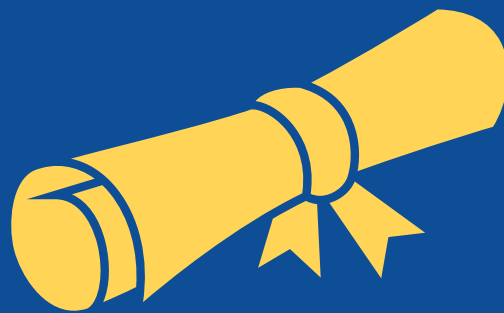


NEW ENGLAND BOARD
OF HIGHER EDUCATION



ANNUAL REPORT

2022

Our Mission

Higher education is New England's most critical sustainable resource. The region's governors knew that 67 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 Friends:

Each year brings new challenge and opportunity.

The culture of New England is one of leadership and innovation. And at the heart of that culture are New England's 250 colleges and universities—cornerstones of the human talent, intellectual capital, cultural vibrancy and technological innovation that set us apart and make our region the envy of many.

Another critical aspect of New England's culture of leadership is collaboration. Nearly 70 years ago, six New England governors envisioned and established the New England Board of Higher Education (NEBHE) as the platform to unite the region's colleges and universities, policymakers and business leaders to collaboratively address shared challenges and opportunities.

NEBHE continues to support such collaboration in a number of high-impact ways, working over the past year with leaders of higher education, government and business in the region to:

- Save more than 9,100 New England residents \$64.8 million on their annual tuition bills, an average of \$8,595 per student, through our Tuition Break program, which now offers more than 2,400 academic programs in specialized fields of study, such as Homeland Security and Cybersecurity, Robotics Engineering, and Agroecology
- Strengthen connections between higher education and business to increase the region's tech talent and digital skills, helping states and postsecondary institutions to develop collaborative tech talent development strategies
- Create the New England Commission on the Future of Postsecondary Education Behind Bars to prepare states and key stakeholders for full restoration of Pell Grant eligibility to incarcerated individuals in the coming year
- Support faculty diversity at postsecondary institutions across the region, including expanding the number of participating institutions in the North Star Collective and the North Star Collective Faculty Fellowship, transforming postsecondary institutions and uplifting BIPOC (Black, Indigenous and people of color) faculty on their campuses

- Present outstanding leadership convenings and professional development opportunities, providing New England leaders with access to expert knowledge on emerging issues
- Sustain a vibrant regional dialogue on critical and timely issues via its online journal, *The New England Journal of Higher Education*
- Provide consulting services, technical assistance, research and analysis to state policymakers and college and university leaders
- Inform New England lawmakers on critical issues impacting higher education, student access and completion.
- Convene leaders of the region’s postsecondary systems and institutions—public and independent—to share information, best practices and pandemic-related strategies
- Convene legislators from all New England states to share policy perspectives on timely topics impacting the region’s institutions and students.



We thank our many partners in this work for their support. We welcome your participation and collaboration in the coming year’s work—and the many opportunities that lie ahead.

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:

As we optimistically approach post-pandemic new normals, we must rededicate ourselves to some NEBHE priorities, including our commitment to racial, gender and broader social equity.

We must ensure access to quality mental health services, including intervention for children with exposure to opioids.

We also need to ensure full opportunities for people with disabilities, including intellectual and developmental disabilities. It's the smart thing to do for a region short on young people, and it's the right thing to do for our fellow citizens and neighbors who deserve a shot at success. For a model, consider the legislation recently passed in Massachusetts that smooths the way for students with intellectual disabilities or autism to attend public colleges and universities.

We need to boost efforts to eliminate deaths of despair, especially child suicide. And we need to make sure our schools are safe, not only from violence but also from neglected facilities and under-appreciated staff.

We need to redouble consumer protection for students and others in a time of too many false promises.

We need to invest in talent to foster innovation in 21st century fields such as clean energy and advanced healthcare, and certainly our promising "blue economy."

We can meet these challenges if we keep our eyes on the prize of accessible, quality education.

Sincerely,

Pat Haddad

Patricia A. Haddad
Representative, Massachusetts General Court
Chair, New England Board of Higher Education

Highlights From Our History

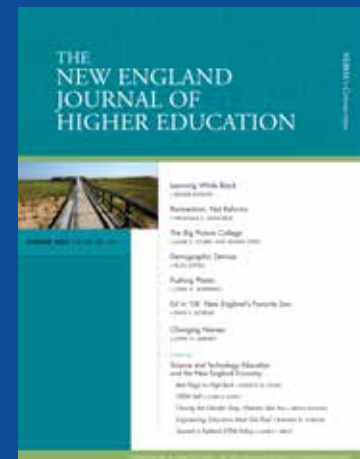
Presenting landmarks in NEBHE's work through the years on behalf of New England's educators, legislators, policymakers, students and parents.



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 (RSP)**, 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/nejhe.



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.

► Highlights From Our History

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 on 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.



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.



2021 NEBHE founds **The North Star Collective**, a group of 13 inaugural regional colleges and universities that are committed to supporting higher education institution (HEI) leaders in their transformative work and creating spaces that nourish and uplift BIPOC faculty.

Tuition Break

NEBHE established **Tuition Break** as the Regional Student Program (RSP) in 1957 to expand access and affordability for New England residents at the region's public colleges and universities.

Tuition Break provides a **dual benefit** to the region. For **resident students**, it incentivizes them to pursue their college education in New England—**providing upfront tuition savings** and access to **thousands of degree programs**, many in **high-demand fields** in the region's economy. For New England's **colleges and universities**, it supports their out-of-state **recruitment and enrollment** efforts.

Changing of the Guard

In April 2022, NEBHE welcomed **Jonathan Gowin** as director of the program, succeeding **Wendy Lindsay**, who retired following more than 20 years of successfully leading Tuition Break. Gowin brings to the role years of experience in college admissions and enrollment management and will expand Tuition Break's visibility to students and families and develop new methods for supporting postsecondary enrollment in New England.

Tuition Break Enrollment Remains Consistent Despite Enrollment Declines Across the Sector

As colleges and universities moved into the second year of the Covid pandemic, questions of higher education's value loomed large in the minds of students and families, reflected in analyses conducted by the National Student Clearinghouse (NSC). National collegiate enrollment declined 2.7% in fall 2021, following a 2.5% drop the previous year, according to the NSC's Winter 2022 report. This was felt most acutely among public institutions. Public four-year enrollment decreased by 3% and public two-year enrollment decreased by 3.4%.

► Tuition Break

Despite these challenges and wide-ranging enrollment uncertainty, Tuition Break enrollment remained steady. In fall 2021, 9,101 New England residents were receiving reduced tuition rates through the program—down only 0.4% from fall 2020. More than half of the 80 regional public institutions reported growth in their Tuition Break enrollments.

Across New England, regional community colleges experienced the largest enrollment decline (1.7%), while four-year undergraduate enrollment was level with the previous year. Graduate numbers continued the upward trend established during the pandemic, rising 9.1% over fall 2020 enrollments.

Program Offerings Expand

The participating colleges and universities allow eligibility for a wide array of degree programs, including specialized programs that are not offered by public higher education institutions in the student's home state. A significant number of Tuition Break programs are in specialized or high-demand career paths, such as bioengineering, agroecology, homeland security, nuclear medical technology and sustainability studies.

Growth in Tuition Break enrollment can be partially attributed to the wider adoption of the Flexible Programs policy, an eligibility option that took effect in 2019. This allows an institution to offer an academic major at the Tuition Break rate to all out-of-state students in New England.

More than 2,400 degree programs—up from 2,200 in 2020-21—are currently offered through Tuition Break in all fields of study and for all degree levels as well as certificate programs. Program offerings are considered and approved on an annual basis through an extensive review conducted by NEBHE.

Promoting Tuition Break

Reflecting broader trends in collegiate recruitment during the Covid pandemic, NEBHE adopted a hybrid approach to promoting Tuition Break across New England in 2021-22. We provided webinars at local, state, regional and national virtual events geared to college-bound students and college advisors, and attended safely executed in-person college fairs. We shared information with high schools, libraries, outreach organizations, colleges and students by email and phone, posted on scholarship websites and directories, and engaged constituents on our Twitter, Facebook and Instagram channels. Our online hub at nebhe.org/tuitionbreak is a key hub of detailed information that gathered more than 170,000 pageviews between July 2021 and June 2022.

► Tuition Break

Tuition Break provides millions of dollars per year in savings for New England students and families. The savings for 2021-22 are below.

Tuition savings to 9,101 participating students	\$64,818,349
Average savings to a full-time student	\$8,595
Tuition revenue to New England public HEIs	\$126,874,346

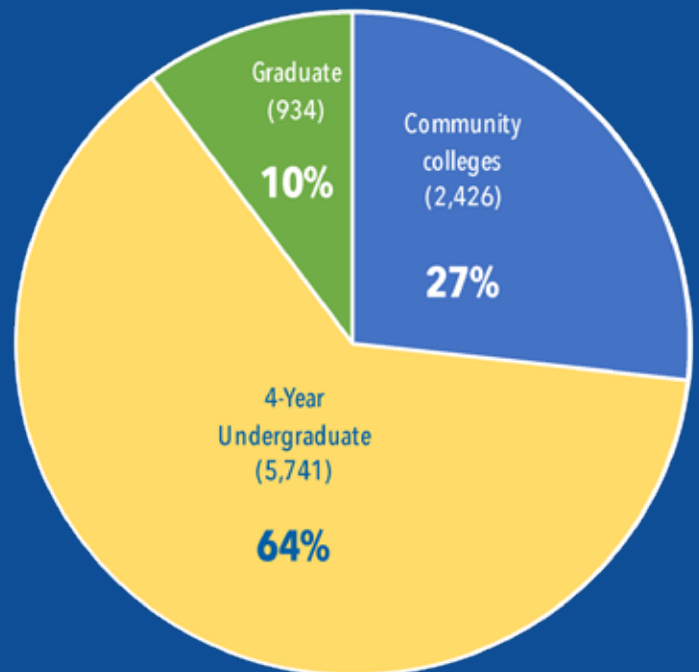


"At FAME, we work with students and families from all over the state of Maine to help them plan for higher education expenses. While we know it is important for students to find a program of study that meets their needs, it is also critical for students to have opportunities that are affordable. The Tuition Break program allows students to explore academic programs that aren't available here in Maine at a cost that is more manageable. We share this information with students and parents regularly as this important program can help students meet both their academic and financial goals."

Mila Tappen
College Access & Outreach Manager
Finance Authority of Maine (FAME)



New England's 80 public colleges and universities offer more than 2,000 undergraduate and graduate degree programs through Tuition Break.



The 2021-22 enrollment percentages by institution type (9,101 students total).

Policy & Research

NEBHE's Policy & Research (P&R) 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.

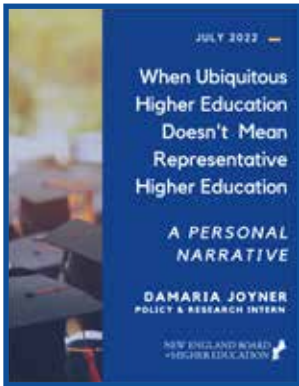
The Policy & Research team provides **timely, original research** and analysis on higher education issues that are relevant to decision-makers and the public in New England. It is committed to **developing and sharing data and insights** that advance the region's understanding of critical topics such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

The P&R team's agenda continues to be guided by the 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.

Original Research & Reports

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



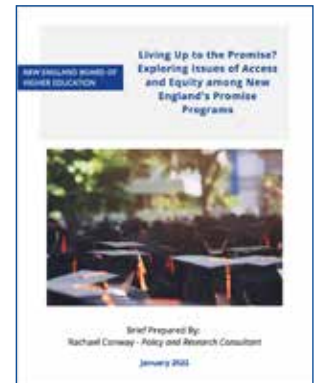
When Ubiquitous Higher Education Doesn't Mean Representative Higher Education July 2022

This personal narrative, written by NEBHE intern and New England native **Damaria Joyner**, explores the ways in which postsecondary institutions in the region do not adequately serve students of color, especially in juxtaposition to historically black colleges and universities (HBCUs) outside of the region. Read about Joyner's journey of being pulled out of New England, and explore what might have prompted her to stay.

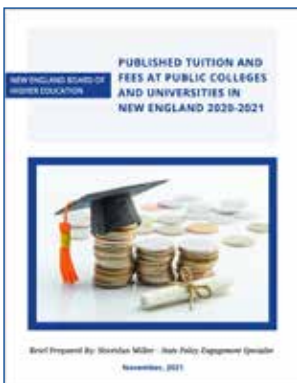
Read the narrative at nebhe.org/policy/reports

Living Up to the Promise? Exploring Issues of Access and Equity Among New England's Promise Programs January 2022

This report provides a comprehensive look at the availability and efficacy of Promise Programs (or free college programs) in New England. In her report, Policy & Research Consultant **Rachael Conway** juxtaposes the differences between nine New England programs, and details helpful policy suggestions for legislators looking to expand equitable access to free college in New England.



Read the report at nebhe.org/policy/reports



Published Tuition and Fees at Public Colleges and Universities in New England, 2020-21 December 2021

This report provides a look into the tuition and fees at public two and four-year institutions in New England. As institutions grappled with the effects of the Covid pandemic, some HEIs subsequently adjusted their tuition and fees to bolster affordability for in-state students in a time of economic turmoil. Learn about tuition and fee metrics, enrollment data, relevant legislation and more.

Read the report at nebhe.org/policy/reports



Adult Learners in New England: 2021 Fact Sheets August 2021

These state-specific fact sheets examine numerous data points concerning adult education in the region, consolidating statistics regarding socioeconomic profiles, unemployment by educational attainment, age distribution of students, each state's HEIs with the highest adult-serving enrollment and more. Read them along with a regional compendium data sheet at nebhe.org/policy/reports.

Read your state's data sheet at nebhe.org/policy/reports

Innovative Programs & Initiatives

Launch of the New England Commission on the Future of Higher Education in Prison

Providing high-quality postsecondary education to incarcerated students is imperative to increase equity and combat educational inequalities such as the school-to-prison pipeline. The new commission aims to increase community safety and security by reducing recidivism and save states money in correctional spending.

In December 2020, the U.S. Congress passed a bipartisan bill to reintroduce Pell Grant funds to incarcerated learners after this population had been deemed ineligible with the passage of the 1994 Violent Crime Control and Law Enforcement Act. It is more important than ever to work collaboratively with all relevant stakeholders to understand how to implement the most effective postsecondary experiences for incarcerated learners ahead of the July 2023 release of these Pell funds.

NEBHE, in partnership with The Educational Justice Institute at MIT (TEJI), and with a quarter of a million dollar grant from Ascendium, has established the **New England Commission on the Future of Higher Education in Prison**.

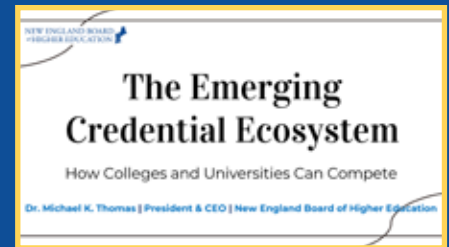
The commission is an ambitious undertaking that will bring together key stakeholders—including New England commissioners of corrections and leaders of higher education, legislators, policymakers and prominent New England employers—to generate discussion and suggestions about how to address the most pressing questions in correctional education. These issues include the stackability of credentials earned behind bars, transfer of credits when incarcerated students are transferred into new facilities or are released, use of asynchronous technology and remote learning, as well as higher education-business partnerships to increase post-release employment for incarcerated learners and contribute to workforce development.

High-Impact Presentations and Convenings

Here's a look at some of the influential webinars and online meetings convened by NEBHE in 2021-22. To watch videos and view presentations from each meeting, visit nebhe.org/webinars.

JUNE 8 2022 How Colleges and Universities Can Compete in the Emerging Credential Ecosystem

For centuries, colleges and universities have sat atop the hierarchy of credentialing systems and traditional degrees have been the “coin of the realm.” But the world of learning and credentials is being transformed—accelerated by the global pandemic. Non-institutional providers are rapidly expanding, and learners and employers seek skills and credentials aligned with the economy and workforce. What does all this mean for traditional postsecondary degree providers?



AUGUST 3 2021 Connecticut Credential Registry Initiative: Bringing Transparency and Credential Literacy to the Marketplace

Learn about legislation and efforts in Connecticut to create standardized descriptors of credentials and publish them to Credential Engine, in an effort to further greater credential transparency.

Connecticut Credential Registry Initiative: Act 21-2



This followup webinar explains the Connecticut Public Act 21-2, and this legislation's requirements for all postsecondary occupational schools. The Connecticut Office of Higher Education (OHE) demonstrated its new academic affairs database to catalogue credentials offered in the state and the value they provide to students and employers.

SEPTEMBER 21 2021



"Bringing our educators to the same table as our businesses has been a priority of our administration since day one. Having businesses articulate what types of skills they need and working with Connecticut's best educational institutions to create new programs that put people in high-quality careers is how we are building a nation-leading workforce."

Ned Lamont
Governor of Connecticut

The first meeting of the Commission will take place in Boston in October 2022.

Connecticut Tech Talent Accelerator (TTA)

To meet the burgeoning demand for tech talent and keep Connecticut's workforce competitive, the Tech Talent Accelerator seeks to engage the state's higher education ecosystem, including the **Connecticut State Colleges & Universities (CSCU)** and independent higher education institutions.

Each sector and institution plays a critical role in preparing graduates for the workforce, and in reskilling and upskilling current workers. This initiative is leading the development of aligned skills and credential pathways through new or refreshed programs of credentials by postsecondary institutions to meet current and emerging skills needs.

Through the TTA, institutions will leverage partnerships with Connecticut-based employers and build on the momentum of the state's recently established "regional sector partnerships," which engage businesses with shared workforce needs as collaborators in the creation of postsecondary career pathways to in-demand tech roles. NEBHE and its partner the **Business-Higher Education Forum (BHEF)** awarded grants to the following seven institutions in Connecticut: **Quinnipiac University**, the **University of Bridgeport**, **Mitchell College**, the **University of Hartford**, the **University of New Haven**, the **University of Saint Joseph**, and **CSCU**. The programs will generate replicable models that expand access to equitable pathways that lead to family-sustaining employment.

Comings and Goings

In May 2022, NEBHE welcomed **Katie Singer** as director of policy & research, succeeding Candace Williams, who joined Advance CTE in December 2021 as a senior research associate. Singer has experience with strategic planning and policy analysis at the University of Tennessee, where she earned her doctorate in higher education administration.

Rachael Conway has joined NEBHE in our new position chief of staff and policy analyst. She will focus on the New England Commission on the Future of Higher Education Behind Bars, coordination of the Legislative Advisory Committee and other projects related to affordability and access in New England. Conway joined NEBHE while completing a master of public policy



"Connecticut State Colleges and Universities is excited to participate in this effort and is very appreciative of the resources and opportunity to invest in the professional development of our faculty and staff at the colleges and universities. Partnering with NEBHE, the Business-Higher Education Forum (BHEF), and the regional sector partnerships will help CSCU institutions ensure their programs are aligned to business needs and our students have the academic, technical and personal skills needed in the IT workforce."

Terrence Cheng

President

Connecticut State Colleges and Universities (CSCU)



"The independent colleges in Connecticut are eager to support the business community in the state by developing new programs that provide instruction in high tech, in-demand skills. We are grateful for the partnership with the state, NEBHE, BHEF, and CSCU in launching the Tech Talent Accelerator initiative."

Jen Widness

President

Connecticut Conference of Independent Colleges



"Tech talent is critical to businesses across all sectors in Connecticut. The Tech Talent Accelerator is helping our state quickly increase its capacity to deliver the talent needed to keep our businesses competitive in Connecticut. Through this investment, our entire business community will yield the benefits of hiring diverse, well-trained, ready-to-work tech talent with the specific skills necessary for our businesses through our state's world-class public and independent higher education institutions."

Martin Guay

*Vice President, Business Development, Stanley Black and Decker
Co-chair, Capital Area Tech Partnership*

► Policy & Research

degree from the Heller School for Social Policy and Management at Brandeis University.

In addition to Williams, P&R also notes the departure of former Senior Policy Analyst **Charlotte Peyser**, who welcomed a baby girl in January 2022 and has since established her own consulting group. Former Associate P&R Director **Stephanie Murphy** recently joined HCM Strategists, LLC as their director of state policy & research. Lastly, **Stafford Peat**, who served as a senior P&R consultant at NEBHE for 13 years, is enjoying his well-earned retirement.

Legislative Advisory Committee

Since 2013, NEBHE's Legislative Advisory Committee (LAC) has served 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.

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. The legislators benefit from sharing key issues raised each legislative session, as well as the opportunity to troubleshoot common challenges raised by disruptions such as the ongoing global health crisis.

The March 2022 LAC meeting in Newton, MA featured a panel discussion on "Doing the Most with the Least: How State Policymakers can Support Wellbeing, Belonging and Success at Community Colleges for an Equitable Pandemic Recovery." Panelists included **Sara Goldrick-Rab**, founding director of the Hope Center for College, Community, and Justice at Temple University; **Linda García**, executive director of the Center for Community College Student Engagement at the University of Texas at Austin; **Pam Eddinger**, president of Bunker Hill Community College; Alfred Williams, president of River Valley Community College; **Audrey Ellis**, director of institutional effectiveness at Northern Essex Community College; and **Eudania Aquino**, a Northern Essex student ambassador. Ellis and Aquino spoke powerfully about Northern Essex's new Student Ambassador program, a peer-to-peer mentoring program created during the pandemic to foster belonging on the campus during online instruction.

The second part of the LAC meeting offered updates on legislative sessions in the six New England states, giving lawmakers an opportunity to learn and share models with one another. The panel discussion and legislative updates yielded rich discussions about challenges and opportunities in postsecondary education facing the region after two years of Covid, including:

► Legislative Advisory Committee

- How New England states can look beyond traditional avenues of financial aid to support community college students, like investing in statewide emergency aid programs and connecting college students to public benefits such as the Supplemental Nutrition Assistance Program (SNAP)
- Community colleges were struggling to serve students before Covid, and the pandemic added stress to an already-strained system. The community college presidents explained that Covid “put community college systems through the stress-test” and students continue to have ongoing internet connectivity, food and childcare needs
- Federal CARES funding supported programming at community colleges temporarily, but states must invest in permanent support. Students in danger of not persisting felt most connected to their institutions when professors and staff knew their names
- Faced with declining enrollment, several New England states are turning to college mergers, including Connecticut’s 12 community colleges and a merger of Granite State College with the University of New Hampshire.
- Every state in the region is working on efforts to improve college access and affordability. Lawmakers discussed the Connecticut and Massachusetts bills that address food insecurity on college campuses. Meanwhile, New Hampshire, Massachusetts and Connecticut have introduced legislation supporting student mental health on college campuses. Massachusetts Representative and NEBHE chair Patricia Haddad discussed the legislature’s push to expand college access to students with developmental disabilities and autism.



“NEBHE’s LAC provides a valuable opportunity to connect with state legislators from across New England to exchange ideas around education and workforce development. I’m delighted to be part of this unique group, and I look forward to seeing the LAC continue to evolve and grow.”

Sen. Lou DiPalma

*First Vice Chair, Senate Committee on Finance
Member, Senate Committee on Education
Rhode Island General Assembly*

State Authorization Reciprocity Agreements (SARA)



SARA provides a **voluntary, regional approach** to state oversight of postsecondary distance education. Participating states 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.

NEBHE oversees the membership of the six New England states, plus New Jersey and New York, in conjunction with NC-SARA and the three other regional education compacts. As of July 2022, 49 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of SARA. More than 2,300 colleges and universities participate in SARA.

As we move forward from what was hopefully the worst of the Covid pandemic, we continue to see growth in the number of students who access postsecondary education opportunities online. In fall 2020, approximately 75% of U.S. undergraduate students were enrolled in at least one online course, with 44% taking classes exclusively online, according to the National Center for Education Statistics (NCES).

The National Council for State Authorization Reciprocity Agreements (NC-SARA) enrollment data in fall 2020 from participating institutions reflects a near doubling of exclusively online education enrollments (over 5.8 million) from fall 2019.

While the pandemic led to the dramatic increase in exclusively online education, institutions and students across the country realized that they

► State Authorization Reciprocity Agreements

could successfully complete part of their degree program in innovative and flexible ways online. Recognizing the growing demand for distance learning opportunities, NEBHE and other national stakeholders—including state regulators and education leaders, accreditors, the U.S. Department of Education and education institutions—continue to work together to strengthen and enhance SARA, to streamline regulations around distance education programs.

Regional participation in SARA continues to grow as institutions expand distance and online learning opportunities:

- **173 institutions** in the six New England states and **186 institutions** in NEBHE's SARA-affiliate states of New Jersey and New York participate in SARA
- In fall 2020, **more than 862,000 students** in the NEBHE region enrolled in programs in and outside of the region at SARA participating institutions. Of these students, **more than 292,000** enrolled at an institution outside of their home state.

Regional Leadership

NEBHE's SARA Regional Steering Committee (RSC) serves as an important regional platform for the discussion and consideration of emerging SARA and distance education-related issues. This past year, the committee met quarterly to discuss potential policy changes, member state renewals, recommended process enhancements and other SARA issues. NEBHE also met monthly with our State Portal Entities (SPEs), with frequent one-on-one engagement to best support them in their work for their state and its participating institutions.

Starting in 2022, NEBHE facilitated state-centered programs to support their participating institutions. The states of Connecticut and Massachusetts collaborated with NEBHE on virtual programs, with the involvement of NC-SARA staff, WCET State Authorization Network leaders and professional licensure experts. More than 150 institutional representatives participated in these programs, which focused on state agency updates, regional and national SARA participation data, professional licensure, U.S. Department of Education developments and small group networking. We expect to grow and develop these offerings, both in the number of states we work with, the topics we cover and the possibility to hold programs in person again.

► State Authorization Reciprocity Agreements



"Since 2011, WCET State Authorization Network has served its member institutions and organizations to successfully resolve statutory and regulatory challenges to improve student protections in digital learning across state lines. Over this time, we have been delighted to collaborate with NEBHE to inform, train, and facilitate institutional networking to develop compliance strategies and provide Federal regulatory updates for the out-of-state activities of the institutions located in the NEBHE region."

Cheryl Dowd

Senior Director

WCET State Authorization Network

SARA Presentations and Convenings

APRIL

14
2022

Massachusetts SARA Institutions Program

Over 100 institution representatives participated in our first ever SARA focused state-wide virtual meeting for the Commonwealth of Massachusetts, with presentations by the Massachusetts Department of Higher Education (DHE), WICHE's Cooperative for Educational Technologies State Authorization Network (WCET|SAN), and Institutional Compliance MATTERS.

Connecticut SARA Institutions Program

Over 40 institution representatives participated in our online webinar, with presentations by the Connecticut Office of Higher Education (OHE), NC-SARA, and WICHE's Cooperative for Educational Technologies State Authorization Network (WCET|SAN).

JUNE

14
2022



"Our community created the SARA requirements and advocated for their adoption before every state legislature. I did this lobbying in my state of Connecticut, and it was difficult and ugly, yet SARA prevailed and remains a monument to sanity and rational policymaking. Today, within the structure of the National Council for State Authorization Reciprocity Agreements, states and institutions can work together to remove barriers to postsecondary opportunity and make it easier, more seamless, for students to gain access to the programs they want to pursue. This story should make all new higher education leaders excited to take on the next artificial barrier we all face."

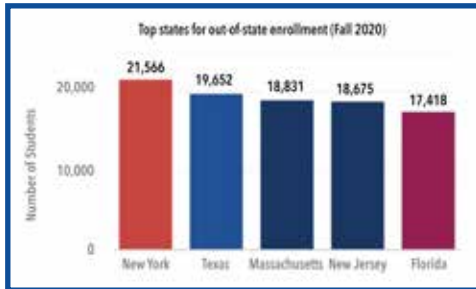
Ed Klonoski

President & CEO

Charter Oak State College

► State Authorization Reciprocity Agreements

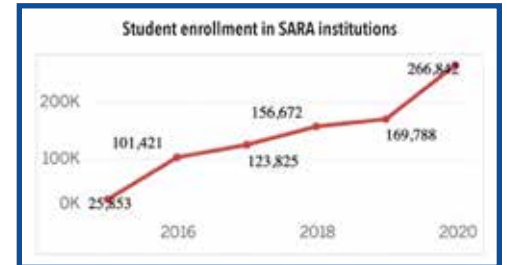
Data Dashboards



Data collected annually through nc-sara.org/data-dashboards is publicly posted and reflected for all participating institutions, in categories such as exclusively *online enrollment* and *out-of-state learning placements*.

Data is presented in a variety of interesting and comparative visuals, two of which are shown here. The raw data files are

also available for research and/or individual interest purposes.



Read all the data, reports and more at nc-sara.org/data-dashboards

Staffing Updates

As of fall 2022, Assistant Director **Sheridan Miller** begins full-time pursuit of a higher education graduate program. She will remain a part of NEBHE's Policy & Research team. The NEBHE SARA staff is and will continue to be well-positioned to facilitate SARA in the six New England states and at the national level.

North Star Collective

Reparative Justice

An important part of pursuing racial equity among faculty in the region is creating spaces that uplift Black, Indigenous and other faculty of color and transform institutions into places where they can thrive. In early 2021, NEBHE set out to develop a regional strategy to expand faculty equity and inclusion through the framework of reparative justice.

NEBHE Fellows for Faculty Diversity **Kamille Gentles-Peart** of Roger Williams University and **Tatiana Cruz** of Simmons University introduced a **Reparative Justice Framework** for advancing faculty equity and developed the **North Star Collective (NSC)**, which is designed to restore, nourish and uplift Black, Indigenous and people of color (BIPOC) faculty in the region, and support leaders as they transform institutions around racial equity.

HEIs are deeply embedded in structures of racial hierarchy that systematically oppress and disadvantage BIPOC faculty. At predominantly white institutions, BIPOC faculty experience regular harm in numerous overt and insidious ways including: everyday racial microaggressions, tokenism, discriminatory teaching evaluations, campus policing, the added labor of mentoring BIPOC students and leading diversity, equity and inclusion (DEI) efforts, the lack of support for their scholarship and recognition for their service, as well as lower rates of tenure and promotion. Additionally, BIPOC faculty often have difficulty finding mentorship and building community, and frequently experience racial trauma that can negatively impact their health and overall wellbeing. For this reason, we are promoting reparative justice as the lens through which NEBHE approaches faculty equity.

Unlike popular DEI efforts, reparative justice centers the needs of BIPOC faculty, prioritizes the repair and prevention of harm done to them in the academy and supports their restoration, healing and upliftment.

nebhe.org/reparative-justice features links to explanations of reparative justice, as well as resources that outline the need for a reparative justice approach to faculty equity.

Inaugural Annual Report



The North Star Collective's vision is twofold: to support institutional leaders in their transformative work and create spaces that nourish and uplift BIPOC faculty.

The NSC offers several activities to engage and support our institutional partners, including:

- Professional development sessions on issues related to reparative justice and BIPOC faculty equity, open to the campus communities of our institutional partners.
- Facilitated roundtable discussions for Chief Diversity Officers (CDOs) or their equivalents/affiliates to share best practices and problem-solve issues related to BIPOC faculty on campus.

Additionally, the Collective's Faculty Fellowship is created by BIPOC faculty for BIPOC faculty. It is a semester-long fellowship that promotes healing and repair by providing a nourishing community of care, mentorship and professional development for early career BIPOC faculty in New England. It focuses on supporting fellows' writing and publishing endeavors and overall wellbeing, which are both essential to advancement, tenure and promotion. NEBHE and its partners select two fellows from each founding member institution to participate.

Read the report at nebhe.org/nsc/annual-report

"My first year at [my institution] was completely remote... The fact that I was able to engage with diverse scholars who face similar circumstances [helped] me feel more connected and allowed me the space to commit myself once again to my research."

"I gained valuable friendships and a community that has been vital to my growth as an academic but also as a parent and a person outside of academia—addressing the whole self."

"I gained so much. Not just a sense of community in safety, but also a sort of (re)-inspiration around my own work and its meaning."

Testimonials from **The North Star Collective's Inaugural Faculty Fellows**

▶ North Star Collective

In its pilot year, the NSC partnered with 13 founding member institutions: **Bridgewater State University, Clark University, Eastern Connecticut State University, Endicott College, Framingham State University, Goodwin University, Rhode Island College, Roger Williams University, Salem State University, the University of Bridgeport, the University of Massachusetts Boston and the University of Southern Maine.**

The report details the NSC's pilot year, with information about webinars and roundtable discussions, its inaugural student cohort, demographic breakdowns, testimonials and future goals. Read the report at nebhe.org/nsc/annual-report.

NEBHE and the member institutions of the NSC gratefully acknowledge the support of the Hildreth Stewart Charitable Foundation, which generously provided resources to launch the inaugural year of the NSC and its Faculty Fellowship program.

Open Education

All students deserve unfettered access to **high-quality learning materials** on the first day of class. Open Educational Resources (OER), which are **free teaching and learning resources** that either reside in the **public domain** or are released with **intellectual property licenses** that facilitate the free **use, adaptation and distribution of resources**, are making this unfettered access a reality for **millions of students** in New England and beyond.

In November 2020, NEBHE and its sister compacts MHEC, SREB and WICHE, with support from the William and Flora Hewlett Foundation, formed the **National Consortium for Open Educational Resources (NCOER)**. The compacts continue this collaboration to research and educate the community on key issues of equity, sustainability and capacity building, which assist in and support the development and enhancement of OER adoption at a national scale. Together, the compacts have worked tirelessly to help their member states recognize the value of investing in OER, while also helping to fill in the gaps in research and policy development that are essential to move this work forward. NEBHE actively participated in NCOER gatherings, presentations, research and working groups exploring topics such as cost savings and return on investment metrics, technology platforms, and dual enrollment.

Research

NEBHE's forthcoming study on student experiences of renewable vs. traditional assignments found that renewable assignments had higher levels of reported interest/enjoyment, perceived choice, perceived competence, relatedness and pride than did traditional assignments. Traditional assignments had higher levels of reported pressure. Overall, the findings indicate more intrinsic motivation for renewable assignments than traditional

► Open Education

assignments. Students perceived notably higher representational justice with renewable than with traditional assignments, and we can attribute this to the open licensing structure of OER that allows materials to be adapted and customized for and by our students.

"The renewable assignment specifically helped me value my own work more than traditional assignments do. I consider my traditional assignments important to myself and my teacher, however, this renewable assignment transcends a focus on myself for learning, to how my product will interact with my peers and the world."

"I enjoyed having the creative freedom that I've wanted in class. It enabled me to freely discuss and design a project that matters."

"It was a great idea, and I got to discuss BIPOC folks in the work that I do, since there was a lack of representation in the literature."

Student testimonials from the Open Pedagogy study **Understanding Student Experiences of Renewable and Traditional Assignments**

Research conducted by NEBHE OER Fellow **Lindsey Gumb** and University of North Dakota Associate Professor of Education, Health & Behavior **Virginia Clinton-Lisell**

Transfer Initiatives

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**. The promotion of equitable transfer is supported by NEBHE's grant-funded **New England College Transfer Guarantee**, as well as through published **briefs, convenings, workshops and project development**. The Transfer Initiatives team is committed to increasing higher education access and opportunity **irrespective of a student's race, socioeconomic status or zip code**.

New England Transfer Guarantee

The New England Transfer Guarantee is fully operational in the southern New England states of Massachusetts, Connecticut and Rhode Island, where implementation was carried out in 2021. In the northern New England states of Maine, New Hampshire and Vermont, the implementation process has just begun.

Massachusetts, Connecticut and Rhode Island

The Transfer Guarantee is modeled on state transfer policy and offers associate degree-holders who have met the GPA eligibility criteria guaranteed admission into participating four-year institutions, with a focus on the liberal arts. Additional features of the Guarantee include an application fee waiver, financial aid and scholarship incentives and full transfer of associate degree credits. This first phase of the initiative is supported by funding from the Teagle Foundation and the Davis Educational Foundation.

▶ Transfer Initiatives

Preliminary analysis of student-level Guarantee enrollment data is encouraging, with 517 students having enrolled so far (287 of whom are majoring in the liberal arts). Over \$4.5 million in institutional aid and grants has been awarded to Guarantee students to date—with full-time students in Connecticut and Rhode Island receiving over \$14,000 on average and full-time students in Massachusetts receiving just under \$13,000.

These averages are impressive for several reasons. First, the scholarship money granted by participating institutions reflects a major shift in institutional aid policy, which has historically excluded transfer students from consideration for big dollar awards. In addition, the \$4.5 million figure includes only institutional scholarships and grants, without any other sources of student aid. Lastly, when the Transfer Initiatives team examined the individual awards encompassed in these averages, they found that participating institutions are regularly providing generous scholarships to community college transfer students who enroll in their institutions through the Guarantee—up to \$35,000 a year in some cases.

NEBHE has worked with its partners in the southern New England states to increase marketing and promotion of the Guarantee via updated institutional websites, transfer fairs and the distribution of informational materials to community college transfer advisors and the students they serve.

For example, in June 2022, the Transfer Initiatives team collaborated with Connecticut Conference of Independent Colleges (CCIC) President **Jen Widness**, CCIC Vice President of Research and Administration **Maura Provencher** and Connecticut State Colleges & Universities (CSCU) Transfer and Articulation Director **Steve Marcelynas** to hold a Connecticut Guarantee Virtual Information Session that included commentary from community college transfer students who have transferred through the Guarantee. Over 50 students attended the virtual event. A recording of the session is available at nebhe.org/transfer/info-session.

Maine, New Hampshire and Vermont

The northern expansion of the Guarantee is an extension of the initiative in the southern New England states. In July 2022, NEBHE was awarded a three-year implementation grant from the Arthur Vining Davis Foundations (AVDF), Teagle Foundation and Davis Educational Foundation to begin scaling the Guarantee to Maine, New Hampshire and Vermont.

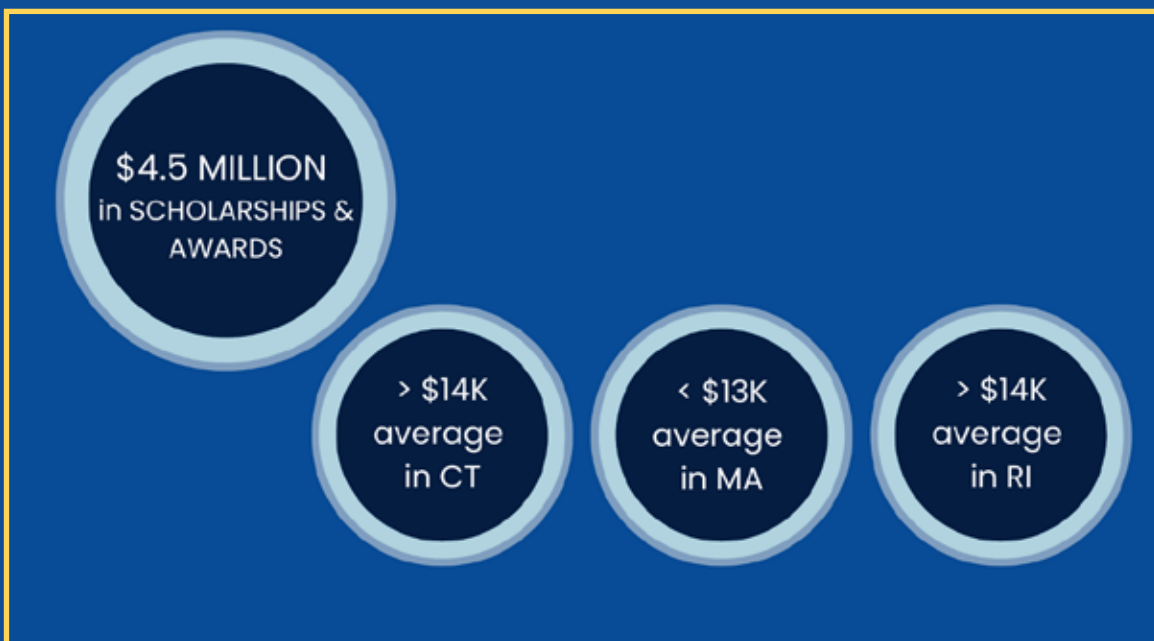
► Transfer Initiatives



"Implementing the Transfer Guarantee in Maine at a time when the state has just rolled out a free community college program will be a real boon to students looking for a good deal on a valuable bachelor's degree in Maine."

Janet Sortor

*Vice President and Chief Academic Officer
Maine Community College System*



Guarantee students received a total of \$4.5 million in institutional scholarships and awards in the program's first three semesters in the three southern New England states.



"Getting the Guarantee up and running will strengthen existing cross-sector communication between the Maine independent colleges and the University of Maine System and open up channels for robust collaboration at the faculty-level—a real game-changer for postsecondary student success throughout Maine."

Jim Dlugos

*President, Saint Joseph's College of Maine
President, Maine Independent Colleges Association*

▶ Transfer Initiatives

Under a seven-month planning grant awarded a year earlier by Teagle and AVDF, NEBHE affirmed that the time is ripe for expansion of the initiative. Now, 49 higher education institutions (including 100% of community colleges, 100% of four-year public institutions and 72% of independent institutions) have signed Letters of Intent to participate in implementation. A complete list of these institutions can be found at nebhe.org/transfer/scaling.

NEBHE's partners in scaling the Guarantee include the **Maine Community College System**, the **University of Maine System**, the **Maine Independent Colleges Association**, the **Community College System of New Hampshire**, the **University System of New Hampshire**, the **New Hampshire College and University Council**, the **Community College of Vermont** and the **Association of Vermont Independent Colleges**.

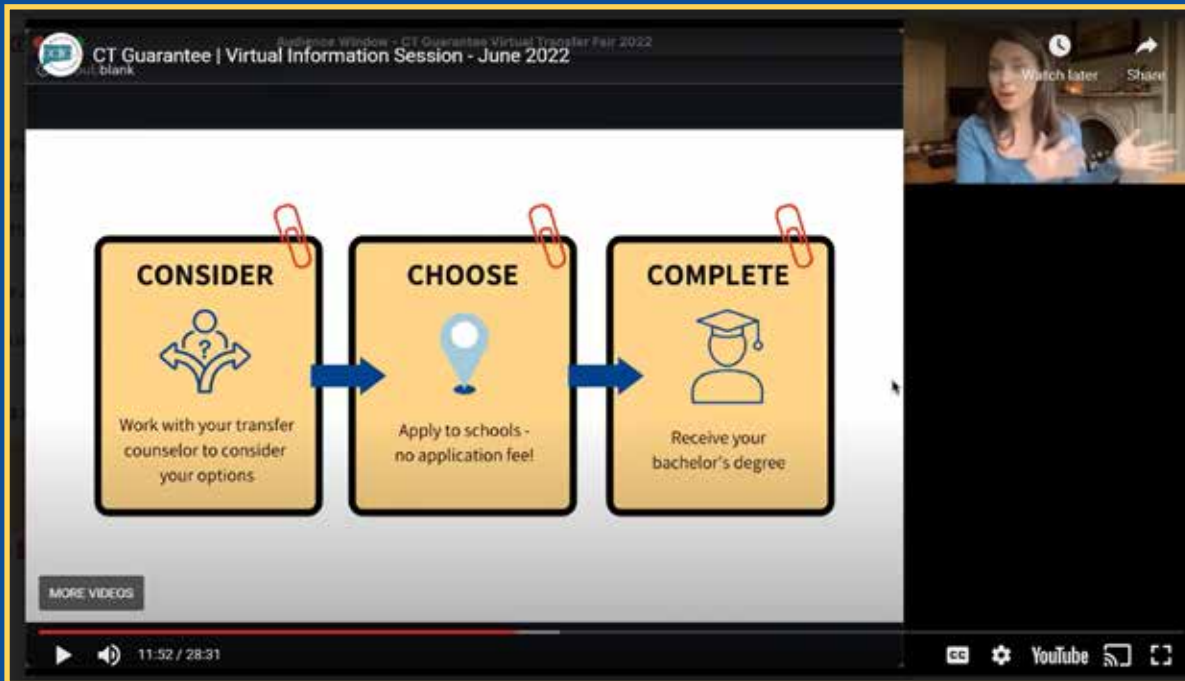
NEBHE will collaborate with state partners to expand transfer opportunities for community college graduates in each state by streamlining and unifying transfer to both in-state public and independent colleges and universities. Community college graduates who meet the Guarantee's eligibility criteria in Maine, New Hampshire and Vermont will be able to transfer as juniors to complete their bachelor's degree at a four-year institution in the same state.

Transfer Initiatives Team Grows

In July 2022, NEBHE hired **Sarah Kuczynski** to serve as assistant program manager for the Transfer Initiatives team, while also serving the Policy & Research Team. Kuczynski comes from a research-intensive academic background and brings to the team significant student success experience. She previously consulted on the Transfer Guarantee while completing her master's in education policy and analysis at the Harvard Graduate School of Education.

Find out more at nebhe.org/transfer.

► Transfer Initiatives



Senior Program Manager **Emily Decatur** walks Connecticut community college students through the Connecticut Guarantee process at a June 2022 Virtual Information Session.

Assistant Program Manager **Sarah Kuczynski** at the GlobalMindED conference with co-presenters **Benjamin Fresquez** and **Jaime McCarthy** of the Aspen Institute.



"The University System of New Hampshire is excited to play an active role in the Transfer Guarantee implementation process in the Granite State. Our mission has always been to provide high-quality, affordable higher education to our students, so strengthening the pathway by which our community college graduates can earn their bachelor's degree within the USNH system is important to expanding the impact of public higher education in our state."

Catherine Provencher

*Chief Administrative Officer, Vice Chancellor for Financial Affairs and Treasurer
University System of New Hampshire*

► Transfer Initiatives

Presentations & Press

The Transfer Initiatives team's outreach included events, interviews and articles with a variety of organizations and media.



National Association for College Admission Counseling

Senior Program Manager **Emily Decatur** presented alongside **Michael Keane** of Maguire Associates and **Thomas Gutto** of Loyola Marymount University on "New Perspectives on Transfer Student Attitudes and Behavior" and co-authored a companion article *Sustaining Successful Transfer Pathways*.

Teachers College Record

Decatur authored a piece for the Teachers College Record Community College Commentary Series entitled *Unified Transfer Systems: A Path Forward*.



National Institute For The Study of Transfer Students

Decatur and Policy & Research Consultant **Stafford Peat** presented with CSU's Steve Marcelynas on "Reengineering Transfer: Developing Systematic Independent College Transfer Pathways in New England."

Playbook for Transfer Pathways to the Liberal Arts

The Guarantee was heavily featured in Ithaca S+R's *Playbook for Transfer Pathways to the Liberal Arts*.



New England Transfer Association

Assistant Program Manager **Sarah Kuczynski** joined Ithaca S+R's **Julia Karon** in a presentation on "Developing Statewide Transfer Pathways to the Liberal Arts."

Partners in PLA Transfer: Surviving the Enrollment Cliff Together

Kuczynski was asked by the Massachusetts Community College PLA Consortium to serve on a panel with **David Cedrone** and **Elena Quiroz-Livanis** of the Massachusetts Department of Higher Education.



GlobalMindED Annual Conference

Kuczynski attended the GlobalMindED conference to co-present with **Benjamin Fresquez** and **Jaime McCarthy** of the Aspen Institute on "Elevating Community College Transfer as a Strategy to Ensure Equitable Student Success."

Inside Higher Ed

Decatur was interviewed by **Sara Weissman** for a piece on NEBHE's work to scale the Guarantee to the northern New England states, titled *Expanding Access to Transfer Pathways*.



Cost Savings

Our cost-savings programs leverage **group purchasing power** to offer **innovative services** that can help HEIs reduce the burden of sourcing solutions and **increase both student access and financial flexibility.**

Working with our partners Packback, CollegeSource, Creative Commons and MHEC, our cost-savings 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.

Creative Commons

Creative Commons (CC) is an international nonprofit organization dedicated to helping build and sustain a thriving commons of shared knowledge and culture. Through workshops, consultations and their CC Certificate, CC helps community members develop open licensing expertise, and a deeper understanding of recommended practices for sharing correctly-attributed content.

In 2021-22, Creative Commons is offering discounts on professional development courses. Online CC Certificate Courses, CC Certificate Bootcamps (in-person and online) and Custom CC Workshops (online) all receive a 15% discount when purchased in association with NEBHE and MHEC.

Packback

NEBHE is helping to make online learning more accessible through a partnership with **Packback**. This partnership has been created as part of NEBHE's cost-savings mission to bring quality innovative higher education

► Cost Savings

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



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



► Cost Savings

CollegeSource's 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 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 are currently available in the following areas:

- End user computing and peripherals, device life cycle management and associated services
- Virtualization and data center modernization
- Printers and peripherals
- Security services
- e-Transcripts
- Software packages.

New contracts are regularly in development, so institutions can look forward to continually added market technology solutions.

Cyber Insurance

The **Cyber Insurance** program, offered through MHEC and its program administrator Marsh, is tailored to deliver the right mix of risk transfer and advisory solutions for institutions to assess, manage and respond to their

▶ Cost Savings

risk.

As a leader in the 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. 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. In addition, MHECare offers institutions access to providers than can serve students' mental health needs virtually given institutional staffing and geographic constraints, through META Teletherapy and TAO Connect.

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 HEI campuses, while reducing insurance costs and improving asset protection. More than \$20 million in dividends have been distributed to participating campuses across the nation, supported by a panel of global underwriters, administered by Marsh, under the direction of a leadership committee representative of the insured institutions.

The New England Journal of Higher Education

The New England Journal of Higher Education (NEJHE) offers thought-provoking commentary and expert analysis on New England higher education and its connections to the economy and quality of life.

Online and easily accessible, *NEJHE* is essential reading for New England leaders who are interested in higher education and its effects on regional wellbeing.

NEJHE has operated on the principle that New England will thrive economically and socially only if our education systems promote inclusion and excellence for learners of all backgrounds, cultures, age groups, lifestyles and learning styles in an environment that promotes justice and equity in a diverse, multicultural world.

Among recent *NEJHE* articles:

- ***Say Their Names*** calls for holding higher education institutions accountable for the promises they made early in the racial reckoning and reminding them that their current and future BIPOC students, faculty, staff and administrators matter just as much as the lives that have been lost to racial violence.
- ***Closing the Covid-Induced College and Career Readiness Divide*** looks at ways to “uplift” students from underserved communities, with services like job shadowing and internships.
- ***How College Students Are Improving Wikipedia*** explores how the massive, crowdsourced encyclopedia works with college students to enrich coverage of their disciplines, while providing digital media literacy skills in an era of misinformation.
- ***How Do Students Decide Which Courses to Take?*** examines the website Rate My Professors and other formal and informal processes students use when deciding which courses to take.

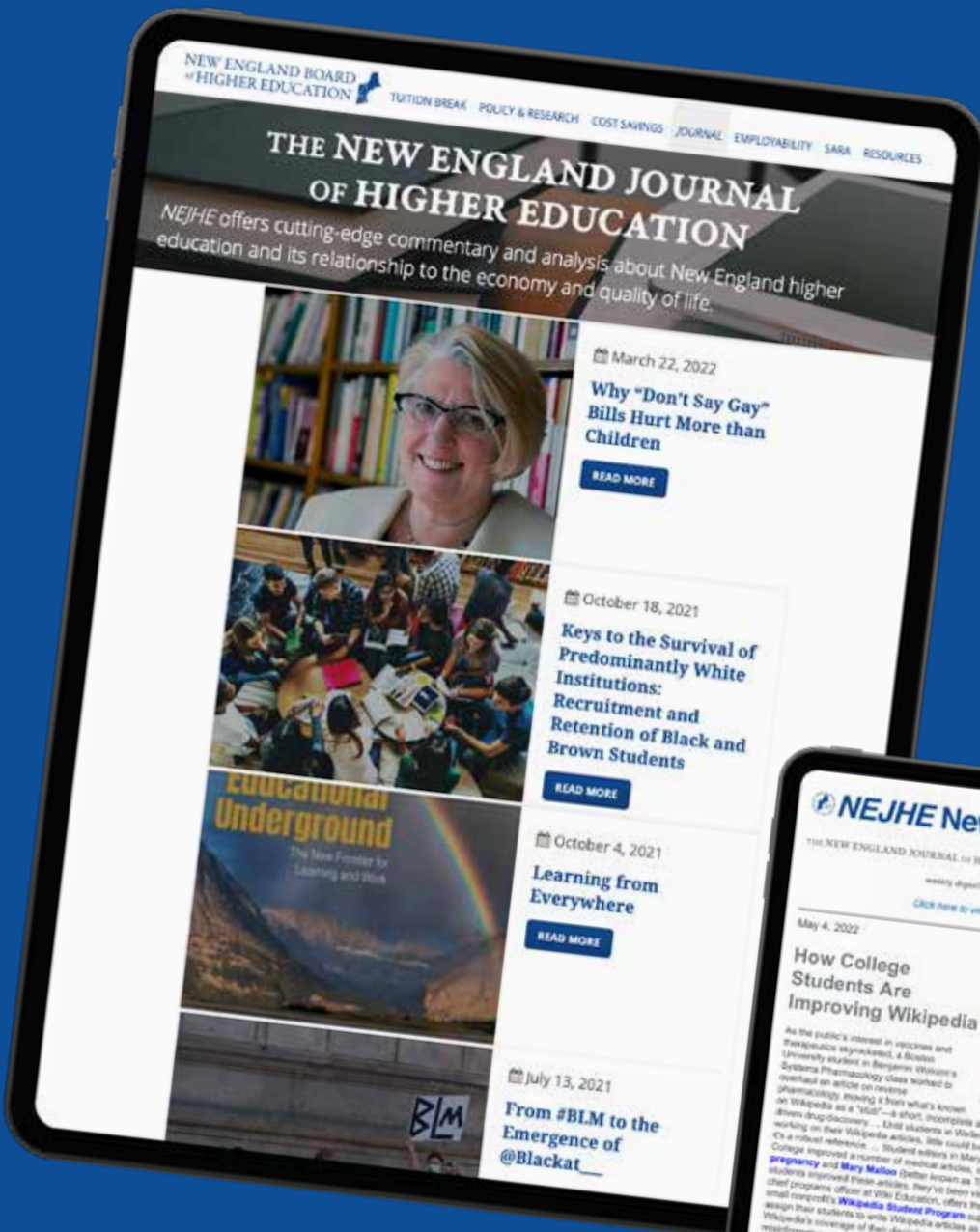
► *The New England Journal of Higher Education*

- *The Campus Courage Crisis* notes that college protesters too often hide behind signs and cries of freedom of speech, but avoid the vulnerability of actual discussion and the risk of their views undergoing scrutiny.
- *The January 6 Hearings Offer a Higher Education Test Case* and a teaching opportunity in the neglected field of civic education.
- *Why “Don’t Say Gay” Bills Hurt More than Children* features then-Mount Holyoke College President **Sonya Stephens** warning that the Florida bill, copied in at least 15 other states, is less about protecting students than it is about fueling America’s political divide and eroding trust in some of our most dedicated and undercompensated public servants: school teachers and administrators.
- Perspectives from legal experts on changing laws addressing racial, gender and mental health issues on campuses in *If SCOTUS Bans Affirmative Action, How Will We Achieve Diversity?*, *The Title IX Sleigh Ride*, *The Ghost of Affirmative Action Past: Courage in the Bully Pulpit at Dartmouth* and *Pandemic-Caused Shift to Remote Learning Has Led to Novel Civil Rights Issues*.
- Read all the above listed articles and more at nebhe.org/nejhe.

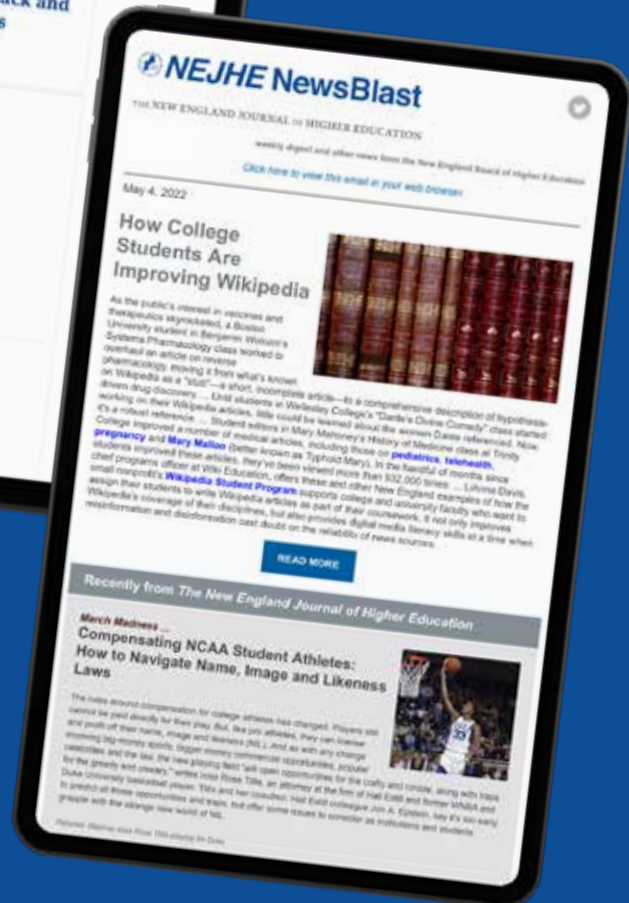
NEJHE revived its tradition of thoughtful book reviews and transformed its informative Q&As to Zoom video interviews in light of the pandemic:

- In July 2021, NEBHE President and CEO **Michael K. Thomas** and *NEJHE* Executive Editor **John O. Harney** interviewed Council on Foreign Relations President **Richard Haass** on key issues in foreign affairs, globalization, higher education and his latest book, *The World: A Brief Introduction*.
- In January 2022, *NEJHE* featured a video conversation between Harney and **Peter Smith**, author of *Stories from the Educational Underground: The New Frontier for Learning and Work*. Smith is the Orkand Chair and professor of innovative practices at the University of Maryland University College, a former Vermont elected official and founder of several HEIs ranging from the Community College of Vermont to Open College at Kaplan University.
- In April 2022, Thomas and Harney interviewed **Lawrence Schall**, president of the New England Commission on Higher Education (NECHE), on challenges facing the region and its chief accrediting body.
- *NEJHE* also reported on research by Thomas, published by the TIAA Institute, on the digital future of the postsecondary learning enterprise and strengthening strategic governance by institutional executives, governing boards and policy leaders.
- *NEJHE Newslink’s* “Comings and Goings” column on key people at New England campuses and in other relevant arenas revealed increasing diversity in major posts and the region’s continued prominence in

► The New England Journal of Higher Education



Each piece we publish in the *Journal* and *Newslink* automatically goes out via social media and is covered in our weekly *NEJHE NewsBlast* emailed to thought leaders. Subscribe at nebhe.org/newsblast/subscribe.



► *The New England Journal of Higher Education*

national leadership positions, as well as innovations such as dual presidencies. *Newslink* also featured our “DC Shuttle” column on higher education news from the U.S. capital through a partnership with the New England Council, our occasional “Data Connection” with its juxtaposition of compelling facts and figures as well as summaries of hard-hitting reports from NEBHE initiatives such as Tuition Break, the North Star Collective, Open Education and the Legislative Advisory Committee.

- *NEJHE* also works with the New England Higher Education Recruitment Consortium (HERC) to post Higher Ed Joblink job openings in higher education.
- *NEJHE NewsBlast* provides thought leaders and practitioners with a weekly digest of *NEJHE* articles and other news in New England higher education. Recently, *NEJHE NewsBlast* introduced a news section highlighting and linking brief items from the “*NEJHE Beat*”—that unique constellation of issues connected to higher education and also to social justice, economic and workforce development, regional cooperation, quality of life, academic research, workplaces and other relevant topics.
- *NEJHE NewsBlast* has also played a leading role in disseminating NEBHE statements on timely issues such as support of historically Black colleges and universities and abhorring anti-Asian violence.
- *NEJHE* content informs and enhances NEBHE’s broader information and communication outreach.

NEBHE began publishing its quarterly journal, titled *Connection: New England’s Journal of Higher Education and Economic Development*, in magazine format in 1986. In 2007, we rebranded the journal as *The New England Journal of Higher Education*. In 2010, the journal moved entirely online at nebhe.org/nejhe.

Events & Convenings

To view videos and presentations from each event or interview, visit nebhe.org/webinars and nebhe.org/nejhe/qa.

OCTOBER
13
2021

NEJHE Q&A with Richard Haass

The Council on Foreign Relations president reflects on key issues in foreign affairs, globalization, higher education and his latest book *The World: A Brief Introduction*.

NEJHE Q&A with Peter Smith



The Orkand Chair and professor at the University of Maryland University College speaks about his book *Stories from the Educational Underground: The New Frontier for Learning and Work*.

JANUARY
18
2022

FEBRUARY
23
2022

Connecticut Tech Talent Accelerator

NEBHE and the Business-Higher Education Forum (BHEF) preview the Connecticut Tech Talent Accelerator, a grant which will allow institutions to utilize funding, connections and resources in order to develop more streamlined pathways between higher education and tech-enabled fields in the Nutmeg State.



NEJHE Q&A with Lawrence Schall

The New England Commission on Higher Education (NECHE) president discusses the financial and demographic pressures facing New England's postsecondary institutions, some innovations they are forging to address the challenges, the prospect of increased college consolidations and the changing role of accreditation.

APRIL
19
2022

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Maine Legislature: Senator Mattie Daughtry • Senator Lisa Keim • Representative Rebecca Millett • Senator Marianne Moore • Representative Matthew Pouliot

Massachusetts General Court: Representative Sean Garballey • Senator Anne Gobi • Representative Patricia Haddad • Senator Michael Moore • Senator Marc R. Pacheco • Representative David Rogers • Representative Jeffrey Roy

New Hampshire General Court: Representative Glenn Cordelli • Senator Jay Kahn • Representative Rick Ladd • Representative Michael Moffett • Senator Ruth Ward • Senator David Watters

Rhode Island General Assembly: Representative Gregg Amore • Senator Lou DiPalma • Senator Hanna M. Gallo • Representative William O'Brien • Representative June Speakman

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

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Notes



