

ANNUAL REPORT 2023

Mission

The New England Board of Higher Education (NEBHE) advances equitable postsecondary outcomes through convening, research and programs for students, institution leaders and policymakers.

Vision

Our vision is that everyone in New England will have lifelong access to affordable, high-value postsecondary education.

Strategic Priorities

The NEBHE Board of Delegates adopted these strategic priorities in March 2023:

- Affordability: Advance innovative, strategic alliances to increase affordability and financial sustainability.
- Equity: Expand equity-focused practices throughout postsecondary education.
- Alignment: Expand connections between postsecondary education and high-demand talent needs.

In pursuit of this mission and vision, NEBHE works across the six New England states to:

- Engage and assist leaders in the assessment, development and implementation of sound education practices and policies of regional significance.
- Promote initiatives and best practices that support states in implementing important regional higher education policies.
- Advocate for regional cooperation and programs that encourage the efficient use and sharing of educational resources.
- Provide leadership to strengthen the relationship between higher education and the economic well-being of New England.

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From the President

Dear Friends:

Insights gleaned from the extraordinary challenges of recent years – a global pandemic and dramatic social and economic change-are many.

We saw deep systemic inequities exposed.

We saw extraordinary resilience and creativity brought to bear to address them.

We saw individuals and groups collaborate in new ways.

We were reminded that in a changed world, a commitment to core principles is vital.

These and other lessons underlie NEBHE's new vision statement: Our vision is that everyone in New England will have lifelong access to affordable, high-value postsecondary education. I believe the essential word in this statement is "everyone."

This is our lens as we collaborate with postsecondary institutions, public officials, advocacy organizations, scholars, business leaders and all who share our commitment to creating and ensuring access to higher education.

NEBHE delivered on that promise in a number of ways in the past year and I invite you to read about them:

- Tuition Break continued to provide affordable access and opportunity for New England students to attend the region's 78 public two-year, four-year, and graduate institutions. In the academic year 2022-23, nearly 9,000 students saved an estimated \$70 million in tuition dollars. And postsecondary institutions experiencing the enrollment decline received \$162.4 million in tuition and fee revenue.
- We co-led the New England Commission on the Future of Higher Education in Prison which produced a landmark report with 15 recommendations that serve as an action plan to increase access to and completion of educational programming among New England's incarcerated students. The Commission's work earned special mention in a Boston Globe editorial on the topic.

- Our innovative partnership with the State of Connecticut on the Tech Talent Accelerator was expanded to create more accelerated technology career-aligned pathways for students in collaboration with higher education and business partners. In its first year, eight pathways were created, which will expand to up to 13 in its second year. The program is supported by the Connecticut Office of Workforce Strategy and the Department of Economic and Community Development and executed in partnership with the Business-Higher Education Forum (BHEF).
- The New England Transfer Guarantee, now in operation in Connecticut, Massachusetts and Rhode Island served 470 community college graduates in transferring to 4-year institutions, and leveraged \$4.5 million in scholarship assistance, recognizing their strong academic preparation and an average cumulative grade point average of 3.33. Building on the strong foundation in southern New England, development of Transfer Guarantee infrastructure for the northern New England states, Vermont, New Hampshire and Maine, is underway.
- The North Star Collective's second cohort of Faculty Fellows completed its work this spring, supporting the participation of 25 Black, Indigenous, People of Color (BIPOC) early-career faculty from 16 member institutions. Recruitment of the 2023-24 cohort of Fellows and member institutions is underway for this unique program, focused on creating nourishing communities of care, mentorship and professional development.

We are grateful for the partnerships that make this work possible and look forward to expanding and strengthening them-widening the circle of those we work with toward our vision for lifelong access to affordable, high-value postsecondary education for every current and prospective student in New England. We welcome your ideas and collaboration.

Sincerely,

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Michael K. Thomas President and CEO New England Board of Higher Education



From the Chair

Dear Friends:

Making postsecondary education in New England more accessible and affordable is vital work. Simply stated, earning a degree or other high-value credential can transform an individual's life, benefiting families, communities and society.

We are doing this work in challenging times, however, with rising costs and student debt, longstanding inequities, a decrease in postsecondary enrollment in the region and workplaces that are rapidly changing because of technology.

The New England Board of Higher Education (NEBHE) has a critical role to play in helping states and institutions address each of these issues, guided by the organization's strategic priorities, including:

- **Affordability:** Advance innovative, strategic alliances to increase affordability and financial sustainability.
- Equity: Expand equity-focused practices throughout postsecondary education.
- Alignment: Expand connections between postsecondary education and high-demand talent needs.

NEBHE is uniquely able to engage the New England states in sharing lessons learned from their efforts to expand postsecondary success. In my home state of Connecticut, significant lessons have been learned from executing the State's strategic plan for higher education and in working to provide access to free community college. Valuable lessons can be distilled from across the region. With this clarity of purpose, I see models to address these challenges across New England that can be shared to the benefit of all.

These complex challenges will require cross-sector collaboration, formation of new partnerships and the development of new policies; all are functions in which the New England Board of Higher Education must play a role.

We invite your involvement in these efforts to accelerate the region's progress and benefit generations of students.

Sincerely,

Gregg Haddad *Representative*, Connecticut General Assembly *Chair*, New England Board of Higher Education

Tuition Break

NEBHE's signature program, Tuition Break, continues to provide affordable access and opportunity for New England students to attend the region's 78 public two-year, four-year, and graduate institutions. In the academic year 2022-23, nearly 9,000 students saved an estimated \$70 million in tuition dollars.

Students Benefit from Wide Range of Options

Participating institutions charge students no more than 175% of in-state tuition when they enroll in an eligible academic major or credential. Students have affordable access to thousands of credentials, many of which may not be available at public institutions in their home state.

Source of Enrollment and Revenue

For institutions, participation in Tuition Break supports reliable revenue generation and helps them attract and retain students. In a time of intense demographic and enrollment pressure in the region—New England experienced a 2.1% decline in public higher education enrollment last year—this program plays a critical role. In academic year 2022–23 alone, Tuition Break generated \$162.4 million in tuition and fee revenue for participating institutions.

The Tuition Break program delivers real value to New England students and their families with an average tuition savings of \$9,100 per student enrolled in more than 2,400 academic programs. Committed to easy and affordable college access for students, the program is an example of NEBHE's power of collaboration and dedication to educational excellence. 2022-2023 Impact Summary

\$70,722,779 Total tuition savings for students

\$162,406,618

Total tuition and fee revenue to New England colleges and universities

8,843 Total participating students

\$9.192

Average savings per student

2,470

Total academic programs available to New England students

> 78 Participating institutions



"The Tuition Break Program is a tremendously effective undergraduate recruitment and retention tool for the University of Connecticut that is a valuable resource to eligible students. Looking ahead to the opening of school for the Fall 2023, close to 700 UConn undergraduate students are enrolled in eligible programs of study. We are thrilled that so many deserving students qualify for this financial benefit."

Mona Lucas, M.Ed.

Assistant Vice President, Enrollment Planning and Management University of Connecticut

Policy & Research

NEBHE's Policy & Research team informs leaders in higher education and government through research, policy analysis, capacity building and planning. In 2022-2023, the Policy & Research team embarked on an exciting period of change, which included welcoming several new team members. The team worked to bolster existing Policy & Research initiatives, expand support for open education and undertake new initiatives. The team members bring expertise in quantitative and qualitative research, policy analysis, data management and analytics, strategic planning, grant and project management, event planning, and open education.

2022-2023 Policy & Research Impact

In 2022-2023, the Policy & Research team provided multiple programs promoting cross-state and cross-sector collaboration among New England's leaders and supporting postsecondary institutions' access and completion initiatives.

28

Collaborative convenings of stakeholders across education, government and business

\$340,000

Grant funding to postsecondary Institutions through NEBHE for Open Educational Resources and Tech Talent Accelerator

32

Business and industry partners engaged in developing in-demand digital technology credentials

42

Active partnerships with higher education institutions

44

Active working relationships with government leaders

Connecticut Higher Education Tech Talent Accelerator

Since 2021, NEBHE has facilitated the creation of accelerated technology career-aligned pathways for students and incumbent workers in the State of Connecticut thanks to the support of the Connecticut Office of Workforce Strategy and the Department of Economic and Community Development and ongoing collaboration with the Business-Higher Education Forum (BHEF). In Phase One, seven partnerships between business and higher education institutions were built, resulting in eight new pathways. These new programs and credentials are available in fields such as cybersecurity, mobile application development, and game development.

With an additional investment from the State in 2023, the Tech Talent Accelerator (TTA) will increase its cohort of participating public and independent institutions and support up to 13 partnerships to scale and increase access to credential pathways leading to in-demand tech jobs and strengthen collaboration between business and higher education institutions.



"The TTA grant has created a robust learning ecosystem that attracts, retains, and prepares students for successful careers in the game design and development industry in Connecticut while addressing real-world challenges and making a positive societal impact. In one instance, students in a summer internship focused on enhancing

the Immersive First Responders Training Platform and contributed to the advancement of the platform, ensuring its effectiveness in training first responders."

Mehdi Mekni, PhD

Associate Professor and Director, Computer Science program, University of New Haven

New England Commission on the Future of Higher Education in Prison

Effective July 1, 2023, eligible incarcerated people can access federal Pell Grant funding for the first time in almost 30 years. Student participation in career and educational programming in prison has far-reaching positive implications for society, including in the realms of facility and public safety, self-efficacy, intergenerational impacts and employability upon release.

The New England Commission on the Future of Higher Education, co-chaired by The Educational Justice Institute at MIT Co-Director Lee Perlman and NEBHE President and CEO Michael Thomas, was a regional endeavor from October 2022 to June 2023 comprised of 83 leaders from corrections, higher education, re-entry, workforce development and government. Approximately 20% of Commission members were system-involved advocates and leaders. The Commission engaged in a series of discussions about expanding access to high-quality postsecondary and career pathways for the region's incarcerated learners, supported by Ascendium Education Group.

- The largest and most diverse Commission of its kind, members crafted a full report outlining the Commission's findings, including 15 recommendations that serve as an action plan to increase access to and completion of educational programming among New England's incarcerated students.
- The Boston Globe published a single editorial on July 2, 2023 entitled, "Behind Bars, but Seeking a Brighter Future" which described the issues examined by the Commission, linked to the report on the NEBHE website and endorsed several of the recommendations. Additional coverage appeared in *Commonwealth, Higher Ed Dive*, and a radio report by the New England News Collaborative ran on public radio stations in Massachusetts, Maine, New Hampshire and Connecticut.





2022-2023 Impact Summary

83 Members of the Commission representing higher education, corrections, re-entry, business/industry, people with lived experience

20% Percentage of Commission with lived experience

\$1 For every \$1 invested in correctional education, taxpayers save \$4-5 in incarceration costs during the first 3 years post-incarceration

> Reference: Davis, Lois M., Robert Bozick, Jennifer L. Steele, Jessica Saunders, and Jeremy N. V. Miles, Evaluating the Effectiveness of Correctional Education: A Meta-Analysis of Programs That Provide Education to Incarcerated Adults. Santa Monica, CA: RAND Corporation, 2013.



"Through this network [the New England Commission on the Future of Higher Education in Prison], we can ensure incarceration and education are not mutually exclusive, and that we, as a community, commit to the hard work of equipping incarcerated individuals with life-changing tools in the form of meaningful postsecondary education."

Nicholas J. Deml Commissioner, Vermont Department of Corrections



The impact of these programs does not end when one is released from prison...Many formally incarcerated students, myself included, have gone on to make positive contributions to society and their communities after completing. Since my release, I have been able to secure meaningful employment and use the knowledge and skills I gained from these

programs to give back to my community."

Abraham Santiago Student Advocate, Second Chance Educational Alliance

Policy & Research continued

Open Educational Resources

Open Educational Resources (OER) are free teaching and learning resources that have been shared under a copyright license that allows for reuse, redistribution, remixing, revision and retention in perpetuity. OER can be textbooks, ancillary materials like test banks, study guides, lesson plans, full course modules, simulations, or any resource that helps students achieve their course learning objectives.

Open Education focuses on new educational norms and practices that rely on the foundational concepts of sharing, collaborative authorship, discovering and reusing existing resources, customizing learning materials through translation and adaptation to local contexts, and open pedagogical practices that engage students in producing and sharing intellectual output that has the potential to create lifelong learning opportunities for those outside of traditional academia. Open education requires new policies and models for education that center student agency in learning.

NEBHE supports states and institutions through student-centered open education policies, programmatic guidance, and relevant research. Of particular interest is assisting in bridging the gap between public and independent postsecondary institutions with respect to open education awareness and capacity building.

Informing Student Choices

With generous funding from the William and Flora Hewlett Foundation, NEBHE currently supports four institutions in the Northeast through capacity-building grants to implement institution-wide course marking initiatives which provide students with information regarding which courses carry no additional costs for books or materials. Representatives from grant recipient institutions—Johnson & Wales University (RI), New England College (NH), St. John Fisher University (NY) and Thomas College (ME)—joined NEBHE staff in June 2023 for a retreat on course marking and are participating in a yearlong virtual community of practice. Over the next year, NEBHE will provide these institutions with support to guide their course marking initiatives and policies with the intention of improving student financial autonomy in degree completion.

Open Education Research

NEBHE facilitates the understanding of open education from a cost-savings tool to be more inclusive of pedagogies that allow for opportunities to create systemic changes in more representative and equitable information creation, evaluation, and access for students in New England and beyond.

In a 2023 NEBHE-led study on renewable assignments¹ students reported higher levels of motivation as well as more opportunity to represent their identity for renewable assignments than traditional assignments. Students who opted to publicly share reported higher levels of competence and relatedness than did students who did not opt to publicly share.

This research led by NEBHE Fellow for Open Education, Lindsey Gwozdz and her co-author, Virginia Clinton-Lisell (University of North Dakota), on renewable assignments found that students reported more opportunities to share their stories and speak from their experiences in these projects than with traditional assignments. Students also reported significantly higher levels of intrinsic motivation with renewable assignments vs. traditional assignments, and traditional assignments had significantly higher levels of reported associated pressure vs. renewable assignments. The results were published in the article, "Understanding Student Experiences of Renewable and Traditional Assignments" in the journal, *College Teaching*, 2023.

Fellow for Open Education

Lindsey Gwozdz, is an Associate Professor and Scholarly Communications Librarian at Roger Williams University in Bristol, Rhode Island. She specializes in the intersections of open education, information literacy and critical librarianship.

Reference: Griffiths, R., Mislevy, J., Wang, S., Ball, A., Shear, L., Desrochers, D. (2020). OER at Scale: The Academic and Economic Outcomes of Achieving the Dream's OER Degree Initiative. Menlo Park, CA: SRI International.

Percentage of students who said they had not purchased required materials for a course at least once and the common reason was cost. The share of students reporting financial strain due to textbook costs was higher for Pell students and underrepresented minorities.

¹ A renewable assignment is an assignment or activity in which students are invited to openly license and publicly share the artifact that is created, which has value beyond the students' own learning. (Wiley & Hilton, 2018)

Legislative Advisory Committee

The Legislative Advisory Committee (LAC) is comprised of legislative delegates to the NEBHE Board and additional sitting legislators from each state who have an interest in higher education. NEBHE convenes the LAC semi-annually to strengthen state higher education policymaking in New England, promote interstate collaboration and inform NEBHE's policy analysis, research and program activities.

2022-2023 Impact Summary

Over the past year, NEBHE convened LAC members to consider timely topics including:

Impacts of transcript and registration hold policies on students

Policies to promote access and affordability

Efforts to strengthen education-workforce pathways to improve students' employability



The Legislative Advisory Committee has been an excellent source of possible approaches to stubborn problems...through information sharing among legislators as well as policy experts across New England and the country."

Rep. Rebecca Millett, Maine, *Co-chair*, NEBHE Legislative Advisory Committee

"Economic Impact of Higher Education" Briefs

In partnership with the New England Council, NEBHE's Policy & Research team developed a series of <u>one-page briefs</u> demonstrating the impact of higher education for each New England state and regionally. The New England Council used these briefs in interactions with policymakers and shared

them widely via their blog.



Regional highlights from 2022

500,000 jobs

were created in New England from the higher education sector

1,000,000 students

were served, including 258,000 Pell Grant recipients

\$1.2 billion in federal taxes came from New England's higher education sector



We were pleased to have the opportunity to partner with the NEBHE research staff earlier this year when they assisted us in developing Economic Impact Fact Sheets on the higher education sector in each of the New England states. These fact sheets have been and will continue to be a valuable resource for the region's higher education community and policymakers alike."

James Brett President and CEO The New England Council

Transfer Guarantee

The New England Transfer Guarantee – currently operationalized in the southern New England states of Connecticut, Massachusetts and Rhode Island – unifies state-wide transfer for students with an in-state associate degree.

Scaling the Guarantee to Northern New England

The program, generously supported by the Teagle Foundation, the Arthur Vining Davis Foundations, the Davis Educational Foundation and the Balfour Foundation was awarded \$645,000 in July 2022 to expand the Guarantee to Maine, New Hampshire and Vermont.

Year One saw great progress, with the formation of statespecific steering committees, three preliminary convenings of representatives from interested four-year institutions and draft versions of Memorandums of Agreement for each northern New England state. The Guarantee scaling plan calls for agreements to be finalized by mid-fall. NEBHE-hosted convenings for four-year institutions in each state will follow. The first cohort of Transfer Guarantee students is slated to enroll at participating four-year public and independent institutions across northern New England in spring 2024.

2022-2023 Impact Summary

470

Community college graduates participated in the first year in southern New England

\$4.5 million

Scholarship dollars awarded to transferring students in the Guarantee's first year

3.33 GPA

Average cumulative grade point average for community college students who transferred via the Guarantee between Spring 2021 and Spring 2022

Southern New England Progress Report

This year saw the publication of the Guarantee's inaugural enrollment report, showcasing three semesters (Spring 2021 – Spring 2022) of transfer enrollment data from Connecticut, Massachusetts and Rhode Island. In its first year, the program served a diverse (race, age and gender) group of 470 community college graduates who were awarded over \$4.5 million in scholarships. Data from the report was presented at the April 2023 New England Transfer Association conference and is available in the <u>Transfer Guarantee section of NEBHE's website</u>.

Also in the southern New England states, the Transfer Initiatives team focused on increasing awareness among students, parents and community colleges of the Guarantee. A new program logo was produced along with other branded materials, and efforts to elevate the visibility of the Guarantee continued with a campaign to standardize institutional Guarantee webpages. The program was the subject of national press coverage in reporting by Ithaka S+R, a non-profit education research group, *Trusteeship* magazine and *Inside Higher Ed*.

Professional Development Series with the Aspen Institute

NEBHE hosted two Aspen Institute-led professional development sessions, in June 2023. The first, for presidents and cabinet-level institutional leaders, centered on elevating transfer as an institutional priority. The second provided transfer communication and marketing strategy for transfer practitioners at the two-year and four-year levels. More than 80 people in senior institutional roles participated in the sessions, including three university presidents and four association presidents. The sessions are part of a larger collaboration between NEBHE and the Aspen Institute dating back to 2019.



"The students utilizing the Transfer Guarantee pathway at Suffolk have been able to access critical admission and financial information through an efficient and clear process. They are being retained at very high rates and producing grade point averages that meet or exceed expectations. Transfer students bring rich experiences with them to

campus, especially from our community college partners, which is why Suffolk will continue to provide the Guarantee as an option for applicants."

Daniel Connolly

Director of Transfer Admission & Community College Partnerships, Suffolk University

State Authorization Reciprocity Agreements

With a sustained demand for distance learning opportunities across the country, NEBHE and other national stakeholders including state regulators and accreditors—continue to work together to strengthen and enhance the State Authorization Reciprocity Agreements (SARA), which streamline regulations related to the delivery of distance education programs across state borders. These agreements also enhance student access to distance learning and choice.

Voluntary State Oversight

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 work with other states' SARA institutions in a common way when those institutions conduct activities in SARA states other than their own.

NEBHE oversees the SARA membership of the six New England States, plus New Jersey and New York in conjunction with a national coordinating body, the National Council for State Authorization Reciprocity Agreements (NC-SARA) and the three other regional education compacts. As of July 2023, 49 states, the District of Columbia, Puerto Rico and the U.S. Virgin Islands are members of SARA. More than 350 colleges and universities participate in SARA in the NEBHE region (over 2,400 institutions participate nationwide). As of Fall 2021, over 525,000 students were enrolled in distance education at NEBHE region SARA institutions, with over 4.3 million students enrolled nationwide. Based on the latest analysis, it is estimated that, without SARA, institutions in the eight NEBHE SARA-participating states would have collectively paid nearly \$100 million in initial authorization fees and over \$33 million in annual renewal fees to states.

SARA Policy Modification Process

NEBHE played an active role in a new SARA policy revision process that began in January 2023, centering on strengthening member state oversight and public transparency. A core theme of the 63 policy change proposals received from regions, institutions and national organizations was increasing student consumer protections. Proposals focused on institution eligibility as well as identifying institutions facing financial, accreditation, or other operational difficulties.

Keep up with SARA

The NEBHE SARA team keeps stakeholders informed of developments related to SARA and distance education in general, through consistent contact with members states and territories and participating institutions. NEBHE provides professional education for many state agency partners and institutional representatives directly through NC-SARA and through offerings from SARA colleagues.

NEBHE will continue to work to enhance access for current and future postsecondary students in the region and across the country by strengthening SARA to maintain high standards for academic program quality and student consumer protection.

Follow SARA regionally and nationally at the <u>NEBHE website</u> and at <u>https://www.nc-sara.org/</u>

2022-2023 Impact Summary

8

NEBHE manages SARA membership for six New England states plus New Jersey and New York

350

Colleges and universities in New England, New York and New Jersey that participate in SARA, represented by NEBHE

525,000

Students in NEBHE region SARA institutions enrolled in distance education

\$100 million

Estimated amount that institutions in the eight NEBHE SARA-participating states would have paid in initial authorization fees to states without SARA

\$33 million

Estimated amount that institutions in the eight NEBHE SARA-participating states would have paid in annual renewal fees to states without SARA

Reparative Justice and the North Star Collective

Launched by NEBHE in 2021, the North Star Collective is a group of colleges and universities in the New England region that are committed to transforming their institutions and uplifting Black, Indigenous and People of Color (BIPOC) faculty on their campuses. The Collective is a reparative justice initiative that is committed to supporting institutional leaders in their transformative work (through institutional programming) and creating spaces that nourish and restore BIPOC faculty (through the North Star Faculty Fellowship). The Collective grew to 16 member institutions in 2022-23. The North Star Collective is funded by institutional members and generous support from the Hildreth Stewart Charitable Foundation.

Institutional Programming

The North Star Collective creates opportunities for institutional partners to collaborate, share best practices and problem-solve on issues related to faculty racial equity on their campuses. In 2022-23, the North Star Collective hosted two webinars and two virtual roundtables focused on how BIPOC faculty and administrators provide vision and strategic planning to move the needle towards racial justice on campuses as well as how they overcome the challenges they face such as combat fatigue and burnout. An average of 75 attendees participated in each event.

North Star Collective Faculty Fellowship

The North Star Collective Faculty Fellowship, which grew to 25 faculty fellows in the 2022–23 year, 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. The Fellowship is unique in its focus on racial trauma healing. It is created by BIPOC faculty for BIPOC faculty to support their professional development (specifically writing and publishing endeavors) and their overall wellbeing. The Fellowship provides a support network for BIPOC faculty to help navigate the challenges they face in their academic careers, promote mental wellness and health, and foster a community of care for fellows' holistic wellbeing.

Impact of The North Star Faculty Fellowship

100%	Fellows said they would enthusiastically recommend the North Star Collective Fellowship to other BIPOC faculty
100%	Fellows said they were drawn to the fellowship because of the community of care and support it provides
70%	Fellows said they were drawn to the fellowship because of the writing retreat and writing groups
76%	Fellows said they were drawn to the fellowship because of the stipend provided to support their research and publishing activities

Fellows describe the experience:

"The community of scholars was fantastic! I felt belonging when among them, inspired when learning from them, and excited to continue connecting with them throughout our careers."

"The Fellowship surpassed all of my expectations by treating us, BIPOC faculty members, as people who are more than the sum of bullet points in the CV. There were unique professional development opportunities, workshops, writing retreat, and the closing colloquium, all of which proved extremely useful for me.... By placing a high value on our mental, physical, emotional, social and financial well-being, the North Star Collective Fellowship was an opportunity to introspect as well as share, a call to be content with ourselves as well as a motivation to reach for the stars."

For more information, visit <u>nebhe.org/</u> reparative-justice/northstarcollective/

Cost Savings

The New England Board of **Higher Education supports** higher education institutions in the region through cost savings opportunities through its partnership with the **Midwestern Higher Education** Compact (MHEC), including MHECare student health solutions with access to programmatic options for fully insured school-sponsored plans and virtual mental health services for higher education institutions in New England. In addition, technology contracts are available to New England higher education institutions; K-12 districts and schools; cities, states and local governments.

For more information visit https://nebhe.org/costsavings/

Our People

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Emily Decatur Director, Transfer Initiatives

Kamille Gentles-Peart Fellow and Founding Co-Director North Star Collective

Jonathan Gowin Director, Tuition Break (Regional Student Program)

Sarah Kuczynski Senior Program Manager Transfer Initiatives

Charlotte Ochs Program Coordinator Tuition Break and SARA

Policy & Research

Rachael Conway Policy Analyst

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Grace Moore Policy & Research Intern

Laura Robert-Rivera Senior Project Manager

Katie Singer Director of Policy & Research



45 Temple Place Boston, MA 02111 <u>nebhe.org</u>