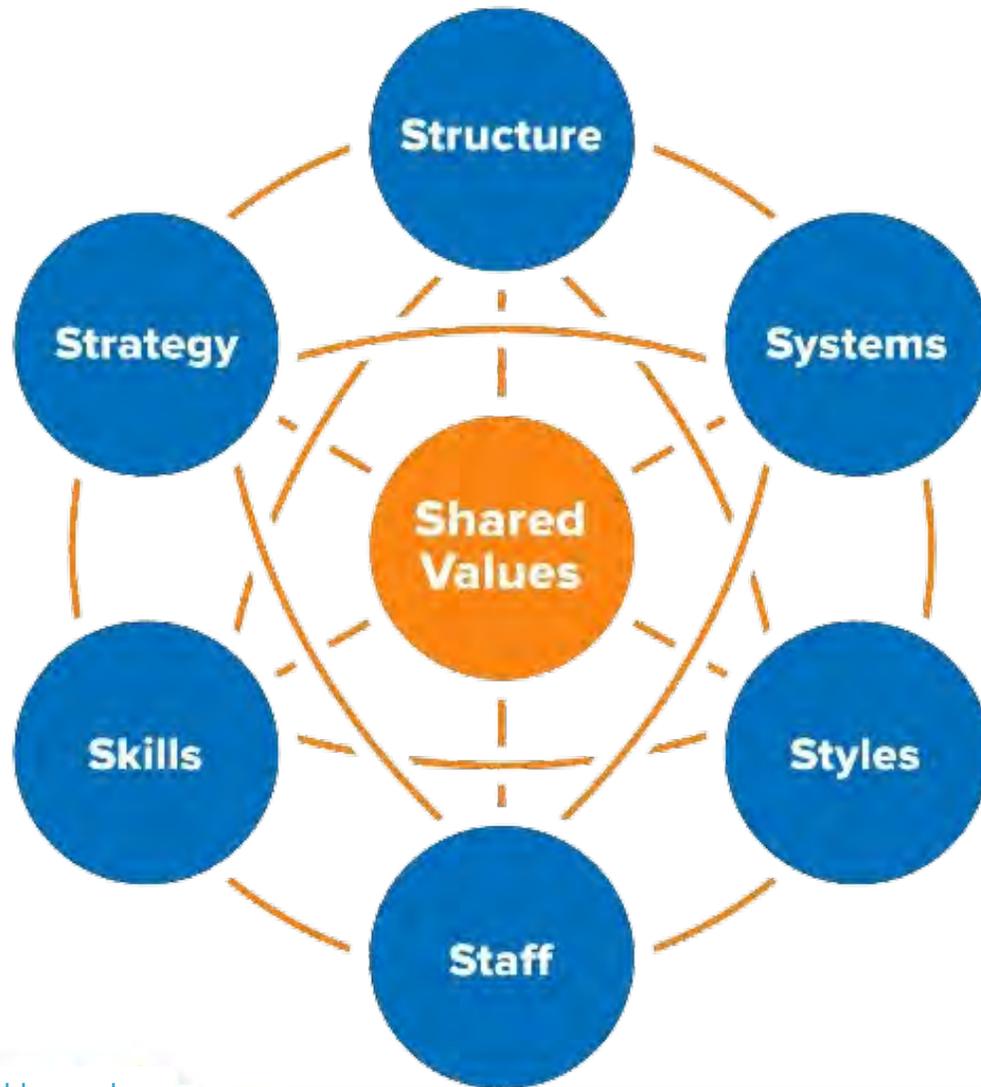
NECHE Standard One: Mission and Purposes

- 1.1 “The institution’s mission provides the basis upon which the institution **identifies its priorities, plans its future, and evaluates its endeavors.**”
- 1.5 “The institution periodically evaluates the content and pertinence of its mission and purposes, ensuring they are current and **provide overall direction in planning, evaluation, and resource allocation.**”

Neutral and Negative Responses on Relationship to Decision Making

Table 8: Responses to “How well do you feel the WSU mission/vision/values statements inform the decisions of WSU?”							
Percentage of Neutral and Negative Responses							
Decision	Admin	Alumni	Faculty	Staff	Student	Trustee	Total
Identifies its priorities	100%	74%	89%	100%	86%	86%	86%
Plans for the Future	100%	77%	94%	100%	81%	83%	87%
Evaluates its Endeavors	100%	74%	94%	100%	84%	100%	88%

McKinsey 7s Framework



For an organization to be successful, all 7 S's must be aligned and moving in the same direction



Recommendation

Recommendation

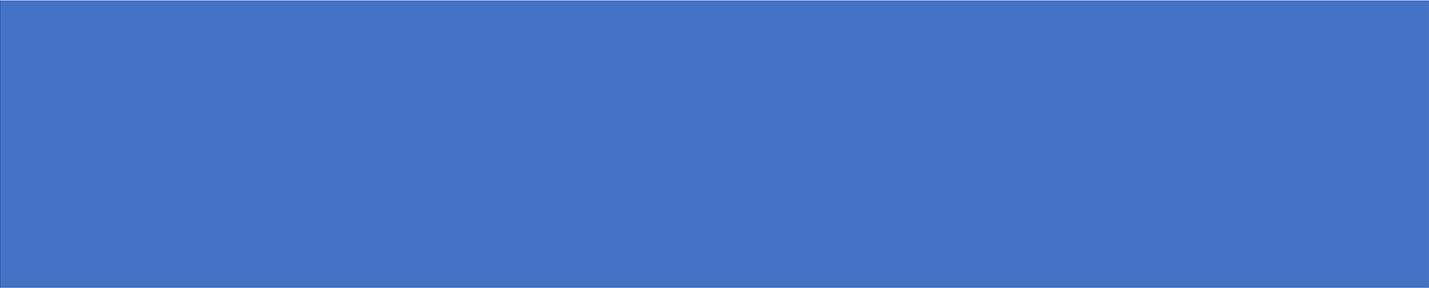
- Based on our research, the Mission Statement Advisory Committee recommends that the mission and vision statements be revised as Westfield State University prepares for its next strategic plan.
- Work is already underway on the values of the university with the Value-Based Culture Task Force

For the Mission Statement Revision

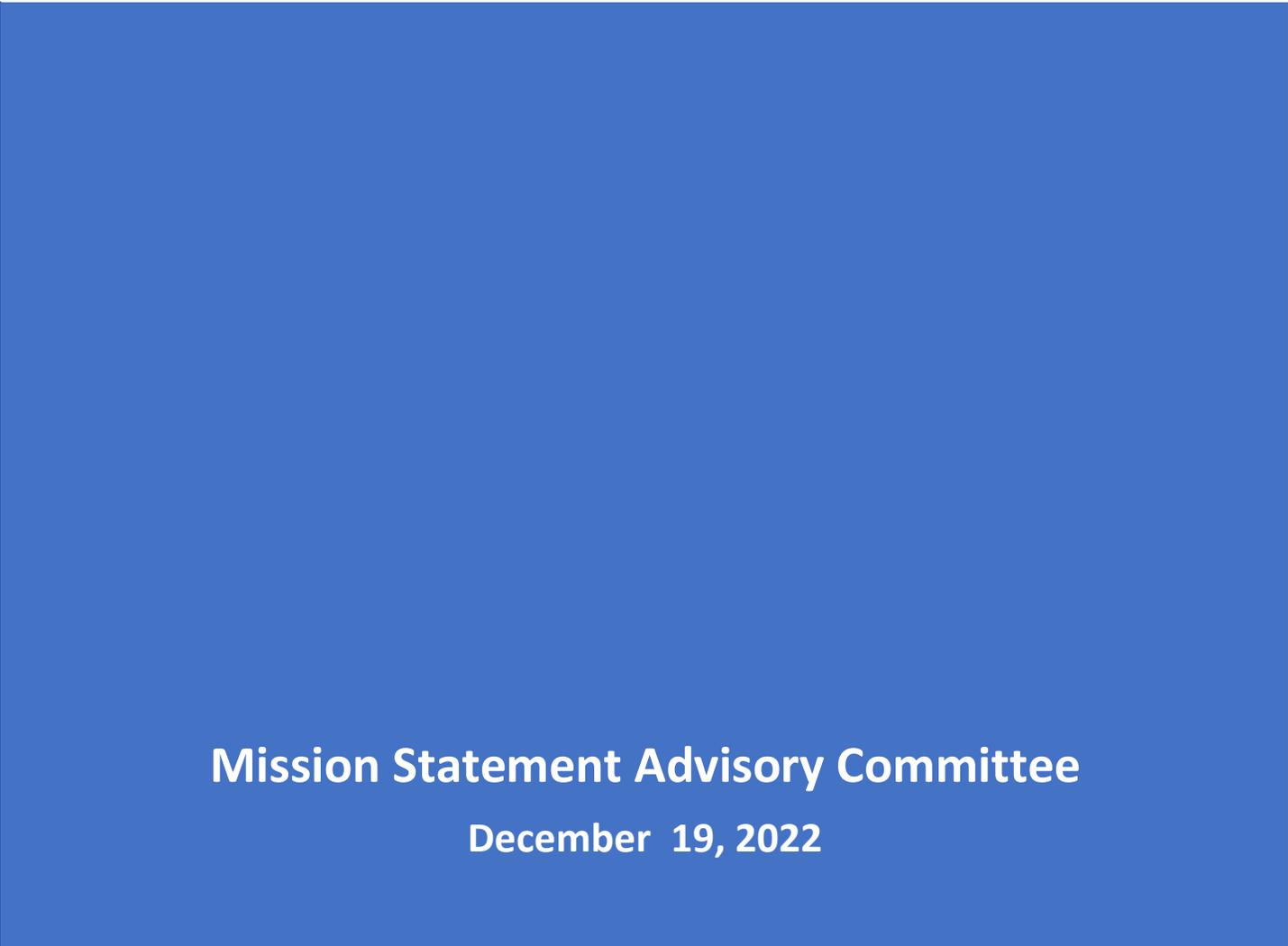
- Describe the students we plan to serve (NECHE 1.1)
- Focus on describing Westfield State University's distinctive character in the mission (NECHE 1.1)
- Use clear language so that the mission is well understood by both internal and external stakeholders (NECHE 1.4)
- Promote the mission to stakeholders and integrate it into decision making at all levels (NECHE 1.4)

For the Vision Statement Revision

- Include all stakeholders in identifying the strategic direction described in the vision (NECHE 1.4)
- Link planning, evaluation and resource allocation decisions to institutional progress on the vision (NECHE 1.4, 1.5)
- Communicate the vision to stakeholders to increase awareness of the institution's strategic direction
- Coordinate with individual units to ensure consistency of their plans with the vision (NECHE 1.4)



Addendum to Mission/Vision/Value Statement Survey Results Report



Mission Statement Advisory Committee

December 19, 2022

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Addendum to Mission/Vision/Value Statement Survey Results Report

Executive Summary

The Mission Statement Advisory Committee presented a preliminary report entitled “Mission/Vision/Value Statement Survey Results” to the Westfield State University Board of Trustees on October 12, 2022. This addendum adds the following:

- New survey data from Community Partners.
- In-depth analysis of the original survey data for Alumni, Faculty, Staff, Students, Administrators, Foundation Board and Board of Trustees stakeholders.
- New qualitative analysis of the open-ended survey questions for all stakeholders surveyed.
- Recommendations for next steps.

This report expands on the findings from the 380 responses to the mission statement survey. An additional 19 responses from Community Partners brings the total survey responses to 399 completed surveys. Surveys include responses from eight stakeholder groups—Administrators (NUPs), Alumni, Community Partners, Faculty (Full and Part-time), the Foundation Board, Staff, Students and members of the Board of Trustees. The first report (dated October 5, 2022) summarized the findings for the evaluation of the current Westfield State University mission, vision, and value statements for all eight stakeholder groups. The findings showed a positive response to the mission, a less positive response to the vision statement and a stronger positive response to the values statement. Further analysis was needed to better understand stakeholder perspectives on these strategic statements.

New Findings

Community Partners were surveyed and the 19 responses were analyzed in the same way as other stakeholders. The Community Partners expressed a strong positive response to the mission statement. We noted that 29.4% of the Community Partners respondents expressed a “Not Well” response when asked to evaluate WSU’s contribution to the economic, social, and cultural growth of the Northeast region. This negative perception from individuals external to the university may need to be addressed further through focus groups. The vision statement were more positive about the first portion of the vision statement regarding WSU as a premier public institution in the Northeast region. Community Partners were less positive on every value statement than all other stakeholders. The less positive response may reflect uncertainty as

some of the values may be difficult to evaluate from an external perspective. Community Partners were more positive when evaluating the economic, social, and sustainability contributions of WSU. This seems to contradict the earlier findings when evaluating similar concepts in the mission statement. Additional discussions may be needed to better understand the feelings of Community Partners.

Quantitative Analysis of survey responses was conducted to result in two key findings. First, the independence of stakeholder groups was examined. The statistical results indicated that the responses did not appear to be independent of the stakeholder identification of a surveyed individual. The non-independence of the responses indicated that an aggregate analysis of the data was not possible and that the level of analysis should be within each stakeholder group.

The statistical analysis also showed that although males and females tended to have similar average responses on the survey, females were more likely to select more neutral options in their responses while males were more likely to select extreme options.

The data indicates that WSU stakeholders believe that WSU is “stronger together.” Respondents tended to associate positive attitudes in program quality with positive opinions of WSU’s ability to engage students’ education and skills, and build a strong community.

Qualitative Analysis of open-ended questions used content analysis software to examine the open-ended responses to items requesting three other core values respondents would like to see associated with WSU and the single most important thing respondents felt would help WSU rise to the next level in terms of reputation and stature. The most frequently named core value that respondents would most like to see associated with Westfield State University was Diversity, Equity, Inclusion and Justice (across all stakeholders except Community Partners). The second frequently expressed value addressed Trust, Collegiality, Openness and Transparency with Students expressing a stronger desire to have these values associated with the university than other stakeholder groups.

The Single Thing question proved difficult to analyze as responses varying considerably among and between stakeholders. Two areas were identified as important for rising to the next level— Focus on Quality and New Academic Programs. Wide-ranging opinions and comments for this item made it difficult to draw much insight.

Recommendations

As was stated earlier, the survey results suggest that many stakeholders had positive perceptions of the mission, vision, and value statements. The committee asked the question of whether the current mission, vision, and value statements were serving their intended purposes in informing the strategic and operational decisions of the university. Mission and vision statements are intended to guide decision making throughout all levels of an organization. When the survey data on the decision items was more closely examined, the neutral and negative responses outweigh the positive ones. Respondents did not feel the decisions were informed by the

mission, vision, and value statements. The Mission Statement Advisory Committee believes that it is time to review and improve these statements as Westfield State University begins to develop its next strategic plan.

Community Partners

The Mission Statement Advisory Committee was committed to including all important stakeholders in our work. The report of October 5, 2022 included survey responses from Administrators, Alumni, Faculty, Foundation Board, Staff, Students, and Trustees. The committee was unable to identify data sources for two stakeholder groups—Parents/Champions and Community Partners. No email lists could be found that included these stakeholders.

Committee members continued to work to identify possible email lists but were ultimately unsuccessful in finding a Parents/Champions list. The only list of these individuals that could be identified was one that was used to confirm that incoming students were the children of Westfield State Alumni. As alumni, these parents would have been part of the Alumni email list and may have resulted in duplicate responses. We were not able to identify any other source of Parent/Champion email addresses and have not included these individuals in our work.

Three email lists were used to survey Community Partners. Email lists from two Town and Gown events were used along with the email list for the Westfield Chamber of Commerce. The Chamber of Commerce list included approximately 340 members of the Chamber while the Town and Gown lists added an additional 50 names. Surveys were sent to all on these lists in November 2022 and yielded 19 completed surveys for a response rate of 4.9%.

Community Partners Demographic Data

All 19 respondents to the survey indicated that their main business location was in Hampden County. When asked “Would you recommend WSU as a place to study?” 88.9% of respondents said “Definitely” or “Probably.” When asked “Would you recommend WSU as a place to work?” 66.7% of respondents indicate “Definitely” or “Probably.”

Respondents described their business as follows:

Table 1: Community Partners Responses to “How would you best describe your business?”		
Business Description	Frequency	Percentage
Retail/Wholesale	5	29.4%
Finance/Insurance, Real Estate	3	17.6%
Hospitality/Tourism (restaurants/hotels)	2	11.8%
Construction	1	5.8%
Other	6	35.3%
Valid Responses	17	100.0%

Community Partners Survey Responses

The Community Partner survey contained the same seven questions regarding the current university mission statement, vision and value statements to seek their perception of how well the university was doing in living up to these strategic statements. Additional questions were asked regarding demographics and the unique perceptions of this stakeholder group. A copy of the survey is included as Appendix A.

Although 19 responses were received, the number of valid responses varies as blank or missing responses are removed from the analysis.

Responses on Mission and Vision Statements

The first part of the mission statement addresses the quality of academic programs offered by Westfield State University. The survey asked respondents to assess the university’s academic programs as follows:

The first part of the mission statement addresses the quality of academic programs offered by Westfield State University. The survey asked respondents to assess the university’s academic programs as follows:

On a scale of 1-5 with 1=“Not Well” meaning the University is not accomplishing its mission at all and 5=“Extremely Well” meaning it is accomplishing its mission extremely well, please rate how well Westfield State is accomplishing its mission.

1. Offering accessible quality undergraduate programs

2. Offering accessible quality undergraduate programs in the liberal arts
3. Offering accessible quality undergraduate programs in the sciences
4. Offering accessible quality undergraduate programs in professional studies

The responses for each stakeholder group are shown as percentages in the tables below. The Well Score row shows the combined score for the “Extremely Well,” “Very Well,” and “Somewhat Well” responses for each Stakeholder. The Well Score thus indicates the percentage of survey respondents with a favorable response to each phrase of the mission statement.

The responses to questions 1 and 2 are shown as Table 2. Responses to question 3 are shown as Table 3. Table 4 shows Community Partner responses to questions 5-7.

Table 2: Community Partners Responses on Mission & Vision

As a Percentage of Valid Responses										
	Offering accessible quality undergrad programs	Offering accessible quality undergrad programs in the liberal arts	Offering accessible quality programs in the sciences	Offering accessible quality programs in professional studies	Welcoming community	Focuses on student engagement and success	Contribute to the economic, social, and cultural	Developing responsible leaders and engaged citizens	Strives to be the premier public institution in the region	Commitment to student engagement and success
Extremely Well	39%	28%	22%	28%	17%	6%	22%	6%	11%	6%
Very Well	28%	28%	44%	22%	22%	44%	11%	39%	17%	39%
Somewhat Well	6%	6%	0%	6%	28%	17%	17%	11%	22%	11%
Neutral	28%	39%	33%	44%	33%	33%	22%	33%	39%	33%
Not Well	0%	0%	0%	0%	0%	0%	28%	11%	11%	11%
Well Score	72%	61%	67%	56%	67%	67%	50%	56%	50%	56%
Valid Responses	18	18	18	18	18	18	17	18	18	18
Other Stakeholders	79.40%	69.50%	71.10%	66.30%	70.20%	71.90%	60.20%	67.00%	58.60%	73.70%

Discussion:

As shown above in the Well Score, Community Partner respondents had a strong positive response (61.1%-88.9%) that Westfield State University was accomplishing its mission statement (first eight columns). When compared to the responses of the other stakeholder groups (last row of the table), some small differences can be seen. The Community Partners respondents had a much stronger positive response to the Welcoming Community and Professional Studies Programs than other survey respondents. The Community Partners respondents also gave a stronger positive response to the Developing Responsible Leaders item. The last two columns of the table cover the WSU vision statement. The Community Partners respondents expressed a much higher positive response to the first part of the vision statement, perhaps indicating a regional pride in the university. Community Partners responded negatively to the statement regarding the university’s contribution to the economic, social, and cultural growth of the northeast region (29.4% responded “Not Well”). Going forward, focus groups may be helpful in identifying the cause of this negative perception.

Table 3: Community Partners Responses on Westfield State University Values

As a Percentage of Valid Responses

	EMBRACE DIVERSITY	BUILD A STRONG COMMUNITY	ENGAGE IN THE OUTSIDE COMMUNITY	COLLABORATE WITH EACH OTHER	PROVIDE ACCESSIBLE EDUCATION
Agree Strongly	23.5%	17.6%	5.9%	5.9%	31.3%
Agree Somewhat	41.2%	23.5%	35.3%	11.8%	31.3%
Neither Disagree Nor Agree	11.8%	23.5%	5.9%	52.9%	31.3%
Disagree Somewhat	17.6%	17.6%	29.4%	5.9%	6.3%
Disagree Strongly	0.0%	11.8%	23.5%	11.8%	0.0%
Don't Know	5.9%	5.9%	0.0%	11.8%	0.0%
Agree Score	64.7%	41.2%	41.2%	17.6%	62.5%
Valid Responses	17	17	17	17	16
Other Stakeholders	73.7%	59.2%	59.5%	43.5%	71.5%

Discussion:

As shown above with the Agree Score, Community Partners were less positive on every value statement than all other stakeholders. Less positive responses would indicate a lower level of agreement with the individual value statements. “Embrace Diversity” received the strongest positive response from stakeholders while “Collaborate with Each Other” received the lowest level of agreement by Community Partners. The low level of agreement for “Collaborate with Each Other” most likely reflects the uncertainty of Community Partners as this value would be best observed internally than externally. Community Partners may not know how well Westfield State University members collaborate with each other as it is not directly observable from their interactions with the University. Alternatively, the Community Partners may be responding to how well Westfield State University collaborates with Community Partners. Higher “Neither disagree or agree” and “Disagree Strongly” responses may indicate a desire to strengthen the collaboration between the University and the community. Focus groups may be helpful in better understanding this relationship.

Table 4: Community Partners Responses on How Well Mission/Vision/Values Inform Decision Making

As a Percentage of Valid Responses

	Identifies its priorities	Plans for the future	Evaluates its endeavors	Decisions made by your Department	Curriculum design
Extremely Well	12%	13%	6%	0%	7%
Very Well	30%	27%	31%	13%	7%
Somewhat Well	35%	33%	31%	31%	27%
Not Well	0%	13%	0%	0%	0%
Don't Know	24%	13%	31%	56%	60%
Well Score	77%	73%	69%	44%	40%
Valid Responses	17	15	16	16	15
Other Stakeholders	14%	13%	12%	19%	22%

Discussion:

As shown above in the Well Score, Community Partners expressed a much stronger perception of how well the university’s mission, vision, and value statement informed the decision making of all types. The strongest positive responses by Community Partners were in university strategic decisions—identifying priorities, planning for the future, and evaluating its endeavors (first three columns). Community Partners were less familiar with decision-making at the operational level (departmental and curricular decisions), expressing “Don’t Know” more frequently. The outcomes of this section of the survey are not surprising. Internal stakeholders are more involved and aware of university decisions and may express less positive responses to them. Departmental and curricular decisions are not often public thus it is not surprising that Community Partners are less familiar with them or how they may relate to the mission, vision, and values of the university.

Table 5: Community Partners Responses on WSU’s Contribution to the Community

As a Percentage of Valid Responses				
	How would you rate the quality of the education provided at WSU?	Economic Contribution	Social Contribution	Sustainability Contribution
Excellent	33.3%	7%	0%	0%
Very Good	0.0%	12%	12%	6%
Good	33.3%	41%	24%	24%
Fair	33.3%	24%	47%	53%
Poor	0.0%	17%	18%	18%
Positive Score	100.0%	84%	83%	83%
Valid Responses	18	17	17	17

Discussion:

Table 5 provides information unique to the Community Partner survey. First, respondents were asked to rate the quality of the education provided at Westfield State University using a scale of 1=Poor and 5=Excellent. As shown in the first column of data in Table 5, all respondents had a positive rating for this item. The committee was also interested in learning about the Community Partner’s perceptions of the contributions Westfield State University made to the local community. Survey respondents were asked to rate the economic, social, and sustainability contributions of WSU to the local community using a scale of 1=poor contribution and 5=excellent contribution. Community Partners were more positive about the economic contribution than they were the social or sustainability contributions. It should be noted that some Community Partners rated the contributions of Westfield State University as “poor” for economic, social, and sustainability contribution. Poor ratings may indicate Community Partners would like to see the university have a stronger role in the economic, social, and sustainability aspects of the surrounding community. Poor ratings may also indicate a lack of awareness of the programs, events, and activities conducted by the university. The university may wish to emphasize economic, social, and sustainability efforts in communications with the Westfield community going forward.

Further Analysis of Survey Data

Quantitative Analysis

Data Cleaning/Assumptions

Two survey entries from the Staff category were removed based on no responses being recorded. This reduced the number of observations in the Staff category to 52.

One survey entry from the Administrator category was removed based on no responses being recorded. This reduced the number of observations in the Administrator category to 8.

Responses of “Don’t Know” were emptied as “Don’t Know” cannot be fit into a Likert scale.

Numeric ranks were assigned to categorical data based on a Likert scale with highest rank corresponding to highest level of agreement within the scale. For data coming from a Likert scale with five levels, ranks were assigned numerically from 1 to 5. For data coming from a Likert scale with four levels, ranks were assigned numerically from 1 to 4. Having all ranks increase numerically by one justifies the use of Spearman correlation analysis.

A new variable was added that gives the time-to-complete for each survey respondent in minutes.

Independence of Stakeholder Groups

A cursory analysis of the data indicates that responses among the different stakeholder groups were not independent. To test the hypothesis of the independence of the stakeholder groups, a chi-squared test was performed. In order to approximate expected number of responses per value within each stakeholder group, the aggregate results were accepted as a population. For each question, the proportion of response for each possible choice was determined, which was then used to find the expected number of responses for each choice within each stakeholder group. Actual and expected values were determined based on the number of non-empty responses. Overall, the required assumptions to use a chi-squared test were satisfied. However, the total number of responses within the Administrator stakeholder group was not high enough to warrant an assumption of consistency. A 5% significance level was used for hypothesis tests across each question and each Stakeholder group.

Across the whole survey, all hypotheses of Stakeholder independence were rejected at the 5% level. These results indicate that responses did not appear to be independent of the stakeholder identification of a surveyed individual. Examining chi-squared results for each individual question resulted in rejection of independence hypotheses across stakeholder groups except among the

three questions involving the offering of quality programs. These results provided further evidence of non-independence.

Overall, the data indicated that stakeholder identity was important when considering future survey implementation and any related analysis. In order to give consist aggregate analyses in future surveys, it is vital to ensure a stratified sample across stakeholder groups. Analyzing results within each group is necessary.

Gender Distribution and Independence

A simple count of responses indicates the following distribution of gender identities:

Gender Identity	N	Percentage of total respondents
Non-binary	10	2.75%
Female	208	57.30%
Male	104	28.65%
Prefer not to say or not given	41	11.30%

These percentages do not match gender distributions among the Westfield State University population. This discrepancy is present in all stakeholder groups as well. This indicates that the survey results are not well-stratified with regard to gender.

Conducting a chi-squared test rejects a hypothesis of independence of gender at the 5% level. The data indicate that responses are not independent of gender. Further analysis shows that question-by-question individuals identifying as male and female tend to have similar average responses (not statistically significant difference in means), however the variance of numeric ranks was significantly larger among individuals identifying as male. Individuals identifying as non-binary or chose not to indicate gender had statistically significant lower average responses compared to the responses of other genders. The data demonstrates the need to consider gender as an important factor in further analysis. In summary, female participants were more inclined to select more neutral options in each question, and male participants were more inclined to select more extreme options with a tendency toward the highest-ranked option.

Correlation Analysis

Correlation matrices were constructed using Spearman's rank correlation coefficients. These tables are provided as Appendix B. Correlation tables were constructed for the entire aggregate data, data differentiated by stakeholder group, and data differentiated by stakeholder group and gender. Given the non-independence of stakeholder group and gender, the correlations within the aggregate data should be taken cautiously. The Administration group had too few participants to separate the data among genders. Overall, there were too few participants indicating a non-binary gender or not indicating any gender to separate their responses within

each stakeholder group. So, correlations matrices were computed within each stakeholder group for all participants, female participants, and non-female participants.

The correlation tables within each stakeholder group separated by gender further support the results given above regarding the spread of responses. Non-female participants tended to have many more strongly-positively correlated results as compared to female participants. This result indicates that female participants were more inclined to have a mixture of more-neutral responses. i.e., a mixture between “somewhat disagree” to “somewhat agree.” Non-female participants were more inclined to have more extreme responses, with each participant tending to provide mostly agreeable responses or mostly disagreeable responses. i.e., more “strongly agree” or “strongly disagree.” The only exception to this observation is within the Faculty stakeholder data in which correlations were not significantly different when separated based on gender.

In the aggregate, the correlations are not surprising. All responses across questions are positively correlated, which is expected as all questions are based on a Likert scale with the highest-ranked options representing “agreeable” opinions. Some questions produce stronger correlations than others. Generally, participants who feel WSU offers quality undergraduate programs tended to feel WSU similarly when assessing accessible quality programs in the liberal arts, sciences, and professional studies. This result is seen in all individual stakeholder groups, except the Staff stakeholder group in which the correlations were not as positive. However, within no stakeholder group was there a strong positive correlation between feelings of offering quality accessible liberal arts programs and offering quality science programs.

The aggregate data and all stakeholder group data show a clear strong positive correlation between “Commitment to student engagement and success” and “focuses on student engagement and success.” This result is expected, given the very similar implications of the questions.

The aggregate data and all stakeholder groups, except the Staff group, indicate a strong positive correlation between “Evaluates its endeavors” and “Identifies its priorities.” This result is expected given the connection between the concepts.

The aggregate data and all stakeholder groups, except the Administrator group, indicate a strong positive correlation between “Build a strong community” and “Embrace diversity.” This supports the idea that WSU stakeholders feel that diversity is fundamental to a strong community.

Lastly, the aggregate data and stakeholder-separated data indicate no strong correlation between feelings regarding the mission statement’s use in departmental/curricular decisions and any other questions. This result is expected as these two questions are fundamentally independent of the others within the survey.

One interesting result present within the aggregate data is the strong positive correlation between “Commitment to student engagement and success” and “Strives to be the premier

public comprehensive institution in the Northeast region.” This correlation is present in all stakeholder groups. This result indicates that respondents who feel WSU strives to be a premier institution also feel that WSU is committed to student engagement and success.

Overall, the Administrator group presents anomalous correlation data. Responses within this stakeholder group generally were not strongly positively correlated, with some even being somewhat negatively correlated. It is also the only stakeholder group to see some correlation between time to complete the survey and responses to the questions. These differences may be explained by the relatively small number of participants within that group.

Overall, the Staff group offers data with weaker correlations. These data indicate that Staff participants were less inclined to provide either mostly agreeable or mostly disagreeable responses when compared to other stakeholder groups.

Only the Student and Alumni stakeholder data indicate strong correlations among “Welcoming community,” “Build a strong community,” and “Embrace diversity.” So, within the current and past student population, feelings that WSU provides a welcoming community tend to correspond to feelings that WSU builds a strong community and embraces diversity. In other groups, this correlation is not as strong. Student and Alumni data also indicate a some-what positive correlation between questions related to community and diversity and questions related to offering quality/accessible programs. Other stakeholder group data indicate much weaker correlations. This result may indicate that current and past students tend to more often associate quality education with community.

Quantitative Analysis Conclusion

The survey data clearly provide evidence that feelings toward WSU’s mission statement, vision, and goals, and WSU’s work toward these goals, is not independent of stakeholder identity or gender identity. It is vital that current and future analyses regarding the University mission statement, vision, and goals must consider the unique perspectives of the diverse population. It cannot be assumed that attitudes within one stakeholder group/gender can be extrapolated to represent those of the whole community.

Ultimately, the data indicates that WSU stakeholders believe that WSU is “stronger together.” Respondents tend to associate positive attitudes in program quality with positive options of WSU’s ability to engage students, develop students’ education and skills, and build a strong community. This correlation is especially present within the Student and Alumni stakeholder groups.

Qualitative Analysis of Open-Ended Questions

The survey designed by the Mission Statement Advisory Committee asked all stakeholders two open-ended questions:

- Please name three (3) other core values that you would like to see associated with Westfield State University.
- What is the single most important thing that needs to be done for Westfield State University to rise to the next level in terms of reputation and stature?

The report provided a table identifying common themes for the open-ended questions for every respondent for all stakeholder groups. After the presentation to the Board of Trustees, committee members continued to analyze survey responses using qualitative data analysis software, Atlas.ti. Committee members coded the responses by themes and the artificial intelligence (AI) tools of the software were used to draw better qualitative insights into the results. These insights are discussed below.

Three Other Core Values

We received approximately 400 responses to the survey from nine stakeholder groups. Each survey response to the three core values question was carefully reviewed and subsequently coded to record the expressed themes. The most frequently named “Other Core Values” are provided in Table 6.

Discussion:

The most frequently named core value that respondents would most like to see associated with Westfield State University was Diversity, Equity, Inclusion and Justice across all stakeholders except Community Partners. The Justice, Equality, Diversity and Inclusion concept included related concepts such as dignity, diversity, empathy, equality, equity, inclusion, JEDI Office, and justice. All stakeholder groups expressed a desire for all individuals to be treated with dignity and respect, however, some respondents indicated that they would like to see the university do more about diversity and inclusion, making it an “ACTUAL priority” for the campus.

Comments regarding Trust, Collegiality, Openness, and Transparency were also frequently expressed as values respondents would like to see associated with WSU. The concept of Trust, Collegiality, Openness, Transparency, and Respect included authenticity, collegiality, commitment, compassion, consistency, fairness, harmony, honesty, hopefulness, integrity, leadership, truth, and wisdom. Students expressed a stronger desire to have these values associated with the university than did other stakeholder groups.

Single Thing

The second open-ended question on the survey asked respondents “What is the single most important thing that needs to be done for Westfield State University to rise to the next level in terms of reputation and stature?” As might be expected given the quantitative analysis of the survey as reported earlier, each stakeholder group had different responses to this question and

the comments they provided aligned with the identity of the stakeholder group. Students focused primarily on student issues, while Community Partners felt that “enhancing the greater Westfield community in the activities on campus...” would elevate Westfield State University to the next level. All comments were valued, but the diversity of issues made it difficult to draw summary conclusions. We have tried to report common themes in this section.

Discussion:

Table 7 provides an analysis of the single most important thing for Westfield to rise to the next level in terms of reputation and stature. Responses to this question varied considerably among and between stakeholders. Two areas were identified as important strategies for Westfield State University’s rise to the next level—Focus on Quality and New Academic Programs.

Focus on Quality was mentioned by 11% of the survey respondents with more frequent mentions from Alumni, Community Partners, Faculty, Staff, and Students. Sample comments included “Urge all to be as good as they can be to have it continue to be quality and have WSU strive to be the best of its kind. It is not Ivy League and should try not to be so. It can and should be the best it can be given the need for a very fine educational institution.” Others focused on the quality of academic programs with comments such as “high academic achievement” or “keep providing a quality, truthful education to all.” Others emphasized the quality of the experience.

New Academic Programs were mentioned by 8% of the survey respondents with more frequent mentions from Administrators, Alumni, Faculty, Staff, Students and Trustees. Comments included “continue to increase the number of educational programs at the university,” “provide pertinent course/major offerings that are adaptive to the current job market,” “Offer more up to date innovative course offerings, and “Diversity in programs (Asian Studies, other unique offerings).

Liberal Arts Education was commented on by 6% of the survey respondents. Comments regarding the liberal arts focus of the curriculum were provided by faculty and students. As might be expected given the quantitative analysis, these comments were primarily provided by students and faculty associated with Liberal Arts departments. The comments included “to invest in and value liberal arts education,” “valuing and promoting liberal art education for all,” and “reinforce image as excellent liberal arts education provider.”

Many survey respondents used the open-ended structure of this question to either complement the university or complain about some aspect of it. The qualitative data covered a wide range of issues from the past (internal conflicts, past campus racial issues, leadership issues) , present (desire for greater athletic success, better food in the dining commons, problems with a particular instructor), and future (need for a stronger vision). The wide-ranging opinions and comments made it difficult to draw much insight from the survey responses to this question..

in and value liberal arts education” and “reinforce image as excellent liberal arts education provid

Table 6: Most Frequently Named Other Core Values Respondents Would Most Like to See Associated with WSU

Values	Stakeholder Groups							
	Administrators	Alumni	Community Partners	Faculty	Staff	Student	Trustee	TOTAL
Justice, Equity, Diversity & Inclusion	7 (41%)	27 (68%)	2 (17%)	62 (64%)	25 (51%)	75 (56%)	5 (56%)	203 (57%)
Trust Collegiality, Openness, Transparency, Respect	2 (12%)	1 (3%)	4 (33%)	9 (9%)	1 (2%)	13 (10%)	2 (22%)	32 (9%)
Affordability	1 (6%)	6 (15%)	1 (8%)	9 (9%)	7 (14%)	20 (15%)	0 (0%)	44 (14%)
Community Engagement	2 (12%)	6 (15%)	5 (42%)	9 (9%)	7 (14%)	19 (14%)	1 (11%)	49 (9%)
Collaboration	5 (29%)	0 (0%)	0 (0%)	8 (8%)	9 (18%)	8 (6%)	1 (11%)	31 (9%)
Ethical	0 (0%)	1 (3%)	0 (0%)	4 (4%)	1 (2%)	1 (1%)	0 (0%)	2 (1%)
Total Coded Values	17	40	12	97	49	135	9	359

Each cell contains the frequency of the response, and the percentage of the stakeholder group comments

Table 7: Most Frequently Named Single Most Important Thing for WSU to Rise to the Next Level

Next Level: Single Thing	Stakeholder Groups							
	Administrators	Alumni	Community Partners	Faculty	Staff	Student	Trustee	TOTAL
Liberal Arts Education				11 (2%)		9 (2%)		20 (6%)
Focus on Quality		9 (9%)	2 (3%)	9 (2%)	8 (3%)	11 (2%)		39 (11%)
New Academic Programs	5 (8%)	4 (4%)		7 (1%)	4 (1%)	6 (1%)	2 (6%)	28 (8%)
Diversity of Thought				6 (1%)		5 (1%)		11 (3%)
Applied Learning				5 (1%)	2 (1%)	4 (1%)		11 (3%)
More Faculty	1 (2%)			4 (1%)	2 (1%)	2 (0%)		9 (3%)
Athletics			2 (3%)	3 (1%)	2 (1%)	4 (1%)		11 (3%)
Reduce Administration				3 (1%)				3 (1%)
Resolve Internal Conflicts		2 (2%)		3 (1%)		4 (1%)		9 (3%)
Better Strategic Direction		1 (1%)		3 (1%)		1 (0%)		5 (1%)
Advising					2 (1%)			2 (1%)
Adult Learners						7 (1%)		7 (2%)
Total Coded Single Things	66	97	66	525	292	524	33	359

Each cell contains the frequency of the response, and the percentage of the stakeholder group comments

Are the Current Mission, Vision, and Value Statements Serving Their Purposes?

In the report dated October 5, 2022, the Mission Statement Advisory Committee stated “The University’s mission statement is one of its most important guiding principles. Its mission establishes its character and uniqueness while providing a framework for its priorities, activities, and future. Mission statements are supposed to describe the organization’s purpose while also giving the organization its own identity. It describes “who we are, what we do, and why we are here.” This framework is intended to guide decision making throughout all levels of the organization.

The vision statement describes where the organization is going. If the vision is to function as a valuable tool, it must communicate what leadership wants the organization to look like and provide a reference point for decision making.

The data presented in the October 5, 2022 report in Tables 1-15 showed that the majority of the 380 respondents identified positively with the mission statement’s description of Westfield State University’s commitment to offer accessible, quality undergraduate programs in liberal arts, sciences, and professional studies. Less positive responses were noted when assessing perceptions of the campus climate or the university’s contribution to the economic, social, and cultural development of the Northeast region. The vision statement was viewed less positively than the mission statement. The values statements were more positively viewed by survey respondents. In short, the survey results were generally positive. Stakeholders indicated that the university was doing well in achieving its current mission, vision, and value statements.

The survey results regarding stakeholder perceptions of how well different types of decisions were informed by the mission, vision, and value statements told a different story. Stakeholders did not see a strong relationship between the mission, vision, and value statements and decisions made by the university. This can be better shown by reformulating the data tables to emphasize neutral and negative responses rather than emphasizing the positive ones. In Table 8 below, the neutral (“Neither disagree nor agree”) and negative (“Disagree Somewhat” and “Disagree Strongly”) were summed to provide an indication of the neutral and negative responses to the question: “How well do you feel the WSU mission/vision/value statements inform the decisions of WSU?” When examined from this perspective, the survey respondents did not feel the decisions of the university were informed by the current mission, vision, and value statements.

Table 8: Responses to “How well do you feel the WSU mission/vision/values statements inform the decisions of WSU?”							
Decision	Percentage of Neutral and Negative Responses						
	Admin	Alumni	Faculty	Staff	Student	Trustee	Total
Identifies its priorities	100%	74%	89%	100%	86%	86%	86%
Plans for the Future	100%	77%	94%	100%	81%	83%	87%
Evaluates its Endeavors	100%	74%	94%	100%	84%	100%	88%

Recommendations

Westfield State University was concurrently conducting its self-study for NECHE accreditation as the Mission Statement Advisory Committee did its work to conduct a comprehensive review of the institution’s mission, vision, and value statements. NECHE Standards for Accreditation specifically address the mission and purposes in Standard One. The individual standards within Standard One are relevant to our recommendations and provide guidance for next steps. While all five individual standards address mission and purpose, we focused on three specific individual standards in formulating our recommendations (key aspects are shown in bold):

- “1.1 The mission of the institution **defines its distinctive character**, addresses the needs of society, **identifies the students the institution seeks to serve**, and reflects both the institution’s traditions and its vision for the future. The institution’s mission **provides the basis upon which the institution identifies its priorities, plans its future, and evaluates its endeavors**; it provides a basis for the evaluation of the institution against the Commission’s Standards.

- 1.4 The **mission and purposes of the institution are accepted and widely understood by its governing board, administration, faculty, staff, students, and sponsoring entity (if any)**. They provide direction to the curricula and other activities and form the basis on which expectations for student learning are developed. Specific objectives, reflective of the institution’s overall mission and purposes, are developed by the institution’s individual units.

1.5 The institution periodically evaluates the content and pertinence of its mission and purposes, **ensuring they are current and provide overall direction in planning, evaluation, and resource allocation.**¹

If the NECHE individual standards are applied to WSU’s current mission, vision, and value statements and the data and analysis from the mission statement survey, we would find the following:

Individual Standard	Concern	Data Supporting
1.1 “mission...defines distinctive character...”	The WSU was perceived as generic by many stakeholders	Qualitative data of stakeholder responses
1.1 “identifies the students the institution seeks to serve...”	The word “student” is in the mission statement, but the statement does not describe the students we wish to serve	Observations of committee members
1.1 “identifies its priorities, plans its future, and evaluates its endeavors”	Stakeholders were more neutral and negative than positive for these items in the survey	Table 8 in this report shows the neutral and negative responses. More than 70% of all stakeholders had a neutral or negative response for these three types of decisions
1.4 “Mission and purposes are accepted and widely understood by its...(stakeholders)”	The mission and vision statements have been accepted as shown by the positive response to them but may not be clearly understood.	Positive response to mission and vision by stakeholders may indicate acceptance, but open-ended responses indicated misunderstandings or lack of clarity. Also, many alumni, community members and students indicated they had not seen or did not know what the university’s mission and vision were.
1.5 Mission is “current and provide(s) overall direction in planning, evaluation, and resource allocation.”	The majority of stakeholders had a neutral or negative response to questions asking for their perceptions of how	Table 8 in this report shows the neutral and negative responses. More than 70% of all stakeholders had a

¹ New England Commission for Higher Education. (2021, January 3). *Standards for accreditation*. NECHE. Retrieved December 14, 2022, from https://www.neche.org/resources/standards-for-accreditation#standard_one

Individual Standard	Concern	Data Supporting
	well institutional decisions were informed by the current mission, vision, and value statements.	neutral or negative response for the three types of strategic decisions.

While Westfield State University was in compliance with NECHE standards regarding the approval of the mission, vision and value statements by the Board of Trustees and the establishment of a process for periodically evaluating these statements, the Mission Statement Advisory Committee concluded that the current mission, vision, and value statements should be improved to better serve their purpose as defined by the NECHE Standards and best practices of strategic management. We believe it is in the best interest of Westfield State University to embark on a revision process for the university’s mission, vision, and value statements as it prepares for the development of its next strategic plan. A unified vision and mission will be critical to the university’s performance in the years ahead.

Next Steps

Specific items to consider when developing the next mission and vision statements for Westfield State include the following:

Mission statement:

- Describe the students we plan to serve (NECHE 1.1)
- Focus on describing Westfield State University’s distinctive character in the mission (NECHE 1.1)
- Use clear language so that the mission is well understood by both internal and external stakeholders (NECHE 1.4)
- Promote the mission statement to stakeholders and integrate it into decision-making at all levels (NECHE 1.4)

Vision statement:

- Include all stakeholders in identifying the strategic direction described in the vision (NECHE 1.4)
- Link planning, evaluation, and resource allocation decisions to institutional progress on the vision (NECHE 1.4, 1.5)
- Communicate the vision to stakeholders to increase awareness of the institution’s strategic direction (NECHE 1.2)
- Coordinate with individual units to ensure consistency of their plans with the vision (NECHE 1.4)

The strong positive response of stakeholders to WSU’s Value Statements suggests little to no change may be needed.

Appendix A: Community Partners Survey

Westfield State University Mission, Vision and Values Statements Review Community Partner

The survey will take approximately 15 minutes to complete.

Dear Community Partner,

Westfield State University has successfully navigated the challenges of the pandemic. In order to thrive going forward, the institution is working on a new strategic plan. As a member of the university community, we need your help! We would like your opinion on how we are doing now and what the university should be doing in the next few years. Your feedback is completely anonymous and voluntary. We appreciate your participation!

For questions or comments, please email: mission@westfield.ma.edu

Westfield State University Mission Statement Assessment:

"Westfield State University is a public institution offering accessible quality undergraduate and graduate programs in the liberal arts, sciences, and professional studies. Our welcoming community focuses on student engagement and success. We contribute to the economic, social, and cultural growth of the northeast region by developing the knowledge, skills, and character essential for

1. On a scale of 1-5, with 1=Not Well being the University is not accomplishing its mission at all and 5=Extremely Well being it is

accomplishing its mission extremely well, please rate how well Westfield State University is accomplishing its mission.

	Not Well	Somewhat Well	Neutral	Very Well	Extremely Well
Offering accessible quality undergraduate programs	<input type="radio"/>				
Offering accessible quality undergraduate programs in the liberal arts	<input type="radio"/>				
Offering accessible quality programs in the sciences	<input type="radio"/>				
Offering accessible quality programs in professional studies	<input type="radio"/>				
Welcoming community	<input type="radio"/>				
focuses on student engagement and success	<input type="radio"/>				
contribute to ..					

the
economic,
social, and
cultural
growth of the
northeast
region

developing
the
knowledge,
skills, and
character
essential for
students to
become
responsible
leaders and
engaged
citizens

2. Listed below is the university vision statement. How well do you believe Westfield State University is achieving its vision?

“Westfield State University strives to be the premier public comprehensive institution in the Northeast region through its commitment to student engagement and success.

	Not Well	Somewhat Well	Neutral	Very Well	Extremely Well
Strives to be the premier public comprehensive institution in the Northeast region	<input type="radio"/>				
Commitment to student engagement and success	<input type="radio"/>				

3. Listed below are Westfield State University values. The university emphasizes these values as it strives for educational excellence. Please indicate your level of agreement with each value statement.

	Disagree Strongly	Disagree Somewhat	Neither Disagree Nor Agree	Agree Somewhat	Agree Strongly	Don't Know
EMBRACE DIVERSITY: We treat all members of	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

our community with dignity and respect.



BUILD A STRONG COMMUNITY: We are inclusive and ensure equity, supporting the personal development of all community members, and embracing multiple perspectives.



ENGAGE IN THE OUTSIDE COMMUNITY: We support civic engagement in local, regional, and global initiatives.



COLLABORATE WITH EACH OTHER: We make decisions in a transparent and collaborative manner.



PROVIDE
ACCESSIBL
E
EDUCATION
: We commit
to providing
an accessible,
affordable
public higher
education for
all.

4. Please name three (3) other core values that you would like to see associated with Westfield State University. Please use a comma to separate each entry.

5. On a scale of 1-5 where 1=Not Well and 5=Extremely Well, how well do you feel the WSU mission/vision/values statements inform the decisions of WSU?

	Not Well	Somewhat Well	Very Well	Extremely Well	Don't Know
Identifies its priorities	<input type="radio"/>				
Plans for the future	<input type="radio"/>				
Evaluates its endeavors	<input type="radio"/>				

6. On a scale of 1-5 where 1=Not Well to 5=Extremely Well, How well do you feel the WSU mission/vision/values statements inform the following areas?

	Not Well	Somewhat Well	Very Well	Extremely Well	Don't Know
Decisions made by your Department	<input type="radio"/>				
Curriculum design	<input type="radio"/>				

7. Do you consult the mission/vision/values statements when planning?

- Yes
- No
- Sometimes
- Don't Know

8. What is the single most important thing that needs to be done for Westfield State University to rise to the next level in terms of reputation and stature?

The following questions are asked for classification purposes

9. Based on your experience with WSU students, how would you rate the quality of the education provided at WSU?

- Excellent
- Good
- Average
- Poor
- Fair

10. On a scale of 1-5, with 1=poor contribution and 5=excellent contribution, please rate WSU's contribution to the local community in the following areas:

	Poor	Fair	Good	Very Good	Excellent
Economic Contribution	<input type="radio"/>				
Social Contribution	<input type="radio"/>				
Sustainability Contribution	<input type="radio"/>				

11. How would you best describe your business?

- Agriculture
- Mining
- Construction
- Manufacturing
- Retail/Wholesale
- Transportation, Communications and Public Utilities
- Finance, Insurance, Real Estate
- Hospitality and Tourism (restaurants and hotels)
- Government (Includes Education)
- Other

12. What city or town is your main business location

- Hampden County
- Other Counties in Massachusetts
- Outside of Massachusetts

13. Would you recommend WSU as a place to study?

- Definitely
- Probably
- Probably Not
- Definitely Not
- Don't Know

14. Would you recommend WSU as a place to work?

- Definitely
- Probably
- Probably Not
- Definitely Not
- Don't Know

Appendix B: Correlation Tables

Table 1: Correlation Aggregate

	Time to complete	Offering accessible quality undergrad programs	Offering accessible quality undergrad programs in the liberal arts	Offering accessible quality programs in the sciences	Offering accessible quality programs in professional studies	Welcoming community	focuses on student engagement and success	contribute to the economic, social, and cultural growth of the northeast region	developing students to become responsible leaders and engaged citizens	Strives to be the premier public institution	Commitment to student engagement and success	EMBRACE DIVERSITY	BUILD A STRONG COMMUNITY	ENGAGE IN THE OUTSIDE COMMUNITY	COLLABORATE WITH EACH OTHER	PROVIDE ACCESSIBLE EDUCATION	Identifies its priorities	Plans for the future	Evaluates its endeavors	Department decisions	Curriculum design
Time to complete	1																				
Offering accessible quality un	0.00083039	1																			
Offering accessible quality un	-0.0445857	0.77806138	1																		
Offering accessible quality pro	-0.0646526	0.72641899	0.65204532	1																	
Offering accessible quality pro	-0.0240167	0.74581813	0.643576	0.73946468	1																
Welcoming community	-0.104782	0.53466293	0.48473099	0.45262087	0.53053407	1															
focuses on student engage	-0.070504	0.63101937	0.54781483	0.57998646	0.57207377	0.6412735	1														
contribute to the economic,	-0.0094793	0.51930101	0.49071693	0.42284588	0.48039586	0.55669895	0.5815999	1													
developing the knowledge, sk	-0.05001	0.62794443	0.58476358	0.57900271	0.61345313	0.69365603	0.70034611	0.65138971	1												
Strives to be the premier pub	-0.0874412	0.57789664	0.54507696	0.4902361	0.50890683	0.54565379	0.63929313	0.55032695	0.63291027	1											
Commitment to student eng	-0.0470942	0.64366945	0.57493407	0.57237625	0.57886045	0.60629838	0.81036631	0.64933901	0.74108302	0.7661799	1										
EMBRACE DIVERSITY: We trea	-0.069947	0.41655148	0.43375763	0.35121196	0.42216713	0.62498993	0.48172019	0.493816	0.518128	0.46951075	0.50077996	1									
BUILD A STRONG COMMUNIT	-0.0488025	0.51383592	0.47786195	0.42269499	0.52859924	0.65859803	0.54632714	0.47303099	0.60321621	0.54821678	0.5648804	0.8029882	1								
ENGAGE IN THE OUTSIDE COV	0.02011657	0.47608033	0.49705306	0.44003458	0.45668501	0.49078481	0.48743446	0.58732855	0.58121205	0.54940607	0.59493717	0.56514424	0.6009081	1							
COLLABORATE WITH EACH OT	-0.1100992	0.43791355	0.4031242	0.39473805	0.47286559	0.56142311	0.51471671	0.46587893	0.60451507	0.56026256	0.57818741	0.60096572	0.69027204	0.620135	1						
PROVIDE ACCESSIBLE EDUCAT	-0.0178397	0.51708685	0.48535771	0.46537578	0.46973834	0.44507315	0.49301284	0.4424242	0.54672395	0.4340201	0.51163261	0.52123531	0.52215736	0.51386023	0.554207105	1					
Identifies its priorities	-0.1913122	0.5093882	0.46382108	0.43289214	0.48394443	0.5781247	0.5542781	0.51407228	0.61490017	0.63057057	0.63051716	0.52758725	0.62882069	0.47943826	0.632955557	0.46740109	1				
Plans for the future	-0.1093141	0.47070646	0.43738196	0.42220383	0.4797373	0.52177752	0.54161246	0.49789951	0.60808181	0.65461283	0.64103744	0.4914329	0.59275463	0.51288988	0.616648852	0.50190344	0.79647835	1			
Evaluates its endeavors	-0.1631113	0.44001123	0.41898183	0.38154033	0.42182589	0.56775421	0.51957995	0.48909008	0.57338396	0.65691972	0.59787241	0.46525482	0.58979911	0.50757276	0.639200842	0.42402812	0.78766134	0.81270986	1		
Department decisions	-0.1619423	0.30067045	0.31630664	0.29840392	0.32685531	0.36446905	0.36320568	0.37265299	0.44254956	0.42235584	0.41434136	0.34804187	0.43844135	0.36731565	0.474878067	0.35373912	0.49717961	0.44689913	0.43939964	1	
Curriculum design	-0.1385381	0.34891514	0.37273268	0.3256637	0.29953396	0.34813779	0.39733832	0.33544159	0.41243865	0.47625692	0.42425857	0.29951623	0.38630126	0.37238335	0.443193185	0.33447121	0.49001062	0.44331682	0.49516023	0.72158116	1



Board of Trustees

December 19, 2022

MOTION

To accept the Mission Statement Advisory Committee's Mission/Vision/Value Statement Survey Results Report as presented at the October 12, 2022, Board of Trustees meeting and the Addendum to the Report dated December 19, 2022. The Board expects the mission statement to be revisited, along with the recommendations from the report, as part of the University's next strategic planning process in the 2023 spring semester.

Robert A. Martin, Ph.D., Chair

Date

FACULTY/LIBRARIAN EMERITUS(A) STATUS

PURPOSE

To state the criteria, selection procedures and entitlements of the emeritus(a) status.

POLICY

A. DEFINITION

1. The designation of emeritus(a) status is granted to those faculty or librarians whose careers as a Faculty or Librarian at Westfield State University have been marked by distinguished, substantive achievement. Emeritus(a) status is one of honor and recognition. It provides the entitlements listed in section D, but no further remuneration or other tangible reward.

B. ELIGIBILITY/APPLICATION PROCEDURES

1. Faculty or librarians who meet the following criteria may be considered for emeritus(a) appointment.
 - a) Served Westfield State University in a full time capacity for at least ten years; and
 - b) Retired or resigned from full-time service or died while in full-time service and is not employed as a member of the full time faculty or administration of any other school, college or university; and
 - c) While a Faculty member or librarian, demonstrated substantive, sustained achievement in one or more of the following areas: teaching, advising, scholarship, and professional service to the University, the community and/or the discipline.

C. SELECTION PROCEDURES

1. The Vice President, in consultation with the President, shall annually establish a timeframe or calendar for the nomination, review, and

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designated process. The calendar will be publicly announced and

distributed to the University community and the retired faculty and librarians if there have been any changes in policy since the last notice.

2. Nominations or self-nominations may be made by any member of the university to the Vice President of Academic Affairs. Nominations must be written and signed, and must provide detailed reasons for the conferring of emeritus(a) designation. Nominations should refer to criteria included in section B.1.c of this policy. Self-nominations must also include a letter of recommendation. In all cases, an updated resume is required.
3. After nominations are received, they shall be reviewed by the Faculty/Librarian Emeritus(a) Committee. The committee shall consist of five tenured faculty members (rank of Associate or Full) selected by the MSCA chapter president, and one volunteer ex-officio faculty/librarian emeritus(a) member selected by the Committee for a one-year term. Full-time Faculty/Librarians on the Committee shall be selected for two-year terms with appointments staggered so that two or three faculty on the Committee will be replaced each year.

No more than one member of any department shall serve on the Committee. In the first year of policy implementation, three positions shall be for two years and two positions shall be for one year. The Faculty/Librarian Emeritus(a) Committee shall review all nominations, endorsing in writing those candidates who, in the Committee's judgment, merit the emeritus(a) designation. Following this review, the Committee shall forward all nominations, together with any endorsements it wishes to add, to the Vice President of Academic Affairs.

4. Upon receiving all nominations and any endorsements from the Faculty/Librarian Emeritus(a) Committee, the Vice President of Academic Affairs shall then forward a recommendation to the President of the University.
5. The President, upon receiving all materials as described above, shall make a separate recommendation to the Board of Trustees.
6. The Board of Trustees shall make the final decision regarding the awarding of emeritus(a) status which is not subject to appeal.

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D. ENTITLEMENTS

1. Faculty or librarians so designated may use the emeritus(a) title as appropriate.
2. The granting of emeritus(a) status is an honorary designation which entails no assigned duties, responsibilities, office space, assigned clerical staff, or remuneration.
3. Perquisites include are not be limited to stationery, library access, and an off-campus email account.
4. The President may establish or eliminate any perquisite as appropriate, as long as the effect on any of these upon full-time faculty is consistent with the collective bargaining agreement.

REVIEW

This policy will be reviewed bi-annually by the Vice President for Academic Affairs in consultation with the Faculty/Librarian Emeritus(a) Committee.

ACADEMIC AFFAIRS

December 6, 2022

Dr. Linda Thompson
President
Westfield State University

Dear President Thompson:

The Emeritus Committee met on Wednesday, November 10, 2022. After review and discussion, the committee made recommendations to me, and after careful review of the nominees, I recommend the following be granted Faculty Emeritus/a status:

Dr. Sandra Berkowitz, Professor Emerita, Education
Mr. Nigel Dobereiner, Assistant Professor Emeritus, Communication
Dr. Barbara Goff, Professor Emerita, Education
Dr. Frederick Harling, Professor Emeritus, History
Dr. Michael Konig, Professor Emeritus, History
Dr. Wilma Ortiz, Associate Professor Emerita, Education
Dr. Elizabeth Preston, Professor Emerita, Communication
Dr. Elise Young, Professor Emerita, History

These individuals met the qualifications for designation as Emeritus/a by demonstrating substantive, sustained achievement in their careers at Westfield State University in one or more of the following areas: teaching, advising, scholarship, professional service to the university, the community and the discipline. Accordingly, I am forwarding these recommendations to you and, subsequently, to the Board of Trustees. Justifications for each nomination are enclosed.

Thank you for your consideration.

Sincerely,



Juline E. Mills, Ph.D.
Provost and Vice President, Academic Affairs

Approved:



12/6/2022

Dr. Linda Thompson, President

Date

Dr. Sandra Berkowitz, Professor Emerita, Education

Since Dr. Sandra Berkowitz began teaching in CGCE in 1989 and serving as a fulltime member of the Education faculty in 2003, she has been an award winning teacher, an inspiring mentor and advisor for thousands of undergraduate students in Elementary Education, Early Childhood Education, and Special Education. She has been devoted and has advised, taught, and inspired thousands of students on how to assess and instruct elementary and middle school students and Reading Specialist candidates in best research-based pedagogical practices, assessment-based instruction, and instructional leadership.

As Chair of Education from 2010-2017, Dr. Berkowitz generously mentored other professors in best advising practices and led efforts to align and re-align programs of study to meet ever-changing state and national standards. She developed ongoing tools to support faculty advising, including updated tracking sheets, MTEL recording sheets and resource manuals. Practicum supervision materials, and the Education Department's Handbook, which she created in 2015 and updated yearly.

Mr. Nigel Dobereiner, Assistant Professor Emeritus, Communication

Professor Nigel Dobereiner taught a wide variety of courses in Westfield State's Communication Department from 2002-2021. His was widely seen as the department's multimedia expert. That experience also facilitated his work in the communication internship program, for which he served as coordinator for a decade. In that role, he developed an online application, restructured the application criteria, and worked to expand the number and type of internship opportunities available to WSU students. The primary focus of his work at WSU, however, was always his commitment to teaching and advising. He was an engaging instructor, consistently received strong teaching evaluations from his students, and earned the Outstanding Teaching Award in 2005. A number of his students chose a Communication major after taking his introductory courses, often indicating that it was his excellent teaching that had led them to that decision. Students completing internships often noted the importance of his Web Site Design course to their internship success. He was also a sought-after advisor, averaging roughly 25 advisees at any one time, many of them in the department's popular Media Arts and Analysis concentration. Advisees appreciated his industry connections, his enthusiasm, and his respect for them - and many have stayed in touch with him after leaving Westfield State. Nigel's dedication to, and excellence in, teaching and advising over his 19 years at Westfield State are deserving of recognition with emeritus status.

Dr. Barbara (B.J.) Goff, Professor Emerita, Education

Dr. Goff is a dedicated teacher who has prepared and taught most of the courses on special needs in Moderate Disabilities, PreK-8, and Grades 5-12 major programs of study. Dr. Goff remained passionate to her teaching throughout her tenure at WSU. Dr. Goff also advised students in the MTEL process, monitored their progress in passing the challenging tests, and counseled students in study strategies for test success.

In the broader educational community, Dr. Goff is a recognized international expert on Prader-Willi syndrome, a devastating and sometimes life-threatening childhood disorder. Dr. Goff has studied and written about this disorder throughout her career and has shared her knowledge within the field of Special Education at the international, national, and local level. Dr. Goff is a highly sought-after conference contributor, frequently fulfilling the role of keynote speaker.

In her service to the Education department, Dr. Goff routinely served on numerous peer review committees and search committees, often chairing search committees for special education candidates. She has served on the licensure waiver committee and the department scholarship committee and curriculum committee. As Coordinator of the Special Needs Moderate programs in the Education Department, Dr. Goff represented Special Education at Teacher Education Council meetings for years (now TEAAC). She led numerous accreditation and program approval efforts for all Special Education programs at WSU.

Rev. Dr. Frederick Farnham Harling, Professor Emeritus, History

From the time he began as a full time instructor at Westfield State College in the fall of 1966 until his retirement from Westfield State University in the spring of 2017, Frederick “Rick” Harling embodied the founding principles of our university. He dedicated himself to the education of all people regardless of race, social class, or sexual orientation. The progressive spirit, which animated his career at Westfield, manifested itself in his teaching, his service to his department and university, and his scholarly pursuits.

Dr. Harling served Westfield’s students outside the classroom as well. He spent nearly forty years as the academic advisor to the Westfield chapter (*Kappa Omicron*) to *Phi Alpha Theta*, the National History Honor Society. He, furthermore, served for many years on *Phi Alpha Theta*’s scholarship committee. He also advised Westfield’s International Relations Club for eighteen years.

Dr. Harling, in his early years, aided the History Department’s transition into a new age in which its curriculum gradually began to embrace a more global perspective. As a Korean War veteran, this was a project very dear to his heart. He was also a pioneer in Multi-Cultural Education at Westfield State having served seven years on our campus’ first Multicultural Committee. He also volunteered to act as a facilitator at one of the very first, if not the first, campus gathering addressing issues related to multi-cultural education and diversity.

Dr. Harling’s commitment to diversity is also reflected in his scholarly pursuits. His publications include a contribution to the volume *The Ethnic Contribution to the American Revolution* and an article entitled *The Indians of Eastern Massachusetts, 1620-1645*. In addition, he was also a pioneer in the field of Psycho-History. This was a unique approach to the past in which theories of personal and group psychology were applied to historical figures and specific historical time periods. Dr. Harling’s interest in this field culminated in an article entitled “Hitler, Stalin, and Mao: Common Personality Traits of Three 20th Century Tyrants.”

Dr. Harling also served for ten years on the University Curriculum Committee. He was a member and president of the university’s Faculty Senate and he served as a member of Westfield’s chapter of the American Association of University Professors for ten years.

For twenty years, Dr. Harling, who held a Masters in Divinity degree from Boston University, served as a chaplain at the Holyoke Soldiers' Home. A strong advocate for criminal justice reform, he served on the Executive Board of the Hampden County Sherriff for several years and was an Honorary Sherriff for twenty years.

Dr. Michael Konig, Professor Emeritus, History

Dr. Michael Konig served Westfield State's History Department from 1985 through 2012, teaching a variety of courses in United States history (particularly 20th century history, urban history, and history of the American West) and acting as the department's chair for 9 years. He developed a number of new courses during that time and was committed to offering a diverse learning experience by exploring minority history and the stories of underrepresented groups in his courses. He received the John F. Nevins Outstanding Educator Award in 2008. He also received the Award for Outstanding Professor for Westfield State University announced at Commencement in the spring of 2005. On campus, he served on several committees, including the Promotions Committee and the University Curriculum Committee. His scholarship included contributions to books on the political history of Massachusetts, the history of downtown planning in Springfield, Massachusetts and other topics related especially to the history of Springfield and education in Massachusetts.

Dr. Konig was the editorial director for the *Historical Journal of Massachusetts* from 1997 to 2008 and wrote numerous book notes on topics related to the history of New England for that publication. He also contributed book reviews, especially on topics related to the urban history of the West, to a number of other publications, and authored more than a dozen entries for the *Encyclopedia of Business History and Biography*. His contributions to the greater Springfield community include service on the Advisory Board for the Springfield History Hall (part of the Springfield Library and Museums) for 17 years, on the Board of Directors for the Massachusetts Studies Project for 11 years, and work with the Greater Springfield and Ludlow Chambers of Commerce. He even narrated television programs on the Springfield Armory and the history of Springfield mayors.

Dr. Wilma Ortiz, Associate Professor Emerita, Education

Dr. Ortiz has dedicated her career to teaching educators, and future educators, how to support multilingual learners and enact a humanizing pedagogy that centers the value and contributions of all learners and their families. A large part of her teaching at Westfield State related to her stewardship of our Sheltered English Immersion Course that is taken by all teacher candidates across all licensure programs and a course central to our departmental pillars related to Critical Engagement with Diversity, Community Building, Social Justice, Scholarship and Reflection. Dr. Ortiz has advised over a thousand students in undergraduate programs in Elementary Education, Early Childhood Education, and Special Education.

Dr. Ortiz has published scholarly works in well-respected journals and at multiple statewide, national, and international conferences on bilingual and English language learning education and cultural

sustaining and antiracist pedagogies. Dr. Ortiz has received numerous grants and has presented at many conferences, institutes, and symposiums. Her accomplishments include a 2022 CARES grant, written with colleagues on the WSU Anti Oppression Committee, to support a WSU Social Justice Peer Mentoring Program and Faculty/Staff Training on Racism.

Dr. Ortiz served on a number of WSU working groups and initiatives, including Reach to Teach and the Hispanic Serving Institution Working group. Dr. Ortiz was instrumental in developing a partnership with Holyoke Public Schools' Ethnic Studies Program and serving as a resource for faculty at the Dean Tech High School. Her longstanding co-advisor role to the WSU Latino Association for Empowerment (LAFE) illustrates how Dr. Ortiz embodies the notion of "servant leader".

Dr. Elizabeth Preston, Professor Emerita, Communication

Over her nearly 32 years at Westfield State, Dr. Preston has served as Communication Department Chair, Dean of Faculty, Vice President of Academic Affairs and Interim President. In the latter role, she worked to increase diversity at Westfield State, secured the construction of a new science building, initiated the now-thriving Physician Assistant program, stabilized the financial standing of the school, and established procedures for transparency and accountability throughout the administration.

Dr. Preston was an exemplary leader but no less exemplary was her work to foster knowledge through communication and citizenship through example. Dr. Preston initiated the "Reach to Teach" program to work with inner-city high school students in Springfield, nurture their growth, and bring them all the way through the Education program at Westfield State to become classroom teachers. To foster active citizenship of Westfield State students, she institutionalized incentives to add civic engagement elements to a wide variety of classes. She was also instrumental in establishing the Common Goods food pantry for students and others in need. In addition to her extensive accomplishments as a communication scholar and professor, Dr. Preston brought the long-standing high school quiz show program "As Schools Match Wits" to Westfield State's television studio, giving Westfield State students a chance to work on a broadcast TV program. She has served as executive producer and writer for the award-winning program now co-produced at Westfield State in partnership with WGBV-TV of Springfield.

Dr. Preston's scholarly pursuits have touched on many areas critical to the public interest, including media literacy education in our public schools. She has also conducted important research on direct marketing to consumers by pharmaceutical companies, and is featured in a documentary video by the Northampton-based Media Education Foundation, entitled "Big Bucks, Big Pharma." Dr. Preston also serves on the boards of Girls Inc. of the Valley and the Hilltown Cooperative Charter School and has served on the board of the Friends of the Westhampton Library

Dr. Elise Young, Professor Emerita, History

In her twenty-three years at Westfield State University, Dr. Elise Young was an innovative pedagogue, a tireless champion of multi-cultural education, and an eloquent advocate for the principle that our university should prepare its students to become responsible global citizens.

As a member of the History Department, Dr. Young introduced a number of new courses which greatly enriched the Department's offerings. She enhanced the Department's non-Western course offerings by creating courses that focused on Africa, Asia and the Middle East. She also created a course related to international Conflict Resolution and Peace Studies.

Dr. Young's most important contributions to the life of the university were her creation of the *Global Women's History Project* and *Africa Alive!* respectively. These programs were among the most important steps taken in the cause of providing Westfield's students with a truly global perspective. Dr. Young was also an active scholar. She composed a number of scholarly articles on a wide range of topics related to Middle Eastern History, Womens' History, and Peace Studies. She, furthermore, participated in many conferences, round table discussions and speaking events throughout New England and beyond.



Board of Trustees

December 19, 2022

MOTION

To approve the granting of Faculty Emeritus/a status, effective December 20, 2022, to the following individuals:

Dr. Sandra Berkowitz, Education

Mr. Nigel Dobereiner, Communication

Dr. Barbara Goff, Education

Dr. Frederick Harling, History

Dr. Michael Konig, History

Dr. Wilma Ortiz, Education

Dr. Elizabeth Preston, Communication

Dr. Elise Young, History

Robert A. Martin, Ph.D., Chair

Date

ACADEMIC AFFAIRS

December 5, 2022

Dr. Linda Thompson
President
Westfield State University

Dear Dr. Thompson:

The Committee on Honorary Degrees convened for the purpose of reviewing nominations from the University community. Present at that meeting were Professor Claudia Ciano-Boyce, Professor Rebecca Burwell, Professor Ruth Darling, Professor Beverly St. Pierre, and Assistant Provost Enrique Morales-Diaz. After consideration, the committee recommended the following for an honorary degree:

Mr. Steven P. Marcus, Doctor of Public Service

Mr. Steven Marcus has been nominated for an honorary degree for his achievements in public service.

Mr. Marcus, a graduate of Westfield States University's Social Work program, founded New England Geriatrics and West Central Family and Counseling, as well as the New England Hospice treating thousands of the most vulnerable patients in need. These organizations served patients in short-term and long-term facilities and outpatient settings. Countless patients received care for mental health challenges from the resources developed by Mr. Marcus.

He was appointed by the Governor and served two terms on the Board of Trustees of Westfield State University. During his tenure as board member and chair, the Trustees and the University navigated administrative and programmatic challenges. Mr. Marcus displayed leadership qualities that facilitated transitions to allow the University to strategically overcome challenges and move forward.

Mr. Marcus served organizations of teaching and learning in leadership roles such as the Wilbraham and Monson Academy Trustees Committee, Chair of the Board of Directors, Academy Hill School and as a Member of the Massachusetts Association of Mental Health.

Many community organizations were fortunate to have benefited from the timeless service provided by Mr. Marcus. These include serving as Governor, International Board of Legatus; Deacon, St. Maron Maronite Church; Chairman, Development Leadership Council, Catholic Near East Welfare Association, a papal agency; Member, Board of Directors, Newman Center, University of Massachusetts; and Member, Board of Directors, Daughters of Mary of Nazareth, Archdiocese of Boston.

The Committee voted this recommendation be forwarded to you, and subsequently to the Board of Trustees. Thank you for your consideration.

Sincerely,

Juline E. Mills, Ph.D.
Interim Provost and Vice President, Academic Affairs

Approved:

Dr. Linda Thompson, President

Date



Board of Trustees

December 19, 2022

MOTION

To approve the granting of an honorary degree to the individual listed below, subject to a final vetting before the degree is granted:

Mr. Steven P. Marcus, Doctor of Public Service

Robert A. Martin, Ph.D., Chair

Date

Westfield STATE UNIVERSITY

ACADEMIC AFFAIRS

**Summary New Academic Programs and Concentrations
10 Year Review
2012-2022**

Department	Degree
Accounting and Finance	Accounting, B.S.
	Finance, B.S.
Art	Graphic Design, B.F.A. (awaiting BHE approval)
	Visual Arts Education, Initial PreK-8 or 5-12, Postbaccalaureate Teacher Licensure
Computer and Information Science	Data Science, B.S.
Education*	Early Childhood Education, B.S.E.
	Elementary Education, B.S.E.
	Special Needs, B.S.E.
Geography, Planning, and Sustainability**	Urban Regional Planning
Health Science	Physician's Assistant Studies, M.S.
	Health Science, B.S.
Management and Marketing	Management, B.S.
	Marketing, B.S.
Mathematics	Advanced Mathematics for Elementary Education, B.S.
	Data Science, B.S.
Music	Music Therapy, B.M.
Nursing	Nursing, BSN
	RN to BSN
Sports Medicine and Human Performance	Athletic Training, M.S.^

*New curriculum for all three degrees.

** New degree title.

^Conversion from B.S. degree.

Westfield

STATE UNIVERSITY

ACADEMIC AFFAIRS

Department	Concentration
Art	Animation
	Art Therapy (in collaboration with Psychology)
	Fine Arts
	Illustration
	Graphic Design
Biology	Biotechnology
	Pre-Med
Criminal Justice	Criminology
	Law Enforcement and Homeland Security
	Rehabilitation and Restoration
Geography, Planning, and Sustainability	Climate Change and Energy
	Environmental Planning
	Food Systems
	Urban & Social Justice
	Urban Design and Architecture
Health Science	Occupation Therapy Assistant
	Clinical
	Community Health
	Gerontology
Management and Marketing	Sports Management
	General Management
	Human Resources Management
	Entrepreneurship
Mathematics	Actuarial Science
Music	Music Management
Psychology	Art Therapy (in collaboration with Art)
	Forensic Mental Health (M.A.)
	School Adjustment (M.A.)
Political Science	Public Administration
	Public Healthcare Management (M.P.A.)
Sociology	Globalization
	Social Organizations
	Sociology of Aging
Sports Medicine and Human Performance	Preventative Care and Physical Activity
Spanish	Language, Culture and Literature
	Translation and Interpreting