



**OFFICE OF THE CHANCELLOR**

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**VERMONT STATE COLLEGES**

CASTLETON STATE COLLEGE

COMMUNITY COLLEGE OF VERMONT

JOHNSON STATE COLLEGE

LYNDON STATE COLLEGE

VERMONT TECHNICAL COLLEGE

October 16, 2013

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

FROM: Annie Howell, Director of Academic Research & Planning

RE: EPSL Meeting on October 23, 2013

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, October 23<sup>rd</sup> from 5-7 p.m. in Conference Room 101 at the VSC Chancellor's Office, 575 Stone Cutters Way, Montpelier. 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**

**October 23rd, 2013, 5:00 p.m.**

**AGENDA**

- A. PRESENTATION AND DISCUSSION  
“Affordability and Higher Education,” Scott Giles, President, VSAC
  
- B. ITEMS FOR DISCUSSION AND ACTION
  - 1. Approval of the Minutes of the May 23, 2013 EPSL Meeting
  - 2. Approval of Revision to Policy 312 – Compliance with the Family Educational Rights and Privacy Act (FERPA)
  - 3. Final Program Proposals:
    - a. VTC Final Program Proposal: Bachelor of Science in Green Buildings
    - b. VTC Final Program Proposal: Bachelor of Science in Renewable Energy
    - c. VTC Final Program Proposal: Bachelor of Science in Sustainable Land
  - 4. Nominations for Professor Emeritus Status
  
- C. ITEMS FOR INFORMATION AND DISCUSSION
  - 1. Review of EPSL agendas and discussions
  
- D. ITEMS FOR INFORMATION

## A. PRESENTATION AND DISCUSSION

### “Affordability and Higher Education,” Scott Giles, President, VSAC

In this presentation, Scott Giles, President of Vermont Student Assistance Corporation (VSAC), will share an overview of the national conversation regarding affordability and higher education. President Giles’s presentation will also raise our understanding of regional challenges and opportunities around affordability, and how this pertains to the Vermont State Colleges.

## B. ITEMS FOR DISCUSSION AND ACTION

### 1. Approval of the Minutes of the May 23, 2013 EPSL Meeting

The Education, Personnel and Student Life Committee met on May 23, 2013 in the Stearns Center Performance Space at Johnson State College.

Committee members present: Lynn Dickinson, Bill Lippert, Karen Luneau, Jim Masland, Gary Moore, Heidi Pelletier (Chair), Nick Russo

Other Trustees: Jerry Diamond, Michelle Fairbrother, Tim Jerman, Chris Macfarlane, Linda Milne, Martha O'Connor

From the Chancellor's Office: Tim Donovan, Bill Reedy, Tom Robbins, Dan Smith

From the Colleges: Joe Bertolino, Phil Conroy, Joyce Judy, Barbara Murphy, Dave Wolk

Absent: Kraig Hannum, Annie Howell

## A. ITEMS FOR DISCUSSION AND ACTION

### 1. Approve Minutes of March 27, 2013 Meeting

Moved by Trustee Luneau, seconded by Trustee Russo. Approved by unanimous vote.

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

Moved by Trustee Luneau, seconded by Trustee Lippert. Resolution approved by unanimous vote.

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

Moved by Trustee Luneau, seconded by Trustee Masland. Resolution approved by unanimous vote.

### 4. Nomination of Faculty for VSC Faculty Fellowship Award

Trustee Lippert moved to approve the nomination of Castleton State College Professor Peter Kimmel for Faculty Fellow. Trustee Luneau seconded. President Wolk described Professor Kimmel's 20+ years of service to Castleton State and the VSC, emphasizing his great contributions to both the natural sciences and nursing departments, his scholarship, and his leadership. The resolution was approved by unanimous vote.

5. Nomination of Former Faculty for Emeritus Status

Trustee Masland moved to approve the nomination of Castleton State College Professor Paul Delaney Albro for Emeritus Status. Trustee Dickinson seconded. President Wolk spoke about Professor Albro's 36 years at Castleton and the great respect he earned from students, faculty and staff. Professor Albro's awards as outstanding faculty member, his exacting expectations of his students, and the rigor of the courses he taught in the Department of Business Administration are just some of the reasons Professor Albro has been unanimously nominated by his department for this honor. The resolution was approved by unanimous vote.

B. ITEMS FOR INFORMATION AND DISCUSSION

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

The committee reviewed preliminary program proposals from VTC to change their sustainable design and technology program from a 2+2 to three bachelor's of science programs.

The committee also received updates from Chancellor Donovan on the recent PReCIP retreat, Academic Retreat and graduation standards forum.

2. Approval of Revision to Policy 312 – Compliance with the Family Educational Rights and Privacy Act (FERPA).

The purpose of Policy 312 is to afford students certain rights with respect to their educational records under federal law (The Family Educational Rights and Privacy Act of 1974.) The primary rights afforded to each student include, but are not limited to, the right to inspect and review their education records, the right to request amendment of records, and the right to limit disclosure of information from the records.

Changes in the current VSC FERPA policy language are suggested that will enable our colleges to share educational records of a high school student with his or her high school for the purposes related to his or her enrollment or transfer or dual enrollment.

What follows are two versions of the revised policy. The first has the changes highlighted in yellow. The second is a "clean" copy.



## Manual of Policy and Procedures

Title	Number	Page
	312	1 of 7
<b>COMPLIANCE WITH THE FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT (FERPA)</b>	Date	
	<del>6/7/2007</del> <b>10/31/13</b>	

### PURPOSE

A federal law, the Family Educational Rights and Privacy Act of 1974 (“FERPA”) affords students certain rights with respect to their educational records. The primary rights afforded to each student include, but are not limited to, the right to inspect and review their education records, the right to request amendment of records, and the right to limit disclosure of information from the records.

In accordance with federal law and regulations issued by the U.S. Department of Education, the Vermont State Colleges System (“VSC”) has adopted the following policies and procedures for each of its Colleges. The Colleges within the VSC are: Castleton State College, Lyndon State College, Vermont Technical College, Johnson State College and The Community College of Vermont. The purpose of this VSC policy is to set forth the rights of inspection and requesting amendment, and the prohibitions against unauthorized dissemination of educational information. This Policy incorporates and is to be read consistent with all the definitions and requirements contained in 20 U.S.C. §1232g and 34 C.F.R. Part 99.

### POLICY

#### **I. STUDENT ACCESS TO EDUCATION RECORDS**

- A. Students have the right to inspect and review their education records.

“Student” means any individual who is or has been in attendance at one of the above Colleges and whose educational records are maintained thereby.

“Education records” means records maintained by the Colleges that are directly related to a student. Education records may be found in papers, files, tapes,

machine readable materials, documents, computer databases or any other written or recorded matters, regardless of physical form or characteristics.

Education records DO NOT include: notes or records which are not accessible or revealed to other personnel and are in the sole possession of the maker; law enforcement or campus security records that are solely for law enforcement purposes; employment records relating to employment by the institution (unless employment is contingent on student status); records relating to treatment provided by a physician, psychiatrist, psychologist, or other recognized professional or paraprofessional and disclosed only to individuals providing treatment, and records of alumni created after they are no longer a student at a member college.

Parents' financial statements (including FAFSA) are also education records. Under FERPA, however, the VSC need not allow the student to review them.

**B. Procedure for Student Inspection and Review of Their Education Records**

1. Students shall submit to the College Registrar a written request identifying as precisely as possible the record(s) to be inspected.
2. The registrar or other appropriate record custodian will make the needed arrangements for student access as promptly as possible and will notify the student of the time and place where the record(s) may be inspected. Access will be provided within 45 days or less from the receipt of the written request.
3. The following documents shall be removed from an education record before the student views the record unless the sensitive information contained therein can be cloaked or otherwise kept from viewing:
  - (a) information that pertains to another student,
  - (b) financial records of the student's parents, and
  - (c) confidential letters of recommendation and confidential statements of recommendation in accordance with 34 C.F.R. §99.12 (b) and (c).

**II. PUBLIC ACCESS TO STUDENT INFORMATION**

- A. The VSC may NOT disclose personally identifiable information from education records unless the disclosure meets one or more of the requirements of B and C of this section



“Personally Identifiable Information” (PII) includes but is not limited to the student’s name, address, student identification numbers, social security number, other personal identifiers, ethnicity, race, nationality, and gender; name and address of student’s parent or other family members; and a list of personal characteristics or other information that would make the student’s identity easily traceable.

- B. The VSC may disclose Directory Information without prior written consent of the student.
1. “Directory information” means information which would not generally be considered harmful to the student or an invasion of privacy, if disclosed. For the purposes of this policy, directory information includes the following: name, home and college address, telephone listing, email address, date of birth, major, enrollment status (full-time or part-time), enrollment level (undergraduate or graduate), dates of attendance, degrees and awards received, weight and height of athletic team members, photographs, most recent and previous educational institutions attended, and participation in officially recognized activities and sports.
  2. Release of directory information is permitted but not required under FERPA. The decision to disclose directory information will be made at the discretion of the appropriate school official.
  3. Students may opt out of the release of all directory information by submitting a Request to Withhold Directory Information form. Upon receipt of this form, the VSC shall release no directory information to any third party without prior student consent except as may be otherwise permitted by law.
- C. PII from education records may be released to the student and, under the following circumstances, to third parties:
1. Where the student consents to the release by signing and dating a written statement of consent before disclosing protected information. The written consent must specify: the record(s) to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure must be made.
  2. Where the disclosure is to school officials with legitimate educational

interest. For the purposes of this section, “school officials” include persons employed by the VSC in an administrative, supervisory, academic, research, or support staff position (including law enforcement unit personnel and health staff). “School officials” also include persons, companies or agencies with whom the VSC has contracted to provide services (i.e. attorney, auditor, collection agent, etc.), a person serving on the board of trustees, and a student serving on an official committee or assisting another school official in performing his or her own tasks. For the purposes of this section, “Legitimate Educational Interest” means: (a) the record or information requested is relevant and necessary to the accomplishment of some task or determination; (b) the task or determination is an employment responsibility for the inquirer or is properly assigned subject matter for the inquirer’s task or determination; and (c) the task or determination is consistent with the purpose for which the record or information is maintained.

3. Where special circumstances are present including the following as well as any other circumstances permitted under 34 C.F.R. §99.31(a):
  - a. Upon request by officials of another school in which a student seeks or intends to enroll. A member College may, at its discretion, forward education records to other agencies or institutions that have requested the records and in which the student seeks or intends to enroll or is already enrolled so long as the disclosure is for the purposes related to the student’s enrollment or transfer or to the student’s dual enrollment;
  - b. To certain federal, state, or local education officials in connection with state or federally supported educational programs;
  - c. To authorized representatives of the Comptroller General of the United States, the Secretary of Education or State educational authorities, or authorized representatives of the Attorney General for law enforcement purposes;
  - d. To organizations conducting certain studies/research for or on behalf of the VSC;
  - e. To comply with a judicial order or a lawfully issued subpoena or IRS summons after making a reasonable effort to notify student in advance;
  - f. To appropriate parties in a health and/or safety emergency;
  - g. When a College has found, in the event of disciplinary proceedings against a student who is an alleged perpetrator of a violent crime

- (18 USC section 16) or non-forcible sex offense, that the student committed a violation of College rules or policies, the final results of such disciplinary proceedings may be released. However, the institution may only release the name of the student, violation committed, sanction imposed, and the name(s) of other student(s) involved, such as the victim or witness, but only with the prior written consent of the other student(s).
- h. To the parents of a student under the age of 21 where the VSC has determined that the student has committed a disciplinary violation with respect to use or possession of alcohol or a controlled substance;
  - i. To the parents of dependent students, as defined in Section 152 of the Internal Revenue Code of 1986;
  - j. To accrediting organizations in order to conduct accrediting functions;
  - k. To an authorized representative of institutions from which a student has received financial aid or the student had applied for financial aid.
  - l. In accordance with the Solomon Amendment. The Solomon Amendment (32 CFR 216) requires institutions to provide specified information about individual students to representatives of the U.S. Department of Defense for military recruiting purposes unless the student has formally requested the school to withhold directory information from all third parties under B above. The specified “student recruiting information” includes student name, address, telephone listing, date and place of birth, level of education, academic major, degrees received, and the most recent previous education institution attended.

With the exception of the mandatory reporting of student recruiting information under Solomon, disclosure without consent in these special circumstances is permitted but not required. The decision to disclose any information in these special circumstances will be made at the discretion of the appropriate school official.

The VSC shall maintain records of requests and disclosure of non-directory information under this section C3 above. The person or agency making a request for disclosure must submit a letter stating: the name of the student, name of the person making the request, the names of the parties to whom the information may be disclosed, the legitimate

interest of the party making the request and the legitimate interest of the party who may receive the information. All requests for disclosure should be submitted to College Registrar.

### **III. AMENDMENT OF EDUCATION RECORDS**

Students have the right to ask to have record(s) corrected that they believe are inaccurate, misleading, or in violation of their privacy rights.

#### **A. Procedure to Amend Education Record(s)**

1. A student must submit a written request to the College Registrar to amend a record. In so doing, the student should identify the part of the record she/he wants changed and specify why she/he believes it is inaccurate, misleading or in violation of his/her privacy rights.
2. VSC member colleges have the authority to accept or reject any requests. If a member college decides not to comply, the VSC will notify the student of the decision and advise him/her of his/her right to a hearing to challenge the information believed to be inaccurate, misleading, or in violation of the student's privacy rights.
3. Upon request for a hearing, the VSC member college will arrange for a hearing and notify the student of the date, time, and place of the hearing.
4. The hearing will be conducted by a hearing officer who is a disinterested party; however, the hearing officer may be an official of the VSC member college. The student shall be afforded a full and fair opportunity to present evidence relevant to the issues raised in the original request to amend his/her education record(s).
5. The VSC member college will prepare a written decision based solely on the evidence presented at the hearing. The decision will include a summary of the evidence presented and the reason for the decision.
6. If the VSC member college decides that the challenged information is not inaccurate, misleading, or in violation of his/her privacy rights, it will notify the student that she/he has a right to place in the record a statement commenting on the challenged information and/or a statement setting forth reasons for disagreeing with the decision.
7. The statement will be maintained as part of the student's education records as long as the contested portion is maintained. If the VSC member college discloses the contested portions of the records, it must also disclose the statement.
8. If the VSC member college decides that the information is inaccurate, misleading or in violation of his/her privacy rights, it will amend the record and notify the student, in writing, that the record has been amended.

#### **IV. STUDENT COMPLAINTS REGARDING ALLEGED FERPA VIOLATIONS**

A student may file a complaint with the Department of Education Family Compliance Office regarding an alleged violation under the Act: Family Compliance Office, U.S. Dept. of Education, 400 Maryland Avenue, S.W. Washington, DC 20202-4605.

#### **V. ANNUAL COLLEGE NOTIFICATION**

- A. Each VSC member college annually shall notify students currently in attendance, of their rights under the 20 U.S.C. §1232g and 34 C.F.R. Part 99.
- B. The notice must inform students that they have the right to:
1. Inspect and review the student's education records;
  2. Seek amendment of the student's education records that the parent or eligible student believes to be inaccurate, misleading, or otherwise in violation of the student's privacy rights;
  3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the 20 U.S.C. §1232g and 34 C.F.R. [§ 99.31](#) authorize disclosure without consent; and
  4. File with the U.S. Department of Education a complaint under 34 C.F.R. [§§ 99.63](#) and [99.64](#) concerning alleged failures by the member college to comply with the requirements of FERPA and its implementing regulations.
- C. The notice shall include all of the following:
1. The procedure for exercising the right to inspect and review education records.
  2. The procedure for requesting amendment of records under [§ 99.20](#).
  3. A specification of criteria for determining who constitutes a school official and what constitutes a legitimate educational interest.
- D. The member college may provide this notice by any means that are reasonably likely to inform the students of their rights and shall effectively notify students who are disabled.

Signed by:	<del>Robert G. Clarke</del> <b>Timothy J Donovan</b> Chancellor
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## Manual of Policy and Procedures

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  - 2. Release of directory information is permitted but not required under FERPA. The decision to disclose directory information will be made at the discretion of the appropriate school official.
  - 3. Students may opt out of the release of all directory information by submitting a Request to Withhold Directory Information form. Upon receipt of this form, the VSC shall release no directory information to any third party without prior student consent except as may be otherwise permitted by law.
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  - 1. Where the student consents to the release by signing and dating a written statement of consent before disclosing protected information. The written consent must specify: the record(s) to be disclosed, the purpose of the disclosure, and the party or class of parties to whom the disclosure must be made.
  - 2. Where the disclosure is to school officials with legitimate educational

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  - b. To certain federal, state, or local education officials in connection with state or federally supported educational programs;
  - c. To authorized representatives of the Comptroller General of the United States, the Secretary of Education or State educational authorities, or authorized representatives of the Attorney General for law enforcement purposes;
  - d. To organizations conducting certain studies/research for or on behalf of the VSC;
  - e. To comply with a judicial order or a lawfully issued subpoena or IRS summons after making a reasonable effort to notify student in advance;
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3. Upon request for a hearing, the VSC member college will arrange for a hearing and notify the student of the date, time, and place of the hearing.
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  3. Consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that the 20 U.S.C. §1232g and 34 C.F.R. [§ 99.31](#) authorize disclosure without consent; and
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- D. The member college may provide this notice by any means that are reasonably likely to inform the students of their rights and shall effectively notify students who are disabled.

Signed by:	Timothy J. Donovan Chancellor
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VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTIONRevision to VSC Policy 312:Compliance with the Family Educational Rights and Privacy Act (FERPA)

- WHEREAS, The purpose of Policy 312 is to afford students certain rights with respect to their educational records under federal law (The Family Educational Rights and Privacy Act of 1974); and
- WHEREAS, The primary rights afforded to each student include, but are not limited to, the right to inspect and review his or her education records, the right to request amendment of records, and the right to limit disclosure of information from the records; and
- WHEREAS, As part of its participation in the state Dual Enrollment Program, the Vermont State Colleges would like to share educational records of students enrolled in the program with their high schools; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes the attached changes to Policy 312 that will enable VSC colleges to share educational records of high school students with their high schools for the purposes related to enrollment or transfer or dual enrollment, as of this date, October 31, 2013.

October 31, 2013

3. VTC Final Program Proposals:
  - a. Bachelor of Science in Green Buildings
  - b. Bachelor of Science in Renewable Energy
  - c. Bachelor of Science in Sustainable Land Use

At its May 23, 2013 meeting, EPSL reviewed the preliminary proposals for Bachelor of Science in Green Buildings, Bachelor of Science in Renewable Energy, and Bachelor of Science in Sustainable Land Use. In this meeting, EPSL will review the final proposals for these three programs, which are the result of the revision of the existing Sustainable Design and Technology (SDT) program, to create three BS degrees. 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**  
**Final 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) 2+2 program to create three four-year Bachelors of Science degrees:
  - 1) Green Buildings Design;
  - 2) Renewable Energy; and
  - 3) 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 Technology, Civil and Environmental Engineering Technology, Architectural Engineering Technology, and Science departments.
4. a) Date of Final Proposal: October 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 Design
  - Renewable Energy
  - Sustainable Land Use

Vermont Tech's current SDT program is a single 2+2 with three areas of concentration that 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 have three major effects:

- 1) Granting of three distinct BS degrees 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 of graduates.

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

Graduates of the three degree programs in 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 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 **Green Buildings Design** degree focuses on the design of buildings and communities that can power themselves without fossil fuels, using efficiency and the energy of the sun, earth and wind.

The **Renewable Energy** degree integrates the study of engineering, technology, science and business to prepare graduates to design, implement, and manage renewable energy systems and similar technologies. Students learn to evaluate renewable resources, complete site assessments, design systems, model system performance, utilize data acquisition tools and integrate energy systems into landscapes, buildings and communities.

The **Sustainable Land Use** degree integrates the study of engineering, technology, science and business to prepare graduates to design, implement, and manage land use projects. Students learn to evaluate natural and cultural resources, perform site assessments, design conserved land and residential/commercial development projects, model system performance, utilize data acquisition tools, and integrate sustainability into land use and human practice.

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: Rationale**

1. How the program will strengthen the College (refer to institutional mission, institutional priorities and 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. Specific educational and/ or employment need(s) to be addressed (attach documentation of need):

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. 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 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.

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: Program Description**

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

##### **Green Building Design Objectives:**

- Use energy efficiency and renewable systems to design residential and small commercial buildings;
- Apply computer simulations, energy codes, and green building standards to optimize building performance;
- Create designs for comfortable, low energy buildings with minimal impact on the earth as well as sustainable communities for the future.
- Work as an effective member of a multidisciplinary team using strong graphic and verbal skills to present ideas; and
- Learn to integrate state of the art knowledge in this rapidly evolving profession.

##### **Renewable Energy Objectives:** What will students learn to do in Renewable Energy?

- Design and manage renewable energy systems and related technologies;
- Develop a career path that employs knowledge of science, technology and management to address energy needs and challenges;
- Work as an effective member of a multidisciplinary team using strong graphic and verbal skills to present ideas; and
- Learn to integrate state of the art knowledge in this rapidly evolving profession.

##### **Sustainable Land Use Objectives:** What will students in Sustainable Land Use learn?

- Design and manage land use projects for responsible development or conservation;
- Apply critical and analytical thinking to determine where and when sustainable designs, technologies, and practices are appropriate and effective;
- Work as an effective member of a multidisciplinary team using strong graphic and verbal skills to present ideas; and
- Learn to integrate state of the art knowledge in this rapidly evolving profession.

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

A broadened technical focus is a common feature of the three SDT degrees. Course work focuses on:

- 1) A strong foundation:  
English composition, Technical Communications, Algebra and Trigonometry and Technical Mathematics or Tech Math and Calculus for Engineering, Chemistry, and Physics
- 2) Four arts and humanities electives;
- 3) A core of courses that introduce students to sustainability:  
SDT Orientation, Introduction to Environmental Science, Introduction to Sustainable Land Use, Introduction to Renewable Energy, Introduction to Green Buildings, LEED;
- 4) Technical courses that develop professional skills; and
- 5) Teamwork and business courses that prepare students for the professional world:  
Teams and Leaders, Technical Project Management, at least one business choice;

In addition, all students complete at least one summer internship. We've found that internships are the best method for preparing students for the professional world and that internships confirm or change students' career plans in critical ways, generally increase enthusiasm and focus at college, and often result in job offers. Students in all three proposed degrees are also

eligible for Vermont Tech's Summer of Applied Research (SOAR) program. SOAR students spend a summer, and sometimes more, conducting applied research with college faculty.

3. How the program will assess its effectiveness in achieving student learning outcomes: Learning outcomes will be assessed across a number of courses in each degree program. Each outcome will be assessed in a specified course using an assignment designed specifically to assess that outcome. Some outcomes will be assessed in the core of courses common to all three degrees and some will be assessed in degree-specific courses. Those assignments being assessed will be collected in duplicate (students or faculty will make copies) so that one copy can be handed back to students and one copy can be kept with assessment materials. For outcomes, these assignments will be assessed using a matrix designed for each outcome during course design.

As described below, outcomes will be designed to satisfy ABET's new general criteria for ASAC accreditation. SDT faculty have experience with designing and assessing for ABET and will use this expertise to create a similar simple, streamlined and functional assessment system for Green Buildings Design, Renewable Energy and Sustainable Land Use.

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

Like all Vermont Tech degrees Green Buildings Design, Renewable Energy and Sustainable Land use will be accredited by NEASC.

ABET has traditionally accredited engineering and engineering technology programs. However, they have recently developed accreditation criteria for accrediting applied science programs. The three proposed four-year SDT degrees are a good fit for these new ASAC general criteria. Our new degree programs have been developed with ASAC assessment in mind and we will seek this ABET accreditation after accumulating two years worth of outcome data.

Within each degree, courses and other educational opportunities are designed to allow students to seek professional certification where applicable.

Green Buildings Design: LEED Green Associate

Renewable Energy: NABCEP Basic Solar PV certification

Sustainable Land Use: Site Designer, Soil Classification, Wetland Delineation

5. Program outline; include brief descriptions of all new courses:

**Green Buildings Design, BS**

course (name and number)

credits new or existing?

SDT-1000, SDT Orientation	1	new; uses college modules
SDT-1010, Introduction to Sustainable Land Use	3	revision of existing 4112
SDT-2010, Introduction to Renewable Energy	3	revision of existing 3111
SDT-2020, Introduction to Green Buildings	3	revision of existing 4113
SDT-3010, Teams and Leaders	3	revision of existing 3010
SDT-3802, Internship Preparation	1	revision of existing 3000
<b>SDT-3030</b> , Passive Solar Design	3	new course

**Renewable Energy, BS**

<u>course (name and number)</u>	<u>credits</u>	<u>new or existing?</u>
<i>SDT-1000, SDT Orientation</i>	<i>1</i>	<i>new; uses college modules</i>
<i>SDT-1010, Introduction to Sustainable Land Use</i>	<i>3</i>	<i>revision of existing 4112</i>
<i>SDT-2010, Introduction to Renewable Energy</i>	<i>3</i>	<i>revision of existing 3111</i>
<i>SDT-2020, Introduction to Green Buildings</i>	<i>3</i>	<i>revision of existing 4113</i>
<i>SDT-3010, Teams and Leaders</i>	<i>3</i>	<i>revision of existing 3010</i>
<i>SDT-3802, Internship Preparation</i>	<i>1</i>	<i>revision of existing 3000</i>
<i>SDT-2560, Introduction to Solar PV</i>	<i>2</i>	<i>new course (taught 2013)</i>
<i>SDT-2570, Solar Heating</i>	<i>2</i>	<i>new course</i>
<b>SDT-3030</b> , Wind Power Systems	<i>2</i>	<i>new course</i>
<i>SDT-3040, Biomass Heating Systems</i>	<i>2</i>	<i>new course</i>
<i>SDT-3110, Renewable Energy Policy &amp; Permitting</i>	<i>3</i>	<i>new course</i>
<i>SDT-3120, Combined Heat &amp; Power</i>	<i>2</i>	<i>new course</i>
<i>SDT-4060, Energy Modeling</i>	<i>3</i>	<i>new course</i>
<i>SDT-4140, Advanced Solar PV</i>	<i>3</i>	<i>new course</i>
<i>SDT-4150, Integration &amp; Energy Storage</i>	<i>3</i>	<i>new course</i>

**Sustainable Land Use, BS**

<u>course (name and number)</u>	<u>credits</u>	<u>new or existing?</u>
<i>SDT-1000, SDT Orientation</i>	<i>1</i>	<i>new; uses college modules</i>
<i>SDT-1010, Introduction to Sustainable Land Use</i>	<i>3</i>	<i>revision of existing 4112</i>
<i>SDT-2010, Introduction to Renewable Energy</i>	<i>3</i>	<i>revision of existing 3111</i>
<i>SDT-2020, Introduction to Green Buildings</i>	<i>3</i>	<i>revision of existing 4113</i>
<i>SDT-3010, Teams and Leaders</i>	<i>3</i>	<i>revision of existing 3010</i>
<i>SDT-3802, Internship Preparation</i>	<i>1</i>	<i>revision of existing 3000</i>
<i>SDT-2030, Land Use Computer Applications</i>	<i>3</i>	<i>new course</i>
<i>SDT-3____, Introduction to GIS</i>	<i>2</i>	<i>new course</i>
<i>SDT-3120, Land Use for Food Production</i>	<i>3</i>	<i>new course</i>
<i>SDT-3040, Elements of Planning</i>	<i>3</i>	<i>new course</i>
<i>SDT-3180, Assessment Service Learning Project</i>	<i>3</i>	<i>new course</i>
<i>SDT-4040, Applied Site Analysis</i>	<i>3</i>	<i>new course</i>
<i>SDT-4050, Resource Management Policy</i>	<i>3</i>	<i>new course</i>
<i>SDT-4120, Waste Management Policy</i>	<i>3</i>	<i>new course</i>

**6. TOTAL CREDITS in proposed program: \_\_\_\_\_**

<b>Green Buildings Design, BS</b>	128 credits	28 SDT credits
<b>Renewable Energy, BS</b>	120 credits	41 SDT credits
<b>Sustainable Land Use, BS</b>	129 credits	57 SDT credits

*Note: All three degree programs are cross-disciplinary and use courses from other degree programs that deliver 'major' level technical education. Thus, we argue that each degree offers more technical credits than are suggested by their SDT credit totals.*

*note: per VSC Policy 101 "baccalaureate degree major requirements normally range up to 50 credits."*

## Part IV: Budget Considerations

### 1. Expenditures for the proposed program:

Because the SDT 2+2 bachelor's of science degree has been enrolling students since 2007, we have accumulated most of the library resources and equipment needed for the three proposed bachelor's degrees. It's unlikely that administrative costs will increase significantly. However, the new courses required to create three strong BS degrees will increase faculty costs.

### **SDT core courses used for all three degrees:**

Existing FT faculty will be able to teach the new core courses proposed. Additional faculty time will be required to teach extra sections of the two senior capstone courses, SDT-3121 and SDT-4122. Both intensive studio courses are capped at 16 students so extra sections will now be required.

### **Green Buildings**

One new course taught in the Junior year of this degree can be taught by part-time faculty.

### **Renewable Energy**

This degree uses nine new courses. We believe that one full-time faculty member and part-time faculty will be able to carry this new teaching load.

### **Sustainable Land Use**

This degree requires eight new courses. The college agreed to hire a full-time faculty member when we began discussing these courses several years ago, so that salary is covered in the current college budget. Part-time faculty will also be required.

<b>Additional</b>	<u><b>Year One</b></u>	<u><b>Three Years Out</b></u>
<u><b>Faculty</b></u>		
SDT-3121/-4122		\$7,500
Green Buildings Design		\$3,750
Renewable Energy	\$3,750	\$49,000
		\$15,000
Sustainable Land Use	<b><u>\$49,000 in current budget</u></b>	<b><u>\$49,000</u></b>
	\$52,750	<u>\$15,000</u>
		\$139,250

### admin/ other staff

This academic year (spring of 2014) we are moving the Renewable Energy lab to a building that is near, but not on, the Randolph Center campus. We will need roughly 5 – 10 hours a week of technical assistance to keep the equipment in order and to help faculty set up labs.

### facilities/ equipment

Since beginning the SDT program we have accumulated most of the equipment needed to run labs. We do need to make some improvements to the space into which we are moving the Renewable Energy lab. We are developing a budget based on a site visit early this month (October 2013) and don't expect it to exceed \$5000 – 10,000 including several computers. We may need to renovate an existing classroom to create additional studio space as current studios will be used by additional SDT courses and sections in addition to new courses being developed for the new bachelor's degree in Landscape Design and Sustainable Horticulture. We used



shared space for all other courses.

We are requesting a large format color scanner (\$9000) that will allow us to scan and digitize 24 x 36 inch design boards. The digitized files and images will help us promote the program and will allow our graduates to create effective electronic portfolios. This equipment will be shared with the LDSH and ARE programs.

library/ other materials

Covered by the existing SDT budget.

other costs

Vermont Tech marketing and outreach costs are now allocated in a program-specific manner.

TOTAL COSTS:	<u>\$62,750</u>	<u>\$139,250</u>
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## 2. Revenue/ sources to meet new expenditures

Tuition:	27 x \$18,266 = \$493,182	32 x \$12,824 = \$410,368
	5 x \$24,074 = \$120,370	64 x \$17,090 = \$1,093,760
		5 x \$18,632 = \$93,160
		10 x \$24,075 = \$240,750
	<u>\$613,552</u>	<u>\$1,838,038</u>

These tuition calculation are based on estimated enrollments from part 1 of section V (page 10).

Year one: Added room & board as all freshmen must live on campus.

Year three: No data available, so assumed that half of upper classman live on campus.

reallocation:

The current budget of the SDT 2+2 program will be absorbed into the budgets of these three new BS degrees. The existing SDT budget now totals \$83,590. By year three all of that funding will be absorbed into the new degree programs.

other sources:

None specified.

TOTAL REVENUES:	<u>\$613,552</u>	<u>\$1,838,038</u>
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## Part V: Enrollment, Marketing and Public Relations Considerations

### 1. Projected enrollment for new program:

Projected enrollments shown here combine students in the three proposed degrees. Year-three enrollments combine the freshman, sophomore and junior classes.

	<u>Year One</u>	<u>Three Years Out</u>
full-time	27	81
part-time	5	15
in-state	27	81
out-of-state	5	15

Describe how you arrived at these projections:

The common capstone courses (fall and spring) for the three proposed degree programs are capped at 16 students. Combined enrollment in the three degrees is a function of the number of sections of these courses taught each year:

- One section: 16 students
- Two sections: 32 students
- Three sections: 48 students, etc.

Currently, 85% of Vermont Tech's bachelor's degree students are in-state and 15% are out-of-state. And only 15% of Vermont Tech students currently attend part-time.

### 2. Describe the marketing strategies for the new program.

The three Sustainable Design and Technology (SDT) bachelors of science degrees are an important part of Vermont Tech's positioning as the pre-eminent public polytechnic institution in New England. Based on current market research, these three degrees are unique in the New England market place. As new programs, there is an emphasis on bringing information to the market place. As Vermont Tech reworks its overall marketing strategy, the three degrees will be prominently featured in marketing materials and efforts. The college has just committed to develop a new website for a launch early in the spring semester and it will highlight new degree programs.

More specifically, the admissions office will conduct a subject specific search program and new print publications and other collateral will feature the three new degrees. The marketing office will use the new degrees in the college's electronic marketing and social media campaigns. There is a newly developed team of K-12 outreach specialists working both in Vermont and in the northeast states will be discussing dual enrollment, early college and articulation agreements with high schools, tech centers, and community colleges. A series of guidance counselor trainings are being planned in Vermont with the theme, 'Preparing Students for Technology Based Careers'. The new SDT degrees will be featured as part these trainings. In addition, the college will develop and host student-centered events to promote the enrollment pipeline for the three SDT degrees in order to provide an opportunity for high school students to explore these new degrees.

The college will work with its public relations firm to bring additional awareness of the emerging pre-eminence of Vermont Tech in the Sustainable Design and Technology fields to the public. The firm has already been instructed about the uniqueness of these degree programs both in Vermont, New England and nationally. Faculty members and others will be pitched as experts in these emerging technologies.

The college will continue to develop in-service and continuing education opportunities, expanding our Green Trainings Program to include the program aspects of the Sustainable Design and Technology bachelors of science degrees.

SDT degrees are inter-disciplinary and complimentary to several other Vermont Tech degree programs. This aspect provides unique opportunities for these and related degree programs. One such opportunity is the beginning of a discussion with the Vermont Law School for a 4+1 articulation agreement between several Vermont Tech bachelor degree programs, most immediately SDT degrees, and VLS's masters degrees in Environmental Law and Policy and Energy Regulation and Law.

### 3. Competition:

#### a) in state and region

**Environmental science and environmental studies baccalaureate programs** are offered in all of the New England states and New York. The principles of environmental science and ecology are important foundation courses for our proposed degree programs. However BS degrees in environmental science don't deliver the same education or skillset and are not competitors for the Green Buildings Design, Renewable Energy and Sustainable Land Use degrees.

#### **Related AS degrees**

A few community colleges offer two-year degrees that address some aspects of green building or sustainable building science:

- Community College of Vermont offers an associate's degree in Environmental Science with a focus in Sustainable Building Technology.
- Southern Maine Community College offers a one-year, 30-credit, certificate in Building Science and Sustainability.

And a number of colleges offer two-year degrees related to, or specifically concerned with, renewable energy:

- Morrisville State College in New York offers an associate's in applied science degree in Renewable Energy Technology. This is a hands-on program designed to develop skilled technicians.
- Kennebec Valley Community College in Maine offers a Solar Instructor Training Program curriculum but not an academic degree program.
- Northern Maine Community College offers a Wind Power Technology Associates Degree.
- Lakes Region Community College in New Hampshire offers an associates degree in Energy Services and Technology, but there is little focus on renewable energy.
- New England Institute for Technology offers an associates of science degree in Electrical Technology with a focus on renewable energy.

#### **Related BS degrees**

The following colleges offer bachelor of science degrees in renewable energy:

- SUNY Canton offers a bachelors of science degree in Alternative and Renewable Energy Systems. This degree program is competitive with the Renewable Energy BS proposed in this application, though it lacks the holistic connection with green building design and environmentally responsible land use embodied in our proposal.
- The University of Maine offers three undergraduate minors in renewable energy: Renewable Energy Engineering; Renewable Energy Science and Technology; and Renewable Energy Economics and Policy.
- Boston University offers a minor in Sustainable Energy available to nearly all undergraduates. Its technical content relates to the majors that it is associated with.
- Massachusetts Maritime Academy offers a bachelors of science in Energy Systems Engineering.
- The Massachusetts Institute of Technology offers a minor in Energy Studies.
- Western New England University in Springfield offers a Green Engineering Concentration in Electrical Engineering and in Mechanical Engineering.

Undergraduate degree programs in green building in our region are rare:

- Middlebury College offers a bachelors degree in Architecture and the Environment.
- UVM offers a minor in Green Building and Community Design.
- Boston Architectural Center offers a bachelors degree in Sustainable Design focused on building science and design.

Begun in 2007, Vermont Tech's 2+2 SDT program was clearly a leader in bachelor's degree education with a sustainable focus. In 2013, we remain on the few colleges to offer a practical and technical education in this emerging area. Most sustainability degrees are less practical and take a liberal arts approach:

- Green Mountain College offers a bachelor of arts degree in Renewable Energy and Ecological Design to help students explore the fields of renewable energy and green building. The program is flexible and interdisciplinary. Green Mountain College also offers a bachelors of science degrees in Sustainable Business.
- Unity College offers a Bachelors of Science degree in Sustainable Energy Management that focuses on renewable energy, green building and carbon footprint reduction.
- Lyndon State College offers a bachelors of science degree in Sustainable Studies. This is not a technical degree. Goddard College offers a bachelor of arts degree in Sustainability; again, not a technical degree
- Stony Brook University offers a bachelors of arts degree in Environmental Design, Policy and Planning. This degree uses interdisciplinary curriculum from Stony Brook University's Sustainability program offering a BA in Sustainability Studies.
- Bentley College offers a major in Sustainable Studies as they relate to business.
- The University of Massachusetts at Amherst offers a focus on renewable energy in its iCons Integrated science concentration program, and a green building focus in its undergraduate Building Construction Technology program. UMass Boston offers a minor in Clean Energy and Sustainability.
- Western New England University's bachelor of science degree in Sustainability is not a technical degree.
- Rensselaer Polytechnic Institute has a bachelors of science degree in Sustainability Studies based in social sciences.
- New Haven University offers a bachelors of science degree in Sustainability Studies.
- McGill University offers an interfaculty bachelor of arts and sciences degree in Sustainability, Science and Society.

b) web-based

- Arizona State University is a national leader in sustainability education and in online delivery of degree programs. However, their bachelor of science degree in Sustainability is not offered online.
- DeVry University offers a completely on-line bachelors degree in Electronics Engineering Technology with a specialization in renewable energy.

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

Because these three degrees are being developed from a 2+2 program that has enrolled students at Vermont Tech since 2007 we do not believe it will decrease enrollments in other college programs. To be clear, these three new Bachelors of Science degrees will supplant the existing 2+2 SDT program. In effect, SDT will become a cross-disciplinary program offering three separate but interactive degrees.

Because these new degrees are not 2+2 they will not pressure, or compete with, other college 2+2 programs that had been recruiting juniors and seniors from the same pool of two-year students. When we began SDT in 2007, it was only the third bachelors degree recruiting from seven AS and AE programs: Architectural and Building Engineering Technology; Civil and Environmental Engineering Technology; Construction Management; Dairy Farm Management Technology; Electrical Engineering Technology; Landscape Design and Sustainable Horticulture; and Mechanical Engineering Technology. However, there are now seven bachelors degree programs competing for this same apparently shrinking pool of two year graduates: Architectural Engineering Technology; Construction Management; Diversified Agriculture; Electrical Engineering Technology, Electromechanical Engineering Technology; Landscape Design & Sustainable Horticulture; and Sustainable Design and Technology. Cutting a shrinking pie into smaller pieces doesn't generally satisfy anyone.

Our proposed four-year BS degrees (Green Buildings Design, Sustainable Land Use and Renewable Energy) will allow us to recruit 'new' students from outside of the college. Like the original SDT 2+2 program, these three degree programs are aimed at a demographic that is not served by other bachelors degree programs at Vermont Tech: students with technical knowledge who are interested of a broader nature who are will work in a very cross-disciplinary way to create a more sustainable way of living and working. We believe that we can reach this 'untapped' demographic with effective marketing. Enrollment in these SDT degrees should therefore increase without negative effects on other Vermont Tech programs. One could argue that the synergies with other bachelors degree programs with strengthen them and boost overall BS enrollment.

5. How the program will impact enrollments in existing programs at other VSC colleges:  
The only related bachelors degrees at the other VSC colleges is the Sustainable Studies degree at Lyndon State College. Generally, the Lyndon program is less technical and hands-on and more broadly focused than the three degrees proposed here.

Castleton and Johnson State Colleges offer bachelor's degrees in Environmental Science.

The Community College of Vermont offers an associates degree in Environmental Science with a focus on Sustainable Building Technology. Graduates of this degree program may be candidates

for transfer into on of the proposed bachelor of science degrees, particularly the proposed Sustainable Land Use degree.

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

Vermont Tech's use of professionals on academic advisory boards and our frequent use of professionals as adjunct instructors ensures that these academic degree programs are delivering the education needed for workplace success and help us identify strong internship opportunities.

Two graduates of the 2+2 SDT program have gone enrolled in Vermont Law School's Masters of Environmental Law and Policy degree. One, a Green Buildings graduate, has completed the program and the second, a Green Sites graduate, is now enrolled. As mentioned above in response to question 2 of section V, the college has entered into formal conversations with Vermont Law School regarding establishment of articulation agreement that will allow students to move seamlessly from an SDT degree to a master's degree program at VLS. We are also looking forward to creating articulation agreements to bring students in to the SDT degrees from high schools, technical centers and community colleges.

rev. 3/29/11

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTIONApproval of Degree Programs: Consent Agenda

- WHEREAS, Vermont Technical College proposed revision of its existing Sustainable Design and Technology program; and
- WHEREAS, Vermont Technical College proposes conferring three distinct but interconnected Bachelor's of Science degrees to students graduating from the SDT program; and
- WHEREAS, The proposed revisions will have three major effects:
- 1) Granting three distinct Bachelor's of Science degrees 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 of graduates; and
- WHEREAS, The three degrees proposed are Bachelor's of Science degrees in Green Buildings Design, Renewable Energy and Sustainable Land Use; and
- WHEREAS, Vermont Technical 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 Vermont Technical College to offer Bachelor's of Science degrees in Green Buildings Design, Renewable Energy and Sustainable Land Use as of this date, October 31, 2013.

October 31, 2013

#### 4. Nominations for Professor Emeritus Status

As described in 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 Bertolino has submitted nominations for retired faculty members Professor Jon Fitch and Professor Richard Portner for the award of Emeritus Status. The EPSL Committee considers this proposal and the attached resolution for endorsement to the full Board.





## Manual of Policy and Procedures

Title  <b>EMERITUS STATUS FOR FACULTY AND ADMINISTRATORS</b>	Number	Page
	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.



July 19, 2013

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

**RE: Professor Emeritus recommendation for Jon Fitch**

Dear Chancellor Donovan:

I am pleased to recommend Jon Fitch for recognition as Professor Emeritus. Dr. Fitch, professor of Psychology and Human Services, retired from Lyndon State College in spring of 2005, although has continued to teach as a part-time faculty member almost every semester since.

Dr. Fitch started teaching at LSC in fall of 1974 in the fledgling Behavioral Sciences Department where he participated in the development of the three concentrations of the Bachelor's Degree in Behavioral Science: Psychology, Counseling, and Special Education. Since that time until his retirement, he was instrumental in carrying on the humanistic/student-centered philosophy of the founder of the Behavioral Science program and former president of LSC, Susan Gallagher.

Dr. Fitch, as a full-time faculty member dedicated three decades of service to Lyndon State College, and he certainly qualifies for this award. His contributions fall into several broad areas including curriculum development, program development, teaching excellence, and service to the college and community.

Dr. Fitch successfully developed and offered a wide variety of courses during his 30-year tenure at Lyndon. These courses have ranged from traditional psychology courses such as Introduction to Psychology and Social Psychology to non-traditional offerings such as Mind/Body Consciousness and Substance Use and Abuse. In addition to developing courses for Psychology and Human Services majors, he developed courses for other students as well such as The Helping Relationship, an introduction to counseling skills for non-majors. Undergraduate course development was not Dr. Fitch's only accomplishment, he also was active in the development of graduate level courses specifically courses that supported the Guidance Counselor concentration in the Master of Education degree.

In the broader area of curriculum development, Dr. Fitch had an impact on several different programs. He was active in the development of the three concentrations of the former Behavioral Sciences program: Psychology, Counseling, and Special Education and the subsequent transition to the current B.A. in Psychology and B.S. in Human Services degrees with Special Education moving to the Education Department. Dr. Fitch aided in establishing the Master of Education in Guidance

## Professor Emeritus Request

Dr. Jon Fitch

July 19, 2013

Page 2

Counseling degree and then went on to consult with the faculty at Johnson State College in the development of their Master of Counseling program.

In addition to course and program development, Dr. Fitch was chair of a committee that conducted an intensive investigation of general education requirements that culminated in a major revision of Lyndon's General Education Program. As part of this new program, he was involved in the development of the Social Science core course, Family and Community, which he then taught for many years. Although the title of the course has changed to Exploring the Social Sciences, Dr. Fitch still teaches it on a part-time basis.

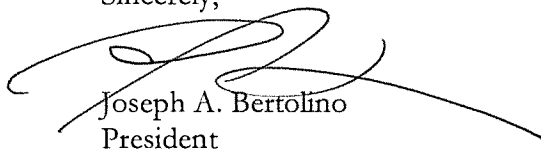
Continuing his work in support of guidance and mental health counselors, Dr. Fitch developed and successfully ran the New England School Counselors Institute (NESCI) for twelve years. This was a summer training institute offering graduate courses and workshops involving faculty and participants from around the country. NESCI started with only 15 students, but due to Dr. Fitch's efforts eventually reached an enrollment of 110.

Dr. Fitch's other contributions include acting as a clinical supervisor for the college counseling center where he consulted on clinical issues, service on numerous standing faculty committees and ad hoc committees, and speaker at many freshman orientations. In addition, Dr. Fitch added to the cultural atmosphere of the college with two exhibits of his photographs in the Quimby Gallery.

The Psychology and Human Services Department recommends that Dr. Jon Fitch be awarded the honor of Professor Emeritus due to his lasting contributions to programs and to Lyndon State College.

Thank you in advance for giving careful consideration to this recommendation. We feel that Dr. Fitch richly deserves to be awarded Professor Emeritus status. He is well-regarded and respected by his colleagues and his former students as an inspiring and caring teacher, mentor, and valued community member.

Sincerely,



Joseph A. Bertolino  
President

Enclosures: Two letters of support from colleagues  
Unsolicited e-mail communication from a former student

cc: Personnel File  
Sandy Franz, Human Resources Director  
Kellie Bean, Provost/Dean of Academic Affairs

NOV 19 2012

Boston University School of Education  
Department of Literacy, Language, Counseling & Development  
Two Silver View  
Boston, Massachusetts 02215  
617-687-6601 / 617-687-6606

November 12, 2012

To Whom It May Concern:

It is a pleasure to write on behalf of Jon Fitch, retired professor of Psychology at Lyndon State College.

I know Jon through my long association with the New England School Counselor Institute, which Jon created in 1987. I first attended the Institute in 1988 as a school counselor in my sixth year of practice at a Massachusetts high school, a little fearful about spending a whole week in unfamiliar territory, knowing no one else involved. But the brochure was irresistible and I was determined to try this exciting institute designed especially for School Counselors.

I soon found NESCI to be a compelling combination of intellectual stimulation, personal growth, practical professional development geared especially for school counselors, and collegial companionship in the lovely surroundings of the Northeast Kingdom. Jon's friendliness, provision of sociable activities as well as intellectual rigor and the quality of the faculty from near and far created an outstanding professional development opportunity.

Jon's vision of the Institute was perfect. The week long format allowed students to take two courses over the course of the week, really delving into the subject matter with ample time for discussion and networking with fellow students. The course work was rigorous but meaningful and relevant for practicing school counselors. And Jon made sure that students had opportunities to explore the Lyndon/Burke Mountain area. He even provided faculty speakers to guide us in learning about the flora and fauna of the campus or the weather we were experiencing. We were well integrated into the life of the campus during our week in residence.

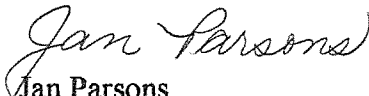
I returned year after year to the Institute and eventually became a faculty member and codirector of the Institute first with Jon and later with Dr Carolyn Reeves. Jon was a great mentor, a thoughtful colleague and a joy to work with. My teaching and directing experiences for the School Counselor Institute opened the door for later teaching opportunities at the University of Massachusetts, Boston and currently at Boston University.

Over time I became friendly with Jon and his family and have enjoyed many good times in their company at their St Johnsbury home and their cabin in Concord. He certainly influenced me to find a way to play as well as work and study in Vermont. I now own a camp on Harvey Lake and recently purchased a house in West Barnet to expand my time in Vermont as I look forward to retirement.

While my relationship with Jon was built around the School Counselor Institute, I know from many conversations how devoted Jon was to Lyndon State and the people and programs of the college. He was always excited about new initiatives to help students succeed and had a very sound sense of the needs of the college and community. The School Counselor Institute brought many school counselors to Lyndon for the first time – both in state and out of state. Many returned for several years and brought back literature and a personal experience of Lyndon State to share with their students. Jon really raised the profile of the college among school counselors and worked in presentations by Admissions staff during the Institute.

I have been a leader in the Massachusetts School Counselor Association, serving as President and long time member of the Governing Board. I have attended countless professional conferences but I can say, without hesitation, that the NE School Counselor Institute and the personal and professional relationships I developed at Lyndon State have been the most important of my career. Jon brought people to Lyndon State who were outstanding in their academic area of expertise: Jack Presbury, (who is lead author of the text I use with my graduate students at Boston University), Ted Remley, Rosemary Thompson, Armand Henault and Virginia Fry were among the memorable instructors whose wisdom has informed my work ever since. Both personally and professionally, Jon Fitch has been a life changing positive influence on my career and my personal life. I am so glad I answered the call of that first NESCI brochure!

Sincerely,



Jan Parsons

Janice L Parsons, Ed. M  
Clinical Supervisor,  
School and Community Counseling, Sports Psychology Program  
School of Education,  
Boston University



*The Community Restorative  
Justice Center  
108 Cherry St.  
St. Johnsbury, VT 05819  
Telephone: (802) 748-2977  
Fax: (802) 748-3146*

November 28, 2012

To Whom it May Concern:

I am writing this letter for Jon Fitch in support of his candidacy for Professor Emeritus status at Lyndon State College.

I have known Jon since August of 2008. I met him when I took the position of Restorative Programs Coordinator at the St. Johnsbury Community Justice Center. Of course I knew of him as a professor of psychology as a student at Lyndon State many years ago, but never had the opportunity to take one of his classes. Jon has served as a volunteer at the Justice Center since February 2006 sitting on one of the Reparative Boards that I coordinate. As a reparative board volunteer Jon facilitates restorative justice meetings that deal with cases referred by Probation and Parole or local law enforcement agencies. These boards bring together the offender of a crime, their victim and community volunteers (who represent the community affected in the crime) to work out an agreement that fosters restoration of the crime, amends to victims and community integration of the offender. Jon's professional insight and ability to calmly navigate what can be very difficult, unpredictable and uncomfortable meetings sets an easy tone making all parties at ease to deal with tough interactions. It's nice how he can naturally incorporate professional insights and learning to a population sometimes far removed from the collegiate realm. Jon has also asked me to do a presentation about restorative justice to one of his classes at the college. This was an experience I found very fun and hopefully it offered an insight to his students about community-based alternatives for dealing with crime while giving the students exposure to programs from the larger community.

The reparative process is one where volunteers convey messages to offenders and victims who may feel marginalized by their experiences that reinforce community connection. The process separates the criminal deed from the doer and teaches offenders that in fact they are part of the community, though they have done something that damaged their relationship to it. Ultimately reparative board members have the onus of creating an experience of community while holding an offender accountable for their actions. Jon has a great ability to make offenders feel welcome and at ease while holding a high standard for their need to accept responsibility. As Jon has volunteered for nearly seven years he's had a large impact on many offenders, victims of crimes, affected parties and other board members. I greatly appreciate his involvement in the program and positive impact on the community.

If there is anything else I could do for Jon's consideration or to help you in this process please feel free to contact me at the number above.

Sincerely,



Neil Favreau  
Restorative Programs Coordinator

**Sherbrook, Tracy W @ LSC**

---

**Subject:** FW: Emeritus

----- Begin forwarded message -----

Subject: Howdy  
Date: 4/28/13 8:41:21 PM  
From: "Chad Bennett"  
To: "Fitch"

Hi Jon and Sherri, I am wondering if this email address is even valid anymore. You out there? I hope you are both doing well- lots we could catch up on I am sure.

Thinking of you Jon as I enter my last week of graduate school. I am giving a "River Presentation" on Thursday which is basically a 30 minute sharing of how I got from A to B. I went out to the shed and have unearthed 30 volumes of journals beginning my freshman year at Lyndon. Holy cow!

Anyway, it is impossible to share my story concisely but one clear theme that has come through the readings is how I found amazing men to mentor me along the way which seems to have been an unconscious but wise way to navigate my experience of lack of father. In short, thank you again for everything including all the money you saved me in therapist fees!

Would you happen to have a photo of yourself that you would be willing to send me electronically? It could be at any adult age, recent or around the time I knew you. I can't believe I have no pics of you. Sorry for the short notice but I would need it by Wednesday morning for it to be plugged into my slide show.

I hope this email reaches you and that we can catch up.  
All my best,  
Chad



VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Emeritus Status for Professor Jon Fitch

- WHEREAS, Professor Jon Fitch retired from Lyndon State College in 2005 and continues to teach as a part-time faculty member; and
- WHEREAS, Professor Jon Fitch provided distinguished and outstanding service to his students, to Lyndon State College, to the larger Lyndon community, and to the Vermont State Colleges for 39 years; and
- WHEREAS, Professor Jon Fitch has earned the highest respect from the Lyndon 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 Jon Fitch 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 Jon Fitch as of this date, October 23, 2013.

October 23, 2013



July 19, 2013

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

**Re: Professor Emeritus recommendation for Richard Portner**

Dear Chancellor Donovan:

I am most pleased to recommend Professor Richard Portner for recognition as Professor Emeritus. Richard Portner, Professor of Television Studies (now Electronic Journalism Arts), retired from Lyndon State College in May of 2006 after 29 years as a faculty member in Television and in Theater. From the moment of his arrival at Lyndon in 1977, he was instrumental in reviving the Theatre program and provided countless and grateful students with a strong mentor in the arts.

Professor Portner came to Lyndon with an M.A. in Drama from Emerson College. However, during the early years of his career, he earned an M.S. in Broadcasting from Boston University as his focus at Lyndon moved from the theater's main stage to the television studio. On the surface, it may appear that this was a major career shift for him. On the contrary, broadcast television and theater arts are intrinsically interwoven in the skillsets required. Professor Portner's significant expertise in set design, lighting, and performance were called upon time and again as the LINC Project continued to grow and eventually evolved into today's nationally recognized student news broadcast, *News7*.

At the time of his appointment, Richard's areas of teaching responsibilities included Stagecraft and Scenic Design, Acting and Directing. After only one year as a faculty member at Lyndon, he co-authored an article for the prestigious magazine, *Theater Crafts*, detailing Lyndon's production of "Pippin." The magazine honored Professor Portner's unique interpretation of the play with a cover photograph taken from a Lyndon performance.

In addition to a regular teaching load, from 1977 through 1988, Professor Portner directed two main stage productions per year, while teaching and supervising twelve student-directed one-act plays each fall semester.

During his tenure, he co-authored a grant to establish the LINC Project at Lyndon. LINC is a community cable access and cable news facility. This was the forerunner of the current daily *News7* broadcasts, which is the nationally recognized capstone experience in our major.

In 1982, the Communication Arts & Sciences Department was formed as the result of a merger of the Media Communications and Theatre Arts Departments. That same year, Professor Portner became the chair of this newly formed department, a position he held regularly until the year prior to his retirement. Professor Portner's input during this merger was invaluable as the curriculum was redesigned. Several of the courses authored by Professor Portner at that time are still required classes within the television studies program.

**Professor Emeritus Request**

Prof. Richard Portner

July 19, 2013

Page 2

During his tenure at Lyndon, Professor Portner was actively involved in professional development. He attended conferences such as the Regional and National Conference on Distance Learning Systems, the New England Conference on Arts in Education, Vermont Conferences on Interactive TV and Instructional Technology.

Professor Portner was also actively involved, from 1968 through 2006, in the Weathervane Repertory Theater in Whitefield, New Hampshire, a not-for-profit professional summer theater with Actor's Equity Affiliation. His duties at the Weathervane Theater included oversight of operations, budgeting, staffing, and programming. He was also co-founder and producer of the repertory format and the Youth Theater Program, a summer theater "camp" for children aged 7-16.

Professor Portner nurtured a unique relationship between the Weathervane Theater and the VSC by developing the "Professional Repertory Theater Internship," a summer course which offered VSC and other college students an opportunity to work at the Weathervane Theater during their summer productions.

In 2006, during his last year as a full-time professor in the Television Studies Department, the department received an Emmy for the best college newscast in the nation, a tribute to the exemplary influence Professor Portner had on our students on the production/presentation end.

After his retirement, Professor Portner and his wife, Terry (who taught part-time at Lyndon), established the "Richard and Terry Portner Fine & Performing Arts Prize," a monetary award given each year to a student in recognition of that student's active participation in the traditional arts at Lyndon.

Enclosed please find five enthusiastic letters of support from colleagues and former students.

Thank you in advance for giving careful consideration to this recommendation that Richard Portner be awarded Professor Emeritus status. He is well-regarded by colleagues and his former students as a teacher, mentor, and well-respected member in the community, as well as for setting the standard in his field.

Sincerely,



Joseph A. Bertolino  
President

Enclosures: Five letters of support

cc: Personnel File  
Sandy Franz, Human Resources Director  
Kellie Bean, Provost/Dean of Academic Affairs



January 31, 2012

Interim President Steve Gold  
Lyndon State College  
Attn: Tracy Sherbrook  
P.O. Box 919  
Lyndonville, VT, 05851

Re: Support letter for Professor Emeritus Nomination for Richard Portner

Dear President Gold,

I am thrilled to support the nomination for Richard (Dick) Portner for Professor Emeritus status!

I first met Dick in 1977 as a student at Lyndon State College. I enrolled at Lyndon with the intention of taking the science classes I needed to transfer to UVM School of nursing but I stayed at Lyndon because of Dick Portner and Theatre.

Dick was as serious and passionate an individual that I had met, not only about theatre and the arts, but about bringing culture to the average Vermont student. Dick was responsible for reinvigorating the theatre program at Lyndon in the '70s as well as strengthening & growing the Television Studies Department. I remember Dick being a person/professor/director who expected greatness and those of us who had the opportunity to learn from him grew exponentially as people.

From the moment Dick arrived on campus in 1977 until he retired in 2006 he was involved in the Lyndon community. And now as a retired faculty member continues to positively affect students' lives. In 2005 Dick, and his wife Terry, created The Dick & Terry Portner Fine and Performing Arts Endowment to be used to nurture, support and recognize accomplishment in the arts. Revenue generated from this endowment provides an annual prize to a Lyndon junior or senior who, regardless of major, has been consistently involved in music, art or theater while attending Lyndon. With this prize the legacy of Dicks support of Lyndon students and community lives on!

I highly support Richard Portner be given the honor of Professor Emeritus status!

Sincerely,

*Jenny Harris*

Jenny Kempton Harris  
Class of 1979





Steve Gold  
Interim President  
Lyndon State College  
PO Box 919  
Lyndonville, Vermont 05851

**Date 1/15/2012**

Dear President Gold,

I am writing to you today in support of the nomination of Mr. Richard Portner for the status of Professor Emeritus. Mr. Portner was the most important influence during my time at Lyndon. I entered Television Studies with the intention of getting a job in entertainment television when I graduated, however I soon discovered the program at Lyndon concentrated more on careers in the news field. Mr. Portner, however, was my saving grace as he was teaching the introductory tv production class and I was able to see there was a place for me to stay, learn and grow.

My sophomore year I changed my advisor to Mr. Portner and he helped guide me through the next three years. He helped me to have the confidence to make my own way through the curriculum instead of following the traditional path so that I could take away what I needed from the program, even doing an independent study under his supervision.

Mr. Portner always had a smile on his face and joy in his heart as he hummed a tune walking around the halls at Lyndon. He seemed to truly love teaching and working with students as he taught us how to look at things in different ways and stretch our minds. He went above and beyond to help those of us who didn't fit the traditional track.

At the 2011 Homecoming I saw Mr. Portner for the first time in over a decade. He sat down to talk with me and was truly interested in what I've been doing. You can have great teachers during your life, but to have a teacher who leaves a lasting impression on your life - that is truly great. For me, Mr. Portner is one of these people.

Sincerely yours,

A handwritten signature in blue ink that reads "Natalie Koziell".

Natalie Koziell

14 Don Avenue  
Methuen, Massachusetts 01844  
T 978-495-0521  
natalie@gailforcedesigns.net  
[www.gailforcedesigns.net](http://www.gailforcedesigns.net)

**Shanna Wells, M.Ed.**

October 20, 2012

Tracy W. Sherbrook  
Assistant to the Dean, Academic Affairs  
Rita Bole Suite 304  
Lyndon State College  
1001 College Road  
Lyndonville, VT 05851

RE: Emeritus Status for Richard J. Portner

Dear Ms. Sherbrook:

I write to offer my overwhelming support of Richard Portner's emeritus status at Lyndon State College.

As a student at Lyndon during 1978-1983, Professor Portner was my most influential professor. He challenged my world view and taught me how to think critically about society and, more importantly, myself.

In 1982, Dick (as he allowed us to call him) was directing the spring musical, *The Fantasticks*. I auditioned, expecting to get cast in a female role, if at all, as the cast was small and the lead role was male. But Dick made an extraordinary choice. He cast me in the lead. This role was a narrator, an orchestrator, a conscious creator, powerful and self-assured.

He believed in me. He believed I was strong enough. He believed I was talented enough.

Thirty years later, his belief in me and his courage to take risks still moves me to tears. It was a transformative experience. He not only taught me about my chosen craft – upstage from downstage – he taught me how to create an image of myself as a strong, powerful woman. At the time, I felt anything but. But “acting as if” – literally! – carved neural pathways in my brain. Enacting his vision for the character, I was able to inhabit myself in a whole new way.

Whatever accolades Dick receives are well deserved. He changed my life.

Sincerely,



Shanna (Silverbush) Wells  
Class of 1983

October 29, 2012

Tracy W. Sherbrook  
Assistant to the Dean  
Academic Affairs \* Rita Bole Suite 304  
Lyndon State College \* 1001 College Road \* Lyndonville, VT 05851

RE: Emeritus status for Professor Richard Portner

Greetings:

It is with great pleasure that I send this message of support for Professor Richard Portner. As an LSC alumna who was involved in a great number of his classes and stage/video productions I have very fond memories of that work and the many, many lives that were touched during Richard's time at Lyndon.

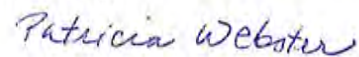
Back when there was a full theatre major, Richard was a professor who could teach you the "nuts and bolts" of theater craft at every level - lighting, set design and construction, make-up, costuming, etc., etc. These skills were and are essential for any student interested in performance. As a director he chose thought-provoking plays and staged them with originality and ingenuity. One special memory is the production *Look Homeward, Angel*, based on Thomas Wolfe's novel, in which Richard built a two-story house onstage, complete with interior rooms, a front porch, and screen door;. one remarkable feat in a show that ultimately had the largest audience for a dramatic production in college history. If you were lucky enough to be selected as a cast member in one of his shows, he provided ample and excellent background material to give a broader perspective and enhance preparation. As an accomplished actor himself his direction was spot-on and inspiring.

Later, when he began to delve into Television Studies, he brought this unique point-of-view along and encouraged original script-writing and production. I always found it of great interest that even after he retired the television classes would show the well-crafted video productions that had been created when he was at the helm.

In 2006, Richard and his wife, Terry, did a February performance of A. R. Gurney's touching play *Love Letters* as a farewell to LSC. In their honor, twenty-five Twilight Players from every corner of the country gathered to enjoy the performance. It was a lovely and well-deserved tribute.

As a final parting gift, Richard and Terry created the Portner Prize, an award designed to highlight and support student work in the arts at LSC. This legacy will carry his name into the future at Lyndon and further the work that is still closest to his heart. He has given much to the college and touched the lives of so many students through the years. He richly deserves to receive emeritus status.

Cordially,



Patricia Webster, LSC Class of 1974





Steve Gold  
Interim President, Lyndon State College  
Lyndonville, VT 05851

Dear Mr. Gold,

It has been brought to my attention that Dick Portner has been nominated for Professor Emeritus status. I fully and whole heartedly support and endorse this nomination.

In a leadership position at a successful, global company I'm often asked by my staff how I got to where I am. My college experience at Lyndon State left me with many lasting memories and taught me a lot – and as I reflect back on it as an adult I recognize the important role that Dick Portner played in making that experience so valuable. Beyond his charismatic presence in the classroom and the benefit of his many years of experience that he offered to each of his students, Dick was the lifeblood and the mainstay of Lyndon's theater productions. His passion for working with student actors and the joy he got from watching them shine was strong, and I was fortunate enough to participate in a number of productions with him as our director. Dick saw the potential in his students, and was able to coach and challenge them to get out of our comfort zones to reach it by giving them individual attention. For me personally, Dick was able to convince a shy kid who was sure his place was behind the camera to come out of his shell. He helped me conquer my fear of public speaking by encouraging me to channel my emotion and energy, and helped me realize that I could find as much fulfillment on the stage as I could in an edit room.

I ask that Dick Portner be recognized for his excellent work and years of service at Lyndon State College by awarding him this honor. He enriched the lives of many of his students, and I am thankful for having him as an early influence in my life.

A handwritten signature in black ink that reads "Michael Barlow".

Michael Barlow  
Senior Director, ESPN Production Operations  
LSC Class of 1987



VERMONT STATE COLLEGES  
BOARD OF TRUSTEES  
RESOLUTION

Emeritus Status for Professor Richard Portner

- WHEREAS, Professor Richard Portner retired from Lyndon State College in 2006; and
- WHEREAS, Professor Richard Portner provided distinguished and outstanding service to his students, to Lyndon State College, to the larger Lyndon community, and to the Vermont State Colleges for 29 years; and
- WHEREAS, Professor Richard Portner has earned the highest respect from the Lyndon 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 Richard Portner 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 Richard Portner as of this date, October 23, 2013.

October 23, 2013

## C. ITEMS FOR INFORMATION AND DISCUSSION

### 1. Review of EPSL Agendas and Discussions

At the end of each EPSL meeting, we would like to engage EPSL committee members in helping to shape the next EPSL agenda. This feedback might include suggestions for further research and/or data collection, presentations on best practices, or other pertinent information/analysis. Suggestions may emanate from the presentation at the current meeting, or from other committee questions or concerns. Feedback will be solicited through conversation and also from notecards with specific questions asked of committee members.