
SPRINGFIELD TECHNICAL COMMUNITY COLLEGE
BOARD OF TRUSTEES

REGULAR MEETING
Monday, June 25, 2018
Scibelli Hall, Building 2, 7th Floor
5:00 p.m.

Minutes of the Meeting

Present: Christopher Johnson, Chair
Franklin Quigley, Vice Chair
Eric Hagopian, Trustee
Elizabeth Oleksak-Sposito, Trustee
MacArthur Starks, Jr., Trustee
Karolyn Burgos Toribio, Student Trustee

Excused Absences: Marikate Murren, Secretary
Steven Grande, Trustee
William Johnson, Trustee
Vicky Crouse, Trustee
Jeff Sattler, Trustee

Also Present: Dr. John Cook, President

I. Call to Order

Chair, Christopher Johnson called the meeting to order at 5:01 p.m.

II. Roll Call

The roll was taken with the following STCC Board of Trustees members present: Chair, Christopher Johnson, Vice Chair, Franklin Quigley, Trustees: Eric Hagopian, Elizabeth Oleksak-Sposito, MacArthur Starks, and Student Trustee, Karolyn Burgos Toribio. Six members were present constituting a quorum.

III. Building Tour – Dental Hygiene Program, Building 20

Chair, Christopher Johnson adjourned the meeting at 5:04 p.m., to participate in a tour of the Dental Hygiene Program in Building 20 led by Christopher Scott, Dean, School of Health & Patient Simulation.

IV. Approval of Minutes – Regular Meeting held May 21, 2018

Trustee, Franklin Quigley moved to approve the minutes from the May 21, 2018 meeting, seconded by Trustee, MacArthur Starks and unanimously approved.

V. Trustee Committee Report

Committee on Ways and Means (meeting held June 11, 2018)

Chair of Ways and Means Committee, MacArthur Starks updated the Board of Trustees on cash flow projection, FY 2018 Revenue & Spending Report through May 2018, Accounts Receivable Report, and reported that Vice President Kamari Collins presented the Dual Enrollment/College Now report describing the program that allows high school juniors and seniors to enroll in one course per semester free of charge along with the funding of this program. President Cook informed the Committee that the K Lot parking project is in a holding pattern given questions from Mass Historical. He also discussed the upcoming DCAMM approach to deferred maintenance, including plans to discontinue emergency funding.

Trustee, Eric Hagopian moved that the Board of Trustees of Springfield Technical Community College approve the report on the Committee on Ways and Means meeting of June 11, 2018. Trustee, Franklin Quigley seconded the motion and was unanimously approved.

VI. Old Business – None

VII. New Business

- Approve 2018-2019 Board of Trustees meeting Schedule

Trustee MacArthur Starks moved to approve the 2018-2019 Board of Trustees meeting Schedule, seconded by Trustee, Elizabeth Oleksak-Sposito and unanimously approved.

VIII. President's Report – Dr. John B. Cook

President Cook explained that the Dual Enrollment Program demystifies college for area high school students and the hope is that students using this opportunity will continue at the College once they graduate high school. He explained that STCC carries perhaps the largest underwriting of any Massachusetts community college with \$2.5 million in unrealized tuition/fees over the past ten years. Some small edits to the data presented in the Dual Enrollment Report will be provided in a later email to Trustees.

Dr. Cook also reported on the following:

- Master Plan continues and explained how various considerations include the Cosmetology Program in Building 20 finding a more prominent place on campus and the possibility of moving the Automotive Program off-campus.
- Health Sciences Degree - a letter was sent to Commissioner Santiago with a request for approval; the College has not received an official response yet.
- Nanette Flores was introduced and welcomed as the new Executive Assistant to the President.
- Richard Greco has been named the Interim Dean of Arts, Humanities & Social Sciences, effective July 9th.
- Announced the December retirement of Michael Suzor, Assistant to the President, who Dr. Cook described as irreplaceable. A new position, Vice President /Advancement & External Affairs, has been created, and will incorporate two positions that will be set aside: Assistant to the President and Executive Director of Advancement and Foundation (from two administrator

lines to one). The organizational structure will be updated, and posted in the portal by the end of the summer.

- The new Learning Commons in Building 19 has a projected opening in the December/January time frame.

IX. Chair's Report – Christopher C. Johnson

President's Evaluation:

Chair, Christopher Johnson prepared President's Cook's evaluation for the time period July 1, 2017 to June 25, 2018 with context provided by President Cook's self-assessment. The document was distributed to the Trustees for their review (Exhibit 1). Chair Johnson reviewed details and the assessment with Trustees, and based on the President's comprehensive performance review, invited Trustees to recommend that Dr. Cook receive the maximum increase in compensation as authorized by the Board of Higher Education for community college presidents based on his performance over the past year.

Trustee, MacArthur Starks inquired if there were any new goals set for President Cook and Chair Johnson explained that the goals of last year are moving from the planning to the implementation stage. Dr. Cook offered that in the spirit of the evaluation, he will continue to not only steward college efforts, but move forward and facilitate key projects and initiatives. Chair Johnson reported that soon the focus for STCC will be the NEASC re-accreditation which is an all-consuming process.

Trustee Franklin Quigley moved to accept President Cook's self-assessment report as well as the evaluation and recommendation prepared by Chair Johnson. It was seconded by Trustee Elizabeth Oleksak-Sposito and unanimously approved.

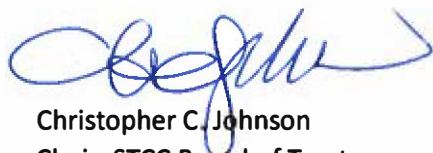
The President's Evaluation will be submitted to Commissioner Santiago and the Board of Higher Education.

X. Date of Next Board Meeting – Monday, September 17, 2018

XI. Board of Trustees Retreat – Friday, September 28, 2018 (9 am – 12 noon) Location TBD

XII. Adjournment

There being no further business, Trustee Eric Hagopian moved to adjourn the meeting at 6:10 pm., seconded by Trustee MacArthur Starks and unanimously approved.



Christopher C. Johnson
Chair, STCC Board of Trustees

/attachment



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Date: 5.13.2018

To: STCC Board of Trustees

Re: Presidential Self-Assessment/2017-2018 Performance Evaluation

Dear Members of the STCC Board of Trustees:

As of August 1, 2018, I will have completed two years as President of Springfield Technical Community College. It continues to be an honor and privilege to lead one of the most unique higher education institutions in the Commonwealth, and for that matter, New England. I continue to discuss internally and externally our “two middle names,” both of which distinguish our role in Western Massachusetts for students, and with employers.

With a mission that encourages us to consider how we transform lives, it is through technology, innovation, and an appreciation of economic needs, that STCC will continue our role as a critical institution in the region. As the only technical community college in the Commonwealth, and as a federally designated Hispanic Serving Institution, we need to continue being responsive and creative, particularly because STCC remains the largest higher education institution in the City of Springfield, which itself is the fourth largest city in New England.

In this self-assessment, I share perspective on efforts this year, current and future strategic initiatives, and offer detail on the nine goals articulated by Trustees in my 2016-2017 evaluation.

Dashboard Data provided by the Department of Higher Education (DHE):

Using unduplicated headcount for FY2017, the annual enrollment at STCC of just over 7,700 represents 6.4% of all community college students in Massachusetts. However, of all the degrees/certificates awarded last year, 1,077, or 7.6%, were STCC students, representing the 6th highest total of the 15 community colleges. STCC had a 2% increase in graduates from the year prior, while Massachusetts community colleges on average experienced a 2% decline. Health care and STEM graduation data was not available for 2017.

STCC remains a remarkably diverse institution with 58% of all students female, 28% Latina/Latino, and 17% African American. Given our large communities of color in



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the greater-Springfield region, it is not a surprise that of the nearly 22,000 Latina/Latino students, and over 17,000 African-American students attending a Massachusetts community college, fully 8.5% attend STCC.

Regarding other key considerations related to student success:

- Specific to the Fall 2016 cohort of first-time/full-time students, 56% are still with the college (statewide average is 58%)
- For the Fall 2015 student cohort starting in developmental math, 26% have now completed a college-level math course (statewide average is 24%)
- For the Fall 2015 student cohort starting in developmental English, 47% have now completed a college-level English course (statewide average is 50%)

The above considerations, and developmental reading and writing (English) in particular, will have continued attention, and I will be encouraging clear engagement within Academic Affairs between faculty and administrators in the coming year.

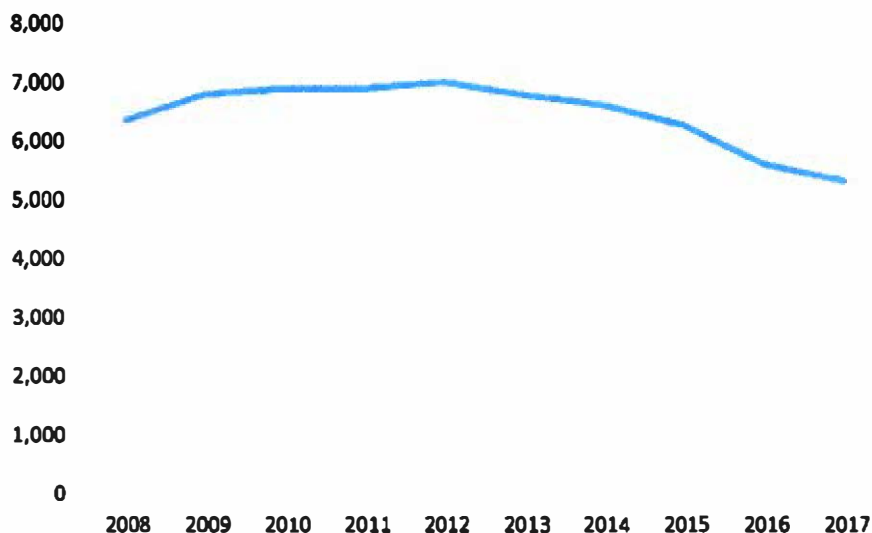
Data from DHE looks at students who first enrolled at the college in 2006, 2007, 2008 and 2009. STCC has “success gaps” with African American, and Latina/Latino students in various categories. More recently, when looking at students from 2012, our “Student Success Stack” refers to students still enrolled, those who have transferred, and those who have graduated, which combined, equals 44%. This figure is lower for STCC students of color, and the statewide average at Massachusetts community colleges is 47%. An interesting consideration is that female STCC students appear to have better outcomes than males, and surprisingly, there appears to be little difference in outcomes between Pell and non-Pell students at STCC. Focusing on outcomes and inequities remains an important part of college initiatives, including the federal HSI-STEM grant. More detail is described later in this document. Conversations across the college to address success gaps continue, and the need to scale interventions are also referenced later in this document.

As I shared last year, the use of data to identify needs and challenges, while also framing communication, planning, and decisions, has been a critical contribution I bring to my role as President. I have previously discussed program data such as Biotechnology (50% female, 30% of the students identify as Latina or Latino; but only an enrollment of 20 students), and Mechanical Engineering Technology (120 students enrolled; but only 13% are female, and 7% are African American) and are examples of the specificity needed in our discussions (Please also see Appendix A).



I have also used data to frame enrollment patterns, including the declining trend experienced by all Massachusetts community colleges (Please see Figure A). These discussions have framed related considerations about online/distance education, with credits currently representing about 13% of all STCC enrollment. Conversations with faculty and staff about online have centered around the need, and opportunity, for STCC to expand offerings in the spirit of access.

Figure A: STCC Enrollment Trend/Fall Semester Head-Count



Other data examples identified and utilized in discussions and decision-making:

Financial Aid:

A key indicator of student onboarding, the Fall 2016 FAFSA completion rate of 55% of students meeting the 5/1 deadline was encouraging. The Fall 2017 rate increased, and 64% of students met the deadline. These figures are encouraging when compared to other Massachusetts community colleges.

Transportation:

An overlooked indicator of student support, from Summer/2017 through Spring/2018, STCC issued 1,482 PVTA bus passes to students at a sunk cost (i.e. not passed along) of \$154,000.



Student Support/Tutoring: I have asked administrators to examine how, and in which ways, **student support services** are provided. We now know that tutoring for example, costs approximately **\$113,000** annually (excluding full-time staff). The goal is to plan more intentionally how to connect tutoring to other initiatives that include **grant-funded supplemental instruction**.

Technology: With over **1,200 computers/CPUs**, the college currently has a **\$2.3 million** refresh/replacement outstanding budget item that until recently, was not fully identified. A plan to address is being developed.

Completion: **Federal IPEDS data** offers helpful perspective on **graduation/credentials**. I have asked Cabinet to consider Northern Essex Community College as a comparable. They have a slightly larger enrollment; are **graduating more business students** than STCC (130 vs. 101); are **graduating less engineering students** (19 vs. 90); award fewer **Liberal Arts/General Studies degrees** (163 vs. 226), but do award what appears to be significantly more certificates (IT/Computer Science example: 64 vs. 9). Implications and best practices are being considered.

Also, in the spirit of communication, I have sought to illustrate my appreciation for our past, while noting the current and evolving aspects of our institution. The following was shared at an All-College Town Hall (please see Figure B) this year:



Figure B: STCC Ten-Year Window/Fall

	2008	2017
Total Student Headcount	6,331	5,343
Full-time Employees	387	391
Percent/Students “New”	47%	43%
Total Course “Sections”	1,360	1,335
On-campus/Avg. Class Size	17.4	14.7
Percent/Credits/Online	6%	13%
Students aged 35yrs – 49yrs	18%	12%

The above detail requires much contemplation particular when we consider how the enrollment decline impacts many aspects of college operations. There are many reasons for the decline, including the decrease in area high school graduation demographics. But opportunities, particularly retention-related, exist. Intentionally, I have also sought to offer an encouraging outlook in my remarks and discussions with our faculty and staff. I have noted that we have had, and continue to have, many strengths on which to draw. Past and present include:

- The STCC student body is majority female
- STCC students mirror our communities of color
- STCC remains committed to technical education
- STCC faculty and staff are devoted
- STCC carries deep support from our community

Our use and interpretation of data elements remains imperative, but particularly so when mapping college decision-making to our budget process. Given our challenging infrastructure needs, which are discussed later in this document, data will continue to remain a focus for me, with my Cabinet, and in critical conversations with faculty, staff, and students.



Goals identified in previous Trustee Evaluation:

1. Establish a Health Science Guided Pathway

Status / Details

Identified as a strategic priority in the STCC 2015¹–2020¹ Student Success Plan (Strategic Plan), the need for a Health Science pathway was previously articulated by the college. But efforts, including a timetable, were not formalized. In 2017 I ensured this work crystalized, and as has been discussed with faculty, staff, students, and Trustees, the single largest group of matriculated students are those enrolled in our “Pre-Health” concentration. Attention is focused on Pre-Health because of our mission as a technical institution, but also because Pre-Health has no differentiated features from the General Studies degree, and lacks a defined curriculum, or applied education experience (i.e. a career certification such as EMT). Currently 20% of our student population is in Pre-Health and the demographics for this program mirror the college in that approximately 50% are students of color. Unfortunately, we also find equity gaps: there is a ten-percentage point lower persistence rate in Pre-Health (43% vs. 53%) for students identifying as Latina/Latino, which adds further impetus to this effort.

To date the following actions have taken place:

- A degree has been explicitly developed in partnership with faculty, and this new Health Science degree has been approved through shared governance both by the STCC Curriculum Committee (which is a body under the All-Unit Congress, Academic Affairs Standing Committee), as well as the STCC Board of Trustees.
- Posting for a full-time Health Science Department Chair has occurred; a search commenced, and finalists identified. I expect this new Chair/faculty member to start Fall Semester/2018, and we have budgeted two full-time faculty lines dedicated to this program (one new and one pre-existing).
- In early February, a formal request for approval of an A.S. in Health Science was submitted to the Massachusetts Department of Higher Education/Board of Higher Education.

¹ www.stcc.edu/media/departments/publications/STCCStudentSuccessPlan.pdf



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- The advising model, which will be a combination of professional staff and full-time faculty, has involved a good deal of internal communication and is in the final stages of development. Included will be a degree map for both full-time and part-time students, both of which will be posted to the college website. Concurrently, we are also developing a change in admissions practice. At present, an individual is only allowed application to one competitive health program (i.e. if you apply to Nursing, you cannot apply to Medical Assistant).
- A course fee schedule has been drafted, and presented to the Board of Trustees for approval. A fee will be attached to Health Science courses that carry patient simulation and certification, and will help offset the significant materials/technology/personnel costs associated with use of our SIMS medical center.

A conference call on May 10th with the Commissioner of Higher Education enabled STCC to respond to questions about our degree application, including a discussion about comprehensive healthcare labor needs in greater-Springfield. Every effort is being made to obtain formal degree approval, and given the essential need for this program with current STCC students, the hope remains that June approval by the Board of Higher Education will be possible. Such approval will then allow Summer planning to formalize a Fall Semester launch.

2. Complete a Campus/Utilization study/Connect to Student Learning Commons/Building 19 project

Status/Details

Good progress is being made on a comprehensive Campus/Master Plan. This past year, Paulien & Associates was contracted, and this organization provided two key resources to STCC for use with developing our plan. One was a report on existing Campus/Classroom Utilization, and the second report offered an Environmental Scan, with details on career/employment opportunities in the region. Of note, utilization data demonstrated wide-spread classroom availability most afternoons across campus. Related, efforts have already been made in the name of campus planning to lower utility costs. Starting Summer/2018, not all academic buildings will be open given the vastly smaller program and course offerings.

Specific to the process of developing a Campus/Master Plan, in addition to presentations at All-College Town Halls, multiple forums were held where Academic Deans, as well as all STCC Program/Department Chairs (45 in total) were engaged to



review utilization data and the environmental scan. Administrators also met with staff in their respective divisions (i.e. the Vice President of Student Affairs discussed the effort with staff across multiple offices and areas).

These conversations began in order to ensure faculty and staff understand existing patterns for campus classroom/space use, but also to begin exploring possible program expansions given career/regional employment trends. A particular focus on shorter-term options (i.e. a two semester Certificates of Completion) were emphasized given economic and industry needs. Related, I directed senior members of STCC administration to meet in-person with all 45 Department/Program Chairs as a follow-up to the Paulien & Associates campus visit. To ensure faculty perspective is included in our process, Chairs were explicitly invited to share their view on the utilization data; opportunities they saw for STCC and their program; questions/concerns they have; and suggestions for building usage and programs.

Critical considerations identified during this process include, but are not limited to, the following:

- Building 20/Allied Health program needs (*critical priority & mission-central*)
- Affiliating manufacturing-related technologies: Mechanical Engineering, Photonics/Optics, Electrical Engineering/Robotics (*key priority & mission-central*)
- Designating and fitting-out Fire Science program lab (*none currently*)
- Designating a campus Workforce Development Center (*none currently*)
- Explore possible off-campus Automotive program (*potential evening expansion*)
- Rehabilitate Building 35/HVAC/Energy program (*current request/ DCAMM*)
- Off-campus student parking expansion (*current project/ STCC Foundation*)

Further engagement with faculty, staff and students will continue in earnest this Fall Semester, with a full draft Campus/Master Plan vetted by stakeholders, including our shared governance structures. The goal is that through these efforts, a finalized Plan will be brought forward for Trustee consideration by December/2018 or January/2019.



3. Advocate for funding/bring a focus to Building 20/ Allied Health concerns

Status/Details

As I have shared with our Trustees, Building 20 is a critical structure, but one with severe challenges. Dating to 1941, and at nearly 190,000 square feet, Building 20 houses upwards of 12 Allied Health programs, including Nursing, which accepted 115 students for Fall Semester 2017. The breadth and depth of allied health programs has been a key conversation with Trustees this year, starting with the September Retreat (Please see Appendix B).

Building 20 is the location for our SIMS Medical Center with 55 patient simulators, which represents millions in investment by the college, area healthcare partners, and the STCC Foundation. As has been clearly documented, Building 20 is fraught with structural, mechanical, air-handling, water, and environmental challenges. To this point, the top two floors are unusable due to needed asbestos mitigation. To convey this critical infrastructure concern, in June of 2017 I wrote to the Secretary of Education, as well as the Commissioner of DCAMM (Division of Capital Asset, Management and Maintenance), describing the critical nature of our issue.

Further demonstrating the problem, the building has continued to breakdown, with multiple flooding incidents this year. In January of 2018, one such situation resulted in a \$600,000 emergency repair request to DCAMM, which I am thankful to acknowledge, was granted. This request comes on the heels of another recent \$1.6 million emergency DCAMM request for replacement of Building 20 unit ventilators and fan coil units.

While the situation is dire, a number of proactive, and specific steps, have been taken to seek relief from the current Building 20 concern. Approaches will be shared with Trustees when their viability becomes more apparent. To this point, using the DCAMM higher education capital funding process, this year STCC submitted a \$56 million request to build-out a new Allied Health building in the STCC Technology Park. We do not anticipate an award through this process, but advocacy for our critical need has continued with urgency.

Recently this May, a conference call co-facilitated by the Commissioner of DCAMM, and the Secretary of Education, described a new framework for capital projects, including changes to the higher education funding model. There are encouraging implications such as the change of "critical repairs" from 15% of higher education capital funding to 51%. What remains unclear however, is how accounting for existing deferred maintenance accumulated over time will be reconciled. Of particular



importance, going forward, we learned that DCAMM will no longer provide emergency funding. While a regular cycle of defined funds committed to deferred maintenance for each college or university is helpful, as the community college with the highest immediate/near-term deferred maintenance, STCC has little budget margin to accommodate crisis-level emergencies. This will only serve to heighten budget considerations for facilities in 2018-2019.

A great deal of advocacy for Building 20 continues, and as I have shared previously with Trustees, this is diplomacy done consciously, but with candor and urgency. On this subject, I have talked with the Secretary of Education; I have met with the Commissioner of Higher Education and his CFO; I have meet with House and Senate delegation members; I have met with city officials; and I have met, and will continue to engage directly, with DCAMM. I will continue to share my efforts specific to Building 20, as well as all key college infrastructure projects, with Trustees, as well as across the college.

4. Continue with community engagement (particularly with business and industry, given the importance of career building)

Status/ Details

Community engagement, including ensuring our presence as part of key regional, educational, and workforce conversations, has been an important part of my work this year. I am a member of six boards including the Economic Development Council (EDC), the Regional Employment Board (REB), the Massachusetts Clean Energy Center (MassCEC), the Public Health Institute of Western Massachusetts, and I also serve on the Boards of the STCC Assistant Corporation, and the STCC Foundation.

As part of community engagement, I continue to meet with leaders in many sectors, and take a purposeful approach to engaging businesses and industry that carry a key relationship with STCC programs. This year specifically, I sought a focus on manufacturing. Key on-site employer visits included Callaway Golf (Chicopee, MA), Universal Plastics (Holyoke, MA), Smith & Wesson (Springfield, MA), Schott Manufacturing (Southbridge, MA), the duMONT Company (Greenfield, MA), and Ortiz Tool (Windsor, CT).

I will continue to pursue opportunities that develop and enhance the presence of STCC, as well as deepen ways the college contributes to important workforce and industry discussions. To illustrate, on December 11th, I served on a three-member team that presented to the Governor's Workforce Skills Cabinet



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(Secretaries/Executive Offices of Education, Labor & Workforce Development, and Housing & Economic Development). On behalf of the Pioneer Valley, our team shared the draft Regional Labor Market Blueprint for our region which including opportunities, challenges, skills gaps, critical occupation clusters, and workforce strategies going forward. As the technical community college in the heart of our large and diverse metropolitan region, the value of STCC was evident, as was our continued contributions to healthcare, manufacturing, business/IT, and the trades.

Part of community engagement has also been continuation of the TWO (Training Workforce Options) collaboration with Holyoke Community College. A revealing fact is that over the past five years, TWO, notwithstanding the important intent of joint workforce training, has lost STCC and HCC approximately \$900,000 combined. Administrators from our two institutions held a retreat in March to consider ways to continue our partnership in a more sustainable manner. Key successes on which to draw include assistance from STCC to HCC related to Emergency Medical Technician (EMT), which resulted in HCC being awarded a 2016 Mass Skills Capital grant award of \$122,000. STCC also subcontracts with HCC for the teaching of ESOL (English for Speakers of Other Languages), at a total expense of \$148,200. There is also the Massachusetts Casino Career Institution (MCCTI), which opened in February of 2018 and is an STCC/HCC/MGM Springfield partnership. As of May/2018, MCCTI had 200 individuals preparing to enter the soon-to-be-launched gaming industry.

Workforce development and training will remain an important consideration for STCC in 2018-2019. A promising example of effort is STCC discussions with the Springfield Water & Sewer Commission. The college was approached to help with workforce needs, and this was echoed in a previous conversation I had with the Mayor of Chicopee. As Springfield Water & Sewer contends with retirements, the need to ensure a stable group of technicians is critical. A formalized workforce/non-credit program will be developed in the coming year, and will help not only Springfield Water & Sewer, but regional municipalities and water/sewer utilities to address an important, but under-the-radar, workforce need.

- 5. Strengthen traditional connections to high schools; explore development of an App; explore new opportunities specific to employment training and non-traditional students**

Status/Details



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First, with the invitation to explore App development, I have sought perspective from our Computer Information Technology Department Chair. I commented to Professor Brian Candido that we have the Ellucian download which offers a mobile version of our website. But we further discussed the idea is for something less typical, and more interactive; something with purpose and engagement. In short, the idea is for an App that is helpful to future and/or current STCC students.

I learned that the college offers a course, CIT 116 (Mobile Programming), which might provide an opportunity for our own students to design and create an STCC-specific app. The course is an elective, so as of now, it was not offered Spring Semester, and is not currently on the schedule for Fall Semester. Professor Candido indicated students, working in groups, could potentially prototype an App for STCC. With that said, he shared that application development faces the challenge of multiple platforms (i.e. Apple/iOS and Android). App development will continue to be explored in the coming year, and I am particularly keen to consider involvement of STCC students.

Second, efforts to strengthen high school connections continues. A number of helpful examples illustrate how this important work is ongoing:

Central High School (Springfield)

STCC finalized a Memorandum of Understanding to pilot awarding of credit to students completing Advanced Placement (AP) coursework.

High School of Commerce (Springfield)

STCC was invited to join the Redesign Team, and this work began Summer/2017 with a key STCC Computer/IT faculty member serving in this role. Important planning continues, and there is the potential that by 2020, upwards of 225 high school students could be accessing STCC courses annually.

Pathfinder Regional Voc/Tech (Palmer)

In February, along with faculty and administrators, I visited with counterparts at Pathfinder. With 600+ students, and located in Eastern Hampden County, many possibilities exist, particularly with programs that include Robotics, Energy/HVAC, and Landscape/Horticulture. A second visit to Pathfinder is scheduled for June.



Early College (“Dual Enrollment” via College Now)

Although funding from Massachusetts is modest for dual enrollment, STCC has long taken an expansive approach to engaging area high school juniors and seniors. Students are invited to take one free course per semester at STCC, and the college has underwritten this effort by not capping participation based on Massachusetts funding. Unrealized tuition/fees supported by the college now exceed \$2 million. Data for Dual Enrollment/College Now from Fall 2016 through Spring 2017, includes the following:

Largest College Now/Sending High Schools	2016-2017/Unduplicated Students
Springfield/Putnam Vocational-Technical Academy	108
Springfield/Renaissance School	53
East Longmeadow Public Schools	31
West Springfield Public Schools	31
Chicopee/Chicopee Comprehensive High School	30

Dual Enrollment/High School of Commerce		
Academic Year	Students (Duplicated)	Documented/Continued at STCC
2016	6	
2017	15	
2018	17	
TOTAL	38	5 (unduplicated)

Monitoring high schools students taking dual enrollment that subsequently enroll at STCC is of keen interest. Although difficult to capture, data indicates that previous rates of 40% may be more modest of late. Available data suggests that dual enrollment students continuing at STCC more recently may be closer to 15%. Early College efforts will remain a key connection with area high schools, and those efforts will be strongly supported in 2018-2019.



6. Continue/Strengthen communication within the college, including engagement with faculty and shared governance bodies

Status/Details

Specific to communication with faculty, staff, students, and via our shared governance bodies which include two unions (MCCC-PA, AFSCME & All-Unit Congress), I continue efforts to seek dialogue and engagement, and have welcomed comment from all corners of the college. Much like my first year, this year I have also made a purposeful effort to listen, while also bringing an important focus to conversations about our work. Key topics of student persistence and graduation, technology, facilities, budget/enrollment, and embracing our evolution as a Hispanic-Serving Institution, have at times been difficult in 2017-2018.

As an institution in the midst of change, this year has had challenges, including our All-Unit Congress bringing forward a vote of no confidence against the President, as well as a vote of no confidence in the Chair of the STCC Board of Trustees. Also, the STCC chapter of the MCCC-PA (Massachusetts Community College Council) union voted to go “work-to-rule” which has foreshadowed similar considerations at other Massachusetts community colleges. Part of my communication work with college stakeholders, including students and Trustees, has been to articulate, and demystify, what “work-to-rule” means. For example, I would point to my February/2018 email in which I note that “our MCCC employees remain obligated to complete the specific duties of their contract. Further, and per their contract, they ‘shall not engage in, induce or encourage. . . [a] slow down or withholding of services...”

As I reflect on communication this year, I note from my evaluation last year how Trustees invited me to engage faculty in particular. This Spring I inverted my office hours, and sought audiences with individual faculty across disciplines, and within each of our academic schools. This resulted in my sitting with over a dozen full-time and adjunct faculty. I also held an evening Adjunct forum in March; and multiple meetings were held with MCCC-PA leadership via MACER (Management Association Committee on Employee Relations). I also held joint meetings with leaders from MCCC-PA and the All-Unit Congress. Additionally, on April 23rd, I, along with two members of the Board of Trustees Executive Committee (Chair Chris Johnson and Vice Chair Frank Quigley), met in open/public session with leaders from the All-Unit Congress.

Specific to students, I have met on multiple occasions this year with the leadership of our Student Government Association, as well as Student Ambassadors. I also held a well-attended “Pizza with the President” gathering for STCC students.



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When it comes to communication, there are many considerations that have our faculty, staff and students thinking, talking, and reflecting this year. Concern is a common reality for higher education in what are very challenging times, and as President, I embrace my role which necessitates leading and facilitating difficult discussions. As an example, I have discussed broadly how STCC has experienced a 25%+ decrease in enrollment over the past six years. This has led to more urgency with strategic initiatives like development of a Health Science degree. From a budget standpoint, our enrollment change has translated into a net/loss from the height of enrollment of \$2 million for operations. With such tremendous budget implications, the college has needed to talk about staffing, including the number of full-time faculty we can sustain, which over the past six years, had not changed. Despite our enrollment headwind, since I began, STCC has managed enrollment declines without layoffs, and in fact, we bested our enrollment projection in the most recent fiscal year.

In the All-Unit Congress "Bill of Particulars" related to the vote of no confidence, a number of concerns were raised, and readily over the past eight months I have provided responses in multiple meetings with our shared governance bodies, as well as directly with the campus. Here is a sampling:

Item #5 raised questions about how STCC celebrated our 50th anniversary.

As a point of fact, 2016-2017 was a wonderful year of celebration marked by broad media coverage, and camaraderie-building events. To illustrate, three articles carried by MassLive showcased the college; a Founders Day Convocation was held Fall of 2016; and in the Spring of 2017 a gala with over 400 attendees, including student attendees at no cost, carried the MassLive headline: "STCC's 50th Anniversary Gala at the Springfield Marriott." Regarding the final bookend, unfortunately the formal college anniversary falls on 9/11. There was also a unique opportunity to gather at Tree House Brewing, which cannot simply be labeled a fundraiser. To the contrary, Tree House carries the legacy of being co-founded by an STCC alum, and the new brewery construction in Charlton, MA was project-led by another STCC alum. Tree House enjoys a remarkable regional and national reputation, and had never before allowed the use of its property for an external event. The event at Tree House, held by the STCC Foundation, and attended by 200 individuals, is still talked about, and raised thousands of dollars for student scholarships. The MassLive headline stated: "Tree House Brewing, STCC team up for anniversary fundraiser." In summary, the college did indeed celebrate our 50th anniversary with great success.



Specific to some of the other Bill of Particular items:

#2: "President Cook is creating new layers of bureaucracy"

In a March/2018 email to campus, I sought to address any lingering concerns about the matter of personnel. In short, no, a significant increase in the number of administrators at the college has not occurred, and this has been described in detail. I noted for example, that since August of 2016, well over 50 of our faculty have been positively impacted via hire/promotion/tenure. My support for faculty and professional staff rank changes, tenure, and sabbaticals continues to this day, and STCC continues to post and hire for key faculty positions notwithstanding our enrollment decline. I shared that yes, STCC now has four Assistant Vice Presidents, but similar to our approach with faculty, two of our Assistant VPs have their new title via promotion. Like with faculty and staff, we will do all we can to recruit and retain talented administrators. I am pleased to note the thorough vetting this Spring led to the recent hiring of a Vice President of Academic Affairs.

Additionally on this topic, the Bill of Particulars implied new layers of bureaucracy were costly to our budget, and fiscally irresponsible. Again, I would point to my campus communication in which I offered that with an average of 150 full-time faculty over the past five years, STCC has the highest percentage of any Massachusetts community college in terms of courses taught by full-time faculty. Further, the majority of our budget is personnel, and the majority of personnel is full-time faculty. Last year we had 56 faculty earn over \$90,000 between their base and adjunct teaching, and 33 full-time faculty earned over \$100,000.

Item #7 offered a hearsay argument about how I may have directed an administrator to engage the MCCC-PA union. When it comes to our shared governance bodies, but also our community partners, as well as industry employers, I very much expect our administrators to dialogue in good-faith, and with good-will. I also shared directly with leadership from the MCCC-PA, and the All-Unit Congress, that our regional accrediting body, NEASC, is quite clear on this topic: "the institution's chief academic officer is directly responsible to the chief executive officer."

#8C: "what was happening with the position of VP of Academic Affairs?"

I have shared repeatedly, and publicly, that I respect the right of our faculty, staff and students to voice any and all concerns to me and to the College's administration. I am also duty-bound to note that I am unable to discuss personnel matters. I have continued to voice this very appropriate outlook when asked this question.



#8D: “[President Cook] failed to notify the campus community by email of upcoming meetings of the STCC Board of Trustees”

STCC continues to meet all obligations regarding Massachusetts open/public meeting law, including the posting of Trustee meetings. I have reminded shared governance leaders that our website (www.stcc.edu) has always been the source for Board meetings, including the annual/September Retreat which is held via open/public meeting.

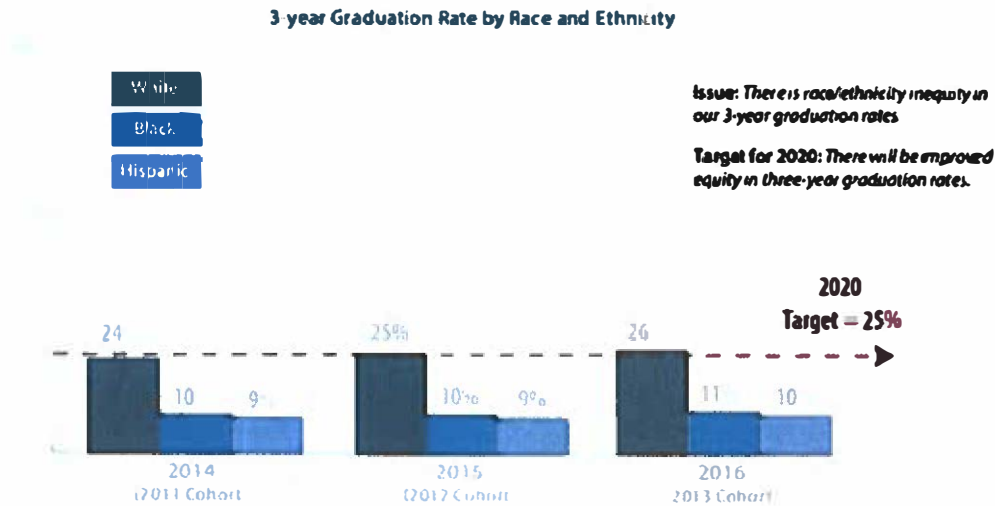
#9: “there has been no message to the community . . .following... announcement to repeal DACA”

On September 4th 2017, I, along with the other 14 Massachusetts Community College Presidents, issued a statement titled “Joint Statement in Support of DACA.” I also subsequently sent an email in October/2017 to campus noting that STCC joined the Hispanic Association of Colleges and Universities (HACU) and the American Council on Education (ACE) in urging approval of the DREAM Act.

To summarize, again, I offer that as President, I embrace my role of leading and facilitating difficult discussions. Specifically, more recently I have begun to speak in particular about our graduation rate, and equity gaps. I have shared with the college that at 22%, our graduation is right there in the middle when compared to other US community colleges. However, not only can this rate improve, but graduation for students of color must also garner our attention and intervention. In 2016, 10% of recent Latina/Latino students had graduated, not 22% like our college-wide average. This gap is also documented for STCC African-American students, and all this detail was shared in the 2016-2017 President’s Report (Please see Figure C.)



Figure C: STCC Graduation Rate by Ethnicity



My vision, but also the long-standing vision of the college as articulated in our Student Success Plan, is to focus on equity work, and measurable outcomes that point toward changing stubborn challenges related to persistence and graduation. I ask Cabinet members how are they discussing these challenges with both faculty and staff, and how specifically is our data shaping efforts. My approach to leading these conversations, including engaging with shared governance bodies, will continue in 2018-2019. My efforts to engage and communicate will utilize all available tools including campus emails, All-College Town Halls, meetings with faculty Program/Department Chairs, seeking conversations with individual faculty and staff, and encouraging Cabinet members to in turn do the same.

7. Continue/Strengthen communication with the Board of Trustees

Status/Details

It is my hope that many of the details in this year-end summary do not come as a surprise to Trustees. In particular this year, I have ramped-up my email communication, sought questions from Trustees, personally met and talked at length with individual Trustees, as well as also used the Board committee structures (Ways & Means; Internal/External; Investment Subcommittee) to ensure regular and comprehensive engagement and communication between the President and Board members.



8. Continue to implement the Student Success Plan, and in particular, focus on closing equity and achievement gaps for women and students of color

Status/Details

I trust that information earlier in this document has helped frame ongoing Student Success Plan work, including how I champion efforts to close equity and achievement gaps. Again, the use of data to frame such initiatives, which includes our Health Science pathway, is one such example. There remains the need to also bring pilot efforts, as well as other interventions, to greater scale. One example is the supplemental instruction "SI" model implemented with support of our \$2 million federal Title III grant. We place a student/teaching assistant in selected courses, but each semester only about 5% of the sections/courses currently have this SI.

With a focus on students of color, particularly with our graduation rates, the February Professional Development Day with the title "We are HSI" (a Hispanic Serving Institution) proved a very important occasion. Anecdotally I know this discussion led to complicated, and at times, difficult conversations, between and amongst faculty and staff. In my opening remarks that day, I urged people to avoid blaming. I also talked about the need for us to educate not only for equality (treating everyone the same), but also for equity (bringing a focus to different needs). Efforts to close our equity and achievement gaps will most certainly carry forward in 2018-2019, and I am clear with Cabinet about expectations to continue leading efforts to move our Student Success Plan in ways are measured.

To this point, I have asked for defined plans within each division be developed which not only detail process, but also partnership with faculty and staff colleagues around aspects of equity and achievement. Here are examples which will bring additional focus to strategic efforts with equity and achievement:

- Development of a comprehensive Program Review System
(Vice President of Academic Affairs)
- Development of a comprehensive Campus/Master Plan
(Vice President of Administration/CFO)
- Development of a comprehensive Student Retention Plan
(Vice President of Student Affairs)
- Development of an Employee Retention/Diversity Plan
(Senior Director of Human Resources)



These plans will be finalized within the next six months, and each will help ensure we keep a focus on our Student Success Plan while also responding and innovating to the regional economy.

9. Continue to steward the professional development of faculty and staff

Status / Details

Professional development for our staff remains an important investment, and I work to encourage opportunities, including ensuring funding is available for staff and faculty across the college. Internally, three professional development days were scheduled this year, where offices are closed, no classes were held, and a purposeful investment is made in gathering. The increase to three days is a change from the single day historically placed on the STCC academic calendar. One of the three days this year provided an opportunity to explore our status as a Hispanic-Serving Institution and brought forward much excitement, but also a good deal of conversation around the demographics of our campus. The “We are HSI” day was an important marker in our college-wide conversations, and particularly with our Title III and HSI-STEM grants in hand, STCC will continue to evolve ourselves as a culturally responsive institution.

The third and final professional development day this academic year is May, and is held as a mini-conference on campus. I will offer my own personal contribution by presenting two sessions on syllabus development.

Faculty and professional staff continue to submit for sabbaticals, and I have sought to support at least one each year. Related, externally, faculty and staff across the college continue to be invited to attend conferences with approval from their supervisor or manager. Other longer-term opportunities have also been offered, and this has led to individuals participating in Leadership Pioneer Valley, and the “Chair Academy,” which is a year-long leadership training program. Faculty and staff also continue to attend the Achieving the Dream (ATD) conference as well as Escala, which is an organization that offers faculty development specifically with Hispanic-Serving Institutions in mind.

Having myself attending an ALASS (Accelerating Latino Student Success) Institute in 2016, I plan to again attend later in 2018. I also anticipate bringing a team of faculty and staff in February/2019 to the 13th International Conference of the Hispanic Association of Colleges and Universities (HACU), which will be held in San Juan, Puerto Rico.



Summary & Looking Ahead

To summarize, 2017-2018 has been a year marked with progress toward key priorities including efforts to develop a Health Science pathway, a Campus/Master Plan, and bringing further attention to equity needs at an evolving Hispanic Serving Institution. Utilizing data to identify needs and challenges, for framing communication, planning, and decisions, will remain a critical contribution I bring to my role as President.

Looking ahead, the following are strategic efforts, or critical projects carried forward into 2018-2019, or will serve as a new source of focus in the coming year:

Finalize and launch Health Science Pathway

Again, every effort will be made to obtain formal degree approval, and given the essential need for this program with current STCC students, the hope remains that June approval by the Board of Higher Education will be possible. Such approval will then allow Summer planning to formalize a Fall Semester launch. Given the size and scale of this initiative, much attention and oversight will be needed in the coming year.

Finalize Campus/Master Plan

Further engagement with faculty, staff and students will continue in earnest this Fall Semester, with a full draft Campus/Master Plan vetted by stakeholders, including our shared governance structures. The goal is that through these efforts, a finalized Plan will be brought forward for Trustee consideration by December/2018 or January/2019. Related, STCC will be looking for clarification from DCAMM about the newly defined approach to funding, and advocacy for Building 20 and allied health will continue with urgency. Key administrators and leaders in governmental institutions understand that STCC has a crucial building reaching crisis-level concern. How STCC not only finalizes our Master Plan, but also implements future facilities priorities will be clearly mapped to our budget.

Opening the Rubenzahl Student Learning Commons/Building 19

The coming year will be notable for the opening of the Rubenzahl Student Learning Commons/Building 19. With a project cost over \$50 million, and at 100,000 square feet, this is the most significant infrastructure project on campus in three decades. Ensuring a smooth transition of the many offices, and nearly 150 staff, will be a priority. The opening of Building 19 will also be a unique and powerful opportunity to re-introduce the college to our community, while also changing the student experience at STCC.



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Continued Planning with a Purpose

With the Student Success Plan as our foundation, specific planning across divisions will help with planning for our evolution and purpose as a technical community college. Examples including development of a comprehensive Program Review System, a comprehensive Student Retention Plan, and an Employee Retention/Diversity Plan. I anticipate these plans will be finalized within the next six months, and each will help ensure we keep a focus on our Student Success Plan while also responding and innovating to regional educational and workforce needs. It is not too soon to note that our institution re-accreditation will take place in 2021. This is our visit from NEASC (the New England Association of Schools and Colleges), and means we will need to complete a "self study" in 2020. We have two years to move forward very important work related to student success, and planning with purpose will prove invaluable. One clear illustration will how and if STCC can close the graduation rate gap, whereby African-American and Latina/Latino students complete at rates closer to the college average than currently.

Advancement and engagement with the STCC Foundation

Not to be overlooked in what has been a helpful year of support from the STCC Foundation, there remains excellent opportunity for further formalized engagement with the college. In 2018, the Foundation finalized the spending of nearly \$500,000 in funds from their investments to secure campus-proximate properties for additional student parking. In the coming year, a Capital Campaign for the Student Learning Commons will be critical, and 2018-2019 advancements efforts, including deepening student scholarship contributions, will require the college to contribute defined leadership. I first sought this leadership by creating the Executive Director of Advancement position, but further considering how best to commit personnel to ensure leadership and trust with the STCC Foundation Board remains ongoing.

Finally, in 2018-2019, I will continue my communication and engagement efforts across campus, and externally with our community, high schools and employers. I am encouraged by efforts to date, as well as the promising initiatives planned for the year ahead. Thank you as always for your support.

Sincerely,

A handwritten signature in blue ink, appearing to read "John B. Cook".

John B. Cook, Ph.D.
President



Springfield Technical Community College

June 25, 2018

[Motion to submit the below Presidential Evaluation to Commissioner Santiago and the Board of Higher Education was moved, seconded, and unanimously approved by STCC Board of Trustees on June 25, 2018 at a publicly noticed meeting held in public session]

Annual Presidential Evaluation (July 1, 2017 to June 25, 2018)

The Board of Trustees (BOT) reviewed documents including the Self-Assessment prepared by Dr. Cook, as well as, data relating to the College's performance and Department of Higher Education goals and objectives, the College's Student Success Plan (Strategic Plan), the 2017-2018 President's Report, previous STCC Board of Trustee and Committee meeting minutes, data provided over the course of the year to the Board, key resource documents including the STCC BOT Retreat agenda and associated handouts. Each Board member brought their individual perspective to the meeting for discussion. The BOT agreed on a final evaluation outcome, and the following summary report was approved by the BOT on June 25, 2018. The meeting was conducted in compliance with the Massachusetts Open Meeting Law. The Board went through the summary report and the self-assessment prepared by Dr. Cook. The Board unanimously adopted the following Performance Evaluation.

The Board of Trustees set the following goals for Dr. Cook for academic year:

1. **Establish a Health Science Guided Pathway/Allied Health Degree program with stackable credentials.**

A Health Science degree was developed in partnership with faculty, and the new degree has been approved through shared governance both by the STCC Curriculum Committee and the STCC Board of Trustees. In February, a formal request for approval of the new Health Science degree was submitted to the Massachusetts Department of Higher Education/Board of Higher Education, and the college is working through the BHE approval process as this evaluation is being written.

2. **Complete a Space Utilization Study to gauge the impact of the new Student Learning Commons on the campus and its programs.**

A comprehensive Campus Master Plan is in process. The college retained Paulien & Associates to provide the college with a report on existing Campus/Classroom Utilization, and an Environmental Scan, with details on career/employment opportunities in the region. During the process of developing the Campus/Master Plan, Dr. Cook and his cabinet made presentations at All-College Town Halls, conducted multiple forums where Academic Deans, as well as all STCC Program/Department Chairs (45 in

total) were engaged to review utilization data and the environmental scan. He also had administrators meet with staff in their divisions to gather input. The process will continue as the Building 19 project is completed this fall and decisions will need to be made on what programs might be moved as a result of the new square footage being added on campus.

3. Advocate for state, federal and private funding to meet the College's significant deferred maintenance needs, especially as it relates to Building 20 which houses the College's Allied Health Program and its patient simulators.

Building 20 is the location for our SIMS Medical Center with 55 patient simulators, which represents millions in investment by the college, area healthcare partners, and the STCC Foundation. Building 20 has significant structural, mechanical, air-handling, water, and environmental challenges. Dr. Cook wrote to the Secretary of Education, as well as the Commissioner of DCAMM describing the critical nature of Building 20 to the college, and STCC submitted a \$56 million request to build-out a new Allied Health building in the STCC Technology Park. Dr. Cook has advocated to the Secretary of Education; he met with the Commissioner of Higher Education and his CFO; he met with House and Senate delegation members, as well as with city officials to advocate for state, federal and local funding to repair or replace Building 20.

4. Continue to expand your professional and personal engagement with the greater Springfield community, especially the business community that can be a new source of job training opportunities for the College.

Dr. Cook is a member of six boards including the Economic Development Council (EDC), the Regional Employment Board (REB), the Massachusetts Clean Energy Center (MassCEC), the Public Health Institute of Western Massachusetts, and he also serves on the Boards of the STCC Assistance Corporation, and the STCC Foundation.

During the past year Dr. Cook continued to meet with leaders in many sectors, including health care, the new MGM casino and specifically manufacturing. Dr. Cook made on-site employer visits to Callaway Golf (Chicopee, MA), Universal Plastics (Holyoke, MA), Smith & Wesson (Springfield, MA), Schott Manufacturing (Southbridge, MA), the duMONT Company (Greenfield, MA), and Ortiz Tool (Windsor, CT).

In December, Dr. Cook served on a three-member team that presented to the Governor's Workforce Skills Cabinet (Secretaries/Executive Offices of Education, Labor & Workforce Development, and Housing & Economic Development). The team shared the draft Regional Labor Market Blueprint for the Pioneer Valley.

Dr. Cook has continued the TWO (Training Workforce Options) collaboration with Holyoke Community College. Dr. Cook has continued to focus on workforce development and training, including ongoing discussions with the Springfield Water & Sewer Commission focused on the need to ensure a stable group of technicians is available as the existing workforce reaches retirement.

5. Strengthen the College's connection to traditional sources of new students such as area high schools to stem the regional trend of lower enrollment in community colleges as the economy continues to improve. Specifically, the college could look at developing a robust app designed to attract new high school students to the college's technical programs. Explore new revenue opportunities for the college especially in the area of employment training and non-traditional students.

Dr. Cook has worked with college staff to begin the process of developing a more robust "APP" which will illustrate the wide variety of programs offered at STCC. This "APP" could be marketed to high school students, and would allow them to see not only the traditional academic programs offered at STCC, but also the many non-traditional certificate and workforce training opportunities that are available.

Dr. Cook has initiated and entered into agreements with a number of local high schools to provide greater linkage between STCC and the high schools.

Dr. Cook has also continued to advocate for the Dual Enrollment program which offers high school students the opportunity to take classes on the STCC campus.

6. Continue to develop and strengthen communication with the colleges shared governance bodies, including the potential formalization of direct communication opportunities with the President, the President's Cabinet and the Board of Trustees.

Dr. Cook continued efforts to seek dialogue and engagement, and welcomed comment from all corners of the college. His efforts included a purposeful effort to listen. STCC is an institution in the midst of significant change. The All-Unit Congress took a vote of no confidence in the President, as well as a vote asking the Chair of the STCC Board of Trustees to resign. Also, the STCC chapter of the MCCC-PA (Massachusetts Community College Council) union voted to go “work-to-rule” which has foreshadowed similar considerations at other Massachusetts community colleges.

Despite the difficulties, Dr. Cook continued to communicate with college stakeholders, including students, faculty and Trustees. Dr. Cook inverted his office hours, and sought audiences with individual faculty across all disciplines, and within each of our academic schools. He met with over a dozen full-time and adjunct faculty. He also held an evening Adjunct forum

in March; and had multiple meetings with MCCC-PA leadership via MACER (Management Association Committee on Employee Relations). He also held joint meetings with leaders from MCCC-PA and the All-Unit Congress.

Additionally, on April 23rd, Dr. Cook, along with two members of the Board of Trustees Executive Committee (Chair Chris Johnson and Vice Chair Frank Quigley), met in open/public session with leaders from the All-Unit Congress.

Specific to students, Dr. Cook met on multiple occasions this year with the leadership of our Student Government Association, as well as Student Ambassadors. He also held a well-attended "Pizza with the President" gathering for STCC students.

7. Continue to strengthen communication with the Board of Trustees as new personnel in the President's Office are transitioned into the process. Explore training opportunities for Board members to enhance their knowledge of issues facing community colleges in Massachusetts and across the nation. Continue to attract new Trustees with a direct connection to the college's mission.

Dr. Cook has increased email communication with Trustees, sought questions from Trustees, personally met and talked at length with individual Trustees. He has used the Board committee structures (Ways & Means;

Internal/External; Investment Subcommittee) to ensure regular and comprehensive engagement and communication between the President and Board members.

8. Continue to implement the Student Success Plan especially as it relates to closing the equity and achievement gaps for students of color and women.

Dr. Cook has made strong efforts to close equity and achievement gaps. He has advocated for expanding pilot efforts currently underway at the college. One example is the supplemental instruction “SI” model implemented with support of the \$2 million federal Title III grant. STCC places a student/teaching assistant in selected courses, but each semester only about 5% of the sections/courses currently have this SI. With a focus on students of color, particularly with our graduation rates, the February Professional Development Day was titled “We are HSI” (a Hispanic Serving Institution). Dr. Cook has asked for defined plans within each division to be developed which would not only detail process, but also partner with faculty and staff colleagues around aspects of equity and achievement. These plans will be finalized within the next six months, and each will help ensure STCC keeps a focus on our Student Success Plan while also responding and innovating to the regional economy.

9. Continue to steward the Professional Development of Faculty and Staff by providing resources and support for enhanced training and educational experiences so that the best and brightest in the academic fields are recruited to STCC and retained with the College.

Dr. Cook continues to advocate for increased professional development for the college's faculty and staff. He has worked to encourage opportunities, including ensuring funding is available for staff and faculty across the college. Internally, 3 professional development days were scheduled this year, where offices are closed, no classes were held. This represents an increase over the single day historically placed on the STCC academic calendar. One of the three days this year provided an opportunity to explore our status as a Hispanic-Serving Institution and brought forward much excitement, but also a good deal of conversation around the demographics of our campus.

Dr. Cook attended an ALASS (Accelerating Latino Student Success) Institute in 2016, he plans to attend again later in 2018. He also anticipates bringing a team of faculty and staff in February of 2019 to the 13th International Conference of the Hispanic Association of Colleges and Universities (HACU), which will be held in San Juan, Puerto Rico.

The Board of Trustees also notes the following:

I. Financial & Budget Acumen

During the year under consideration, Dr. Cook continued to demonstrate strong leadership while dealing with the financial and budgetary needs of the college. He continues to recognize the importance of carrying full time personnel only on state appropriation funds, as opposed to college trust funds, and being strategic in challenging times while avoiding the incursion of debt. He has demonstrated conservative financial stewardship for the college while making sure the college budget remains balanced, despite dropping enrollment and diminishing state revenue.

Dr. Cook has presented his annual budget request to the Board in a clear and straightforward manner. He worked with the staff in institutional effectiveness to refine the enrollment projections and he has presented a balanced budget with no staff or faculty layoffs. From the manner by which Dr. Cook discusses enrollment, budget, student financial needs, infrastructure, and the people aspect of resourcing programs we determine that he has a firm grasp of the college's financial and budgeting process.

II. Infrastructure Stewardship

Dr. Cook has grasped the unique and complex aspects of the STCC campus infrastructure. Dr. Cook has not only noted the one million square feet of campus

buildings, but he has shared with the Board details regarding deferred maintenance needs (i.e. actual documented needs related to heating, cooling, lighting, air handlers, roofs, building deterioration, etc.), as well as the persistent discussions that surround parking, including the fact that students are not allowed to park on campus until after 3:00 P.M.

Dr. Cook has been a strong steward of the Rubenzahl Student Learning Commons (Building 19) project. We believe that he has a good handle on the college's needs for the foreseeable future.

III. Institutional Leadership & Strategic Management

During the timeframe under consideration, Dr. Cook has improved as an institutional leader and strategic manager. The BOT understands that an effective leader brings a degree of change, and Dr. Cook has been thoughtful and diligent with his approach. As noted earlier in the evaluation, the All-Unit Congress took a vote of no confidence in the President and issued a "Bill of Particulars" in support of its vote. The following is an objective look at that "Bill of Particulars":

Item #1: [President Cook] has on several occasions removed unit work...has refused to bargain in good faith...this demonstrates evidence of hostility toward unions

Response: The specific examples were in reference to positions in the area of IT, and have been a point of ongoing communication with MCCC. As opposed to removing work, at one point positions were held until our CIO/Assistant Vice President was in place to assess personnel, structure, and needs within IT. With the hiring in the Spring of 2018 of a CIO/AVP, multiple positions have now been posted and hired, and they include covered/unit positions.

Specific to bargaining, the President is in fact barred from entering into bargaining outside of the contract. Rather, the collective bargaining agreement is negotiated at the state-level. The agreement with MCCC/MTA does however, enshrine what is called a Management Association Committee on Employee Relations (MACER), and Dr. Cook has been, and continues to regularly meet with, leadership from MCCC to "discuss matters of mutual concern."

Item #2: “President Cook is creating new layers of bureaucracy”

Response: In a March/2018 email to campus, Dr. Cook sought to address any lingering concerns about the matter of personnel. In short, no, a significant increase in the number of administrators at the college has not occurred, and this has been described in detail. Dr. Cook noted for example, that since August of 2016, well over 50 of our faculty have been positively impacted via hire/promotion/tenure. Dr. Cook’s support for faculty and professional staff rank changes, tenure, and sabbaticals continues to this day, and STCC continues to post and hire for key faculty positions notwithstanding our enrollment decline. Dr. Cook shared that yes, STCC now has four Assistant Vice Presidents, but similar to our approach with faculty, two of our Assistant VPs have their new title via promotion. Like with faculty and staff, we will do all we can to recruit and retain talented administrators. Dr. Cook am pleased to note the thorough vetting this Spring led to the recent hiring of a Vice President of Academic Affairs.

Additionally on this topic, the Bill of Particulars implied new layers of bureaucracy were costly to our budget, and fiscally irresponsible. Again, Dr. Cook points to his campus communication in which he offered that with an average of 150 full-time faculty over the past five years, STCC has the highest percentage of any Massachusetts community college in terms of courses taught by full-time faculty. Further, the majority of our budget is personnel, and the majority of personnel is full-time faculty. Last year we had 56 faculty earn over \$90,000 between their base and adjunct teaching, and 33 full-time faculty earned over \$100,000.

Item #3: [President Cook] ignored the recommendation of the search committee [for a Vice President of Workforce Development]. . . President Cook appointed a friend

Response: On rare occasions, the President does reserve the right to make appointments, and Dr. Cook does not take this approach lightly, nor has this option been used frequently. In this case, the Vice President position was set aside, and an appointment was made for an Assistant Vice President of Workforce to report up and through Academic Affairs. This rationale was following in other divisions that also now have Assistant Vice Presidents (Student Affairs & Administration/Finance). This appointment action occurred around May of 2017, and predated the Bill of Particulars by approximately four months.

Item #4: [President Cook] reportedly told the committee [for the Vice President of Workforce position] that he was not going to appoint any of the candidates put forward by the committee. Instead he was creating a new position of Assistant Vice President...President Cook simply appointed his friend from his prior college

Response: Please see above. Again, Mr. Zayas was brought in using the infrequently utilized discretion of an appointment. Again, a change in structure was being implemented by which key portfolios such as workforce would now be led by an Assistant Vice President. Mr. Zayas brought important experiences and talents to this position at STCC.

Item #5: raised questions about how STCC celebrated our 50th anniversary.

Response: As a point of fact, 2016-2017 was a wonderful year of celebration marked by broad media coverage, and camaraderie-building events. To illustrate, three articles carried by MassLive showcased the college; a Founders Day Convocation was held Fall of 2016; and

in the Spring of 2017 a gala with over 400 attendees, including student attendees at no cost, carried the MassLive headline: "STCC's 50th Anniversary Gala at the Springfield Marriott." Regarding the final bookend, unfortunately the formal college anniversary falls on 9/11. There was also a unique opportunity to gather at Tree House Brewing, which cannot simply be labeled a fundraiser. To the contrary, Tree House carries the legacy of being co-founded by an STCC alum, and the new brewery construction in Charlton, MA was project-led by another STCC alum. Tree House enjoys a remarkable regional and national reputation, and had never before allowed the use of its property for an external event. The event at Tree House, held by the STCC Foundation, and attended by 200 individuals, is still talked about, and raised thousands of dollars for student scholarships. The MassLive headline stated: "Tree House Brewing, STCC team up for anniversary fundraiser." In summary, the college did indeed celebrate our 50th anniversary with great success.

Item #6: [President Cook] failed to grant 8-10 changes of rank, and pay raises, to faculty who were clearly eligible...President Cook refused, on at least two occasions, requests by the STCC PA to meet in August to discuss and correct his mistake... He broke with almost 40 years of past practice in failing to name the Vice President of Academic Affairs as hearing officer. . . he instead appointed the Vice President of [Student Affairs, Mr. Kamari Collins]

Response: When it comes to the oversight of faculty promotions and rank changes, those have been, and will continue to be, the purview of Academic Affairs. The President relies on the Vice President of Academic Affairs to ensure the college provides timely rank changes and associated merit adjustments. Once alerted to the missed deadline, the President ensured the college moved with urgency to provide the appropriate rank changes and pay raises. In subsequent conversations last fall with the union, the President noted that a request to meet in August was never shared with him.

Regarding the reason for the appointment of another Vice President to oversee the hearing, this approach was necessary first and foremost, given a conflict carried by the then Vice President of Academic Affairs. If needed, that conflict would have been discussed in the labor proceeding. Appointment of all Step One grievances have, and continue to follow, parameters in the collective bargaining agreement. Specifically, 10.04 allows for the President to appoint a designee, but does not prescribe whom, or why. I have shared with union leadership that my practice is to appoint the opposite Vice President to these hearings. Meaning, if it involves faculty, the Vice Presidents of Student Affairs will be my designee. If it involves professional staff, the Vice President of Academic Affairs will be my designee. This is a general approach, and is not intended to limit discretion afforded management by the collective bargaining agreement.

Item #7 offered a hearsay argument about how Dr. Cook may have directed an administrator to engage the MCCC-PA union.

Response: When it comes to our shared governance bodies, but also our community partners, as well as industry employers, Dr. Cook very much expects our administrators to dialogue in good-faith, and with good-will. Dr. Cook also shared directly with leadership from the MCCC-PA, and the All-Unit Congress, that our regional accrediting body, NEASC, is quite clear on this topic: "the institution's chief academic officer is directly responsible to the chief executive officer."

Item #8A, B, E [President Cook] ...has failed at transparency and effective communication... he failed to introduce the new Acting Vice President of Academic Affairs... he has failed to provide the campus community with clearly stated details of his vision for the college's future

Response: Regarding Mr. Zayas, he was indeed introduced to the campus community, and I note the following July/2017 article: <https://www.stcc.edu/about-stcc/news/stcc-announces-new-positions.html>. Later in the Fall Semester, after being appointed Acting Vice President of Academic Affairs, at an All-College Town Hall, Dr. Cook encouraged those individuals seeking to know more about Gerardo to meet with him. They would learn for example, that he has taught at three different institutions of higher education including Manchester Community College (NH), Merrimack College, and Southern New Hampshire University.

To the point about communication and transparency, Dr. Cook agrees that both are very important to STCC, and he embraces these obligations. Again, up until Dr. Cook's personnel decision on September 15th, he was never approached by our shared governance bodies with concerns about his leadership or his efforts with communication. His practices included convening multiple All-College Town Halls each semester, holding open office hours, and issuing campus-wide emails on pertinent and timely topics. Over the past year, he has redoubled efforts, including more campus-wide emails, sending out a President's newsletter providing detail of all our combined efforts, and continuing to meet with shared governance bodies (i.e. monthly MACER meetings). Dr. Cook would again also point to the comments offered in his Self-Assessment starting on p. 14, which included details on meeting with over a dozen individual faculty across disciplines and holding an evening Adjunct forum.

To the critique regarding the college's future, Dr. Cook often talks about our "two middle names," and both "technical" and "community" have offered a particular focus to our mission as a college. Key topics of discussion this year, and going forward, have included our declining enrollment, student persistence and graduation, technology, facilities, budget, and embracing our evolution as a Hispanic-Serving Institution. Many of these topics have resulted in difficult discussions across STCC in 2017-2018.

Dr. Cook's view for faculty, staff and students, is that we will continue to do our important work by ensuring we are the most affordable, most accessible, higher education option. We know 85% of our students live within eight miles of campus. This means in-class, in-lab, and on-campus programs, will continue to be valuable. But in the spirit of accessibility, we also know online is needed, because our students work and raise families, and they seek creative education options. Dr. Cook shared that in the Fall Semester of 2017, STCC ran 45 less online sections than Holyoke Community College.

Dr. Cook has also been explicit about our future, and would point to his remarks at the February Professional Development day as an example. Here is an excerpt:

"As an institution that is open-access, we are already the most egalitarian institution around. If you have a HiSet or high school diploma, you can attend STCC. Almost no other college can provide that opportunity. But that equality doesn't address the fact that our graduation rate for Latina and Latino students is 10%, when the college is at 22% . . . so, if part of today is celebrating our uniqueness as an HSI (Hispanic-Serving Institution), and how nearly one in three STCC students identifies as Latina/Latino, then another part of our exploration today involves equity. Students need us to take the best parts of what we do, focus those efforts,

and address needs. Clearly, our response to the need for more students of color to graduate is imperative.”

Dr. Cook’s vision, but also the long-standing vision of the college as articulated in our Student Success Plan, is to focus on equity work, and measurable outcomes that point toward changing stubborn challenges related to persistence and graduation. Dr. Cook asked Cabinet members how are they discussing these challenges with both faculty and staff, and how specifically is our data shaping efforts. His approach to leading these conversations, including engaging with shared governance bodies, will continue in 2018-2019. His efforts to engage and communicate will utilize all available tools including campus emails, All-College Town Halls, meetings with faculty Program/Department Chairs, seeking conversations with individual faculty and staff, and encouraging Cabinet members to in turn do the same.

Item #8C: “what was happening with the position of VP of Academic Affairs?”

Response: Dr. Cook has shared repeatedly, and publicly, that he respects the right of our faculty, staff and students to voice any and all concerns to him and to the College’s administration. He is duty-bound to note that he is unable to discuss personnel matters. He continues to voice this very appropriate outlook when asked this question.

Item #8D: “[President Cook] failed to notify the campus community by email of upcoming meetings of the STCC Board of Trustees”

Response: STCC continues to meet all obligations regarding Massachusetts open/public meeting law, including the posting of Trustee meetings. Dr. Cook has reminded shared governance leaders that our website (www.stcc.edu) has always been the source for Board meetings, including the annual/September Retreat which is held via open/public meeting.

Item #9: “there has been no message to the community . . .following.. announcement to repeal DACA”

Response: On September 4th 2017, Dr. Cook, along with the other 14 Massachusetts Community College Presidents, issued a statement titled “Joint Statement in Support of DACA.” Dr. Cook also subsequently sent an email in October/2017 to campus noting that STCC joined the Hispanic Association of Colleges and Universities (HACU) and the American Council on Education (ACE) in urging approval of the DREAM Act.

IV. Institutional, System & Commonwealth-level Goals

We recognize that there are a multitude of System and Commonwealth-level goals, and we read in Dr. Cook’s Self-Assessment how STCC is faring regarding key metrics related to enrollment, degree completion, as well as success in developmental education. We appreciate that policy efforts also include for example, Early College, and we also understand regional infrastructure planning facilitated by DCAMM

(Division of Capital Asset Management and Maintenance) is new, and will be important for STCC to understand and navigate. We recommend in the year ahead that this be an area to enhance for Dr. Cook in terms of helping the BOT understand how institutional goals connect to efforts across Massachusetts higher education. We will ask for metrics in the year-ahead, including sustained level of DCAMM funding awards, designation of Early College status, and how key grants including the federal HSI-STEM award helps STCC to develop systems that enhance enrollment, persistence, and graduation rates for students of color in critically important science, technology, engineering, and math programs.

We will also expect continued strong effort in finalizing the allied health degree program with stackable credentials to allow students to jump out at key points in the educational process to meet their ever-changing life demands. We also look forward to reviewing the results of the space utilization study to gauge the impact of the new Student Learning Commons on the campus and its programs.

V. Goals for the Coming Year

The Board of Trustees has decided to continue and expand the goals set for Dr. Cook for the coming year:

1. Finish the creation of a Health Science Guided Pathway/Allied Health Degree program with stackable credentials.
2. Complete the Space Utilization Study to gauge the impact of the new Student Learning Commons on the campus and its programs.

3. Advocate for state, federal and private funding to meet the College's significant deferred maintenance needs, especially as it relates to Building 20 which houses the College's Allied Health Program and its patient simulators.
4. Continue to expand his professional and personal engagement with the greater Springfield community, especially the business community that can be a new source of job and workforce training opportunities for the College.
5. Strengthen the College's connection to traditional sources of new students such as area high schools to stem the regional trend of lower enrollment in community colleges as the economy continues to improve. Explore new revenue opportunities for the college especially in the area of employment training and non-traditional students.
6. Continue to develop and strengthen communication with the colleges shared governance bodies, including continuing efforts to formalize of direct communication opportunities with the President, the President's Cabinet and the Board of Trustees.
7. Explore training opportunities for Board members to enhance their knowledge of issues facing community colleges in Massachusetts and across the nation. Continue to attract new Trustees with a direct connection to the college's mission.
8. Continue to implement the Student Success Plan especially as it relates to closing the equity and achievement gaps for students of color and women.
9. Continue to steward the Professional Development of Faculty and Staff by providing resources and support for enhanced training and educational experiences so that the best and brightest in the academic fields are recruited to STCC and retained with the College.

Conclusion

To conclude, the President has the full faith of the Board to oversee the day-to-day operation and management of the College, its systems, and personnel. We recommend, based on our comprehensive performance review, that Dr. Cook receive the maximum increase in compensation authorized by the Board of Higher Education for community college presidents given his thorough, thoughtful, and engaged performance this past year.

Respectfully Submitted,

Christopher C. Johnson, Chairperson
Springfield Technical Community College
Board of Trustees

Enc. Presidential Self-Assessment from Dr. John B. Cook