



MASSACHUSETTS MARITIME ACADEMY

# Special Mission Plan

Renewal 2023-2028

Submitted by:

Date:

June 2, 2023

President, Massachusetts Maritime Academy

Approved by:

Date:

June 2, 2023

Chair, Board of Trustees



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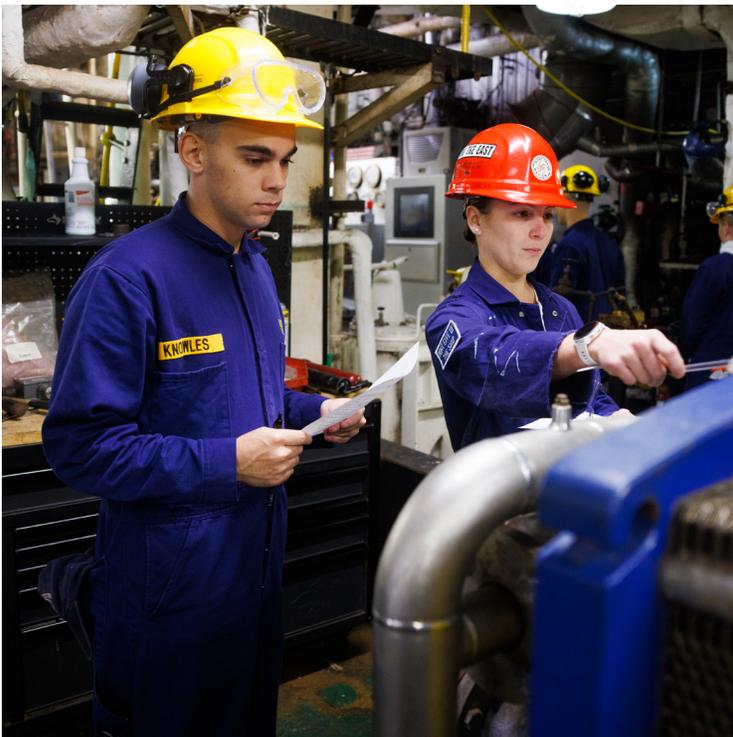
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## 0.0 Executive Summary

Massachusetts Maritime Academy (MMA) submits this five-year strategic plan to renew our status as a Special Mission institution within the Commonwealth's State University system. The document begins with an affirmation of the MMA mission statement and vision, and concludes with the five overarching Governing Principles, which include short-term and long-term steps needed to attain those goals. The Tactical Objectives provide the specific means by which the Academy will achieve its five Governing Principles, and include the action items and performance metrics that are needed to support this plan over the next five years, from AY23-28. Following consultation and discussion with multiple cross-divisional stakeholders, the senior staff met to share ideas and formulate plans in a two-day retreat; those conversations serve as the basis for this document. The President then forwarded the draft document to the All University Committee (AUC) for their review and comment. AUC distributed the draft to other standing committees, collected their comments and questions, and forwarded that information to the administration. All standing committees include faculty, staff and student representation; additionally, the results of student satisfaction and climate surveys were addressed throughout the process. After careful consideration of AUC feedback, the plan was revised and will be shared with the Board of Trustees later in May 2023. Due to the comprehensive and lengthy nature of the planning cycle, the document reflects community-wide perspectives and cross-Academy commitment to the achievement of these goals.



The Massachusetts Board of Higher Education (BHE) first designated the Academy as a Special Mission College in 2004, and charged us with the creation of action items and performance measures for the broad objectives of our unique mission (M.G.L. Chapter 15A, Section 7). The two legacy majors at MMA include Marine Transportation and Marine Engineering, which require cadets to pass the United States Coast Guard (USCG) license exam and complete their degree requirements, including a sea time obligation. Each one of the remaining five undergraduate majors offers direct or indirect links to the maritime industry: Emergency Management, Facilities Engineering, Energy Systems Engineering, International Maritime Business and Marine Science, Safety, and Environmental Protection. While none of these majors compel sea time, some students in these majors do choose to spend time aboard ship, in addition to the standard three-day mini-cruise aboard the training

ship *Kennedy* at the end of freshmen Orientation. Each undergraduate completing a degree program earns a Bachelor of Science degree. The three graduate programs, in Facilities Management, Emergency Management, and Maritime Business Management, are Master of Science programs. Since the beginning of the pandemic in March of 2020, graduate courses have been delivered in an online format, a change approved by NECHE (the latest required update to NECHE regarding this format change was submitted in August 2022). Taught in a 17-month executive program format, our graduate degree programs are designed for working professionals, with no sea time or regimental requirements.

As a state maritime academy with a regimental system, Massachusetts Maritime Academy is a leadership laboratory that cultivates each student's transition from followership to leadership during four years of residence at the Academy. Guided by the Commandant of Cadets (and Dean of Students), our cadet leaders creatively and proactively train our younger students in the ethos of our Academy: Discipline, Knowledge and Leadership. While our major offerings have expanded since our past years of producing only mariners, our mission has remained steady: to graduate disciplined and accountable young people who are ready to serve in the maritime industry.

Consistent with the Board of Higher Education's Strategic Plan for Racial Equity, we continue to strive for an inclusive and accepting environment, where all members of our community feel welcome regardless of race, gender identity, sexual orientation, ethnicity, age, socioeconomic status, geographic origin, or veteran status. We believe that a successful climate emerges from successful recruitment initiatives, which attract talented prospective cadets, staff and faculty from across our Commonwealth's many cities, towns and communities. As importantly, we know that our success also depends upon retaining talented new members by making them feel at home in the MMA campus community. While our Office of Diversity, Equity and Inclusion leads many efforts in this realm, we have made a community-wide commitment to inclusivity that crosses every division and department.

Over the past decade and a half, MMA observed a steady rise in its enrollment largely due to its special mission status and strong return on investment. Like many other institutions, the pandemic has disrupted this trend. Although the current sophomore and junior enrollment numbers are lower than originally projected, we anticipate that many of the students who opted to pause their studies during the pandemic will return. We are also very optimistic, given the size of the fall 2022 freshman class (approximately 360 students), that our enrollment will grow and ultimately exceed our pre-pandemic enrollment over the next few years.

As we recover from the effects of the pandemic and welcome new entering classes, we are excited to showcase:

- A new science and technology-oriented building with upgraded labs
- A new 180-seat conference center
- The acquisition of the historic schooner *Ernestina-Morrissey*
- Updated residence halls
- A new expanded student union facility
- A new training ship, the *Patriot State II*, a National Security Multi-Mission Vessel (NSMV), which is a federally-funded **state-of-the-art training platform, outfitted with numerous training spaces to include eight classrooms, a full training bridge, lab spaces and an auditorium. The *Patriot State II* has space to train up to 600 cadets at sea, maximizing the capability of the ship and its mission to provide our cadets with a world-class education.**



As we look over the bow, it is clear that the next five years will be an incredible voyage.



## 1.0 MISSION OF MASSACHUSETTS MARITIME ACADEMY

The mission of the Massachusetts Maritime Academy is to provide a quality education for graduates in the merchant marine and the military services, along with those who work in the interest of the Commonwealth, nation and global marketplace. The Academy does so by combining a rigorous academic program with a regimented lifestyle that instills honor, responsibility, discipline, and leadership.

### 1.1 MOTTO OF THE MASSACHUSETTS MARITIME ACADEMY

**Discipline, Knowledge, Leadership**



## 2.0 OUR VISION

Our Academy serves the maritime, transportation, engineering, environmental, industrial and commercial interests of the Commonwealth and our nation. Our traditions, values, ethics, and aspirations are rooted in the maritime field and we remain true to this foundation in all we undertake. To carry out our mission, we identify ways to meet these broader goals through graduate, undergraduate, and non-credit programs that build on the distinctive competencies we have developed during more than a century as a maritime academy. We seek to instill officer-like qualities in all undergraduates, regardless of whether or not they choose to seek a commission. Like other regimented maritime colleges (as defined by 46 USC 310), we will continue the honorable tradition of producing the citizen-sailor/soldier, equally prepared to serve the community in peace and the nation in times of war.

While alternative student life models co-exist at the Academy, especially in graduate and evening programs, the Regiment of Cadets will remain, as it has for more than a century, the central feature of undergraduate residence life. The mission of the Regiment is the continuous development of each cadet's character, honor, integrity, leadership, and self-discipline. We carefully manage the limited option of civilian status for non-traditional students to ensure that all students have access to the benefits of the Regiment.

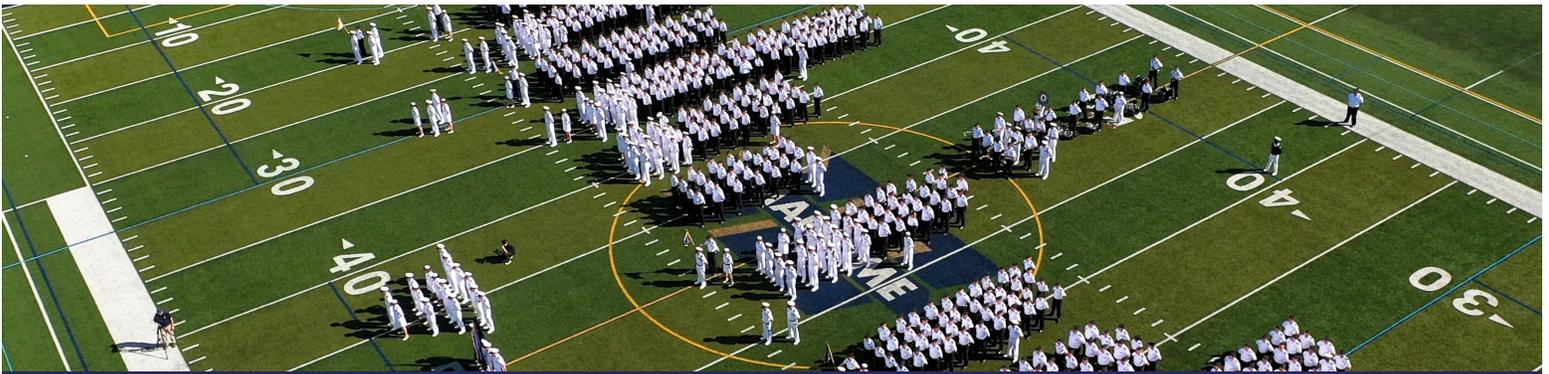
In the last two decades we have broadened our scope of academic offerings, but our educational philosophy of Learn – Do – Lead has remained steadfast. We use this successful learning model throughout our programming, as a Sea Term or commercial ship experience in our USCG license-track programs or as an experiential learning opportunity or cooperative educational experience for our non-licensed majors in real-world settings. As an institution, we remain committed to



lifelong learning, especially in the form of continuing professional education and workforce development, which supports the economic progress of the Commonwealth and its citizenry. We persist in our goal to develop innovative maritime-related continuing education programs, which have impact far beyond our Taylor's Point campus.

In all we do, the Academy strives for inclusive excellence and commits to upholding the rights and dignity of the individual, whether student, faculty, or staff. We will never discriminate on the basis of race, sex, sexual orientation, color, national origin, age, religion or disability; and we strive to create and maintain a learning community based on inclusive excellence, fairness and civility in the pursuit of knowledge.

Massachusetts Maritime Academy aspires for excellence in all it undertakes. Specifically, we aim to become and remain the foremost institution of maritime higher education in the world, and will, through the use of appropriate benchmarks, strive continuously toward that goal.



## 3.0 GOVERNING PRINCIPLES

The following Governing Principles create the framework for the Academy's institutional goals:

- *Support the Massachusetts Department of Higher Education (DHE) Strategic Plan for Racial Equity and Strive to Achieve Inclusive Excellence*
- *Enhance and Improve, in Both Excellence and Diversity, our Student Body, Faculty and Staff*
- *Achieve an 1,800-Member Student Body by 2028 (Total FTE Enrollment)*
- *Improve Institutional Effectiveness*
- *Optimize Available Resources in Support of the Mission of the Academy*



## 4.0 TACTICAL OBJECTIVES

### Preamble

The Governing Principles laid out in the Section 3.0 above serve as our institutional guidepost, as we strive to diversify our campus community, sustain an inclusive and welcoming climate, improve our effectiveness, and optimize all available resources. The following objectives provide action items and performance metrics in both Two-Year and Five-Year intervals, in nine sections:

- 4.1 Inclusive Excellence
- 4.2 Strategic Growth of the Student Population
- 4.3 Staff Development: Invest in and Improve the Diversity and Performance of Staff and Faculty
- 4.4 Strategic Improvements and Additions to the Academic Program
- 4.5 Enhance Student Life
- 4.6 Strategic Student-Centered Operations, Capital Construction and Renewable Energy
- 4.7 Exercise Diligent & Effective Oversight of MMA's Financial Performance
- 4.8 Develop and Build MMA's Advancement Priorities
- 4.9 Leverage Technology to Enhance Teaching and Learning

Action items, delineated by section, are outlined below. In some cases, objectives overlap or are related to other sections. In those cases, the overlap is starred for easy reference. (i.e. \*4.2)

Action item point-persons (denoted as "leads") are noted when they are someone other than the division head.



## 4.1 INCLUSIVE EXCELLENCE

### Strategic Goal

Advance a common agenda for inclusive excellence that aligns institutional strategies with statewide initiatives to infuse diversity, equity, and inclusion initiatives in every facet of the Academy.

### Strategic Rationale

The Massachusetts Department of Higher Education's Strategic Plan for Racial Equity (SPRE) charges each public institution of higher education to achieve racial equity through the adoption of its key underlying principles, including: Equity, Accountability, Community, Teamwork, Intentionality and Empowerment. To assist institutions in achieving racial equity, the plan provides strategies related to improvements in infrastructure, institutional culture, access, civic engagement and student preparedness. Using these principles and strategies as a guide, we have developed action items and performance measures that support and surround this critical initiative of racial equity and inclusive excellence. In addition to this governing document, we also affirm the call from the American Association of Colleges & Universities (AAC&U) for inclusive excellence in higher education, as crucial to the well-being of democratic culture. Massachusetts Maritime Academy, therefore, intentionally undertakes an active process to achieve inclusive excellence in learning, teaching, student development, institutional functioning, and engagement with local and global communities. Drawing from the SPRE, we establish the following priorities:

- Academy's Climate of Inclusion
- Inclusive University Policies, Systems, and Infrastructure
- Community & Civic Engagement
- Recruitment of Faculty, Staff, and Students of Color/ALANA (4.2 & 4.3)
- Retention & Equity of Faculty, Staff, and Students of Color/ALANA (4.2 & 4.3)
- Inclusive Excellence Training, Development & Curriculum (4.4)

## Two-Year Action Items - Enhance a Climate of Inclusion

Successful institutional climates radiate a sense of belonging. To that end, a key priority is to provide students, faculty, and staff with opportunities to support and embrace the intersections of culture and identity to create a community that is inclusive to all populations at the Academy.

### We shall:

- Re-energize the President’s Task Force for Diversity, Equity, and Inclusion, led by Chief Diversity Officer and Dean of Enrollment Management, Equity and Inclusion. The Task Force will make recommendations based on the data collected in the 2023 Climate Survey.
  - » Review the Academy mission statement, with the goal of approval by BOT by 2025
- Create a climate of inclusion and belonging.
  - » Analyze the campus-wide 2023 Diversity & Inclusion Campus Climate Survey and institute changes.
  - » Create a sense of belonging through trainings (e.g.: Safe Harbor, Cultural Competency, etc.), events, and programming.
- Maintain quality programming and initiatives through the Office of Intercultural Engagement to promote diversity, equity, belonging, and inclusion awareness and intercultural competence (at least 25 events/programs per year).
  - » Events to include speakers such as Skip Finley—Whaling Captains of Color, Dr. Khalid el-Hakim—Black History 101 Mobile Museum, Prof. Russell Jeung—Stop AAPI Hate, and LTCOL Marisol Chalis—1st Latina Black Hawk helicopter pilot (2022-2023).
  - » Events also focused around heritage months: Hispanic, Native American, Black History, Women, AAPI, and Pride. Films, speakers, food, workshops, and activities are planned for each month. For example, a Chinese calligraphy class was held during 2023 AAPI month, an information table with giveaways was held during Pride month, a lecture was delivered by a member of the Mashpee Wampanoag tribe entitled *We Are Still Here* during Native American heritage month, and a women’s mentoring and networking event for students was held during March 2023.
  - » Moving forward, surveys will be distributed at key programs to assess student satisfaction and gauge awareness increase; participation will be tracked to assess levels of interest. Survey results will help to shape choices for future programming.

## Five-Year Action Items - Enhance a Climate of Inclusion

- In collaboration with the Chief Diversity Officer, Intercultural Engagement, and Institutional Research, create actionable items from results of the 2023 campus-wide Diversity & Inclusion Campus Climate Survey.
- Conduct campus-wide Diversity & Inclusion Campus Climate Survey in 2025 & 2027.
- Update Academy mission statement as recommended by the President’s Task Force for Diversity, Equity and Inclusion with approval of MMA BOT.
- Ensure that at least 10% of faculty and staff maintain at least one membership in a professional organization that supports Inclusive Excellence. (Lead: Director of Intercultural Engagement).
- Offer two DEI-related trainings/opportunities per semester for faculty, administrators, and staff. (Lead: Director of Intercultural Engagement).
- Create a more robust training and workshop plan for faculty, staff, students, and administrators by Intercultural Engagement by 2026.

## Two-Year Action Items - Inclusivity Practices

As noted by the DHE Strategic Plan for Racial Equity, we understand that traditional infrastructure can limit an institution’s ability to create an inclusive and welcoming climate.

**As a result, we will:**

- Develop an internal equity process that includes examining all institutional policies and procedures through an equity lens; then make recommendations. (Involves collaboration across many departments, led by Chief Diversity Officer).

**Five-Year Action Items - Inclusivity Practices**

- In collaboration with Academic Affairs, Student Financial Services, and Student Services, the Chief Diversity Officer and Office of Intercultural Engagement will examine campus and system discipline, financial, probation, and leave (including medical leave, withdrawal, hold, and readmissions) policies through an equity lens. (For example, examining possible bias on the form used by the Incident Response Team to address discipline issues.)
- Conduct an internal “Equity Audit” to evaluate institutional practices, policies, and procedures concerning Inclusive Excellence. (Multi-department collaboration, led by Chief Diversity Officer.)
- Following review of the Equity Audit, Intercultural Engagement will:
  - » Publish an internal “Equity Rubric” for campus-wide use; information sessions will be included.
  - » Using the rubric, encourage all departments to evaluate their practices, policies, and procedures through an equity lens to identify potential shifts. Departments will be supported by Intercultural Engagement.

**Two-Year Action Items - Community and Civic Engagement**

Our campus community is strengthened by active ties to our local and global community.

**To that end, we shall:**

- Strengthen existing community partnerships and pathway programs (modeling our relationship with Ron Burton Training Village). Add two strategic partnerships per year, focusing on the 26 Gateway Communities in the Commonwealth. In 2024, focus will be on 6 communities in southeastern MA: Barnstable, New Bedford, Fall River, Attleboro, Taunton, and Brockton. Foster alliances with Boys and Girls Clubs, YMCA, YWCA and more in those communities.
- Align with statewide initiatives from the MA Department of Higher Education, by centering our efforts in alignment with two strategic initiatives from the Massachusetts DHE, which are:
  - » The New Undergraduate Experience
  - » The Strategic Plan for Racial Equity

The above initiatives will be led by the Chief Diversity Officer and Intercultural Engagement, with collaboration across all divisions at the Academy.

**Five Year Action Items - Community and Civic Engagement**

- Identify three new community partnerships and pathway programs with key staff in the Division of Enrollment Management, Equity, and Inclusion.
- Division of Enrollment Management, Equity, and Inclusion will expand outreach to local Gateway city communities by:
  - » Strengthening and growing relationships with Massachusetts Gateway city K-12 school districts, non-profits, and community organizations in an effort to increase access to and awareness of opportunities on campus (i.e. Boys & Girls Club, YMCA, YWCA, ALPFA, Ron Burton Training Village).

## Two-Year Action Items - Recruitment and Retention of Students

Through the adoption of an institutional Strategic Racial Equity Plan, the Academy embraces diversity and inclusivity as a critical component of higher education, essential to a thriving academic community and significantly beneficial to students seeking a college degree. The Academy recognizes our potential to make an impact on social mobility for all populations through our high rates of return-on-investment (ROI). The Academy is therefore committed to increasing diversity within our campus community; as such, diversity remains a high priority reflected in strategic planning, campus-wide initiatives, and outreach programming.

- Create a safe, welcoming, and inclusive space for all students, with a focus on students of color, LGBTQ+ students, and women, by launching the Captain Cuffe Center for Inclusion in Fall 2023.
- Launch Captain Paul Cuffe Center for Inclusion in Fall 2023. Captain Cuffe, born on the island of Cuttyhunk in 1759, was a man of Wampanoag and African heritage, a slave who became a Master Mariner, educator, successful business man, philanthropist, and abolitionist. Capt. Cuffe became the first Black American to meet with a sitting president in 1812 and also incorporated one of the first integrated schools in the country in Westport, MA. The Center will open on Juneteenth 2023, with a grand opening scheduled for Fall 2023.
- Expand the student support program Supportive Approaches to Learning Together (SALT), run by Intercultural Engagement) designed for first-generation, Pell-eligible students and/or students with additional barriers to the college experience, by increasing participation by 5% by December 2023. Toward this end, each Pell-eligible student will receive outreach from a member of the Captain Paul Cuffe Center for Inclusion. (\*4.2)
- Increase allyship programs on campus: Safe Zone/Safe Harbor, anti-racism, Empower5.
- Simultaneously triple cadet regimental leadership positions in DEI by adding two battalion-level Diversity and Inclusion student officers beginning Fall 2023.
- Add regimental cadet leadership in Academic Affairs and Academic Resources to foster greater student success and retention. Cadet leaders will work closely with the administration to help to shape curriculum, promote support services, assist with student workshops, and more. Launch Fall 2023.
- Continue to meet 100% of need for underrepresented students—Black, Latinx, Women.
- Enhance recruitment & retention of women and students of color/ALANA students through a review of admission recruitment processes by the Chief Diversity Officer; Intercultural Engagement; and Enrollment Management, Equity, and Inclusion; with goal to develop new strategies for recruitment of students of color and women. For example, a change in messaging to be more inclusive, with a focus on social mobility and ROI, was made in 2023. (\*4.2)
- Offer a DEI online module, “Get Inclusive,” as well as Title IX training to all incoming students before they arrive for Orientation.

## Five-Year Action Items - Recruitment and Retention of Students

- Explore and build retention efforts to close the opportunity gap among the demographic groups (Black, Latinx, and Pell-eligible) specified in the Strategic Plan for Racial Equity. (Multi-department effort, including Academic Affairs; Intercultural Engagement; Enrollment Management, Equity, and Inclusion; and Academic Resources.)
- Increase the number of DEI student officers by assigning a Diversity and Inclusion Officer to each Company (sub-battalion level; one for each of seven Companies), beginning in Fall 2024.
- Continue full campus involvement in biennial campus climate surveys (students, faculty, staff). Next two surveys scheduled for 2025 and 2027.



### **Two-Year Action Items - Recruitment and Retention of Faculty and Staff\***

A healthy educational community boasts a diverse faculty and staff. Striving to achieve a robust community that includes a racially, ethnically and socially diverse student body, we will:

- Enhance recruiting plans for attracting a more diverse faculty and staff by 2025. (Collaboration between Dean of Human Resources and Chief Diversity Officer.)
- Ensure that HR personnel and hiring committees are trained on equity-minded practices for screening, interviewing, and onboarding new hires.
- Collaborate with Human Resources to meet with all new hires to discuss the Academy's commitment to Inclusive Excellence as well as ways to collaborate with Intercultural Engagement and across departments to address DEI issues/initiatives (e.g.: Advising trainings/workshops led by both Academic Resources and Intercultural Engagement).
- Offer a DEI online module to all new employees at the point of hire.
- Enhance recruitment & retention of Faculty & Staff of color:
  - » Human Resources, Intercultural Engagement and Chief Diversity officer will collaborate to review the search & screening process for staff and faculty hiring.
  - » Review New Employee onboarding.
  - » Conduct equity-based salary audit.

\*Also see section 4.3

### **Five-Year Action Items - Recruitment and Retention of Faculty and Staff**

- Work with Academic Affairs to enhance contractual recognition processes that prioritize racial and gender equity, justice, and equity-mindedness (Leads: Chief Diversity Officer, Provost.)
- Expand Inclusive Excellence Training for Faculty & Staff by:
  - » Provide additional training opportunities on key items related to diversity, equity, and inclusion for faculty & staff (e.g: Safe Harbor, Equity-Minded Training, Cultural Competence). Also, contract with professional organizations to offer professional development trainings/courses around DEI from experts in the field. (Collaboration among Human Resources, Intercultural Engagement, and other departments.)



## 4.2 STRATEGIC GROWTH OF THE STUDENT POPULATION

### **Strategic Goal**

Grow the total student body FTE to 1,800 by 2028, while preserving our institutional identity and ensuring equitable access to all.

### **Strategic Rationale**

COVID dramatically limited our ability to market our niche academic programs and our unique regimental system, hold Open Houses on our waterfront campus, or run our K-12 summer programs. However, we embrace this “new normal” as it creates opportunity to diversify our student body by expanding the opportunity to recruit underserved students in the Commonwealth and the nation. In response to these needs, the Academy created the new Division of Enrollment Management, Equity, and Inclusion, which is composed of the Office of Admissions and the Office of Intercultural Engagement. Under new leadership (the Dean of the division is also the Chief Diversity Officer), we are situated for a greater impact on the areas of recruiting and retaining the Academy’s most diverse student population in its history. To achieve this goal, we shall:

1. Strengthen our distinctive identity as a state university that combines educational opportunity with student engagement
2. Achieve fiscally responsible enrollment goals that respect our mission and values
3. Support equitable access, opportunity, and success for all students by creating a pathway for social mobility
4. Improve student success, persistence and graduation.

### **Two-Year Action Items - Strengthen our focus on opportunity and engagement**

Successful institutions recognize the significance of connections between external partners and excellent programming. While the Academy has always enjoyed strong alumni and industry-wide support, as we add majors and the maritime industry evolves, networks are more significant than at any other time in our history. To ensure that these connections remain strong, we shall:

- Hire a consultant to conduct a perception study to better understand the Academy’s reputation with specific audiences and implement recommendations to improve the overall brand perception and enrollment opportunities.

- Improve (through review and implementation) the tracking of the Academy's graduate career outcomes and continue to leverage outcomes data to better represent the value and ROI of an academy education to key audiences.
- Develop career and social mobility outcomes data sets by 2023. (\*4.1)

### **Five-Year Action Items - Strengthen our focus on opportunity and engagement**

- In collaboration with Advancement and the Alumni Office, enhance Buccaneer pride in supporting the Academy to demonstrate and celebrate the benefits of a Massachusetts Maritime Academy education through the success stories and contributions of students, faculty, staff, and alumni.
- Integrate results of outcomes data sets with promotional materials and key messaging of Academy as strong Return on Investment & Social Mobility.

### **Two-Year Action Items - Achieve fiscally responsible enrollment goals that respect our mission and values**

Utilizing modernized admission processes, we seek students who reflect the national demographics of our region and nation. To pursue these candidates, we shall:

- Increase new first-year enrollment by 2% each year.
- In collaboration with Academic Affairs, explore part-time enrollment options for selected majors.
- In collaboration with Finance, investigate reducing or eliminating the application fee.
- Explore alternatives to the current application process to minimize the burden on students and increase completed applications.
- Pursue growth in deposited students through increased completion of admissions applications, improved yield experience for admitted students, personalized communication plans, signature recruitment and yield events, and revised transfer credit procedures.
- Explore holistic admissions practices and policies within the Office of Admissions. (For example, examine impacts and consider remaining SAT/ACT-optional as a permanent policy.)
- Develop and enhance a robust communication plan for the recruitment cycle (Slate, a new Customer Relationship Management (CRM) system, is coming soon).
- In collaboration with Academic Affairs, enhance efforts to ensure that all students, particularly students of color, feel supported in the application, admissions, and enrollment processes, by examining each process and implementing necessary changes. (\*4.1)
- Investigate with the Division of Academic Affairs the transferability rate of transfer credits.
- In collaboration with Academic Affairs, develop a transfer student recruitment plan.
- In collaboration with Academic Affairs, develop a robust Early College program(s) that focuses on students of color. (\*4.1)
- In conjunction with Student Financial Services, complete review of process/guidelines for awarding institutional aid; implement newly identified initiatives and strategies, including any piloting initiatives/programs. (See also section 4.7)

### **Five-Year Action Items - Achieve fiscally responsible enrollment goals that respect our mission and values**

- Increase total enrollment by 2% each year.
- Increase new first-year enrollment by 3.5% to 5% each year from 2025-2028.
- Increase new first-year enrollment of women by 2% each year until 2028.
- Increase new first-year enrollment of students of color by 2% each year until 2028.
- Increase new transfer student applications, accepts, and enrollment by 2% each year until 2028.
- Increase transfer rates from community colleges to the Academy for students of color by 1% each year until 2028.
- Work with Athletics to increase student-athlete admissions applications by 2% each year across all sports, focusing on racial and gender equity.

- Establish territory management and partner programs to support goal of 2% increase in students of color applicants.
- In collaboration with Academic Affairs, explore creation of 1-2 new majors to attract a more diverse pool of applicants.
- In conjunction with Finance Division, complete a multi-year, longitudinal financial model; conduct ongoing assessment of the alignment between institutional aid, enrollment (new and returning students), and net tuition revenue projections.
- Develop and enhance Academy-sponsored summer camps for high school students.
- Expand and strengthen relationships with community-based organizations that serve students of color in order to promote access to the Academy. (See also section 4.1)
- Develop and execute a marketing plan for the recruitment of students, including students of color, gateway cities, top-feeder high schools, and targeted out-of-region markets (NY, NJ, MD, VA, NC & FL), including releases on social media, connected TV, and print materials.
- Seek a total FTE enrollment of 1,800 students by 2028.

### **Two-Year Action Items - Support equitable access to Academy programs, which support social mobility**

The Strategic Plan for Racial Equity calls for all Massachusetts institutes of public higher education to enhance economic and social mobility for all citizens, with particular focus on those that have historically been underserved and underrepresented throughout all levels of education. By leveraging the Academy's Special Mission, specialized majors, and high rates of ROI, Mass Maritime is uniquely positioned to contribute greatly to social mobility for students of underserved communities and shall:

- In collaboration with Academic Resources, Intercultural Engagement, Enrollment Management, and Student Services/Regiment, create and implement a comprehensive transition model that is collaborative and seamless for all incoming students, from early college to the end of the first year.
- In collaboration with Academic Affairs, develop an inclusive academic student success model that supports all students. (\*4.1)
- Create a cross-divisional Enrollment & Student Success Working Group.
- In collaboration with Academic Affairs, Financial Services, Registrar's Office, and Office of Admissions, ensure that all students have an academic, career, and financial plan within their first two years at the Academy. (\*4.1)

### **Five-Year Action Items - Support equitable access to Academy programs, which support social mobility**

- In collaboration with the program review plan set forth by Academic Affairs, examine the course prerequisites for incoming students to expand accessibility to the curriculum.
- Communicate and implement an expanded diversity, equity and inclusion, social justice and belonging plan that supports the MA DHE Strategic Plan for Racial Equity and the New Undergraduate Experience. (Lead: Enrollment Management, Equity, and Inclusion.)
- Continue relationship-building with MA Gateway city school districts and community organizations to increase knowledge of opportunities at Massachusetts Maritime Academy to greater diversify the student body and create social mobility for students of diverse backgrounds.



### **Two-Year Action Items - Improve Student Success, Persistence & Graduation**

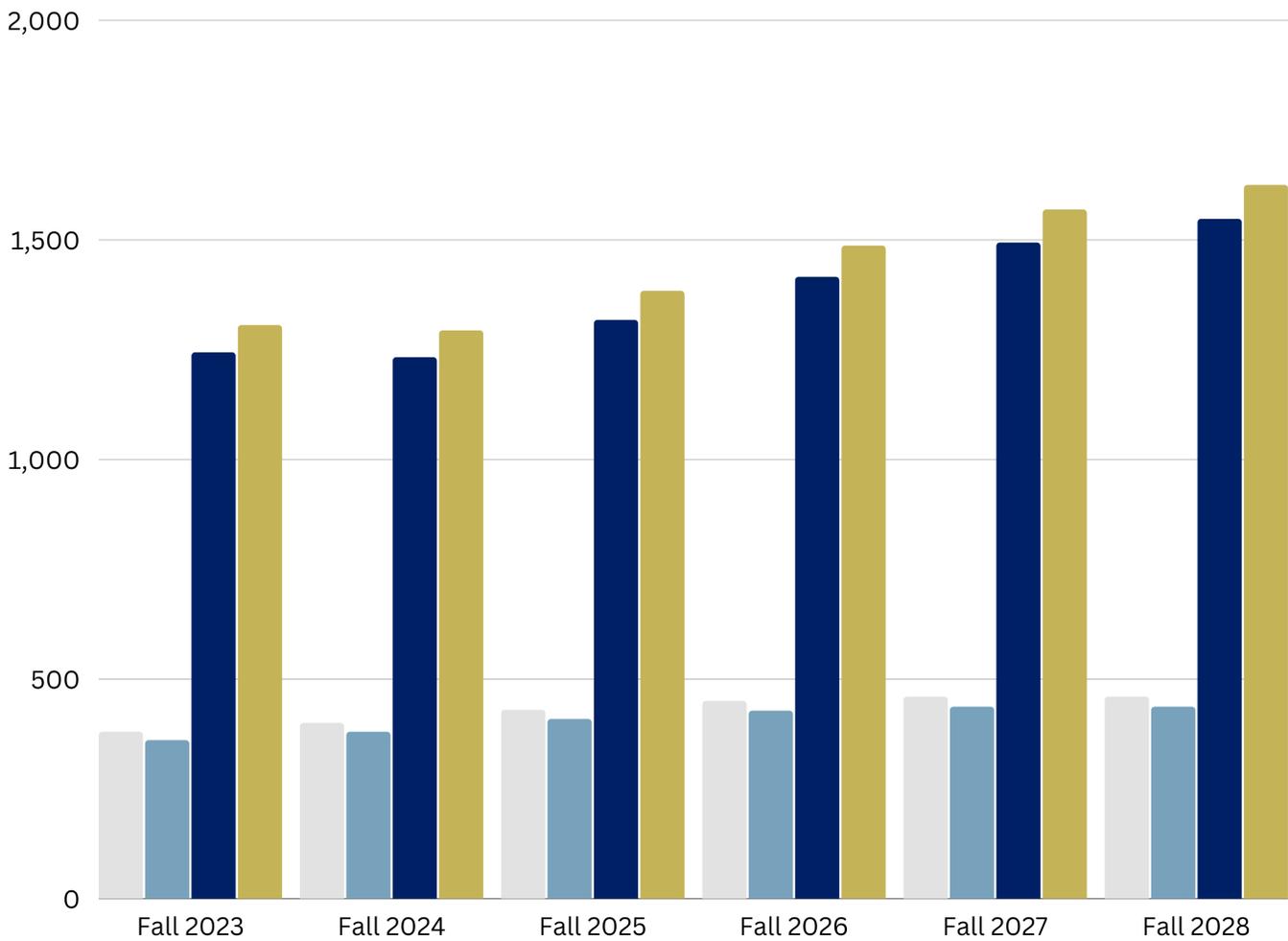
The Academy's commitment to retain a diverse student body remains unchanged, and we shall:

- Foster a sense of belonging on campus through heritage month events, affinity groups (e.g.: Black Student Union, SAGA), and support programs (like SALT, MAPS).
- Support all degree-seeking students, particularly first-generation, Pell-eligible students and/or students with learning differences, through on-campus support programs like the SALT (Supportive Approaches to Learning Together) program, an advising/mentoring program designed to promote success.
- Examine retention rates of ALANA students, identify disparities and explore processes to improve support, with goal of increasing retention by 2% annually.
- Study on-time credit accumulation, as it relates to the federal policy requiring students to obtain 67% of all courses attempted, to ensure financial aid eligibility is not disrupted.
- Monitor transfer students for degree completion timeframes, and examine processes to address any deficiencies.

### **Five-Year Action Items - Improve Student Success, Persistence & Graduation**

- Increase first-year retention rates by 1% to 2% each year until 2028.
- Increase six-year graduation rates by 1% each year until 2027.
- Increase first-year retention rates by 1% to 2% each year for students of color until 2027.
- Increase six-year graduation rates by 1% to 2 % each year for students of color until 2027.

# Undergraduate Enrollment Projections 2023-2028



### Enrollment Projection Assumptions:

- Orientation completion is 95%
- 1st to 2nd year retention improves 2% per year to 88%
- 2nd to 3rd year retention improves to 94%
- 3rd to 4th year retention improves to 98%

	<b>Incoming Students Start of Orientation</b>	<b>Incoming Students Census Sep. 15</b>	<b>Total Enrollment Census Sep. 15</b>	<b>Total Undergraduate Enrollment FTE</b>
Fall 2023	380	361	1243	1305
Fall 2024	400	380	1232	1293
Fall 2025	430	409	1317	1383
Fall 2026	450	428	1415	1486
Fall 2027	460	437	1493	1568
Fall 2028	460	437	1547	1624

Table 1. Enrollment Management, Equity & Inclusion - Enrollment Projections



## 4.3 STAFF DEVELOPMENT: Invest in and Improve the Diversity and Performance of the Mass Maritime Faculty & Staff

### Strategic Goal

Enrich the workforce through recruitment, promotion, tenure, reward and recognition of diverse and supportive faculty & staff who are equity-minded.

### Strategic Rationale

To create an inclusive and safe learning environment where faculty and staff feel welcome and contribute to a culturally responsible community. Diversity, equity and inclusion requires more than a numeric count of faculty and staff to ensure that students of all backgrounds feel that the MMA campus is welcoming and supportive.



### Two-Year Action Items - Support and enhance a welcoming, inclusive MMA community

- Achieve 18% faculty and staff race/ethnicity diversity by casting a wider net in hiring and posting positions in more targeted ways, and by working to remove discrimination in the hiring process, with training for screening committees to include a DEI module.
- Achieve 45% gender diversity of Academy faculty and staff by casting a wider net in hiring, and by working to remove discrimination in the hiring process, with training for screening committees to include a DEI module.
- Expand collaboration with the Office of Intercultural Engagement to explore insights from campus climate survey in 2023 and leverage campus inclusion initiatives. The survey will be the same as the one used by most other MA state universities, with a few additional MMA-specific questions.

- Collaborate with the Chief Diversity Officer and the Office of Intercultural Engagement to develop strategic recruiting plans to identify and coordinate partnerships, both on campus and off campus, that contribute to inclusive hiring and faculty/staff engagement. For example, MMA has begun to work with the local Wampanoag tribe and encourages applications from its members.
- Maintain the campus-based funding for the workforce:
- Continue to offer faculty travel in support of professional development (\$15,000) with a focus on enhancing inclusive, anti-racist, and culturally responsive curriculum development, and teaching pedagogies. (\*4.1)
  - » Continue to support professional development for administrators/APA union employees (\$15,000).
  - » Continue to support professional development for AFSCME union employees (\$15,000).
  - » Continue to support professional development for non-unit employees (\$15,000).
- Work with the Office for Institutional Research to provide training and support for faculty and staff on institutional assessments and the analysis of data to monitor the success rate of underrepresented students. For example, the Academy will purchase modules designed to help faculty understand and conduct assessments, from an entity such as the Teagle Foundation, which provides resources to support students.
- Modify and expand campus climate surveys to include faculty and staff in 2023, 2025, and beyond.
- Establish resources, such as the “Get Inclusive” DEI module for faculty and staff, to promote a supportive community.
- Promote, foster and recognize faculty and staff who align with campus groups, programming, and curriculum development that prioritize racial equity, justice and equity-mindedness. Possibly include such criteria in consideration of the Employee of the Year awards.

#### **Five-Year Action Items - Support and enhance a welcoming, inclusive MMA community**

- In consultation with the Office of Intercultural Engagement, modify and expand on screening committee training and enforcement of accountability measures to ensure equal opportunity is preserved for all employment applicants.
- Standardize manager training curriculum and create module-based online training for department managers, to include performance evaluations, reallocation/promotion procedures, attendance procedures & policy, records retention, hiring policy and collective bargaining agreements.



## 4.4 STRATEGIC ADDITIONS & IMPROVEMENTS TO ACADEMIC PROGRAMS

### **Strategic Goal**

Maintain high quality academic programs and embrace the Academy’s status as the “Commonwealth’s Leadership University.”

### **Strategic Rationale**

While the pandemic caused disruptions to our academic program, it has also resulted in some positive change and progress toward our goals. Like many colleges nationwide, our enrollment has dipped slightly since 2020, making the need for a high-quality educational experience and strong return on investment more relevant and significant than ever. Key factors in drawing the top talent depend on delivering specialty programming that results in jobs; attracting all students, regardless of race, ethnicity, or gender; maintaining our low student-to-faculty ratio; and continuing to explore pedagogical innovations in experiential learning. To ensure mission fulfillment, we continue our data-driven analysis of student achievement with our institutional shared learning outcomes, success in meeting targets of other related performance indicators, and advancement of institutional performance measures.

### **Two-Year Action Items - Undergraduate Program**

- Continue our partnership with Architect Design firm Ellenzweig and the Massachusetts Department of Capital Asset Management (DCAMM) to design laboratories, classrooms, and academic meeting spaces for our newly approved STEM Building, relocated Aquaculture lab, and renovations of existing buildings to optimally serve our student population.
- Conduct program reviews, in accordance with the June 2021 release of our Program Review Timeline, to ensure systematic evaluation of each major on a regularized basis. As part of this work, academic departments should examine course sequencing and prerequisites, research credit hour requirements, analyze 4-year and 6-year graduation rates, evaluate academic program assessment report data, and consider opportunities for degree plan updates consistent with changing industry needs. In addition, licensed majors should explore options for addressing non-credit courses, other licensing opportunities, and the changing job market. (Please see Table 2 below for timeline of reviews.)
- Operationalize our new registration software, CourseDog, to improve the student registration process and optimize the course schedule to balance faculty capacity with student need, with fewer course time overlaps for students.

- Maintain high quality assessment processes, including artifact evaluation, rubric usage and programmatic improvement based on data collected, as consistent with NECHE, ABET and IACBE requirements. (Lead: Assistant Dean of Academic Resources.)
- Continue support for the General Education Task Force (composed of administrators and faculty from each academic department), examining our existing core curriculum with the goal of curricular development in social justice, leadership, and cultural competence, while ensuring students' preparedness for their majors. As part of this work, the Task Force should benchmark against academic best practice at peer institutions, conduct curricular mapping of the general education courses to our Shared Learning Outcomes, and research overall credit hour requirements. (Lead: Dean of Undergraduate Studies.) (\*4.1)
- Examine potential innovations in our academic curriculum, including the possibility of a new undergraduate major, which will continue to attract top high school talent, broaden the pool of potential students, and ensure the vibrancy of our academic program.
- In collaboration with department chairs of Emergency Management; International Maritime Business; and Marine Science, Safety and Environmental Protection; review existing experiential learning opportunities, considering venue safety, linkages to academic programs and cost; evaluate newly proposed and future opportunities with same continued pursuit of equity-minded pedagogical approaches in our courses and academic programming; provide development and training opportunities to support faculty in their commitment to creating welcoming and inclusive classrooms. (\*4.1)
- Collaborate with the Enrollment, Equity and Inclusion Division to ensure academic program is optimally suited to attract and retain diverse student body, focusing on robustness of Faculty Liaison program across all majors, disbursement of prospective candidates equitably across all majors, and examination of major titles, as related to SIP codes. (\*4.2)
- Collaborate with Operations on replacement for the aging *T/V Ranger*.
- Reconfigure the Engineering Department as the School of Engineering, with an Associate Dean overseeing its three departments: Facilities Engineering, Marine Engineering, and Energy Systems Engineering, each headed by its own chair. The new configuration will provide more focused attention, resources, policy development, and advocacy for each department.
- Following Fall 2022 ABET accreditation visit for our Energy Systems Engineering major accreditation renewal, respond to the visiting team report in July 2023, addressing the team's observations; implement changes as necessary. (Lead: ESE Department Chair.)
- Prepare for STCW audit in 2024: conduct internal audit in 2023; adopt new software program to assist in tracking assessments delineated by course as well as student achievement in those assessments. (Lead: Director of Mariner Credentialing.)

### **Five-Year Action Items - Undergraduate Program**

- Utilize newly constructed Marine Science Aquaculture lab for undergraduate teaching, research, and collaborative work with NOAA and other marine science organizations. The Lab will also serve a role in community outreach and recruitment through the Advanced Studies & Leadership Program (ASLP, for high-achieving 7th & 8th graders from Cape Cod), the Sea, Science & Leadership Program (SSLP, open to all high school students) and junior high and high school field programs.
- Carry out changes recommended by the General Education Task Force to ensure all students achieve broad-based learning that helps our students be prepared for in-major learning and serve as the culturally competent leaders of tomorrow. (\*4.1)
- Operationalize new Experiential Learning opportunities, which capitalize on faculty expertise and support the Academy's Learn-Do-Lead model. For example, explore the possibility of a disaster recovery program in New Orleans for Emergency Management majors.
- Prepare for the NECHE five-year interim Self-Study in 2025/26.
- Complete five-year cycle of undergraduate departmental program reviews and implement changes flowing from those studies, with the goal of updating programs resulting in improved learning experiences for our students.

<b>Academic Year</b>	<b>Departments</b>	<b>Additional Academic Studies</b>
2022-2023	Marine Science, Safety and Environmental Protection Humanities	GEN ED Review
2023-2024	Marine Engineering Facilities Engineering Marine Transportation Science and Mathematics	GEN ED Review
2024-2025	Academic Resource Center Career and Professional Services	
2025-2026	Social Science	NECHE Interim Self-Study
2026-2027	International Maritime Business <i>(concurrent w/IACBE)</i>	International Accreditation Council for Business Education (IACBE)
2027-2028	Emergency Management Energy Systems Engineering <i>(concurrent with ABET)</i>	Accreditation Board for Engineering and Technology (ABET)

Table 2. Academic Affairs, Departmental Self-Study Rotation

## Two-Year Action Items – Academic Resources

Continue to improve student support processes by monitoring whose academic performance has been brought to the attention of the Academic Review Board (ARB), offering intentional, high-quality academic advising, supporting students with learning differences, and ensuring that all students capitalize on tutoring services on campus. As part of this work, reconsider existing Writing Resource Center (WRC) structure to identify possible improvements.

- Partner with Division of Enrollment, Equity and Inclusion to create smooth pathways for all matriculating students by examining accessibility of Accuplacer testing, approach of Maritime Academy Preparatory Program (MAPS), opportunities for Dual Enrollment courses and ease of transfer student processes to enhance admission of all prospective candidates. (\*4.1, 4.2)
- Collaborate with the Enrollment, Equity and Inclusion Division to examine academic programming, focus on retention, and properly support our student population. (\*4.1, 4.2)
- Partner with Enterprise Systems to employ new CourseDog curriculum and catalog software to streamline and reorganize the College Catalog to make information more easily accessible.
- Examine the Academic Standards to ensure clarity in communicating the meaning of satisfactory academic progress and outcomes for students who neglect to meet those standards. (Lead: Dean of Undergraduate Studies.)
- Collaborate with the Enrollment, Equity and Inclusion Division and Office of Institutional Research to better understand factors influencing 4-year and 6-year retention rates, disaggregated by gender, race and ethnicity. This inquiry should also include impacts of major transfers, course failures, and credit hours. (\*4.1)
- Partner with General Education Task Force, Academic Department Chairs and Office of Enrollment, Equity and Inclusion to ensure academic policies recognize learning interruptions of recent years and best support first-year students, through possible examination of general education curriculum, grade forgiveness policies and complexities of course sequencing and prerequisites. (\*4.1)
- Promote a culture of data-driven decision making and continuous improvement at the Academy through the planning, coordination, and implementation of institutional research and assessment practices. Specifically, oversee the collection, analysis, and distribution of institutional data to support strategic planning, decision-making, program development and review, accreditation, and assessment of student learning.
- Continue to support the Assessment Committee as they institutionalize high-impact practices throughout our academic program. As part of this effort, work with Office of Institutional Research to assess achievement gaps of various student subgroups and encourage academic departments to continue assessing shared learning outcomes, with a focus on student achievement and learning.
- Explore transforming the traditional freshman Sunday Night Series by infusing it with life skills modules, including academic integrity, study skills, time management, and more. (Lead: Assistant Dean of Academic Resources.)

## Five-Year Action Items – Academic Resources

- Continue pursuit of equity-minded pedagogical approaches in our courses and academic programming. As part of this work, seek additional development and training opportunities supporting faculty commitment to creating welcoming and inclusive classrooms and consider institutionalization of teaching center to support this goal (such as the ACUE cohort of faculty, funded by a HEIF grant, who participated in Inclusive Teaching and Equitable learning course). Additionally, seek opportunities for faculty to share their own work around DEI. (\*4.3)
- Implement changes to MAPS and transfer student programs to ensure the Academy continues to be a college of choice for all students. For example, review the course, retention, and advising requirements for incoming MAPS students, and revise contract accordingly. (\*4.2)
- Use Office of Institutional Research data on 4-year and 6-year retention rates to better understand the achievement gap among students and adopt changes to address them. (\*4.1)

## Two-Year Action Items - *Training Ship Kennedy/Patriot State II*

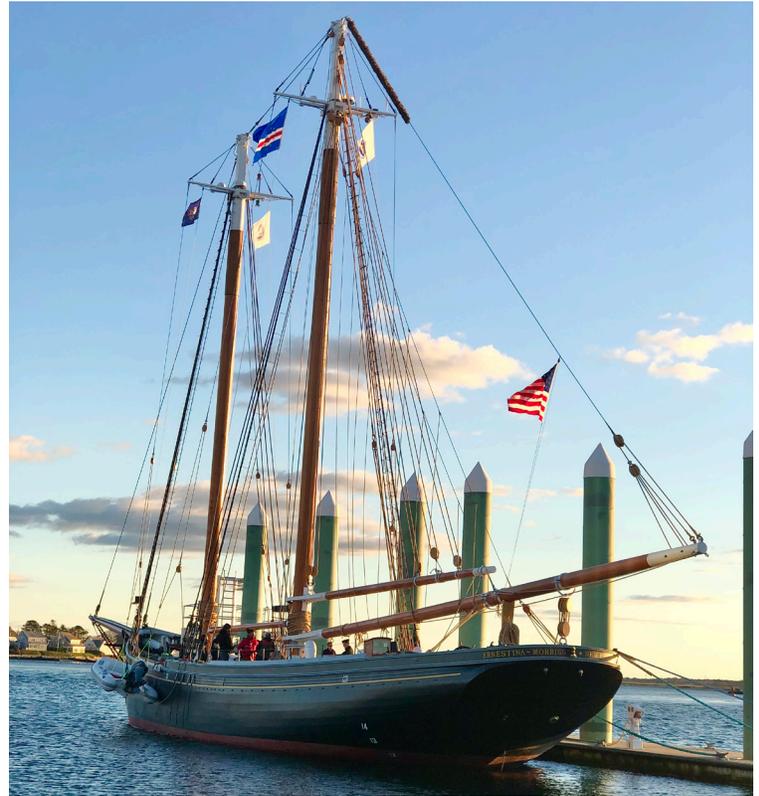
- Continue collaboration with the US Maritime Administration, TS Kennedy master and crew and licensed faculty, as we prepare to receive TS Patriot State II, the new National Security Multi-mission Vessel (NSMV) in January 2024. Work with Operations Division to ensure shore side capacity will meet vessel needs.
- Team with Student Services and ship's crew to create a safe Sea Term consistent with Safe Ships, Safer Seas Act (SSSS), the state maritime consortium working with the United States Maritime Administration (MARAD), which addresses cadet wellness, mental health and training needs. As part of this work, ensure Sea Term Council and governance committees are fully integrated into discussions.
- Reexamine and revisit past Sea Term III to determine feasibility and viability of re-implementation. As part of work and in consideration of *TS Patriot State II* utilization, explore current academic calendar, including timing of sea terms, for possible updates.
- Continue to foster a safety culture aboard *TS Kennedy* through the existing Safety Management System (SMS) that promotes and protects all onboard, in alliance with Every Mariner Builds A Respectful Culture (EMBARC) standards. As part of this work, ensure that all critical personnel conduct continual risk assessment on changes to the plant, ship readiness or changes to physical condition of the *Kennedy*.
- Ensure *TS Kennedy's* crew have maintained current USCG and Standards of Training, Certification, and Watchkeeping (STCW) documentation.

## Five-Year Performance Metric - *Training Ship Kennedy/Patriot State II*

- Receive the *TS Patriot State II*, the new National Security Multi-mission Vessel (NSMV) in January 2024 and conduct its maiden voyage.

## Two-Year Action Items - *Schooner Ernestina Morrissey*

- Work with all Academic Departments/ Department Chairs to develop academic programming to capitalize on the potential opportunities for seamanship, science, maritime history, and engineering aboard *Schooner Ernestina-Morrissey*, including potential concentration and elective opportunities.
- Continue to communicate with the *Schooner Ernestina-Morrissey* Advisory Board (SEMAB), Bristol Marine, and the Department of Conservation and Recreation (DCR) in the renovation of the *Ernestina-Morrissey*.
- Partner with the *Schooner Ernestina-Morrissey* Advisory Board (SEMAB) on the anticipated spring 2023 homecoming to MMA.
- Team with Enrollment, Equity and Inclusion and External Affairs to explore use of vessel in student recruitment programs; design programming opportunities for K-12, with a goal to introduce opportunities in local area in 2024. (\*4.2)



## Five-Year Action Items - *Schooner Ernestina Morrissey*

- Launch K-12 recruitment programs aboard *Ernestina-Morrissey* to highlight the learning opportunities associated with a historic sailing vessel and the Academy.

## Two-Year Action Items - Graduate and Continuing Education Programs

Capitalize on the recently restructure of DGCE to continue to attract high-quality applicants and populate full 20-person cohorts in Emergency Management, Facilities Management and Maritime Business Management Master of Science degree programs.

Team our new Director of Graduate Programs with Academic Department Chairs to continue to highlight the 4+1 path/program for motivated 1/C cadets to matriculate into one of the three Academy Master's degrees.

- Continue to work to expand our footprint in the Global Wind training realm by offering Basic Technical Training. As part of this work, evaluate the training opportunities associated with offshore wind manufacturing supply chain. (Lead: Asst. Dean of Maritime Center for Responsible Energy.)
- In collaboration with Dean of Undergraduate Studies and Department Chairs, seek opportunities for linkages between the undergraduate program and global wind initiatives by expanding on elective offerings and student competitions, such as the US Department of Energy's Collegiate Wind Competition.
- Assess opportunities for additional graduate programming, including new Master's programs or a professional doctorate, anticipating report on optimal pathways in summer of 2023.
- Draft STCW firefighting program using mix of virtual & practical practices, which capitalize on the Academy's unique expertise as a maritime community and university. (Lead: Director of Mariner Credentialing.)
- Examine other opportunities for the Center of Maritime Professional Training for partnerships with maritime industry businesses (e.g.: akin to the partnership with Vineyard Wind).
- Submit proposed Firefighting program to United States Coast Guard/National Maritime Center (USCG/NMC) in summer of 2023.

## Five-Year Action Items – Continuing Education Programs

- Continue to develop Technical Training to continue to attract maritime industry workers, focusing on curriculum, ensuring the Academy's position as leading institution in Global Wind training. Continue to expand offerings.
- Progress in graduate program reviews and implement changes flowing from those studies, with the goal of updating programs resulting in improved learning experiences for our Master's students. Follow up on NECHE recommendations regarding communication with and advising of graduate students.
- Conduct program review of each major (according to timeline in Table 2 below), to ensure systematic evaluation of each major on a regularized basis. Consider resources needed and opportunities for degree plan updates consistent with changing industry needs.

Academic Year	Programs	Additional Academic Studies
2024-2025	Master of Science in Facilities Management	
2025-2026	Master of Science Emergency Management	NECHE Interim Self-Study
2026-2027	Master of Science in Maritime Business Management	

Table 3. Graduate Program Self-Study Schedule.



## 4.5 ENHANCE STUDENT & REGIMENTAL LIFE

### Strategic Goal

Ensure that MMA is a welcoming, inclusive, and safe campus environment, which prepares cadets for a career in which leadership is one of the foundational skills required.

### Strategic Rationale

The regiment at Massachusetts Maritime Academy provides cadets with the structure to learn leadership and civic engagement through practice and by example. Just as the student population has grown, so have student leadership positions, reflecting the growth in interests and needs of the student body and the creation of a two-battalion regiment. The student experience is enhanced by an active Division III athletic program which offers 15 varsity sports as well as state-of-the-art facilities and fitness equipment, and a robust Student Government Association (SGA) which sponsors a wide variety of campus events and clubs. The Health Services department at MMA adds an additional dimension to the students' education by assisting cadets in counseling, maintaining good health, and well-being. A vibrant student life program is invaluable to any successful residential university campus. Our undergraduate experience includes a nearly 100% in-person, regimental life program, where we strive for continuous improvement in enriching the student experiences on campus.

### Two-Year Action Items – Regiment of Cadets and Student Life

- Collaborate with Enrollment Management/DEI and Academic Affairs to meet/exceed the annual undergraduate major enrollment and retention targets. (\*4.2)
- Prioritize recruitment and selection for leadership positions with emphasis on increasing representation of women and BIPOC cadets in leadership roles. (\*4.1/4.2)
- Establish Policy/Practice Review Committee that proactively updates policies and practices to ensure inclusion and the elimination of barriers in support of Inclusive Excellence. (\*4.1/4.2)
- Continue to enlist cadet officers in support of residential life COVID-19 mitigation and response efforts.
- Diversify cadet representation on Student Affairs Committee to include sophomores and juniors, with goal of establishing multi-year continuity.
- Evaluate efficacy of Dining Services with focus on hours of operation, food quality for dinner and weekend service, and uniform requirements for accessing Mess Desk.
- In collaboration with Academic Affairs, transition Sunday Night Series to a First-Year Seminar concept for the fall of 2023.
- Further develop petty officer and squad leader training and development, including augmenting DEI training

modules. (\*4.1)

- Continue to collaborate with SGA and partners in the Division of Finance to review SGA bylaws related to organization funding and ensure transparency in communications and approach.



### **Five-Year Action Items – Regiment of Cadets and Student Life**

- Review, modify and establish a robust implementation plan for the MMA Leadership Laboratory: Cadet Training Standard Operating Procedures.
- In collaboration with Academic Affairs and the Regiment, identify opportunities for partnership, train the trainer offerings, and just-in-time scheduling for Sunday Night Series.
- Identify additional co-curricular options to include weekend programming, expanded intramural offerings, and programming priorities, to then collaborate with SGA and other clubs and organizations to deliver programming for cadets, by cadets.
- Support and monitor annual participation in civic engagement and community service offerings to use in establishing annual targets for expansion/improvement. (\*4.1/4.2)
- In partnership with Technology and Library Services (TLS), continue to evaluate, select and implement technological solutions to support student services efficiencies: examples include conduct/case management, Title IX and Clery efforts, as well as housing selection and assignments that enable professional staff opportunity to more fully focus on student engagement and development rather than on the current manual process administration.

### **Two-Year Tactical Action Items – Health & Wellness**

- Provide leadership to the Academy's COVID-19 planning and implementation efforts.
- Continue health education programming for cadet leadership and all cadets with focus on orientation and sea term pre-excursion and onboard wellness education and prevention programs.
- Continue flu vaccination programming.

### **Five-Year Tactical Action Items – Health & Wellness**

- Expand 3rd party billing to include EMS transports.
- Further develop and refine the Care & Action for Students Team (CAST) program with priority placed on Team composition and training of team members and ongoing communication about team to increase referrals.

## Two-Year Tactical Action Items – Varsity Athletics, Club and Intramural sports

- Partner with Enrollment/DEI and Academic Affairs to meet/exceed student-athlete retention benchmarks (within sport and within the Academy) and establish annual targets for improvement. (\*4.2)
- Collaborate with Academic Affairs, Enrollment/DEI, Operations, and External Affairs to conduct a feasibility study for shifting to a Spring Sea Term while establishing Winter Sports/Enhanced Academic Programs. (\*4.1/4.2)
- In partnership with Academic Affairs, develop a communication plan that outlines student-athlete schedules.
- In partnership with Enrollment Management, develop a formalized recruitment plan based on past yield rates, targeted demographics and geographic areas, the DHE's Equity Agenda, and the department of admissions recruitment plan. (\*4.1/4.2)
- Prioritize NCAA training and growth with professional development and job-related conferences.

## Five-Year Tactical Action Items – Varsity Athletics, Club and Intramural Sports

- Collaborate with Academic Affairs, Enrollment/DEI, Operations, and External Affairs to potentially implement a 2024 Spring Sea Term, and if approved, establish Winter Sports/Enhanced Academic Programs. (\*4.1/4.2)
- Collaborate with Programs & Events and Enrollment/DEI to offer sport-specific prospect camps and programming that leverage Academy resources in off season to meet enrollment targets. (\*4.2)





## 4.6 STRATEGIC STUDENT-CENTERED OPERATIONS, CAPITAL CONSTRUCTION & RENEWABLE ENERGY

### Strategic Goal

Provide the highest quality physical resources to our Academy community that effectively meet the present and future needs, while supporting a welcoming, inclusive and safe campus.

### Strategic Rationale

Well-maintained, appropriately lighted and modernized spaces significantly contribute to the success of any higher education institution. High-quality spaces impact student learning, assist in the retention of faculty and students, and improve wellness and mental health. The Academy recognizes that excellent facilities are one of the cornerstones of an outstanding education. To continue our pursuit of a high-quality, well-maintained campus, we shall:

1. Maintain safe, secure and compliant facilities, and strive for continued improvement of existing infrastructure.
2. Pursue new construction, consistent with fiscal responsibility and academic need. Review and update the 10-Year Master Plan with a focus toward continued growth, inclusive facilities, and overall resiliency. (\*4.1, 4.2)
3. Create a campus culture that is committed to environmental sustainability at all levels by implementing innovative conservation policies and energy systems that focus on carbon management, and strive toward the sustainability goals of Executive Order 594 (EO 594) that challenge all Commonwealth agencies and institutions to aim to install and/or purchase renewable energy, energy and water efficiency measures, including reducing consumption, reducing greenhouse gas emissions, and committing to green cleaning and purchasing programs.
4. Maximize the synergistic opportunities amongst the different departments and divisions to make the most of the limited resources entrusted to the Academy.

### Two-Year Action Items – Operations and Maintenance

The Operations and Maintenance department is responsible for facilities upkeep, overall infrastructure improvement, adherence to state building regulations, and new building on our campus. We continuously review campus plans and apply personnel to maximize our achievement of these responsibilities to:

- Partner with Division of Capital Asset Management and Maintenance (DCAMM) to:
  - » Work with DCAMM/Ellenzweig on new STEM lab building and renovations to Harrington Hall 3rd Floor. (See also section 4.4)
  - » Install new geothermal well fields in identified areas and provide low-carbon HVAC opportunities to the new STEM Building.

- » Reestablish DCAMM 5-year plan deferred maintenance monies.
- Partner with the Massachusetts State College and Building Authority (MSCBA) to:
  - » Construct the new 7,100 square foot Fantail dining and student lounge facility.
  - » Continue dorm renovations in 2nd and 3rd Companies as per the model.
  - » Implement identified new pier requirements for NSMV-2 needs, including upgraded fendering, electrical and steam support and dredging requirements.
  - » Refit all dormitory rooms with the latest generation key-card access.
  - » Complete the construction of the 72-bed cadet housing/conference center.



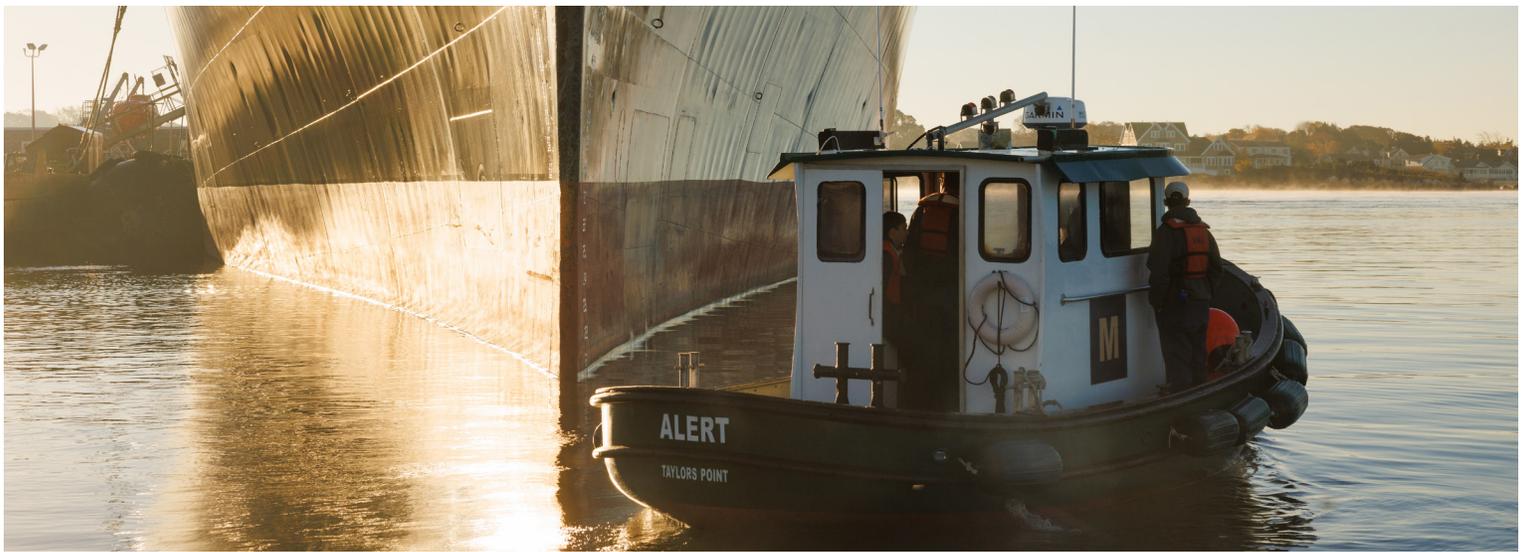
- Use in-house resources for:
  - » Change all single-use restrooms to gender-neutral restrooms. (\*4.1, 4.2)
  - » Update all student lounges to maximize the welcoming atmosphere.
  - » Enclose transfer switch building for storage of ambulance and associated Facilities vehicles.
  - » Develop a temporary location for the Energy Systems Engineering Maker Space.
  - » Renovate the Administrative offices in Harrington Building.
  - » Replace all of the various electrical and 1st generation PV exterior lights with standard latest-generation PV lamps. Acquire grants and rebates as possible.
  - » Install roll-down dividers in the “shark tank” area of the Mess Deck.
  - » Continue upgrades to Facilities & Marine Operations Center (FMOC) located at 320 Main Street, Buzzards Bay as the present facilities/boat house are demolished for the new STEM building.
  - » Replace the deck and support structure at the Keith Hartford Sailing Center.
  - » “Frost” 2nd deck Kurz Hall windows.
  - » Epoxy the bleacher and deck floors in the pool area and grout the pool.
- Ensure that all new construction will continue to meet or exceed the U.S. Green Buildings Council LEED Silver standard as applicable.
- Improve technology programs to capture data, optimize use of personnel and financial resources, including:
  - » Adopt “School Dude,” a Computerized Maintenance Management System (CMMS), which has been populated with all identified mechanical assets and their preventive maintenance programs to maximize life cycle costs of all assets.
  - » Beta-test a new work order system to ensure that future improvements including the acquisition of inspection software will meet the Academy’s needs for continual improvement.
  - » Oversee, catalog and report on divisional requirements for program planning, work order system, vehicle usage, inventory and tool/equipment/material programs. Maintain metrics for future analysis.
  - » Pursue implementation of a tablet-based janitorial survey program (contingent upon CBA requirements).
- Develop and implement a transition plan for moving to FMOC while maintaining a presence on the campus

grounds.

- Implement a rolling five-year capital replacement plan for all Academy vehicles to determine the life-cycle of different types of vehicles, replacement schedules, lease/purchase options, EV purchases and dedicated work vans specifically designed for trades, including:
  - » Identification of vehicles on an annual replacement list;
  - » Determination of leased/purchased option;
  - » Check-in/check-out protocols;
  - » Assessment of vehicular needs for transition to FMOC.
- Develop a priority deferred maintenance schedule for campus-wide and individual buildings. Utilize Sightlines information as an information reference for current equipment state baseline.
- Revise the Academy's Mechanical, Electrical and Plumbing (MEP) standard operational procedures (SOP), ensuring that all major assets are identified and have corresponding preventive and predictive operational procedures to maximize asset lifecycles.
- Address the Worldwide Cleaning Industry Association (ISSA) response to the Academy's application for acceptance as a member of the Cleaning Industry Management Standards (CIMS) program, which recognizes the Academy as a member of the national industry standard system.
- Maximize opportunities for student engagement through work study, co-ops, cadet rate duties, and independent study. These opportunities give cadets hands-on experience with facility management, marine operations, building management systems, facility audits, waste management, safety assessments, and energy management to augment their academic programs.
- Develop a plan to improve signage/wayfinding on campus, working in conjunction with the IT Department.
- Create Master Key log protocols.

### **Five-Year Action Items – Operations and Maintenance**

- Develop a comprehensive list of capital improvements, correlating with the Academy's new Master Plan and Campus De-carbonization Study, other than deferred maintenance capital projects, for funding and approval by the Board of Trustees.
- Partner with Division of Capital Asset Management and Maintenance (DCAMM) to:
  - » Renovate the existing 50-year-old gym, originally designed for six hundred male cadets, to a new athletic center with the flexibility to support a sixteen-hundred-plus diverse student body. (\*4.1, 4.2)
  - » Build a second story on the single-story portion of the Bresnahan Building to provide dedicated classrooms and support functions for the Academy's leading Global Wind Organization (GWO) classes.
  - » Create a geothermal loop to service all Academy buildings with low-carbon HVAC opportunities.
- Partner with the Massachusetts State College and Building Authority (MSCBA) to:
  - » Plan and implement all lessons learned in the final dormitory renovations of 4th, 5th and 6th Companies. (\*4.1, 4.2)
- Use in-house resources
  - » Identify and coordinate the final location of the Aquaculture Lab.
- Continue to update a strategically prioritized Capital Plan.
- Identify HVAC and Energy Management System upgrades, incorporating successful viral/bacteria prevention opportunities where possible.
- Study the replacement of the cogeneration equipment in the dormitories.
- Continue to beautify the campus by improving landscape features in conjunction with the new Master Plan.



## Two-Year Action Items – Marine Department

Responsible for the Academy’s active waterfront that supports academic and training programs, the Marine Department will:

- Ensure that the *T/V Ranger* and numerous small craft such as tugs, barges, motor-whaleboats and monomoys are maintained and ready to support academics.
- Ensure that the Herring Pond sailing/ship handling facility is activated annually in the spring, including the launching of manned-models, sailing fleet and other craft to support both DGCE and the Division of Student Services.
- Assist with the pre-arrival requirements of the *STS Ernestina-Morrissey*, *Patriot State II (NSMV-2)* and external visiting enterprises such as American Cruise Line.
- Evaluate the longevity of the *T/V Ranger* (shaft, exhaust, overhaul engines and keel coolers replacement). Secure any potential grant opportunity to alleviate cost burden.
- Replace fendering for *T/V Ranger* on the canal face of the dock.
- Improve/replace 4 large Yokohama fenders and attachments on canal pier.
- Replace/upgrade existing corrosion control on the ship’s berth. Additionally, survey zincs/anodes on the canal face of the dock.
- Review design for new stowage building at Herring Pond for shells, manned models and the “420” sailboats.
- Assist with preparations for the *STS Ernestina-Morrissey* arrival; clean up the pier, removing extraneous material and relocating storage units as appropriate.
- Evaluate the longevity/and continued applicability of the *T/V Hercules*, *T/V Alert* and barge for the towing program.

## Five-Year Action Items – Marine Department

- Review design for new stowage building at Herring Pond for shells, manned models and the “420” sailboats.
- Replace the deck at the main building, including structural upgrades to the front of the building as needed.
- Repair stairs and walkways to the main building or replace with paved walkway and parking area.
- Replace whaler/support boat float.
- Add a security camera and weather station at Herring Pond.
- Improve campus waterfront, including:
  - » Install new lifeboat hooks for the davit lifeboat, complying with USCG requirements.
  - » Replace outdated hydraulic trailer.
  - » Work with the engineering department on converting the whaleboat to electric drive.
  - » Support pier development projects and marine hydrokinetic research projects.

- » Review Facilities & Marine Operations Center (FMOC) design and implement construction for the Marine Department.
- » Move all shop functions from blue boat shop to FMOC to accommodate new temporary class space.

## **Two-Year Action Items – Projects and Events**

The Projects & Events department (Formerly known as Camps & Conferences) oversees and maximizes the cross-functionality opportunities with the other departments while continuing to incorporate strategic partner development with Athletics and Admissions.

- Focus on the administrative coordination and execution of smaller projects, allowing Operations and Maintenance to oversee major campus improvements.
- Refresh the focus of the Projects & Events Department as a revenue-generating operation toward enhancing enrollment, particularly for students of color/ALANA, drawing from gateway communities nearby. (\*4.2)  
Specific actions include:
  - » Coordinate Athletics and Admissions personnel to maximize future enrollment of students of color/ALANA, and seek other diversity, equity and inclusive opportunities. (\*4.2)
  - » Oversee all Academy-run residential camps during summer and winter periods, with a focus on revenue, as allowed by governmental regulatory restrictions. Add strategic partnerships, maximize relationship potentials with local, regional and national entities.
  - » Assist all other departments within Operations Division in maintaining project performance, ensuring all projects, large, small and preventive, have captured all required documentation and proper execution prior to completion.
  - » Continue to lock in three-year contracts with long-standing strategic partners.
  - » Return \$250,000 in FY2023 to the Academy after expenses, and continue to grow programs going forward.

## **Two-Year Action Items – Safety and Sustainability**

The Academy advances an improved safety culture on campus, as it relates to physical security, environmental health and long-term sustainability. On-the-job safety for all employees is provided through campus assessments, monthly training, trade talks, and project analysis.

- Adhere to environmental compliance for the Academy in waste minimization, wastewater operations, filing and reporting for the National Pollutant Discharge Elimination System (NPDES) discharge permit, and the use of environmentally friendly processes to conserve water and protect the environment surrounding the Academy.
- Improve landscape management, including equipment, plantings and product applications that will meet the needs of an environmentally sensitive area.
- Enhance trust and respect for the Public Executive Order 594, issued by Governor Baker on April 22, 2021, that outlines new directives to address climate change for the Commonwealth.
- Work with Health Services to continue to combat COVID-19.
- Provide monthly safety training to all Operations personnel; develop and implement “tool box talks” for appropriate Operations departments.

## **Five-Year Action Items – Safety and Sustainability**

- Examine ADA regulatory improvements for existing/new buildings. (\*4.1)
- Utilize CEMP software to identify and address energy use intensity (EUI), with the goal of a 20% reduction by 2025 and a 25% reduction by 2030.
- Complete lighting replacement project from fluorescent lamps and fixtures to LED lighting options.
- Complete Solar PV lighting pathway, replacing existing conventional and first-generation solar lighting.

- Reduce emissions associated with the burning of onsite fossil fuels at buildings and in vehicles, by 20% in 2025 and by 25% in 2030.
- Acquire vehicles such that the total Academy fleet consists of 10% zero emission vehicles in 2025 and 30% zero emission by 2030.
- Increase the total number of electric vehicle-charging stations to complement the electric vehicle fleet and provide adequate stations for staff.
- Improve campus conservation through:
  - » Replacement of towel dispensers with electric hand dryers;
  - » Installation of water bottle fill stations (new or adapted) in dorms and academic buildings;
  - » Installation of laundry detergent dispensing devices on washing machines in dorms.

### **Two-Year Action Items – Campus Community Policing**

We commit to campus-wide safety through a Campus Community Policing Program (CCPP) by developing strategies and community-supported approaches to assist with the campus needs and concerns

- Implement best practices for inclusive community policing through ongoing training and professional development via Massachusetts Association of Campus Law Enforcement Administrators (MACLEA).
- Engage community members in ongoing discussions via outreach activities (such as Coffee with a Cop).
- Continue Clery Compliance Committee, responsible for the implementation of the Clery Audit findings and annual Clery requirements.
- In collaboration with Technology and Library Services, implement solutions to ensure emergency line calls and dedicated radio traffic for Public Safety are recorded, and transfer to new radio system.

### **Five-Year Action Items – Campus Community Policing**

- Plan and execute an annual emergency management training/table top exercise for the community.
- Prioritize training required by Massachusetts Police Reform Law to maintain departmental certification.



## 4.7 EXERCISE DILIGENCE & EFFECTIVE OVERSIGHT OF MASS MARITIME’S FINANCIAL PERFORMANCE

### Strategic Goal

To ensure immediate and long-term success of the Academy’s fiscal health.

### Strategic Rationale

While MMA’s central mission is the education of students, the mission cannot be fulfilled without a concurrently strong financial performance. While the President directly oversees institutional finances, the entire Academy community holds collective responsibility for fiscal accountability. Through day-to-day engagement with financial indicators, we constantly and regularly monitor the Academy’s economic health. Our process ensures immediate identification of financial deviations requiring corrective action, which enable early warnings to the trustees—and meet the test of “no surprises.”

### Two-Year Action Items

- Receive an on-time unqualified audit, with the implementation of the new GASB 87 requirement.
- Level-fund divisional budgets built on conservative enrollment projections.
- Continue departmental budget self-service training to maintain controls on spending.
- Increase internal budget monitoring in the Operations Division through the use of new software, “Self-Service,” which allows individual department heads to self-monitor with the support of the Business Office.
- Continue Trustee monitoring of all investments.
- Keep the Board of Trustees updated on budget scenarios, as well as fiscal results due to changing decisions and uncertainty, including the use of the unrestricted fund balance.
- Specifically support the BHE commitment to diversity and affordability, including the allocation of funds to support ALANA students, such as the institutional need-based scholarships, in which \$550K is offered annually to ALANA students. (\*4.2)
- Develop a process to ensure financial aid packages are promptly delivered, so that families can plan accordingly. (Lead: Director of Student Financial Services.)
- Continue to keep track of COVID-19 costs, and any Federal, State, and private funding available.
- Implement debt ratios management per industry standards, including reviewing unrestricted reserves.
- Due to a major increase in the number of and monetary awards for grants obtained by the Academy over the last several years, the grant management process will be reshaped in order to ensure better oversight and coordination.

## Five-Year Action Items

- Create five-year budget projections to maintain control of spending, and reflect the Special Mission Budget Index.
- Investigate new financial aid model and award formulas with the intent of keeping out-of-state tuition competitive in order to meet enrollment goals and keep total per-year costs under \$50K. (\*4.2)

	Projected FY 2023	Budgeted FY 2024	Budgeted FY 2025	Budgeted FY 2026	Budgeted FY 2027	Budgeted FY 2028
<b>Unrestricted Balance Carry Forward - prior year</b>	\$58,164,140	\$58,612,035	\$43,992,391	\$24,242,679	\$24,629,602	\$25,520,540
<b>Funding &amp; Revenue</b>	\$58,638,877	\$59,026,158	\$59,369,006	\$61,688,015	\$65,418,052	\$67,914,504
<b>FY Expenditure</b>	\$58,190,982	\$58,645,802	\$59,118,718	\$61,301,092	\$64,527,114	\$66,514,233
<b>Operating Surplus</b>	\$447,895	\$380,356	\$250,288	\$386,923	\$890,938	\$1,400,271
<b>Transfer from Reserve to fund Capital Projects</b>		-\$15,000,000	-\$20,000,000			
<b>Fund Balance Carry Forward - year end</b>	\$58,612,035	\$43,992,391	\$24,242,679	\$24,629,602	\$25,520,540	\$26,920,811
	Projected FY 2023	Budgeted FY 2024	Budgeted FY 2025	Budgeted FY 2026	Budgeted FY 2027	Budgeted FY 2028
<b>Funding &amp; Revenue</b>						
<b>State Funding</b>	\$20,913,427	\$21,331,696	\$21,758,329	\$22,193,496	\$22,637,366	\$23,090,113
<b>ARPA Grants, Other Grants, Reserve</b>	\$2,000,000	\$1,500,000	\$500,000			
<b>State Capital Appropriation n/a</b>						
<b>Repairs and Maintenance Appropriation</b>		\$1,000,000	\$1,000,000	\$1,000,000	\$1,000,000	
<b>Student Tuition and Fees</b>						
<b>Tuition</b>	\$5,885,926	\$5,209,044	\$5,252,599	\$5,851,350	\$6,505,215	\$7,074,421
<b>Less Tuition Waivers</b>	-\$1,250,000	-\$1,000,000	-\$1,030,000	-\$1,123,306	-\$1,248,831	-\$1,358,104
<b>Student Fees</b>	\$34,114,524	\$34,009,418	\$34,977,198	\$37,325,550	\$40,759,047	\$43,914,099
<b>Less Financial Aid</b>	-\$6,275,000	-\$6,400,500	-\$6,592,515	-\$7,189,719	-\$7,993,142	-\$8,692,542
<b>Total Student Tuition and Fees</b>	\$32,475,450	\$31,817,962	\$32,607,282	\$34,863,875	\$38,022,289	\$40,937,874
<b>Enterprise A/C, Federal Subsistence</b>	\$3,250,000	\$3,376,500	\$3,503,395	\$3,630,644	\$3,758,397	\$3,886,517
<b>Total Funding and Revenue</b>	\$58,638,877	\$59,026,158	\$59,369,006	\$61,688,015	\$65,418,052	\$67,914,504
	Projected FY 2023	Budgeted FY 2024	Budgeted FY 2025	Budgeted FY 2026	Budgeted FY 2027	Budgeted FY 2028
<b>Enrollment &amp; Rates</b>						
<b>Enrollment by Residency</b>						
<b>In-State</b>	942	935	935	980	1,060	1,125
<b>Regional</b>	115	105	105	110	125	140
<b>Out-of-State</b>	186	150	150	170	175	185
<b>Total</b>	1,243	1,190	1,190	1,260	1,360	1,450
<b>Rate - Full Year</b>						
<b>Mandatory Tuition &amp; Fees, Room &amp; Board</b>						
<b>In-State</b>	\$24,824	\$25,618	\$26,293	\$26,977	\$27,679	\$28,279
<b>Regional</b>	\$30,358	\$31,318	\$32,163	\$33,023	\$33,907	\$34,633
<b>Out-of-State</b>	\$38,712	\$38,712	\$38,712	\$38,712	\$38,712	\$38,712
<b>Assumptions:</b>	<ul style="list-style-type: none"> <li>- Tuition and Fees FY 2024-2026 3% increase, FY 2027-2028 2% increase</li> <li>- Room per debt schedule avg 2.5%</li> <li>- Board per contract CPI FY 2024 4%. FY 2025-2028 2%</li> <li>- Enterprise A/C, Misc. Fees 1%. Federal subsistence level funded. No Investment return.</li> <li>- State Appropriation 2%, no CB increase. No Capital Appropriation</li> <li>- Cash transfers to DCAMM toward Stem building, and Athletic Building renovations</li> <li>- Student Tuition and Fee includes Sea Term, Co-ops, Experiential Learning and Lab Fees</li> <li>- Capital Projects - new STEM Laboratory Building</li> </ul>					

Table 4. Financial Projections FY 2023-2028



## 4.8 DEVELOP & BUILD ADVANCEMENT PRIORITIES

### Strategic Goal

Build upon our existing comprehensive advancement program to continue to engage the MMA community and to continue to develop a pipeline of financial capital.

### Strategic Rationale

The continued success of the Academy relies upon the continued cultivation, exploration and expansion of fundraising areas specifically targeted toward meeting the ambitious goals of the Rising Tide Capital Campaign. When working with donors, the Advancement Division particularly focuses on the creation of scholarships and maintenance of an equitable process for their award. In addition to using a holistic review model, we also take special care to identify and address potential biases in any part of the scholarship process. In strong support of the Academy's focus on expanding access to all potential students, Advancement gives preference to students who are first-generation college students, hail from Gateway Cities, or identify as persons of color. (\*4.1/4.2)

In addition to our efforts outside the campus, the Advancement Division prioritizes building on-campus personal and departmental relationships, focusing on historical and emerging industries, and expanding the use of social media, marketing, stewardship, and volunteer programs.

### Two-Year Action Items

The Advancement program at MMA consists of the following: annual giving, leadership giving, yacht and boat donations, stewardship/donor relations, special events and advancement operations.

- Launch public and final phase of Rising Tide - The \$50M Campaign for Massachusetts Maritime Academy: The Homeward Run, which is slated to end in July 2025. Relaunch via the MMA Magazine, Summer 2023 edition.
  - » Incorporate Rising Tide in everyday conversations and regularly scheduled events (Homecoming, Giving Tuesday, Maritime Day, etc.) through display of Rising Tide logo, QR codes, t-shirts, and more.
  - » Identify 12-15 select hosts aligned with national event locations for mid-week VIP event to connect with alumni, industry VIPs, and major donors. Events will continue through close of campaign in June 2025. Locations already established in Long Beach and San Francisco, and all events will align with conventions/trade shows in maritime/wind industry.
  - » Create 12-month calendar of opportunities for social media, press releases, mailings.
  - » Investigate the applicability of a MMAF/BOT Public Phase Committee and create expectations and role

definitions. Committee members would include alumni and trustees.

- Conduct prospect assignment sessions in order to:
  - » Assign prospects to President/VP/Staff for cultivation;
  - » Book minimum of 10 visits per month;
  - » Report back visit outcomes for entry in Raiser's Edge, the Academy's CRM—our database of alumni and donors.

### **Five-Year Action Items**

- Continue to work with Dean of Undergraduate Studies to source funding opportunities in academics; target to fund two special projects through annual fund.
- Increase alumni giving participation level to 8% and raise over \$200,000 in annual giving funds. (Alumni giving is currently at 7%.)
- In collaboration with IT, implement Signal Vine texting service, creating a targeted communication plan for giving days to donors.
- Review approach to student philanthropy on campus, aiming to create a sustainable plan for a three-year rolling program with buy-in across departments. Currently, only seniors are targeted in this program, but Advancement will shift to include sophomores and juniors as well.
  - » Student Engagement Center will open; students will call to thank donors, rather than directly solicit donations.
  - » Work with Student Services to continue servant leadership/philanthropy education, learning opportunities, and outreach to cadets.
- Identify list of 12 private foundations as new private/corporate potential donors.
- Host minimum of 6 targeted on-campus outreach “friend-raising” events per semester, such as the American Cruise Lines visits, with goal of increasing public exposure to campus and MMA's mission, in order to foster Academy ambassadorship.
- Continue to identify and book \$3 million in gifts per year.
- Focus on Giving Societies to:
  - » Further increase young alumni/donors recurring monthly giving to 100 donors/month at minimum of \$20/month;
  - » Continue to identify and confirm pledges for at least 3 Admiral Circle Gold Medalists (\$1M);
  - » Continue to identify and confirm pledges for 30 Admiral Circle Silver Medalists (\$100,000).
- Review & analyze the potential inclusion of new societies to include monthly and consistent giving.
- Explore changes to Yacht and Boat Donations:
  - » Continue to prospect for high value yachts, maintaining or increasing boat value and sales by 5%;
  - » Solicit, review, and accept two international vessels;
  - » As part of Advancement's engagement plan, more fully integrate new boat donors into outreach and events;
    - » Continue to import and verify major boat donors into Raiser's Edge;
    - » Book boat gifts.
  - » Review and update marketing and outreach materials to align with Academy branding.
  - » Continue to work with IT to develop branded online auction processes.



## 4.9 LEVERAGE TECHNOLOGY TO ENHANCE TEACHING & LEARNING

### Strategic Goal

Provide effective technology and library services and support to the Academy community to enable and enhance the academic, research, and administrative functions of the Academy.

### Strategic Rationale

In order to be effective, the Technology and Library Services (TLS) division must maintain existing computer systems while steadily expanding into new areas of technology. The TLS division must position itself to deliver high quality systems and services by providing a computing infrastructure that is standardized, easily managed, and accommodates new technologies and protocols. The TLS division must offer technology and library systems and services that provide tangible value to the Academy community.

The TLS division will adhere to the following principles:

1. Provide service excellence and technical innovation;
2. Provide effortless, reliable and secure access to information, data and knowledge;
3. Support faculty and enhance the teaching and learning process with the use of technology;
4. Support the Academy staff and improve operational efficiency;
5. Ensure TLS staff expertise and professionalism;
6. Ensure cost effective use of library and technology-based resources.

### Two-Year Action Items - Infrastructure Technology

- Develop and begin to implement an overarching Digital Transformation (Dx) strategy, underpinned by various initiatives, in order to improve the student experience, better compete for prospective students, and improve the operational effectiveness of the Academy (e.g.: communication plans for prospective students, and the use of new Course Dog software for scheduling and catalog). (\*4.2)
- Invest in the TLS division's workforce development through diversity and inclusion recruitment and training efforts (e.g.: moving from Ellucian's Recruit to Slate software program for the graduate school, thus instituting an online application process for the graduate programs, increasing reach, ease, and efficiency in the application process). (\*4.1)
- Create and execute a 3-year information security strategy which includes efforts to improve security awareness, risk posture and operations. Initiatives will include security awareness training, putting the most effective tools in place

for cyber security and anti-malware. The efforts will follow the Berry Dunn Assessment from EOTSS/DHE.

- Execute documented system recovery procedures to measure the effectiveness of the recovery plan and the ability to meet stated recovery objectives. Current Recovery Point Objective (RPO) at 5 minutes; Recovery Time Objective (RTO) max 2 hours for critical systems (Colleague).
- Develop a robust Incident Response Plan and execute a successful incident response tabletop exercise, involving a hypothetical ransomware attack (focus will include response to the attack—who takes on what roles, responsibilities—in order to locate gaps/deficiencies in response plan).
- Continue to address the priorities identified by the Physical Campus Security Committee (members include representatives from across campus, including Public Safety, Office of Commandant of Cadets (COMCAD), IT, and Health Services) to ensure a safer campus environment. For example, proposed changes will focus on elements such as the placement of video surveillance cameras to address dead zones; emergency phones to meet NCAA requirements; the number that these emergency phones should dial; testing emergency phones; and the adoption of and training on a new public safety radio system with multiple channels that will record calls, which is a compliance issue.
- Investigate cloud-based virtual desktop (VDI) solutions to determine whether there are benefits/cost savings versus an on-premise VDI solution, and install the newly-selected VDI platform. On a new platform, one lab could add both Geographical Information System (GIS) and Computer Aided Design (CAD), and remove the need for single-software dedicated lab spaces. The timing works well, since the current hardware is due to be replaced in June 2023. Moving to a cloud-based VDI should reduce the capital outlay for hardware.
- Develop a strategy for the use of digital signage on campus which defines the objectives, standards, and roles associated with this technology. Questions to be addressed include: Should signs be assigned, and if so, which departments are assigned to which signs? What should assigned departments be expected to provide for the signs? How often should signs be changed? What balance of signage should be local vs. global? Will screens be branded? Where do we want/need signage? Do we need outdoor signage to replace old maps? IT will collaborate with all stakeholders to address issues. New software for signage, Seenspire, has been purchased. Next steps involve training.
- Continue to investigate the use of cutting-edge technology for simulation training, such as cloud-based systems, virtual reality (VR), artificial intelligence (AI) and hardware/software virtualization. A new simulator for dynamic positioning (DP) will be installed in the Bresnahan building.

### **Five-Year Action Items – Infrastructure Technology**

- Continue to execute the 3-year information security strategy which includes efforts to improve security awareness, risk posture and operations (see preceding section).
- Address priorities identified by the Physical Campus Security Committee to ensure a safer campus environment (see preceding section for more information).
- Investigate moving on-premise production hardware to the colocation (Fall River) to continue to mitigate business continuity risk.
- Define and implement the next generation of classroom and instructional technology to support the future of digital learning and distance learning. Questions to be addressed include: How to best leverage technology inside and outside the classroom? How to most effectively upgrade physical classrooms for online use as well? Should the Learning Management System (LMS) remain Blackboard or are there other, more effective LMS that might improve student and faculty experiences?
- Execute the strategy for the use of digital signage on campus (see preceding section).

### **Two-Year Action Items - Enterprise Systems**

- Working closely with Admissions, ensure that the Enrollment Management system is fully leveraged to attract and admit a diverse student population (i.e.: moving from Recruit to Slate; see above). (\*4.2)
- Continue the campus-wide Data Management program, which includes Data Classification, Records Retention and Document Management components. Focus on the implementation of a new document management system with automated workflow capability. (New software, Softdocs, is in place; process will involve moving from department to

- department, one at a time, to scan and save documents according to the retention schedule.)
- Determine the costs and efforts needed to migrate Ellucian Colleague to a Software-as-a-Service (SaaS) environment. Migrating to the to cloud will involve reconfiguring some customizations to make the move easier and more efficient.
- Develop and implement a student-focused, mobile-based engagement and communication platform. IT just released a new student app that two current MMA students helped to develop. The app is centered on what students want to know, so that they can bypass copious emails. Students guide content on the app. IT is working on another app specifically targeted for incoming students, containing the content that they need, with the expectation to put it into place in fall 2023 for the class of 2027.
- Investigate and implement software and/or process changes to improve the efficiency of the Accounts Payable operation, moving from a manual process to an automated one.

### **Five-Year Action Items – Enterprise Systems**

- Continue implementing the campus-wide Data Management program, which includes Data Classification, Records Retention and Document Management components (see preceding section for more information).
- Migrate Ellucian Colleague to a Software-as-a-Service (SaaS) environment (see preceding section for more information).
- Support the Academy’s web-based and digital content to meet student enrollment goals and support alumni engagement and solicitation activities. (\*4.2)
- Support the student success and retention management efforts of the Academy by providing the necessary systems, technology and data in these areas.



### **Two-Year Action Items - Library Services**

- Continue to support the use of Open Educational Resources (OERs) in the classroom to help reduce the cost of course materials for students. The Director of Library Services is the current representative on the statewide committee; she also chairs MMA’s OER committee, which is composed of faculty, students, and administrators, and meets monthly. Faculty were recently trained in OER through a DEI-focused HEIF grant; the objective is for those faculty to assist in informing and training their colleagues in the use and creation of OERs. (\*4.1, 4.2)
- Course marking for OERs for student information during registration (collaboration with Registrar and Enterprise Systems).
- Complete an inventory of the hardcopy collection utilizing Radio Frequency Identification (RFID) technology. Continue to assess online databases, e-book and e-journal for relevancy to the curriculum and add/remove print

- and digital materials collections, as deemed appropriate.
- Investigate the benefits, efforts and costs of moving from the SAILS library network circulation system to the HELM system. The HELM network is geared for higher education, as opposed to SAILS, which generally supports the local public library system. The move to HELM can be completed by July 2024. Currently, MMA is the only higher education member in the SAILS system, whereas two state universities (MCLA and Worcester) are members of HELM, along with a number of MA community colleges.
  - Develop an effective information literacy plan that aligns with the Association of College & Research Libraries' (ACRL's) framework and with the Academy's learning objectives for its undergraduate programs. The plan should improve research literacy, and will make for a more efficient use of library staff's time; currently, staff make individual classroom presentations by request. A part of the plan could include presenting at the Sunday Night Series for freshmen, as well as using digital signage.

### **Five-Year Action Items – Library Services**

- If endorsed, migrate from the SAILS circulation system to the HELM system (please see preceding section for more information).
- In collaboration with department chairs and program coordinators, assess and adjust the library's collections for relevancy to the curriculum.
- Evolve and refine the Service Management model to ensure customer technical support needs are consistently being met. This model includes goals for the Service Desk—including closing tickets quickly, providing a good knowledge base in the Q&A section of the tickets, and providing exemplary assistance to students, faculty, and staff.
- Execute the information literacy plan for the undergraduate programs (please see preceding section).