



# Campus Strategic Planning Guidelines Handbook

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# MESSAGE FROM COMMISSIONER



Greetings to all our Campus Leaders,

Let me first preface this message with an expression of appreciation and gratitude for the incredible work being done at each of your institutions. The Department recognizes the important role you and your entire campus community play in the success of our learners and the work done aimed at breaking down barriers that many of our learners have endured. It is because of the incredible work done by you, your faculty, staff, and administrators that has positioned Massachusetts as a leading state for education.

As the needs and expectations of the Commonwealth continue to grow, the department remains committed to creating the conditions that position you to meet these expectations in every way we can. Your campus strategic plan presents an opportunity to better align the goals and priorities of your campus with the goals and guiding principles of the DHE.

While one of our main policy priorities continues to be to increase the provision of affordable, high quality, and equitable postsecondary educational opportunities for all learners of the Commonwealth, this objective can only be achieved in partnership with our colleges and universities. As we continue to be prudent and deliberate in our approach to cultivating the system of higher education in Massachusetts, we must band together in our approach to ensure equity across the system, and do so, in a way that elevates and appreciates the unique differences and strengths of each of our institutions.

Sincerely,

Noe Ortega, PhD.  
Commissioner

MASSACHUSETTS  
Department of Higher  
Education

# INTRODUCTION

A fundamental responsibility of the Board of Higher Education (BHE) is to provide overall direction to the Massachusetts system of public higher education. The Board enacts this responsibility by establishing statewide goals and regularly measuring and reporting progress toward these goals. Review and approval of campus strategic plans is an important aspect of this role. The BHE uses its review of campus strategic plans to inform its own system-wide efforts and to support campuses as they set their own strategic directions. Recognizing the ambiguity of the statutory language, *unified system of public higher education*, and the structural reality of a loose affiliation of public institutions, campus Presidents, BHE leaders, the Commissioner and DHE staff have shaped a significant structural component to help Massachusetts public higher education stakeholders work in collaboration through shared statewide goals included in each campus strategic plan.

Chapter 15, Section 7 of MGL states that the Secretary of Education will, in consultation with the council (BHE) “...have the authority to approve, reject, or propose amendments to said plan.” New strategic plans should satisfy the requirements of both the Department of Higher Education (DHE) and the Executive Office of Education (EOE), to avoid sending mixed signals or duplicating effort. They should also be sufficient for DHE/BHE approval of “Partnership Plans” that govern special-mission campuses with tuition retention authority. Partnership plan proposals shall include performance standards specific to the mission of the institution, and they should be aligned with the performance measurement system in effect across the public system. New plans should serve not only as a roadmap for an individual campus, it should also be clearly recognizable as part of the BHE’s coherent plan for the higher education system. This means that campus plans will utilize content from the revised New Undergraduate Experience, and reflect the ensuing goals, objectives, and recommendations of BHE’s Strategic Plan for Racial Equity, and the Student Success Frameworks. In this way, each campus shares in the statewide collaboration for public higher education in Massachusetts.

In addition, Campus Strategic Plans should provide a reliable and sufficient basis for guiding the BHE and DHE in evaluating the strategic purpose of any new certificate and degree programs expected to be proposed as part of the plan. The BHE recognizes that each campus has its own unique mission, culture and community and that it is situated in a specific region. To support autonomy and individuality, campus strategic plans should reflect these unique characteristics as well as the statewide goals for public higher education in Massachusetts. During 2022 BHE charged the Strategic Planning Advisory Council (SPAC) to conduct a review of what has been learned since 2015 and in accordance with the statutory charge that BHE inform its own system-wide work and strategic directions, by providing advice and recommendations to guide the full Board. SPAC fulfilled its charge and provided recommendations, which were approved by the BHE in June 2022. These recommendations are integrated throughout this revised Handbook for Campus Strategic Planning and expected to support campuses with clarity of expectations for DHE staff, the campus, and the Board.

# TOUCH POINTS

## TOUCH POINT

- Marks the official beginning of the planning process between campus and DHE
- Meeting with DHE virtual or on-campus. President's preference determines institution participants for TP I. It can be all-campus event or a small leadership team.
- Purpose: review and understand CSP guidelines and criteria.

## TOUCH POINT

- When a substantial draft of the campus plan has been finished, it is presented to a DHE leadership team for review and formative feedback. TP II takes place prior to the plans completion and prior to the plan being brought forward for approval by the campus Board of Trustees
- Purpose: DHE provides formative feedback to campus that supports the plans success and positions the campus plan for approval (further information regarding the role of the campus and of DHE at this juncture is detailed in the Touchpoints section of this document below).

## TOUCH POINT

- After the plan has been approved by campus board, a formal letter and copy of the approved plan is submitted to DHE staff and the Commissioner for BHE action.
- Staff review the final draft and any clarifying questions are the subject of discussion between the Commissioner and the campus President as necessary.
- The plan is brought forward to the Executive Committee with a recommendation for approval- and BHE action.
- Once approved by BHE the Commissioner transmits the plan to the Secretary for approval. The Commissioner notifies the campus President once the Secretary approves the plan

*After a Partnership Plan for a special mission institution has been approved, it shall be transmitted to the secretary of administration and finance, the chairs of the house and senate committees on ways and means, and the house and senate chairs of the joint committee on higher education.*

# TOUCHPOINTS

The Strategic Planning Advisory Council found in 2022, that the integrity of the Touch Point I, II, III process was significant and should be maintained and preserved. It was found that Touch Point II in particular, adds value in bringing BHE, DHE and campus leaders together as thought partners for the developing plans. The formative feedback junction at Touch Point II has been re-established with clear definition of roles and responsibilities. BHE ensures that the dialogic and formative feedback remain essential at Touch Point II. All three Touch Points are described in detail below. It typically takes 12-18 months to move through all three Touch Points, though individual campus timelines vary.

## TOUCH POINT

Touch Point I is where Campus Strategic Planning Guidelines are reviewed and thoroughly understood by campus leaders and stakeholders. It is important that campuses know what to expect and that any questions or concerns about the process are addressed.

The individual campus is responsible to reach out to DHE staff when an existing plan is coming to an end, and it is time to begin planning anew for the next five years. On occasion due to a change in Presidential leadership, the timing of a NECHE accreditation self-study, an intent to engage in cross sector planning with another institution, a campus may request that an existing plan be extended to better align with campus needs. The Commissioner receives such requests for these specific reasons and determines with the President, how to best proceed.

Once it is time to develop the plan, DHE staff work with the campus to determine how Touch Point I will work in tandem with what is happening at the time (pandemics notwithstanding). Touch Point I can be anything from a small virtual meeting of campus leaders and DHE staff, to a large all-campus multi-event day that is designed to invigorate internal and external stakeholders in kicking off the planning process. All formats are acceptable, and campuses are best suited to determining what format will best serve their needs. In all cases, Touch Point I is where Campus Strategic Planning Guidelines are reviewed and thoroughly understood by the campus leaders and stakeholders. Touch Point I shall set the plan to be broadly inclusive of all internal and external stakeholders. BHE will look for evidence of this in the final plan. It is important that campuses know what to expect at each of the Touch Points, and to begin to develop the timeline in the proper governance sequence, and to have any questions or concerns about the process answered and further clarified.

## TOUCH POINT II

DHE provides significant formative feedback on a campus' plan at TP II. It is an important collaborative moment in the integration of statewide goals with campus goals. The role of the campus is to submit a substantive draft of the not-finished plan to DHE staff approximately 15-20 business days before the previously scheduled TP II meeting. Campuses meet this expectation so that DHE staff may fulfill its role to thoroughly review the plan in terms of the BHE criteria and prepare written feedback and inquiries that will be of assistance to the campus when it begins final revisions to the plan.

The DHE team that provides the review and feedback includes senior leader representatives from Academic Affairs & Student Success, Research and Planning, and Diversity Equity and Inclusion divisions. All members are well informed as to the goals and priorities of BHE, which is the lens for the TP II review. DHE staff use the rubric in Appendix A to analyze and synthesize the TP II draft. DHE staff then provide formative feedback to the campus at the TP II meeting and in writing for the campus' convenience. The TP II meeting is expected to be dialogic and focused on supporting the campus in preparing to bring the plan forward to its own Board of Trustees for approval before returning to DHE. The expectation that any feedback from TP II will be reflected in the TP III draft is significant. The Commissioner and Senior Deputy Commissioner are kept apprised of campus progress at TP II.

Formative feedback by DHE staff shall be designed to support the plans success and position it for BHE approval. Touch Point II shall include an informed dialog between the campus and DHE, and it shall be collegial and formative in nature.

As a highly collaborative process, campus strategic planning encompasses multiple layers of governance, integral to the way Massachusetts public higher education is organized. Campus strategic planning requires that each level of approval is respected in the execution of its authority. This reflects broad stakeholder agreement from inside the campus, external campus stakeholders, campus Board of Trustees, DHE staff, and finally the BHE itself. Because of this and in all cases, Touch Point II must take place prior to the campus Board of Trustees approval and each campus is expected to cooperate in this regard. Procedurally, this follows the precedent of public program review, codifies the autonomy of the individual campus, and ensures that the campus-approved plan, which is brought forward to the Executive Committee for BHE action, has a recommendation for approval by the DHE Commissioner and staff, when it arrives at Touch Point III.

## TOUCH POINT

After a plan is approved by the campus board, a formal letter and the approved plan is transmitted to the DHE staff and Commissioner. Any content changes and recommendations from Touch Point II shall be clearly incorporated in the final draft plan.

DHE staff will review the submission for completion and prepare a motion to be brought forward for the Executive Committee and BHE action. The Commissioner will include the motion and the campus-approved plan in the board packet, which is circulated prior to the Executive Committee meeting and will be reviewed by members of the Executive Committee.

Comments and clarifying questions from the Executive Committee members will take place at the Executive Committee meeting. At this meeting the plan may be approved and moved for full BHE action. It is expected that any revisions would be addressed prior to a plan being brought to the Executive Committee for a vote. However, in unusual circumstances and if needed, revisions may be made to the motion at this juncture and before it moves forward for BHE action and full approval by BHE and the Secretary.

## **SECRETARY**

Following BHE approval, the campus strategic plan is transmitted from the DHE Commissioner to the Secretary of Education for review. The Secretary will provide final approval or make recommendations for final revisions. The Commissioner will notify the campus President of the Secretary's final approval.

## **MONITORING CAMPUS PROGRESS**

The BHE and Commissioner will use existing statutory and policy structures for monitoring campus progress and attainment of the system-wide goals. These include presidential evaluations, incorporating concepts from 2022 New Undergraduate Experience (Appendix B), the recommendations of BHE's Strategic Plan for Racial Equity and the Student Success Frameworks, as well as the Performance Measurement Reporting System metrics within campus strategic plans. Monitoring these elements as a way of measuring progress toward goals, is expected to be both an emergent process as well as one that ensures system-wide metrics are used as a guide in monitoring institutional progress.





# PURPOSE

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The purpose of strategic planning for the Board of Higher Education is to help unify a public system of higher education working toward the same shared goals. The purpose of strategic planning for individual campuses is to energize and galvanize internal and external campus stakeholders toward realizing campus goals, and to integrate this with participation in reaching statewide goals for public higher education. A campus strategic plan develops strategies to improve the institution and position it for success in the long run, while at the same time it develops strategies to meet the shared, statewide goals for public higher education in Massachusetts. Campus Strategic Planning is clearly an institution-centered process that is part of a larger statewide system of public higher education and therefore also includes statewide goals. This ensures statewide unity recognizing that campuses serve differentiated regions and needs. BHE, DHE and campus leaders work together with internal and external stakeholders, in maintaining a strong higher education enterprise for Massachusetts.

# GUIDING PRINCIPLES AND CRITERIA FOR REVIEW

## *Campus-Centered and Alignment with BHE Priorities*

The 2022 version of the New Undergraduate Experience (Appendix B) shall be seminal to the development of each campus plan with its elements of student-centeredness, racial equity, and civic engagement recognizable within the campus plan. Reflective of its segmental purpose and individual mission, each campus strategic plan will also be clearly aligned with the BHE's Strategic Plan for Racial Equity (Appendix C) and the Student Success Frameworks(Appendix D) in the ways that best serve its students and stakeholders.

The power of relationships between public campuses, with the PK-12 sector, with municipalities, in the community and with employer organizations and industries are highly valued and expected to be evident in a campus strategic plan. Campuses may choose to work across public higher education sectors within regions and with the public-school districts in the community to extend and develop a robust PK-16<sup>1</sup> pipeline for diverse students. Collaborative leadership, cooperation and civic engagements with the community are significant. Ensuring that institutions of public higher education develop and maintain authentic and supportive relationships with both external and internal stakeholders shall underscore the regional collaborations and should be explicit in each campus plan.

Additional principles which guide the BHE's criteria for reviewing campus strategic plans, shall also guide campuses in designing the plan. Be true to the institution and segmental mission. Each campus planning process reflects its' unique mission, culture, community, and region. A conceptual framework selected by the campus shall serve the quality of the plan's development and adaptiveness. Focus on the alignment of goals with objectives and indicators. Each campus should determine how to best align their strategic plans with system wide goals, and to organize their work and resources to achieve strategic objectives. Indicators and metrics from the DHE Data Center and Performance Measurement Reporting System (PMRS) shall be incorporated in the measurement plans for tracking progress toward goal attainment. Indicators and metrics will serve institutions to monitor progress during the five-year implementation period, provide data with which to adjust plans in real-time and for contiguous future planning. Attention to short- and long- term student success strategies and engagement in other strategic initiatives<sup>2</sup> should be easily identified and obvious in the plan.

The planning process should be transparent and inclusive. "Planning and evaluation are systemic, comprehensive, broad-based, integrated, and appropriate to the institution. They involve the participation of individuals and groups responsible for the achievement

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<sup>1</sup> Within this document PK-16 refers to the education pipeline that begins with pre-kindergarten in early childhood education and follows through to the attainment of a baccalaureate degree.

<sup>2</sup>Strategic Initiatives / Massachusetts Department of Higher Education

of institutional purposes and external perspectives...” (NECHE Standard 2.1). The planning process should be a vehicle for cultivating a commitment from all members of the campus community, allowing institutions to grow, change and adapt practices as needed to achieve their goals. Objectives and measures that will buttress diversity, equity and inclusion over the course of the five-year plan should be evident throughout the document.



## GOALS

The plan should explicitly address the BHE’s Strategic Plan for Racial Equity, the Student Success Frameworks, and utilize the Performance Measurement Reporting System (PMRS). The BHE’s specific embrace of these is expected to result in continuing improvement in performance outcomes. The hard work of disaggregating data and identifying where barriers to success exist for specific populations will be significant to successful planning. Other elements previously incorporated such as student learning outcomes, workforce alignment, and preparing citizens should also be addressed. The plan should also be aligned with regional economic and workforce development priorities and include close consultation with other public institutions in the region to ensure strategic alignment, program integration, and cost-effectiveness, while closing gaps and increasing completion rates. Plans should include initiatives to deepen integration with local P-12 districts, including vocational-technical schools and identify opportunities for innovation. In addition, plans should provide a sufficient framework for new programs that BHE will be asked to consider for approval, as well as highlight areas of strategic divestment (i.e., what programs or elements a campus expects will be suspended or discontinued during this period).

In the early phase of planning, campuses should take the opportunity to define their individual benchmarks and goals clearly in the context of the overarching system strategy focused on equity. BHE’s strategic plan review will focus on system-wide goals even as BHE recognizes that campus strategic plans will include areas of focus, such as financial goals and benchmarks that are clearly defined and specific to a campus’ unique identity. The BHE will look for goals to be reflective of where the campus is situated among peer institutions. The BHE is particularly interested in understanding enrollment estimates and projections as they relate to the strategic plan as well as the array of programs a campus may be planning to develop. Enrollment projections should include metrics reflective of the population pipeline, the Commonwealth’s employment needs, and the campus expected capacity for traditional as well as on-line and competency-based learning.

The BHE may decide to amend or extend the system-wide goals to be included in campus strategic plans, but such changes will not require campuses to modify plans previously approved by the BHE. Rather, the BHE will discuss with campus leaders how the modified statewide goals can most reasonably be advanced within the framework of the current plan or in the next strategic planning cycle. The evolution of the PMRS helps the individual campus strategic goals and benchmarks to be understood in each campus context. The BHE expects that Special Mission Partnership Plans align with the system-wide goals with specific performance standards relevant to the mission of the institution.

## B

## STRATEGIES

Among the pressing challenges for public higher education is the need to close persistent opportunity and achievement gaps that are tracked by race, socioeconomic status and gender. Campus Strategic Planning provides the structural opportunity to work with internal and external stakeholders, locally and statewide, to develop new interventions and redesign efforts that will serve as a mechanism to improve success rates for all students including those who have been traditionally underrepresented. The campus strategic plan should provide “...realistic analyses of internal and external opportunities and constraints...” (NECHE Standard 2.3) to achieve its’ goals. The BHE will specifically review plans regarding the strategies and programs that each campus uses to achieve specific institutional objectives and do so in the context of the ideas and principles within the 2022 New Undergraduate Experience (Appendix B). The Board will seek to understand the campus conceptual framework in developing and executing the plan as well as its plausible theory of action and operational business plan underlying the proposed strategy.

## C

## METRICS AND INDICATORS

The plan should include clear measures for evaluating progress on strategic planning goals over the course of the plan’s duration, including both qualitative and quantitative methods (NECHE Standards 2.6, 2.7, 2.8). The measurement plans should incorporate metrics from the PMRS (see Attachment C) when relevant. It is expected that all strategic plans will incorporate the student success metrics focused on first year progress and long-term success. Campuses may also devise public data dashboards that can be used by college boards (and others) to evaluate progress over time. Touch Point II will include an informed dialog between the campus and DHE staff. The recommendations in the BHE’s Strategic Plan for Racial Equity and Frameworks for Student Success in the context of each institution will provide a focus for the review. This should enable deeper understandings around factors that influence the metrics as well as their implications for the campus plan.

The Partnership Plan<sup>3</sup> for special mission institutions must include budget and enrollment projections for each year, projections for total student charges for each year, projections for in state and out-of-state enrollments for each year and plans to ensure continuing access to the institution by residents of the Commonwealth and policies and programs that affirm the need for and a commitment to maintaining and increasing access for underrepresented students.

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<sup>3</sup> Specifically related to statute that governs the Massachusetts College of Art and Design and the Massachusetts Maritime Academy

# THE CAMPUS STRATEGIC PLANNING PROCESS

The following elements guide the process for reviewing campus strategic plans:

Communication is critical. Communicate with campus constituents and DHE staff at the front end of the planning process, beginning a year in advance, and continue throughout the planning process. Facilitate the plan's progress toward approval by the BHE. Recognize and support the consensus-building nature of strategic planning and avoid making substantive changes late in the planning process. Establish a partnership. Develop a collegial, partnership-approach with DHE. Include internal and external stakeholders. Understand the power and importance of the BHE's Strategic Plan for Racial Equity to the future of public higher education. Facilitate the development of supportive relationships among planning groups from the various institutions in the Massachusetts system including cross-segment and cross-sector partnerships. Foster mutual learning. Share effective practices among and between campuses and the BHE.

The BHE will continue to utilize a three-touch point process for reviewing campus strategic plans. DHE staff will provide support for campuses at each Touch Point. Each phase in the process is reviewed and campuses are provided with an opportunity to share and receive information and insights regarding their plan and its process. DHE staff offer guidance to the campuses regarding what BHE members will be looking for when it comes time to approve the final plan.





# APPENDIX

# APPENDIX A

At Touch Point II the DHE review of the campus draft plan is guided by the categories in this rubric. Each reviewer provides analysis which is synthesized and presented to the campus during the Touch Point II dialog and written feedback. The rubric is intended to support campuses in presenting a formidable draft at Touch Point II:

CAMPUS STRATEGIC PLANNING TP II REVIEW TEMPLATE		
INSTITUTION:	REVIEWER:	DATE:
Plan is clearly aligned with institutional and segmental mission; reflects the autonomy and characteristics particular to the campus; Plan is guided by a conceptual framework		
Plan is clearly aligned with BHE priorities and Strategic Plan for Racial Equity (SPRE); evidence that New Undergraduate Experience, Student Success Frameworks, PMRS and SPRE recommendations inform the plan		
Planning process is broadly inclusive of both internal stakeholders across campus as well as external stakeholders (e.g., industries, community organizations, public colleges, PK-12 districts etc. particular to region).		
Broad strategic goals are supported by objectives, evidence and indicators that will show whether intended outcomes are being realized; plans are designed to be alive, dynamic, adaptive.		
What do you see as the strength of this plan		

# APPENDIX B

Campus strategic plans will incorporate and be reflective of concepts from the 2022 New Undergraduate Experience. The Executive Summary is included below and the complete document may be found at the URL listed under the Executive Summary:

## Executive Summary

History shows that, like most US public higher education systems, the Massachusetts system was built to privilege White men at the top of a hierarchy that replicated the social and political order, including the systemic racism and other exclusionary practices of the rest of the culture. Though society has changed dramatically, the higher education system has changed much more slowly; Black and Latinx students, for instance, obtain college degrees at rates substantially lower than those of the general population, even when controlling for socio-economic status (see the Introduction section for more details).<sup>i</sup> The moral case for educating all students is self-evident and urgent, and powerful economic and democratic arguments exist for intervening in the way the system recruits, serves, and advocates for its racially minoritized students.<sup>1</sup> Data show that Massachusetts' Black and Latinx students are more likely to be in the lowest income groups with the lowest expected family contribution (EFC) of those applying for financial aid.<sup>ii</sup> If the Commonwealth does not focus on transforming itself to successfully educate its Black and Latinx students, local economies will suffer and it will risk larger numbers of excluded citizens. This is especially true as the Commonwealth's population grows more and more diverse. For these reasons, this report is deliberately focused on racial equity in the context of Massachusetts public higher education.

Current racial and social justice movements, in addition to the disproportionate impact of health and economic disparities seen during the COVID-19 pandemic, provided inspiration for this report and shaped the New Undergraduate Experience (NUE) authors'<sup>2</sup> recommendations.<sup>iii</sup> Additionally, the work of the NUE report was supported by a Lumina Foundation grant that focused specifically on increasing Black and Latinx students' higher education attainment. We are aware of the other groups that have also been marginalized and face barriers to accessing and completing higher education. These groups include Indigenous students, Asian students, international students, students from low-income families, LGBTQIA+ students, first-generation students, adult learners, and others. We also understand that many students have intersectional identities and are members of more than one of these minoritized groups. We believe that if the system transforms to successfully educate Black and Latinx students, it will also serve these other students and can point the way toward additional changes that will directly support all marginalized groups. Moreover, the NUE is a visioning document that is meant to lay the foundation for a 10-year statewide strategic plan focused on racial equity. All racially minoritized students will be included in the 10-year statewide strategic plan so that specific improvements can be highlighted for each group of students. The statewide strategic plan will also focus on the need for disaggregated data so that the system can better understand the needs of all students across all identities.

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<sup>1</sup> Throughout this report, the term "racially minoritized students" is used to refer to Black and Latinx students who are the focus of this report. NUE authors chose this terminology based on the most recent language being used by the Massachusetts Department of Education. NUE authors believe this terminology to be the most representative at this time but understand that language and terminology evolve and, therefore, "racially minoritized students" may not resonate with all constituencies and may evolve over time.

<sup>2</sup> Throughout this report, "we" will be used to refer to NUE authors.



The NUE report is a declaration meant to clearly express Massachusetts education leaders’ and students’ collective vision for the cultural, curricular, pedagogical, and structural changes needed for a public higher education transformation. It also serves as a collective blueprint for policies and practices needed for all students to reach their goals at the Commonwealth’s public higher education institutions. The NUE report provides recommendations that are meant to inspire the 10-year statewide strategic plan focused on racial equity. While the NUE provides ideas, the strategic plan will detail how to move these ideas and others to action to achieve racial equity in the Commonwealth’s higher education system in the next decade.

A group of more than 60 diverse higher education practitioners and leaders from across the Commonwealth of Massachusetts informed the NUE’s content and recommendations. Additionally, the NUE authors held focus groups with students to ensure student voices and perspectives are central to the report’s content and recommendations. Between January and May 2021, large NUE committees met monthly with smaller working groups meeting weekly or biweekly. The project culminated with a June 2021 retreat, during which feedback from the Academic Affairs Committee of the Board of Higher Education (BHE) was integrated into the final recommendations.

The report’s recommendations are organized around a newly created Student Bill of Rights and cover seven broad categories:

<b><u>Category</u></b>	<b><u>Student Bill of Rights</u></b>
<b>1.</b> Admissions, Enrollment, and Transfer	Students have the right to clear, accessible, and understandable financial information, as well as affordable and predictable education costs
<b>2.</b> The Curriculum	Inclusive, anti-racist, and culturally responsive curricula and pedagogies
<b>3.</b> Equity-Minded Teaching, Learning, and Assessment	Inclusive, anti-racist, and culturally responsive curricula and pedagogies
<b>4.</b> High-Impact Practices and the Co-Curriculum	Equitable access to experiential learning opportunities, in and out of the classroom
<b>5.</b> Hiring, Supporting, and Retaining Faculty of Color	Diverse and supportive faculty and staff who are equity-minded higher education practitioners
<b>6.</b> Holistic Student Support	Welcoming, inclusive, and safe campus environments and timely and relevant pathways to graduation and employment
<b>7.</b> Student Voice	A voice in the decisions that impact their undergraduate experience

The report details opportunities for individual institutions, the Department of Higher Education (DHE), and the BHE to build upon efforts already undertaken by many public institutions to create a transformed, more equitable system. The BHE’s recommendations for the FY22 budget affirm the system’s commitment and signal interest to funding activities like those listed in the recommendations in this report to further racial equity.<sup>iv</sup> Funding streams such as investing in outcomes-based formula funding, as well as achieving additional funding recommended for the Early College program, the Performance Management Set Aside, the expansion of the MassGrant Plus programs, and the newly funded SUCCESS program will provide necessary foundational support for the implementation of the recommendations in this report. However, because the NUE’s recommendations are meant to provide a vision for racial equity—not a mandate—in the Commonwealth’s higher education system, this report will not detail how the recommendations, if adopted, would be funded. Specific funding.

Specific funding streams dedicated to this work will be a continued conversation between the DHE, BHE, and institutions.

The following graphic outlines the areas in which this report will make recommendations. We are aware that the implementation of this vision document will require significant resources beyond what are currently available. Further, as explained above, a detailed plan for implementation will be addressed by the 10-year strategic plan for racial equity.

### **Admissions, Enrollment, and Transfer**

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- Admissions and Enrollment
- Transfer

### **Curriculum**

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- Credit for Prior Learning/Prior Learning Assessment
- English Language Learners
- Developmental Education
- A Rejuvenated Core Curriculum
- Majors, Minors, and Certificate Programs

### **Equity-Minded Teaching, Learning, and Assessment**

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- Equitable Pedagogical Practices
- Equity-Minded Faculty and Staff Development
- Equity-Minded Assessment

### **High-Impact Practices and the Co-Curriculum**

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- Mentoring Racially Minoritized Students
- Equitable Access to Co-Curricular and High-Impact Experiences

### **Hiring, Supporting, and Retaining Faculty of Color**

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- Hiring Faculty of Color
- Supporting and Retaining Faculty of Color

### **Holistic Student Support**

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- Academic and Financial Policies
- Curricular and Co-Curricular Advising and Support
- Basic Needs Support
- Wellness, Conduct, and Safety

(See Appendix B for a list of consolidated recommendations.)

Through the recommendations, *The New Undergraduate Experience: A Vision for Dismantling Barriers, Recognizing Students' Cultural Wealth, and Achieving Racial Equity in Public Higher Education in Massachusetts* aims to serve as a 21st century foundational document for public higher education in Massachusetts, and an integral document to ensuring racial equity and justice in the Commonwealth's public higher education institutions.

[https://www.mass.edu/bhe/documents/09a\\_NUE%20Report\\_FINAL.pdf](https://www.mass.edu/bhe/documents/09a_NUE%20Report_FINAL.pdf)

# APPENDIX C

Recommendations from BHE's Strategic Plan for Racial Equity should be evident within each campus plan.

<https://www.mass.edu/strategic/documents/Massachusetts%20Department%20of%20Higher%20Education%20Strategic%20Plan%20for%20Racial%20Equity.pdf>

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# APPENDIX D

Student Success Frameworks are active components and should be reflected in campus strategic plans.

[https://www.mass.edu/bhe/documents/06a\\_MA%20DHE%20Framework%20for%20Support%20Services%20for%20Student%20Success\\_Final.pdf](https://www.mass.edu/bhe/documents/06a_MA%20DHE%20Framework%20for%20Support%20Services%20for%20Student%20Success_Final.pdf)

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# APPENDIX E

Data Collection and system metrics are evolving, dynamic and developed in partnership with campuses.

<https://www.mass.edu/datacenter/pmrs/home.asp>



**MASSACHUSETTS**  
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Higher Education