HOLYOKE COMMUNITY COLLEGE
BOARD OF TRUSTEES

Minutes of March 23, 2021

The 395th meeting of the Holyoke Community College Board of Trustees was held on Tuesday, March 23, 2021, remotely with Chair Robert W. Gilbert, Jr. presiding.

| MEMBERS PRESENT | Robert W. Gilbert, Jr., Chair
|                 | Charles Epstein
|                 | Trustee Gi
|                 | Ted Hebert
|                 | Yolanda Johnson
|                 | Suzanne Parker
|                 | Lucy Perez
|                 | Evan Plotkin
|                 | Ivonne Vidal
|                 | Eleanor Williams

<table>
<thead>
<tr>
<th>MEMBERS ABSENT</th>
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| ALSO PRESENT | Amy Brandt, Beth Breton, Dale Brown, Michele Cabral, Maureen Conroy, Karen Desjeans, Veena Dhankher, Mary Dixey, Amy Dopp, Clara Elliott, Rosemary Fiedler, Curt Foster, Jeff Hayden, Anne Herron, Tricia Kiefer, Johanna Lebron, Lauren LeClair, Hollis Martin, Lea Occhialini, Kris Ricker Choleva, JoAnne Rome, Christina Royal, Narayan Sampath, Shannon Sarkisian, Amanda Sbrisicia, Adrienne Smith, Idelia Smith, Linda Szalankiewicz, Renee Tastad, Gertrude Tynan, Lori Wayson, and Chris Yurko

| CALL TO ORDER | At 8:03 am, the meeting was officially called to order by Chair Gilbert.

<table>
<thead>
<tr>
<th>Roll Call Attendance:</th>
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<tbody>
<tr>
<td>Charles Epstein</td>
</tr>
<tr>
<td>Trustee Gi</td>
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<tr>
<td>Suzanne Parker</td>
</tr>
<tr>
<td>Lucy Perez</td>
</tr>
<tr>
<td>Evan Plotkin</td>
</tr>
<tr>
<td>Ivonne Vidal</td>
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<tr>
<td>Chair Gilbert</td>
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| CONSIDERATION OF CONSENT AGENDA ITEMS | Chair Gilbert asked if any consent agenda items needed to be moved to the regular agenda.
<table>
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<tbody>
<tr>
<td>Chair Gilbert called for a vote of the Consent Agenda.</td>
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<tr>
<td>- Consideration of Minutes for Board of Trustee Meeting of February 23, 2021</td>
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<tr>
<td>- To approve the personnel actions listed for the Faculty and MCCC Unit Professional State</td>
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<td>- To approve the recommendations for change in rank</td>
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<td>- To approve the recommendation for tenure</td>
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</tbody>
</table>
- To empower the President of the College to approve all personnel actions prior to the next meeting.
- Committee Reports
  - Advocacy
  - Audit and Finance
  - By-Laws and Governance
  - Equity
  - Nominating
  - Presidential Evaluation
  - Strategic Planning

A motion was made by Trustee Perez and seconded by Trustee Plotkin to approve the Consent Agenda.

**Roll Call Vote:**

<table>
<thead>
<tr>
<th>Trustee</th>
<th>Vote</th>
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<tbody>
<tr>
<td>Charles Epstein</td>
<td>Yes</td>
</tr>
<tr>
<td>Trustee Gi</td>
<td>Yes</td>
</tr>
<tr>
<td>Yolanda Johnson</td>
<td>Yes</td>
</tr>
<tr>
<td>Suzanne Parker</td>
<td>Yes</td>
</tr>
<tr>
<td>Lucy Perez</td>
<td>Yes</td>
</tr>
<tr>
<td>Evan Plotkin</td>
<td>Yes</td>
</tr>
<tr>
<td>Ivonne Vidal</td>
<td>Yes</td>
</tr>
<tr>
<td>Chair Gilbert</td>
<td>Yes</td>
</tr>
</tbody>
</table>

**CHAIR’S REMARKS**

- Attended a joint meeting of the Board’s Equity Committee and the College’s Equity, Diversity and Inclusion Committee. There is a lot of work going on at the College and we are making progress on Equity.
- Attended a meeting of the Board Chairs of the community colleges to elect a representative to the Board of Higher Education. He encouraged Trustees to attend the Board of Higher Education’s Board meetings. Chair Gilbert also attended the meeting on Fiscal Affairs, and it was voted to freeze the tuition at $24 a credit for the coming year. In the fall, they are going to discuss a whether the College can retain the tuition and use in their budget, or should it be kept in the State’s general fund. More information on meetings can be found on the website at: [https://www.mass.edu/bhe/meetings.asp](https://www.mass.edu/bhe/meetings.asp)
- Attended an Audit and Finance Committee meeting on March 9th to discuss fees for the upcoming fiscal year.
- Attended the Equity Committee meeting on March 12th.
- Attended the Bylaws and Governance Committee meeting on March 16th. The Bylaws document is ready for a final draft review with President Royal. Also, the Committee will be working on a Trustee Guidebook so there will be a roadmap and guidance for future Trustees.
- If anyone is interested in serving as the Vice Chair or Secretary to contact Trustee Johnson, who is the Chair of the Nominating Committee. Election of these positions will happen at the Annual Meeting in June.

**PRESIDENT’S REPORT**

**Equity-Mindedness: Mental Health** – presented by Renee Tastad, Assistant Vice President of Student Affairs and Dean of Enrollment Management
Equity-Mindedness: Mental Health

Board of Trustees
March 23, 2021

Many students are not ok right now...

15% reported suicidal ideation (past year)
47% reported depression
44% reported anxiety
67% isolated, left out, lonely
difficulty with maintaining focus
trouble persevering
trouble recalling information
slowed problem solving
difficulty with completing tasks
frequent absences…

86%

Responsive

WellConnect

Behavioral Intervention Team (BIT)
**Success looks like:** HCC students are connected to a network of service providers that assist with removing barriers to success, leading to increased retention among all student populations.
Equity-Mindedness: LGBTQ+ – presented by Renee Tastad, Assistant Vice President of Student Affairs and Dean of Enrollment Management

LGBTQ+ Task Force
Board of Trustees Presentation
03.23.21
Objective:

The purpose of the LGBTQ+ task force is to make recommendations for institutional change to President Royal so that the college can take appropriate steps to become a trans-affirming institution.

Engaged Inclusivity

“Engaged inclusivity transforms the dialogue on inclusion from general acceptance and tolerance of difference to active institutional transformation, based on the belief that the richness of our culture is because of our diversity and a recognition of our common humanity” (AAC&U 2019)

Guiding Principles:

- **Assume** there will always be trans people in every role at the institution
- **Reimagine** curriculum and course content incorporating experiences of all marginalized groups
- **Consider** trans-inclusion and gender justice
Recommendation #1: Restrooms
- Designate at least one fully accessible restroom in each building on each floor.
- Statement: “All persons have a right to use the restroom facilities that align with their sincerely held gender identity.”
- Map the existing all-gender restrooms and post broadly (mobile apps)
- Include renovation of existing restrooms in DCAMM projects going forward
- Change all current men and women’s restrooms to “restrooms with urinals” and “restrooms with stalls”

Recommendation #2: Workshops & Resources
- Partner with The Stonewall Center of UMass to offer workshops for HCC faculty, staff, and students through the CFE
- Implement Safe Zone training through the CFE
- Partner with Marketing to publicize resources available to LGBTQ+ individuals

Recommendation #3: Identification
- Chosen name
- Pronoun field
LGBTQ+ Task Force Representatives

Questions?

Strategic Plan FY 19-22 Metrics Update – presented by Veena Dhankher, Director of Institutional Research; and Kris Ricker Choleva, Director of Planning, Curriculum and Assessment
Board of Trustees Meeting

Strategic Plan FY19-22
Metrics Update

March 23, 2021

Veena Dhankher, Director of Institutional Research
Kris Ricker Choleva, Director of Planning, Curriculum and Assessment

Four Strategies and Frameworks

<table>
<thead>
<tr>
<th><strong>TEACHING &amp; LEARNING</strong></th>
<th><strong>Strategy #1:</strong> Enhance and expand innovative teaching and learning practices that support quality education for all.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>EQUITY, INCLUSION &amp; STUDENT SUCCESS</strong></td>
<td><strong>Strategy #2:</strong> Work with the communities we serve to increase equity.</td>
</tr>
<tr>
<td><strong>WORKFORCE DEVELOPMENT &amp; TRANSFER</strong></td>
<td><strong>Strategy #3:</strong> Align programs with workforce demands, student needs for transfer and employment opportunities.</td>
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<tr>
<td><strong>SUSTAINABILITY</strong></td>
<td><strong>Strategy #4:</strong> Create a sustainable model for long-term growth.</td>
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<table>
<thead>
<tr>
<th><strong>9 Objectives</strong></th>
<th><strong>Key Outcomes/Metrics:</strong></th>
</tr>
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<tbody>
<tr>
<td></td>
<td>• Close achievement gap</td>
</tr>
<tr>
<td></td>
<td>• Increase retention rates</td>
</tr>
<tr>
<td></td>
<td>• Increase graduation/transfer rates</td>
</tr>
<tr>
<td></td>
<td>• Increase number of credentials awarded</td>
</tr>
<tr>
<td></td>
<td>• Increase employment rate of students of color</td>
</tr>
<tr>
<td></td>
<td>• Re-engineer mobile applications to enhance student engagement and support</td>
</tr>
<tr>
<td></td>
<td>• Use technology for process improvement and automation</td>
</tr>
<tr>
<td></td>
<td>• Develop/launch new revenue streams</td>
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<table>
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<tr>
<th><strong>21 Measurable Outcomes</strong></th>
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</thead>
</table>
1. TEACHING & LEARNING – 3 Objectives & 4 Measurable Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Baseline</th>
<th>Year Zero</th>
<th>Year 1 (FY 2019-2020)</th>
<th>Year 2 (FY 2020-2021)</th>
<th>Target Metric</th>
<th>Timeline for Update</th>
<th>Source</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.1 Develop culturally responsive pedagogies with special emphasis on the College's status as a Hispanic Serving Institution.</td>
<td>11</td>
<td>10</td>
<td>11</td>
<td>10</td>
<td>7</td>
<td>4</td>
<td>Dec. 15th, Fall 2017</td>
</tr>
<tr>
<td>1.2 Increase the rate of college completion by providing targeted placement and support measures, flexible pathways, and multiple scheduling options, and through the creative use of technology.</td>
<td>15%</td>
<td>16%</td>
<td>16%</td>
<td>17%</td>
<td>19%</td>
<td>22%</td>
<td>Dec. 15th, Fall 2017</td>
</tr>
<tr>
<td>1.3 Promote faculty and staff professional development by providing meaningful opportunities for training and exposure to innovative practices.</td>
<td>Not available</td>
<td>In progress</td>
<td>operational</td>
<td>operational</td>
<td>optimal</td>
<td>as of May 2020</td>
<td>AA</td>
</tr>
</tbody>
</table>

1.1. Increase the graduation rate gap (achievement gap) between first-time degree-seeking White students and students of color.

1.2. Increase the overall graduation rate for first-time degree-seeking students.

1.3. Create learning spaces to be researched, tested, and evaluated.

1. TEACHING & LEARNING

EAB Navigate - Student Success Management System

Enterprise-level technology that links administrators, advisors, deans, faculty, other staff, and students in a Coordinated Care Network, enabling the proactive management of student retention and success.

- 30+ team members
- Two campus-wide demos Spring '21
- Tech Team is on schedule for integration with Banner

Product design sessions:
- Appointment Scheduling design session - March 24
- Content and Promotion design session - March 30
- Alerts and Case management design session - March 31
- Academic Planning design session - April 1
- Phase 1 launch in June

1. TEACHING & LEARNING

Working Group for Culturally Responsive Pedagogy (CRP)

Faculty Working group of 20+ members and ad hoc groups creating ongoing opportunities for faculty to share best practices in culturally responsive pedagogy. Examples:

- Best Practices in Diversifying your course content: Culturally Responsive Pedagogy is a Lifelong Reflective Process
- Instructional Design and Library Partnerships: Working as a Culturally Responsive Team to Diversify Course Offerings
- Equity Minded Assessment workshops for the 3/24 Assessment Day
- AHSIE Panel on 3/25

CRP baseline Survey of faculty CRP knowledge and follow up measurable goals and outcomes.

An online "toolbox" of resources and strategies being built.

Year-long cohort model CRP fellowship for Fall 21-Spring 22.

Title III, CFE
### 2. EQUITY, INCLUSION & STUDENT SUCCESS – 2 Objectives & 5 Measurable Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Baseline Data</th>
<th>Year 1 Act</th>
<th>Year 1 Av</th>
<th>Year 2 Av</th>
<th>Year 3 Av</th>
<th>Baseline Metrics (by 2023)</th>
<th>Ambitious Metrics (by 2023)</th>
<th>Timeline for Updates</th>
<th>Latest Data Available</th>
<th>Source</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Increase student success through a holistic approach addressing underrepresented students' academic and life challenges.</td>
<td></td>
<td></td>
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<td></td>
</tr>
<tr>
<td>2.1.1</td>
<td>Increase the fall-to-fall retention rate for all first-time degree seeking students.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>51%</td>
<td>51%</td>
<td>59%</td>
<td>59%</td>
<td>59%</td>
<td>59%</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Increase the fall-to-fall retention rate for first-time degree seeking students by gender.</td>
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<td></td>
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<td></td>
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<td></td>
</tr>
<tr>
<td>2.2</td>
<td>Improve college readiness by collaborating with new and existing community-based organizations, local school districts and adult education programs.</td>
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<td></td>
</tr>
<tr>
<td>2.2.1</td>
<td>Increase the percentage of first-time degree seeking students achieving developmental math.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>70%</td>
<td>75%</td>
<td>47%*</td>
<td>17%*</td>
<td>74%</td>
<td>71%</td>
</tr>
<tr>
<td>2.2.2</td>
<td>Increase the percentage of first-time degree seeking students achieving developmental English.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>40%</td>
<td>42%</td>
<td>29%*</td>
<td>27%*</td>
<td>39%</td>
<td>34%</td>
</tr>
</tbody>
</table>

* For fall 2019, students were placed into college level English or math without testing if the student achieved certain criteria. For English, these criteria include minimum scores on an English test, sat or ACT and other options. For math, minimum high school scores or minimum SAT, ACT, and test scores are among the options. Students without these criteria take placement tests developed by NEC English and math faculty which replace exceptions. Due to these changes, there is noticeable decrease in CC placement rates.

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### 2. EQUITY, INCLUSION & STUDENT SUCCESS

**Equity Working Group and ALANA Men in Motion**

Equity, Diversity and Inclusion Council

- Coordinating and weaving together the equity initiatives taking place across campus to build and sustain an equity-minded college community including EDI, REJ, LGBTQ+, CUE, STEM Equity group, etc.
  - proposal for position/department
  - presentation to town hall
  - numerous workshops through the CFE
  - Google site / repository

**ALANA Men in Motion Reinvigoration**

- Program to increase enrollment and retention among male students of color
- Soft launch and scaling up of access and support in spring 21
- 22 students/mentees, two mentors
- Measurable goals for fall 2021
  - 50 mentees

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### 3. WORKFORCE DEVELOPMENT & TRANSFER – 2 Objectives & 6 Measurable Outcomes

<table>
<thead>
<tr>
<th>Objective</th>
<th>Description</th>
<th>Baseline Data</th>
<th>Year 1 Act</th>
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<th>Scale</th>
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</thead>
<tbody>
<tr>
<td>3.1</td>
<td>Workforce development, student needs for transfer and employment opportunities.</td>
<td></td>
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<td></td>
<td></td>
<td></td>
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</tr>
<tr>
<td>3.1.1</td>
<td>Increase the number of credentials awarded in high-needs/Minority fields (STEM and health).</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>260</td>
<td>287</td>
<td>273</td>
<td>247</td>
<td>335</td>
<td>378</td>
</tr>
<tr>
<td>3.1.2</td>
<td>Increase the number of workforce credentials awarded in high-needs/Minority fields (Health, Manufacturing, IT and Hospitality) to 3,000.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,852</td>
<td>2,362</td>
<td>3,356</td>
<td>2,828</td>
<td>2,081</td>
<td>3,000</td>
</tr>
<tr>
<td>3.2</td>
<td>Increase the number of underrepresented students who achieve job placement and academic transfer by building and strengthening programs and partnerships.</td>
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</tr>
<tr>
<td>3.2.1</td>
<td>Increase the transfer rate of all first-time degree seeking students within 150% of normal time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>26%</td>
<td>27%</td>
<td>26%</td>
<td>28%</td>
<td>30%</td>
<td>30%</td>
</tr>
<tr>
<td>3.2.2</td>
<td>Increase the transfer rate of first-time degree seeking students of color within 150% of normal time.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>25%</td>
<td>24%</td>
<td>21%</td>
<td>23%</td>
<td>27%</td>
<td>30%</td>
</tr>
<tr>
<td>3.2.3</td>
<td>Increase the employment rate for students of color who graduated from career focused programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>50%</td>
<td>50%</td>
<td>52%</td>
<td>49%*</td>
<td>63%</td>
<td>66%</td>
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<td>3.2.4</td>
<td>Increase the number of job placements from workforce programs.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>379</td>
<td>462</td>
<td>430</td>
<td>277</td>
<td>438</td>
<td>500</td>
</tr>
</tbody>
</table>

* Starting with the class of 2021, graduates are surveyed 1-year after graduation; prior to 2020, graduates were surveyed 12 months after graduation. This change is required for HERSC grant reporting.
President Royal thanked the speakers today for these substantial updates.

Updates:
- Commencement will be virtual and viewable on the College’s YouTube Channel, HCC website and social media on June 5, 2021 at 10 am. The Committee has selected a vendor to partner with and the final details are
being worked out. There will be one ceremony for both classes, and we will be starting to communicate those details out to our HCC community.

- President Royal thanked the faculty, staff, administrators, and, of course, our students for the perseverance through a worldwide pandemic. It has impacted our community in a large way, and due to the collective efforts and willingness to come together as a community, we have put our students first.

ADJOURNMENT

On a motion by Trustee Johnson and seconded by Trustee Epstein it was VOTED to adjourn today’s meeting.

Roll Call Vote:
Charles Epstein Yes
Trustee Gi Yes
Yolanda Johnson Yes
Lucy Perez Yes
Evan Plotkin Yes
Ivonne Vidal Yes
Eleanor Williams Yes
Chair Gilbert Yes

The meeting was adjourned at 9:39 am.

Respectfully submitted,

Ivonne Vidal, Secretary
Board of Trustees

4/27/2021

Approved: Robert W. Gilbert, Jr., Chair, April 27, 2021

Robert Gilbert
4/27/2021