

**Minutes of the MassBay Community College Board of Trustees Meeting – 8:00 am to 10:00 am
Tuesday, May 23, 2023, in the Alumni Board Room and by Webex and Facebook livestream**

Board Members Present In-person: Tobey Choate, Katarina Cipriano, Ilissa Povich, Diane Schmalensee, Lili Silva, Wendy Vincent

Trustee Thorne departed at 9:25 am.

Board Members Present Remotely: Matt Kahn, Mikael Pyrtel, Rod Sanz, Dune Thorne

Board Members Not Present: Sandy Lish

Guests Present: Professor Jeanie Tietjen; Todd Ofenloch, Foundation Board Member

Staff Present: Yvonne Anthony, Director of Grants Development; Steve Baccari, Comptroller; Elizabeth Blumberg, Vice President for Student Development and Dean of Students; Liz Borg, Capital Campaign Director and Special Assistant to the President; Karen Britton, Executive Director, Office of the President; Lauren Curley, Director of Procurement and Business Operations; Lynne Davis, Dean of Health Sciences; Joe DeLisle, Director of Facilities; Mishawn Davis-Eyene, Executive Director of Development; Joe DeLisle, Director of Facilities; Phil DiBlasi, Director of Public Safety; Marcus Edward, Vice President for Finance and Administration; Catherine Gildae, Assistant Dean for Institutional Effectiveness; Courtney Jackson, Vice President for Academic Affairs and Provost; Chitra Javdekar, Dean of STEM; Nina Keery, Dean of Humanities and Social Sciences; Chris LaBarbera, Assistant Provost; Sue Maggioni, Dean of Business and Professional Studies; Lynn Moore, Chief Diversity Officer; David Podell, President; David Protano, Dean of Automotive Technology; Lisa Slavin, Associate Vice President for Enrollment Management; Jeremy Solomon, Associate Vice President for Institutional Advancement, Marketing, and Communications; Samaria Stallings, Associate Vice President for Human Resources

Chair Schmalensee opened the meeting and declared that a quorum was present.

REVIEW AND APPROVAL OF APRIL 11, 2023, MEETING MINUTES

MOTION: Trustee Povich moved to approve the minutes of the April 11, 2023, meeting, and Trustee Choate seconded the motion.

The motion passed via the following roll call vote: Trustee Choate – ABSTAINED; Trustee Cipriano – ABSTAINED; Trustee Kahn – YES; Trustee Povich – YES; Trustee Pyrtel – ABSTAINED; Trustee Sanz – YES; Chair Schmalensee – ABSTAINED; Trustee Silva – YES; Trustee Thorne – YES; Trustee Vincent – YES

COMMITTEE REPORTS

FINANCE AND ADMINISTRATION COMMITTEE

FINANCE

Committee Chair Kahn turned over the report to President Podell and Vice President Edward.

President Podell reported that the financial reports are as of the end of March. It is expected that the fiscal year will end similarly, with some funds left over.

FY2023 Budget vs. Actual Comparison Report

Vice President Marcus Edward presented the FY2023 Operating Budget Results through March 31, 2023. The report shows a favorable variance of approximately \$3,000,000, due to better performance on revenues and expenses compared to budget.

In terms of revenues, tuition and fees are better because of higher enrollment projected, i.e., a 2% increase rather than a 5% decrease. Contracts, Commissions, and Other Revenue are better than projected by \$339,000 due to MMDT interest revenue of \$154,000 (the current yield is 5%).

In terms of expenses, there is a favorable variance of \$2.2 million. In the Permanent Staff line, the positive variance of \$547,000 is due to the unpaid increases to MCCC faculty and staff in excess of \$500,000. There is an unfavorable variance in the Adjunct Faculty line due to better enrollment (and, thus, more classes offered and adjuncts hired) and salary increases. There is a positive variance in Employee Related Payments due to less travel given remote meetings and conferences, as well as expenses being paid from the Administrative Expenses line, in the Operational Services line due to using fewer temporary workers, and in the Maintenance and Construction line due to the College spending down State dollars versus local (MassBay) funds. Revenue is recognized on an accrual basis. Funds left over at the end of the year go into the College's reserves.

MOTION: Trustee Choate moved to approve the FY2023 Budget vs. Actual Comparison Report, and Trustee Kahn seconded the motion.

The motion passed via the following roll call vote: Trustee Choate – YES; Trustee Cipriano – YES; Trustee Kahn – YES; Trustee Povich – YES; Trustee Pyrtel – YES; Trustee Sanz – YES; Chair Schmalensee – YES; Trustee Silva – YES; Trustee Thorne – YES; Trustee Vincent – YES

Student Accounts Receivable and Cash and Investment Comparison by Month

The Student Account Receivables report shows an increase in receivables of \$130,000 (5%) as of the end of March.

Through end of March, MassBay has a cash and investment balance of \$32.9 million, a \$260,000 decrease year over year. The College is earning 5% at MMDT and 3% at Bank of America.

Monthly Cash & Investment Position Reports

This report shows the cash comparison by month over the last five years, with similar trends each year. The College's cash position had grown significantly. The main factors include CARES funding and strong fiscal management. It was noted that reserves were being built up some years ago because of the anticipation of building a new athletic center, which was replaced by the more urgent need to build the new Framingham Center when it became known that our lease of the Farley School would not be extended.

Investment Update

Through the end of March, the market value of MassBay's investments was \$20.9 million, an increase in value of \$255,000 for the month, despite taking the quarterly draw of \$175,000. As of the end of March, the portfolio has gained 12.5% since inception. At the end of April, the portfolio had a market value of \$21.1 million. This is an increase in value of \$153,000 during the month. As of the end of April, the portfolio has gained 13.4% since inception.

Contracts Report

There is one contract for \$190,000 for ArcticWolf software, a Managed Detection and Response (MDR) solution providing 24-hour monitoring of networks, endpoints, and cloud environments to help detect, respond, and recover from modern cyber-attacks. This is an excellent product adopted by most of the other Massachusetts community colleges.

PERSONNEL

Associate Vice President Stallings reported the following:

Personnel Actions Report

Susan Ros has started as Enrollment Services Specialist for the Student Accounts Office, and Jessica Meresier, Manager of Special Events, has left the College.

Recruitment Report

The Assistant Dean of Nursing position has been filled. The candidate who was scheduled to begin in June 2023 withdrew, and a second finalist was identified. MassBay is recruiting for six faculty positions. Nursing faculty positions are challenging to fill. The College is looking to open an evening Licensed Practical Nurse program when the new Framingham campus opens. This will require more faculty.

STUDENT SUCCESS COMMITTEE

Trustee Silva reported on the Student Success Committee's last meeting. A new certificate in General Studies: Automotive Technology was presented. The Academic Achievement Center also gave a presentation on its many services, especially tutoring, which is offered both in-person and remotely. One of the many high-impact practices at MassBay is the First Year Seminar, the concepts of which are embedded in courses, so students are not burdened more financially. Trustee Silva commended the College's intentional strategy of building community one step at a time.

PRESIDENTIAL EVALUATION COMMITTEE

Chair Schmalensee reported that the surveys for this year's Presidential evaluation that have gone out to a variety of internal and external constituencies have been completed. President Podell's ratings are very high. The survey results will be combined with the Department of Higher Education Data Dashboard analysis and President's self-evaluation for the final report that will be submitted the end of June after Board review.

COMMENCEMENT

Vice President Jackson presented the preliminary roster of 2023 graduates. There are 692 graduates, which is 102 more than last year. She also shared stories of one student transferring to Wellesley College and another to Yale University.

MOTION: Trustee Vincent moved to approve the preliminary roster of 2023 graduates, and Trustee Cipriano seconded the motion.

The motion passed via the following roll call vote: Trustee Choate – YES; Trustee Cipriano – YES; Trustee Kahn – YES; Trustee Povich – YES; Trustee Pyrtel – YES; Trustee Sanz – YES; Chair Schmalensee – YES; Trustee Silva – YES; Trustee Thorne – YES; Trustee Vincent – YES

TENURE RECOMMENDATIONS

Vice President Jackson presented the recommendation for tenure for the following faculty members:

Michael Amos, Assistant Professor of Automotive Technology,
Dr. Dolores Goyette, Associate Professor of Surgical Technology,
Dr. Nirmal Singh, Associate Professor of Biotechnology.

It was noted that, while there are certain challenges with tenure, its value is keeping faculty engaged.

MOTION: Trustee Choate moved to approve the faculty presented for tenure, and Trustee Pyrtel seconded the motion.

The motion passed via the following roll call vote: Trustee Choate – YES; Trustee Cipriano – YES; Trustee Kahn – YES; Trustee Povich – YES; Trustee Pyrtel – YES; Trustee Sanz – YES; Chair Schmalensee – YES; Trustee Silva – YES; Trustee Thorne – YES; Trustee Vincent – YES

ENROLLMENT REPORT

Assistant Vice President Slavin reported that summer enrollment is up 17% in FTE. Fall enrollment is currently up 15%. Fall applications are up compared to last year. Over 300 people attended the recent Open House, and the evaluations were very positive.

DASHBOARD REPORT

Assistant Dean Gildae reported the following:

Student Success

Figure 19 is updated to reflect Fall to Spring retention. The full-time rate increased by four percentage points (to 83%) while the part-time rate remained stable compared with last year (64%), though this reflects a slight downward trend relative to recent prior years.

Faculty and Staff

Figures 27 through 32 are now updated to reflect the most recent IPEDS data. Notable updates include an increase in full-time employees (faculty and staff), but an overall decrease in employees (Figure 27). The race/ethnicity, tenure status, and gender of Full-Time Faculty remained stable compared to previous year (Figures 29 through 30). Figures 31 and 32 show a small increase in the percent of full-time employees who identify as female and also as white, respectively.

Corrections to March 2023 Dashboard

An earlier version of the Dashboard included non-credit students in the enrollment totals which therefore did not align with data reported to IPEDS. This information has been corrected and updated to align now. It results in minor changes (less than 1%) for most of the data in Charts 8 through 18. The largest differences are seen in Charts 8 and 10 (82 fewer students), Table 12 (50 fewer credits sold), and in Table 18 where the #10 school changed from Wellesley to Needham.

It was suggested that a section on outcomes be included on the Dashboard. President Podell reported that Vice President Jackson and Assistant Dean Gildae are working on several revisions to the Dashboard to make it more useful. President Podell was asked the top three metrics he focuses on. He reported Retention, closing racial and ethnic outcome gaps, and faculty diversity are pressing concerns for the College. The MassReconnect program, which is likely to be included in the final State budget, is also likely to create additional retention challenges, based on data from other states with similar programs. Challenges in diversifying the faculty include tenure (which decreases turnover), low pay, and a large workload (five courses per semester). A workshop on diversity for members of search committees will be held next week. Trustee Silva noted that MassBay could also partner with other colleges and companies providing programs for administrators.

FOUNDATION & CAPITAL CAMPAIGN REPORTS

Foundation Board member Ofenloch reported that the Foundation is finalizing scholarships by giving out almost \$400,000 to students, which is a large part of the Foundations' overall expenses. The maximum available for the one-for-two matching program ending in June is \$666,667. A newsletter is coming out in July. The Finance Committee is securing Wilmington Trust as its new financial advisor after an RFP process.

Campaign Director Borg reported that \$5.4 million has been raised for the Capital Campaign, which puts the College at 95% of its goal of \$5.7 million. MassBay recently received a substantial gift from an anonymous donor. MassBay is cultivating relationships with foundations, which fund campaigns as well as support efforts

to reduce non-academic obstacles that students face. Contacts have been made at Highland Street Bank and the Yawkey Foundations.

Campaign Director Borg thanked Foundation Board member Ofenloch who facilitated a relationship to Bank of America. Trustee Choate and Lish were acknowledged for their connections as well. Alumni requests for support, including Nursing, EMS and general, will be sent regularly until the ribbon cutting, and President Podell is giving tours to donors and prospects throughout the summer.

REPORT FROM THE MASSBAY INSTITUTE FOR TRAUMA, ADVERSITY AND RESILIENCE IN HIGHER EDUCATION

Professor Tietjen gave a presentation (attached) on MassBay's Institute for Trauma, Adversity, and Resilience in Higher Education. The first Trauma, Adversity, and Resilience Conference was held in 2012 in person. This year's conference, held in April, was funded by a Title III grant and held remotely, with over 600 attendees. It was an opportunity to highlight community colleges as a voice throughout the world for these issues, given they have the most diverse student population and are mindful of access and affordability. Liz Crawford was acknowledged for her excellent administration of the conference.

Professor Tietjen stated that much can be done to minimize the effects of trauma, and MassBay has many programs in place. She provided details about the Institute (<https://traumainstitutehighered.org/>), which she runs with the help of student interns and which provides resources and support to students for many types of experiences and trauma occurring throughout their lives. Professor Tietjen also gives talks and trainings and donates her honorariums to the College. She stressed that the best way faculty can reach the students is by talking with them directly.

EXECUTIVE REPORTS

Student Trustee

Student Trustee Cipriano reported that spring is a bittersweet time of rebirth as well as goodbyes for students.

Student Government Association (SGA) has had almost complete turnover for the 2023-2024 leadership. SGA continues to focus on important issues such as communication, scholarships, and transportation.

Student Trustee Cipriano closed by acknowledging how important the needs of student are, but that the heart and soul of MassBay are its faculty and staff. Providing care and resources for faculty is especially important, as they are the foundation of the College.

Board Chair

Chair Schmalensee reported the following:

*Photos are being taken for new Trustees after this meeting in the Alumni Board Room.

*The 2023-2024 meeting schedule is included in the binder.

President

President Podell reported the following:

*The new building in Framingham is close to completion. Moving will occur in November and December, and classes will begin in January. The work of many staff is much appreciated. There will be tours of new building this summer.

*Faculty are still on Work to Rule. Their contract has taken two years to finalize and is not yet funded. They are continuing to be very generous in their participation in committees and meetings. New negotiations begin soon. The College Presidents wrote to Governor Healey to express concern about faculty only being given a 2% raise for three years.

*The State budget is in process and is expected to be completed in July. With the new administration, community colleges are likely to fare better. MassBay's FY24 budget will be presented to the Trustees in June. Because the College will not know enrollment, this initial budget will be conservative and revised in September-October once fall enrollment is clear. MassReconnect, the program offering free community college to students 25 and older, is in the Governor's, the House, and the Senate budgets. The Senate's budget also includes funding for a study of free community college for all students over the next year, free community college for nursing students to unburden them from the financial loans, and in-state tuition rates for undocumented students.

*Several events have taken, or will be taking, place towards the end of the semester, including the Trauma and Resilience Conference, Open House, Early College Celebration (where Congresswoman Katherine Clark spoke) Pinnings, and Commencement.

ADJOURNMENT

MOTION: Trustee Choate moved to approve the minutes of the April 11, 2023, meeting, and Trustee Silva seconded the motion.

The motion passed via the following roll call vote: Trustee Choate – YES; Trustee Cipriano – YES; Trustee Kahn – YES; Trustee Povich – YES; Trustee Pyrtel – YES; Trustee Sanz – YES; Chair Schmalensee – YES; Trustee Silva – YES; Trustee Vincent – YES

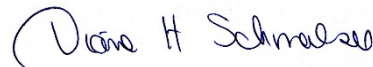
The meeting adjourned at 9:58 am.



6/13/23

David Podell, President
MassBay Community College

Date



6/13/23

Diane Schmalensee, Chair
MassBay Board of Trustees

Board of Trustees

23 May 2023

- Overview
- Next Steps
- Rationale



Institute for Trauma,
Adversity, & Resilience
in Higher Education



“Some examples of trauma that community college students experience include abuse and neglect, poverty, community violence, and systemic oppression (SAMHSA, 2018). Further, exposure to traumatic events and trauma symptoms affect college students’ ability to persist in their education (Boyratz et al., 2013). In fact, Duncan (2000) found that symptoms of trauma in a college student’s first year predicted their enrollment in their senior year, and trauma symptoms were associated with dropping out of college. This is especially true for Black and African American students, who have higher rates of trauma exposure and lower rates of completion (Boyratz et al., 2013). Due to the traumatic impact of systemic racism, minoritized students such as Black, African American, Latinx, and Chicanx students are more likely to be challenged with stressors and traumatic events during college, which through no fault of their own, puts them at higher risk for academic difficulties (Boyratz et al., 2013).

As a result, it is necessary for community colleges to develop a comprehensive, trauma-informed and equity-minded approach to address these opportunity gaps that result from systemic racism and traumatic life events” (Mortaloni et. al.,2023).

94% community college
students at least one
traumatic event before
starting college

(Anders et. al., 2012; Carello & Butler, 2015;
Mortaloni et. al., 2023)

Trauma, Adversity, & Resilience in Higher Education 2023 Conference





“...what an incredibly **thoughtful, detail-oriented, amazing** experience you’re convening.
Truly one of the most **intentional** experiences I’ve been a part of!”

- Dr. Tricia Shalka, presenter

How we’re creating change in our work

- Offering pay-what-you-can pricing for admission
- Ensuring our web content goes beyond WCAG accessibility standards
- Offering Listening Rooms for participants to process challenging content
- Uplifting the vital work of community colleges in equity-centered higher education
- Trauma-informed conference design and administration

Selection of Features

- Community Bookshelf
- Spotify Playlist
- Collaborative Jamboard
- Recordings
- CE credits for psychologists, mental health counselors, and social workers through our partner, William James College

Evaluation Data

- (140 responses to the survey)
- 495 attended on the day of
- (87% of registrants)
 - 4.8/5 overall rating
 - 95% learned practical tools
 - Net Promoter Score of 78
 - 43.39k engagements
 - From 39 states and 7 countries

Themes in Attendee Feedback

- Positive evaluation of the number and content of platform resources
- Ease of navigability
- Conference experience characterized as welcoming and inclusive, even given the virtual platform

“This was an incredible training/ presentation. The student who presented in the last session, alongside you and the Math professor from MassBay, **epitomized the value of community colleges and the excellence in education offered** by a two-year college. I personally learned new approaches to trauma-informed care and teaching. I also felt validated by the presenters regarding the practices I currently have in place. Thank you for the time, and for the heartfelt effort that went into providing a forum for engagement in learning about trauma on many levels.”

- Email from an attendee who works at a local community college



Institute for Trauma,
Adversity, & Resilience
in Higher Education



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<https://traumainstitutehighered.org/>

Overview Report

Export PDF Report

Last 30 days: April 1 - April 30, 2020

Adversity, & R... 0 + New Insights Managed WordPress

Howdy,



Sessions

2,988

↑ 8%
vs. Previous 30 Days

Pageviews

3,506

↑ 7%
vs. Previous 30 Days

Avg. Session Duration

26s

↑ 2%
vs. Previous 30 Days

Total Users

1,722

vs. Pre



Trauma-Informed Teaching & Learning

BRINGING A TRAUMA-INFORMED APPROACH TO HIGHER EDUCATION

PEDAGOGY IN HIGHER EDUCATION

A Faculty Guide for Teaching and Learning

Edited by Ernest Stromberg



[ADMISSIONS](#)
[MAJORS](#)
[COST](#)
[TOOLS](#)
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Strong BRAIN Institute

Building Resilience through ACEs Informed Networking

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The Strong BRAIN Institute, founded through a 5-year gift from Ballad Health, is the preferred resource for promoting the awareness and empirical study of Adverse Childhood Experiences (ACEs); for promoting the development and dissemination of evidence-based practices that prevent, reduce, or mitigate the negative effects of ACEs on health and health disparities; and for promoting a trauma-informed citizenry and workforce in the Appalachian Highlands region and beyond.

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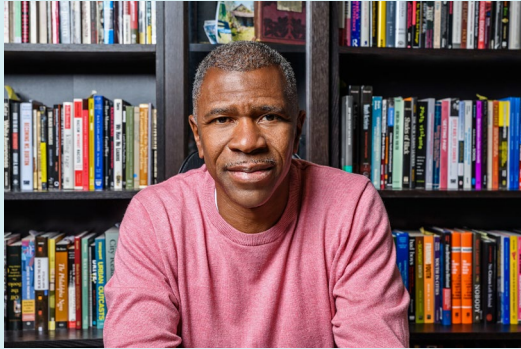
Assistant Professor of Biology

JOINED CONNECTICUT COLLEGE: 2021

Education
 B.A., University of Michigan-Dearborn, Philosophy
 Ph.D., Wayne State University School of Medicine, Cellular

✉ MIMAD@CONNCOLLEU

”complex Whole beings situated in cultural contexts”



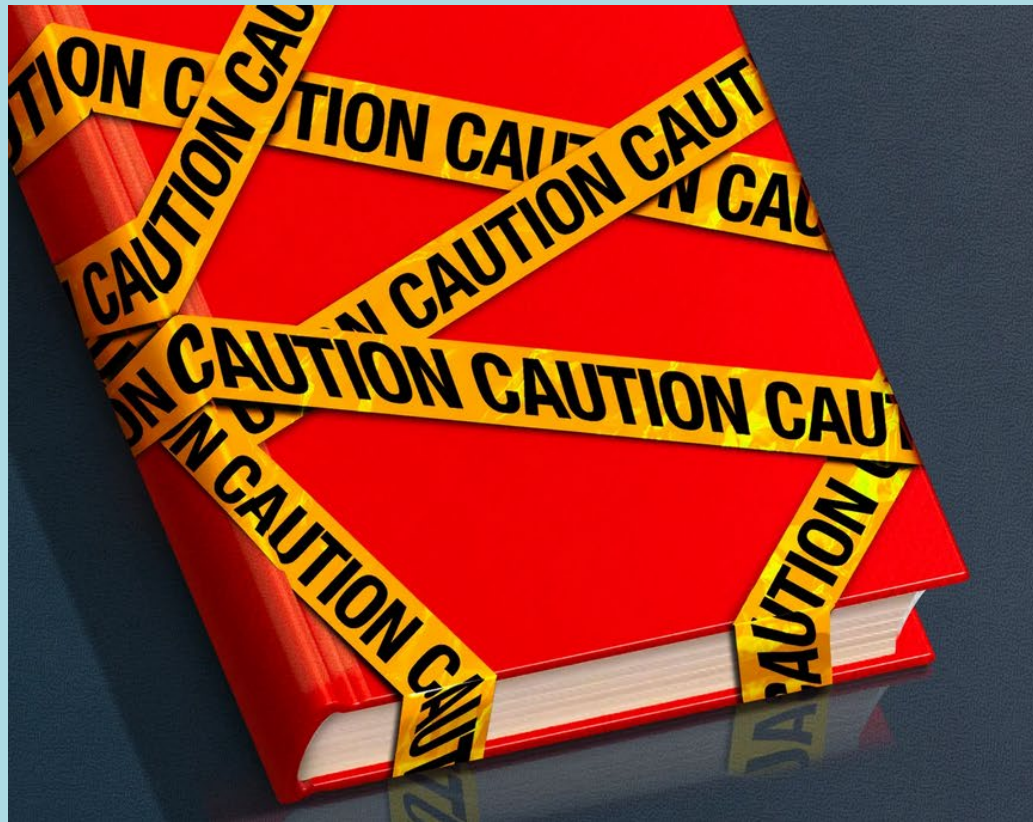
“A culture of care is one that embraces and promotes a well-being-centric mindset in which a trauma-informed environment is not about focusing on trauma alone. That may seem counterintuitive, but as Dr. Shawn Ginwright argued in a recent *Medium* article, trauma-informed approaches are incomplete when individuals are viewed solely through the lens of their trauma rather than their wholeness and humanity as complex beings situated in cultural contexts. Trauma-informed approaches fall short when they focus only on an individual without attention to the relational and group-level dynamics at the heart of traumatic experience. An inclusive culture of care is foundational to a trauma-informed practice that promotes healing and wellness, while centering wholeness and humanity in the context of dynamics of power and oppression.” Trauma-informed approaches are incomplete when individuals are viewed solely through the lens of their trauma rather than their wholeness and humanity as complex beings situated in cultural contexts.”

”Nurturing a Trauma-Informed Student Affairs Division” (2022)
<https://journals.sagepub.com/doi/10.1177/10864822221100253>

Trauma Informed Education necessitates collective awareness of how trauma, adversity, and violence impact academic resilience. The focus is not on diagnosis of individuals as in a therapeutic context, but rather intentional awareness of the personal and systemic violence **already present in the lives of campus members** and also in the institutional history and practices. Trauma informed education emerges from neurobiological research and findings on the power of resilience behaviors and interventions to build progressive, positive outcomes.

The words *trauma* and *discomfort* are not synonymous or interchangeable.

Trauma Informed Pedagogy does not mean refusing relevant, contextualized exploration of difficult subjects.



OUR COLUMNISTS

WHAT IF TRIGGER WARNINGS DON'T WORK?

New psychological research suggests that trigger warnings do not reduce negative reactions to disturbing material—and may even increase them.

By Jeannie Suk Gersen

September 28, 2021

Dr. JANICE CARELLO

<https://traumainformedteaching.blog/author/janicecarello/>

TI SW education DOES NOT mean

- Avoiding teaching or learning about trauma or other sensitive or difficult topics
- SW students will never experience stress, STS, VT, or retraumatization
- SW training programs will not be rigorous
- All students will be able to successfully complete SW training programs at the time they seek them

TI Social Work Education

To be trauma-informed in the context of social work education means

- a) to understand the ways in which violence, victimization, and other forms of trauma can impact students
- and
- b) to use that understanding to inform teaching policies and practices in order to minimize the possibilities for (re)traumatization and maximize the possibilities for educational and professional success

(adapted from Butler, Critelli, & Rinfrette, 2011; Carello & Butler, 2014, 2015; Harris & Fallot, 2001)

Classroom:

We are affected by the lived experiences and conditions in which we function.



An educational alliance is not a therapeutic alliance. And even trained mental health professionals who teach are in their role as educator different from that of clinician.

A false binary: that compassionate practices and academic rigor cannot co-exist.



TRAUMA INFORMED
BEST PRACTICES ARE.
JUST BEST PRACTICES
OVERALL

Counseling services are critical.

But trauma-informed belongs to the entire

NO ONE SIZE FITS ALL

A MINDSET NOT A CURRICULUM

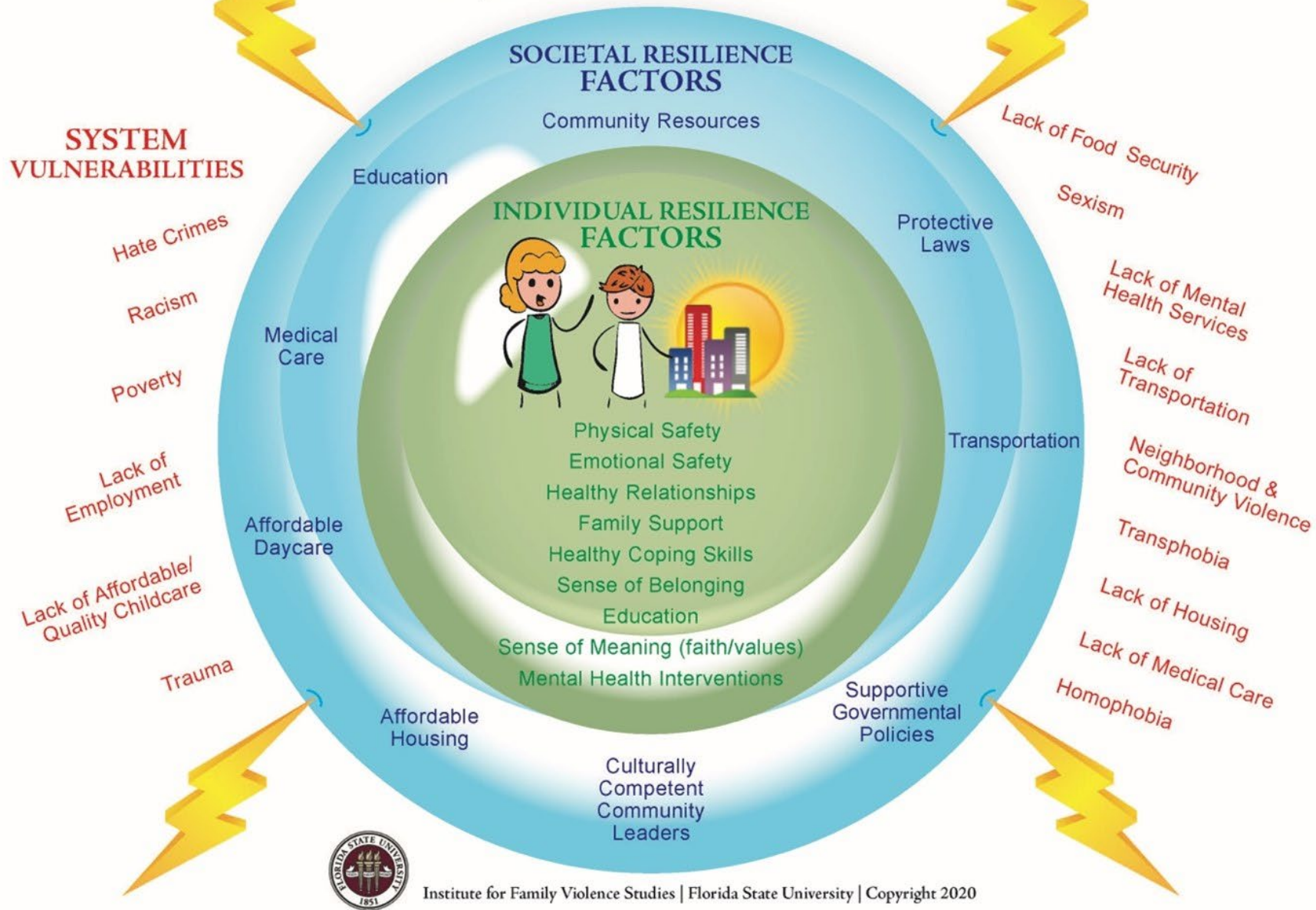
- **Normalize and validate the feelings and experiences of trauma-affected students**
- **Help them understand the past and its emotional impact**
- **Empower them to better manage their lives**
- **Help them understand current challenges in light of their experiences**

EDUCATION NORTHWEST

Davidson, S. (2017, August). *Trauma-Informed Practices for Postsecondary Education: A Guide*. Retrieved from Education Northwest: <https://educationnorthwest.org/sites/default/files/resources/trauma-informed-practices-postsecondary-508.pdf>

RESILIENCE FACTORS & SYSTEM VULNERABILITIES

Many individual and community dynamics serve as protective factors, but system vulnerabilities are a constant threat.



Florida State University (FSU) Institute for Family Violence Studies Created a mandatory incoming student psycho-educational training on Resilience skills to support academic progress



Resilience strategies

Reduce	reduce risks,
Increase	increase resources and assets, and
Mobilize	mobilize protective systems.

“Masten's three "... steps can be operationalized at the community college” (Brogden and Gregory).

- Access to mental health professionals
- Educating students on neurobiology of adversity, toxic stress, trauma, and resilience
- First Year Seminar (cohorts, educating on campus resources, time management skills, stress reduction skills)
- Assignments that connect students to campus resources from financial aid to advising to physical and psychological wellness
- Mentoring programs
- Food Insecurity Responses on campus

Resilience as
action.
Resilience as
“ordinary
magic” (Masten
2009).

1. "Resilience in Community College Students with Adverse Childhood Experiences." Laura Brogden & Dennis Gregory. *Community College Journal of Research and Practice* (2019).
2. Resilience: The Biology of Stress and the Science of Hope
5. <https://youtu.be/Wv2BqmjHN0k>

“Some examples of trauma that community college students experience include abuse and neglect, poverty, community violence, and systemic oppression (SAMHSA, 2018). Further, exposure to traumatic events and trauma symptoms affect college students’ ability to persist in their education (Boyraz et al., 2013). In fact, Duncan (2000) found that symptoms of trauma in a college student’s first year predicted their enrollment in their senior year, and trauma symptoms were associated with dropping out of college. This is especially true for Black and African American students, who have higher rates of trauma exposure and lower rates of completion (Boyraz et al., 2013). Due to the traumatic impact of systemic racism, minoritized students such as Black, African American, Latinx, and Chicanx students are more likely to be challenged with stressors and traumatic events during college, which through no fault of their own, puts them at higher risk for academic difficulties (Boyraz et al., 2013).

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SOME OF THE WORK

Three major types of work

- Best practices at our institution
- Writing & Research contributing to trauma-informed higher ed
- Resourcing through conferences, presentations, training
- Keynotes, trainings, workshops (colleges and universities including Harvard GSED, Brandeis, Bridgewater, CT Community Colleges, Penn CC, Cape Cod CC, etc.)
- Institute student interns
- Partnerships with other colleges (Brandeis) and organizations
- Publishing articles, serving on dissertation committees, collaborating with other more resourced projects (e.g. National Academies)
- Ongoing education and research
- Develop and maintain website of free resources
- Social media exploration (twitter, LinkedIn, maybe Instagram)
- Critical question of safety: what is trauma-informed, equity centered safety and threat in our community?

create common vocabulary: brains and learning.



- Laying the Foundation of Neurobiologically Aware Self-Compassionate Problem Solving. Before UNIT ONE.
- Learning How to Learn
- Procrastination (Writer's Block) registers neurobiologically as pain.
- Other pains include trauma and toxic stress. Naming.
- Strategies (Pomodoro).
- The REAL WORLD narrative. Tell me about yourself as critical skill with underlying agenda that needs decoding.
- Physical movement in the classroom.
- The importance of knowing others in the classroom.
- How to communicate with your professor: office hours
student drop in hours.



Master Procrastinator

Michelle Pacansky-Brock

Due dates as “bullseye”

<https://sites.google.com/view/hosp-welcome>

Let's get real!

**How is a
due date
like a
bull's eye?**

Basic Needs Statement

A recent study of 38,000 two and four year college students found that nearly 3 in 5 experience basic needs insecurities. MassBay faculty and staff understand that food, affordable housing, transportation, and mental health are central conditions for learning, and believe it is important to support the physical and emotional well-being of our students. Any student who has difficulty affording groceries or accessing sufficient food to eat every day, or who lacks a safe and stable place to live, and recognizes that it is affecting performance in this course, is urged to contact the Student Development Office at 781.239.2753 or studentdevelopment@massbay.edu for resources and support.

Student Development together with the MassBay Foundation and Financial Aid coordinate resources for food, housing, emergency COVID funding from the CARES act, textbook affordability, chromebooks, transportation help and UBER vouchers.

- For more information and clickable links:
- Financial Aid:
<https://www.massbay.edu/financialaid>
- MassBay Foundation:
<https://www.massbay.edu/scholarships>.
- Additionally, MassBay's counseling services are currently available in person and telehealth and are free to all students part and full time <https://www.massbay.edu/counseling>. You can also email counseling@massbay.edu.



- **Signal an identity-safe environment with inclusive language or by highlighting successes of individuals from stereotyped groups. This can lessen stereotype threat and improve student performance and participation.**
Feature counterstereotypical examples of scientists in homework assignments to introduce course content. Doing so can increase students' sense of relating to scientists, shift them away from stereotypes about scientists, and improve course grades.

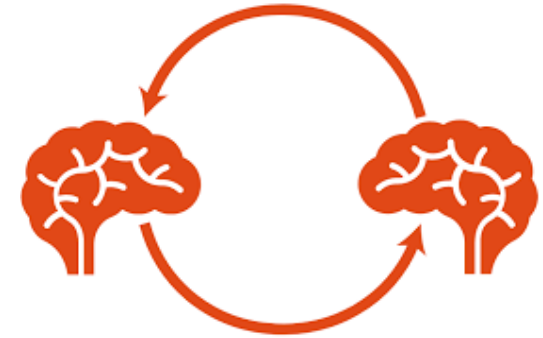
Bryan Dewsbury & Cynthia J. Brame
“Instructor checklist– inclusive teaching.”

What we already know about academic resilience



Our words, actions, pedagogy, interventions, supports, policies and procedures weigh in as consequential factors that counterbalance negative factors contributing to positive outcomes.

1. SHIFT TO PRIMARILY
COMMUNITY COLLEGE
FOCUS
2. PARTNERSHIPS TO
ENABLE US TO CONTINUE



HANDBOOK FOR TRAUMA-INFORMED COMMUNITY COLLEGE

Training Guide to Trauma-Informed, Equity-Centered Practices



Institute for Trauma,
Adversity, & Resilience
in Higher Education





Solution

Barefoot Guide to Psychology

https://en.field-guide.org/wp-content/uploads/2021/04/CBS-This-Morning_Field-Guide.mp4

Community College as Site of Transformation

As of 2023, 38% of all undergraduates in the United States attend community colleges constituting a significant gateway for access, equity, and completion of post-secondary education. These institutions serve students historically underrepresented in higher education including individuals who are BIPOC, LGBTQ+, women, living with disabilities, and first-generation college students, non-traditional adult learners, and frequently individuals for whom these characteristics overlap and intersect.

Urgency

Researchers at Education Northwest identify students from these same demographics at higher risk for trauma.* While well documented in K-12, research into how trauma impacts attention, self-regulation, stress management, and interpersonal skills in the post-secondary setting is much less developed. Naming the violence, adversity, and trauma present in higher education—systemically, in lived experiences, and also institutional practices---constitutes a critical step in building inclusive, responsive postsecondary learning communities that foster academic resilience and success.

Problem: Growing understanding but limited resources

In my communications and work with other community colleges, folks understand trauma as a widespread problem, in other words, understand the urgency. What they report to me is they don't know where to begin. They lack bandwidth and resources.

TIER ONE

Narrative

The brain loves story.

Three stories of three students from community to admissions to advising, financial aid, classrooms, community.

TIER TWO

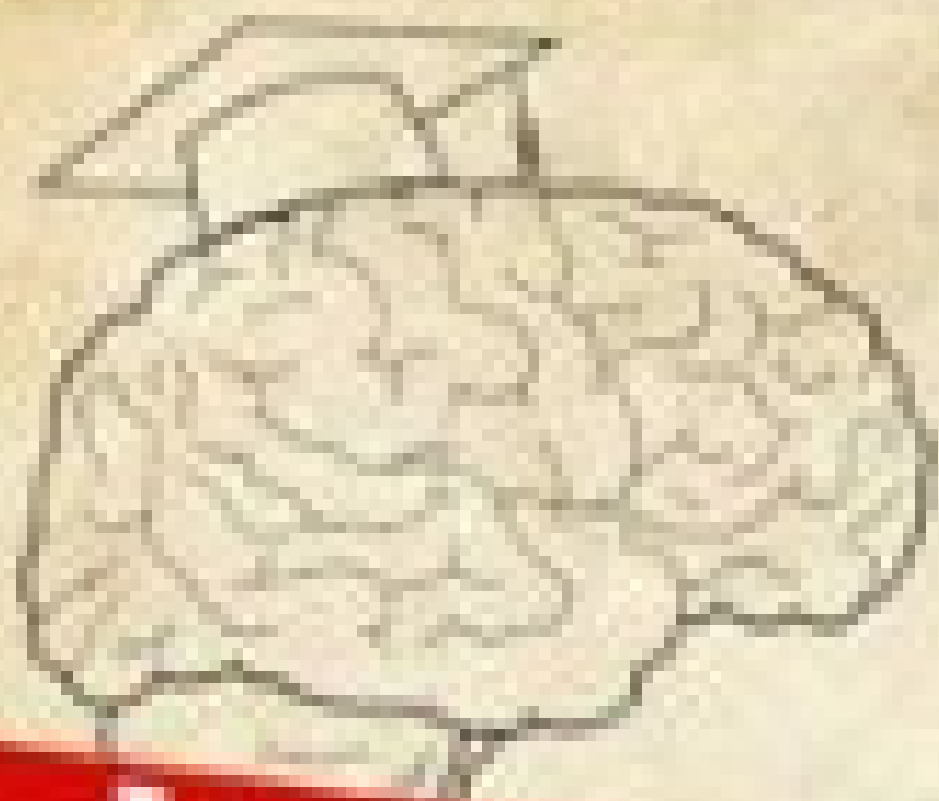
Neurobiological Correlates to Campus Experiences

Neurobiological description of what is happening in the brain/body that results in problematic behaviors because of the threat response activation and/or memory of trauma or shame.

TIER THREE

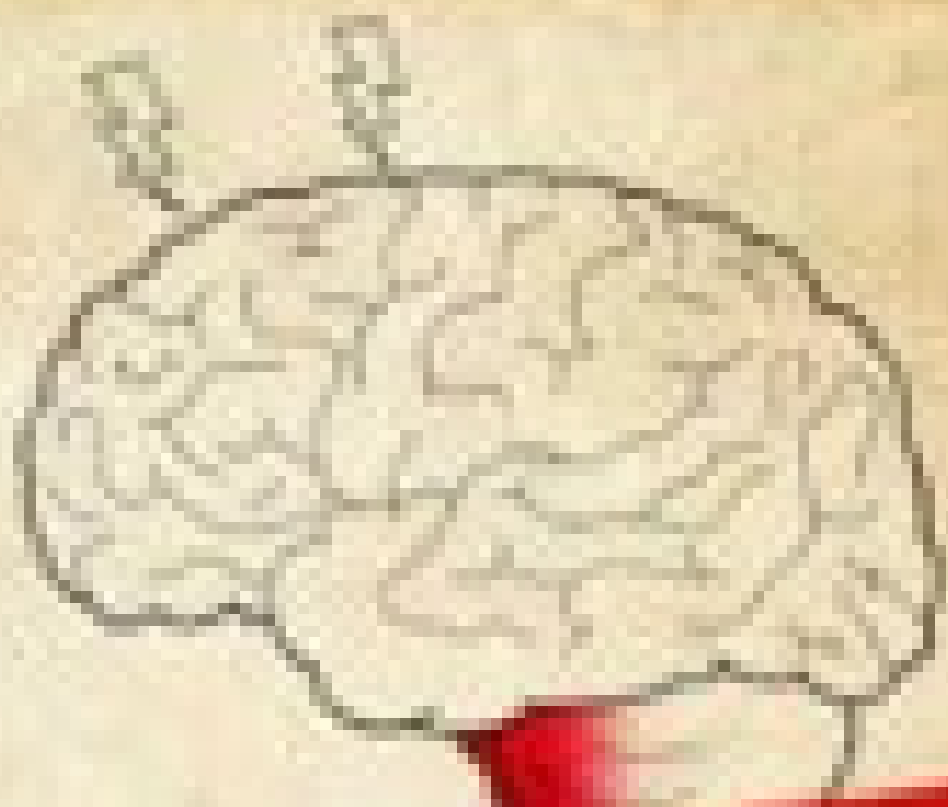
Local Resources

Information on corresponding offices, individuals, and resources that can help solve problems.



Learning
Brain

VS



Survival
Brain



Culturally Responsive Teaching & **THE BRAIN**

Promoting Authentic Engagement and Rigor
Among Culturally and Linguistically Diverse Students

Zaretta Hammond

TRAUMA-INFORMED TEACHING AND LEARNING PRINCIPLES

Janice Carello, PhD, LMSW

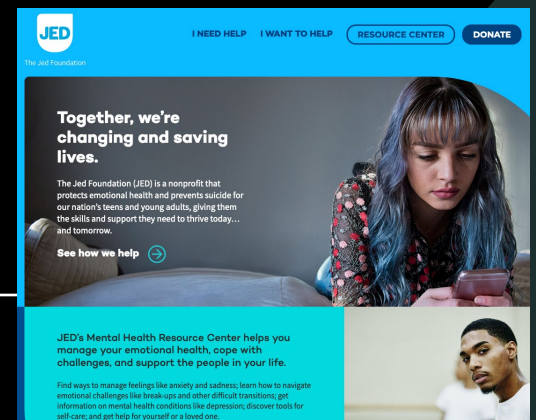
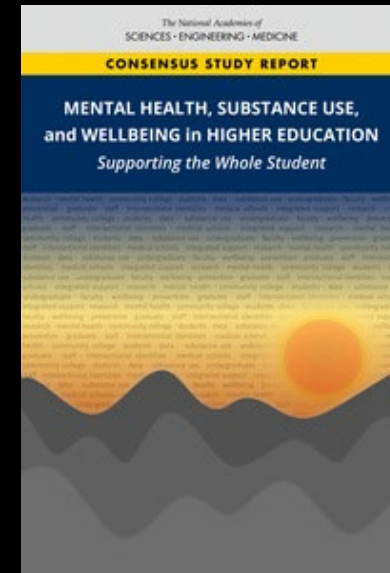
<https://traumainformedteaching.blog/resources/>

Physical, Emotional, Social, & Academic Safety	Efforts are made to create an atmosphere that is respectful of the need for safety, respect, and acceptance for all class members in both individual and group interactions, including feeling safe to make and learn from mistakes.
Trustworthiness & Transparency	Trust and transparency are enhanced by making course expectations clear, ensuring consistency in practice, maintaining appropriate boundaries, and minimizing disappointment.
Support & Connection	All class members are connected with appropriate peer and professional resources to help them succeed academically, personally, and professionally.
Collaboration & Mutuality	All class members act as allies rather than as adversaries to help ensure one another's success. Opportunities exist for all class members to provide input, share power, and make decisions.
Empowerment, Voice, & Choice	All class members emphasize strengths and resilience over deficiencies and pathology; they empower one another to make choices and to develop confidence and competence.
Social Justice	All class members strive to be aware of and responsive to forms of privilege and oppression and to respect one another's diverse experiences and identities.
Resilience, Growth, & Change	All class members recognize each other's strengths and resilience, and they provide feedback to help each other grow and change.

(Principles adapted from [Fallot & Harris, 2009](#); [SAMHSA, 2014](#))

Updated March 2020

Mental health characterized as *crisis* in higher education

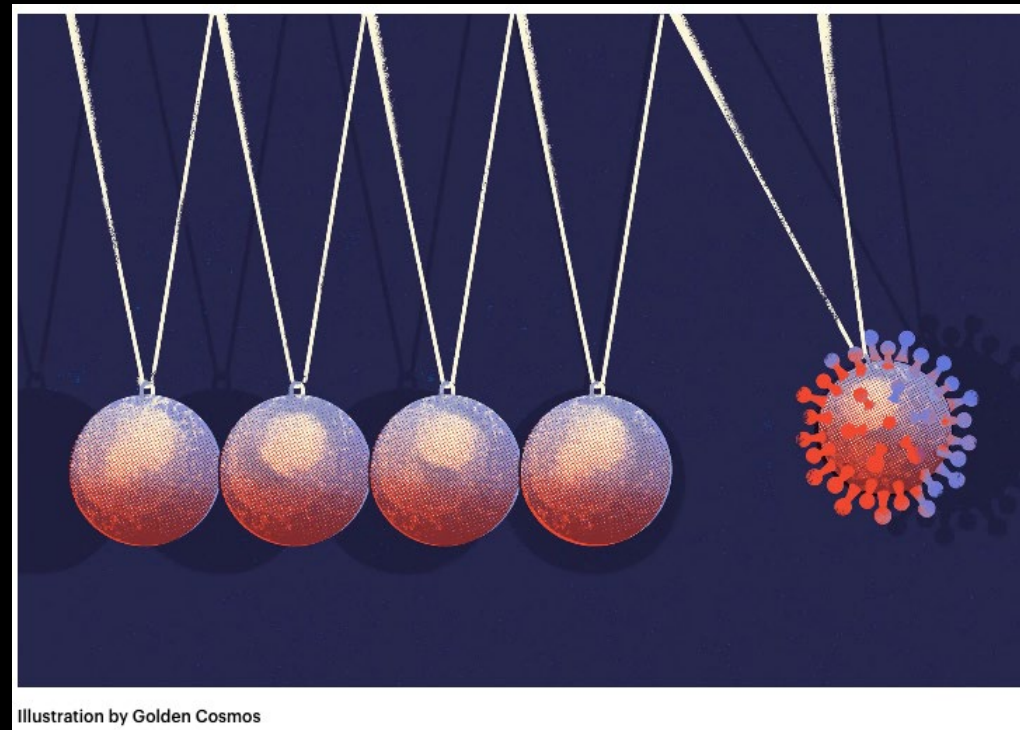
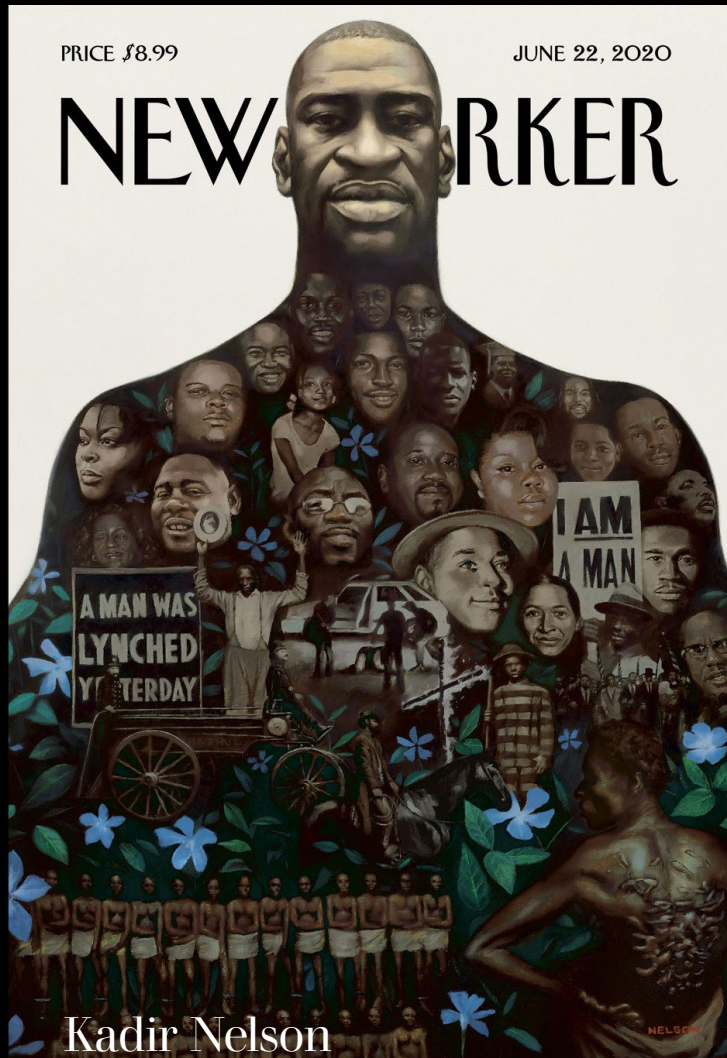




APRIL 2019

College and University Basic Needs Insecurity: A National #RealCollege Survey Report

Twin pandemics
Medical trauma
racial trauma





National Library of Medicine
National Center for Biotechnology Information



Advanced

Save

> [Sch Psychol.](#) 2021 Sep;36(5):427-431. doi: 10.1037/spq0000472.

The dual pandemics of COVID-19 and systemic racism: Navigating our path forward



ERIC

Collection

Thesaurus

Search education resources

Search

[Advanced Search Tips](#)

☐ Peer reviewed only

☐ Full text available on ERIC

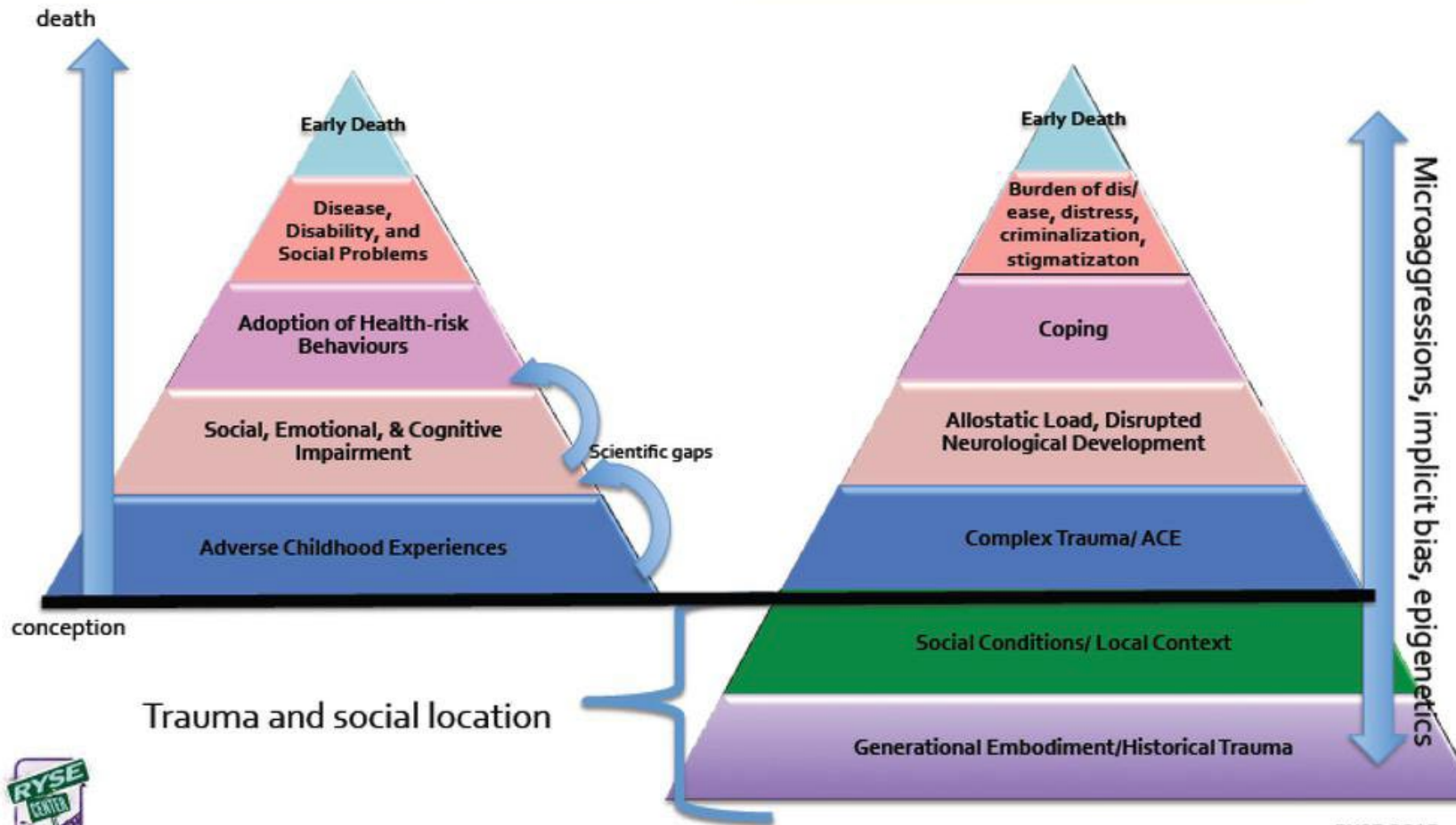
Responding to Twin Pandemics: Reconceptualizing Assessment Practices for Equity and Justice

Twin pandemics
Medical trauma
racial trauma

Trauma and Social Location

Adverse Childhood Experiences

Historical Trauma/Embodiment



RYSE 2015

**EDUCATION
NORTHWEST
(2017)
IDENTIFIES
THE
FOLLOWING
STUDENT
GROUPS AT
ELEVATED RISK
FOR OF TRAUMA**

- CURRENT AND FORMER FOSTER YOUTH
- INDIGENOUS STUDENTS
- REFUGEE STUDENTS
- LGBTQ STUDENTS
- VETERAN STUDENTS
- NON-TRADITIONAL ADULT LEARNERS
- Students with Disabilities
- BIPOC students

AA FAST FACTS 2023

2023 NUMBER & TYPE OF COLLEGES¹



DEGREES AND CERTIFICATES AWARDED⁸ 2020-2021



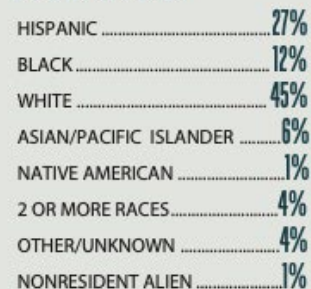
AGE¹²



GENDER²



DEMOGRAPHICS OF STUDENTS ENROLLED FOR CREDIT²



FALL 2021 HEADCOUNT ENROLLMENT



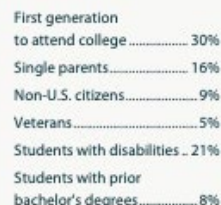
CREDIT 6.1M²
NONCREDIT 4.1M³
TOTAL: 10.2M

Estimated change Fall 2021 - Fall 2022: -0.4%⁴

CREDIT BY ATTENDANCE²



OTHER SIGNIFICANT DEMOGRAPHICS⁵



**A BETTER MEASURE
OF SUCCESS**
Fall 2010 Cohort

VFA metrics are a better measure of community college student success than traditional IPEDS metrics.

VFA 59% vs. IPEDS 25%

VFA measures:
• All entering students
• 6 years to complete
• 9 separate outcomes

Traditional IPEDS measures:
• First time, full time
• 3 years to complete
• Only graduates

2022-2023

AVERAGE ANNUAL TUITION & FEES⁷
\$3,860 Community Colleges (public, in district)
\$10,940 4-Year Colleges (public, in state)



**PUBLIC COMMUNITY
COLLEGES WITH
ON-CAMPUS HOUSING¹⁰**

2021

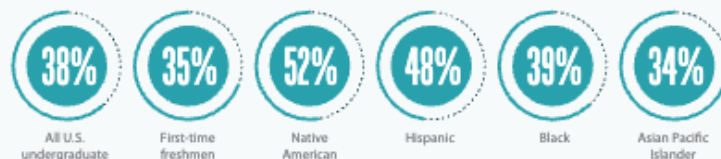
**MEDIAN EARNING OF
FULL-TIME EMPLOYEES
BY EDUCATIONAL
ATTAINMENT¹¹**



\$32,552 Less than High School Diploma
\$42,068 High School
\$50,076 Associate Degree
\$69,398 Bachelor's Degree

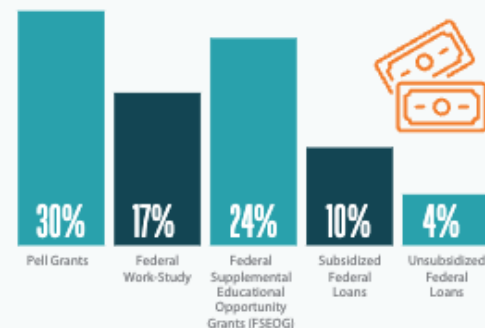
FALL 2020⁹

REPRESENTATION OF COMMUNITY COLLEGE STUDENTS AMONG UNDERGRADUATES

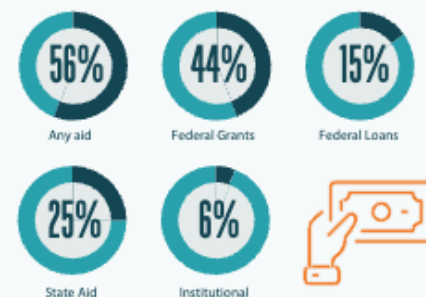


2022-2023⁹

% OF FEDERAL AID RECEIVED BY COMMUNITY COLLEGES



% OF STUDENTS RECEIVING STUDENT FINANCIAL AID



2020-2021⁷

COMMUNITY COLLEGE REVENUES BY SOURCE

Tuition	\$15,493,691,708	21.8%
Federal	\$13,099,943,535	18.5%
State	\$22,988,610,615	32.4%
Local	\$15,168,184,188	21.4%
Other	\$4,191,658,247	5.9%
Total	\$70,942,088,292	100%



2017-2018¹³

% OF STUDENTS APPLYING FOR AID



2015-2016⁵

EMPLOYMENT STATUS



One Dupont Circle, NW, Suite 700
Washington, DC 20036
www.aacc.nche.edu

SOURCE

¹ AACC Membership Database, January 2023.
² AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
³ AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
⁴ AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
⁵ AACC 2016, IPEDS 2014, IPEDS Completion Survey, 2015 analysis.
⁶ AACC 2016, IPEDS 2014, IPEDS Completion Survey, 2015 analysis.
⁷ AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
⁸ AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
⁹ AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
¹⁰ AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
¹¹ AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
¹² AACC 2023, IPEDS 2021, IPEDS Completion Survey, 2022 analysis.
¹³ AACC 2018, IPEDS 2016, IPEDS Completion Survey, 2017 analysis.

Undergrads in USA
38 % CC
(down from 41-44% pre-COVID)