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.

| MEMBERS PRESENT  | Robert W. Gilbert, Jr., Chair  
|                  | Charles Epstein  
|                  | Ted Hebert  
|                  | Lucy Perez  
|                  | Vanessa Smith  
|                  | Ivonne Vidal  
|                  | Eleanor Williams  

| MEMBERS ABSENT  | Yolanda Johnson  
|                | Suzanne Parker  
|                | Evan Plotkin  

| ALSO PRESENT  | 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  

| CALL TO ORDER  | Chair Gilbert called the meeting to order at 9:06 a.m.  

| Roll Call Vote:  | Yes  
| 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.

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 tops the nation in many key education indicators

<table>
<thead>
<tr>
<th>Indicators</th>
<th>Percentage</th>
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<tr>
<td>High School Graduation 2017</td>
<td>88%</td>
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<tr>
<td>College Enrollment 2016</td>
<td>76%</td>
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<tr>
<td>Public College Graduation 2017</td>
<td>50%</td>
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<tr>
<td>Overall College Attainment 2018</td>
<td>57%</td>
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</table>
The rates vary significantly by race/ethnicity and gender

MA Key Education Indicators: By Race/Ethnicity & Gender

- High School Graduation: 2017
- College Enrollment: 2016
- Public College Graduation: 2017
- Overall College Attainment: 2018

White females consistently rank at the top of their peers

MA Key Education Indicators: By Race/Ethnicity & Gender

- High School Graduation: 2017
- College Enrollment: 2016
- Public College Graduation: 2017
- Overall College Attainment: 2018

94% 85% 61% 65% White Female
And Latinx males consistently rank at the bottom

The gaps are large
Who’s going to college?

College Enrollment Rates: By Race/Ethnicity & Gender

Latino male college-going rates are actually declining

College Enrollment Rates: By Race/Ethnicity & Gender
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 percentages of students earn a degree anywhere (at initial or at another institution)?

<table>
<thead>
<tr>
<th></th>
<th>Non Pell (Known Non-Pell plus Pell Unknown)</th>
<th>Received Pell</th>
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<tbody>
<tr>
<td>Non Pell</td>
<td>White: 62%</td>
<td>White: 50%</td>
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<tr>
<td></td>
<td>Latin: 37%</td>
<td>African American: 33%</td>
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<tr>
<td></td>
<td>African American: 40%</td>
<td>Vanican American: 50%</td>
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<td>Latin: 29%</td>
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Equity Agenda: Professional Development, Equity Principles, and Systemwide Goals

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
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 and associates 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.
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

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

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<thead>
<tr>
<th>Policy Audit Review Team</th>
<th>Review Staff</th>
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<td>Division</td>
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<td>Math Transfer</td>
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<td>Major Grant Programs: HEIF, 100MT, CDPA</td>
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<td>STEM Student Academy</td>
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<td>Developmental Education</td>
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<td>Public Program Approval</td>
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<td>MA No Interest Loan</td>
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<td>OSFA</td>
<td>Gilbert Grant &amp; Cash Grant</td>
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<td>GEAR UP</td>
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<td>Christine Williams, Allison Little</td>
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<td>Christine Williams</td>
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<td>Elena Quinonez-Uvane, Transfer Team</td>
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<td>Robert Brun, Clarinthe McCurdy</td>
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<td>Robert Davis, Vivian Jurtag, Clarinthe McCurdy</td>
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<td>Sarah Mealey, Merita Delci</td>
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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?

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?
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 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?

The New Undergraduate Experience
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"

What could a new version look like?

Visionary
Aspirational
Redesigning Systems & Structures
Challenging Norms
Transformational
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

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

- Admissions and Transfer
- Developmental Education, English Language Learners, & Credit for Prior Learning
- Equity-minded Teaching, Learning, and Assessment
- Professional Development for Faculty and Staff
- Hiring, Supporting, and Retaining Faculty and Staff of Color
- The Co-curriculum and Student Support

Setting the Stage for Strategic Planning

Launch the DHE Strategic Planning Process
DHE Equity Agenda: Major Milestones

Dec 2018
BHE Vision Statement

Dec 2019
Racial Equity PD for DHE Staff

Spring 2020
Racial Equity Principles
Systemwide Goals adopted by BHE

Jan 2021
Launched Policy Audit

June 2021
Preliminary NUE Recs

Fall 2021
DHE launches Strategic Planning process informed by NUE Final Report and the Policy and Program Audit

Equity Agenda: Core Elements

- Strategic Plan
- Policy Audit and Vision Document
- Guiding Principles and Measurable Goals
- Professional Development
- Board Vision Statement
Strategic Plan Refresh Board Workshop

Holyoke Community College

Agenda

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

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

Trend #3: Shifting Demographics and Ensuring Equity

Trend #4: Focus on Outcomes vs. Activities
Trend #5: Post-COVID Education

Trend #6: The Changing World of Work and the President’s Role

Strategic Plan Refresh Process Overview & Timeline
Planning Framework

Framework for a performance-driven strategic plan

STRATEGY
A high-level plan to achieve one or more goals under conditions of uncertainty.

OBJECTIVE
A specific result that a person or system aims to achieve within a timeframe and with available resources.

ACTION PLAN
Steps that must be taken or activities that must be performed well for a strategy to succeed.

TACTIC
A step in an action plan.

Strategic Plan Refresh Components

Not Expected to Change
- Mission
- Vision

Evaluated for Possible Revision
- Student Experience Statement
- Values
- Strategies

Updated Components
- Measurable Objectives
- Action Plans
Key Planning Events

- **Sep-Oct 2021**: Board Retreat, Town Halls, Student Experience Workshop
- **Nov 2021**: Visioning Session & Values Survey
- **Dec 2021**: Strategy Review & Implementation Workshop
- **Jan 2022**: Values Workshop & Employee Survey
- **Jan/Apr 2022**: Objective & Action Planning Workshops
- **May 2022**: Refreshed Strategic Plan Submitted to Board

August 2022: Strategic Plan Implementation

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
ADJOURNMENT

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

**Roll Call Vote:**

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<th>Trustee</th>
<th>Vote</th>
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<tr>
<td>Trustee Epstein</td>
<td>Yes</td>
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<td>Trustee Hebert</td>
<td>Yes</td>
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<td>Trustee Perez</td>
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<td>Trustee Smith</td>
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<td>Trustee Vidal</td>
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<td>Trustee Williams</td>
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<td>Chair Gilbert</td>
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The meeting was adjourned at 1 pm.

Respectfully submitted,

**Vacant**

Secretary

Board of Trustees

Approved: Robert W. Gilbert, Jr., Chair