



Our Mission

Higher education is New England's most critical sustainable resource. The region's governors knew that over 60 years ago when they founded the **New England Board of Higher Education (NEBHE)**.

Today, NEBHE promotes **greater education opportunities and services** for the residents of New England and its more than 250 colleges and universities. It works across the six New England states to **help leaders assess, develop and implement sound education practices and policies of regional significance;** to promote regional cooperation and programs that **encourage the efficient use and sharing of educational resources;** and to **strengthen the relationship between higher education and the economic well-being and quality of life in New England.**

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From the President

Dear Colleagues:

In many ways, the period of 2019-20 feels like two years thrust into the course of one—the second driven by the force of the global pandemic.

The first and more predictable “year” was a productive one for NEBHE and its collaborators across the region. Specifically, we worked with leaders and partners to:

- Save nearly 9,300 New England residents \$63.5 million on their tuition bills—an average \$8,100 per student through our Tuition Break program
- Convene employers and postsecondary leaders to recommend practices and strategies for improving access to—and completion of—upskilling programs in New England
- Launch collaborative efforts to accelerate adult learners’ attainment of quality credentials by supporting new policies to expand the recognition of prior learning and experience
- Expand collaborative multistate programs to increase student transfer from two-year to four-year institutions and to bring greater transparency to postsecondary and other credentials—and how employers value them
- Continue our work on four strategic priorities, including: broadening access for adult students, increasing cost savings for students and institutions, expanding links between K-12 and higher education, and better articulating the notable public value of postsecondary education.
- Redoubling our efforts as an organization and to work with institutions, colleagues and partners across the region to bring issues of inequity to the forefront and to promote opportunity, equity, diversity, inclusion and a resolve for change. New England must be a place where every individual can live, work and learn without barriers—seen and unseen—and without fear.

Enter the COVID-19 pandemic and the second “year” of work. The pandemic’s impact upon the region and its higher education institutions (HEIs) has been tremendous. NEBHE has sought to provide leadership, data and analysis, advocacy and the timely sharing of information among the region’s postsecondary leaders.



"The pandemic's impact upon the region and its HEIs has been tremendous. NEBHE has sought to provide leadership, data and analysis, advocacy and the timely sharing of information among the region's postsecondary leaders. Despite ongoing uncertainty, NEBHE will resolutely play its critical leadership roles to support leaders of higher education, government and business in the region—and to support students and their families."

Specifically:

- Monitoring the decisions, policies, program delivery strategies and safe reopening plans of New England's higher education systems and institutions
- Regularly convening leaders of the region's postsecondary systems and institutions—public and independent—to share information, best practices and emerging plans in response to the pandemic
- Advocating for regulatory flexibility, relief funds and other aid for the region's students, colleges and universities with the New England Congressional Delegation and other leaders of Congress
- Supporting New England states and their more than 250 postsecondary institutions to provide online learning delivery (a critical need as institutions closed and rapidly transitioned to virtual means).

Despite ongoing uncertainty, NEBHE will resolutely play its critical leadership roles to support leaders of higher education, government and business in the region—and to support students and their families.

We look forward to working with you throughout the coming year. Thank you for your support and contributions to these critical efforts.

Sincerely,

A handwritten signature in black ink that reads "Michael K. Thomas." The signature is fluid and cursive.

Michael K. Thomas
President and CEO

New England Board of Higher Education

From the Chair

Dear Friends:

We have experienced a year filled with challenges ranging from COVID-19 to personal and institutional financial strains to struggles over inequity. But if we listen to one another, we'll find that challenges lead to opportunities. And "We'll Get Through This, Together," as so many signs suggest these days.

Fear of COVID-19 has disrupted many education and work plans. One opportunity is to better understand and develop virtual education where needed to protect health. Another is to appreciate and reward our neighbors who work in healthcare, public safety and other "essential" jobs. Other opportunities include codifying principles of affordable healthcare, including parity for mental health.

Also, we need to tap the potential of all our people.

While we grappled with coronavirus, many were also sickened by the senseless tragedies that took the lives of George Floyd, Breonna Taylor and too many young people of color. These acts call us to fight systemic racism—to recall that we believe all are created equal.

We can start by making sure race does not determine which kids are suspended for disruptive conduct in school. And ensure that all students get an equitable shot at higher education. And full access and equal pay for equal work.

When school life does return to a new normal, we should invest in student success through the kind of active learning and field trips that generate the enthusiasm and passion for subjects that will remain with them for the rest of their lives.

We should also redouble efforts to welcome undocumented immigrants, as NEBHE has done with its work to protect Deferred Action for Childhood Arrivals (DACA).



"We have experienced a year filled with challenges ranging from COVID-19 to personal and institutional financial strains to struggles over inequity. But if we listen to one another, we'll find that challenges lead to opportunities. And 'We'll Get Through This, Together,' as so many signs suggest these days."

NEBHE supports efforts to increase access to higher education and make college more affordable, especially for underrepresented students. In addition to the millions of dollars saved annually by families and taxpayers through NEBHE's longstanding Tuition Break program, we offer a growing range of tools for institutions to operate more efficiently and sustainably and for individuals to prepare for good, satisfying jobs with family-supporting wages.

College access and success remain essential to the health of New England.

Sincerely,

Joseph M. McNamara
Chair, Health, Education & Welfare Committee
Rhode Island House of Representatives
&
Chair, New England Board of Higher Education

(Pictured: Chairman McNamara delivering Rhode Island's roll call vote (and praising calamari) at the Democratic National Convention., August 2020.)

Highlights From Our History

Presenting landmarks in NEBHE's work through the years on behalf of New England's educators, legislators, policymakers, students and parents.



1955 The New England Board of Higher Education is established to implement the New England Higher Education Compact, expand educational opportunity and foster cooperation among the region's colleges and universities.

1957 NEBHE establishes the **New England Regional Student Program**, enabling New England students to pay a lower tuition rate at out-of-state public land-grant universities within New England if they pursue certain academic programs that are not offered by their home state's public institutions. The RSP would invite community and technical colleges in 1967 and state colleges in 1972, and later transition to the name **Tuition Break**.

1986 NEBHE begins publishing its quarterly journal, *Connection: New England's Journal of Higher Education and Economic Development*. In 2007, the journal is rebranded as *The New England Journal of Higher Education*, and in 2010, moves entirely online at nebhe.org.



1989 NEBHE issues *Equity and Pluralism: Full Participation of Blacks and Hispanics in New England Higher Education*. The benchmark report of NEBHE's Task Force on Black and Hispanic Student Enrollment and Retention in New England offers 20 major recommendations to ensure greater participation and success among Blacks and Hispanics in New England higher education and the educated workforce.

1994 NEBHE and its sister compacts the Southern Regional Education Board (SREB) and the Western Interstate Commission for Higher Education (WICHE) joined together to form the **Compact for Faculty Diversity**, a unique initiative to increase the number of Black, Native American, Asian and Hispanic faculty members in colleges and universities around the region.



2003 NEBHE launches the **New England Higher Education Excellence Awards** to honor New England individuals and organizations who show exceptional leadership in behalf of higher education, public policy or the advancement of educational opportunity.

2015 NEBHE launches the New England component of the national **State Authorization Reciprocity Agreement**, or SARA, funded by grants from the Lumina Foundation and the Bill & Melinda Gates Foundation. Accredited degree-granting institutions in a SARA state that offer distance education courses can then seek approval from their state to participate in SARA. NEBHE now coordinates SARA for all six New England states, as well as New York and New Jersey



2017 NEBHE launches the **Commission on Higher Education & Employability**. Chaired by Rhode Island Gov. Gina Raimondo, the Commission brings together employers and higher education leaders, as well as policy leaders, to ramp up efforts aimed at bolstering the region's workforce future.

2019 Program offerings available through NEBHE's **Tuition Break** program expanded significantly in 2019 to a record high number of more than 1,200. Participation of four-year institutions in the program's new "flexible" policy option increased about 60%. The flexible policy allows participating institutions the option to offer any of their undergraduate or graduate programs to residents of the other five states.



Tuition Break

NEBHE established Tuition Break as the Regional Student Program in 1957, forging a reciprocal agreement among the six New England states to expand access and affordability for their residents at the region's public colleges and universities.

Tuition Break's benefits to the region today include providing eligible New England residents with **upfront tuition savings** and **access to hundreds of out-of-state degree programs**, many of them in specialized or high-demand fields of study, **enhancing out-of-state recruitment and enrollments** at the region's public colleges and universities, which are challenged by declining numbers of high school graduates, and **incentivizing students** to pursue their college education in New England—where they are then likely to join the workforce.

New Flexible Programs option results in record high enrollments...

Total enrollment through Tuition Break at the participating New England public HEIs increased 14% over 2018-19. Of the 81 participating HEIs, 46% reported enrollment increases.

Enrollment at four-year undergraduate HEIs increased 22% over the previous year and reached a record high. Increases were partly attributed to enrollment under the Flexible Programs policy, an eligibility option that took effect in 2019 at 12 of the 38 four-year public HEIs. The Flexible policy—which had already been in effect for community colleges—allows four-year institutions the option to offer any or all of their programs to residents of any other New England state. The policy was approved by the Board of Delegates in 2018.

► Tuition Break



"RSP Tuition Break supports Eastern Connecticut State University in its commitment to provide a quality education that is accessible and affordable. The program encourages students to explore colleges they may not have otherwise considered due to financial barriers. Our RSP students can take advantage of Eastern's unique applied learning opportunities and know that they do not have the burden of paying out-of-state tuition."

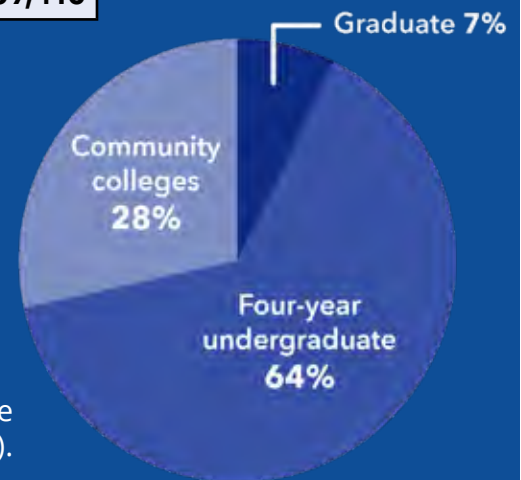
Christopher Dorsey

Director of Admissions

Eastern Connecticut State University

Tuition savings to 9,257 participating students	\$63,544,290
Average savings to a full-time student	\$8,100
Tuition revenue to New England public HEIs	\$120,889,416

Tuition Break provides thousands of dollars per year in savings for New England students and families.



The 2019-20 enrollment percentages by institution type (9,257 students total).

"I have enjoyed Eastern Connecticut State University because of the overall experience I have had, both in the small classrooms with experienced professors, and in the large number of clubs and organizations, which have allowed me to develop my leadership skills and network with other students. Tuition Break has been instrumental in ensuring that I have been able to continue to afford my education each semester. The program assists Eastern in fostering a diverse student body, which is extremely important to me and part of the reason I love Eastern."



Jonah Badiab

Career Center Specialist

Westfield High School, Westfield, MA

▶ Tuition Break

...and a record number of program offerings

More than 2,000 degree programs are offered through Tuition Break for the 2020-21 academic year. Programs are offered in all fields of study, including STEM fields such as biomedical engineering, cybersecurity, energy and environmental engineering and technology, and health science programs such as pharmacy, nursing, medicine and neuroscience.

Popular programs include Allied Health Sciences, Health Studies, Homeland Security, Marine Science and Affairs, Mechanical Engineering Technology, Medical Imaging, Pharmacy and Pharmaceutical Science, Physiology and Neurobiology, Wildlife Ecology and Conservation, and Zoology.

Program offerings are considered and approved on an annual basis through a peer review conducted by NEBHE. The roster of programs approved for 2020-21 includes 41 additional specialized programs.

Promoting Tuition Break

NEBHE's outreach throughout the six-state region includes direct contact with students and families at more than 90 college fairs in 2019-20, communications with school counselors and advisors, and sharing data by state and district with key legislators in every state, as well as social media engagement through Twitter and Facebook.

Our website at nebhe.org/tuitionbreak is a key hub of detailed information and engages an average of over 8,500 visitors monthly.

State Authorization Reciprocity Agreements (SARA)

Nationwide, the number of students who access postsecondary education opportunities online continues to grow. According to the National Center for Education Statistics, more than a third of all U.S. postsecondary students took at least one online course in 2018, and the number of students who are taking online courses exclusively jumped to 3.2 million.

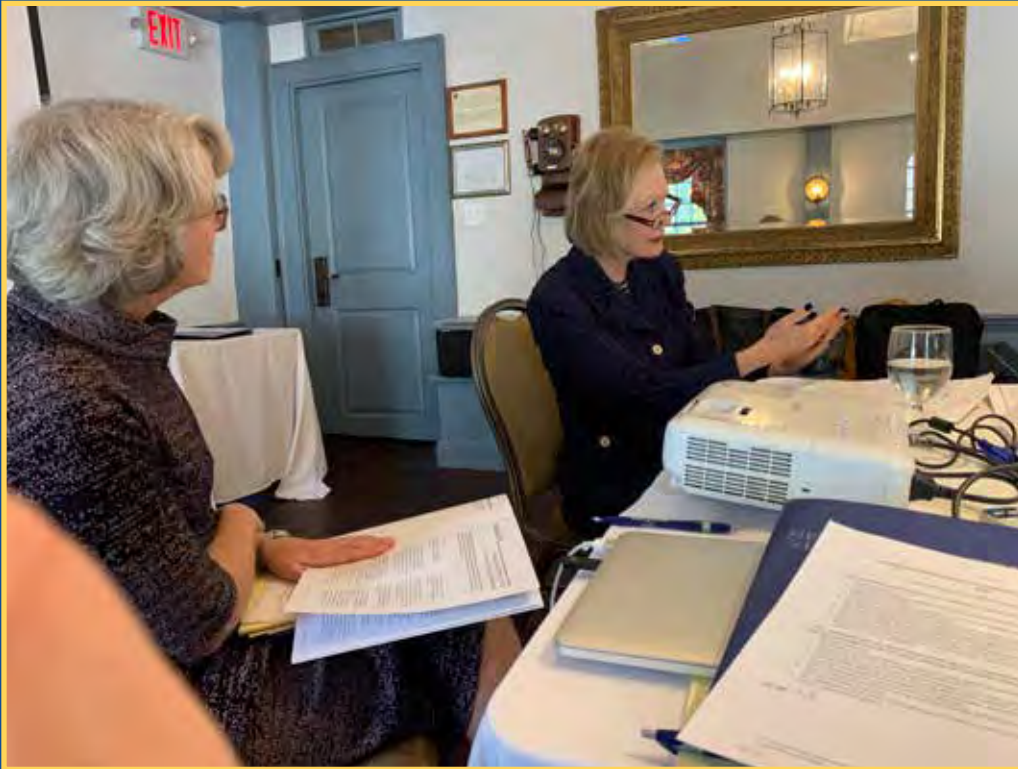
Recognizing the growing demand for distance learning opportunities, NEBHE and other stakeholders—including state regulators and education leaders, accreditors, the U.S. Department of Education and education institutions—joined together in 2013 to establish the State Authorization Reciprocity Agreements (SARA), which streamline regulations around distance education programs.



Regional participation in SARA continues to grow as institutions expand distance and online learning opportunities. **146 institutions** in the **six New England states** and **166 institutions** in NEBHE's SARA-affiliate states of **New Jersey** and **New York**

participate in SARA. According to NC-SARA's Fall 2018 data enrollment report, **1.2 million students** enrolled in online programs **nationally** and approximately **168,000** enrolled at **NEBHE SARA institutions**.

► State Authorization Reciprocity Agreements



New England Commission of Higher Education Vice President Carol Anderson (at right) discusses how the interregional guidelines for the evaluation of distance education are integrated into the institutional accreditation process at the SARA Steering Committee meeting in October 2019. At left is Middle States Commission on Higher Education Vice President Ellie A. Fogarty.



The Connecticut Office of Higher Education and NEBHE held a distance learning workshop with experts from NC-SARA and the WICHE Cooperative for Education Technologies (WCET) to discuss federal regulatory landscape, fundamentals of SARA compliance, and how institutions may approach building an overarching compliance strategy. Pictured: WCET State Authorization Network Director **Cheryl Dowd** addresses the participants.

► State Authorization Reciprocity Agreements

SARA provides a voluntary, regional approach to state oversight of postsecondary distance education. When states join SARA, they agree to follow uniform processes for approving participation by their eligible institutions. They also agree to deal with other states' SARA institutions in a common way when those institutions carry out activities in SARA states other than their own. As of April 2020, 49 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of SARA. More than 2,100 colleges and universities participate in SARA.

Regional Steering Committee

NEBHE's SARA Regional Steering Committee serves as an important regional platform for the discussion and consideration of emerging SARA and distance education-related issues. In October 2019, the committee convened the SARA State Portal Entities committee to discuss newly released federal regulations governing the state authorization for distance learning and the evolving accreditation landscape.

Distance learning meetings

Throughout 2019, SARA member states across the country began hosting convenings and webinars for participating SARA and non-SARA institutions located in their state. The states of Connecticut and Rhode Island hosted events with the support of NEBHE and the NC-SARA board and staff. Institutional compliance leaders met to learn how to apply general state and federal compliance strategies and discuss professional licensure approvals and disclosures.

Those interested in convening a SARA state meeting in New England may contact NEBHE to learn more.

COVID-19

In March 2020, postsecondary institutions found themselves rapidly deploying online course delivery at an unprecedented scale to continue student learning despite campus closures. HEIs suddenly operating outside of their state borders found themselves subject to additional out-of-state regulations specific to online and distance learning in spring 2020. Should students be unwilling or unable to return to campus, institutions will face the same regulatory requirements and challenges.

► State Authorization Reciprocity Agreements



"Membership with SARA has greatly enhanced our ability to reach students outside of Massachusetts who may be interested in our online graduate and undergraduate programs. Equally as important as reaching them, the technology allows us to maintain our high standards for providing innovative and valuable distance education opportunities in professional fields including biotechnology, criminology, educational technology, management, nutrition and sociology."

F. Javier Cevallos

President

Framingham State University



Nearly 300 SARA institutions participate in SARA in New England, New York and New Jersey.



"NC-SARA was established to make it easier for students to access quality distance education opportunities across state lines and to help enhance the value of higher education credentials earned through distance learning programs. We are dedicated to putting students' needs first by advancing critical consumer protections and supporting accountability in distance education, while also reducing bureaucracy and costs for states and institutions. We're pleased to serve as a collaborative partner to a variety of higher education stakeholders, including NEBHE, that share our goal of strengthening distance learning opportunities for all students."

Lori Williams

President & CEO

National Council for State Authorization Reciprocity Agreements (NC-SARA)

▶ State Authorization Reciprocity Agreements

Hybrid and online programming is paramount to lessen disruption to the personal, academic and career goals of students across the country as the pandemic continues.

Participation in SARA will lessen the burden of seeking individual state approvals, allowing institutions to confidently operate in 49 participating U.S. member states, Puerto Rico, the U.S. Virgin Islands and the District of Columbia.

Policy & Research

NEBHE's Policy & Research team serves as a critical resource to higher education decision-makers, policy leaders, legislators and heads of enterprises across New England, informing action through research, analysis and best practices shaped by strong collaboration and shared expertise.

The Policy & Research team's agenda continues to be guided by the NEBHE Board of Delegates' endorsement of four strategic priorities for the region:

- Enhance and expand postsecondary opportunities for adult learners through increased access, affordability and targeted programs to promote successful completion
- Advance PreK-16+ alignment to promote college- and career-readiness and the successful transition from PreK-12 to postsecondary opportunities and success
- Develop new models for cost-saving collaboration to help institutions change business practices, lower operating costs and contain student tuition and fees
- Demonstrate the value of postsecondary education to New England and its residents through expanded advocacy and outreach to key stakeholders.

The Policy & Research team provides **timely, original research** and analysis on higher education issues that are relevant to decision-makers and the public in New England. It is committed to **developing and sharing data and insights** that advance the region's understanding of critical topics such as **timely completion of in-demand credentials**, the **barriers to postsecondary education** experienced by adult learners, and **institutional sustainability and success**.

Research and analysis is conducted in direct response to issues of the day in statehouses, on college campuses and in public discourse. Read our work at nebhe.org/policy/reports.

Original Research & Reports



Upskilling New England: Bridging the Gaps between Educators and Employers

New England is home to a large number of fast-growing, high-skill industries with jobs that require a postsecondary credential. Effective models of education and training need to be created to meet labor market demands, overcome employer-reported skills shortages, and satisfy workers' desire for additional training. Consequently, the region's businesses need to make upskilling programs available to employees to improve skills matching, retention and work productivity. The successful implementation of upskilling programs will require greater collaboration and alignment between New England's educators and employers. This white paper advances a series of recommendations related to developing and implementing high-quality upskilling programs, founded in state-level consumer insights data on the perceived need for career-advancing education and training.

Read the report at nebhe.org/ar/upskilling

New England Guide to Adult Serving Colleges and Universities: Results from Fall 2019 Survey

This brief details the results from the inaugural edition of the biennial *New England Guide to Adult Serving Colleges and Universities Survey*, issued to all colleges and universities in New England in summer 2019. Ninety-four of 250 institutions responded to the survey and its findings include:

- 46% offer hybrid program options (partially online, partially in-person)
- 42% have an on-campus food pantry
- 48% have an emergency fund available to students in need
- 56% do not have time limits on credits eligible for transfer
- 42% offer adult degree-completion programs.



Read the report at nebhe.org/ar/adult-serving



Giving Due Credit: A Guide to Military Credit for Prior Learning in New England

Five New England states—Connecticut, Maine, Massachusetts, New Hampshire and Rhode Island—have legislation requiring a state agency, college system or individual institutions to develop and adopt a policy on academic credit for a student’s military occupation, military training, coursework and experience. Even so, there is room for improvement in the region’s existing policies:

- Half of New England states lack uniform statewide policies on credit for prior learning in the military
- The region lacks clear communication about its policies and their impact
- Affordability remains a problem

Read the report at nebhe.org/ar/adult-serving

This report provides an overview of existing opportunities and challenges for the region’s military and veteran students in terms of credit for their prior learning in the military.

Defining, Identifying and Supporting High Value Credentials

The growth in the number of types and providers of credentials has much to do with new conceptions of the “currency” of higher education. Students and employers are placing more value on the skills, competencies and knowledge a learner obtains, rather than on credit hours, seat-time or degrees. Alternative credentials and credential providers are adapting to this trend in order to capture new students, be the provider-of-choice to employers, advance lifelong learning and keep pace with quickly changing industries and skill requirements. This brief shares insights gleaned through the implementation of High Value Credentials for New England (HVCNE) and its advisory committee, on defining, identifying and supporting high value credentials.



Read the report at nebhe.org/ar/credentials

High-Impact Presentations and Convenings

Here's a look at the influential meetings and webinars supported by NEBHE in the last year. Especially since the onset of COVID-19, the policy team has been using platforms like Zoom to disseminate important information to stakeholders.



CloseIT Conference, Santa Fe, NM

Using Technology to Improve Credential Transparency: A Regional Case Study
Visit nebhe.org/ar/credential-transparency to learn more about our presentation regarding how to use technology like Credential Engine to help close attainment gaps and increase student preparedness for the workforce.

Capital Region Council of Governments Forum, Hartford, CT

Student Migration & Graduate Retention in Connecticut: Trends & Policy Levers
Visit nebhe.org/ar/student-migration to read about our presentation on the phenomenon of student migration out of and into New England, and how we might raise retention rates to further stimulate state economies in our region.



Maine Legislative Briefing, Augusta, ME

Upskilling New England: Bridging the Gap Between Educators & Employers
Visit nebhe.org/ar/upskilling-maine to see our presentation about upskilling in the region and specifically in Maine. We discuss the impact of COVID-19 and how upskilling will be imperative to reinvigorating the economy in Maine and beyond.

Vermont House Committee Meeting: Trends in Higher Education Sustainability

Visit nebhe.org/ar/vermont-trends to read our presentation about how NEBHE supports Vermont higher education. We share various facts and figures on enrollment, attainment and completion of higher education in Vermont, along with how well-prepared Vermont's workforce is currently and how postsecondary credentials could help fill any gaps.



Career Connections in the Age of Coronavirus

Visit nebhe.org/ar/career-connections to listen to our timely webinar and hear from various members of New England HEIs as they discuss their plans to help students network in a virtual world. Expert speakers spotlight innovative technologies and programs used by colleges and universities.



New England Fast Facts: The Price of Public Colleges in New England, 2018-19

Since the 2013-14 academic year, tuition and required fees in New England have risen 21% (\$959) at public community colleges and 18% (\$1,811) at public four-year colleges, according to NEBHE's *2018-19 Tuition and Fees Report*. This annual report takes an in-depth look at the tuition and required fees published by public two- and four-year postsecondary institutions across New England. It provides an historical analysis of tuition and fees in the region to shed light on college prices, as well as legislative and institutional initiatives that seek to address affordability challenges.

Read the report at nebhe.org/ar/fast-facts

Innovative Programs & Initiatives

Serving New England's Adult Learners: Engaging adults and giving them the credit they deserve to further their education and advance in the workforce

Our initiatives (**Upskilling New England**, **All Learning Counts** and the **Guide to Adult Serving Institutions**) support our strategic priority to enhance and expand postsecondary opportunities for adult learners through increased access, affordability, and targeted programs and policies to promote successful completion. All three projects are founded in data and support innovative programming to engage or reengage adult learners in postsecondary education and awarding credit for validated learning, wherever it occurs. NEBHE also aims to assist adult learners in navigating the postsecondary space and locating a program—long- or short-term—that fits their needs. NEBHE will continue to build upon these projects and initiate new ones to better serve adults in New England.

Upskilling New England

NEBHE's Upskilling New England initiative, sponsored by the Strada Education Network, initially responded to challenges related to the region's need for high-skilled workers to fill gaps in fast-growing industries like manufacturing, healthcare and information technology. To begin addressing these issues, NEBHE convened a September 2019 meeting of the region's industry, education and policy leaders to identify challenges opportunities and best practices in forming and sustaining effective partnerships between educators and employers that yield successful upskilling programs for incumbent

► Policy & Research

workers. This convening served as the foundation for NEBHE's white paper, *Upskilling New England: Bridging the Gaps between Educators and Employers*, published in May 2020 (see page 18). The white paper builds on these insights with policy recommendations and proposed upskilling models that have proven successful in the region.

With the onset of COVID-19, Strada's COVID-19 Work and Education Survey showed that 44% of Americans had lost their jobs, income or hours as of July 2020, and NEBHE shifted the focus of its upskilling work in response. We believe upskilling is more important than ever as we rebuild the economy and get New Englanders back on a prosperous employment trajectory. Throughout spring and summer 2020, NEBHE has partnered with thought leaders from HEIs, nonprofit organizations, policymakers and employers to deliver a series of state-specific webinars focused on upskilling programs that have continued to operate and yield positive employment outcomes amid COVID-19. So far, NEBHE has hosted webinars for Maine, Rhode Island and Vermont and will continue with this series in fall 2020.

All Learning Counts

All Learning Counts-New England (ALC-NE), an initiative supported by Lumina Foundation, seeks to increase and accelerate adult attainment of quality credentials in New England through new policies and programs related to recognition of learning (ROL), stackable credential pathways, new tools and resources, and convenings of state policymakers, postsecondary education leaders and adult learners.

Adults face significant barriers to postsecondary enrollment and completion including limited time and resources, burdensome postsecondary administrative structures and institutions' failure to recognize challenges in adults' life, work and education experiences. Many adults already hold skills that are of value to employers, but do not hold a postsecondary credential, a necessity for many careers that offer family-sustaining wages. Validating work experience should be an entry point to a first credential for adults.

To begin to address this issue, NEBHE surveyed adult learners across the region about their experience with recognition of learning (including prior learning assessment and credit for prior learning), familiarity and experience with competency-based education, enrollment, completion of postsecondary credentials and, in light of current circumstances, COVID-19's effects on current and future education plans.

► Policy & Research



“Now more than ever, upskilling is a crucial tool for New England’s employers, education providers and state policymakers. NEBHE’s work in uniting these parties through the Upskilling New England initiative will help build a foundation for more effective and sustainable upskilling partnerships and programs throughout the region. The Westerly Education Center was proud to serve as an exemplar in NEBHE’s recent Upskilling Rhode Island webinar and we look forward to continued engagement as the project evolves and gains momentum.”

Amy Grzybowski
Executive Director
Westerly Education Center

NEBHE President Michael K. Thomas presenting at the Upskilling New England Thinkers’ Meeting in September 2019.



Directions:

1. Select state
2. Select “Yes” to see schools that offer a given service/program, select “No” for schools that do not. (Selecting “All” in each box will provide a full list of institutions in New England. Also select all if you have no preference on a given topic)
3. Explore the colleges, generated in the list to the right of the map, that fit your criteria

Program Types Available

Please note that if no colleges appear with your selections, you may need to adjust your criteria or explore other states to find schools that match your needs.

Listed schools include in-state cost of attendance from fall 2018

Institution Name	State	Cost
Albertus Magnus College	CT	32,060
Amherst College	MA	56,426
Ansonia Community Coll.	CT	4,384
Assumption College	MA	81,926
Bates College	ME	53,794
Baylor College	MA	39,200
Bennington College	VT	53,860
Bentley University	MA	49,880
Berklee College of Music	MA	44,140
Berkshire Community Coll.	MA	6,450
Boston Architectural Coll.	MA	23,924
Boston College	MA	55,464
Boston University	MA	53,948
Bowdoin College	ME	53,922
Bryant University	MA	43,973
Bunker Hill Community Coll.	MA	5,280
Cambridge College	MA	15,488
Castleton University	VT	12,314
Central Connecticut State	CT	10,626
Champlain College	VT	41,010
Chapman College	CT	8,231
Clark University	MA	45,730
College of Our Lady of the Holy Cross	MA	35,788
College of the Holy Cross	MA	52,770

State

All
 CT
 MA
 ME
 NH
 RI
 VT

Degree completion programs

All
 No
 Yes

Distance learning options (online, hybrid)

All
 No
 Yes

Accelerated Program Offered

All
 No
 Yes

Visit the *Guide to New England’s Adult Serving Institutions* portal at nebhe.org/serving-new-englands-adult-learners

► Policy & Research

Notable findings from the survey include:

- Approximately 3 in 5 respondents have some experience with taking a course for credit, and nearly 1 in 4 have attained 30 credits or more
- Over half of respondents have taken courses for credit at community colleges
- Of those respondents who were interested in additional education, half indicated their preference for pursuing a bachelor's degree.

NEBHE will produce data briefs from these findings in fall 2020. We will also hold an “Implementers” webinar with institutional data experts, academic affairs officers, registrars, adult learner staff and similarly positioned leaders to discuss the development and implementation of recognition of learning policies.

Expected outcomes of this project include:

- Level-setting education and workshops that accelerate systematic, multistate implementation of new ROL and stackable credential policies and programs to ensure adults' learning counts toward timely completion of postsecondary credentials
- New policy research and tools to align state policies and regulations, expand institutional changes, and support adequate funding

Interactive Adult Serving Institutions dashboard

In fall 2019, NEBHE released its **Guide to New England's Adult Serving Institutions** portal. To obtain the information detailed in the tool, NEBHE conducted a survey of all colleges and universities in the region. Approximately 95 institutions responded to the survey and NEBHE collected additional information from the others. From this data, NEBHE has identified the barriers that exist for adults in the region in terms of programmatic offerings or availability of services, helped policymakers to understand where critical investments should be made to support adult learners to and through postsecondary education and built a robust interactive dashboard to inform subsequent policy briefs.

This platform allows a user to select criteria related to programming, academic support and non-academic support. The tool then generates a list of institutions that fit the user's needs. From there, the user may click through to individual institutional profiles to further explore offerings available to them.

► Policy & Research



"As a long-standing legislator and former teacher, I greatly value being part of NEBHE's LAC, whose mission is to facilitate regional partnerships and to support effective higher education strategies. I look forward to continuing to work with lawmakers from across New England toward solutions to our region's educational and workforce development needs."

Rep. Patricia Haddad

Speaker Pro Tempore of the House
Massachusetts General Court

A slide titled "AGENDA" with a vertical list of items. Each item is preceded by a circular icon: a lowercase 'i' for introduction, a shield for liability protection, a heart for counterargument, a clock for one-minute response, a house for federal-level legislation, a state capitol for state-level legislation, a map of Massachusetts for state perspective, and a question mark for open discussion/Q&A. A small video inset in the bottom right shows Rebecca Millett speaking. The name "Rebecca Millett" is written below the video inset.

AGENDA

- INTRODUCTION
- WHY IS LIABILITY PROTECTION FOR HIGHER ED IMPORTANT?
- COUNTERARGUMENT ON BEHALF OF WORKER AND CONSUMER PROTECTIONS
- ONE-MINUTE REPOSE
- FEDERAL-LEVEL LEGISLATION
- STATE-LEVEL LEGISLATION
- STATE PERSPECTIVE: MASSACHUSETTS
- OPEN DISCUSSION/Q&A

Rebecca Millett

As LAC Co-Chair, Maine Sen. **Rebecca Millett** leads an ad hoc committee meeting, held via videoconference, to discuss state- and federal-level COVID-19-related limited liability protection for higher education. During the meeting, members heard from a number of legal experts on the federal landscape, institutional concerns, consumer and worker rights advocacy, and pending state legislation.



"NEBHE's LAC has provided a valuable forum to discuss shared challenges and innovative solutions with legislative colleagues from across the region. The LAC brings our communities together in so many ways—each of which helps us enhance opportunities for the educational and economic stability of our constituents."

Sen. David Watters

New Hampshire General Court

NEBHE will conduct the Guide survey on a biennial basis and update institutional information accordingly.

Legislative Advisory Committee

Since 2013, NEBHE's Legislative Advisory Committee (LAC) has served as a liaison to strengthen state higher education policymaking in New England, promote regional dialogue and interstate collaboration, and inform NEBHE's policy analysis, research and program activities.

Committee members include legislative delegates to the NEBHE board as well as other sitting legislators from each state, including members serving on higher education committees, education committees and appropriations committees. Meeting twice a year, LAC members have opportunities to share current legislation and ideas across state lines and participate in shaping NEBHE's vision for higher education's role in New England's economic and social wellbeing.

Recent LAC meetings have included discussions on expanding work-based learning opportunities in New England and COVID-19-related limited liability protection for higher education. Additionally, legislators benefit from sharing key issues raised each legislative session, as well as the opportunity to troubleshoot common challenges as a result of the disruptions caused by the current global health crisis.

Members of the Legislative Advisory Committee have the opportunity to:

- Engage with other New England legislators in regular conversations regarding key legislative activities and agendas
- Exchange higher education policymaking perspectives in New England and support increased interstate collaboration among legislators
- Access timely research and information through presentations by state, regional and national policy experts.
- Inform and advise NEBHE's policy research activities.

The list of LAC members can be found on the inside back cover.

Federal Legislative Outreach

NEBHE is so strongly associated with state-level policy, one might forget that our interstate compact is authorized by an act of the U.S. Congress. And NEBHE has played a key role in federal matters, especially in tracking and advocating for federal research and development support and federal student aid, informing equity matters as weighed by federal agencies and the U.S. Supreme Court, and bolstering America's obligation to foreign affairs and immigration.

In February 2020, NEBHE wrote Congress to share its concerns that increasingly restrictive federal immigration policy and an isolationist climate threaten New England's capacity to attract and retain international students, faculty and researchers at the region's degree-granting colleges and universities.

In March and April, NEBHE joined 16 other higher education leaders from across the six-state region to call on New England's congressional delegation for urgent action on additional COVID-19-related relief for higher education students and institutions. NEBHE and partners call on Congress to enact new stimulus legislation and appropriations to take steps such as expanding need-based aid funds for students in light of job losses, illness and deep economic

"[New England postsecondary] institutions are critical engines of our educated workforce and talent pipelines, provide significant public service and generate world-leading research and innovation. They are home to over 1 million students—including nearly 100,000 international students from across the world. The impact of COVID-19 is significant. Our institutions have mobilized with great speed to assist students, safeguard their health, ensure their continuity of learning and support public health measures. But additional resources and regulatory relief are urgently needed to address critical needs...It is critical to New England that legislation include appropriations to provide emergency support to both postsecondary students and institutions."

— From the March 20, 2020 letter to federal New England Congressional delegates

▶ Federal Legislative Outreach

hardships that reduced many families' ability to pay for their students' postsecondary education.

In May, NEBHE joined dozens of higher education organizations nationwide in asking Congress to provide temporary and targeted liability limits in light of the COVID-19 pandemic. NEBHE suggested that as New England postsecondary institutions prepared to reopen in a safe and sensible manner, they needed safeguards from excessive and speculative lawsuits arising out of the pandemic.

Most recently, in July 2020, NEBHE sent a letter to New England's congressional delegation and other federal officials calling on them to urge the Trump administration to reverse U.S. Immigration and Customs Enforcement (ICE) guidance and allow international students with valid visas to remain in the United States. NEBHE's letter notes that the 250 public and independent HEIs in the six New England states are critical engines of our educated workforce and talent pipelines, provide significant public service and generate world-leading research and innovation. In 2018, they enrolled more than 96,000 international students, who contributed over \$4.2 billion to the regional economy. NEBHE added that the ICE guidance would have struck a blow against virtual learning just when students and faculty are beginning to explore cost-effective remote learning innovations.

Cost Savings

Our cost-savings programs leverage group purchasing power to reduce the burden of sourcing solutions so HEIs can do what they do best: serve their students. NEBHE offers a range of tools for institutions to operate more efficiently and sustainably.

In addition to our established cost-savings programs with the **Midwestern Higher Education Compact (MHEC)**, we have **added two additional partners** to offer **even more innovative services** to help HEIs increase both **student access** and **financial flexibility**.

Working with our partners Packback, CollegeSource and MHEC, our cost-saving programs offer cost-containment strategies, in addition to efficiencies and market influence. This initiative also offers solution accessibility in technology goods and services as well as insurance coverage. All contracts can be used by HEIs and many can also be leveraged by K-12, states and local governments in the six New England states.

NEBHE continues to work with partners to identify additional opportunities to help institutions lower operating costs.

Packback

NEBHE is helping to make online learning more accessible especially during the pandemic by establishing **a new partnership with Packback**. This partnership has been created as part of NEBHE's cost-savings mission to bring quality innovative higher education products and services to HEIs at discounted prices for the benefit of faculty instruction and student learning.

Packback is an online discussion platform equipped with artificial intelligence (AI) instructional support technology that acts as a "Digital TA," allowing faculty to deliver engaging online courses. Packback enables faculty to improve student curiosity, engagement and critical thinking through highly

► Cost Savings

structured, rigorous discussion. In using Packback, students are taught the life skill of how to ask great questions and are coached on their critical thinking skills as they formulate responses to questions each week.

The platform's features include gamification to promote student engagement and serve as the Digital TA to automate administrative tasks such as grading and class participation while enabling instructors to scale high-quality student feedback in short amounts of time.

Packback has been used by more than 500,000 students in courses from over 2,000 faculty at 200-plus HEIs across the country in face-to-face, hybrid and online environments.

CollegeSource

NEBHE entered into a **cost-savings agreement with CollegeSource** for two products to advance efficient student transfer and mitigate credit loss.

Transfer Evaluation System (TES) can be used by registrars, enrollment managers and transfer coordinators to compare the content and course outcomes from one institution to another. TES can be used by college staff



NEBHE's partners help us supply a wide range of cost-containment strategies.



**MIDWESTERN
HIGHER EDUCATION
COMPACT**

► Cost Savings

to quickly locate course descriptions; route and track the evaluation process; store, manage, group and publicize the resulting equivalencies; and employ powerful algorithms to generate lists of equivalencies between institutions.

Transferology assists transfer advisors, students and parents in making educated decisions when transferring credit. Students can enter coursework and instantly see how credits transfer to member institutions.

TES and Transferology can be fully integrated to allow credit evaluators to make decisions based on real student usage data, thus creating a seamless and holistic transfer solution.

Technology Solutions

Technology agreements offered through MHEC aggregate volume purchases to lower product and services costs and reduce the time institutions must spend developing and conducting an RFP process and reviewing bids. Public and independent HEIs and organizations can purchase the goods or services knowing that the due diligence in selecting the vendor has been accomplished.

Collaboration between recognized education leaders ensures that vendor offerings are kept current and new features are added as the market demands. Contracts include:

- Computers, hardware and software: desktop and laptop computers, printers, software licensing
- Security and support: security information and event management solutions, mobile device management, technology support services
- Network and cloud: data and voice networking, e-transcripts, cloud services.

New contracts are continually constantly in development, so institutions can look forward to future a steady stream of added market technology solutions.

Cyber Insurance

NEBHE's Cyber Insurance program, offered through MHEC and Marsh Insurance, is tailored to deliver the right mix of risk transfer and advisory solutions for institutions to assess, manage and respond to their risk.

► Cost Savings

As a market leader higher education marketplace, Marsh's cyber insurance specialists understand the unique risk factors of higher education and are well positioned to:

- **Assess and analyze:** understand attack scenarios and risk profile when addressing cyber risks
- **Secure and insure:** managing cyber risks means preparing institutions for the inevitable event. Marsh's cyber team will work with institutions to optimize the security controls that protect and detect threats, and transfer exposures off the institution's balance sheet
- **Respond and recover:** quick, effective response to a cyber event is crucial for business. Marsh's cyber team will guide and support institutions through the event and enhance protection moving forward.

MHECare Student Insurance Solutions

NEBHE's comprehensive **insurance solutions through MHECare** respond to increasing costs and concern for student health. Benefits and services include coverage for a wide array of student groups, as well as a commitment to promote the value of student health and student insurance to HEIs. The program offers a contract with a national underwriter, UnitedHealthcare StudentResources.

Master Property Program (MPP)

The **Master Property Program** offered through MHEC is a regional collaborative venture that provides comprehensive property coverage, specifically tailored to the needs of today's college campuses, while reducing insurance costs and improving asset protection. More than \$142 million in savings has been realized for its participating institutions since its inception. In academic year 2019-20, more than 160 campuses across the country participate with total insured values of over \$81 billion. Lexington (AIG) and Zurich Insurance currently serves as the programs' lead insurer, supported by a panel of global underwriters, administered by Marsh USA Inc. and supported by Captive Resources, LLC Inc. under the direction of a leadership committee representative of the insured institutions.

Open Education

NEBHE launched its Open Education initiative in 2019 to help build coordinated state strategies, enhance and promote effective policy frameworks and share best practices to accelerate the integration of Open Education and Open Educational Resources (OER) in the Northeast. OER improve student outcomes by removing learning barriers such as the high cost of textbooks and access codes and providing more equitable access to required course materials.

Research demonstrates that students who used OER were more likely to experience positive outcomes such as **better course grades, higher examination scores and lower withdrawal rates***.

Regional benefits, challenges and priorities

NEBHE launched its initial Open Education conversations during its September 2019 board meeting. At that meeting, WICHE Cooperative for Educational Technologies (WCET) Open Policy Director **Tanya Spilovoy** and Scholarly Publishing and Academic Resources Coalition (SPARC) Director of Open Education **Nicole Allen** highlighted barriers that students face in equitably accessing expensive course learning materials and the opportunities that OER present to alleviate this widespread problem in higher education. A panel discussion featuring regional practitioners contextualized barriers and opportunities they observed at their own institutions. Shortly after, NEBHE formed a regional advisory committee to help identify priorities specific to New England and advance OER adoption.

*Sources: [Colvard, Watson, & Park \(2018\)](#); [Hilton III & Laman \(2012\)](#).

► Open Education Resources



"Among the benefits of serving as a member of the NEBHE Open Education Resources Advisory Committee is to learn about regional OER efforts, learn from and share with regional colleagues, and influence regional open education policy through NEBHE."

Robert J. Awkward

*Assistant Commissioner for Academic Effectiveness
Massachusetts Department of Higher Education*

NEBHE's Open Education Priorities

Under the direction of its Open Education Fellow and Advisory Committee, comprised of higher education leaders representing the six New England states, New Jersey and New York, NEBHE has begun its initial work to address the following identified priorities:

POLICY DEVELOPMENT

Exploration and development of resources and research to inform sound policy making practices for OER state legislation as well as system and institutional policies, bridging the gap between practitioners and key decision-makers.

RESOURCE: *Open Education policies in the Northeast: Suggested practices and models*

LEADERSHIP AWARENESS & ENGAGEMENT

Communication strategies and tools to assist constituents in understanding and articulating the full value and commitment that Open Education entails in terms of advancing affordability, equity, and pedagogy in the Northeast.

RESOURCE: *Getting Started with OER: Tips for Senior Leaders*

PRACTITIONER SUPPORT

Resources to support practitioners in the Northeast when considering the practical realities of OER adoption, revision and creation and Open Pedagogy.

RESOURCE: *Webinar recording and toolkit to leverage OER during COVID-19*

VISIT [NEBHE.ORG/OPENEDUCATION](https://www.nebhe.org/openeducation) TO VIEW OUR RESOURCES



"Open Educational resources give students the opportunity to make informed decisions about which courses and programs fit not only their career making goals but also their budgets—and that includes the price of course materials."

Kevin Corcoran

*Executive Director, Digital Learning
Connecticut State Colleges and Universities*

► Open Education Resources

Open Education Advisory Committee

NEBHE Open Education Fellow **Lindsey Gumb** convened our Open Education Advisory Committee in 2019, with the goal of providing students with equitable access to high-quality, low-cost postsecondary education instructional materials options.

Raising awareness: Practitioner perspectives

The New England Journal of Higher Education published a series of “Practitioner Perspectives” which elevated the voices of regional faculty, senior leadership, librarians and staff who consistently move the work of open education forward in the Northeast. The pieces highlight integral components of Open Education such as cost savings, sustainability, student engagement and OER as a means to promote social justice and equity. For more, visit nebhe.org/tag/open-educational-resources.

Assisting and promoting responsible adoption and scaling of OER

In March 2020, NEBHE and its national sister compacts MHEC, SREB and WICHE convened two national focus groups of key stakeholders, including representation from organizations working in the OER community, accreditors and state policymakers. The group gathered insights for the development of an environmental scan and gap analysis to explore key issues of equity, sustainability and capacity building, which support the development and enhancement of OER adoption at a national scale.

OER and COVID-19

In the early months of the COVID-19 pandemic, the way education has traditionally been structured and delivered was dramatically altered, perhaps for years to come. As faculty, students, parents, and governments try to understand what is needed and how best to provide high-quality teaching and learning resources and innovative pedagogies, Open Education has the potential to play an important role. The challenge of textbook affordability is now exacerbated as students and their families waded through the recession, and traditional workarounds that students employ to gain access to their required course learning materials (like university libraries and sharing copies from classmates) are no longer reliable or safe options. Students who do not have the financial means to purchase their course materials will face serious health and academic risks. Students at both public and independent

► Open Education Resources

institutions in all six New England states will encounter these challenges, which is why practitioners are encouraging the adoption of OER more than ever.

In June 2020, NEBHE hosted a webinar discussing how institutional leaders can leverage OER to support students and faculty in navigating the potential challenges and burdens imposed by traditional learning resources in a global pandemic. Plymouth State University Director of Open Learning & Teaching Collaborative **Robin DeRosa** and Massachusetts Institute of Technology (MIT) Director of OpenCourseWare **Curt Newton** joined as panelists, discussing their views on how Open Education and OER can play a significant role during times of disruption such as a global pandemic. DeRosa also touched on her experience and success in getting several pilots and initiatives off the ground in New Hampshire with minimal financial investments, which have currently saved students over \$1 million in textbook costs.

► Open Education Resources



Colleagues from MHEC, NEBHE, SREB and WICHE convened in March 2020 to advance national development and enhancement of OER adoption. From left: William and Flora Hewlett Foundation Program Officer in Education **Angela DeBarger** (onscreen), NEBHE Open Education Fellow **Lindsey Gumb** (standing), WICHE Policy Analyst **Liliana Diaz**, WICHE Vice President for Technology/Enhanced Education and WCET Executive Director **Russ Poulin**, WICHE Vice President for Policy Analysis and Research **Patrick Lane**, MHEC Vice President of Policy & Research **Jenny Parks** and WCET Open Policy Director **Tanya Spilovoy**.

The OER presentation at NEBHE's 2019 Fall Board Meeting featured perspectives offered by (from left) **Spilovoy**, University of Massachusetts Amherst Scholarly Communication and Special Initiatives Librarian **Marilyn Billings**, Plymouth State University Director of Open Learning & Teaching Collaborative **Robin DeRosa** and Community College of Vermont Assistant Library Director **Eileen Gatti**.



Transfer Initiatives

NEBHE supports New England public and independent HEIs by developing and reporting on effective transfer policies and practices.

NEBHE's Transfer Initiatives promote seamless transfer and collaboration among states and institutions in New England, with the goal of reducing credit loss and increasing degree completion in the region. The support includes the grant-funded New England Independent College Transfer Guarantee, Tuition Break Transfer program, briefs, convenings, workshops and project development. The Transfer Initiative's team is committed to increasing higher education access and opportunity irrespective of a student's race, socioeconomic status or zip code.

New England Independent College Transfer Guarantee

NEBHE began developing systematic transfer pathways between community colleges and four-year independent institutions in Connecticut, Massachusetts and Rhode Island, supported by a three-year implementation grant awarded in November 2019 from the Teagle Foundation and the Davis Educational Foundation. To establish the Guarantee, NEBHE is partnering with the Connecticut Conference of Independent Colleges (CCIC), the Association of Independent Colleges and Universities in Massachusetts (AICUM), the Association of Independent Colleges and Universities of Rhode Island (AICURI) and community colleges in all three states.

Building upon the existing state-specific transfer policy for public institutions, the Guarantee ensures acceptance at a participating independent institution for associate degree-holding students who have met a minimum GPA requirement. At the core of the Guarantee is a commitment to equity, opportunity and access for all students in higher education.

The Guarantee has garnered overwhelming support in all three states, with 75 institutions in the three states pledging their commitment to participate in the development of the initiative—including 100% of community colleges and the majority of independent HEIs.

Progress towards implementation has varied in the three states due to the disruptive nature of the pandemic. Connecticut is leading the pack, moving from the planning and early development phase into the

► Transfer Initiatives

implementation phase, with a finalized Memorandum of Agreement signed by NEBHE, CCIC and the the Connecticut State Colleges and Universities, as well as the creation of pathway maps, fostering faculty buy-in and institutional commitment. Massachusetts and Rhode Island are developing implementation plans that will be finalized by late 2020 or early 2021.

Find out more at nebhe.org/transfer-initiatives.



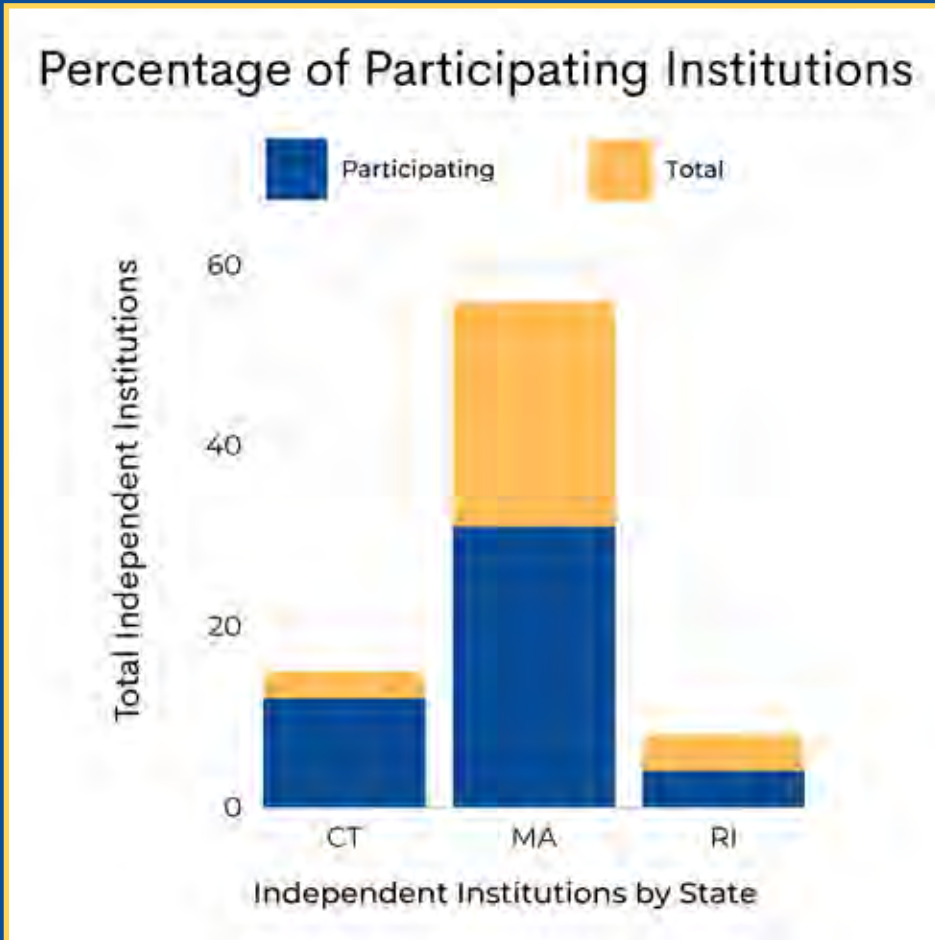
“CCIC is thrilled to be collaborating with NEBHE, our colleagues in Massachusetts and Rhode Island, and CSCU on this important effort to promote transfer pathways for Connecticut community colleges students. Many community college students in Connecticut have found our members to be an accessible and affordable option for transfer to complete their bachelor’s degree in a timely manner. This new effort seeks to expand those opportunities for more seamless transitions and allow even more transfer students to attend an institution in Connecticut that best meets their educational goals and increases their opportunity to succeed.”

Jen Widness

President

Connecticut Conference of Independent Colleges

► Transfer Initiatives



100% of community colleges in the three participating states are enrolled in the Guarantee.



NEBHE's Senior Consultant Stafford Peat and Associate Director of Transfer Initiatives & Regional Student Program Emily Decatur (standing) present to members of the participating institutions in January 2020.

The New England Journal of Higher Education (NEJHE)

NEJHE offers cutting-edge commentary and expert analysis about New England higher education and its connections to the economy and quality of life in the region and beyond.

Our world of higher education and New England life has been rocked by a killer pandemic, wrenching economic dislocation and an overdue reckoning with racial and other inequities. *The New England Journal of Higher Education (NEJHE)* has tried to cast its spotlight on these threats and responses to them.

Late last fall, we convened economists and higher education experts at the Federal Reserve Bank of Boston to explore what at the time seemed like a theoretical question. Sure, times were already tough for higher education in New England, as we noted, as 18 HEIs in Massachusetts had closed or merged in the past five years, and three colleges in Vermont were planning their final graduation ceremonies in the spring. What would happen, we wondered, if on top of all this, a recession struck? Our economists and higher ed guests were happy to offer educated guesses.

Not long after that, a new threat reared its head: the novel coronavirus. Soon the virus shut down all but essential businesses in New England. Experts projected that unemployment could balloon up to 20%, compared with 3.5% in February 2020. A survey conducted in mid-April by Strada Education Network found 62% of Americans worried about losing their jobs and 34% believed they would need more education to find a comparable job if they lost their current one. That theoretical recession was here.

NEJHE invited economists and other experts on “employability” to weigh in on how COVID-19 would affect 2020’s college grads in New England. In the first installment, economists Neeta Fogg and Paul Harrington, formerly

► *The New England Journal of Higher Education*

of Northeastern University, wrote about the role of the “gap year” in the time of coronavirus. With the recession deepening, Georgetown University economist Nicole Smith explained how forces such as the “digital divide” and the impact of economic “scarring” will shape graduates’ approach to a tough job market. Maria K. Flynn, president of JFF (Jobs for the Future), then called for a new sense of urgency around not only helping displaced workers in the short-term, but also reinventing higher education’s outdated approach to career preparation.

At the same time, *NEJHE* launched a series of “Practitioner Perspectives” in support of NEBHE’s work on OER. Among early examples, Robin DeRosa, the director of the Open Learning & Teaching Collaborative at New Hampshire’s Plymouth State University, envisioned how a post-COVID-19 university could incorporate food security and other basic needs as integral to a learner’s academic success. In other installments, NEBHE Fellow for Open Education Lindsey Gumb interviewed Rhode Island adjunct professor Heather Miceli on how OER not only saves students money, but also improves hands-on learning.

Then, of course, there was our coverage of COVID itself. *NEJHE* featured pieces on socially distant campus design, shifting to virtual learning, the disease’s psychological toll and innovative scheduling responses. And in our weekly *NEJHE NewsBlast*, we supported we supported NEBHE’s “Tracking Coronavirus” efforts, encompassing an easy-to-use display showing institutions’ plans for the fall in light of COVID-19, as well as COVID-19 news from campuses and states and a related biweekly publication on the virus and higher education.

Among other commentaries, *NEJHE* has run:

- Powerful pieces on racial equity by **Keisha Sheedy** of Southern New Hampshire University on “What Have You Done For Me Lately?” Looting, Love and Lifelong Learning and NEBHE’s own **Charles Desmond** on United We Stand
- A look at ways to help undocumented students from the Presidents’ Alliance on Higher Education and Immigration
- On the international front, deans of top U.S. graduate schools in international affairs advancing a call to increase the focus on diversity and inclusion issues in global affairs education; Olin College of Engineering anthropology professor **Caitrin Lynch** recalling how an undergrad professor developed her attention to the values and struggles of people near and far from her daily life

► The New England Journal of Higher Education



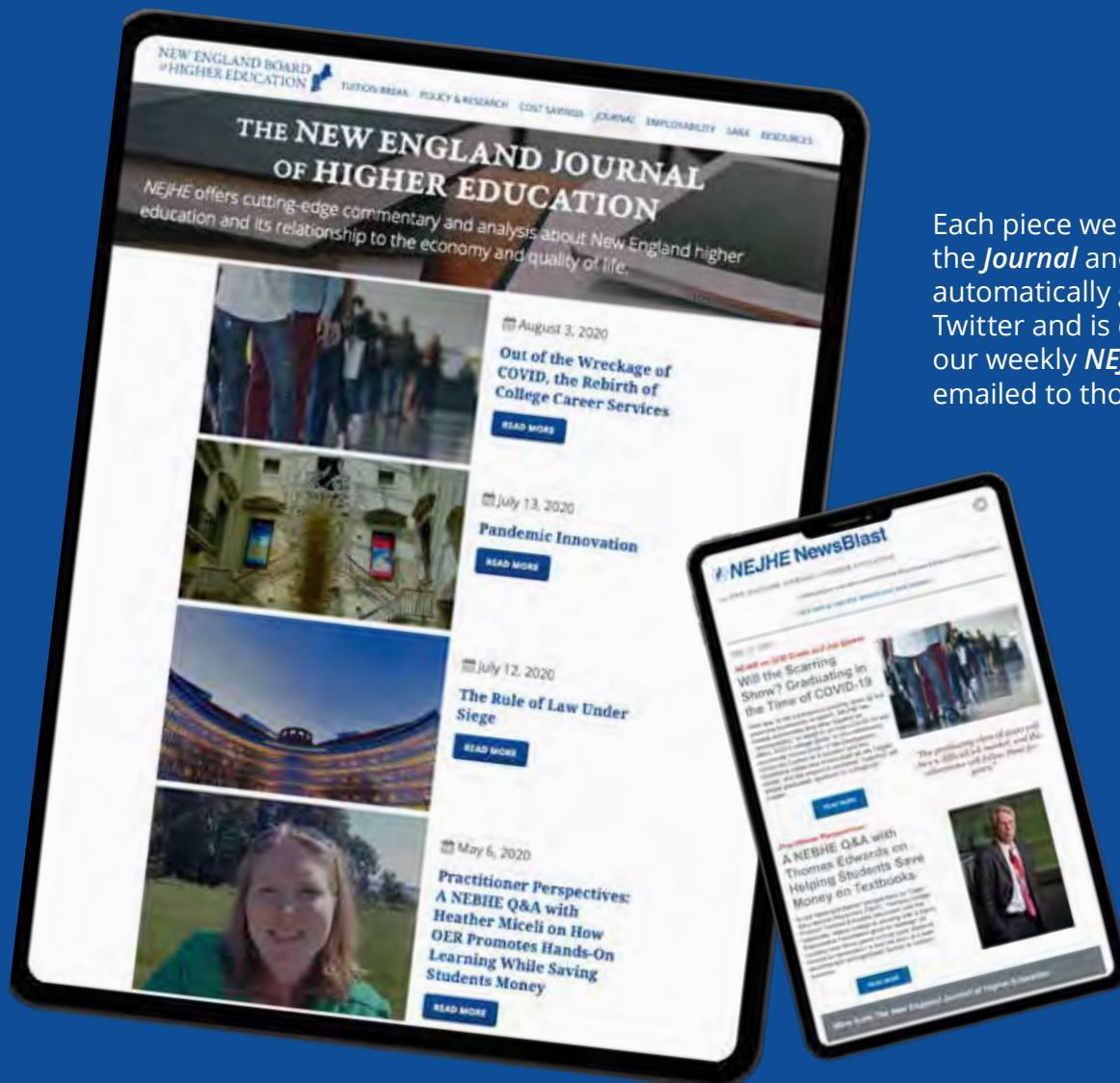
“The New England Journal of Higher Education provides a valuable space for sharing insights and perspectives on a wide range of issues and challenges that impact our institutions, our communities and, most importantly, our students. More than ever, we need to share good ideas, solutions and wise and inclusive approaches to confront and respond successfully to these challenges. NEJHE is a source of ideas and information. It can also be a resource to inspire and plant the seeds of collaboration with colleagues who we meet and learn from through the Journal.”

Mary K. Grant

Senior Administrative Fellow for Civics and Social Justice

Martin Richard Institute for Social Justice, Bridgewater State University

Former President, Massachusetts College of Liberal Arts



Each piece we publish in the *Journal* and *Newslink* automatically goes out via Twitter and is covered in our weekly *NEJHE NewsBlast* emailed to thought leaders.

► *The New England Journal of Higher Education*

- On the priority of affordability, Alford Scholarship Foundation President **Colleen J. Quint** on a Bright Start on a Bright Future: Children’s Savings Accounts in New England and Beyond
- Ain’t No Free? exploring innovations and challenges facing such “free college” programs
- Exclusive Q&As with education innovators such as LearnLaunch President and former Massachusetts Gov. **Jane Swift**, as well as educator and former college president **Karen Gross**, whose current research focuses on the impact of trauma on learning.

NEJHE and related publications are completely online and easily accessible. *NEJHE* content informs and enhances NEBHE’s broader information and communication outreach—in particular, NEBHE’s growing presence on social media.

NEJHE Newslinks feature “Comings and Goings” of key people at New England campuses and in other relevant arenas, our “DC Shuttle” column on higher education news from the U.S. capital through a partnership with the New England Council, updates on state legislative sessions, as well as our “Data Connection” assortment of facts and figures and announcements of the hard-hitting reports of NEBHE’s Policy & Research team.

Convenings & Events

2019 Vermont & Regional Excellence Awards

NEBHE Board Meeting and awards dinner
The Woodstock Inn, Woodstock, VT • September 26-27, 2019



Kate O'Connor, Kerry Amidon and Kevin O'Connor accept the 2019 Vermont Higher Education Excellence Award for their late mother, Martha O'Connor, at the awards dinner. From left: NEBHE President Michael K. Thomas, Vermont Lt. Governor David Zuckerman, O'Connor, Amido, O'Connor, and NEBHE delegate and Community College of Vermont President Joyce M. Judy.



Members of the Governor's Institutes of Vermont (GIV) receive the 2019 New England Excellence Award. From left: Vermont student Dana Castro, GIV Executive Director Karen Taylor Mitchell, Vermont student Trace Barnhart, Northern Vermont University Assistant Professor Isaac Eddy, Norwich University Dean of Students Martha Mathis, and University of Vermont student Alden Ducharme.

► Convenings & Events

The Future of Higher Education and the Economy: Lessons Learned from the Last Recession

The Federal Reserve Bank of Boston, Boston, MA • October 16, 2019



The panelists discussed the key challenges and consequences that HEIs face as a result of the last recession and its lingering effects. From left: University of Saint Joseph President Rhona Free, YUBA Group LLC Partner Roger Goodman, Pew Charitable Trusts Senior Manager Phillip Oliff, and Commonfund Asset Management Company President & CEO Tim Yates.



National Association of Colleges & University Business Officers (NACUBO) President Susan Johnston, Thomas College President Laurie Lachance and EY-Parthenon Chief Economist Nigel Gault offered their viewpoints.

Our People

Board of Delegates

Connecticut Delegates: Senator **Mae Flexer** Connecticut General Assembly • Representative **Gregg Haddad** Connecticut General Assembly • **Mark E. Ojakian** *President* Connecticut Board of Regents for Higher Education • **Mark Scheinberg** *President* Goodwin College • **Jennifer Widness** *President* Connecticut Conference of Independent Colleges

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New Hampshire Delegates: **Stephen Appleby** *Director, Division of Educator Support and Higher Education* New Hampshire Department of Education • **Susan D. Huard** *Interim Chancellor* Community College System of New Hampshire • **Todd J. Leach** *Chancellor* University System of New Hampshire • **Michele D. Perkins** *President* New England College • The Hon. **Andrew R. Peterson** • Senator **David Watters** New Hampshire General Court

Rhode Island Delegates: Representative **Gregg Amore** Rhode Island General Assembly • **Kathy M. Collins** *Vice President for Student Affairs* University of Rhode Island • Senator **Louis P. DiPalma** Rhode Island General Assembly • **Daniel P. Egan** *President* Association of Independent Colleges and Universities of Rhode Island • Senator **Hanna M. Gallo** Rhode Island General Assembly • Representative **Joseph M. McNamara** Rhode Island General Assembly • **Frank D. Sánchez** *President* Rhode Island College

Vermont Delegates: **Suresh Garimella** *President* University of Vermont • Representative **Kathleen James** Vermont General Assembly • **Joyce M. Judy** *President* Community College of Vermont • Senator **Andrew Perchlik** Vermont General Assembly • **Michael Wool** *Partner* Langrock, Sperry & Wool, LLP • **Sophie Zdatny** *Chancellor* Vermont State Colleges

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Connecticut General Assembly • Senator Will Haskell • Senator James Marone •
Representative Gary Turco

Maine Legislature: Representative Mattie Daughtry • Senator Lisa Keim •
Representative Victoria Kornfield • Senator Rebecca Millett • Representative
Matthew Pouliot

Massachusetts General Court: Representative Sean Garballey • Senator Anne Gobi
• Representative Patricia Haddad • The Hon. Joan M. Menard • Senator Michael
Moore • Senator Marc Pacheco • Representative Jeffrey Roy

New Hampshire General Court: Senator Jay Kahn • Senator Melanie Levesque •
Senator David Watters

Rhode Island General Assembly: Representative Gregg Amore • Senator Louis P.
DiPalma • Senator Hanna M. Gallo • Representative Joseph M. McNamara • Senator
Harold Metts • Representative William O'Brien

Vermont General Assembly: Representative Peter Conlon • Representative Kathleen
James • Representative Johannah Leddy Donovan • Senator Andrew Perchlik

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