

# SEARCH PROFILE:

COMMISSIONER OF HIGHER EDUCATION



MASSACHUSETTS  
Department of  
Higher Education

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## THE LEADERSHIP OPPORTUNITY

The Massachusetts Board of Higher Education (BHE or Board) seeks nominations, expressions of interest, and applications for a collaborative, creative, and accomplished leader to serve as the next Commissioner of Higher Education. The Commissioner is an equity-minded, student-centered leader who promotes, fosters, and coordinates the Commonwealth's public colleges and universities; authorizes and regulates the Commonwealth's private (independent) colleges and universities; and works energetically and passionately to strengthen the impact, accessibility, accountability, and quality of all public and private institutions of higher education in Massachusetts.

The Commissioner is appointed by the Board with the approval of the Massachusetts Secretary of Education. The Commissioner reports to the Board and works collaboratively with the Governor and Secretary of Education. They also partner with the students, staff, faculty, trustees, and presidential leaders of the Commonwealth's 24 public colleges and universities, the five campuses and President of the University of Massachusetts (UMass) system, and the independent institutions. In addition, critical relationships are built with B-12 advocates and leaders, state legislators, and leaders in the local, regional, and business communities. These partnerships and relationships

all advance the mission, policies, and initiatives of the Board and the Department. Working with the Commissioners of Elementary and Secondary Education and Early Education and Care, through the Executive Office of Education, and with other state agency leaders, cross-sector initiatives are created and implemented to ensure that residents of Massachusetts have the best chance to reach their fullest potential.

The Commissioner is the executive and administrative head of the Department of Higher Education (DHE), which works to carry out the statutory authority of the 13-member Board and identify strategies and policies that serve public and private higher education institutions in the Commonwealth and their students. The Board seeks to ensure the sustained integrity of the Commonwealth's higher education system through student success and consumer protection.

With the support and involvement of these partners and stakeholders, the next Commissioner will have the opportunity to continue the momentum and success of recent years and bring an entrepreneurial spirit to develop innovative strategies for Massachusetts' outstanding public higher education institutions and deliver the best post-secondary education for all students in the Commonwealth.



## ROLE OF THE COMMISSIONER

The Commissioner occupies a unique and highly visible position at the nexus of educational, executive, legislative, and community leadership—each with distinct cultures, practices, and processes with significant influence on higher education outcomes. The Commissioner’s role falls into three main categories: strategic leadership, collaborative leadership, and operational responsibility that all enhance student success.

As the empowered agent of the Board of Higher Education and the singular leader of the public higher education system in the Commonwealth, the Commissioner has the opportunity and obligation to define (working with the BHE) and share the most important strategic priorities for public higher education in Massachusetts. This is particularly critical at a time when higher education faces important challenges and opportunities and in a state system where the individual campuses and UMass have so much atomized operational authority.

Second, the Commissioner must be able to lead collaboratively as implementation of strategy requires alignment and engagement at the campus and segment levels; support and enthusiasm from the executive and legislative branches of government; and partnerships with key stakeholders such as the B-12 system, employers, unions, and civic entities

such as philanthropy, civil rights organizations, and community organizations.

Finally, strong management skills are necessary for the Department to meet its mission through organizational excellence. An operationally sound leader is needed to fulfill the role.

The role requires extensive outreach and collaboration founded upon credibility and trust. The Commissioner routinely meets with the presidents of colleges and universities; the members of the Board; the Executive Office of Education; the Commissioners of the other education sectors; members of the Legislature, in particular, the chairs of the Joint Committee on Higher Education; private higher education leaders; business and community leaders throughout the state; and counterparts in other states who are similarly tasked with oversight of higher education.

Together, they must identify, define, conceptualize, develop, implement, and execute innovative approaches that will maximize the power and responsibility of higher education in Massachusetts. These are substantive conversations that require concentrated attention and persistence in tackling some of the most challenging issues and structures in public higher education.

# EDUCATION LANDSCAPE IN MASSACHUSETTS

Massachusetts has long been known for its strong education culture and boasts the highest level of educational attainment in the United States. The Commonwealth also has the highest percentage of bachelor's, graduate, and professional degree holders. Massachusetts is noted for the high quality of its K-12 public-school options and strong standardized test scores. The Commonwealth continues to work to address chronic gaps in opportunity and outcomes across lines of socioeconomic and racial differences which manifest clearly at both the K-12 and college levels.

Serving nearly 200,000 students, the public colleges and universities of the Commonwealth provide accessible, affordable, relevant, and rigorous programs. In addition, Massachusetts has a robust and diverse independent higher education sector that educates an estimated 285,000 students.

Among Massachusetts high school students who attend college in-state, 60 percent of them attend one of the public institutions, and they generally continue to work and live in the Commonwealth after

receiving their diplomas. Massachusetts is well-known for its institutions of higher education, and the field of education is one of the largest employers in the Commonwealth. Massachusetts has one of the world's most robust knowledge and innovation-based economies, highly dependent on employees with advanced educations, with leading global positions in biotechnology, robotics, software and electronics, investment and financial services, and other technology sectors.

The Commissioner and DHE have specific regulatory oversight responsibilities across the Commonwealth's 82 private, independent institutions of higher learning while also working to promote the shared public and private vision of a robust higher education mission and sector.

Higher education is a powerful transmitter of social and communal values. It's an engine of workforce development and a significant contributor to the economy. In the Commonwealth, its direct and indirect impact on the civic fabric is profound and wide-ranging.





## ABOUT THE PUBLIC HIGHER EDUCATION SYSTEM

The [public colleges and universities](#) are anchor institutions, serving regional communities across the Commonwealth and contributing significantly to educational access and excellence, workforce development, and quality of life. The system comprises three segments: 15 community colleges, nine state universities, and five University of Massachusetts campuses. In addition to physical campuses, all three segments offer online options. Each community college and state university has its own Board of Trustees and the five University of Massachusetts campuses operate under a single Board of Trustees. The Board of Higher Education, however, has substantial coordinating and some governing authority over the entire public higher education system, including the responsibility to analyze and establish goals for the public higher education system and develop the mission for the overall system of public higher education and for each of the three segments. It also approves the appointments and sets the compensation for all community college and state university presidents. The Board and Department seek to strike an appropriate balance of promoting campus autonomy, innovation, and flexibility, while seeking to support and advance a coordinated public higher education system.

In addition to collaboration and alignment fostered and driven by the DHE and BHE, individual institutions and groups of colleges and universities, both within and across segments, pursue active collaborations directly. In most regions of the state, formal regional collaborations, both among independent higher education institutions and sometimes also including B-12 and workforce partners, play valuable roles.

The community colleges and state universities have organized associations among their members (the [Massachusetts Association of Community Colleges](#) and the Council of Presidents of the Massachusetts State Universities) which are staffed by a small team and meet regularly to consider challenges and seek out opportunities related to their segments. The associations advocate on behalf of their segments and serve as liaisons to the BHE and the DHE. As well, there is considerable work done together across the segments to assist students who move between campuses in pursuit of their educational goals.

### MISSION

Massachusetts Public Higher Education is a SYSTEM with a distinguished past, increasing and measurable accomplishments, and dedicated to being recognized as having one of the nation's most outstanding array of institutions. It comprises 15 community colleges, nine state universities, and five campuses of the University of Massachusetts. The system exists to provide accessible, affordable, relevant, and rigorous programs that adapt to meet changing individual and societal needs for education and employment. The public system is committed to continuous improvement and accountability in all aspects of teaching and learning. The Board of Higher Education, together with each respective Board of Trustees, expects all students, faculty, and staff to be held to exacting standards in the performance of their roles and responsibilities.

For more information about the system and the mission of each segment, visit:  
[www.mass.edu/system/aboutsystem.asp](http://www.mass.edu/system/aboutsystem.asp)

# ABOUT THE PUBLIC HIGHER EDUCATION SYSTEM (CONT.)

## COMMUNITY COLLEGES

The 15 community colleges enroll nearly 68,000 students and are the most racially diverse of the three segments. They offer open access to high-quality, affordable academic programs, including associate degree and certificate programs, and serve the highest percentage of low-income and part-time students. The colleges are committed to excellence in teaching and learning and provide academic preparation for transfer to four-year institutions, career preparation for entry into high-demand occupational fields, and lifelong learning opportunities. Community colleges have a special responsibility for workforce development and through partnerships with business and industry, provide job training, retraining, certification, and skills improvement. In addition, they assume primary responsibility, in the public system, for offering developmental courses, programs, and other educational services for individuals who seek to develop the skills needed to pursue college-level study or enter the workforce.

Rooted in their communities, the colleges serve as community leaders, identifying opportunities and solutions to community problems and contributing to the region's intellectual, cultural, and economic development. They collaborate with elementary and secondary education and work to ensure a smooth transition from secondary to post-secondary education. Through partnerships with baccalaureate institutions, they help to promote an efficient system of public higher education. Over the past five years, more than 19,000 community college students have continued their education at one of the state universities or the University of Massachusetts.

## STATE UNIVERSITIES

Six regional comprehensive state universities (Bridgewater State University, Fitchburg State University, Framingham State University, Salem State University, Westfield State University, and Worcester State University) and three specialized colleges (Massachusetts College of Art and Design, Massachusetts College of Liberal Arts, and Massachusetts Maritime Academy) emphasize excellence in teaching, habits of lifelong learning, and vibrant campus life. The six comprehensive state universities integrate liberal arts and sciences programs with professional education, and the three specialized colleges also focus on academic areas identified in the college's name.



The state universities enroll approximately 45,000 graduate and undergraduate students, and they are strategically located to facilitate access to baccalaureate and master's degree programs for Commonwealth residents. Each university has a distinctive academic focus based upon its established strengths and regional and state needs. These institutions serve as a leader and resource for their respective communities, contributing to the region's cultural, environmental, workforce, and economic development.

## THE UNIVERSITY OF MASSACHUSETTS SYSTEM (UMASS)

The University of Massachusetts Office of the President, located in Boston, oversees campuses in Amherst, Boston, Dartmouth, and Lowell, and a medical school in Worcester. The Dartmouth campus also houses the Commonwealth's only public law school. UMass is the Commonwealth's public research university and enrolls about 74,000 students. UMass' mission is to provide an affordable and accessible high-quality education and to conduct programs of research and public service that advance knowledge and improve the lives of the people of the Commonwealth, the nation, and the world. In 2020, the combined research portfolio reached a record-high \$687 million. Currently, the University of Massachusetts is ranked 60th among all U.S. institutions, 30th among all U.S. public universities, and the top public university in New England, according to the Times Higher Education World University rankings.



## BHE MISSION STATEMENT

The mission of the Board of Higher Education is to ensure that Massachusetts residents have the opportunity to benefit from a higher education that enriches their lives and advances their contributions to the civic life, economic development, and social progress of the Commonwealth. To that end, the programs and services of Massachusetts higher education must meet standards of quality commensurate with the benefits it promises and must be truly accessible to the people of the Commonwealth in all their diversity.

# OVERSIGHT OF POST-SECONDARY EDUCATION IN MASSACHUSETTS

## THE BOARD OF HIGHER EDUCATION

The [Board of Higher Education](#) (Board or BHE) is the Commonwealth's higher education authority with coordinating and some governing authority over the Commonwealth's public higher education system, and regulatory authority over all public and private higher education institutions operating in the Commonwealth and authorized to grant degrees. The Board is composed of 13 voting members, consisting of the Secretary of Education, ex officio; 9 members appointed by the Governor, including a student representative nominated by their peers; and 3 members—one from each segment—chosen by the community college, state university and University of Massachusetts Boards of Trustees to represent their respective institutions of public higher education. The Board is staffed by the Department of Higher Education, which is run by the Commissioner who serves as the executive and administrative head of the Department and Secretary to the Board. Together, the Board and the Department are the leading voice and advocate for post-secondary education in the Commonwealth, serving critical roles as the regulator of state authorization and consumer protection.

Among its many responsibilities, the Board defines the mission of and coordinates the Commonwealth's system of public higher education and its institutions. Other duties include overseeing program approval of all public higher education institutions, out-of-state higher education institutions operating in Massachusetts, and private higher education institutions located in Massachusetts and chartered after 1943; analyzing present and future needs and requirements of public higher education and establishing goals to achieve a well-coordinated quality system; setting tuition rates for community colleges and state universities; working with campus financial officers on modeling, budgeting, financing, and capital planning; administering state financial aid and providing financial aid services and information to students; fostering coordination between and among public and private institutions; appointing and fixing the compensation of the presidents of all community colleges and state universities; administering the Commonwealth's student and consumer complaint system; conducting annual financial risk assessments of all private higher education institutions and, where necessary, engaging institutions in contingency



# OVERSIGHT OF POST-SECONDARY EDUCATION IN MASSACHUSETTS (CONT.)

closure planning. A compilation of the authority of the Board can be found [here](#). The Board has recently adopted changes in how it operates to prioritize work on the most strategic issues, including the Equity Agenda, over routine approvals.

The Commissioner and Board work closely with all three public higher education segments, though the University of Massachusetts system has considerable statutory autonomy. Given that the community colleges, state universities, and the UMass segments have their own Boards, fiscal, organizational, and programmatic oversight is largely distributed across these entities, with the BHE having some direct authorities across the whole system and within the community college and state university segments, but also engaging widely in coordinating and catalyzing roles. This governance system offers significant institutional independence, but requires critical cooperation, collaboration, and communication among the parties, and requires that the BHE and DHE balance between opportunities for direct leadership and the necessity to engage campuses in the work.

Finally, the Board is the employer of record for all faculty and staff at the community colleges and state universities. The BHE also administers and has fiduciary duty investment and management responsibilities over a \$1 billion retirement and excess benefit program for public higher education faculty and staff and DHE employees.

## THE DEPARTMENT OF HIGHER EDUCATION

The Department of Higher Education (DHE) is the staff of the Board and is responsible for implementing the BHE's policies and conducting day-to-day operations. Many of the DHE's duties are defined by statute and regulation and provide protections and resources to student consumers. The Department encompasses a talented and dedicated staff of 70 in two locations (Boston and Malden) and, in 2021, had an annual budget of approximately \$180 million, including \$130 million for financial aid. DHE staff share these interconnected values: Equity, Accountability, Community, Empowerment, Intentionality, and Teamwork. More information about the DHE is available at: [www.mass.edu/about/aboutdhe.asp](http://www.mass.edu/about/aboutdhe.asp)

## EXCELLENCE AWARD

In recognition of its achievements and commitment to racial equity, the Massachusetts Department of Higher Education was named the [2021 Exceptional Agency of the Year](#) by the State Higher Education Officers Association (SHEEO).

## THE EXECUTIVE OFFICE OF EDUCATION

The [Executive Office of Education](#) was created as a Governor's Cabinet-level entity in 2008 with the goal of providing a more seamless delivery of education from preschool to post-secondary. The Office strives to strengthen the foundations of education reform, empower schools and educators, and develop pathways to college and careers so all students in the Commonwealth can succeed.

The Executive Office of Education is headed by the [Secretary of Education](#) and coordinates with three independent education agencies, each with its own Commissioner and Board: Department of Early Education and Care, Department of Elementary and Secondary Education, and Department of Higher Education. The Secretary, appointed by and reporting directly to the Governor, serves as a single, bridging authority within the Commonwealth's coordinated, comprehensive education system. The Secretary serves on each Department's Board and the policies, initiatives, and day-to-day activities executed by each department are led and managed by its respective Commissioner and overseen by its respective Board.



## THE EQUITY AGENDA

In September 2018, Commissioner Carlos Santiago and Board Chair Christopher Gabrieli proposed a new direction for public higher education that would reaffirm the Commonwealth's commitment to maintaining high levels of educational attainment among the adult population while emphasizing equitable post-secondary outcomes for minority and low-income students. The proposal called for the Board and Department of Higher Education to develop, in partnership with Massachusetts public higher education institutions, a 10-year statewide strategic plan focused on racial and social economic equity. The expectation was that, by focusing on equity in policies, programs, and initiatives, the Massachusetts system of public higher education would enhance economic and social mobility for all citizens, particularly students of color, throughout all levels of education. The goal of the [Equity Agenda](#) is to diminish the force of historic and continuing inequality by enlarging access to higher education and promoting the success of all students. An enhanced focus on increased attainment with an emphasis on equity would not only help Massachusetts remain a global competitor in industries such as education, medicine, and technology, but more importantly, it would fulfill the promise of economic and social mobility that many students, especially students of color, seek when entering post-secondary education.

The BHE adopted the equity vision statement in 2018, making the Massachusetts Board the first state higher education authority in the U.S. to make equity the top statewide policy and performance objective. The DHE was awarded \$1.2 million in grant funding in September 2020 by the Lumina Foundation through its Talent, Innovation, Equity (TIE) initiative grant and its Equity



Institution grant to dismantle systemic barriers to student success and degree attainment, particularly for racially minoritized students. The Commonwealth is only the fifth state to receive Lumina's Talent, Innovation, Equity (TIE) grant.

The BHE has endorsed a series of specific performance targets and identified five top priority areas to guide current action—scale early college, meet financial unmet need, review admission standards, reform developmental education, and review strategic financing of public higher education—and developed consensus about longer-term goals.

Many of the existing DHE programs have been strengthened or enhanced by the equity focus and will help to achieve the goals set out in the Equity Agenda. These include programs to expand early college access, enhance financial aid, provide innovation grants, and strengthen the STEM pipeline. New initiatives underway include the development of protocols and standards for measuring equity-minded policy making and the launch of these audits, a reimagining of the undergraduate experience to dismantle systemic barriers, and the ongoing development work to expand data reporting and data sharing to measure progress and develop projections toward achieving the goals.

## CURRENT INITIATIVES AND FOCUS

The Department has also undertaken several initiatives to define the Equity Agenda further. Several new reports on the implementation of the Equity Agenda, based on extensive and broad feedback from stakeholders, will be completed soon on the New Undergraduate Experience and the Basic Needs of college students. The Board, working through the Finance and Administrative Policy Advisory Council, is conducting a strategic review of how public higher education is financed in the Commonwealth. In addition, the Department is also developing recommendations for a 10-year strategic plan on how to achieve more significant racial equity in the system.

The Department of Higher Education has a number of [strategic initiatives](#) in areas including but not limited to access, affordability, assessment, basic needs security, campus safety and violence prevention, civic engagement, completion, consumer protection, developmental education, dual enrollment, early college, fiscal stewardship, research and evidence, retention, STEM, student learning outcomes, teacher diversification and preparation, transfer and workforce alignment.



## LEADERSHIP AGENDA

The next Commissioner will view public higher education in Massachusetts as both a civic commitment to justice and fairness of opportunity and an enterprise that is in Massachusetts' economic best interest. The Commissioner will build upon the exceptional foundation already in place and continue to foster a culture of innovation that moves programs, partnerships, and people to achieve the next level of excellence in Massachusetts public higher education. To that end, the next Commissioner will find the following opportunities to collaboratively lead the Commonwealth forward:

- **Advancing the Equity Agenda.** Massachusetts is leading the country in adopting the Equity Agenda and it will be paramount that the next Commissioner continues to define, enhance, and advance the work in which the entire higher education community is engaged. The Commissioner will be one of the most visible leaders and will move the vision forward with specific actionable agenda items to enhance the economic and social mobility for all citizens, particularly for students of color, throughout all levels of the education continuum.
- **Sustaining and Accelerating Current Strategic Initiatives.** The BHE and DHE have been engaged in a set of key strategic initiatives over the past years that the new Commissioner will need to foster and, where possible, even accelerate. These include a strategic review of how public higher education is financed in Massachusetts which is aimed to come to conclusions and recommendations by the end of calendar year 2022; the continuing shift away from traditional developmental education to co-requisite support in gateway classes; the expansion of the Massachusetts Early College Initiative which has grown over the past five years to include 39 approved programs, 50 high schools, 24 colleges and over 8,000 students; and an ongoing review of admissions criteria for public universities.

## LEADERSHIP AGENDA (CONT.)

- **Advocating for Higher Education.** The next Commissioner will need to proudly proclaim the benefits, roles, and needs of higher education in Massachusetts. They will work collaboratively with the leaders of the public colleges and universities, state legislators, students, families, communities, the Governor, and others to garner support for higher education. The Commissioner will need to develop and create innovative approaches that enable Massachusetts to find resources to sustain long-term solutions and initiatives.
- **Focusing on Demonstrable Student Success Results.** The Equity Agenda and other strategic priorities adopted by the BHE all point towards greater success for students in accessing, thriving in, and completing college as well as in career success thereafter. The DHE has continued to develop strong performance reporting datasets and visualization tools and the BHE has adopted ambitious overall outcome gain goals. Bringing this to fruition will require working closely in collaboration with campus leaders to enhance data-informed decision making and reporting on institutional performance that ultimately help shape policy priorities centered on closing achievement gaps and overall student success.
- **Protecting Student Consumers.** The DHE is responsible for ensuring that students and families are well informed, and their consumer rights are protected. Examples of this important role include the Board and the Department's work in authorizing colleges and universities to operate in Massachusetts; programmatic degree granting authority approvals; management of the state's post-secondary consumer complaint system; oversight of the state's participation in the national interstate reciprocity agreement; and the administration of student financial aid policies and initiatives intended to help reduce student debt. The Department and Commissioner must, working in partnership with the regional accreditor where possible, proactively monitor the fiscal health of all private institutions of higher education to avoid precipitous, disruptive closures of private higher education institutions.



## QUALIFICATIONS & QUALITIES

The Search Advisory Council recognizes that no candidate is likely to have all or even most of the wide range of the ideal qualifications described below. They encourage candidates to apply who feel well matched to some of these key criteria. The Search Advisory Council expects most applicants to have deep experience in higher education which includes individuals with considerable exposure to higher education policy and practice. The Search Advisory Council also encourages applications from non-traditional candidates with the ability to show how their outstanding track record in a related or relevant field would allow them to fulfill this position.

The successful candidate will embody many of the following qualifications, skills, and attributes.

- Executive-level experience and knowledge with a demonstrated record of success, preferably in higher education or in a field relevant to the civic and public domain.
- Significant experience/exposure to higher education and a clear commitment to its success and values.
- Lived and work experience, as well as credentials, that inspire confidence and trust from a wide range of communities including higher education leaders, faculty, and students.
- A leadership style that is compassionate, approachable, and transformational, and that will inspire the DHE, the campuses, the students, and the Commonwealth to continue to innovate and lead the nation in higher education.
- Exceptional communication and interpersonal skills, a high degree of emotional intelligence, and the head and heart to inspire all essential constituency groups while cultivating trust and meaningful relationships.
- Working knowledge of trends and best practices in racial and socio-economic equity and social justice, including a personal commitment to individual action and change.
- Courage to engage in difficult and challenging situations while moving the needle on racial equity, economic mobility, student success, resource allocation, and advocacy.
- Pragmatic management ability to navigate, thrive, and lead in a highly unionized, governmental bureaucracy with well-developed political and diplomatic skills.
- Financial acumen, including the ability to steward resources, control DHE costs, make and evaluate strategic investments, and review the financial health of private institutions.
- Experience with and a commitment to securing external grants or other public/private partnerships to fund and sustain specific programming/initiatives.
- Successful experience as a strategic and data-driven leader in complex organizations and the ability to execute large scale plans and enterprise-wide strategic initiatives.
- Proven record of success in working with coordinating and/or governing boards.
- Ability to build, promote, and inspire a collaborative, effective, and stable management team committed to advancing the work of the DHE.
- Data-informed decision making skills with the ability to implement equitable outcomes that will ensure continued narrowing of racial disparities.
- A commitment to and understanding of the importance of bringing together the many external stakeholders, such as community leaders and advocates, business and labor leaders, as well as the B-12 system leaders, who play a vital role in the future of higher education.





## APPLICATIONS, NOMINATIONS & INQUIRIES

The Massachusetts Board of Higher Education is being assisted by Academic Search. Applications, nominations, and expressions of interest may be submitted in confidence to [MACommissioner@academicsearch.org](mailto:MACommissioner@academicsearch.org). The position is open until filled, but only applications received by **Thursday, July 28, 2022**, can be assured full consideration.

Applications must include a curriculum vitae; a substantive cover letter that addresses the expectations discussed in the leadership agenda; and contact information for five professional references who will not be contacted without the candidate's permission.

Confidential conversations about this opportunity may be arranged by emailing [MACommissioner@academicsearch.org](mailto:MACommissioner@academicsearch.org) and one of the search team members will respond. The team for this search includes Dr. Jay Lemons, Dr. Carlos Medina, Dr. Shawn Hartman, and Ms. Jennifer Kooker.

*The Commonwealth of Massachusetts is an equal opportunity/affirmative action employer. The Commonwealth provides equal opportunity in state employment to all persons. No person shall be denied equal access because of race, creed, color, religion, national origin, sex, sexual orientation, gender identity, age, or physical/mental disability. An Equal Opportunity / Affirmative Action Employer. Women, minorities, veterans, and persons with disabilities are strongly encouraged to apply.*

Executive Order #595: As a condition of employment, successful applicants will be required to have received COVID-19 vaccination or an approved exemption as of their start date. Details relating to demonstrating compliance with this requirement will be provided to applicants selected for employment. Applicants who receive an offer of employment who can provide documentation that the vaccine is medically contraindicated or who object to vaccination due to a sincerely held religious belief may make a request for exemption.

# MASSACHUSETTS PUBLIC HIGHER EDUCATION SYSTEM INSTITUTIONS

## COMMUNITY COLLEGES

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Average yearly costs for full-time student tuition and fees: \$6,800\*

- [Berkshire Community College](#), Pittsfield
- [Bristol Community College](#), Fall River
- [Bunker Hill Community College](#), Boston
- [Cape Cod Community College](#), West Barnstable
- [Greenfield Community College](#), Greenfield
- [Holyoke Community College](#), Holyoke
- [Massachusetts Bay Community College](#), Wellesley Hills
- [Massasoit Community College](#), Brockton/Canton
- [Middlesex Community College](#), Bedford/Lowell
- [Mount Wachusett Community College](#), Gardner
- [North Shore Community College](#), Danvers
- [Northern Essex Community College](#), Haverhill
- [Quinsigamond Community College](#), Worcester
- [Roxbury Community College](#), Roxbury Crossing
- [Springfield Technical Community College](#), Springfield

## STATE UNIVERSITIES

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Average yearly costs for full-time student tuition and fees: \$11,150\*

- [Bridgewater State University](#), Bridgewater
- [Fitchburg State University](#), Fitchburg
- [Framingham State University](#), Framingham
- [Massachusetts College of Art and Design](#), Boston
- [Massachusetts College of Liberal Arts](#), North Adams
- [Massachusetts Maritime Academy](#), Buzzards Bay
- [Salem State University](#), Salem
- [Westfield State University](#), Westfield
- [Worcester State University](#), Worcester

## UNIVERSITY OF MASSACHUSETTS

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Average yearly costs for full-time student tuition and fees: \$15,700\*+

- [University of Massachusetts Amherst](#)
- [University of Massachusetts Boston](#)
- [University of Massachusetts Dartmouth](#)
- [University of Massachusetts Lowell](#)
- [University of Massachusetts Medical School](#)

\* Weighted resident average for FY2021, exclusive of room and board

+ Excludes UMass Medical School & UMass Global

# ABOUT ACADEMIC SEARCH

Academic Search is assisting the Massachusetts Board of Higher Education in this work. For more than four decades, Academic Search has offered executive search services to higher education institutions, associations, and related organizations. Academic Search was founded by higher education leaders on the principle that we provide the most value to partner institutions by combining best practices with our deep knowledge and experience. Our mission today is to enhance institutional capacity by providing outstanding executive recruitment services, executive coaching, and transition support, in partnership with our parent organization, the American Academic Leadership Institute. For more information, visit [www.academicsearch.org](http://www.academicsearch.org).



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AND DEVELOPING LEADERS  
by providing the highest  
level of EXECUTIVE  
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