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VERMONT STATE COLLEGES
CASTLETON STATE COLLEGE
COMMUNITY COLLEGE OF VERMONT
JOHNSON STATE COLLEGE
LYNDON STATE COLLEGE
VERMONT TECHNICAL COLLEGE

May 16, 2013

TO: Education, Personnel and Student Life Committee
Heidi Pelletier, Chair
Karen Luneau, Vice-Chair
Lynn Dickinson
Kraig Hannum
Bill Lippert
Jim Masland
Nick Russo
Gary Moore, *ex officio*

FROM: Annie Howell, Director of Academic Research & Planning

RE: EPSL Meeting on May 23, 2013

The EPSL Committee of the VSC Board of Trustees will meet on Thursday, May 23rd from 1-2:30 p.m. in the Stearns Performance Space at Johnson State College. The full EPSL agenda and materials are attached.

I can be reached at (802) 224-3013 if you have any questions.

Thank you.

cc: VSC Board of Trustees
Council of Presidents
Academic Deans
Student Affairs Council

VERMONT STATE COLLEGES BOARD OF TRUSTEES
EDUCATION, PERSONNEL AND STUDENT LIFE COMMITTEE MEETING

May 23rd, 2013, 1:00 p.m.
Johnson State College, Johnson, VT

AGENDA

A. ITEMS FOR DISCUSSION AND ACTION

1. Approve Minutes of March 27, 2013 Meeting
2. CSC Final Program Proposal: Master of Arts in Education with Specialization in Mathematics
3. CCV Final Program Proposal: Associate of Science in STEM Studies
4. Nomination of Faculty for VSC Faculty Fellowship Award
5. Nomination of Former Faculty for Emeritus Status

B. ITEMS FOR INFORMATION AND DISCUSSION

1. VTC Preliminary Program Proposal: Bachelor of Science in Green Buildings
2. VTC Preliminary Program Proposal: Bachelor of Science in Renewable Energy
3. VTC Preliminary Program Proposal: Bachelor of Science in Sustainable Land Use
4. May 21st PReCIP Retreat Update
5. May 22nd Academic Retreat Update
6. May 23rd Graduation Standards Retreat Update
7. Performance Indicators Status Update

A. ITEMS FOR DISCUSSION AND ACTION

1. Approve Minutes of the March 27, 2013 Meeting

Unapproved minutes of the March 27, 2013 meeting of the Education, Personnel and Student Life Committee

Note: These are unapproved minutes, subject to amendment and/or approval at the subsequent committee meeting.

The EPSL Committee met on Wednesday, March 27, 2013, in Montpelier, Vermont.

EPSL Committee members present: Heidi Pelletier (Chair), Karen Luneau (Vice-Chair), Kraig Hannum, Nick Russo.

Other trustees present: Gary Moore, Martha O'Connor, Jerry Diamond, Chris Macfarlane

From the Chancellor's Office: Tim Donovan, Chancellor; Annie Howell, CAO; Bill Reedy, Vice President & General Counsel; Tom Robbins, Vice President & CFO, Dan Smith, Director of Community Relations and Public Policy

From the colleges: President Joe Bertolino, President Phil Conroy, President Joyce Judy, President Barbara Murphy, President Dave Wolk, Dean Tony Peffer, Dean Linda Gabrielson

Guests: Eric Sakai, Dean of Academic Technology

Chair Pelletier called the meeting to order at 3:00 p.m.

A. ITEMS FOR DISCUSSION AND ACTION

1. Approve Minutes from February 13, 2013
Trustee Luneau moved and Trustee Hannum seconded a motion to adopt the minutes of the February 13, 2013 EPSL Committee meeting. The minutes were approved by the committee.

2. CSC Final Program Proposal: Master of Arts in Theater

Trustee Luneau moved and Trustee Russo seconded a motion that the committee recommend the resolution on the CSC Final Program Proposal: Master of Arts in Theater to the full Board of Trustees.

President Wolk invited Dean Peffer to describe changes that had been made to the program proposal from the preliminary proposal. Dean Peffer noted that slight changes had been made to the budget and to the enrollment but otherwise the program description remained the same.

Trustee Luneau asked about advantages of a Masters in Theater Arts for employment. Dean Peffer responded that although art majors report a high level of satisfaction five years after graduation, they often piece together part time jobs to support their art practice. This degree would enable them to teach full time at the high school level. If they would like to teach at the college level, it would require an MFA.

Trustee Luneau also inquired if there were other programs in Vermont that offered a Masters of Arts in Theater and President Wolk responded that there were not.

After discussion, the Chair called for a vote on the motion. The motion carried.

3. CSC Final Program Proposal: Master of Music Education

Trustee Hannum moved and Trustee Luneau seconded the motion that the committee recommend the resolution on the CSC Final Program Proposal: Master of Music Education to the full Board of Trustees.

Chair Pelletier invited President Wolk and Dean Peffer to comment on the proposal. Dean Peffer noted that the program would begin in the fall of 2014, not 2013.

After discussion, the Chair called for a vote on the motion. The motion carried.

4. Revision to VSC By-Laws

Chair Pelletier noted that the Revisions to the VSC By-Laws should have been included in the items for Action and Discussion portion of the agenda since it includes a resolution and a vote.

Trustee Laneau moved and Trustee Hannum seconded the motion to move this item to the action agenda. The motion passed.

Then, Trustee Luneau moved and Trustee Russo seconded the motion that the committee recommend the resolution on the Revision to the VSC By-Laws to the full Board of Trustees.

Chairman Moore commented that he recommended amending the By-Laws after noting a discrepancy between this year's meeting dates and those proposed in the previous By-Laws. This year's meeting falls in May due to the retreat whereas the By-Laws indicate June. Changes to the By-Laws will now reflect more general timeframe rather than a specific month.

President Wolk noted a typographical error in the proposed By-Laws and suggested a change to "the next fiscal year."

After discussion, the Chair called for a vote on the motion. The motion carried.

B. ITEMS FOR INFORMATION AND DISCUSSION

1. CCV Preliminary Proposal: Associate of Science in STEM Studies

Chair Pelletier asked President Judy and Dean Gabrielson to discuss the CCV proposal for Associate of Science in STEM Studies.

President Judy shared that CCV currently has a Liberal Studies program that works well for students who transfer to other schools. This STEM program parallels the Liberal Studies program, but re-packages current STEM related courses to create a degree in and of itself.

Dean Gabrielson added that this program offers a foundation for STEM studies as it requires students to take specific courses in

science, math, and technology. It also enables advisors to provide guidance on a curriculum path for students. Dean Gabrielson also noted that she is scheduling a meeting with representatives from employers and other educational institutions including tech centers, the VSC, and UVM to ensure that there is proper alignment between programs.

Trustee Luneau commended CCV for developing this proposal because there is appeal from a marketing standpoint since "STEM" is recognizable for students and employers alike. The program also shows that the VSC is responsive to current needs. Finally, re-packaging courses rather than adding additional courses is an effective way of making the most out of the college's resources.

Trustee Russo also commended CCV for the program and asked if there were other institutions that offered this degree. Dean Gabrielson responded that the only other program is a Masters in STEM studies offered in Ohio.

Chair Pelletier thanked CCV for their work on the preliminary proposal and stated that the committee welcomes a final proposal.

2. CSC Preliminary Proposal: Master of Arts in Mathematics Education

Chair Pelletier invited President Wolk and Dean Peffer to introduce the CSC preliminary proposal for a Masters of Arts in Mathematic Education.

Dean Peffer commented that there is a need in Vermont for highly qualified teachers in Mathematics. Of the three programs discussed by CSC in this EPSL meeting, this program has the most immediate demand as indicated by the Math department.

Chair Pelletier asked about the number of different masters programs in education at CSC. Dean Peffer responded that there will be three Masters in Education programs and with options to specialize in math or music, or general instruction. Dean Peffer and President Wolk also indicated that the development of these programs is driven and supported by market demand. New faculty are hired only when enrollment demands.

Trustee Luneau asked all of the VSC if their education programs look to teacher shortages in Vermont to fill academic needs. President Wolk responded that the needs of Vermont schools are CSC's main focus when planning education programs.

Chair Pelletier thanked CSC for their work on the preliminary proposal and stated that the committee welcomes a final proposal.

3. Preliminary Discussion on Academic Performance Indicators

Chair Pelletier reminded board members of the interest at the March 18, 2013 Board retreat to revisit the VSC Academic Performance Indicators. Chair Pelletier then invited CAO Howell to provide an update on the status of that work.

CAO Howell reviewed that on January 25, 2012, the EPSL committee and the Academic Deans discussed ways to improve the VSC Performance Indicators (PI). Although there was much appreciation for the improvements made to that version of the PI, Deans, Presidents and Board members thought that the PI could be more college specific and user friendly so that they would be used more often. On April 25, 2012, Interim CAO Mark brought examples of other system's PIs to the board, including the CCV dashboard, which was well received.

CAO Howell updated that VSC are all currently considering ways that the PI can be better aligned with their specific interests and that the Academic Deans will delve into this topic again this spring and summer.

CAO Howell then asked the Board if there were specific data they want to see as part of the Performance Indicators.

Chair Pelletier noted that these requests should not create more burden on the colleges, but should be related to their interests. Chancellor Donovan concurred that the PIs should be valuable first to the colleges.

Chancellor Donovan asked the Board for a small number (6-10) of indicators that would be valuable for them to understand how the

VSC are doing, and requested that these indicators be identified by the fall of 2013.

Trustee Luneau asked if the indicators could provide more data on where VSC graduates are currently working. It would be helpful for the legislature and the public to know how many people in each profession, (e.g., nursing) in Vermont graduated from the VSC. In addition, Trustee Luneau recommended that the PI include how many non-Vermont VSC graduates stay in Vermont so the Board can promote the VSC's value to the state's economy.

Trustee Russo inquired whether data from the PI could be shared sooner, such as headcount. Chair Pelletier agreed that it would be good to have real-time data. Chancellor Donovan noted that many of the individual items in the annual PI report are generated throughout the year and could be shared as they are generated.

Chancellor Donovan requested that the Board continue to review this question, and keep in mind that these data should be relevant as well as do-able from data collection standpoint. For example, it would be difficult to gather data about employment status five years from graduation because there are limited research resources to collect those data.

President Judy shared that some data is tied to federally defined standards, such as graduation rates, regardless of whether this is relevant to the college. For example, a student who transfers from one school to another is not counted by the federal government as a graduate at either school. President Conroy noted that this reporting is reflective of a dated mindset where it was assumed that students attend one school for four years until graduation, whereas research shows that 60% of today's students attend at least two schools before graduating.

Trustee Diamond noted that on the current version of the Performance Indicators, the Office of the Chancellor receives endowments. He inquired about what is done with these centrally located endowments. Chancellor Donovan responded that these gifts are often made the VSC at large and the OC redistributes them to the individual colleges.

Chair Pelletier thanked the Board and Presidents for the conversation about the Performance Indicators.

4. Academic Retreat Update

Chair Pelletier invited CAO Howell to give an update on the Academic Retreat. CAO Howell shared that on May 22, 2013, Vermont State Colleges faculty and staff will gather at VTC Randolph campus for this year's annual Academic Retreat, *A New Era of Higher Ed: Evolution and Revolution*. Traditionally, this retreat is an occasion to share best teaching practices and research within the Vermont State Colleges and to promote thinking on an important topic in higher education. Our theme this year will focus on the significant changes that higher education has faced in the last half of a decade and the challenges and opportunities these factors hold for learning. CAO Howell also provided updates on the keynotes, request for proposals, and other elements of the retreat that will ensure a successful learning experience for the community.

5. Overview of Current State of VSC Online Education

Chair Pelletier asked CAO Howell to introduce guest presenter, Eric Sakai, for this information and discussion agenda item.

CAO Howell welcomed Eric Sakai, CCV Dean of Academic Technology, and shared that while Dean Sakai works at CCV, he also serves in a cross-college role supporting technology efforts across the schools. She also shared that Dean Sakai reconvened the Teaching and Learning Technology Group (TLT), which includes representatives from all of the schools to discuss and promote best practices in technology enabled learning.

Dean Sakai then made a presentation about the current state of VSC online education, including hybrid learning, fully online courses, and technology enhanced classes. He shared that the VSC started utilizing online courses in 1996. Today there are close to 1,000 technology-enabled courses taught at the VSC, and the expectation is that this practice will continue to grow, such as the development of online advising and online or hybrid graduate programs.

Dean Sakai discussed an ongoing collaboration between CCV and CSC where courses are using e-textbooks to cut costs. Textbooks can cost hundreds of dollars for some courses and Dean Sakai reported that some students select courses solely on that cost, which is an ineffective way to plan for academic success. He also shared that CCV is giving stipends to six faculty members who are developing courses with no textbooks, electronic or hardcopy. These courses can be used as models across the system.

Vice President Reedy inquired about accessibility for visually impaired students. Dean Sakai responded that accessibility to visually impaired students is a discussion not only at the VSC but also at other learning institutions. President Judy commented that deaf students are attracted to online learning because it enables them to communicate through writing more effectively.

Chancellor Donovan added that VSC students can enroll in courses across the colleges, and that online courses make this even more possible. Trustee Diamond inquired about the financials of this model. Chancellor Donovan responded that there is a system in place at the Office of the Chancellor to ensure that colleges receive appropriate compensation for cross-enrollment. Director Smith asked Trustee Russo how well known this cross-enrollment was among VSC students. Trustee Russo shared his belief that it is not well known among VSC students and that it could be much better advertised and supported.

Trustee Luneau inquired about dishonesty or cheating in online platforms. Dean Sakai responded that research shows that there is as much, if not less cheating in online courses as in on-ground courses. In the online environment, instructors begin to know the style of their students' writing, and there are tools for searching for plagiarized materials online as well. This helps minimize dishonesty.

President Conroy added that Vermont Interactive Technologies is another avenue for virtual learning.

Chancellor Donovan commented that in this current focus on online learning, the VSC has been engaged in this practice for a

long time. Dean Gabrielson mentioned that her work in different states has impressed upon her that the VSC is thinking proactively about technology-enabled learning

Chair Pelletier and CAO Howell thanked Dean Sakai for his presentation as it was well received by Trustees, Presidents, and guests.

Chair Pelletier called for a motion to adjourn the meeting. Trustee Luneau moved and Trustee Russo seconded the motion. The meeting was adjourned at 5:10 pm.

2. CSC Final Program Approval: Master of Arts in Education with Specialization in Mathematics

Castleton State College is proposing a Master of Arts in Education with Specialization in Mathematics program. The addition of this program will provide an opportunity for in-service teachers to continue their pursuit of a Master's degree in mathematics education. Preliminary indications, based on contacts in the schools, indicate that there is significant need for a program like this one. This program also will offer the opportunity for graduates from other institutions to obtain a Master's degree soon after obtaining a Bachelor's degree at a convenient location within the state.

This proposed degree is designed to be a 36-credit one-year Master's degree. This program bridges the gap between mathematics and mathematics education theory and practice and prepares teachers for instructional leadership as master teachers of mathematics. The program extends the professional competence of mathematics teachers through an in-depth study of mathematics and mathematics teaching and learning.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL
Final Proposal Form

Part I: General Information

1. **Institution:** Castleton State College

2. **Name of new program:** Master of Arts in Education with Specialization in Mathematics Education

3. **a) Individual(s) with responsibility for program development:**
   Dr. Dale Kreisler., Mathematics Professor & Department Chair
   Mathematics Professors: Dr. Susan Generazzo, Dr. Kirsten Stor, Dr. Christopher Schwaner, & Dr. Abbess Rajia

   b) Academic Department(s): Education & Mathematics

4. **a) Date of Final Proposal:** February 28, 2013

   b) Proposed start date of program: Spring 2014

5. **Title of degree to be conferred (if applicable):** Master of Arts in Education with Specialization in Mathematics Education

6. **Brief description of proposed program (150 words or less):**

This proposed Master's Degree is designed to be a 36-credit one-year Master's degree. This program bridges the gap between mathematics and mathematics education theory and practice and prepares teachers for instructional leadership as master teachers of mathematics. The program extends the professional competence of mathematics teachers through an in-depth study of mathematics and mathematics teaching and learning.

The program consists of 15 – 18 credits in graduate courses in education and 18 – 21 credits in graduate courses in mathematics. It is designed to be an extension of the undergraduate program in elementary and secondary mathematics, providing students the opportunity for further detailed study in those areas. In addition to obtaining a masters degree with specialization in mathematics students in this program also gain a solid knowledge of advanced mathematics, excellent teaching skills, and modern approaches to pedagogy.

In our math for teaching courses, we revisit standard elementary- middle- and high-school topics in a more detailed way than one would experience in a traditional math course. Our classes will often feature discussions and activities based on familiar themes, peeling apart the math to consider fundamental details that are hidden behind the scenes.

Part II: Rationale

1. How the program will strengthen the College (refer to institutional mission, institutional priorities and existing institutional programs):

The Mathematics Department strives to meet the mission of Castleton State College and the Vermont State Colleges. This program prepares individuals to be knowledgeable, creative problem-solvers and engaged citizens in the community.

The proposed Master of Arts in Education with Specialization in Mathematics Education supports Castleton's institutional mission and priorities, and enhances the existing undergraduate mathematics program.

Part of Castleton's mission is to prepare students for meaningful careers and further academic pursuits. Additionally, a primary goal of the mathematics undergraduate mission statement is to "prepare students for professional careers and/or graduate pursuits in mathematics." This Master's Degree will continue this mission and aid students in developing a stronger understanding of mathematics through more advanced study of its history and professional practices.

This Masters Degree will complement the undergraduate degree in many ways. This program is, first and foremost, a Mathematics Master's program. It therefore involves taking a number of graduate level mathematics courses. It will provide significantly more than the background needed to teach.

2. Specific educational and/ or employment need(s) to be addressed (attach documentation of need):

We have created a program that encourages elementary- middle- and high-school teachers to revisit and explore the mathematics that is necessary to be effective in the classroom. Mathematics teachers need to know more than just the results and the formulas that come up in mathematics classes. They need to know why things work the way they do, where the formulas come from, and what properties are involved in proofs of mathematical results.

By covering mathematics from these angles, our degree candidates will find more than one correct way of solving a given problem, helping them explain complicated topics to students who try to solve problems from various perspectives and may otherwise get lost, frustrated, and confused. The program can be described as one that studies familiar topics from a sophisticated point of view.

Most candidates in our program will be teachers with some experience, but we welcome students who are considering the profession. Our candidates benefit from studying a range of mathematical topics and exploring these subjects from a student's perspective. Through our program, aspiring and experienced teachers expand their mathematical confidence in the classroom and are ultimately made more effective as mathematics teachers.

In addition to courses in number sense, geometry, probability, and analysis, we also offer several classes in topics such as graph theory and history of mathematics. In these, the burden is placed on participants in the classes to discover and invent much of the math content and how it applies in the classroom. These courses encourage inquiry-based learning, allowing current and aspiring teachers to consider firsthand how these approaches work and how they can incorporate elements in their own teaching.

Technologically savvy educators are in high demand in schools that are desperately trying to enhance their classrooms without breaking the budget. During the course of your mathematics education degree at Castleton, participants become familiar with a range of ways to improve their classrooms and advance their careers.

3. How the program will strengthen the System (consider existing programs throughout the VSC, describe any collaboration with other VSC colleges or organizations in planning or delivering this program, indicate specific benefits to the State of Vermont):

The addition of this program will provide an opportunity for in-service teachers to continue their pursuit of a Master's degree in mathematics education. Our preliminary indications, based on our contacts in the schools, indicate that there is significant need for a program like this one. We have requested letters of support from principals, curriculum coordinators, and teachers from various schools in Vermont. (Contact list is attached at the end of this proposal) Our current students are also in support of our proposed program and some have already indicated that they will enroll in courses as soon as they are able to do so. This program also will offer the opportunity for graduates from other institutions to obtain a Master's degree soon after obtaining a Bachelor's Degree at a convenient location within the state.

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

Program participants will demonstrate their knowledge through individual and collaborative projects and presentations, field-based curriculum implementation and evaluation, and reflective classroom inquiry. The program, which is a collaborative effort of the Department of Education and the Department of Mathematics, is designed for opportunities for mathematics teachers to deepen their understanding of mathematics by learning advanced mathematical topics in relation to the mathematics that they actually teach. The proposed mathematics education courses will provide opportunities for teachers to learn math-specific technologies for learning, how to implement appropriate mathematics curriculum, and how to continue to develop as a professional educator. In addition, the program is designed to develop teachers' understanding of and ability to apply education research into their own practice. As a culminating project, teachers will conduct research in their own classrooms, where they will analyze how aspects of their own practice has an impact on their own as well as their students' learning.

Upon completion of the program, students will be able to:
1. Analyze and solve real-world problems using a variety of mathematical techniques,
2. Apply Mathematics Education Theory to practice in the field,
3. Apply Mathematics to related disciplines,
4. Communicate effectively via multiple avenues,
5. Utilize and choose technology appropriate to a given situation,
6. Appreciate the need and desire to be lifelong learners,
7. Secure desired employment or gain admission to graduate or professional programs of study.

2. How the program will integrate professional, liberal and career study:

Graduate course work will generally introduce students to contemporary issues in the mathematics discipline and help them develop a critical perspective for these and for future developments. It should also empower them to become advocates for best practice in education.

Graduate course work is designed to be significantly different from undergraduate studies in the following ways:

- Requiring greater depth and intensity of study
- Demanding a higher level of academic/intellectual rigor
- Focusing on advanced topics
- Requiring more self-directed learning than undergraduate studies

3. How the program will assess its effectiveness in achieving student learning outcomes:

The Mathematics Department assess the programs effectiveness in achieving its learning outcomes by:

a.) Generating an appropriate questionnaire that will evaluate each candidate's area of specialization.

b.) Creation of a committee whose function is to evaluate the mathematical content of the proposed courses in the program and make appropriate changes to them based on their findings.

c.) Appoint at least one member of the Mathematics Department to serve on a candidates thesis review committee.

4. Relation of program to external entities, if any (e.g., accreditation agencies, partnership organizations, State agencies):

This program will be reviewed as part of the review processes conducted for the Education Department since this is a collaborative effort between the Mathematics and Education Departments.

5. Program outline; include brief descriptions of all new courses:
Course (name and number) credits new or existing?

1. Masters of Arts in Mathematics Education

All students must complete the following Education courses:

EDU 6550 Foundations and Current Issues	3 cr	Existing
EDU 6560 Curriculum Development	3 cr	Existing
EDU 6720 Graduate Seminar	3 cr	Existing
EDU 6920 Educational Research	3 cr	Existing
EDU 7960 Graduate Thesis	3 to 6 cr	Existing
Total:	15 to 18 cr	

All elementary and secondary education students must complete the following Mathematics courses:

MAT 5XXX Mathematics Education Theory and Practice I	4 cr	New
MAT 5XXX Data Analysis	4 cr	New
MAT 6XXX Geometry for Teachers	4 cr	New
OR		
MAT 6XXX Number Theory for Teachers	4 cr	New
	12 cr	

and any 5000 or higher level Mathematics courses. Total Credits required: 6 or 9 cr
Total Credits required for Masters Program: 36 cr

6. Graduate Course Descriptions:
(All mathematics graduate courses are new courses)

MAT 5XXX Mathematics Education Theory and Practice I 4 cr
An integrated approach to mathematics education is covered in this course. The focus of the course is applying theory into practice. Topics may include frames of reference, creation and usage of manipulatives in the classroom, and multiple forms of assessment in a mathematics classroom. Various forms of technology, including graphing calculators and computers are discussed and integrated into a mathematics curriculum.

MAT 6XXX Geometry for Teachers 4 cr
The properties, history, concepts and principles of geometry are discussed and integrated into a mathematics curriculum in this course. Topics may include: Euclidean and Non-Euclidean geometry in two and three dimensions, analyze characteristics and relationships of geometric structures and shapes, and the role of axiomatic systems.

MAT 6XXX Number Theory for Teachers 4 cr
The properties and history of numbers are discussed and integrated into a mathematics curriculum in this course. Topics may include: elementary number theory, analytic number theory, algebraic number theory and geometry of numbers

MAT 5XXX Graduate Mathematics Tutorship 1 to 3 cr
A supervised experience in individual instruction. To include reading and discussion of individualized instructional systems as well as an actual tutorial experience in a Mathematics course. *Prerequisite: Invitation of the Mathematics Department.*

MAT 5XXX Independent Study (May be repeated for credit)
Open on a limited basis. A personal interview with the Mathematics Department faculty is required prior to registration. Hours by arrangement. *Prerequisite: Consent of department chair. Signed*

MAT 5XXX Internship in Mathematics 1 to 12 cr
(May be repeated for credit)
Signed contract required at time of registration.

MAT 5XXX Data Analysis 4 cr
Main topics include data representation, collection, analysis, modeling and making inference. The proper techniques, procedures and technology will be applied to real world scenarios. Pre-requisite: MAT 2022, or MAT 3230

MAT 6XXX History of Mathematics & Mathematics Education 3 cr
This course covers selected topics in mathematics and mathematics education from ancient to modern times. A few of these topics may include: the Greek Period, Early and Medieval Europe, The Renaissance, The History of Mathematics Education in the United States and the work of Pascal.

MAT 6XXX Mathematics Education Theory and Practice II 3 cr
A continuation of Mathematics Education Theory and Practice I course. This course promotes inquiry into communication, literacy and current issues in mathematics curriculum and instruction.

MAT 6XXX Graduate Mathematics Teaching Seminar 3 cr
(May be repeated for credit)
Implementing teaching theory, course management, teacher preparation, and critique(s) on teaching experience. A semester-long teaching experience is a requirement for this course. *Prerequisite: Invitation of the Mathematics Department.*

MAT 6XXX Graduate Mathematics Research Seminar 3 cr
A graduate research seminar. Students spend the first half of the semester studying and presenting graduate research in mathematics and/or mathematics education. In the second half, students investigate their own topic, prepare a written project, and present their research. *Prerequisite: Graduate Math major, or consent of the instructor.*

MAT 6XXX Multivariate Statistics 3 crThis course focuses on the study of multivariate analysis. Students will apply matrix algebra to the field of statistics. Topics include: characterizing and displaying multivariate data, the multivariate normal distribution, multivariate analysis of variance and multiple regression.

MAT 6XXX Advanced Topics in Mathematics & Mathematics Education 3 cr
(May be repeated for credit)
Advanced topics in mathematics offered on a rotating basis. Examples of topics include: complex analysis, real analysis, graph theory and partial differential equations.

MAT 6XXX Independent Study (May be repeated for credit)
Open on a limited basis. A personal interview with the Mathematics Department faculty is required prior to registration. Hours by arrangement. *Prerequisite: Consent of department chair.*

MAT 6XXX Internship in Mathematics (May be repeated for credit) 1 to 12 cr
Signed contract required at time of registration.

7. **TOTAL CREDITS in proposed program:** 36

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	AY 2014-15	AY 2017-18
Faculty	$50,000	$90,000
Library/ other materials	$2,000	$ 4,000
Marketing costs	$3,000	$ 3,000
TOTAL COSTS:	$55,000	$97,000

2. Revenue/ sources to meet new expenditures

	AY 2014-15	AY 2017-18
Tuition:	IS $11,160x5 = $55,800 OS $16,704x3 = $50,112	IS $12,276x10 = $122,760 OS $18,375x5 = $ 91,875
Tuition Totals:	$105,912	$214,635
reallocation:		
other sources:		
TOTAL REVENUES:	$105,912	$214,635

Projected amount of Faculty salaries is based on teaching overloads for some part-time faculty and regular teaching loads for full-time faculty for all 36 credits of the graduate program and the possible addition of one full-time faculty member in mathematics in the future if the enrollment figures, based on our surveys of in-service teachers and current student interest, are accurate. The three years out number (AY 2017-18) is based on the intended addition of an additional full-time faculty line in mathematics. Both numbers contemplate the full cost of faculty including benefits.

Tuition figures are based on $11,160 for in-state and $16,704 for out-of-state students. Three years out figures include an assumed 10% increase in tuition from the AY 2014-15 base year.

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

	AY 2014-15	AY 2017-18
full-time	6	12
part-time	2	5
in-state	5	12
out-of-state	3	5

Describe how you arrived at these projections:
The mathematics faculty conducts regular surveys of current and previous students in an effort to gauge interest in programs like this one that offer advanced educational opportunities. The projections above reflect our latest survey findings. Most are in state, while some are from other areas. The three-year projections are based on the assumption that both undergraduate and graduate mathematics enrollments continue to grow. Information from the Admissions department indicate that our enrollment in undergraduate programs will increase significantly in the Fall semester based on current deposits made by incoming students with interest in our mathematics programs.

2. Describe the marketing strategies for the new program.
The members of the mathematics department plan to work closely with the Dean of College Advancement, the Admissions Department, and The Castleton Center for Schools to design an effective marketing strategy to advertise this program. We anticipate that we will be able to make this program accessible to our current students, alumni, in-services teachers in Vermont and in neighboring states and will use effective marketing strategies to promote the benefits of the program.

3. Competition:
a) In state and region

All Vermont Programs:

Bennington College *(Bennington, VT)*
Masters in Education Subject(s):
Art, Curriculum/Instruction, English/Language Arts, ESL/TESOL, Foreign Languages, History/Social Studies, **Math**, Music, Science

Goddard College *(Plainfield, VT)*
Masters in Education Subject(s):
Art, English/Language Arts, ESL/TESOL, History/Social Studies, **Math**, School Counseling/Psychology, Science

Lyndon State College *(Lyndonville, VT)*
Masters in Education Subject(s):
Curriculum/Instruction, English/Language Arts, ESL/TESOL, History/Social Studies, **Math**, Reading/Literacy, Science, Special Ed

The University of Vermont *(Burlington, VT)*
(Also Web-based – See below)

b) Web-based

The University of Vermont *(Burlington, VT)*
Accreditation:
NCATE accredited
Masters in Education Subject(s):
Administration, Business, Curriculum/Instruction, English/Language Arts, Foreign Languages, History/Social Studies, **Math**, Reading/Literacy, Science, Special Ed

After reviewing the programs offered by the institutions listed above, we believe that our proposed program I significantly different than any of the programs that are offered in Vermont.

4. How the program will impact enrollments in existing programs at the College:

The implementation of a masters program with a concentration in mathematics should have a positive impact on the undergraduate programs in mathematics at Castleton and possibly at the other VSC institutions. The opportunity for our graduates to continue with graduate studies locally should help to increase enrollment in our undergraduate programs.

5. How the program will impact enrollments in existing programs at other VSC colleges:

The implementation of this program at Castleton should help to increase the enrollment figures in the undergraduate mathematics programs at Castleton. It should augment the other VSC colleges by offering a graduate degree in mathematical studies in the southern part of Vermont for those candidates that live and work in this part of the state and neighboring regions of New York state.

6. How the program will impact existing and/ or future external relations:

The implementation of a Master of Arts in Education with Specialization in Mathematics Education should have a positive impact on our external relations. Many in-service teachers of mathematics in the Elementary and Secondary schools are in search of a convenient location to continue graduate study in a quality program like the one being offered in this proposal.

Endorsement Letters…..

Letters of endorsement of our program have been requested from the following:

Dana Johnson, Math Enrichment Teacher
Rutland Intermediate School
65 Library Avenue
Rutland, Vermont 05701

Beth Adreon
Vergennes Union High School
50 Monkton Road
Vergennes, Vermont 05491

David Adams, Superintendent
Addison Northeast Supervisory Union
72 Munsill Avenue, Suite 601
Bristol, Vermont 05443

Noel C. Bryant
Director of Curriculum & Assessment
Rutland Central Supervisory Union
16 Evelyn Street
Rutland, Vermont 05701

Aaron Boynton, Principal
Rutland Town Elementary School
1612 Post Road
Rutland, Vermont 05701

Carol Geery, Director of Special Services
Rutland South Supervisory Union
64 Grange Hall Road
P. O. Box 87
North Clarendon, Vermont 05759

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Castleton State College
Master of Arts in Education with Specialization in Mathematics

WHEREAS, Castleton State College proposed a Master of Arts in Education with Specialization in Mathematics (M.Ed. in Mathematics); and

WHEREAS, The M.Ed. in Mathematics degree program bridges the gap between mathematics and mathematics education theory and practice and prepares teachers for instructional leadership as master teachers of mathematics; and

WHEREAS, The addition of this degree will be an extension of the undergraduate program in elementary and secondary mathematics, providing students the opportunity for further detailed study in those areas; and

WHEREAS, Castleton State College has developed a budget to deliver the program based on conservative enrollment projections; and

WHEREAS, The Board Education, Personnel, Student Life Committee reviewed this proposal in accordance with Policy 102 and recommends it to the full Board for approval; therefore, be it

RESOLVED, That the VSC Board of Trustees authorizes Castleton State College to offer a Master of Arts in Education with Specialization in Mathematics as of this date, May 23, 2013.

May 23, 2013

3. CCV Final Program Proposal: Associate of Science in STEM Studies

The Community College of Vermont proposes an Associate of Science degree in STEM Studies which will prepare students for transfer to a variety of STEM (science, technology, engineering and math) baccalaureate programs or for immediate employment in advanced technician positions that require strong mathematics, technology, and science skills. This program will include 36 credits distributed among science, technology, and mathematics with the opportunity for students to focus in one of these areas: physical science, life science, or pre-engineering. Most courses in this degree program are existing courses in the College's curriculum. The program will be built in collaboration with 4-year colleges and Vermont employers to assure a design that prepares students for the workforce and seamless transfer to relevant baccalaureate programs.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL

Final Proposal Form

Part I: General Information

1. Institution: Community College of Vermont

2. Name of new program: STEM Studies

3. a) Individual(s) with responsibility for program development:

Linda Gabrielson, Academic Dean; Darlene Murphy, Associate Academic Dean

b) Academic Department(s): Science, Technology, and Math

4. a) Date of final proposal: Spring 2013

b) Proposed start date of program: Spring 2014

5. Title of degree to be conferred (if applicable): STEM Studies (A.S.)

6. Brief description of proposed program (150 words or less):

The Community College of Vermont proposes an Associate of Science degree in STEM Studies which will prepare students for transfer to a variety of STEM (science, technology, engineering and math) baccalaureate programs or for immediate employment in advanced technician positions that require strong mathematics, technology, and science skills. This program will include 34 credits distributed among science, technology, and mathematics with the opportunity for students to focus in one of these areas: physical science, life science, or pre-engineering. Most courses in this degree program are existing courses in the College's curriculum. The program will be built in collaboration with 4-year colleges and Vermont employers to assure a design that prepares students for the workforce and seamless transfer to relevant baccalaureate programs.

Part II: Program Rationale

1. How the program will strengthen the College (refer to institutional mission, institutional priorities, and existing institutional programs):

One of the primary goals of the VSC strategic plan is to support specific economic sectors identified as important for the economic vitality of the State. As identified in the Governor's recent state of the state address there is demand by employers throughout Vermont for employees with strong science, math, and technology skills. To this end, the Governor charged the Vermont State Colleges to prepare Vermonters for these positions. Anthony Carnevale at

Georgetown University's Center on Education and the Workforce forecasts that Vermont will demand a total of 16,240 STEM skilled employees by 2018, up from 14,670 such positions in 2008; this represents an 11% increase. Carnevale also predicts that 87% of these jobs will require postsecondary education and training.

The Community College of Vermont's mission states that the College "supports and challenges all students in meeting their educational goals through an abiding commitment to access, affordability, and student success." With roughly 40% of incoming students requiring developmental education in mathematics and the College's strong commitment to a curriculum that meets students at their presenting skill level, CCV is well positioned to provide a continuum of courses that leads to associate degree level preparation in math, science, and technology fields.

On a national scale, President Obama continues to draw attention to the need for an empirical increase in citizens prepared with strong STEM skills. As recently as his 2013 state of the union address, he prioritized this work by recommending a reward system for educational institutions that provide high quality STEM programs.

2. Specific educational and/or employment needs to be addressed (attach documentation of need):

One of the VSC strategic goals is to continue to support the success and growth of Vermont employers and entrepreneurs. One recent example is the Northeast Kingdom's Development Initiative, which includes the Korean biotechnology firm AnC BIO and the German energy efficient window manufacturer, Menck Window Systems, both located in Newport. This initiative provided assurances that these companies will hire Vermonters and it supports a regionally-focused need to educate a workforce with STEM skills.

The Bureau of Labor Statistics provides the following 2011 annual median salaries in Vermont for some sample occupations**:** Robotics Technician, $60,040; Biological Technicians $34,910; Civil Drafters $41,590; and Health Technologists and Technicians, $43,060.

3. How the program will strengthen the System (consider existing programs throughout the VSC, describe any collaboration with the other VSC colleges or organizations in planning or delivering this program, indicate specific benefits to the State of Vermont):

A STEM Studies degree program would have the unique advantage of providing statewide access through CCV's 12 academic centers and the center for online learning. By providing pathways into diverse STEM focused areas, the degree will provide entry level career opportunities within rapidly expanding sectors of Vermont's, and the nation's, economy. The program will also allow more flexibility and STEM content specificity than current CCV degree programs to provide transfer opportunities to bachelor's programs at other VSC institutions and other Vermont institutions of higher education. Through a required field experience, students will have an opportunity to connect with businesses throughout Vermont, further raising awareness of the quality program provided by CCV and the VSC.

Part III: Program Description

1. Specific program objectives, including career and learning outcomes for students:

Graduates of the STEM Studies program will be able to:

- Apply the vocabulary, foundational theories, and problem-solving methodologies that define scientific literacy and scientific method in the natural world;
- Demonstrate critical and creative thinking and the ability to adapt learning to new and novel situations through collaborative real-world problem solving;
- Apply interdisciplinary strategies of inquiry, logical reasoning, technology, and an appreciation of cultural differences needed to address the challenges of an interconnected and global 21st century;
- Demonstrate academic skills required of all CCV graduates, including competency in writing, information literacy, oral communication, quantitative reasoning; and
- Explore pathways for educational and career development in the student's field of study.

2. How the program will integrate professional, liberal and career study:

This program will integrate 34 credits of CCV's general education curriculum (10 of which are in areas of technology, mathematics, and science) that includes the completion of VSC graduation standards. In addition to the general education program, the AS in STEM Studies requires 23 credits of core program requirements within the fields of science, technology, and math. The program allows flexibility for students to pursue their individual goals in fields such as physical science, life science, and pre-engineering. Students may fulfill the program requirements through a combination of courses in allied health science, biology, chemistry, computer information systems, environmental science, mathematics, and physics. Students will also complete Community and Work Experience, a full semester field experience, and employers in the role of field supervisors will participate in the evaluation of students' mastery of the program outcomes.

3. How the program will assess its effectiveness in achieving student learning outcomes:

CCV hires faculty who are professionals in the fields of science, technology and math to maintain program quality and curricular currency.

Faculty will evaluate students' attainment of the learning objectives for each course at the midterm and end of each semester. CCV's science and allied health, technology, and business and math curriculum committees periodically review the results to ensure students are mastering the objectives of each course.

Advisory committees aligned with each of the aforementioned curriculum committees meet on an annual basis to ensure curricular relevance and currency. Each advisory committee is

comprised of experts in the field, faculty, current students, and representatives of other institutions offering STEM-related programs.

Partnerships with specific science, technology and engineering employers and organizations in Vermont will be critical for assuring that students meet necessary qualifications for available jobs. The College will receive external evaluations of each student's competency through employer assessment as part of the required field experience course, Community and Work Experience. CCV will regularly review the results of the competency evaluations to ensure students are demonstrating mastery of the competencies.

4. Relationship of program to external entities, if any (e.g. accreditation agencies, partnership organizations, State agencies):

Today's businesses must employ new techniques, strategies, and technologies in order to compete in the global economy of the 21st century. The STEM Studies program will prepare students with the knowledge and skills needed to strengthen local, statewide and regional businesses and support key scientific and technical economic sectors in Vermont. This program will have the unique advantage of providing statewide access through CCV's 12 academic centers and an expanding online division. The degree will provide entry-level career opportunities across sectors of the economy in Vermont and across the nation. Community partners working with CCV on the design of this program include: Stafford Technical Center, Randolph Technical Center, Vermont Technology Alliance, Logic Supply, General Electric, and the Agency of Commerce and Community Development. By partnering with these businesses, the STEM Studies degree program will help further the VSC strategic goal of strengthening local, statewide and regional partnerships to advance workforce development initiatives. Through Community and Work Experience, a full semester field experience, students will have an opportunity to connect with employers across Vermont, further raising awareness of the quality programs provided by CCV and the VSC.

5. Program outline:

Course	**Credits** (all courses are existing)
General Education:	**34**
First semester seminar	3
Technological Literacy	3
Communication	3
English Composition	3
Research and Writing Intensive	3
Technical Writing & Research	
Human Expression	3
Human Behavior	3
Mathematics	3
Scientific Method	4
Students choose one 4 credit lab science	

Global Perspectives & Sustainability	3
Seminar in Educational Inquiry	3
Program Requirements:	**26**
Community and Work Experience	3
STEM Studies Courses	minimum 23 credits

Students select from college-level allied health, biology, chemistry, computer information systems, environmental science, mathematics, and physics courses to meet their educational and career goals.

TOTAL CREDITS **60**

Part IV: Budget Considerations

Preliminary cost/benefit analysis, including whether the program will be supported by a reallocation of existing resources or will require new resources:

Total Revenues & Budget Considerations

			Year 1 Spring 2014			Year 2 2014-15			Year 3 2015-16	
REVENUES		#	Rate	Amt	#	Rate	Amt	#	Rate	Amt
Tuition*	VT	16	$232/ cr	$22,272	55	$239/ cr	$157,740	86	$246/ cr	$253,872
	O/ S	1	$464/ cr	$2,784	2	$478/ cr	$11,472	4	$492/ cr	$23,616
Registration Fee		17	$65	$1,105	57	$65	$7,410	90	$65	$11,700
TOTAL REVENUE				$26,161			$176,622			$289,188
EXPENSES										
Faculty Salary		1	$3,560	$3,560	4	$3,738	$14,952	7	$3,925	$27,475
Supplies				$500			$1,000			$1,500
TOTAL EXPENSES				$4,060			$15,952			$28,975

*Note: Tuition calculation assumes an average of 6 credits per student per semester with one semester in Year 1 and two semesters per year thereafter. The model also assumes one registration fee per student per semester with one semester in Year 1 and two semesters per year thereafter. It also assumes 3% yearly tuition increase based on 2013-2014 rates and 5% yearly increase in instructor pay.

1. Expenditures for the proposed program:

	Year One (SP14)	Three Years Out
Faculty[1]	$3,560	$27,475
Admin/Other Staff[2]	0	0
Facilities/Equipment[3]	$500	$1,500
Library/Other Materials[4]	0	0
Other Costs[5]	0	0
TOTAL COSTS:	$4,060	$28,975

[1]Faculty
All faculty at CCV are hired on a part-time basis. The current rate of pay is $3,390 for a 3-credit course. For several years now, CCV faculty have received a 5% increase in pay and we predict an increase in pay 5% each year to 2016 if enrollment continues to grow.

[2]Admin/Other Staff
No additional costs of administration will be associated with this program as it will reside within the science, technology and math departments of the college.

[3]Facilities/Equipment
Some courses require ongoing software upgrades and lab science supplies. With the exception of regular software upgrades and science supplies, no special equipment is needed to run this program.

[4]Library/Other Materials
Numerous resources and databases already exist in the VSC libraries to support this program.

[5]Other Costs
No additional costs are required with the exception of an increase in faculty pay based on enrollment and the purchase of some consumable lab supplies.

Total costs are budgeted based on CCV's class size average of 12.5 students per course. Offerings in this program will be consistent with that practice which yields a break-even financial base. While no new costs will be incurred, net revenue will result for classes with more than 13 students.

2. Revenue/ sources to meet new expenditures

	Year One (SP14)	Three Years Out
Tuition & Registration Fees	$26,161	$289,188
Reallocation	n/a	n/a
Other Sources	n/a	n/a
TOTAL REVENUES:	$26,161	$289,188

Part V: Enrollment, Marketing, and Public Relations Considerations

1. Projected enrollment for the new program:

	Year One	Three Years Out
Full-time	2	13
Part-time	15	77
In-state	16	86
Out-of-state	1	4
Total Enrollment	17	90

Describe how you arrived at these projections:

The projections are based on advisory panel input and past history with new program start-ups at CCV. Historically, 15% of students at CCV are full-time and 85% are part-time. In-state students at CCV make up 96% of the student population and 4% come from out of state.

2. Describe the marketing strategies for the new program.

- Direct marketing to employers in areas related to science, technology, and engineering;
- Appeal to prospective students in the STEM fields looking to advance in their present employment through completing a degree program;
- Collaboration with Assessment of Prior Learning (APL) to target specific businesses and organizations where incumbent workers may be interested in applying life experience toward the degree program;
- Promotion and marketing this new program to existing employees currently working in the field through partnerships with statewide Advisory Committees;
- Marketing to technical center students through CCV's dual enrollment program;
- Marketing to CCV's current students enrolled in the Allied Health Preparatory certificate program, as well as Liberal Studies and undeclared students;
- Marketing to students who have obtained the Governor's Career Ready certificate; and
- Marketing to prospective learners looking to make a career change.

3. Competition:

a) in state and region

While there are many associate and bachelor's degree programs in STEM-related fields in Vermont and across New England, the Community College of Vermont will be the only institution in Vermont to provide a degree in STEM Studies. The associate of science degree will

allow students flexibility similar to the Liberal Studies degree, but with more open credits to pursue goals in scientific and technical careers.

b) web-based

A number of institutions offer online associate degree programs in STEM-related fields, but none were found with STEM in the title. CCV will make use of web-based course delivery by ensuring that all general education courses and the majority of the core program courses are delivered online. Community and Work Experience, the field experience course, is offered in a variety of formats including online to ensure statewide delivery.

4. How the program will impact enrollments in existing programs at the College:

Some students enrolled in the Allied Health Preparatory certificate may choose to continue in the STEM Studies degree program. This may result in retention of students who would otherwise have transferred into another institution or stopped their education after the award of a certificate. Some undeclared and Liberal Studies students may choose to change their degree program to STEM Studies. Otherwise, this program will bring in students who are new to CCV and who are interested in obtaining employment or transferring into four year programs in physical science, life science, or engineering. Target markets to be served by this program include: (1) new students interested in careers in physical science, life science, or engineering (2) incumbent workers in these same fields (3) students interested in changing careers; and (4) students interested in obtaining a degree at CCV. This program could draw from a regional New England base. The Community College of Vermont is the only institution in Vermont to provide a program of study specific to STEM studies.

5. How the program will impact enrollments in existing programs at other VSC colleges:

This program may be a feeder program into four year STEM-related programs and could result in increasing enrollment into upper division courses. Some related programs include Bachelor of Science degrees in Natural Sciences, Exercise Science, and Health Science at Castleton; Biology and Health Sciences at Johnson; Exercise Science and Natural Sciences at Lyndon; and Architectural Engineering Technology, Electrical Engineering Technology, and Electromechanical Engineering Technology at Vermont Technical College.

6. How the program will impact existing and/or future external relations:

Partnerships with business leaders in Vermont are paramount to student success by way of providing mentorship and career opportunities for students as they enter and complete the program. In addition, students will complete a full semester field experience as part of the STEM Studies degree program. The STEM Studies program curriculum was developed in partnership with Vermont's industry leaders including Vermont Technology Alliance, Logic Supply, General Electric, and the Agency of Commerce and Community Development. Due to the distributed nature of CCV's program delivery, this aspect of the curriculum will advance partnerships in regions throughout Vermont.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Community College of Vermont

Associate of Science in STEM Studies

WHEREAS, Community College of Vermont proposed an Associate of Science in STEM Studies (A.S. in STEM Studies); and

WHEREAS, The A.S. in STEM Studies degree program will prepare students for transfer to a variety of STEM (science, technology, engineering and math) baccalaureate programs or for immediate employment in advanced technician positions that require strong mathematics, technology, and science skills; and

WHEREAS, The program will be built in collaboration with 4-year colleges and Vermont employers to assure a design that prepares students for the workforce and seamless transfer to relevant baccalaureate programs; and

WHEREAS, Community College of Vermont has developed a budget to deliver the program based on conservative enrollment projections; and

WHEREAS, The Board Education, Personnel, Student Life Committee reviewed this proposal in accordance with Policy 102 and recommends it to the full Board for approval; therefore, be it

RESOLVED, That the VSC Board of Trustees authorizes Community College of Vermont to offer an Associate of Science in STEM Studies degree as of this date, May 23, 2013.

May 23, 2013

4. Nomination of Faculty for VSC Faculty Fellowship Award

As described in the enclosed copy of the Full-Time Faculty Agreement's Article 42, VSC Faculty Fellows, each year the Board may appoint two tenured faculty members to Faculty Fellowships. Faculty Fellows receive three credit hours' reduction in teaching load during one semester. In exchange, they present a public lecture, exhibition, performance, or recital at their college. Faculty fellows may receive up to $500 for expenses associated with their presentation or its preparation.

President Wolk submitted a nomination for one faculty member deemed to be worthy of this honor. As called for under Article 42, a three-person committee was established, consisting of Trustee Pelletier, Chair Moore's designee; CAO Howell, Chancellor Donovan's designee; and Professor Linda Olson, President of the VSC Faculty Federation. The committee agreed to recommend the nominated candidate, Castleton Professor Peter Kimmel, to the full Board of Trustees.

The EPSL Committee needs to consider this recommendation and the attached resolution for endorsement to the full Board.

ARTICLE 42

VSC FACULTY FELLOWS

In order to recognize outstanding Vermont State Colleges tenured faculty members, this Agreement shall establish the Vermont State Colleges Faculty Fellowships. In each Academic Year there shall be one (1) in the Fall semester and one (1) in the Spring semester. During the semester of the Fellowship, the faculty member shall offer a public lecture, reading, exhibition, performance or recital at his/her respective institution. Each Vermont State Colleges Faculty Fellow shall be allowed to draw up to $500 from the Vermont State Colleges, Office of the Chancellor, for bonafide expense money to complete the commitment referred to above. During the semester of the Faculty Fellowship, the Faculty member shall receive a reduction in workload of three credit hours.

Vermont State Colleges Faculty Fellows shall be nominated and selected on the basis of outstanding accomplishments in teaching and learning.

1. At each campus, a committee composed of a College administrator and two faculty members appointed by the President and Faculty Federation, respectively, shall meet and consider nominations for the award of VSC Faculty Fellow.

2. By January 15 of each year of this Agreement the campus committee shall submit to the College President the names of three faculty members to be considered for the VSC Faculty Fellowship. The nominations shall be accompanied by a detailed recital of the qualifications of the faculty member and a detailed analysis of the reasons for the nominations.

3. By March 1 of each year of this Agreement each President shall submit the name of one faculty member from the aforementioned list to a VSC Faculty Fellow Committee

comprising the Chancellor or designee, the VSC Faculty Federation President or designee and a member of the Vermont State Colleges Board of Trustees. The nomination shall be accompanied by a detailed analysis of the reasons for the nomination.

4. In each year of this Agreement the VSC Faculty Fellow Committee shall meet to consider the four nominations and shall recommend to the full Board of Trustees the names of two faculty members to be awarded Vermont State Colleges Faculty Fellowships.

The provisions of this Article shall not be subject to the grievance and arbitration provision of this Agreement.

Vermont State Colleges

Faculty Fellows, 1987-2012

2011-2012	Ken Leslie, Professor of Art, Johnson State College Jim Bozeman, Professor of Mathematics, Lyndon State College
2010-2011	Linda Olson, Professor of Sociology, Castleton State College Pat Shine, Professor of Psychology, Lyndon State College
2009-2010	Gina Mireault, Professor of Psychology, Johnson State College Harry McEnerny, Professor of Theater Arts, Castleton State College
2008-2009	Carrie Waara, Professor of History, Castleton State College
2007-2008	Steve Blair, Associate Professor of Music, Johnson State College Tom Conroy, Professor of Communication, Castleton State College
2006-2007	Denny Shramek, Professor of English, Castleton State College
2005-2006	Bob Johnson, Professor of Philosophy, Castleton State College Linda Mitchell, Professor of Business Administration, Lyndon State College
2004-2005	Abbess Rajia, Professor of Mathematics, Castleton State College Leslie Kanat, Professor of Geology, Johnson State College
2003-2004	John Knox, Professor of Mathematics, Vermont Technical College Glenn Sproul, Professor of Mathematics, Johnson State College
2002-2003	Dr. Kit Cooke, Associate Professor of Humanities, Johnson State College Paul Albro, Professor of Business Administration, Castleton State College
2001-2002	Dr. Gina Mireault, Associate Professor of Psychology, Johnson State College Dr. Lori Werdenschlag, Associate Professor of Psychology, Lyndon State College
2000-2001	Marjorie Ryerson, Associate Professor of Communications, Castleton State College Russell Longtin, Professor of Theater, Johnson State College
1999-2000	Leslie Kanat, Associate Professor of Geology, Johnson State College Pei-heng Chiang, Professor of Political Science, Castleton State College
1998-1999	Tony Whedon, Professor of Writing and Literature, Johnson State College Albert Robitaille, Professor of Civil Engineering Technology, Vermont Technical College

1997-1998	Professor Patrick Max, Director of the Calvin Coolidge Library, Castleton State College Maris Wolff, Professor of Fine and Performing Arts, Johnson State College
1996-1997	Dr. Judith M. Meloy, Associate Professor of Education, Castleton State College Dr. Cyrus B. McQueen, Associate Professor of Biology, Johnson State College
1995-1996	Dr. Robert Aborn, Professor of Music, Castleton State College Dr. James Bozeman, Assistant Professor of Mathematics and Computer Science, Lyndon State College
1994-1995	Dr. Herb Propper, Professor of Fine and Performing Arts, Johnson State College Dr. Matthew Zimet, Associate Professor of Science, Vermont Technical College
1993-1994	John Gillen, Professor of English, Johnson State College Dr. John DeLeo, Associate Professor of Recreation Resource Management, Lyndon State College
1992-1993	William Ramage, Associate Professor of Art, Castleton State College Dr. Peter Kramer, Professor of Health Sciences, Johnson State College
1991-1992	Dr. Holman Jordan, Professor of History, Castleton State College Alvin Shulman, Professor of Music, Lyndon State College
1990-1991	Dr. Stephen Butterfield, Professor of English, Castleton State College Dr. Donald Tobey, Professor of Business and Economics, Johnson State College
1989-1990	Dr. Robert Gershon, Professor of Theater Arts, Castleton State College Dr. Albert Toborg, Professor of History, Lyndon State College
1988-1989	Dr. Joyce Thomas, Associate Professor, Castleton State College Susan Halligan, Associate Professor, Johnson State College
1987-1988	Thomas Smith, Professor of English, Castleton State College Paul Calter, Professor of Mathematics, Vermont Technical College

Castleton

A VERMONT STATE COLLEGE

Office of the President

January 21, 2013

Tim Donovan, Chancellor
Vermont State Colleges
P.O. Box 7
Montpelier Vermont 05601

Dear Tim:

I am honored to nominate Professor Peter Kimmel for the VSC Faculty Fellow award. Through more than twenty years of service to Castleton and the Vermont State Colleges, Pete has distinguished himself as an exceptional teacher, an exemplary advisor, and a universally respected faculty leader. In addition to his work in the Department of Natural Sciences, he has made invaluable contributions to the Department of Nursing. All of our nursing students, in fact, seek out his sections of *Anatomy and Physiology*. He has set aside time to mentor these students outside the classroom as well, while maintaining his own heavy advising load. In their evaluations of his courses, students from all majors consistently place Pete among the highest scoring of our faculty members. The comments that they add to these numerical assessments move him to the top of even this select group.

Besides Pete's considerable accomplishments in teaching and advising, he has amassed a stellar record of service to the college. His colleagues have elected him to multiple terms as both chair of his department and president of the Faculty Assembly. In 2001 and again in 2011, he served as co-chair of the steering committee responsible for overseeing the preparations that led to highly successful ten-year reaccreditation reviews by the New England Association of Schools and Colleges. In each case, Pete also took on the assignment of editing our self-study report.

As a scholar, Pete has published a number of articles in academic journals from the fields of experimental biology, experimental zoology, and comparative biochemistry and physiology. It is my hope that the Faculty Fellow award will afford him time to add submissions focused on the scholarship of teaching to this list of accomplishments. STEM programs desperately need strengthening throughout both K-12 and higher education, and future as well as current teachers would benefit greatly from his shared expertise and experience.

With gratitude for all the many ways that Pete Kimmel has devoted himself to advancing Castleton's mission, therefore, it is my privilege to recommend him for appointment as a VSC Faculty Fellow. Pete truly represents the best of what this institution and the Vermont State Colleges accomplish in the lives of our students, and I can think of no better person to represent us with respect, dignity, and integrity.

Sincerely,

David S. Wolk
President

Castleton

A VERMONT STATE COLLEGE

Office of the Dean

To: Dave Wolk, President

Fr: Tony Peffer, Andre Fleche, Harry McEnerny, VSC Faculty Fellow nominating committee

Re: VSC Faculty Fellow Nomination

Da: January 14, 2013

We are writing to enthusiastically nominate Dr. Peter Kimmel for the Vermont State Colleges Faculty Fellow award. Few faculty members have done more than Prof. Kimmel to contribute to the success of Castleton State College. Dr. Kimmel is a modest but tireless worker who has distinguished himself by serving the college in a variety of leadership capacities. He is universally respected by his colleagues and beloved by his students. He is an outstanding classroom teacher who cares passionately about learning, and he boasts a strong record of professional achievement in the field of developmental biology. We believe that Pete Kimmel richly deserves recognition for his outstanding work.

Over the course of his more than twenty years at the college, Professor Kimmel has proven to be an indispensible and admired faculty leader. On countless occasions, he has selflessly volunteered to take on vital college work, always accomplishing his tasks with his characteristically quiet good-humor and grace. Between 2005 and 2009, he was elected twice by his colleagues to serve as president of the Faculty Assembly, ably leading that body in its deliberations and representing its members to the campus community. He has also served more than a half dozen terms as chairperson of the Natural Sciences Department, and he has sat on scores of college committees. Most recently, in 2011, he served for the second time in ten years as steering committee co-chair and editor of the self-study report needed for reaccreditation of the college by NEASC. In those capacities, he faced the monumental task of coordinating the efforts of dozens of faculty writers and combining their contributions to make a coherent report. Prof. Kimmel also finds the time to do good for the community as a long-time member of the Hubbardton Volunteer Fire Department.

Peter Kimmel's unsurpassed record of service is matched by his success in the classroom. At Castleton, he regularly teaches courses on human anatomy and physiology, developmental biology, and advanced human biology. His students describe him as a passionate and dedicated teacher who is approachable and fair. One spoke for many in declaring him, "Probably the best instructor I have ever had." Another student remarked that he or she had "never learned so much

in a single course." Others have commented on his careful preparation and his willingness to comment on all student work, even in large lecture classes. Indeed, Professor Kimmel has shown himself willing to work closely with students by providing enriching opportunities for outside-the-classroom learning. During his time at Castleton, he has facilitated and overseen several independent student research projects, most recently a study of exercise and oxygen consumption in wild and domestic mice.

Dr. Kimmel is also an accomplished biologist in his own right. After receiving his PhD at the University of Massachusetts at Amherst, he took a position as a postdoctoral fellow in the physiology department at the University of Saskatchewan. Prof. Kimmel's research work focuses on the study of vascular systems in bullfrogs and toads. Since arriving at Castleton, he has published the results of his work in several peer-reviewed articles in the *Journal of Experimental Biology*, the *Journal of Experimental Zoology*, and the *Journal of Comparative Biochemistry and Physiology*.

Peter Kimmel is a dedicated member of the faculty, a skilled scientist, and an outstanding teacher. He has generously devoted much time and energy to furthering the work of the college, and he has served as an admired mentor and role-model for students and colleagues alike. Indeed, over the past two decades, Prof. Kimmel has been a fixture on campus, frequently attending sporting events, plays, and student exhibitions. We are excited to recognize him for his efforts and accomplishments. We enthusiastically recommend that you join us in nominating Peter Kimmel for the Vermont State Colleges Faculty Fellow award.

Castleton

A VERMONT STATE COLLEGE

January 24, 2013

Faculty Fellow Selection Committee
Castleton State College
Castleton, VT 05735

Dear Selection Committee:

Thank you very much for considering me for the award of Vermont State Colleges Faculty Fellow. I am humbled and honored to be considered for this award and would accept the position and responsibilities it requires if chosen.

My primary role at Castleton is as instructor for most of our human biology-related courses, from an introductory-level class for non-majors to an upper-level medically oriented class for our most advanced students. While this is important and satisfying work, it does tend to pull me away from my undergraduate and graduate training in vertebrate biology. However, once every two years, I have the opportunity to re-visit that world when I teach Developmental Biology. This is a class that explores the process of development, from sperm and egg through fertilization and embryological development. This is, in many ways, my favorite class and has also made me locally famous as the "duck guy" whose students take newly hatched ducklings and goslings for frequent walks on campus.

While current research in developmental biology focuses on the genetic and molecular mechanisms that are responsible for the changes we see, I am more interested in the changes themselves, and especially in the history behind how we know what we know. That history includes some stunning successes and some rather amusing failures. If chosen for this fellowship, I would like to investigate more of the historical aspects of developmental biology and present that as part of an overview of development itself. I foresee a presentation that would be accessible to a wide audience and would, hopefully, explain how an egg becomes a chicken.

If my presentation were scheduled late in the spring semester, I hope to involve the students in my 2014 class in capturing images (and possibly video) that could be used to illustrate my talk.

Thank you for your consideration.

Peter B. Kimmel

Peter B. Kimmel
Natural Sciences Department
Castleton State College

Curriculum Vitae
Peter B. Kimmel

Address: Natural Sciences Department
Castleton State College
233 South Street
Castleton, VT 05735
Phone: (802) 468-1112
e-mail: peter.kimmel@castleton.edu

Education: Ph.D. (1990). University of Massachusetts – Amherst.
Dissertation title: "The Ontogeny of Cardiovascular Regulation in the Bullfrog (*Rana catesbeiana*)."

M.S. (1985). Portland State University.
Thesis title: "The Significance of Hypovolemia in Dehydrational Death in Anurans."

B.S. (1979). Portland State University.

Employment History:

2003 – present	Professor, Natural Sciences Department, Castleton State College.
1997 – 2003	Associate Professor, Natural Sciences Department, Castleton State College.
1991 – 1997	Assistant Professor, Natural Sciences Department, Castleton State College.
1990 – 1991	Postdoctoral Fellow, Physiology Department, University of Saskatchewan.

College Service:

2001, 2011	NEASC Steering Committee Co-Chair and Editor of Self-Study
2009 – 2011	Department Chair, Natural Sciences Department
2005 – 2009	Faculty Assembly President, Castleton State College
1997 – 2005	Department Chair, Natural Sciences Department

Publications:

West N.H., Kimmel P., Topor Z.L., and Evered, M.D. (1998). The role of angiotensin in arterial blood pressure regulation in the toad, *Bufo marinus*. *J. Exp. Biol.* 201:2219-2224.

Hillman S., Withers P, and Kimmel P. (1998). Plasma catecholamines with hemorrhage in the bullfrog, *Rana catesbeiana*. *J. Exp. Zool.* 280:174-181.

Kimmel P. (1992). Adrenergic receptors and the regulation of vascular resistance in bullfrog tadpoles (*Rana catesbeiana*). *J. Comp. Biochem. Physiol.* 162:455-462.

Withers P.C., Hillman S.S., Hedrick M.S., and Kimmel P.B. (1991). Optimal hematocrit theory during activity in the bullfrog (*Rana catesbeiana*). *Comp. Biochem. Physiol.* 99A:55-60.

Kimmel P.B. (1988). Plasma cathepsin activity and the role of hypovolemic shock in dehydrational death in the toad, *Bufo marinus*. *Comp. Biochem. Physiol.* 90A:127-133.

Withers P.C., Hillman S.S, and Kimmel P.B. (1988). Effects of activity, hemorrhage, and dehydration on plasma catecholamine levels in the marine toad (*Bufo marinus*). *Gen. Comp. Endocrinol.* 72:63-71

Hillman S.S., Withers P.C., Hedrick M.S., and Kimmel P.B. (1985). The effects of erythrocythemia on blood viscosity, maximal systemic oxygen transport capacity and maximal rates of oxygen consumption in an amphibian. *J. Comp. Physiol B* 155:577-581.

Presentations:

Kimmel P.B. "The cardiac stimulant effect of MS-222 anesthesia during development in bullfrog larvae." Canadian Society of Zoologists 1990 meeting, Burnaby BC, Canada. (Poster)

Kimmel P.B. "Neuromuscular physiology of spontaneously beating atrial preparations from early larval and adult bullfrogs." American Society of Zoologists 1988 meeting, San Francisco, CA. (Poster)

Kimmel P.B. "The role of hypovolemic shock in dehydrational death in the toad, *Bufo marinus*." Canadian Society of Zoologists 1987 meeting, Montreal PQ, Canada. (Poster)

Memberships:

Human Anatomy and Physiology Society

VERMONT STATE COLLEGES
BOARD OF TRUSTEES

RESOLUTION

Vermont State Colleges Faculty Fellow

WHEREAS, Article 42 of the current Agreement with the Vermont State Colleges Faculty Federation calls for the Board of Trustees to recognize up to two VSC tenured faculty for "outstanding accomplishments in teaching and learning" by establishing Vermont State Colleges Faculty Fellowships; and

WHEREAS, The VSC Faculty Fellows committee, comprised of VSC Chief Academic Officer Annie Howell, VSCFF President Linda Olson and EPSL Committee Chair Heidi Pelletier, reviewed the nominations received for VSC Faculty Fellowship; and

WHEREAS, The committee recommends that Peter Kimmel, Professor of Natural Sciences at Castleton State College be awarded a VSC Faculty Fellowship for academic year 2013-2014; therefore, be it

RESOLVED, That Peter Kimmel, Professor of Natural Sciences at Castleton State College is awarded a VSC Faculty Fellowship for the academic year 2013-2014 with all the associated rights and privileges.

May 23, 2013

5. Nomination of Former Faculty for Emeritus Status

As described in the enclosed Policy 204, Emeritus Status for Faculty and Administrators, presidents may initiate a proposal that a former faculty member or administrator now retired be conferred Emeritus Status. Such proposals must be submitted to the Chancellor, who shall, in forwarding such proposals to the Board, provide his recommendation.

President Wolk has submitted a nomination for retired faculty member Professor Paul Delaney Albro for the award of Emeritus Status. The EPSL Committee needs to consider this proposal and the attached resolution for endorsement to the full Board.

VSC
VERMONT STATE COLLEGES

Manual of Policy and Procedures

Title	Number	Page
EMERITUS STATUS FOR FACULTY AND ADMINISTRATORS	204	1 of 2
	Date	
	11/7/80	

PURPOSE

To recognize the outstanding services and contributions of selected faculty and administrators to the Vermont State Colleges, the Board of Trustees may grant such individuals emeritus status.

STATEMENT OF POLICY

Proposal for Granting Emeritus Status

The proposal that an individual be granted emeritus status normally will be initiated by the President of the College to which the nominee is appointed; however, the Board of Trustees may choose to grant emeritus status on its own initiative. Proposals for emeritus status shall be made in writing, shall describe the full history of services and contributions to the Vermont State Colleges, and shall provide full justification for the action. Proposals shall be forwarded to the Board of Trustees through the Chancellor who shall include his/her recommendations for the action.

Criteria for Emeritus Status

The following are the minimum criteria for consideration for the granting of emeritus status. Because an individual meets the minimum criteria should not be considered adequate justification for recommending emeritus status.

1. At least 10 years of full-time employment with the Vermont State Colleges;
2. Clear evidence of outstanding teaching and/or administrative services;
3. Recognized record of professional achievement, growth, and development;
4. Clear evidence of college service beyond the normal or ordinary expectations;
5. Prospects for continuing service to the Vermont State Colleges; and
6. Retired status.

Signed by: Charles I. Bunting
Chancellor

Privileges and Responsibilities of Emeritus Status

Individuals in emeritus status do not receive compensation; however, they are eligible for special assignments by the college for appropriate compensation and/or reimbursement for expenses at the discretion of the President and within guidelines of the Vermont State Colleges. Specifically, the President may grant individuals in emeritus status the following privileges:

1. Use of college facilities, equipment and services on an "available" basis;
2. Access to college activities on a basis comparable to faculty and administrators;
3. Recognition of emeritus status in appropriate college publications;
4. Use of college identification with emeritus status in communications with official groups/organizations; and
5. Opportunities to be designated as a college representative to specified groups/organizations.

Individuals in emeritus status are responsible to the Vermont State Colleges as follows:

1. Support the mission and purposes of the Vermont State colleges;
2. Maintain the professional standards which reflect credit on the Vermont State Colleges; and
3. Willingness to assist in the development of the Vermont State Colleges within the scope of individual capabilities.

Term of Emeritus Status

Emeritus status is granted at the pleasure of the Board of Trustees and may be withdrawn by action of that Board.

Castleton

A VERMONT STATE COLLEGE

Office of the President

April 22, 2013

Tim Donovan, Chancellor
Vermont State Colleges
P. O. Box 7
Montpelier, VT 05601

Dear Tim:

I am pleased and honored to recommend former Professor of Business Administration **Paul Delaney Albro** for *Emeritus* status. I have enclosed the unanimous, enthusiastic expression of support from his department colleagues. Their letter aptly chronicles his many qualifications.

Paul came to Castleton in August 1977. His first year's salary was $11,000. He had just completed his MBA at UMass prior to his teaching assignment and had also enjoyed a successful journey as an engineer, working for companies all over the country.

Paul came to us as a war hero, a Vietnam War veteran, although he would never talk about it. Paul Albro's life has been a life of service: service to his family, service to his country, service to his community, service to his college and service to his students.

I had heard about the Paul Albro legend long before I arrived at Castleton 12 years ago, so I was understandably curious about how a professor who was esteemed for his toughness, his rigor, his demanding, almost menacing at times, demeanor, could also be so popular. He had already won several "best professor" awards, yet he was such a tough taskmaster. So I reviewed all the grades he handed out in 2001, grades that, as he would say, the students earned, and I learned that the average GPA for all his courses was a 1.8. I asked him to come in and meet with me. I showed him the data, a 1.8 average. He just shrugged his shoulders and said: "great…that's about a C and that's the average, the way it should be." End of story.

It started to make sense to me. On test days he was the guy who wore the tie with a screwdriver on it. He became the only professor I have ever encountered whose name became a verb. To be "Albroed" was to be educated. He was the guy who would walk down the hallway, making sure his students waiting to take a major test would hear him singing the old Connie Francis tune that some of us remember from 1958: "Who's Sorry Now?" Maybe he'll sing that for us at a later date.

When I attend alumni reunions I am always asked about the legend. Paul's legacy is one of deep respect and admiration by legions of students who were grateful to cross his path. He was intelligent, diligent, witty, demanding and inspiring. He integrated real world lessons from his work as an engineer and his expertise as a business consultant into a lively and engaging classroom experience. He was, and is, unforgettable.

It was our great loss when Paul retired in December 2010 after 68 semesters, but he will always be remembered as the quintessential educator, the man of service, the role model, the tough taskmaster, the loving professor.

No one at Castleton, past or present, deserves the award of *Professor Emeritus* more than Paul Delaney Albro, and I hope that you and the members of the Board of Trustees will agree.

Respectfully yours,

Dave

David S. Wolk
President

Castleton

A VERMONT STATE COLLEGE

April 22, 2013

Dear President Wolk:

This memorandum is written on behalf of the Department of Business Administration requesting Professor Paul D. Albro be awarded Professor Emeritus status. Professor Albro was hired in 1977 and continued teaching at Castleton until his retirement in December, 2010. Professor Albro's influence was felt throughout his tenure at all levels, from the community, to the administration, to the staff, and to each student. Professor Albro taught and advised thousands of students during his tenure at the college, making a lasting impact on many of them. Even now, members of the department will frequently cite Professor Albro as a role model for professionalism and collegiality in the Department of Business Administration and beyond.

Professor Albro expected nothing but the best from his students. His courses were well known as extremely rigorous, yet Professor Albro's courses were, on a regular basis, over-enrolled and his list of advisees grew over time due to the fact that he respected them as adults. As a result, students responded to his high expectations for professional, mature behavior. Students appreciated Professor Albro's keen intelligence, wit, and his ability to motivate students to excel. Professor Albro's "infamous" classes included Strategic Management, Quantitative Business Decisions, Operations Management, Case Studies in Management, and Organizational Behavior.

Professor Albro received the Outstanding Faculty Award two times from students and alumni, and received the Outstanding Professor Award three times from the Student Government Association. In addition, Professor Albro received the Phi Beta Lambda Faculty of the Year Award in 1978. Professor Albro was further honored by being named the V.S.C. Faculty Fellow in 2002-2003, whereupon he delivered a presentation on the Irish Potato Famine that was very well received.

Professor Albro's contributions to the college community and his profession are equally significant. He served as Faculty Assembly Vice President and President multiple times, served as the Chairperson of the Department of Business Administration numerous times, served on many committees, and performed many consulting roles on behalf of the college as well. Professor Albro was deeply committed to writing and, as such, he served as a driving force in establishing writing as a critical component to a college education at Castleton. Professor Albro assisted in the development of Castleton's Writing Intensive Curriculum and served on the Writing Committee from its inception until his retirement. From facilitating the revision of the college's Vision and Mission Statements, to offering Faculty Development Workshops, to serving on a number of search committees, and myriad other college-wide projects, Professor Albro was at the center, aiding in the growth and development of the college. Professor Albro was also a very active private consultant, aiding hundreds of businesses in Vermont in their quest to improve.

Professor Albro's focus was not on the college alone, however. In the early 1990's, he traveled to Zelenograd, Russia to serve as a consultant to the Institute of Electronic Technology. Closer to home, Professor Albro was a very active community member, contributing thousands of hours in his roles as Moderator for the Town of Hubbardton, Vermont and as a member of the Castleton and Hubbardton Volunteer Fire Departments.

Professor Albro's impact on Castleton, the Vermont State College System, and the broader community was felt far and wide and is still felt today. It is for this reason and more that the Department of Business Administration strongly recommends that you honor Professor Paul D. Albro with the status of Professor Emeritus. I submit this request on behalf of the entire Department of Business administration. Thank you for your consideration of this matter.

Sincerely yours,

Professor Peg Richards
Department Chair
Department of Business Administration
Castleton State College

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Emeritus Status for Professor Paul Delaney Albro

WHEREAS, Professor Paul Delaney Albro retired from Castleton State College in 2010; and

WHEREAS, Professor Paul Delaney Albro provided distinguished and outstanding service to his students, to Castleton State College, to the larger Castleton community, and to the Vermont State Colleges for 33 years; and

WHEREAS, Professor Paul Delaney Albro has earned the highest respect from the Castleton State College community, is held in the highest regard by students and colleagues, and continues to contribute to the life of the College after retirement; and

WHEREAS, Professor Paul Delaney Albro meets the criteria established by the Board of Trustees for Emeritus Status; therefore, be it

RESOLVED, That the VSC Board of Trustees grants the title of Professor of Humanities Emeritus to Paul Delaney Albro as of this date, May 23, 2013.

May 23, 2013

B. ITEMS FOR INFORMATION AND DISCUSSION

1. VTC Preliminary Program Proposal: Bachelor of Science in Green Buildings
2. VTC Preliminary Program Proposal: Bachelor of Science in Renewable Energy
3. VTC Preliminary Program Proposal: Bachelor of Science in Sustainable Land Use

The above three degree programs would be the result of the revision of the existing Sustainable Design and Technology (SDT) program to create three BS degrees: Green Buildings, Renewable Energy, and Sustainable Land Use. SDT currently has three areas of concentration but confers a single Bachelor's of Science degree in Sustainable Design and Technology. To clarify the specific nature of the skills obtained by students in the three areas of concentration and to simplify marketing and promotion of the program, Vermont Tech proposes conferring three distinct but interconnected BS degrees to students graduating from the SDT program. The revisions proposed for Vermont Tech's SDT Bachelor of Science program have three major effects:

a. Granting of three distinct BS programs rather than one;
b. Change of program format from the existing 2+2 program to a conventional 4-year format; and
c. Increased technical course offerings that strengthen education and competencies.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL

Preliminary Proposal Form

Part I: General Information

1. Institution: Vermont Technical College

2. Name of new program: Revision of the existing **Sustainable Design and Technology** (SDT) program to create three BS degrees: Green Buildings; Renewable Energy; and Sustainable Land Use

3. a) Individual(s) with responsibility for program development:
Joan Richmond-Hall, Ph.D.

b) Academic Department(s): SDT is an interdepartmental program whose principal faculty are drawn from the Mechanical Engineering, Civil and Environmental Engineering, Architectural Engineering and Science departments.

4. a) Date of Preliminary Proposal: 16 May 2013

b) Proposed start date of program: Fall 2014

5. Title of degree to be conferred (if applicable):
Three distinct but interconnected bachelors degrees in science:

- Green Buildings
- Renewable Energy
- Sustainable Land Use

SDT currently has three areas of concentration but confers a single bachelor's of science degree in Sustainable Design and Technology. To clarify the specific nature of the skills obtained by students in the three areas of concentration and to simplify marketing and promotion of the program, we propose conferring three distinct but interconnected BS degrees to students graduating from the SDT program. The revisions we propose for Vermont Tech's SDT bachelor of science program have three major effects:

1) Granting of three distinct BS programs rather than one;
2) Change of program format from the existing 2+2 program to a conventional 4-year format; and
3) Increased technical course offerings that strengthen education and competencies.

6. Brief description of proposed program (150 words or less):
Graduates of this innovative cross-disciplinary program are prepared to work in the technical fields of renewable energy, green building and sustainable land use as applications engineers, project managers and technical and sales staff. The SDT curriculum emphasizes the application of sustainable technologies in service to a vibrant and adapting economy. Courses in business, project management, communication and conflict and team-building augment technical skills and prepare students for the

workplace. The SDT program includes three areas of study: Green Buildings; Renewable Energy; and Sustainable Land Use.

All SDT students take a strong foundation of math and science courses, and a core of seven common SDT courses that span their freshman, sophomore and junior years. Students in each degree program also take 49 to 54 credits that deliver skills specific to their area of study. Green Buildings, Renewable Energy and Sustainable Land Use each include one or more project-based courses that require students to apply what they have learned; some of these project courses are also community service courses. Between their junior and senior years all SDT students are required to complete an internship related to their area of interest. In their senior year students from all three degrees come together in a two-semester capstone course in which they work in mixed, interdisciplinary teams to study and solve client-based design problems that require integration and application of all three skillsets.

Part II: Program Rationale

1. How the program relates to institutional mission, furthers institutional strategic planning and priorities, and complements existing institutional programs:

Proposed revisions to Sustainable Design and Technology, including the creation of three distinct but interconnected bachelors degrees, will strengthen an existing academic program at minimal expense.

This proposal aligns with the college's strategic plan:

Fiscal sustainability

- Increases program strength and enrollment while only slightly increasing SDT's very modest budget;

Enrollment management

- Simplifies the pathway into the SDT program for freshman and transfer students;
- Improves program retention and student success by connecting students with program related courses and program faculty in their first and second years;
- Clarifies the specific goals and opportunities of the program by granting three BS degrees to allow for more effective marketing;
- Strengthens the relationship with evolving workforce development needs.

Academic programs & standards

- Continues to develop a program that reflects the applied education needs of our region;
- Accommodates students with varying incoming skill levels;
- Strengthens the baccalaureate culture of SDT;

External relations

- Allows for improved marketing that can be based on the existing achievements of the SDT program and its graduates;

SDT maximizes institutional efficiency and breaks down academic silos by sharing significant course offerings, space, laboratory equipment and faculty with other academic departments and programs: Agriculture; Architectural Engineering, Business, Civil and

Environmental Engineering Technology, Electrical Engineering, Landscape, and Mechanical Engineering Technology.

2. Student market to be served (new or currently under-served):
This proposal will help us serve our existing demographic: mainly students attending or familiar with Vermont Tech and its technical programs. However, it is designed to help us reach new groups of students whose interests coincide with the goals of the program:

- Traditional students who do not connect their interests to the program now because the program's name, Sustainable Design and Technology, does not give it an obvious identity. In other words, the program name isn't easily connected with prospective students' interests in understanding and designing energy efficient buildings, understanding energy use and designing a variety of renewable energy technologies or understanding natural resources and land use issues and helping landowners and developers work with nature rather than against it.
- Similarly interested non-traditional students with some related college credit who cannot afford to spend four-years pursuing a bachelor's degree.
- Students who understand that employers value specific skill sets when they are combined with the ability to communicate and work within a team of professionals with diverse backgrounds.

3. State need(s) to be served:
The SDT program will continue to provide benefits to Vermont and Vermonters. Vermont has a strong commitment to its natural resources and environmental protection. State government has committed to increasing energy efficiency, developing renewable energy, and protecting our environment in the face of climate change. SDT provides graduates with focused and practical sets of skills in three critical disciplines that will help Vermont adapt to our changing world.

4. How the program benefits the State of Vermont, furthers VSC strategic planning priorities, and relates to existing VSC programs:
Sustainable Design and Technology is currently a VSC program and the revisions proposed here will not adversely affect other VSC programs.
The restructuring and augmented course offering may allow more effective coordination with and transfer of students from CCV's Environmental Science associate's degree program.
Creation of freshman and sophomore year curricula will allow us to offer dual enrollment opportunities for several of the 1000-level survey courses taken by all SDT freshman and sophomores. We are now working to develop a dual enrollment agreement with RTCC in Randolph.

Part III: Resource Considerations

Preliminary cost/ benefit analysis, including whether the program will be supported by a reallocation of existing resources or will require new resources:
The SDT program was begun in 2007 and granted its first bachelor's of science degrees in 2009. Our proposal to grant three distinct bachelor's degrees within SDT will not change the resources required by the program. However, we believe that this change will allow more effective marketing of the program and, with assistance from marketing and admissions, will increase the number of students enrolled in SDT.

However, the increased course offerings particularly in Renewable Energy and Sustainable Land Use will require more faculty resources. Currently, SDT has no full-time faculty members, but operates on an interdisciplinary model. As a result of this and other programmatic efficiencies, the budget for this program has consistently been among the lowest at the college. While we are committed to maintaining the interdepartmental nature of the program we will need to hire one to two new full-time faculty members and an increased use of adjunct faculty. The college has been aware of and has approved the request for one new full-time position.

We also believe that increasing awareness of the SDT program and its strong placement record, and marketing to and recruitment of students will require a well thought out effort from the college's marketing and admissions departments.

4. May 21st PReCIP Retreat Update
   On May 21st, VSC faculty members who are responsible for writing the Program Review and Continuous Improvement Process (PReCIP) reports for their academic departments will gather for a one day retreat in preparation for their year of reflective program assessment. On this day, the new writers are mentored by former (2012 and 2013) VSC PReCIP writers, including given guidance around how to enable appropriate program data analysis and how to establish successful faculty collaboration during the review. This retreat symbolizes the intentional and positive cultural changes between the prior Policy 101 procedures and the new PReCIP system of reflective program assessment.

5. May 22nd Academic Retreat Update
   On May 22nd, over 190 VSC staff and faculty will gather for the Annual VSC Academic Retreat at the VTC Randolph campus. The theme for the event is "A New Era in Higher Ed: Evolution and Revolution" and the day includes keynote speaker, Jeff Selingo, Editor at Large for *The Chronicle of Higher Education*, Chancellor Donovan's address, a VSC student panel, and 13 staff and faculty-led concurrent sessions that range from technology demonstrations to discussions regarding meeting the pedagogical needs of today's learners.

Thank you!

Special thanks to Vermont Technical College for hosting this year's retreat and donating the use of their campus.

Directions to Vermont Technical College from the North and South:

- Take Interstate 89 to Exit 4.
- From the Exit 4 ramp, turn east onto Rt. 66 heading uphill away from McDonald's.
- Proceed 3/4 mile to intersection at top of hill (cars traveling up the hill have right of way at the intersection).
- Drive straight through the intersection to access campus from main entrance.

Destination Address for GPS/Mapping Software:

124 Admin Drive, Randolph Center, VT

Video of this year's keynote and student panel will be available for viewing on YouTube channel ***VSCChancellorsOffice***.

Vermont State Colleges
Academic Retreat

A New Era of Higher Ed:
Evolution and Revolution

VSC

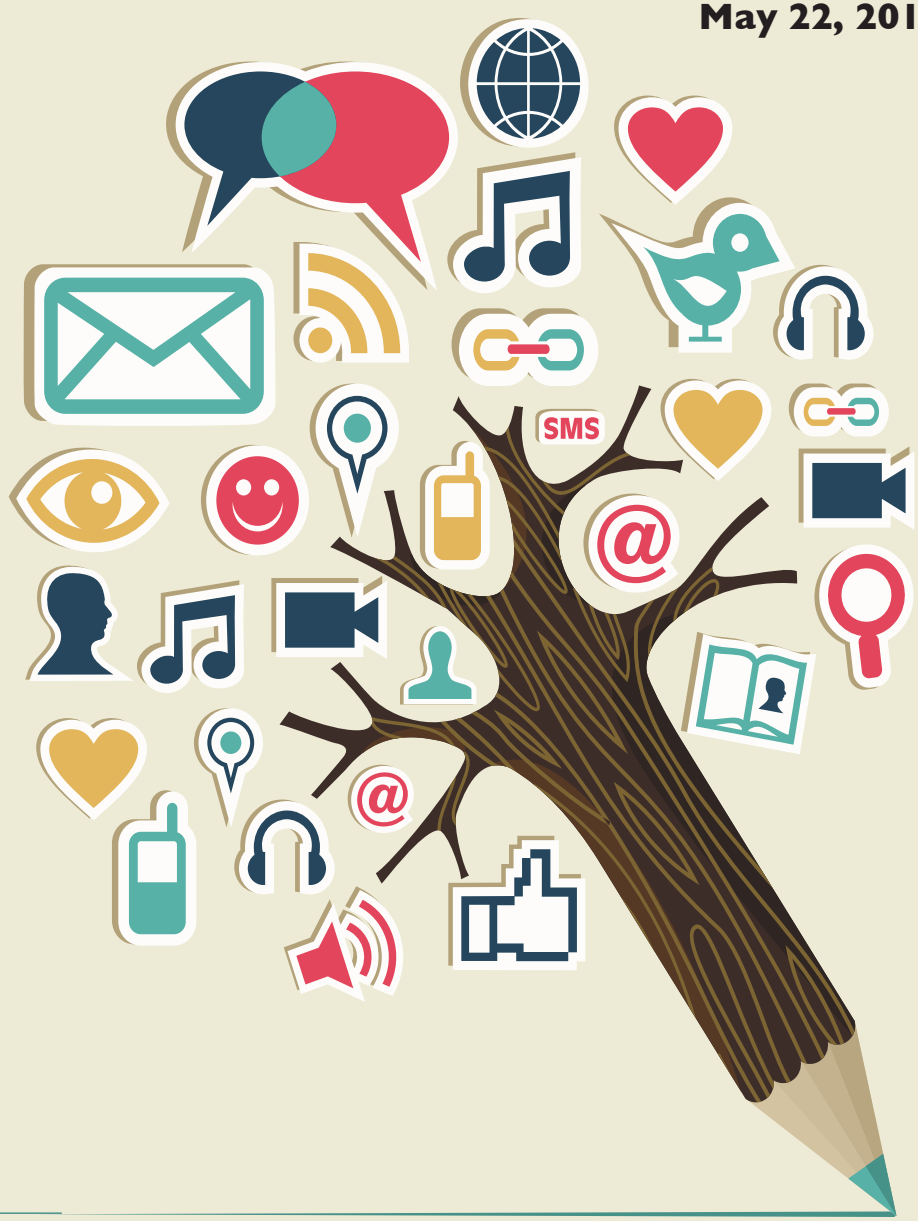
VERMONT STATE COLLEGES

CASTLETON STATE COLLEGE
COMMUNITY COLLEGE OF VERMONT
JOHNSON STATE COLLEGE
LYNDON STATE COLLEGE
VERMONT TECHNICAL COLLEGE

Vermont State Colleges Academic Retreat

A New Era of Higher Ed: Evolution and Revolution

Vermont Technical College
May 22, 2013



Retreat Schedule	
8:00 a.m.	Reception & Light Breakfast
9:00	Welcome
9:15	Morning Keynote: Jeff Selingo
10:15	Exercise Break
10:45	VSC Concurrent Sessions I
12:00 p.m.	Lunch
12:45	Presentation by Chancellor Donovan
1:00	Afternoon Plenary Session: Student Panel
2:15	Exercise Break
2:45	VSC Concurrent Sessions II
4:00	Evaluation Completion/Goodies to Go

Vermont State Colleges Academic Retreat

A New Era of Higher Ed: Evolution and Revolution

Click here to register.

Registration deadline is May 17th.

9 a.m.

Welcome & Opening Remarks

Vermont Technical College President Phil Conroy and VSC Chief Academic Officer Annie Howell will open the retreat.

9:15 a.m.

Keynote Speaker Jeffrey Selingo

College (Un)Bound: The Future of Higher Education

Jeffrey Selingo, an author, reporter, columnist, and leading authority on higher education, has spent his journalism career covering colleges and universities worldwide. His book, **College (Un)Bound: The Future of Higher Education and What It Means for Students**, explores the college of the future – how families will pay, what campuses will look like, and how students will learn and prove their value in the job market.

Selingo is editor at large of *The Chronicle of Higher Education* and a senior fellow at Education Sector, an independent education think tank in Washington, DC. From 2007 until 2011, he was editor of *The Chronicle,* where he worked for 15 years in a variety of reporting and editing roles. His work has been honored with awards from the Education Writers Association, Society of Professional Journalists, and the Associated Press, and he was a finalist for the Livingston Award for Young Journalists.

He has been a featured speaker before dozens of national higher education groups and appears regularly on regional and national radio and television programs, including NPR, ABC and CBS. His writing has also appeared in *The New York Times, The Washington Post, The Huffington Post,* and he is part of the inaugural class of thought leaders writing for LinkedIn Today. Jeffrey Selingo blogs at ***The Chronicle*** and ***JeffSelingo.com***.

10:15 a.m. & 2:15 p.m.

Exercise Break

Before leaving Judd Hall, Lisa Donohue, Castleton adjunct instructor of physical education, will lead participants in some stretching exercises to revive and rejuvenate. Weather permitting, these exercises will happen outside.

10:45 a.m.

VSC Concurrent Sessions I

Session 1:

Social Justice & Inclusiveness on Campus

Patricia Shine, Associate Professor of Human Services, LSC

Many of us are engaged in social justice work on our campuses – or would like to be but don't know how to move ahead. How well do we address social class diversity in our courses? How do we address increasing racial diversity in our student body – but not in our staff/faculty members? How LGBTQ-friendly are our communities? Are community members held accountable if they engage in bullying behaviors? This presentation will explore how social justice and inclusiveness can be addressed at the micro- (through a course offering) and macro-levels (through campus-wide initiatives). There will be opportunity for discussion as we explore how to create inclusive and equitable communities for all.

Session 2:

21st Century Tools for Connecting with 21st Century Students

Mike Kanfer, Faculty, CCV

In this session, participants will learn how to incorporate a series of technology tools into their virtual or in-person classrooms. These technology tools are simple to use, promote collaboration and provide alternate means to communicate with students. Tools discussed will include Google Docs, which promotes simultaneous document access and editing; Google Forms, which demonstrates good forms; Google Hangout, which can be used for video conferencing or virtual office hours; and YouTube, which allows students and faculty to post videos to highlight key points from the week's materials.

Session 3:

Creativity, Collaboration and Course Design: How a Group of Faculty Worked Together to Create Open Educational Resources

Philip Crossman, Michael Keogh, Amy Moore, Faculty, CCV

In this discussion, representatives from the new Open Educational Resources (OER) project at CCV share their collaborative process during this first phase of an exciting course redesign project. Prompted by the rising cost of student textbooks and a need to focus materials on course learning objectives, rather than textbook tables of contents, the project has created new opportunities for faculty and staff to come together in a "Professional Learning Community" to share skills, materials, subject area knowledge, and pedagogical best practices. Each presenter will also focus on particular tools or resources that enhance their courses, and will describe the experience of working with one another and with the Learning Technologies Committee to help break down barriers for faculty as well as for students. Participants in this session will learn more not only about OER, but also how to develop college faculty collaboration on behalf of course redesign.

Session 4:

"Connecting" with the Distance Learner

Cindy Martindill, Nursing/NEK Site Director, VTC

In this session, the presenter will share the findings from a 2011-2012 qualitative research study that analyzed nursing students' perceptions of how VTC nursing faculty conveyed caring and made student/faculty connections when instruction was through the use of hybrid learning. Participants will also discuss how to develop caring relationships between faculty and students when the learning is virtual through questions such as: Are there commonalities in the principles of making a connection with the students in the various distance education delivery formats? How can a faculty member demonstrate giving of self from a distance? How can the needs of the distance student be recognized and met? What teaching strategies can be used in distance education to support a connection with distance students?

Session 5:

Honoring Prior Learning: Helping Non-Traditional Students to Get Ahead

Gabriel Dietzel, Office of External Programs, VSC

Lori Stroutsos, Assistant Professor, VTC

Our colleges value the breadth and depth of the college-level learning our adult students have gained outside of the formal classroom: learning acquired on the job, by community involvement, in trainings, or through independent study. For over 35 years, the VSC has been one of the leading higher education institutions engaged in the assessment of prior learning (APL), and was honored in 2009 by the national Council on Adult and Experiential Learning (CAEL) for this work. APL has many advantages: it offers non-traditional learners the capability to request credit for what they already know; and it saves time and money and makes the attainment of a degree a much more feasible option for adult students who might otherwise not consider coming to college. But it is more than credit: honoring prior learning gives students a sense of accomplishment and pride and encourages students to enter higher education. In this presentation, facilitators will provide a national context for the program in addition to an outline for new options for the assessment of prior learning.

Session 6:

Welcome to the Academy: Why We Need to Redefine Failure and Create Connection

Debra Grant and Jennifer Alberico, Faculty, CCV

Every semester starts with the same high hopes of opening minds and changing lives and yet what starts off with grand dreams gets mired down in petty disappointments: Why is he always late? Why is she texting again? Why won't they do their homework for once? In order to answer these questions—and get closer to achieving our loftier goals---we need to understand who exactly is in our VSC classroom, how the population determines classroom dynamics, and why it is essential to create a positive, interconnected community in order to reach an increasingly diverse and restless student population.

All-Day Poster Session

Food For Thought: An Instructional Technology Buffet

Demonstrations by the VSC Teaching and Learning Technologies (TLT) Group

At past Academic Retreats, VSC Moodle Medics have sponsored a walk-in Moodle help session, available throughout the day. This year, the newly re-established VSC Teaching and Learning Technologies Group, in collaboration with Moodle Medics, will offer a computer lab-based "poster session," where members will demonstrate online and classroom technologies that may be of interest to faculty. VSC faculty and staff who come through this poster session at any time during the retreat will be able to browse the demonstrations and ask questions at will. Information and instruction sheets for the demonstrated technologies will be available at the session and posted to the VSC portal Training Center.

Examples of demonstrations include:

- **TurnItIn**: Plagiarism detection software that also enables faculty to provide rich text and audio comments on electronically submitted student papers. TurnItIn is currently available in Moodle and supports integration with Moodle gradebook.
- **Respondus**: Exam generation software that facilitates creation of quizzes and exams in Moodle from a variety of sources, such as Word documents and publisher test banks. Respondus is currently available in Moodle.
- **Poll Everywhere**: A free classroom response system, similar to Turning Point "clickers" but usable with cell phones, rather than expensive radio frequency devices.
- **Mahara e-Portfolios**: A flexible, open sources e-Portfolio system, integrated with Moodle, that can be used in conjunction with courses, career development, program assessment, etc.

12:00 p.m.

Lunch

12:45 p.m.

Plenary Presentations

What We Don't Know: A Learning Community @ Work

Tim Donovan

Chancellor, Vermont State Colleges

Prospering in the new world of education may demand abandoning much that has grown comfortable. In short, it requires that we acknowledge what we don't know and set about being the kinds of learners we desire our students to be.

Student Panel:

The ~~Non-Traditional~~ 21st Century Student

The Vermont State Colleges are home to many students, each of whom has distinct academic and personal goals. On this panel, current and past students will share key aspects of how they navigate (or navigated) their college experiences, including how institutional culture, finances and technology played a role in those pursuits. Hearing directly from these students will highlight how the Vermont State Colleges can best embrace and prepare 21st century learners.

2:45 p.m.

VSC Concurrent Sessions II

Session 1:

Teaching with Open Educational Resources (OER)

Eileen Gatti, Assistant Director, Hartness Library, CCV

Robert Mandatta, Faculty, CCV

Openness is a new catchword in higher education referring to open source, open access, and open content. The Open Education Resources (OER) movement approaches information, knowledge, and culture as a public good and creators and educators around the globe are making their resources openly available for use and adaptation by others. The idea is to create a vast commons that will help break down economic barriers to education by freeing college students from the burdensome cost of textbooks. Colleges and universities are providing support and incentives for faculty to develop their courses without textbooks, substituting instead freely available digital objects and library-licensed scholarly materials. CCV launched a new initiative to support faculty in designing courses around OER and library-licensed resources. In this session, presenters will share the background of the CCV OER project, and will demonstrate one Introductory to Psychology course as a model for utilizing materials from a variety of Web resources. Participants will be able discuss open education and college library-licensed resources across their curricula.

Session 2:

30 Educational Apps in 30 Minutes (or Close): iPads, iPhones, and their Possibilities in the VSC Classroom

Philip Crossman, Faculty, CCV

This workshop will demonstrate a wide variety of educational applications that a teacher equipped with an iPad might use in a classroom setting or an online class. It will also expose faculty to a variety of educational uses that they might suggest to students who own iPads or iPhones or mobile devices of a similar nature. Although we cannot assume that all students possess these mobile devices, it is important to share the many new applications with the students and with faculty. From experience teaching about mobile devices through professional development to elementary and secondary teachers, the facilitator of this workshop is acutely aware of how many more students will be entering VSC courses having utilized these tools. VSC faculty should be prepared for this teaching, and also aware of how many current students are underutilizing mobile devices in their educational lives.

Session 3:

Creating a Culture of Learning by Using an Anthropologist's Perspective

Martha Lance, Coordinator of the Learning Resource Center, JSC

Central to helping students learn is creating a culture of learning that permeates our classrooms and our efforts. Borrowing from anthropological methods, this session examines what it takes to communicate effectively with learners and dismantle barriers to learning. In this highly interactive workshop, participants will sketch their personal working definition of culture, benefit from collective examination of what a positive culture of learning means, explore the concept of cultural intelligence, and practice ethnographic interviewing as a means of securing cultural understanding of their students and creating a positive learning experience. Based on the facilitator's experience working with TRiO's first-generation students, modest-income students, and students with learning disabilities, it is apparent that faculty and staff must view students holistically and ask learning and culture questions that will help us to this essential end.

Session 4:

A Listening Session: Expectations for the Future of Learning Technology at the Vermont State Colleges

John Ryan and Rod Jacobson, VSC Teaching and Learning Technologies Group

The purpose of this session is for the VSC TLT Group to interact with the staff and faculty of the various colleges for the purpose of gathering information on the use of technology in the teaching environment and interest in new technology tools. This will help the committee to better gauge where they need to focus their efforts with faculty and staff. The VSC TLT Group's charge is to expand the capacity of VSC faculty and staff to use technology to improve teaching and learning; develop a sustainable distance learning infrastructure capable of supporting ever-expanding and ever-changing teaching and learning technologies; and use distance learning strategies to increase enrollments and revenues from all sources.

Session 5:

Moodle Muddles: How to Avoid Stepping in the Puddles

Sarah Corrow, Administrative Manager, Center for Online Learning, CCV

In this session, participants will learn the basic do's and don'ts for settling up a Moodle classroom either for an online or a face-to-face class. The presenter will also introduce some lesser-known features such as a lesson plan and tabs. This session is not a gradebook training, but rather a presentation about Moodle, followed by a highly interactive discussion about various features within the program.

Session 6:

Supporting Student Veterans: Hopes, Hoops, and Hurdles

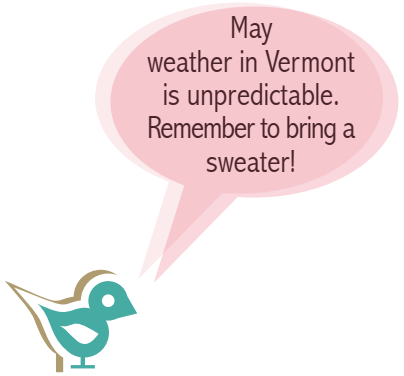
Victoria Angis, Assistant Dean for Campus Life, CSC
Thom Anderson, Assistant Professor / Veterans Club Advisor, LSC
Chara Vincelette-Perocchi, Veterans Outreach Coordinator, CCV

Veterans who make their way from the battlefield to the classroom face a variety of unique challenges. These challenges include navigating complex and often frustrating benefit programs, difficulty adjusting to the rhythm of academic life, and coping with combat related injuries such as PTSD and TBI. This roundtable discussion will address these challenges and provide recommendations for how faculty, staff, and administrators can enhance support for student veterans.The facilitators will also discuss how to engage veterans and utilize their significant life experiences to create a more dynamic classroom for all students.

4:00 p.m.

Goodie Bags to Go*

Prepare for the ride home by creating your own goodie bag filled with afternoon snacks. *You must hand in your completed retreat evaluation to receive a goodie bag. As an incentive, all evaluations handed in will be entered into a drawing for one of five $50 gift cards to local Vermont independent bookstores.



Click here to register.

Registration deadline is May 17th.

Vermont State Colleges Academic Retreat

A New Era of Higher Ed: Evolution and Revolution

6. May 23rd Graduation Standards Retreat Update
   Each spring for the past three years, VSC faculty have gathered to discuss one of the four VSC graduation standards, which include: Information Literacy, Written Communication, Quantitative Reasoning and Oral Communications. During these meetings, VSC faculty review current pedagogy, curriculum, and assessment practices. On May 23rd, faculty will meet to discuss Oral Communications best practices, on each campus.

7. Performance Indicators Status Update

   At the May 23, 2013 EPSL meeting, the 2013 Performance Indicators produced by Hope Baker-Carr, Director of Institutional Research, Vermont State Colleges will be distributed to committee members for their information and review.

   As per the March 27, 2013 EPSL committee discussion, the Academic Deans have proposed that they will review this current format and the content of the VSC Performance Indicators to ensure that they are accessible and relevant to the colleges as well as the VSC system.