

**HOLYOKE COMMUNITY COLLEGE  
BOARD OF TRUSTEES  
RETREAT**

Minutes of September 9, 2021

The Holyoke Community College Board of Trustees' Retreat was held on Thursday, September 21, 2021, remotely with Chair Robert W. Gilbert, Jr. presiding.

<b>MEMBERS PRESENT</b>	Robert W. Gilbert, Jr., Chair Charles Epstein Ted Hebert Lucy Perez Vanessa Smith Ivonne Vidal Eleanor Williams
<b>MEMBERS ABSENT</b>	Yolanda Johnson Suzanne Parker Evan Plotkin
<b>ALSO PRESENT</b>	Karen Desjeans and Christina Royal  GUESTS: Commissioner Carlos Santiago, Deputy Commissioner Patricia Marshall from the Department of Higher Education  GUESTS: Liz Murphy and Kevin David from CampusWorks Kris Ricker Choleva
<b>CALL TO ORDER</b>	Chair Gilbert called the meeting to order at 9:06 a.m.  <b>Roll Call Vote:</b> Trustee Epstein            Yes Trustee Hebert            Yes Trustee Perez              Yes Trustee Smith              Yes Trustee Vidal              Yes Trustee Williams          Yes Chair Gilbert                Yes
	Commissioner Santiago provided remarks on themes across the Commonwealth, particularly across community college due to the pandemic impact, and enrollment decline.
	Deputy Commissioner Marshall presented on the Department of Higher Education's Equity Agenda.

HCC: Board of Trustees Retreat | September 9, 2021

# The Equity Agenda: From Vision to Action

Patricia A. Marshall, Ph.D.  
Deputy Commissioner for Academic Affairs  
and Student Success



MASSACHUSETTS  
Department of  
Higher Education

Equity Strategic Framework

## Vision Statement: December 2018

The Massachusetts Board of Higher Education aims to sustain and expand on Massachusetts' unique leadership position in higher education as defined by the strength and reputation of our private and public postsecondary institutions and our nation-leading level of attainment among our adult citizens.

To further realize those goals and to ensure that public higher education opens doors of opportunity and fulfillment for traditionally underserved populations...

**We elect to make our top statewide policy and performance priority:**

**Significantly raise the enrollment, attainment and long-term success outcomes among under-represented student populations.**

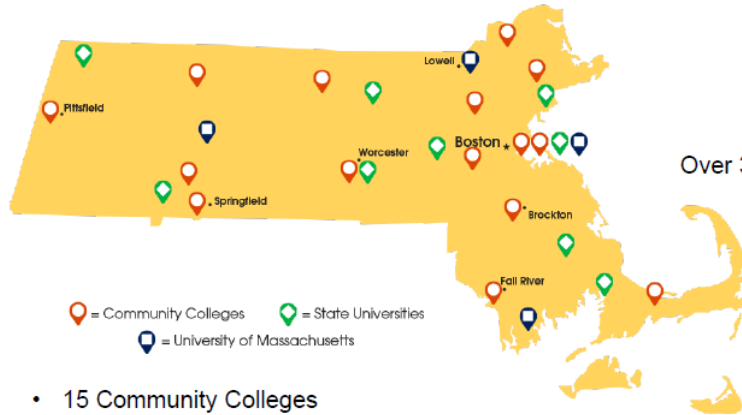
We intend this equity lens priority to guide campus and system performance measurement and promote initiatives and policies that collectively expand success for residents and for our economy and society.



# MASSACHUSETTS Department of Higher Education



260,000 Students Annually



Over 33,000 Degrees

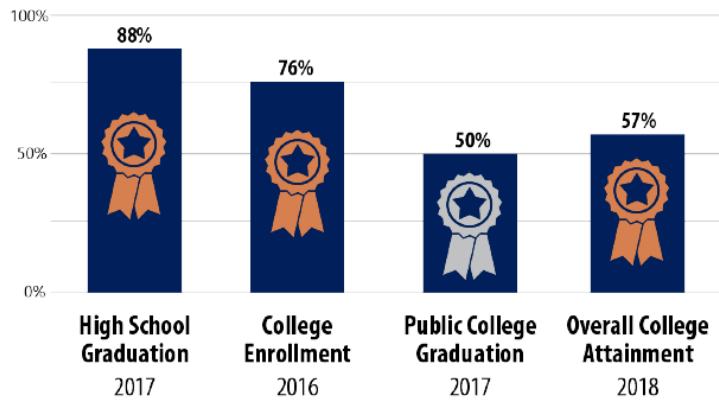
= Community Colleges    = State Universities  
 = University of Massachusetts

- 15 Community Colleges
- 9 State Universities
- 5 UMass Campuses

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## Massachusetts tops the nation in many key education indicators

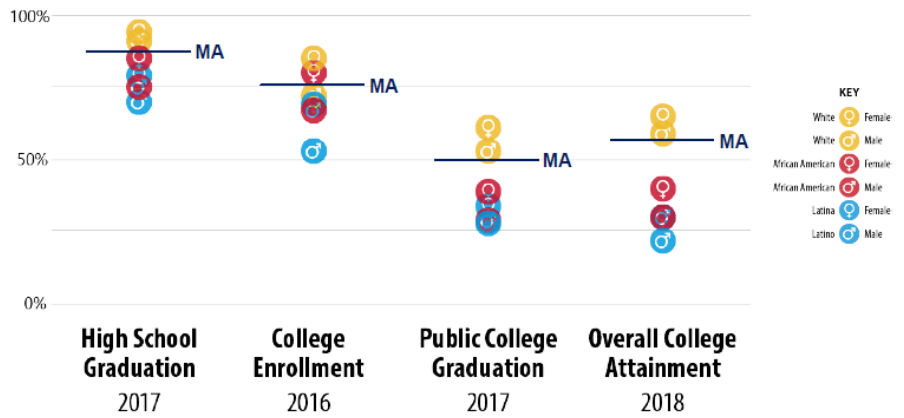
### MA Key Education Indicators: Statewide



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## The rates vary significantly by race/ethnicity and gender

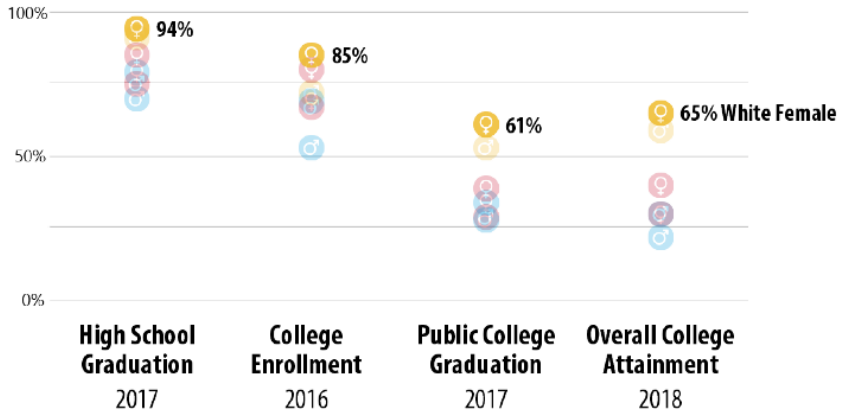
MA Key Education Indicators: By Race/Ethnicity & Gender



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## White females consistently rank at the top of their peers

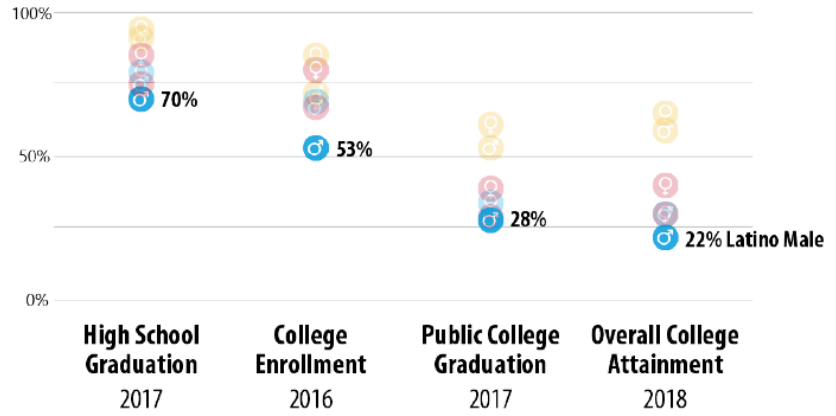
MA Key Education Indicators: By Race/Ethnicity & Gender



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## And Latinx males consistently rank at the bottom

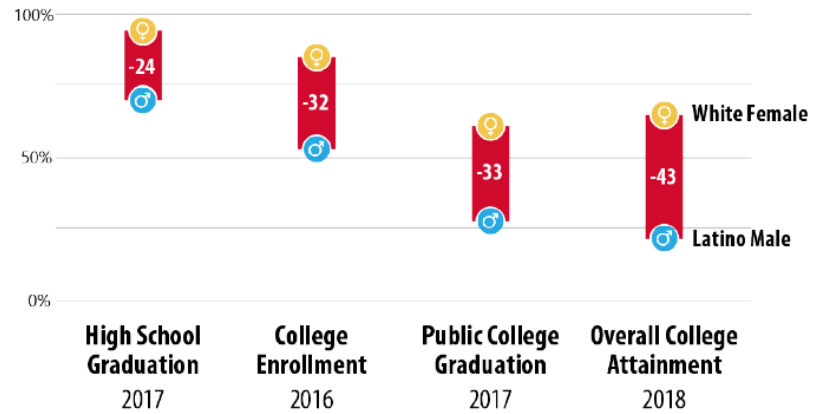
MA Key Education Indicators: By Race/Ethnicity & Gender



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## The gaps are large

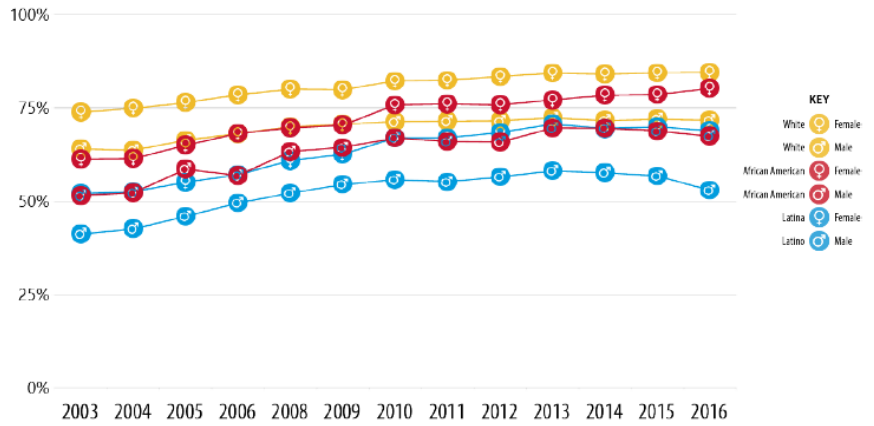
MA Key Education Indicators: By Race/Ethnicity & Gender



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## Who's going to college?

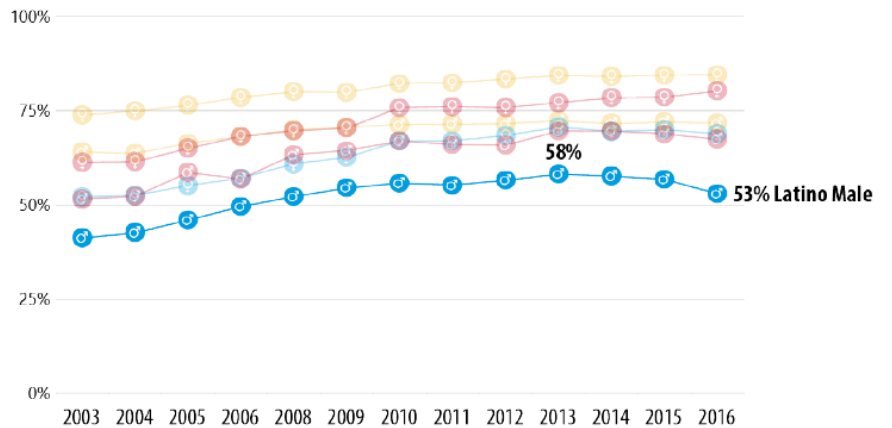
College Enrollment Rates: By Race/Ethnicity & Gender



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## Latino male college-going rates are actually declining

College Enrollment Rates: By Race/Ethnicity & Gender



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## Within the Pell-eligible and non-Pell populations, there are significant racial disparities between subgroups

### Overall Six-Year Graduation Rate of Students Who Initially Enroll in Massachusetts Public Higher Education (2017)

*Within six years after enrolling at a Massachusetts community college, state university or UMass campus, what percentage of students earn a degree anywhere (at initial or at another institution)?*



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# Equity Agenda: Professional Development, Equity Principles, and Systemwide Goals



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## The Equity Agenda

# Equity Principles

### Racial equity:

- Is the **top policy and performance priority** for the Department of Higher Education
- Will be achieved **when race no longer determines one's outcomes** in the Massachusetts public higher education system
- Must be **embedded** system-wide and permeate the Department's structure, culture, and policies
- Requires the use of **asset-based language** to minimize the threat of harm, deficit, and stereotype reinforcement
  - *"Asset-based language" defines people by their aspirations and contributions, rather than the systemic barriers and challenges they face*
- Requires **acknowledgement, remedy, and repair** of policies and practices which have excluded or created barriers

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## Goals in Support of the Equity Agenda

In May 2020, the BHE adopted the following goals in support of the Equity Agenda:

Goal 1: 60% of working-age Massachusetts residents ages 25-64 will hold an associate degree or higher and an additional 10% of the population will hold a high-quality credential by 2030

Goal 2: 43% of African American and 32% of Latinx MA residents ages 25-64 will hold an associate degree or higher by 2024, representing an ambitious five percentage point increase from current state.

Goal 3: Increase completion rates for African American and Latinx students who initially enroll in MA public higher education system by 12 and 13 percentage points respectively by 2030.

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## Equity Agenda: Policy and Program Audit

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## Policy & Program Audit

- Audit and assess all policies & programs
- Identify and remove those that exacerbate racial inequity
- Collaborate with public institutions to inform new policy direction
- Address education debt owed to Black and Latinx students
- Form DHE Learning Community to support cultural transformation
- Partner with Board of Higher Education to advance Equity Agenda

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## Policy Audit Learning Community Structure and Timeline

- Audit of first set of policies to be completed by August 15, 2021
- Learning Community will meet quarterly
- DHE Equity Agenda leads will meet with each divisional team in between full LC meetings
- Support teams will offer teach-ins
- Collaboration and conversation among LC encouraged

Policy Audit Review Team		
Division	Policy	Review Staff
AA&SS	Admissions	Christine Williams, Allison Little
AA&SS	Early College	Christine Williams
AA&SS	MassTransfer	Elena Quiroz-Livanis, Transfer Team
AA&SS	Major Grant Programs: HEIF, 100MTC, CDEP	Keith Connors, Christine Williams
AA&SS	STEM Starter Academy	David Cedrone, Allison Little
AA&SS	Common Assessment Policy	Elena Quiroz-Livanis
AA&SS	MassTeach	Allison Little
AA&SS	Developmental Education	Elena Quiroz-Livanis
AA&SS	Public Program Approval	Winnie Hagan
AA&SS	MACEI	Mary Price
EA	Basic Needs Security Agenda	Georgiana Chevry
OSFA	Financial Aid Redesign	Clantha McCurdy
OSFA	Washington Center Internship Program	Clantha McCurdy
OSFA	MA No Interest Loan	Alison Connolly
OSFA	MassGrant	Robert Brun, Clantha McCurdy
OSFA	High Demand Scholarship	Jillian Pellegrini, Clantha McCurdy
OSFA	Gilbert Grant & Cash Grant	Robert Brun, Clantha McCurdy
OSFA	GEAR UP	Robert Dais, Vivian Irrgang, Clantha McCurdy
R&P	PMRS	Sarah Mealey, Mario Delci

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## Policy & Program Audit Sample Prompts

1. Racial equity is the top policy and performance priority for the Department of Higher Education.
  - Does the policy or program reflect that racial equity is the top policy and performance priority for the Department of Higher Education?
2. Racial equity requires acknowledgement, remedy, and repair of policies and practices formulated for the purposes of exclusion.
  - What is the origin and history of this policy or program? Did the policy or program have the intention or effect of excluding or creating a barrier to students who identify as Black and/or Latinx?
3. Clarity in language, goals, and measures is vital to racially equitable practices.
  - What clear measures or goals associated with this policy might better support more equitable outcomes for Black and/or Latinx students?

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## Policy & Program Audit Sample Prompts

4. Racial equity requires the use of asset-based language to minimize the threat of harm, deficit, and stereotype reinforcement.
  - How could this policy or program language be reshaped to promote asset-based and inclusive language?
5. Racial equity requires that the Department promote culturally responsive campus climates in which all students, faculty, and staff can thrive, and in which all students, faculty, and staff are seen and regarded in the totality of their human dignity.
  - Does this policy or program have an impact on the lived experiences of prospective students, enrolled students, faculty, or staff who identify as Black and/or Latinx?
6. The Department must create and cultivate an inclusive environment to encourage the support and participation of relevant stakeholders.
  - Were relevant stakeholders and/or students involved in the development of this policy?

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## Policy & Program Audit Sample Prompts

7. Racial equity includes continuously conducting rigorous critical evaluation.
  - Assuming this policy either ensures or will be changed to ensure it reflects racial equity as the top performance priority, what requisite data (quantitative and qualitative) and analysis will be necessary for the Department to be evaluated relative to equity related outcomes?
8. The Department must incentivize the development and support the implementation of equity-minded, evidence-based solutions.
  - What are equity-minded, evidence-based solutions of any disparity or racial inequity in this policy?
9. Racial equity requires budgeting reflecting racial equity as a top<sub>2</sub> priority, and which seeks to rectify the harms of a history of racist policy.
  - How might the budgeting reflected in this policy be adjusted to make real a commitment to racial equity?

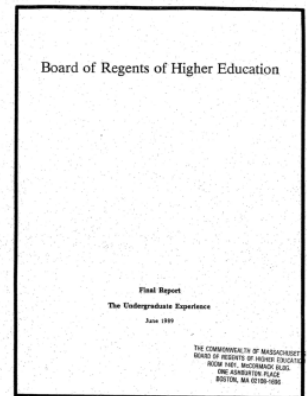
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## The New Undergraduate Experience

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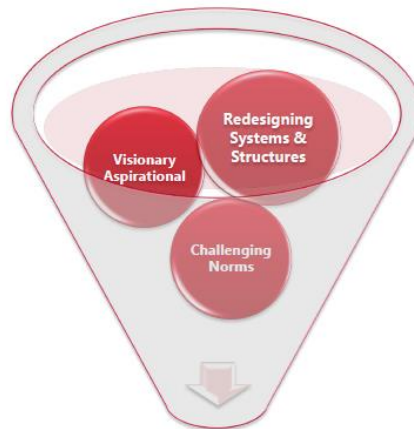
## What was The Undergraduate Experience ?

- 60 pp. report, with 44 recommendations
- Focused on the 28 undergraduate-serving institutions
- Re-envisioned the undergraduate experience in public higher education with the goal of enhancing “excellence”

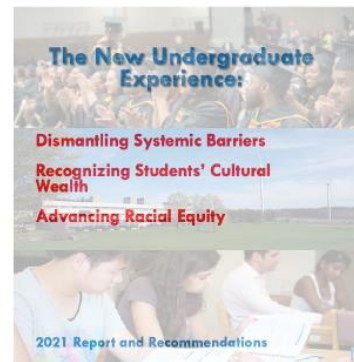


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## What could a new version look like?



**Transformational**



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# NUE: A Student Bill of Rights

## Students Have The Right To:

- Clear, accessible, and understandable financial information, and affordable and predictable education costs
- Welcoming, inclusive, and safe campus environments
- Equitable access to experiential learning opportunities, in and out of the classroom
- Inclusive, anti-racist, and culturally responsive curricula and pedagogies
- Diverse and supportive faculty and staff who are equity-minded higher education practitioners
- Timely and relevant pathways to graduation and employment
- A voice in the decisions that impact their education

But to fulfill these promises to all our students, we must focus on racial equity

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# NUE: Cross-Cutting Recommendations

The Equity Agenda will be the guiding paradigm for the curricular and co-curricular undergraduate experience

The access, success, retention, persistence and graduation of our Black, Latinx, Asian, Indigenous and other students of color will be prioritized

Data must be both disaggregated and intersectional

Equity-based policy and program audits will be regularly implemented by institutions and system

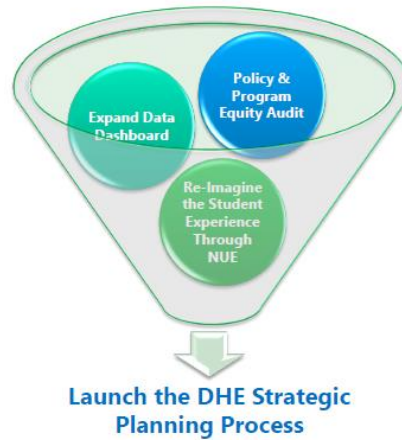
All trustees, executives, faculty, and staff will participate in racial educational equity professional development

Accountability structures will be created to ensure that racial equity and justice progress is being made

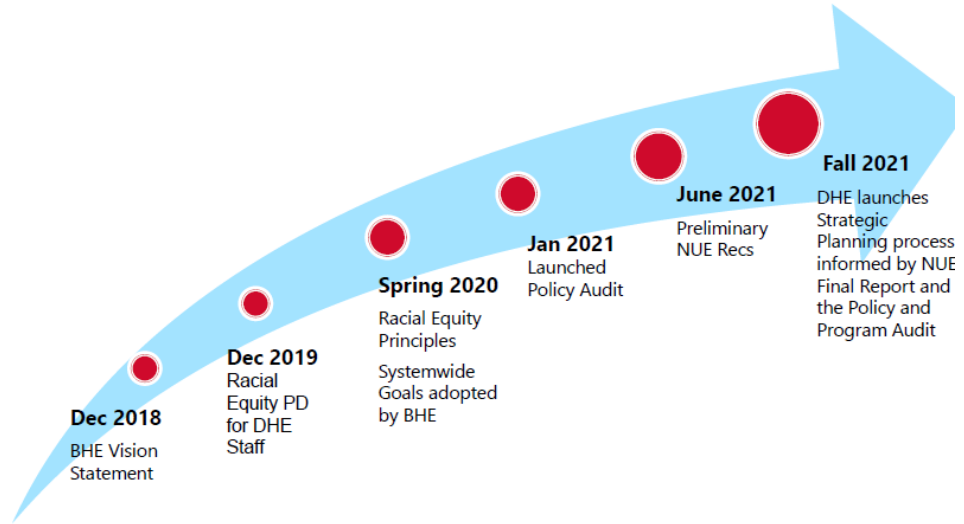
## NUE: Preliminary Recommendations



## Setting the Stage for Strategic Planning

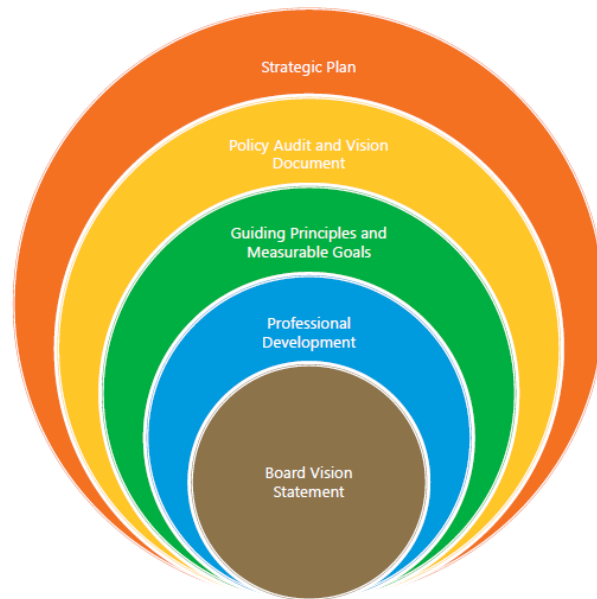


## DHE Equity Agenda: Major Milestones



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## Equity Agenda: Core Elements



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**CAMPUS WORKS  
PRESENTATION**

**Strategic Plan Refresh  
Board Workshop**

September 9, 2021

HOLYOKE COMMUNITY COLLEGE



**Agenda**

- Introductions
- Trends in Higher Education
- Strategic Plan Refresh Process Overview
- Roles of Board of Trustees in Planning Process



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**Introductions**



## Introductions



Kevin David  
CampusWorks  
Portfolio Director  
Project Lead



Liz Murphy  
CampusWorks  
CEO and Chief Evangelist  
Executive Sponsor



## Trends in Higher Education



### Trend #1: Questioning Student Return on Investment



Trend #2: Enrollment Declines

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Trend #3: Shifting Demographics and Ensuring Equity

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Trend #4: Focus on Outcomes vs. Activities

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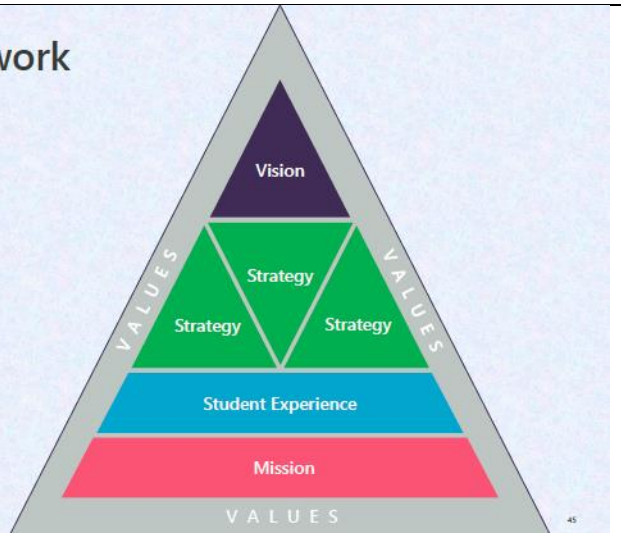
Strategic Plan Refresh Process  
Overview & Timeline



## Planning Framework

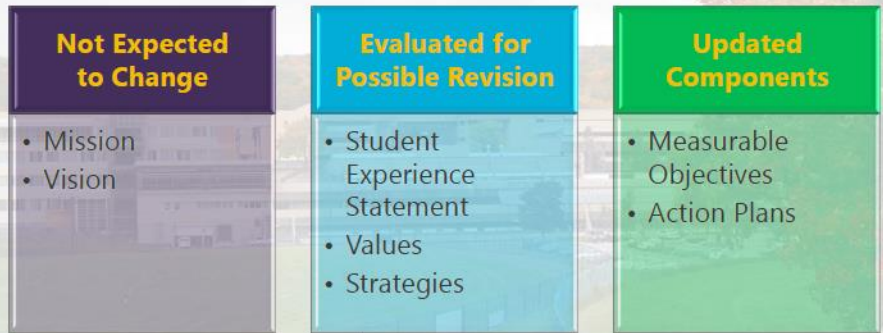
Framework for a performance-driven strategic plan

CAMPUSWORKS



CAMPUSWORKS

## Strategic Plan Refresh Components



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## Key Planning Events



August 2022

Strategic Plan Implementation



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## Roles of Board of Trustees in Planning Process



## Board Roles in Strategic Planning

Sponsorship

Promote

Empower

Celebrate

Participation

Engage

Share

Listen

Oversight & Approval

Guide

Trust

Review

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Beginning with  
the end in mind

Thank You!

CAMPUSWORKS

**ADJOURNMENT**


On a motion by Trustee Hebert and seconded by Trustee Williams it was **VOTED** to adjourn today's meeting.

**Roll Call Vote:**

Trustee Epstein	Yes
Trustee Hebert	Yes
Trustee Perez	Yes
Trustee Smith	Yes
Trustee Vidal	Yes
Trustee Williams	Yes
Chair Gilbert	Yes

The meeting was adjourned at 1 pm.

Respectfully submitted,  
*Vacant*  
Secretary  
Board of Trustees

DocuSigned by:  
  
 9/29/2021  
AC0B84574E6043F...  
 Approved: Robert W. Gilbert, Jr., Chair