



OFFICE OF THE CHANCELLOR

575 STONE CUTTERS WAY

PO Box 7

MONTPELIER VT 05601

VERMONT STATE COLLEGES

CASTLETON STATE COLLEGE

COMMUNITY COLLEGE OF VERMONT

JOHNSON STATE COLLEGE

LYNDON STATE COLLEGE

VERMONT TECHNICAL COLLEGE

February 5, 2014

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 February 12, 2014

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, February 12th 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**

**February 12, 2014 5:00 p.m.
Office of the Chancellor, 575 Stone Cutters Way, Montpelier, VT**

AGENDA

- A. ITEMS FOR DISCUSSION AND ACTION
 - 1. Approval of Minutes of the December 4, 2013 Meeting
 - 2. Decision on Status of Programs Eligible for Policy 109 in 2013
 - 3. Proposed Changes to “Priorities Committee” in Trustee Handbook
 - 4. Proposed Housekeeping Changes to the Trustee Handbook
 - 5. Revision to VSC By-Laws
 - 6. Nominations for Honorary Degrees

- B. ITEMS FOR INFORMATION AND DISCUSSION
 - 1. Preliminary Program Proposals: Castleton State College
 - a. MA in Athletic Leadership
 - b. BS in Chemistry

- C. ITEMS FOR INFORMATION
 - 1. Dual Enrollment brochure
 - 2. *Governance as Leadership: An Interview with Richard P. Chait*

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of Minutes December 4, 2013 Meeting

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

The EPSL Committee met on Wednesday, December 4, 2013, at Community College of Vermont in Montpelier, Vermont.

EPSL Committee members present: Karen Luneau (Vice-Chair), Lynn Dickinson, Kraig Hannum, Bill Lippert, Jim Masland, Colin Santee.

Other trustees present: Martha O'Connor, Tim Jerman.

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

College Presidents: Joe Bertolino, Phil Conroy, Joyce Judy, Barbara Murphy, Dave Wolk

From the colleges: VTC Academic Dean Phil Petty, CSC Academic Dean Tony Pepper, CSC Director of Education Ric Reardon, CSC Director of the Fine Arts Center Rich Cowden, CCV Associate Dean of Enrollment Services Pam Chisholm, and CSC Director of Financial Aid Kathy O'Meara.

Guests: Tess Conant, President, PAT-SUP.

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

A. ITEMS FOR DISCUSSION AND ACTION

1. Agenda Amendment

Vice Chair Luneau asked for a motion to amend the agenda to include a request from Trustee Diamond to discuss changing the name of the Priorities Committee to the "Executive Committee" and that this agenda item be tabled until the following EPSL meeting since Trustee Diamond was absent.

Trustee Dickenson moved and Trustee Santee seconded a motion to amend the agenda to include a request to discuss changing the name of the Priorities Committee to the “Executive Committee.” Vice Chair Luneau called for a vote on the motion. The motion carried.

Trustee Masland moved and Trustee Dickinson seconded a motion to table the agenda item to the following EPSL meeting. Vice Chair called for a vote on the motion. The motion carried.

2. Approve Minutes from October 23, 2013

Trustee Masland moved and Trustee Hannum seconded a motion to adopt the minutes of the October 23, 2013 EPSL Committee meeting. The minutes were approved by the committee.

3. Discussion of Programs under 2013 Program Review and Continuous Improvement Process (PReCIP)

Trustee Dickinson moved and Trustee Masland seconded a motion that the Committee acknowledge the Program Review and Continuous Improvement Process reports for 2013.

Vice Chair Luneau asked CAO Howell and Chancellor Donovan to review the PReCIP Process for trustees and then to introduce each VSC President associated with a program under review.

CAO Howell asked President Bertolino to describe the LSC Atmospheric Sciences program. President Bertolino noted that this is one of the most rigorous programs at Lyndon State College, and that it is particularly math and science heavy. The main challenge facing the program is that students are underprepared in math when they arrive, which has forced the program to consider a “pre-Atmospheric Sciences” program for those students who need it.

CAO Howell asked Presidents Judy, Murphy, Wolk, and Bertolino to describe their programs in Communications Arts and Sciences. President Judy noted that the CCV program in Communications Arts and Sciences has been redesigned to focus on multimedia communications and building students’ digital literacy. Also, this program is designed with the young male student in mind since this demographic has proven challenging to attract to higher education. Early responses to the program have been good. President Murphy noted that JSC recently changed the title of their

program to “Communications and Community Media” and that faculty continue to review this change to ensure that it is attractive to potential students. The program could hold more students, but the program offerings and practical experiences are well received. President Wolk described the CSC program as one of the more popular majors at the college with over 100 students. He added that the suggestion to mandate internships for all students in this major was being reviewed. President Bertolino noted that the LSC program is also newly named “Electronic Journalism and Arts” from “Television Studies” and is very popular with about 120 majors. This newly designed program includes more communications mediums such as radio, web-based communication, and TV.

CAO Howell then asked President Conroy to describe the Diesel Technology program at VTC. President Conroy described this program as very well regarded in the field, with the biggest challenge being keeping the technology current, which was also noted in the program recommendations. VTC is considering adding a BA to this program so that students can continue their education in the field of auto technology.

Trustee Dickinson inquired about donations from or relationships with local trucking companies. President Conroy responded that the program has highly effective relationships with local companies and networks.

CAO Howell asked Presidents Wolk, Murphy and Bertolino to introduce their programs in English, Writing, and Literature. All three presidents noted that while there may be a decline in enrollment in these programs, the program is intricately connected to other majors such as elementary education and business. Therefore, these programs are essential to the fabric of the institutions’ liberal arts offerings.

CAO Howell asked President Conroy to describe the VTC Fire Science program. Similar to the Diesel program, this major is a high cost program. However, VTC recently acquired a fire truck that enables students to learn current fire science skills. President Conroy also noted that this program is the only one within New England and is therefore necessary for the area. Trustee Jerman asked about the demand for VT students to acquire this degree. President Conroy responded that there is a great need as most of VT fire stations are volunteer run, yet professional and volunteer fire fighters require the same early certificate training. Trustee Jerman added

that more VT towns will be looking to hire professional fire fighters as there is a decrease in volunteer personnel in many areas. Guest Tess Conant asked if the VTC program also included hazardous materials training. President Conroy responded that it does and that the VT Fire Academy loans VTC appropriate equipment.

CAO Howell then asked President Judy and President Bertolino to introduce their Visual Design and Communication programs. President Judy noted that the CCV Graphics Design program is one of the most popular majors with well over 100 students. The program's main challenge is keeping current with the ever-changing technology demands. President Bertolino agreed that the LSC Graphic Design program is very popular, and that the program will expand their space and technology resources to accommodate the growing enrollment. The LSC Graphic Design program will also continue to work with CCV staff to create more seamless transitions between the programs.

CAO Howell asked President Wolk to describe the CSC Spanish Program. President Wolk highlighted the skilled faculty in the program, where there is a focus on Spanish and Spanish for Business. President Wolk added that he believes there will be a growing emphasis on Spanish as more Spanish-speaking students attend Castleton State, and more VT based students participate in study abroad programs. Dean Peffer concurred that this is a strong program with great faculty. Trustee Dickinson asked if there are language requirements within the VSC. Presidents responded that there are no language requirements at the colleges, and also acknowledged that there is a need for languages in programs such as the VTC agriculture studies. Trustee Hannum noted a recommendation in the report to create a VSC-wide Spanish program. Dean Peffer responded that the academic deans are studying that question. Chancellor Donovan added that this might be an area where the VSC partners with other resources such as the Middlebury languages program to enable languages beyond Spanish to be part of the VSC course offerings. Trustee O'Connor also added that the School for International Training would be a strong resource. Vice Chair Luneau included her belief that languages are essential to a liberal arts education, and for technical education where English speaking workers and employees will need to communicate with foreign-language speaking peers. Languages should be increased at the K-12 level, and also emphasized in higher education. President Murphy and President Judy

clarified that many of the VSC institutions do offer language courses, but that CSC was the only college with a language major.

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

Chancellor Donovan shared that there were many internal and external individuals who contributed to the writing and review of these reports and asked that the Board pass a resolution commending Policy 101 Program Review Committees. Vice Chair Luneau asked for a motion. Trustee Masland moved and Trustee Hannum seconded the resolution Commendation of Policy 101 Program Review Committees.

4. Approval of Programs to be Reviewed under 2014 PReCIP Process
Trustee Masland moved and Trustee Hannum seconded the resolution Approval of Programs to be Reviewed under 2014 PReCIP Process. Vice Chair Luneau called for a vote on the motion. The motion carried.

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Preliminary Program Proposal: CSC's Master of Arts in Arts Administration

President Wolk requested of Vice Chair Luneau that this agenda item be moved earlier in the agenda to accommodate Professor Rich Cowden's schedule. Vice Chair Luneau moved the agenda item, and asked President Wolk to provide background for this preliminary proposal. President Wolk introduced Academic Dean Pfeffer to describe the program further. Dean Pfeffer noted that this will be an online program primarily, with a residency component in the summers. Currently, there is a lack of master's level training for arts administrators in the country and providing online learning options for students across the country will be appealing for those administrators who continue to work, but need the additional degree. Dean Pfeffer asked Professor Cowden for additional remarks. Professor Cowden added that arts leadership includes fundraising, policy and law among other leadership skills, and that this program will be unique as it is a 1- or a 2-year program, whereas other Masters of Arts Administration programs are two years and are from private institutions where the tuition is higher. Professor Cowden believes that the CSC program will be a popular choice for professional arts administrators because of its flexibility, online status, and cost. Trustee Lippert asked

about the cost differences between a private and a public program in this area. Professor Cowden responded that the program may be as much as 50% less than competitors' programs.

2. Financial Aid: A presentation on differentiating affordability

Vice Chair Luneau asked CAO Howell to introduce the guests and the context for our presentation on financial aid. CAO Howell welcomed Pam Chisholm, Associate Dean of Enrollment Services at CCV and Kathy O'Meara, Director of Financial Aid at CSC. In the previous EPSL meeting, Scott Giles, President and CEO of VSAC, presented state statistics and other national data regarding affordability and higher education. Board members requested more information about what was happening locally at our institutions around financial aid. Guests Chisholm and O'Meara gave an informative presentation with four case studies representing students who might apply to CCV and CSC. The case studies ranged in their academic and financial needs, and the presentation outlined how they would be served by financial aid, which might impact their decisions on loans, programs, etc. Trustees, presidents and guests found the presentation to be very helpful in differentiating student's needs and awards.

3. Preliminary Program Proposal: CSC's Bachelor's of Applied Sciences in Career and Technical Education

Vice Chair Luneau asked President Wolk and President Conroy to provide the context for this preliminary proposal. President Conroy commented that this program represents the inter-college collaboration that has been described in recent Board meetings, where the colleges will each deliver aspects they have in place: Vermont Tech will offer the technical center teacher certification and Castleton will offer the educational bachelor's degree in a collaborative manner. between these fields makes sense. Currently, there has not been a path to a BA for teachers practicing in Vermont's 17 career and technical education centers, who may have been recruited from the industry with no baccalaureate degree. This program has been researched thoroughly by VTC and CSC faculty, and meets the career and technical centers' educational needs as it offers pedagogical and curricular training as well as a BA through hybrid course offerings (online and in the classroom). Vice Chair Luneau thanked the colleges for working collaboratively on this effort.

4. Performance Indicator Discussion

Vice Chair Luneau asked Chancellor Donovan to introduce the request for a Performance Indicators Dashboard. Chancellor Donovan asked that Committee members consider a request for the Chancellor's Office to develop a proposed simple dashboard that would keep the Committee and the Board apprised of some key EPSL related performance indicators. This proposal would be brought to the Board for the April 2014 EPSL meeting. Committee members agreed to this request and timeline.

C. ITEMS FOR INFORMATION

1. Responses from October 23, 2013 EPSL meeting

2. Additional reading on affordability

- Davis Educational Foundation: "*An Inquiry into the Rising Cost of Higher Education; Summary of Responses from Seventy College and University Presidents*" (17 pgs.)
- Pathways to College Network: "*Cost Perceptions and College-Going for Low-Income Students*" (7 pgs.)

Vice Chair Luneau pointed to the items for information at the end of the Committee meeting materials including the feedback from Board members for EPSL meeting agendas and the two articles that furthered our understanding of affordability and higher education.

Vice Chair Luneau called for a motion to adjourn the meeting. Trustee Hannum moved and Trustee Santee seconded the motion. The meeting was adjourned at 5:00 p.m.

2. Decision on Status of Programs Eligible for Policy 109 in 2013

Policy 109 stipulates that low-enrolled programs must be reviewed each year and defines “low-enrolled” as any program that meets more than one of the following three criteria:

- It has fewer than 15 declared majors in graduate programs, 25 declared majors in baccalaureate programs, including full and part-time students; fewer than 20 students in associate degree programs.
- There are significant numbers of upper-level courses in the degree program with enrollment lower than accepted course minimums.
- It has fewer than 5 graduates in any of the preceding three years.

In addition, a president may choose to include in this review degree programs with a significant decline in enrollment, retention, and/or net revenue over a three-year period.

In accordance with the provisions of the policy, the Board of Trustees must determine the status of all programs under review, placing each in one of the following categories:

- Approve (no follow-up report necessary)
- Approve with follow-up report required
- Approve with conditions; follow-up report required; insufficient evidence of improvement at point of follow-up results in termination
- Terminate; phase-out plan required

For this discussion we have attached the following documents:

- VSC Policy 109;
- A grid indicating the recommendations of the Council of Presidents for all programs under review through Policy 109;
- Policy 109 reports from each of the colleges;
- A draft resolution on program status.



Manual of Policy and Procedures

Title ANNUAL ENROLLMENT REVIEW OF EXISTING ACADEMIC PROGRAMS	Number 109	Page 1 of 4
	Date 4/20/06	

PURPOSE

The overall purpose of the policy is to support the mission of the VSC: for the benefit of Vermont, to provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study. To fully implement this mission, VSC academic programs must be of high quality and remain current, competitive, and cost-effective. Through this policy, the Board of Trustees charges the colleges with and establishes guidelines for an Annual Enrollment Review: annual college reviews of degree program enrollment, retention and graduation data to determine which, if any, programs should be designated by the presidents as “low-enrolled” and thus slated for additional review at the college and system levels.

This policy affects graduate, baccalaureate and associate degree programs. The criteria and processes for the Annual Enrollment Review follow. This policy is designed to complement VSC Policy 101: Academic Program Review.

Annual Enrollment Review: Policy and Procedures

Each president will review program enrollment, retention and graduation data on an annual basis within the context of ongoing institutional planning and improvement. Annual enrollment/ retention/ graduation reports and related recommendations on all VSC degree programs will be submitted to the Board of Trustees for review at their annual planning retreat, in accordance with established guidelines and using a standard format. Based on these reports and the presidents’ recommendations, the Board of Trustees will identify which, if any, programs will be subject to additional review at the college and system levels due to low-enrollment.

These reports are intentionally quantitative in nature and are designed to complement some of the more qualitative aspects of VSC Policy 101: Academic Program Review. These reports are not designed to judge program effectiveness but are intended to monitor scarce resources and to eliminate programs which no longer meet student demand. The Board of Trustees recognizes that

some low-enrolled programs are also highly cost-effective, thus supporting other higher-cost programs at the institution. The Board further recognizes that the VSC mission requires full support of general education curriculum system-wide.

While the presidents have considerable discretion in which programs they designate as low-enrolled and thus recommend for further review, in general, VSC degree programs may be subject to in-depth review at the system level if they demonstrate more than one of the following characteristics:

1. fewer than 15 declared majors in graduate programs, 25 declared majors in baccalaureate programs, including full and part-time students; fewer than 20 students in associate degree programs.
2. significant numbers of upper-level courses in the degree program with enrollment lower than accepted course minimums.
3. fewer than 5 graduates in any of the preceding three years.

In addition, a president may choose to include in this review degree programs with a significant decline in enrollment, retention and/ or net revenue over a three-year period. Programs that do not meet the criteria presented above may be included in the review of low-enrolled programs as determined by the President in consultation with the Chancellor. New programs (in existence three years or less) are exempt from low-enrollment review unless special circumstances, as determined by the President and Chancellor, warrant their inclusion. The President will provide a rationale for all programs recommended for review, as well as for those not included that demonstrate the criteria listed above.

The process for Annual Enrollment Review follows:

1. The Council of Presidents will confirm the format, data collection methodology and requirements of the enrollment reports to be submitted to the Board of Trustees.
2. By June of each year, the colleges will submit enrollment reports to the Chancellor, including recommendations for further review of programs they have designated as low-enrolled.
3. During their annual planning retreat, the Board of Trustees will review the enrollment reports and presidents' recommendations, and confirm the list of programs designated as "low-enrolled" and subject to further review. A program under review through Academic Program Review as described above will not be subject to "low-enrollment review" simultaneously.
4. The Presidents will submit to the Chancellor a brief report (2-3 pages) on each program designated for review, including the following components:
 - a. numbers enrolled over last five years.
 - b. numbers graduating over last five years (new programs provide as much longitudinal data as possible).

- c. enrollment projection two years from date of review, broken out by category: new students, transfer students, continuing students.
 - d. marketing/ recruitment plan to build enrollment.
 - e. number of full-time equivalent faculty teaching in program; number of full-time equivalent staff associated with the program.
 - f. program budgets for last five years, assessment of cost-effectiveness and statement of significant unmet resource needs, if any.
 - g. statement and data related to graduate outcomes over last five years: job placement, continuing education, other as defined by college.
 - h. relation of program to other programs (e.g., general education) and to College priorities.
 - i. recommended action and rationale.
5. The Council of Presidents will review all reports prior to their submission to EPSL, and will make recommendations to EPSL regarding the status of all programs under review (see four categories above).
 6. Before December 1, EPSL will review all reports and submit a resolution to the full Board of Trustees regarding the status of all programs under review (see four categories below).
 7. Before December 1, the Board of Trustees will place all degree programs under review in one of four categories: approve, approve with follow-up report required, approve with conditions, terminate (see description of each category below).

Approve: The program is approved for continuation. Programs recommended for continuation may be subject to review in subsequent years based on the criteria established above. Presidents may be charged with implementing specific program improvement strategies.

Approve with Follow-Up Report Required: The program is approved for continuation. Presidents are charged to work with faculty/ academic staff to report back to the Chancellor in specified time period on progress made in relation to specific program improvement strategies. Programs recommended for continuation may be subject to review in subsequent years based on the criteria established above.

Approve with Conditions and Follow-Up Report Required: The program will continue with major modifications or under specific conditions as determined by the Board of Trustees. Presidents are charged to work with faculty/ academic staff to implement specified actions or face termination of program. Progress reports must be submitted to the Chancellor by a specified date. In addition, programs

placed in this category may be subject to subsequent review, based on the criteria established above.

Terminate: The program will be terminated. The determination from the Board of Trustees will include consultation with the faculty and contain a phase-out plan including reassignment or termination/ non-reappointment of faculty/ academic staff associated with the terminated program. The phase-out plan will ensure that any students enrolled in the program can complete it within a reasonable time period, as determined by the college.

The colleges also may be charged with consolidating particular programs and/ or strengthening collaboration between particular programs to meet the criteria above and to address any unnecessary duplication.

Signed by:	Robert G. Clarke Chancellor
------------	--------------------------------

2013 VSC Policy 109
Annual Enrollment Report Summary
1/28/14

<i>College/ program triggered for review</i>	<i>COP recommendations for further review</i>
<u>Castleton State College</u> A.A., General Studies# A.S., Business by Contract# A.S., Communication#^ A.S., Criminal Justice#^* B.A., Global Studies#+ B.A., Literature# B.A., Music# B.A., Natural Sciences#^ B.A., Philosophy# B.A., Political Science#+ B.A., Social Science#* B.A., Social Studies#^* B.A., Spanish# B.M., Music Education# B.S., Computer Info. Systems# B.S., Geology# B.S., Health Education#+ B.S., Sports Medicine#^ M.S., Accounting#+	<i>See notes on programs in CSC's report</i> No further review
<u>Community College of Vermont</u> A.S., Emergency Management#+* A.A.S., Massage Therapy & Bodywork~ A.A., Multimedia Communication# A.S., Computer Assisted Drafting# A.S. Environmental Science# A.S. Hospitality & Tourism Management# A.A.S., Network Administration# A.S., Website Design & Administration#^	<i>See notes on programs in CCV's report</i> Further review Program closed No further review

<p><u>Johnson State College</u></p> <p>A.S., Management#^ A.A., General Studies# A.A., Technical Theater# B.A., General Studies# B.A., Journalism#^ B.A., Musical Theater# B.A., Theater & Drama# B.S., Environmental Science# B.S., Integrated Environmental Science# M.F.A., Studio Arts</p>	<p><i>See notes on programs in JSC's report</i></p> <p>No further review</p>
<p><u>Lyndon State College</u></p> <p>B.S., Global Studies~ B.A., Philosophy~ B.S., Small Business Management & Entrepreneurship~ B.A., Arts Management~ B.S., Physical Education~</p> <p>A.S., Business# A.S., Computing# A.S., Digital Media# A.S., Electronic Journalism Arts# A.S., Graphic Design# A.S., Human Services#+ A.S., Television Studies – TV News#^ A.S., Television Studies – TV Production#^ A.S., Visual Arts#+ A.S., Visual Communication#+ A.S., Special Education# B.S., Accounting# B.F.A., Animation/Illustration#+ B.S., Computer Information Systems# B.S., Criminal Justice#+* B.S., Environmental Science# B.A., Liberal Studies# B.S., Mathematics# B.S., Media Communications#+ B.S., Natural Science#</p>	<p><i>See notes on programs in LSC's report</i></p> <p>Programs closed</p> <p>No further review</p>

<u>Lyndon State College</u> B.A., New Media Studies (Digital Media)# B.S., Sports Management#+ B.S., Sustainability Studies# M. Ed.#	No further review
<u>Vermont Technical College</u> A.A.S., Computer Engineering Technology# A.A.S., Computer Information Technology# A.A.S., Computer Software Engineering# A.A.S., Agribusiness Management Technology#^ A.A.S., Architectural & Business Engineering Technology# A.A.S., General Engineering Technology# B.S., Landscape Design & Sustainable Horticulture#+ A.A.S., Telecommunications Technology# B.S., Applied Business Management#+ B.S., Dental Hygiene# B.S., Diversified Agriculture# B.S.N., Nursing#+	<i>See notes on programs in VTC's report</i> Further review No further review

^ program completely subsumed with another program (e.g., A.S. within B.S.)

designated as low-enrolled by Policy 109 criteria in 2013

* under review through Policy 101 (current, scheduled or through required follow-up)

+ new program, exempt from review

~ program closed

Memorandum

To: Timothy O. Donovan, Chancellor
From: Joyce M. Judy, President
Date: November 1, 2013
Subject: Annual Policy 109 Enrollment Report

This memo contains my recommendations for program review related to VSC Policy 109. The official report on Academic Program Enrollments and Degrees Conferred by Major is attached.

Programs Designated as Low-Enrolled by Policy 109 Criteria

Policy 109 defines “low-enrolled” associate degree programs as those that have fewer than 20 students enrolled and/or fewer than 5 graduates in any of the preceding three years. By these definitions, the Community College of Vermont has the following low-enrolled programs based on data from the 2012-13 academic year:

(Note that italics indicate program also triggered in a previous year.)

- Low-enrolled by headcount:
Emergency Management
Massage Therapy and Body Work
Website Design & Administration
- Low-enrolled by graduates: (includes only continuing programs)

<i>Multimedia Communication</i>	<i>Hospitality & Tourism Management</i>
<i>Computer Assisted Drafting</i>	<i>Massage Therapy & Bodywork</i>
<i>Emergency Management</i>	<i>Network Administration</i>
<i>Environmental Science</i>	<i>Website Design & Administration</i>

Low-Enrolled Programs Recommended for Further Review

- Emergency Management
This continues to be a relatively new program. It has not experienced enrollments (or graduation rates) that were expected, though we have continued to work with employers and industry representatives to assure relevancy of the program. The program is undergoing its first PReCIP review, and we expect the process to clarify the future direction of this program. We have learned that while businesses need employees with the skills graduates of this program possess, the employers do not have actual positions for emergency managers; they assign this responsibility as a collateral duty to other employees.

Low-Enrolled Programs Not Recommended for Further Review

- Multimedia Communication
The Communication program was redesigned to focus on multimedia forms of communication, combining its curriculum with Website Design elements. The new, combined program was launched in fall 2008. This revised program is well enrolled though graduation rates continue to lag. In one of the past three years there were 7

graduates, and based on current enrollment we expect graduation rates to continue to increase.

- Computer Assisted Drafting

The Computer Assisted Drafting and Design program now enjoys healthy enrollment after years of triggering for review due to both low enrollment and low graduation rates. However, though enrollment has increased, graduation rates continue to lag. Students report finding employment in the field prior to graduation or transfer to engineering programs prior to graduation, and it is anticipated that graduation rates will not greatly increase in the foreseeable future. We will closely watch both enrollment and graduation in this program as the College's new STEM studies is rolled out; we expect pre-engineering students to enroll in that program which may trigger the need to re-evaluate the need for a Computer Assisted Drafting degree program at CCV in the future.

- Environmental Science

This is a relatively new program which is well enrolled. The first class of graduates was in 2011 and met the criteria for acceptable enrollment. However, the program triggered for Policy 109 consideration due to no graduates in 2010. Since this was the first year of the program, we did not expect any graduates at that time. It did experience healthy graduation rates last year, and is expected to in the future.

- Hospitality & Tourism Management

This program enjoys strong enrollment, but had low graduation rates in its first two years. The 2012-13 graduation rates were strong. We expect continued strong graduation rates in future years.

- Massage Therapy & Bodywork

Massage Therapy & Bodywork was a limited cohort program limited to two CCV sites. The program has been closed.

- Network Administration

This program underwent Policy 101 Program Review during the 2011-12 academic year. The curriculum oversight committee has been in the process of revising this program and we expect graduation rates to increase as evidenced by a rise to 4 graduates last June.

- Website Design & Administration

The Policy 101 recommendation regarding Website Design was to eliminate it and combine it with a redesigned Communication program which was also low enrolled by graduates. This has occurred and the Multimedia Communication program (launched in fall 2008) is well enrolled.

Memorandum

To: Timothy J. Donovan, VSC Chancellor
From: David S. Wolk, Castleton President
Subject: VSC Policy 109 Annual Enrollment Report
Date: January 28, 2014

The following review of Castleton's academic programs, in keeping with the requirements of Policy 109, presents my recommendations regarding "low-enrolled" programs.

Programs Designated as Low-Enrolled by Policy 109 Criteria

Nineteen Castleton programs fell short of Policy 109 expectations in one or more areas.

A.A., General Studies
A.S., Business by Contract
A.S., Communication
A.S., Criminal Justice
B.A., Global Studies
B.A., Literature
B.A., Music
B.A., Natural Sciences
B.A., Philosophy
B.A., Political Science
B.A., Social Science
B.A., Social Studies
B.A., Spanish
B.M., Music Education
B.S., Computer Info. Systems
B.S., Geology
B.S., Health Education
B.S., Sports Medicine
M.S., Accounting

Among this group, fourteen were triggered in previous reviews, and four are new programs. Only one, the B.A. in Literature, has experienced declines that brought it onto the list for the first time.

Low-Enrolled Programs Recommended for Further Review

In my judgment, none of the programs designated “low-enrolled” according to Policy 109 criteria warrant further review.

Explanations for Excluding Programs from Further Review

Five of the programs appearing on this list, the A.S. in Communication, the A.S. in Criminal Justice, the B.A. in Natural Sciences, the B.S. in Social Studies, and the B.S. in Sports Medicine, are being phased out and will be eliminated when the final majors complete their degrees. The other two associate degrees that we offer fit within the curricular framework of either our General Education curriculum (in the case of the A.A. in General Studies) or a strong baccalaureate major (as is true for our Business by Contract degree). Thus, while two-year programs are steadily diminishing as a focus of our recruiting efforts, these few offerings serve the needs of some Castleton students without draining resources. The B.A. in Social Science is an interdisciplinary degree that utilizes courses from multiple majors with healthy enrollments.

We are working to increase the number of majors in Geology, Literature, Philosophy, and Spanish, and the faculty teaching in these programs generate substantial levels of credit hours through their respective connections to General Education. The B.S. in Computer Information Systems is nearly off the list and met all Policy 109 benchmarks in 2012-13. Our baccalaureate degrees in Global Studies, Health Education, and Political Science as well as our graduate degree in Accounting show promise but are not old enough to permit a clear assessment of their long-term viability. The B.A. in Music and B.M. in Music Education are better evaluated in tandem, since they rely on the same music faculty and courses. Together, their majors exceed “low-enrolled” cutoffs, and we are revising each program with the aim of helping students better persist to graduation.

JOHNSON STATE COLLEGE**VSC Policy 109
Annual Enrollment Report**

January 2014

I. JSC Low-Enrolled Programs (by >1 Criteria of Policy 109)

- AS Management
- AA General Studies
- AA Technical Theater
- BA General Studies
- BA Journalism
- BA Musical Theater
- BA Theater and Drama
- BS Environmental Science
- BS Integrated Environmental Science
- MFA Studio Arts

II. Low-Enrolled Programs Recommended for Further Review under Policy 109

- None

III. Low-Enrolled Programs Not Recommended for Further Review under Policy 109

- AS Management: This program is subsumed under another major and requires no unique courses. It is a choice by students as a second degree program or as a completion credential for those who must depart early.
- AA General Studies: This will always be a small program for exploratory students and requires no dedicated resources.
- AA Technical Theater: We will continue to market this unique program as a stand-alone program across and beyond Vermont. It is a NEBHE program with appeal to students who enjoy immediate application of new skills. As Technical Theater is often pursued simultaneously by students in the BA performing arts areas, its numbers appear artificially low.
- BA General Studies: This program only exists for students already enrolled in it; it has transformed into a very robust Professional Studies major.
- BA Journalism: To address low enrollments and a need for a new look at media, this program was transformed into Communications and Community Media, which was recently reviewed under PReCIP 2013. We would like a chance to digest and, as appropriate, implement the review committee's recommendations.

- BA Musical Theater/BA Theater and Drama: Taken together, these programs share faculty, classroom resources, and student majors and form a healthy pair with a wide range of performing opportunities for students.
- BS Environmental Science/BS Integrated Environmental Science: These are among our most demanding programs. A combination of new NSF-funded scholarships and a recent (2012) PReCIP review make us confident about future enrollments.
- MFA Studio Arts: This is a small but high quality program, joint with the Vermont Studio Center, which burnishes the College's reputation for excellence in the arts. Historically it enrolls a substantial proportion of out-of-state students as degree seekers. The faculty has proposed and will implement a new division of effort that distributes program responsibilities more widely and reduces full-time faculty costs. This increases our confidence in program direction, although we shall continue to market this MFA opportunity both to Vermonters and those beyond.

IV. Recommendation

- Now that Policy 101 has been—most desirably—transformed into PReCIP, some of the quantitative aspects of the mostly qualitative academic program reviews have been lost. One of these in particular—Appendix D: Cost-Revenue Analyses—provided a sometimes contentious but often useful window into the health of academic programs. We recommend that consideration be given to incorporating this institutional cost-revenue analysis, by program, into the annual Policy 109 report to each college.



MEMORANDUM

TO: Annie Howell, Chief Academic Officer, Vermont State Colleges

FROM: Kellie Bean, Provost/Dean of Academic Affairs

A handwritten signature in black ink, appearing to read "Kellie Bean", is placed over a light gray rectangular background.

DATE: January 24, 2014

RE: Policy 109 Recommendations

I write on behalf of President Bertolino to transmit our recommendations on the Policy 109 Annual Enrollment Review. Please do not hesitate to contact me should you have any questions regarding our recommendations.

Programs Triggered For Review

Based upon the VSC Policy 109 and the Official Enrollment and Degrees Awarded by Degree Level and Major 2002-2013 Report, the following are the programs triggered for review based upon one or more of the Policy criteria:

A.S., Business

A.S., Computing
A.S., Digital Media
A.S., Electronic Journalism
A.S., Graphic Design
A.S., Human Services
A.S., Television Studies – TV News
A.S., Television Studies – TV Production
A.S., Visual Arts
A.S., Visual Communication
A.S., Special Education

B.S., Accounting

B.A., Arts Management

B.F.A., Animation/Illustration
B.S., Computer Information Systems

B.S., Criminal Justice

B.S., Environmental Science

B.S., Global Studies

B.A., Liberal Studies

B.S., Mathematics
B.S., Media Communications
B.S., Natural Science
B.A., New Media Studies (Digital Media)
B.A., Philosophy
B.S., Physical Education
B.S., Small Business Management & Entrepreneurship
B.S., Sports Management
B.S., Sustainability Studies

M. Ed.

Please note that all programs listed above were triggered for review in 2012 report, with the exception of the following:

A.S., Business
A.S., Visual Communication
B.A., Arts Management
B.A., Liberal Studies

B.A., New Media Studies (Digital Media)
B.S., Physical Education

PROGRAMS RECOMMENDED FOR CLOSURE BASED ON POLICY 109

Based on a college review process in 2010-2011, the following programs were closed:

B.A., Global Studies
B.A., Philosophy
B.S., Small Business Management and Entrepreneurship

They remain on the list as the remaining students graduate.

The B.A. in Arts Management was discontinued last year during a curricular redesign, as was the B.S. in Physical Education.

EXPLANATIONS FOR EXCLUDING PROGRAMS FROM FURTHER REVIEW

As the Policy notes, there are extenuating conditions that lead to the exclusion of some programs from further review. On behalf of President Bertolino, I request no further review on the following programs:

A.S., Business

This program triggers review because it enrolls few students and has few graduates. However, this program provides a suitable credential for students who are unable to complete the Bachelor's in Business. There are no courses unique to the A.S. in Business; there is no cost in retaining the degree.

A.S., Computing

This program triggers review because it enrolls few students and has few graduates. However, we need to maintain this program to support the CIS program; it is also an attractive extra credential for students in Atmospheric Sciences.

A.S., Digital Media

The A.S. programs trigger review because of low enrollment in 2010, 2011, and 2012 and the low number of degrees conferred. However, students tend to elect to pursue a baccalaureate program once immersed in the first year; this program thereby continues to serve as a critical pathway for students uncertain about their ability to succeed at the bachelor's level. In sum, the total package of programs in Digital Media and Graphic Design remain very healthy.

A.S., Electronic Journalism

The A.S. programs trigger review because of low enrollment in 2010, 2011, and 2012 and the low number of degrees conferred. However, this program provides a suitable credential for

students who are unable to complete the B.S. in Electronic Journalism. There are no courses unique to the A.S. in Electronic Journalism; there is no cost in retaining the degree.

A.S., Graphic Design

The A.S. program had low enrollment in 2010-2012. However, students tend to elect to pursue a baccalaureate program once immersed in the first year; this program thereby continues to serve as a critical pathway for students uncertain about their ability to succeed at the bachelor's level. In sum, the total package of programs in Digital Media and Graphic Design remain very healthy.

A.S., Human Services

This program is relatively new, and has triggered review because it has too few students and too few graduates. However, all courses in the program would otherwise be offered for the programs within the Department of Psychology/Human Services. Moreover, the program can serve as an "intermediate" credential for students who are initially uncertain about their ability to succeed at the bachelor's level.

A.S., Television Production; A.S., Television News

These programs were closed/consolidated in 2009; the A.S. in EJA has been substituted. These programs trigger review because they garner too few students and too few graduates. However, they serve as critical pathways for students who are initially uncertain about their ability to succeed at the bachelor's level. The degrees are also often earned by Broadcast Meteorology students seeking to add to their credentials. The curricula exactly match the lower-division requirements of the B.S. and we offer no courses exclusively for the A.S. degree.

A.S., Visual Arts

This program is relatively new, and has triggered review because it has too few students and too few graduates. However, all courses in the program would otherwise be offered for the programs within the Visual Arts Department. Moreover, the program can serve as an "intermediate" credential for students who are initially uncertain about their ability to succeed at the bachelor's level.

A.S., Visual Communication

This program is in its second year, and has triggered review because it has too few students and as yet, no graduates. We will continue to monitor enrollments in this degree.

A.S., Special Education

This program triggered review because it has too few students and too few graduates. However, the program was principally created to provide a safety net for students who could not achieve the GPA or Praxis scores required for success at the baccalaureate level in Education. We offer no courses exclusively for the A.S. degree.

B.S., Accounting

This program underwent Policy 109 review in the 2006-2007, which led to changes in the curriculum which we believed would have more general appeal. That did not materialize to the degree anticipated. Based on last year's Policy 109 review, the faculty has once again revised and streamlined the curriculum. In addition (and probably more significantly), we have finally hired a dedicated new faculty member in Accounting. He is now in his third year, and 2012 numbers have reached a level exceeding the trigger for this review. For this reason, we request no further review.

B.A. Arts Management

This program triggered review because it has too few students and no graduates, and was eliminated by the department last year. We therefore request no further review.

B.F.A., Animation/Illustration

This program is still relatively new, and has triggered review because it has too few students and no graduates. However, its enrollment continues to grow. For this reason, we request no further review.

B.S., Computer Information Systems

This program underwent Policy 109 review in the 2006-2007. As a result, the curriculum was modified, and redundancies were eliminated. Enrollments are still below the Policy 109 threshold but they have begun to level off. The faculty is committed to improving the program and growing the enrollment. Furthermore, the business community in the NEK has made it clear that they value the program, and would hire our graduates were there more of them. With the arrival of the new president and provost, this program is being given some additional time to establish itself, and thus, we request no further review.

B.S., Criminal Justice

This program is only in its third year, and has triggered review because it has marginally fewer students than required and one graduate. However, its enrollment is rapidly growing. For this reason, we request no further review.

B.S., Environmental Science and B.S., Natural Science

Several years ago, the two separate majors were created in order to better serve student interests. Students continue to state that they want environmental science as a major rather than as a concentration. Furthermore, this separation has had little to no cost; only one 2-credit seminar has been added. For this reason, we request no further review.

B.A. Liberal Studies

This program has triggered review because it has marginally fewer students and graduates than required in 2010-2011. Enrollment in this program fluctuates, particularly as it serves as a home for Education students who do not seek licensure upon graduation and other students who may not be able to complete their intended majors. The Liberal Studies thesis is the only

course unique to the major. Given the minimal cost and valuable function of this major, we request no further review.

B.A., Mathematics

The numbers of students who are enrolled solely as Mathematics majors and who graduate as majors is regularly below the threshold for Policy 109 review. Owing to the way the data are compiled, there are an additional number of students pursuing the major who most often list Atmospheric Science as the first major. An additional rationale each year for sustaining the program is the need for secondary educators in Mathematics. The President and I reviewed this program in the last academic year and determined that while there is a small cost attached, it is justified given the benefits. For this reason, we request no further review.

B.S., Media Communications

This program is still relatively new, and has triggered review because it has too few students and no graduates. However, all courses in the program would otherwise be offered for other programs at the College. For this reason, we request no further review.

B.A., New Media Studies (Digital Media)

This program has triggered review because it had too few students in 2012-2013 and too few graduates. However, ongoing curricular redesign in Visual Arts may have affected enrollments and it would be best to allow this redesign to be fully implemented before further review.

B.S., Sports Management

This program is in its third year, and has triggered review because it has a small but growing number of students and one graduate. However, interest in the program continues to grow and discussion is underway regarding its future. For this reason, we request no further review.

B.S., Sustainability Studies

This program is in its fifth year, and has triggered review because it topped the enrollment trigger for this Policy last year and has had only one graduate so far. Its enrollment continues to grow. For this reason, we request no further review.

M.Ed.

We have always assumed this would be a small program, offered largely to support the needs teachers in the NEK. We work closely with the supervisory unions in this area and with the NEKSDC. Thus, we request no further review at this time.

VERMONT TECH

VSC Policy 109 Annual Enrollment Report

January 23, 2014

I. Please see attached official report on Academic Program Enrollments and Degrees.

II. Programs Designated as Low-Enrolled by Policy 109 Criteria

A. Fewer than 20 declared associate degree majors

- Agribusiness Management Technology
- Architectural and Business Engineering Technology
- Computer Engineering Technology
- Computer Information Technology
- Computer Software Engineering
- General Engineering Technology
- Landscape Design and Sustainable Horticulture
- Telecommunications Technology

B. Fewer than 25 declared majors in baccalaureate programs

- Applied Business Management
- Dental Hygiene
- Diversified Agriculture
- Nursing (BSN)

C. Indicate if program is completely subsumed under another major and requires no unique courses.

- Agribusiness Management Technology

III. Low-Enrolled Programs Recommended for Further Review

- **Computer Engineering Technology** – Because many of the courses in this program are also taken by the Computer Information Technology, Electrical Engineering Technology, and Computer Software Engineering students, there are typically ample numbers of students in the classes, just not in this major. This is a major that has been on the watch list for several years and will continue to remain there. Headcount in the Bachelor's degree is significantly higher than in the Associate's degree program (35 to 10). Computer Engineering Technology is a hardware based program that complements our software engineering and information technology degrees. Computer Engineering Technology is an ABET accredited program that

resides in the Electrical and Computer Engineering Technology department, not the Computer Information Systems (CIS) department. A faculty champion/leader who can facilitate closer collaboration with the CIS department is crucial for the program's long-term survival. **That said, it is not a major that we will consider closing at this time.**

- **Computer Information Technology and Computer Software Engineering** -- Here are two programs that have much smaller enrollments at the Associate's level compared to the Bachelor's (10 vs 41 students in CIT and 19 vs 61 in CSE). Reviewing the market need for both associate and bachelor's degrees in these two areas of study is very appropriate at this point in time.

IV. Low Enrolled Programs Not Recommended for Further Review

- **Applied Business Management** --Applied Business Management is a degree-completion program that is offered entirely online. It has a headcount of 10, mostly part-time, in its first year of operation.
- **Architectural and Building Engineering Technology** – ABT is one of Vermont Tech's signature engineering technology programs. Not too long ago, ABT plus the + 2 Architectural Engineering Technology bachelor's program, combined to form the largest department on campus. Associate degree numbers have suffered more during the economic slowdown than the bachelor's program. Expectations are that numbers of students will increase as the economy improves, especially in the building sector.
- **Bachelor of Science in Nursing** – The totally online BSN program began in the fall of 2013 with a headcount of 15, 9 FTE, mostly part-time students. The pipeline of associate degree nurses seeking the BSN degree is very large. A seamless transition from our LPN to ADN to BSN degree is expected to be a very attractive pathway for our students.
- **Dental Hygiene** – This is the fifth year of the baccalaureate in Dental Hygiene. Headcounts of majors are slowly increasing. Graduate numbers remain small since most students are working toward their degree part-time. Next year, the Dental Hygiene program moves to a three-year associate degree program followed by an online, one-year baccalaureate completion degree. It is highly anticipated that many students will take advantage of completing their bachelor's in one additional year. Trends in the profession are also pushing students to attain degrees beyond the associate level.
- **Diversified Agriculture** – This is an area and a major in which the College is planning to place significant additional resources as a result of the recent award of the Trade Adjustment Assistance Community College Career

Training (TAACCCT) grant of 3.4 million dollars. The Institute of Applied Agriculture and Food Systems, created as part of the grant, has generated tremendous interest in Vermont Tech's new initiatives focusing on production agriculture, food processing and bio-energy

- **General Engineering Technology and Telecommunications Technology** -- These degree programs are offered on demand and paid for directly by industry.
- **Landscape Design and Sustainable Horticulture** -- Beginning in the fall of 2014, LDSH will initiate its new 2+2 baccalaureate degree. A 4 year degree has been a long-standing desire of both faculty and students. Nowhere in Vermont can students acquire the depth and breadth of design classes combined with sustainable horticultural practices that are found in this program.

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Status of Programs under 2013 Policy 109 Review

- WHEREAS, In April 2006, the Vermont State Colleges Board of Trustees approved a revised Policy 109, Annual Enrollment Review of Existing Academic Programs; and
- WHEREAS, Policy 109 stipulates that low-enrolled programs must be reviewed each year and defines “low-enrolled” as any program that meets more than one of the following three criteria:
- It has fewer than 15 declared majors in graduate programs, 25 declared majors in baccalaureate programs, including full and part-time students; fewer than 20 students in associate degree programs;
 - There are significant numbers of upper-level courses in the degree program with enrollment lower than accepted course minimums;
 - It has fewer than 5 graduates in any of the preceding three years; and
- WHEREAS, A president may choose to include in this review degree programs with a significant decline in enrollment, retention, and/or net revenue over a three-year period; and
- WHEREAS, After reviewing the recommendations from the Council of Presidents, and in accordance with the provisions of the policy, the Board of Trustees must determine the status of all programs under review, placing each in one of the following categories:
- Approve (no follow-up report necessary)
 - Approve with follow-up report required
 - Approve with conditions; follow-up report required; insufficient evidence of improvement at point of follow-up results in termination
 - Terminate; phase-out plan required; and
- WHEREAS, The Education, Personnel and Student Life Committee has reviewed the results of the 2013 Policy 109 annual enrollment review, and recommends the program status and related program improvement strategies as attached; therefore, be it
- RESOLVED, That the VSC Board of Trustees approves the program status and related program improvement strategies as attached as of this date, February 20, 2014.

February 20, 2014

3. Proposed Changes to “Priorities Committee” in Trustee Handbook

At the December 4, 2013 EPSL Committee meeting, it was proposed that the Trustees consider changing the name of the “Priorities Committee” to the “Executive Committee,” and also to discuss the Committee’s composition and role. The discussion and action regarding this agenda item were tabled to this February meeting.

Executive Priorities Committee Areas of Responsibility

The Executive Priorities Committee shall comprise the Officers of the Board and the Chairs of the Finance and Facilities, Education, Personnel and Student Life, and Audit Committees. The Chair of the Board shall be the Chair of the Executive Priorities Committee.

1. Prepare for the Board's approval a job description for the Chancellor, review the description periodically, and recommend updates as necessary.
2. Review of Chancellor's performance with recommendations to full Board of Trustees relative to reappointment and compensation.
3. Review the Chancellor's evaluation of the presidents' performance. Consider the Chancellor's recommendations for reappointment and compensation of presidents. Recommend to the full Board reappointment and compensation of presidents.
4. Review of Chancellor's evaluation of executives.
5. Recommend action to the Board of Trustees on the appointment/ reappointment of presidents and the Chancellor.
6. Take up major system problems and issues that have either or both of the following characteristics:
 - Issue overlaps the jurisdiction of other trustee committees.
 - The issue is of overriding significance so that broader Board consideration is indicated.
7. Monitor issues of Board governance, system structure and VSC relationships with external entities.
8. Review and assess Vermont State College's strategic planning and tactical status.
9. Plan for the VSC Board of Trustees retreat.
10. Serve as the "sounding board" for the Chancellor.
11. Review legislative strategy issues and interactions with the executive branch.

4. Proposed Housekeeping Changes to the Trustee Handbook

Periodically, the Trustee Handbook is reviewed for minor edits. In the attached materials, Board members will find these suggested changes highlighted in yellow.

Vermont State Colleges Board of Trustees Handbook
April, 2014

Trustee Commitment

The full Board typically meets eight times a year. Board committees meet approximately eight days before full Board meetings. Board and committee meetings are subject to the Vermont Open Meeting Law.

Trustees are expected to attend Board meetings and meetings of the committee(s) on which they sit. Trustees are also encouraged to attend other committee meetings as personal schedules permit.

In addition to Board and committee meetings, trustees are expected to attend one or two college graduations each year along with other appropriate college events in which they might have interest. The colleges appreciate such visits, which also increase Board members' knowledge of the institutions.

Members of the Board of Trustees should spend enough time on VSC affairs to be reasonably acquainted with matters demanding their attention.

General Roles & Responsibilities of Trustees

Annual Tasks

- Selection of external auditor and review of audit reports
- Approval and audit of internal operating and capital budgets
- Establish tuition rates and fees
- Develop request for state appropriations
- Review of existing academic programs under VSC Policy 101
- Review of and action on new program proposals under VSC Policy 102
- Review of program enrollment under VSC Policy 109
- Election of Board officers (Chair, Vice-Chair, Secretary, and Treasurer)
- VSC Board of Trustees retreat
- Performance review of Chancellor, college presidents, and vice presidents
- Reappointment of Chancellor and college presidents

Ongoing Tasks

- Review of VSC mission
- System-wide strategic planning
- Policy development
- Policy review and revision
- Participation in legislative activities

Intermittent Tasks

- Chancellor selection
- President selection
- Task forces on special topics

VSC Committees

The standing committees of the Board are:

- Audit Committee
- Education, Personnel & Student Life (EPSL) Committee
- Finance & Facilities Committee
- Nominating Committee
- Priorities Committee

While each committee's deliberations are often conducted informally, they follow Robert's Rules of Order when taking action as a committee. Minutes of the committee meetings are recorded and approved minutes are ~~safeguarded by the General Counsel~~ archived at the Office of the Chancellor and published online.

Special Task Forces & Committees

In addition to the standing committees, occasionally the Board appoints special ad hoc committees or task forces to deal with specific problems or issues. Membership often includes non-trustees. The kinds of problems and issues that have been studied by VSC task forces in the past include library services, student life, computing services, and basic skills.

Education, Personnel & Student Life (EPSL) Committee Areas of Responsibility

The members and chair of the Committee shall be appointed by the Chair of the Board, where feasible, by the next Board meeting following the Annual meeting.

1. Review status of all programs under review through Policy 101 (Program Review and Continuous Improvement Process).
2. Recommend status of all programs under review through Policy 109 (Annual Enrollment Review of Existing Academic Programs). The Board of Trustees will place all degree programs under review in one of four categories:
 - approve;
 - approve with follow-up report required;
 - approve with conditions and follow-up report required
 - terminate.
3. Recommend action to the Board of Trustees on whether or not to approve new program proposals according to Policy 102 (Approval of New Academic Programs).
4. Review and recommend action to the Board of Trustees on proposals to award emeritus status.
5. Review and recommend action to the Board of Trustees on the recommendations of the Faculty Fellows Committee.
- ~~6. Recommend action to the Board of Trustees on the appointment/ reappointment of presidents and the Chancellor.~~
7. Recommend action to the Board of Trustees on the revision and/ or development of academic policies and procedures at the system level.
8. Recommend action to the Board of Trustees on the revision and/ or development of personnel policies and procedures at the system level.
9. Recommend action to the Board of Trustees on the revision and/ or development of student affairs policies and procedures at the system level.
10. Review and recommend action to the Board of Trustees on special resolutions or endorsements that are related to academic, personnel, or student affairs
11. Review and recommend action to the Board of Trustees on resolutions to offer special recognition to individuals, groups, or organizations.
12. Recommend action to the Board of Trustees on the revision of institutional mission statements.
13. Review annual personnel/ legal affairs reports, including but not limited to: crime statistics, staffing plans, and legal affairs activity.
14. Review reports on system-wide initiatives related to academic, personnel or student affairs, including but not limited to: educator quality, distance learning, workforce education and training, assessment, employee relations and PK-16 partnerships.
15. Ensure that the development of new programs is consistent with the mission of the VSC and colleges, is based on the needs of individuals and/ or the State, and is based on a sound cost/ revenue analysis and financial model.
16. Ensure effective strategic planning as it relates to academic, student, and personnel matters.
17. Assess quality and improvement through the development and measurement of performance indicators.
18. Coordinate and facilitate the process of Board self-evaluation.

19. Conduct other business as needed and related to academic, personnel, and/or student affairs.

Rev. 2/2010

Nominating Committee Areas of Responsibility

The Committee shall comprise three members elected annually by the Board at its ~~January first~~ **meeting of the new calendar year**. The Chair of the Committee shall be elected from among its three members by the Board at the ~~January first~~ **meeting of the new calendar year**.

1. The Committee shall recommend VSC Board officers for election at the annual meeting and shall recommend for election members to chair or serve on the committees to the extent such election is contemplated by the resolution creating the committee.
2. The Committee shall recommend to the Board of Trustees members for election to the Audit Committee.
3. The Committee shall recommend for election officers, committee chairs, or committee members in the event of a vacancy where the original election called for a recommendation of the Nominating Committee.

In making recommendations for election to an office or position, the Committee may either recommend individual candidates or present competing candidates for the Board's consideration.

Rev. **1/13**

The Colleges

Castleton State College, Johnson State College, Lyndon State College, the Community College of Vermont and Vermont Technical College together are the five Vermont State Colleges.

Each college has a distinctive character and each offers programs to meet the special interests and needs of students. Together, the colleges offer outstanding opportunities for Vermonters and non-Vermonters to achieve their individual goals.

Organizational Structures

The President is the chief executive and operating officer of the college. Reporting directly to the Chancellor, the presidents manage their institutions with considerable discretion and autonomy within the bounds of the Board policies and guidelines.

While the system does not impose staffing requirements for the colleges, each college typically has the following executive staff positions: academic dean, dean of student affairs, dean of administration, physical plant director, director of human resources, director of admissions, director of financial aid, director of development, and registrar.

The Board of Trustees meets at each of the colleges at least once a year.

Descriptions of the colleges and system programs are attached to this handbook as an appendix and will be updated annually.

VSC History

The public corporation known as the Vermont State Colleges was created by statute in 1961. The Vermont State Colleges consists of five colleges founded over a span of 200 years.

VSC Institutions

The four-year colleges with liberal arts and pre-professional programs include Castleton State College, Johnson State College, and Lyndon State College. These institutions offer degree programs ranging from the associate through the master's level.

The two-year institutions that offer associate degrees include Community College of Vermont and Vermont Tech. Vermont Tech also has an increasing number of bachelor's degree programs.

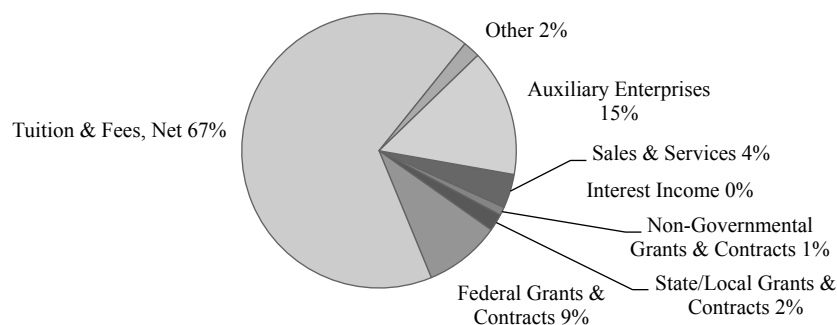
Castleton, Johnson, Lyndon and Vermont Tech all started as normal schools between 1787 and 1911 and were under the control of the State Board of Education. The Community College of Vermont, a statewide institution, was founded by executive order of then Governor Deane Davis in 1975.

VSC Funding

By statute, the Vermont State Colleges are supported “in whole or in substantial part” by the State of Vermont. The VSC receives funding for operations, allied health programs, the Vermont Manufacturing Extension Center, and Vermont Interactive Technologies. The appropriation provided by the Vermont General Assembly is approximately 18% of our operating budget.

The legislature can also appropriate one-time funds for special projects, such as workforce development or scholarships for Vermonters. VSC students also benefit from the Vermont Higher Education Endowment, the interest from which is transferred to the VSC (also to UVM and VSAC).

FY2013 Operating Revenues



The annual operating appropriation provided by the Vermont General Assembly is approximately 18% of our operating budget. The annual capital appropriation provided by the Vermont General Assembly is approximately \$2 million.

The VSC in the Beginning

From 1961 to 1977 the VSC operated largely as a “loose confederation” of colleges. There was little or no coordination of academic, financial, or personnel activities. Cooperation between the colleges was minimal and there were few system policies. In 1977 the Board of Trustees asserted their leadership over the colleges and created a functioning system. The Board accepted full responsibility for the financial, academic, and personnel activities of the system.

The VSC Today

For decades, the Vermont State Colleges operated under a “top-down” model. The Chancellor’s Office served as central leadership for the system, and the colleges operated within guidelines set from above.

In order to survive in the 21st century, VSC leaders restructured the system and the function of the central office to enable a sharing of leadership. By cutting staffing and the budget of the central office and working with the presidents to decentralize decision-making, the Chancellor moved the authority back to the colleges. Instead of being “command and control,” the Chancellor’s Office shifted to “support and enhance.”

The Council of Presidents leads the Vermont State Colleges system. The Council, comprised of the Chancellor, the five college presidents, and the Chancellor’s Office executive staff, works with the Board of Trustees to set policies and procedures for the system. Each college operates under the authority of its president and presidential cabinet with considerable autonomy.

We think of this as the Strong Presidents/Strong Colleges model.

Collaboration and Consolidation

Since 2000, the colleges have made working as a system a priority. In addition to the Council of Presidents described above there are many system-wide planning groups, including:

- Academic Deans Council
- Business Affairs Council (Administrative Deans)
- Student Affairs Council (Deans of Students)
- HR Council (Directors of Human Resources)
- IT Council (Chief Information Officer and College Chief Technology Officers)
- Other VSC-wide groups focus on special topics such as general education or employee evaluations.

5. Revision to VSC By-Laws

In addition to the housekeeping changes to the Trustee Handbook is a by-law change regarding meeting notifications. Article II, Section 2 of the by-laws is attached and highlighted with suggested changes, along with a resolution for endorsement to the full Board.

Vermont State Colleges By-Laws*

ARTICLE I - BOARD OF TRUSTEES

Section 1. Board of Trustees - The Board of Trustees is the governing body of the Vermont State Colleges and has complete and full authority over administration and operation, financial affairs, selection and appointment of officers and employees as set forth in No. 247 (H.422) of the Acts of 1961. **

ARTICLE II - MEETINGS

Section 1. Meetings - The Board of Trustees shall hold a minimum of six regularly scheduled meetings during the course of each fiscal year. The annual meeting of the Board shall be the last regular meeting of the fiscal year. The Chair of the Board shall propose in July a planned schedule of regular meetings for the fiscal year. At its first regular meeting of the new fiscal year, the Board shall adopt a schedule of its regular meetings for the remainder of the fiscal year and for the first two regular meetings in the following fiscal year. Changes in the scheduled meetings of the Board may be made and special meetings of the Board may be called for other times by the Chair or by any four members of the Board.

Section 2. Notice - Notice of all meetings of the Board shall be given **transmitted to each Trustee** ~~by letter mailed or telegram sent, at least five days before a meeting, to each Trustee at his/her address as it appears on the records of the Corporation.~~

Section 3. Quorum - A majority of the trustees shall constitute a quorum, but a lesser number may adjourn a meeting.

ARTICLE III - OFFICERS AND STAFF

Section 1. Officers - The officers of the Board shall be a Chair, a Vice-Chair, a Secretary and a Treasurer. The same person may serve as Secretary and Treasurer.

Section 2. Election - The officers of the Board shall be elected at each annual meeting from among the members of the Board. They shall hold office for one year and until their successors are elected and qualified. In the event of a vacancy in an office, the Board shall elect, in the same manner the office was originally filled, a replacement to serve out the remainder of the term vacated.

Section 3. Staff - The Board shall appoint a Chancellor, a Financial Officer and such other staff as it deems necessary. They shall serve at the pleasure of the Board unless their terms of service are otherwise designated by the Board.

* Revised 2/11/65; 1/27/67; 2/24/67; 6/23/67; 2/9/68; 1/25/74; 1/24/75; 2/21-22/75; 12/17/77; 6/21/79; 11/17/82; 1/13/92, 9/8/06, 9/30/09; **4/3/13**

** Vermont Statutes Annotated 2171 et seq.

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Revision of By-Laws: Article II, Section 2
Notification of Board Meetings

- WHEREAS, Article II, Section 2 of the By-Laws of the Vermont State Colleges provides that “Notice of all meetings of the Board shall be given to each Trustee by letter mailed or telegram sent;” and
- WHEREAS, The experience of the Board has been that meeting notifications are now sent via email; and
- WHEREAS, The Board may chose multiple methods of notifying Trustees of meetings, including email and regular mail; and
- WHEREAS, The Board would benefit from the flexibility of having multiple means of communicating meeting notifications; therefore, be it
- RESOLVED, That Article II, Section 2 is amended to read as follows:

ARTICLE II – MEETINGS

Section 2. Notice - Notice of all meetings of the Board shall be transmitted to each Trustee at least five days before a meeting.

February 20, 2014

6. Nominations for Honorary Degrees

Consistent with the included VSC Policy 107, Honorary Degrees, presidents may nominate a deserving individual for the award of an Honorary Degree to be considered by the EPSL Committee.

Criteria for awarding Honorary Degrees are listed below:

- The nominee has some attachment/connection with the Vermont State Colleges and/or the State of Vermont.
- The nominee has a statewide, national, and/or a worldwide reputation.
- The nominee has made significant contributions to a discipline or field of study offered within the Vermont State Colleges.

In addition, certain categories of individuals are prohibited from receiving Honorary Degrees, specifically: VSC Trustees and employees, Vermont Governors and State Legislators, and U.S. Senators and Representatives.

Nominations will be presented for individuals to receive Honorary Degrees at college commencement ceremonies. The EPSL Committee needs to consider these nominations for endorsement to the full Board.



Manual of Policy and Procedures

Title <p style="text-align: center;">HONORARY DEGREES</p>	Number <p style="text-align: center;">107</p>	Page <p style="text-align: center;">1 of 2</p>
	Date <p style="text-align: center;">12/13/12</p>	

PURPOSE

The Vermont State Colleges Board of Trustees, in the name of a specific Vermont State College, may award Honorary Degrees to individuals worthy of such recognition. Thus, procedures and criteria for making such awards are required.

STATEMENT OF POLICY

Awarding an Honorary Degree is indication of the high esteem in which the Vermont State Colleges Board of Trustees holds the recipient. To assure only the most worthy or appropriate receive Honorary Degrees, the following procedures and criteria shall apply:

A. Criteria for Awarding Honorary Degrees

The Board of Trustees, in the name of a specific Vermont State College, may award Honorary Degrees to individuals who have made significant contributions typically to higher education, to the Vermont State Colleges and/or to the State of Vermont. Criteria shall include but not be limited to the following:

- The nominee has some attachment/connection with the Vermont State Colleges and/or the State of Vermont.
- The nominee has a statewide, national and/or a worldwide reputation.
- The nominee has made significant contributions to a discipline or field of study offered within the Vermont State Colleges.

B. Prohibitions

Honorary Degrees shall not be awarded to persons serving in the following positions until three years after termination of such service:

- Trustees
- Vermont Governors
- Vermont State Legislators

- Vermont State Colleges employees
- United States Senators and Representatives from Vermont

C. Degrees Awarded

The following Honorary Degrees may be awarded:

- L.L.D. - Doctor of Laws
- Litt.D. - Doctor of Letters
- Sc.D. - Doctor of Science
- L.H.D. - Doctor of Humane Letters
- Other degrees as authorized by the Board

D. Time of Award

Normally, the colleges shall award Honorary Degrees at Commencement. The colleges may award Honorary Degrees at other appropriate times with the approval of the Board.

E. Number of Awards

The number of Honorary Degrees awarded in an academic year shall be determined by the Board of Trustees.

F. Review of Nominations

College presidents and other Vermont State Colleges constituents may nominate individuals for an Honorary Degree. Nominations are submitted to the Education/ Personnel/ Student Life (EPSL) Committee of the Board of Trustees. Nominations must include a detailed description of the nominee and justification for awarding the nominee an Honorary Degree. Normally, the EPSL Committee shall receive nominations for potential Honorary Degree recipients not less than 90 days prior to the date when Honorary Degrees may be awarded.

The EPSL Committee shall review nominations and recommend to the Board individual(s) to receive an Honorary Degree, should any be awarded.

G. Board Action

The final decision to award Honorary Degrees rests with the Board of Trustees.

Signed by: Timothy J. Donovan Chancellor



January 6, 2014

Chancellor Timothy Donovan
Vermont State Colleges
Montpelier, VT

Dear Chancellor Donovan,

Please consider this request to recommend to the Board of Trustees that the Vermont State Colleges-- in the name of Johnson State College-- recognize the College's 2014 Commencement speaker with the conferral of an honorary degree.

Veronika Scott is our invited speaker and has accepted our invitation with pride and enthusiasm. This will be Ms. Scott's second visit to our College. As you know, our selected common book this past Fall 2013 was *Detroit: An American Autopsy*. In keeping with our practice, we scheduled speakers, music, and art activities throughout the semester to extend the themes of the book: urban life, economic recovery, the role of citizens in causing and correcting social problems. We invited Veronika Scott to campus to talk with students about her work in Detroit and the project she founded; she named it "The Empowerment Plan".

A remarkable young woman, Ms. Scott's work began as an undergraduate in college working on an assignment for a design class to design a product "not for planned obsolescence." Working weekly with Detroit's homeless citizens, she designed a winter coat that converts to a sleeping bag and rolls up to be carried as a shoulder bag.

This may sound simple; but, the design is truly brilliant and has been recognized with the International Design Excellence Gold Award and nominated for the World Design Impact Prize. More importantly, Ms. Scott returned week after week to work with homeless people who critiqued her work, until—through several prototypes-- the quality and design were finalized.

When a woman reviewing the design to said "you know: we need jobs as much or more than coats", Scott took her work in a new direction. The Empowerment Plan was born. Scott received donations of sewing machines, fabric and supplies—Carhartt is a big supporter—and set up shop employing homeless women as fabricators. While Scott is in charge of the design work, business plan, public communications and sustainability planning, her employees sew and package the product. They are that much closer to living lives outside of poverty. Scott founded the non-profit one year after designing the coat even though she was advised that the plan wouldn't work: that homeless women wouldn't show up, let alone sew and work regularly. Those skeptics have been proven wrong as their testimonials—available on the website—demonstrate.

Veronika Scott has been recognized by age 23 with the JFK New Frontier Award (2012) and was the youngest person to receive that recognition; she was featured at the United Nations Young Women's Change Makers Conference (2011) and at the Clinton Global Initiative (2012). She was recently named to Crain's *Detroit Business* list of "Twenty in their 20's", a list of distinguished young entrepreneurs and young professionals.

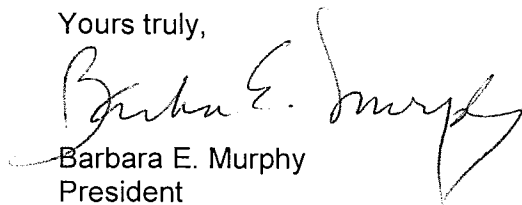
Our VSC policy (VSC 107) for awarding an honorary degree recognizes "the high esteem in which the Vermont State Colleges Board of Trustees holds the recipient". While you and the Board may not yet have this esteem for Ms. Scott, I hope that her accomplishments move you in

that direction. I urge you to read about her and her work on the Empowerment Plan website <http://www.empowermentplan.org> . I am certain you will come to share the enthusiasm we at Johnson State College have for Ms. Scott after meeting her last Fall. She was an inspiration to the students—mostly freshmen students—who met her. I am pleased that as we round out our Detroit activities with a service trip to that city, students will again connect with Veronika Scott.

How thrilling it will be to introduce her to graduating seniors who will be about her age or, for EDP graduates, a young inspiration.

I hope you will agree that Veronika Scott meets the criteria for an honorary degree: she has an attachment to our College, a growing national and international reputation as evidenced by her awards and recognitions, and an academic connection to much of the work to which we aspire in civic engagement, design, and communications.

Yours truly,

A handwritten signature in black ink, appearing to read "Barbara E. Murphy". The signature is fluid and cursive, with a large, stylized "M" at the end.

Barbara E. Murphy
President

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTION

Johnson State College Conferral of Honorary Degree

- WHEREAS, Veronika Scott is highly regarded for her innovative and internationally recognized work designing a unique winter coat for the homeless; and
- WHEREAS, Ms. Scott's project, The Empowerment Plan, a company that employs homeless people, is in keeping with the themes of Johnson State's 2014 common read: urban life, economic recovery, and the role of citizens in causing and correcting social problems; and
- WHEREAS, Ms. Scott is an inspiration to students for her commitment to social justice, entrepreneurship, and service; and
- WHEREAS, President Murphy requested that Ms. Scott be awarded an honorary degree in accordance with the criteria set forth in Policy 107; and
- WHEREAS, The EPSL Committee reviewed the request and recommends it for approval by the full Board of Trustees; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Johnson State College to award Veronika Scott an honorary Doctor of Humane Letters degree at the May 17, 2014 commencement ceremony.

February 20, 2014

January 31, 2014

Timothy J. Donovan, Chancellor
Vermont State Colleges
PO Box 7
Montpelier, VT 05601

Dear Chancellor Donovan:


I am writing to request your consideration in granting an honorary doctoral degree to Joseph D'Aleo for his accomplishments as an educator and a pioneer in the field of broadcast meteorology. Mr. D'Aleo was among the first professors recruited to Lyndon State College to teach meteorology in 1974 after the program migrated to Lyndon from Belknap College. As a chair of Lyndon's fledgling meteorology program, he helped oversee its initial growth from 37 to 137 students.

While at Lyndon, Mr. D'Aleo also helped establish an Air Force ROTC program, a campus weather service, a weather forecast company—known today as North Winds Weather that hired students for radio and ski area forecasting, a coop internship program, and the Northeast Storm Conference—which will be holding its 39th annual conference this February. However, one of Mr. D'Aleo's greatest legacies as a Lyndon professor was the relationships he developed with the more than 200 students in his classes during his six-year tenure at Lyndon. Due to his passion for and skill in teaching, Mr. D'Aleo helped establish Lyndon as one of the premier weather forecasting schools in the country.

After leaving Lyndon in 1980, his expertise in the emerging field of broadcast meteorology led Mr. D'Aleo to a partnership with John Coleman at Good Morning America in Chicago, IL. Mr. Coleman had a vision for a 24-hour, 7-days a week television station dedicated to forecasting the weather. Mr. D'Aleo worked with Mr. Coleman on turning that vision—which many people laughed at during that time—into The Weather Channel, which they started together in 1981/1982.

Given his passion for students, teaching, and his life accomplishments in shaping the field of broadcast meteorology, I believe Mr. Joseph D'Aleo is deserving of an honorary doctoral degree. I would be honored to present Mr. D'Aleo with an honorary doctoral degree at our May 18, 2014 commencement ceremony.

Sincerely,



Joe Bertolino
President

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTION

Lyndon State College Conferral of Honorary Degree

- WHEREAS, Mr. Joseph D'Aleo, former chair of the meteorology program, is held in high esteem by the Lyndon State College community; and
- WHEREAS, Mr. D'Aleo lead the development of the meteorology program from its beginning and helped to establish Lyndon State as one of the premier weather forecasting schools in the country; and
- WHEREAS, Mr. D'Aleo's subsequent founding of The Weather Channel has made a significant contribution to the field of meterology; and
- WHEREAS, President Bertolino requested that Mr. D'Aleo be awarded an honorary degree in accordance with the criteria set forth in Policy 107; and
- WHEREAS, Mr. D'Aleo meets all of the criteria established by the Vermont State College Board of Trustees for awarding honorary degrees; and
- WHEREAS, The EPSL Committee reviewed the request and recommends it for approval by the full Board of Trustees; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Lyndon State College to award Mr. Joseph D'Aleo an honorary Doctor of Science degree at the May 18, 2014 commencement ceremony.

February 20, 2014

VERMONT TECH

Vermont Technical College**Office of the President | P.O. Box 500, Randolph Center, VT. 05061**

January 26, 2014

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

RE: Roger Allbee, Candidate for an Honorary Degree

Dear Chancellor Donovan:

Vermont Tech has long had a historic mission connected to applied agriculture and food systems. During the past twenty-four months, Vermont Tech's commitment to and reputation for the establishment of two organizations has enhanced that commitment, the first is the Institute for Applied Agriculture and Food Systems at Vermont Tech and the second is the Vermont Higher Education Food Systems Consortium. While many have had a hand in the establishment of these important initiatives there is one individual whose long-term commitment to the role of agriculture and the Vermont working landscape to the economic and social vitality of the state has helped to guide our work at Vermont Tech. That individual is the former Secretary of Agriculture, Food, and Markets Roger Allbee of Townshend, Vermont. Mr. Allbee has served as senior scholar in residence for agriculture and food systems for the past two years.

In recognition of Mr. Allbee's many contributions to Vermont agriculture and related businesses, it would be fitting to recognize him with the awarding of a Vermont Tech honorary degree as part of our Commencement, 2014. In light of his contributions in agriculture, an applied science, I recommend the awarding of the Doctor of Science degree.

VSC Policy 107 states that the individual so honored must have an attachment to the Vermont State Colleges and/or the State of Vermont; a statewide, national and/or a worldwide reputation. The third of the criteria is that the individual has made contributions to a field of study offered within the Vermont State Colleges.

Mr. Allbee has served Vermont Tech for the past 2 years as the senior scholar in residence for applied agriculture and food systems. In this role, he has advised me and others at Vermont Tech concerning the changing landscape in the

agriculture, food systems, and working landscape environment in Vermont, around the country, and the world. He was an important voice in the development of the GroundWork Series that launched the Institute for Applied Agriculture and Food Systems. He was one of the conveners of the recently established Vermont Higher Education Food Systems Consortium. It is an idea he has been advocating for years and through his drive and determination is now a reality.

Mr. Allbee has a long history of public service to the State of Vermont. He is the former Secretary of Agriculture, Food, and Markets. He is a graduate of the University of Vermont and he presently serves as chairperson of the Advisory Board for the College of Agriculture and Life Sciences at UVM. He has been an ambassador for Vermont agricultural products around the world including Europe and Asia. He continues to work with agricultural interests across the state to promote a vibrant and vital agricultural based economy.

It is for these accomplishments among many that I ask the VSC Board of Trustees to award the degree Doctor of Science, Honoris Causa to Roger Allbee.

VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTION

Vermont Technical College Conferral of Honorary Degree

- WHEREAS, Roger Albee of Townshend, Vermont is highly regarded for his long-term commitment to the role of agriculture and the Vermont working landscape to the economic and social vitality of the state, and has helped to guide the work of Vermont Tech; and
- WHEREAS, President Conroy requested that Mr. Albee be awarded an honorary degree in accordance with the criteria set forth in Policy 107; and
- WHEREAS, Mr. Albee has served Vermont Tech for the past two years as the senior scholar in residence for applied agriculture and food systems, and has advised Vermont Tech concerning the changing landscape in the agriculture, food systems, and working landscape environment in Vermont, around the country, and the world; and
- WHEREAS, Mr. Albee has a long history of public service to the State of Vermont as former Secretary of Agriculture, Food, and Markets; chairperson of the Advisory Board for the College of Agriculture and Life Sciences at UVM; and as an ambassador for Vermont agricultural products around the world; and
- WHEREAS, The EPSL Committee reviewed the request and recommends it for approval by the full Board of Trustees; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Vermont Technical College to award Roger Albee an honorary Doctor of Science degree at the May 17, 2014 commencement ceremony.

February 20, 2014

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Preliminary Program Proposals: Castleton State College

a. MA in Athletic Leadership

The proposed Master of Science in Athletic Leadership (MS.ATL) is designed as a primarily online program, with a short but important on-campus requirement. The 30-credit program contains five required athletic leadership “core” courses (15 credits) and allows students to select a nine-credit emphasis area in either coaching leadership or athletic administration leadership. Students must complete a six-credit culminating experience that consists of an internship, a thesis, or a special project. In addition, Castleton State College students with an undergraduate major in Sports Administration or who meet certain program prerequisites, and who meet selection criteria, may pursue a four plus one (4+1) program that will lead to the MS.ATL.

The goal of the program is to prepare students for success in administrative and/or head coaching positions in educational-based athletic organizations. This program will give students the specialized training that professional positions in high school, university or private youth athletic departments or organizations require.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL

Preliminary Proposal Form

Part I: General Information

- 1. Institution:** Castleton State College
- 2. Name of new program:** Master of Science in Athletic Leadership (MS.ATL)
- 3. a) Individual(s) with responsibility for program development:**
 - Ms. Marybeth Lennox, Assistant Professor of Physical Education & Undergraduate Sports Administration Program Coordinator
 - Dr. Kristen Murray, Assistant Professor of Physical Education
 - Jeremy Benoit, Graduate Assistant in Athletics and Undergraduate Sports Administration Program Alumni
- b) Academic Department(s):** Physical Education
- 4. a) Date of Preliminary Proposal:** January 31st, 2014
- b) Proposed start date of program:** Summer 2015
- 5. Title of degree to be conferred (if applicable):** Master of Science in Athletic Leadership
- 6. Brief description of proposed program (150 words or less):**

The proposed Master of Science in Athletic Leadership (MS.ATL) is designed as a primarily on-line program, with a short but important on-campus requirement. The 30-credit program contains five required athletic leadership “core” courses (15 credits) and allows students to select a nine-credit emphasis area in either coaching leadership or athletic administration leadership. Students must complete a six-credit culminating experience that consists of an internship, a thesis, OR a special project. In addition, Castleton State College students with an undergraduate major in Sports Administration or who meet certain program prerequisites, and who meet selection criteria, may pursue a four plus one (4+1) program that will lead to the MS.ATL.

The goal of the program is to prepare students for success in administrative and/or head coaching positions in educational-based athletic organizations. Professional positions in high school, university or private youth athletic departments or organizations require specialized training. This program will give them this.

Masters of Science in Athletic Leadership (MS.ATL):

ATL 5xxx	Introductory Residence (Core Course)	3 credits
ATL 5xxx	Core Courses	12 credits
ATL 6xxx	Electives in Concentration	9 credits
ATL 6xxx	Culminating Experience (portion in residence)	6 credits
MS.ATL		30 credits

Part II: Program Rationale

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

Castleton's mission statement emphasizes a commitment to "supporting, and improving the region's communities, schools, organizations, businesses and environment." In Vermont, athletics and sporting activities are an important part of the culture ranging from youth sports to high school sports to collegiate athletics. The MS.ATL program is designed to prepare professionals for a career in the sport industry, specifically those looking for or already in careers in an educational-based athletic organization. Currently coaches and athletic administrators at all levels of such educational-based programs have limited opportunities to further their education in the state of Vermont. High school Athletic Directors, college Athletic Directors and youth league administrators desire more education for themselves and for their staffs, both administrative and coaching. The market research conducted supports this need, as well as a similar need in neighboring states, (i.e. New York).

Castleton's mission statement also states, the College "emphasizes undergraduate liberal arts and professional education while also offering selected graduate programs." As part of President Wolk's initiative to expand the number of graduate degrees offered by the College, the MS.ATL is well suited to assist in this pursuit and is aligned with the institution's mission and strategic plan.

Additionally, as the institution "prepares its graduates for meaningful careers," the MS.ATL positions those who hold the degree either to gain employment as leaders in the field or to continue on the path towards such executive or leadership levels within the industry of education-based athletics. The Master's-level credential is often considered a baseline for candidates in both of these groups, and thus can be considered a significant gateway to the "meaningful careers" described in the College's mission statement. Our market research, discussed more in the next section, supports this notion.

The proposed MS.ATL complements existing Castleton programs, most specifically in Sports Administration. However, this degree has a strong potential to also complement the undergraduate programs in Physical Education, Health Education, Athletic Training, Exercise Science, Health Science and Business as well as those minoring in coaching. Again, our market research, discussed more in the next section, supports this. Currently, Castleton graduates interested in an athletic-leadership related Master's degree must leave the state or enroll in high-cost private online programs in order to obtain the Master's credential. This program will allow such students to remain connected with Castleton, and, as a primarily online degree, to simultaneously pursue the beginnings of their careers .

Lastly, as already outlined, it should be noted, that one option for the graduate student's six-credit culminating experience is an internship at a sport-related organization. This type of hands-on experience will clearly aim to benefit the student, but this participation also represents a significant opportunity for Castleton to market its reputation and brand across a vast number of organizations.

2. Student market to be served (new or currently under-served):

At this time, after various types of market research including focus groups, interviews and an online survey, there have been three (3) main markets on which we feel we can focus to ensure a stable, sustainable, and viable enrollment.

The first of these, mentioned above, includes current Castleton State College undergraduate students in various undergraduate majors. Our research has told us that there is both a want and a need for a sport leadership-related Master's degree. That desire grows if it can be completed within one year of graduation from the undergraduate experience. This is the impetus for the four plus one (4+1) intended design of the program. The primary sub market of this undergraduate population will be the students currently enrolled in the Sports Administration major (BS.SAD). However, we have also identified a need among several other undergraduate majors including Physical Education, Health Education, Athletic Training, Exercise Science and Business, as well as the coaching minor. Many of these undergraduate students are interested in a full-time career in collegiate coaching, interscholastic athletics leadership, college athletics leadership and/or sport business. For example, the physical education major might look to diversify her resume with this Master's degree to make her more attractive as a high school Athletic Director (AD). Or the athletic training major might look to this degree to ensure he has the credentials and the leadership skills to be a Head Athletic Trainer. Additionally, both our own experiences as well as our research indicate a real advantage for the job applicant with a Master's degree, even among positions where the master's degree is preferred and not required. In general the highest-level positions in both interscholastic and intercollegiate sport usually require a master's degree, making this degree essential to those seeking such positions.

The second market identified by our research includes current interscholastic and collegiate sport-related practitioners within the state of Vermont. To a similar end as described above, the research tells us that our high school athletics and college athletics professionals within the state are looking for a master's degree option with a more local feel than the current out-of-state online programs can give to them. We have also made the assumption that they will also be attracted to an option at in-state VSC prices. This former data is one of the reasons for the current design that includes a short but required on-campus component. The proposed hybrid online program will allow current sport-related practitioners to continue their education while maintaining employment in their present position, while also giving them a limited, convenient and meaningful on-campus experience.

The third market identified by our research includes current interscholastic and collegiate practitioners in surrounding states, like New York, Massachusetts, and New Hampshire. While this market does not have as strong of an "in-state" cost draw, through our surveys, we still identified similar needs as already outlined that we feel this program could fulfill, particularly in New York. We would just have to ensure that our marketing efforts included tactics to reach this market. Furthermore, states like New York, also require K-12 teachers earn a Master's degree to keep their licensure valid. This program would provide this market a relevant and meaningful program.

3. State need(s) to be served:

This program will be the first graduate program in a sport-related field in the state. The MS.ATL seeks to educate, train, and cultivate the next generation of athletic leaders in Vermont (and beyond). In doing so, it will fulfill a part of the College's goal of "supporting and improving the region's communities, schools, organizations, businesses, and environment". As described in #2 above, this program will fully meet a state need for Master's-level education for our up and coming athletic leaders. Additionally, the program will look to work with the Vermont State Athletic Director's Association (VSADA) to enhance or supplement their continuing education offerings.

4. How the program benefits the State of Vermont, furthers VSC strategic planning priorities, and relates to existing VSC programs:

The MS.ATL benefits the state and furthers VSC strategic planning priorities in three primary ways:

- The program will assist the VSC in realizing "the full potential of the system to support the intellectual, economic and social vitality of the State" (VSC Strategic Goals 2008-2013) by furthering the educational and employment potential of its graduates in order to promote a more fully educated and sustainable athletic workforce in the state.
- The program helps "enhance student access and success through high quality programs and services." (VSC Strategic Goals 2008-2013) Not only will the program be led and staffed by experienced professionals in athletic leadership, but its primarily online delivery mode virtually guarantees a greater level of access to a far wider student population than a traditionally delivered graduate degree.
- In keeping with the VSC Strategic Priorities, the limited on-campus requirement will also "leverage use of emerging technologies in a full range of strategies to improve recruitment, retention, and degree completion" by attracting highly qualified students from a wide range of geographical areas.

Additionally, the MS.AL will relate to existing programs. As mentioned above, Castleton State College offers a BS in Sports Administration (BS.SAD). These students have continually showed interests in high school & collegiate athletics, sport event planning & management, sports information and other positions within the vast sports industry. Many of these students are current or former student athletes who develop an interest in obtaining coaching or administrative positions, upon completion of their undergraduate education. As described above, the BS.SAD students and other pertinent undergraduate majors have showed a significant interest in a sport-related Master's degree, specifically one that they can complete in one year of graduation.

Lastly, Castleton offers several graduate assistant (GA) positions for students interested in coaching collegiate sports (coaching leadership) and/or finding a future position in athletic administration leadership. Most have goals of working in one of several positions within a college athletic department. This program will be of great interest for these students as their

current degree options do not include any thing athletic-related or leadership-based. We also feel the presence of this degree will make the GA search process more competitive.

Part III: Resource Considerations

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

As discussed, the MS.ATL curriculum is proposed to be a primarily on-line program, with a short on-campus required component. To serve this design best, it is our intention to rely on a combination of existing resources as well as new resources. We are proposing that new resources primarily fall into three categories: research resources, marketing resources, and teaching faculty.

In terms of research resources, the needs will be minimal and will require some additional library support to include up to four professional journals. In terms of marketing the program to potential students, we feel that a campus-wide coordinated effort to brand and market the program will be a key element to sustainable enrollment numbers. Current faculty is excited to assist in such an endeavor.

Most importantly, it is our belief that the needs of the graduate students will require both greater teaching and greater advising resources than what we currently have available. It is the recommendation of this development team that strong consideration be made to meet these needs in two ways: first by hiring an additional full-time employee and second by then supplementing any unmet teaching needs with adjunct faculty. The new full-time employee could either be a new full-time member of the teaching faculty, or she/he could be someone with half-time responsibility as teaching faculty and half-time responsibility as Athletics Department staff. We recommend that this position be in place by the summer of 2015. Additionally, we anticipate that this new member of the teaching faculty/staff might also contribute to the BS.SAD while our current undergraduate faculty could also contribute expertise to the graduate program. Any unmet need would likely be limited, but because of the online nature of the program and the connections of current faculty, we believe that we can secure top-notch and highly experienced practitioners and educators to serve as adjunct teaching faculty. We believe that the enrollment of the program will support of these needs. If coordinated marketing strategies are used, as recommended, we anticipate the ability to recruit an initial enrollment figure well above that of the institution's existing "break-even" levels for FTE versus programmatic expenditure.

Preliminary Program Proposals: Castleton State College

b. BS in Chemistry

Castleton State College proposes a new B.S. in Chemistry degree within the Natural Sciences department. The program will offer a general Chemistry B.S. along with a Chemistry B.S. with concentrations in either Biochemistry or Environmental Chemistry. All chemistry degrees will have the same core of two semesters of general chemistry, two semesters of organic chemistry, two semesters of physical chemistry and a semester of analytical chemistry. The major also includes two semesters of physics and two semesters of calculus. Differences in upper division coursework form the basis for the various degree programs. For example, the concentration in environmental chemistry requires students to take a course in environmental kinetics and chemical fate and aqueous geochemistry, whereas the students taking the biochemistry concentration would take courses such as biochemistry, chemical biology, and advanced organic chemistry. Undergraduate research is an essential part of the three chemistry degree programs. The program will prepare students for graduate programs in chemistry as well as immediate employment in environmental or biomedical laboratories. A chemistry major will also strengthen other programs in the department by providing more instrumentation for students to use and increasing the amount of student-faculty scholarly work.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL**Preliminary Proposal Form****Part I: General Information**

1. Institution: Castleton State College
2. Name of new program: Chemistry B.S. (concentrations in Biochemistry and Environmental Chemistry)
3. a) Individual(s) with responsibility for program development:
Dr. Andrew Vermilyea
Dr. Livia Vastag
Dr. Tim Grover

b) Academic Department(s):
Natural Sciences
4. a) Date of Preliminary Proposal: 12/19/2013

b) Proposed start date of program: Fall 2014
5. Title of degree to be conferred (if applicable):
Chemistry B.S.
Chemistry B.S. with a concentration in Biochemistry
Chemistry B.S. with a concentration in Environmental Chemistry
6. Brief description of proposed program (150 words or less):
We are proposing a new B.S. in Chemistry degree within the Natural Sciences department at Castleton State College. Our program will offer a general Chemistry B.S. along with a Chemistry B.S. with concentrations in either Biochemistry or Environmental Chemistry. All chemistry degrees will have the same core of two semesters of general chemistry, two semesters of organic chemistry, two semesters of physical chemistry and a semester of analytical chemistry. The major also includes two semesters of physics and two semesters of calculus. Differences in upper division coursework form the basis for the various degree programs. For example, the concentration in environmental chemistry requires students to take a course in environmental kinetics and chemical fate and aqueous geochemistry whereas the students taking the biochemistry concentration would take courses such as biochemistry, chemical biology, and advanced organic chemistry. Undergraduate research is an essential part of the three chemistry degree programs. The program will prepare students for graduate programs in chemistry as well as immediate employment in environmental or biomedical laboratories. A chemistry major will also strengthen other programs in our department by providing more instrumentation for students to use and increasing the amount of student-faculty scholarly work.

Part II: Program Rationale

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

A degree program in Chemistry is directly in line with Castleton's mission of teaching and promoting sustainable practices. Specifically, the environmental chemistry concentration educates students on the chemical cycles that connect all parts of our globe and the impacts of humans on those cycles. This program will provide a more fundamental background in chemistry as compared to the Biology or Environmental Science majors. Much of the instrumentation used by students and faculty in this major will be useful for other majors in the Natural Sciences Department.

2. Student market to be served (new or currently under-served):

Over the last few years there have been an increasing number of requests for a major in Chemistry from prospective Castleton students. Our Dean of Admissions, Maurice Ouimet, has stated that all members of the Admissions office unanimously agreed that Chemistry was the number one major cited why students either did not apply to or decided not to attend Castleton. There is no Chemistry major available in the Vermont State College System and Castleton has the opportunity to offer a strong Chemistry program and prepare students for the large number of jobs available to such majors.

3. State need(s) to be served:

A program in Chemistry will serve the State of Vermont in both the environmental and biochemical realm. State resources like Lake Champlain, our forests, and contaminated sites in Vermont warrant graduates with a background in Environmental Chemistry in order to evaluate, model, and plan for a sustainable future. Additionally, biochemical research is critical to our aging state population and is vital to the biomedical research in the northeast.

4. How the program benefits the State of Vermont, furthers VSC strategic planning priorities, and relates to existing VSC programs:

This program benefits the state of Vermont since it serves as the only Chemistry degree offered within the VSC system. This will create the only Chemistry program offered at a small public institution in Vermont. This new major will serve as another avenue for Castleton to continue its slow incremental growth.

Part III: Resource Considerations

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

The proposed program would be supported by reallocation of existing funds at Castleton and by the increased enrollment of students at Castleton due to the creation of a major that will open up a new pool of Castleton applicants. Below is a list of resources needed for this major that was approved by Castleton President David Wolk. The American Chemical Society Accreditation process is free.

SALARY

- Salary for 0.5 FTE with benefits for a new PhD tenure track faculty line (split with physics)
- Salary with benefits for a full-time (10 month) Chemistry lab manager. Performs equipment maintenance and instructs some laboratories
- In 2-3 years, with program growth one additional full-time PhD faculty would be needed for accreditation

SPACE

- New Chemistry lab for teaching (space and renovation needed)
- Research lab space for new faculty (space and renovation needed)
- Gas Chromatography Mass Spectrometer Instrument for use in chemistry labs (funds from Educational Resources and institutional funds)
- Equipment to run new biochemistry and physical chemistry labs (funds will be used from Castleton's Educational Resources Fund)
- Office space for the new positions (space needed)

RESEARCH

- Continued support of release time for faculty to pursue novel research projects with students
- Funding for students to present at research conferences
- Library estimates about \$2000 a year for new subscriptions essential for accreditation

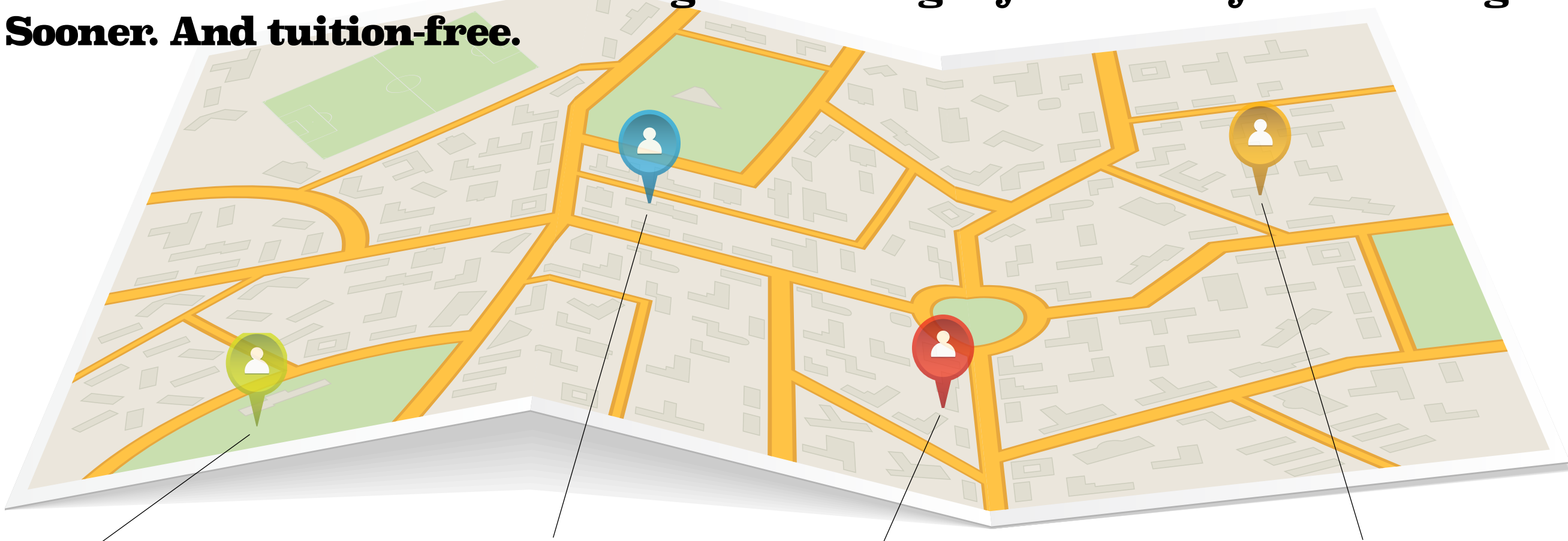
REVENUE

- Income from 10-15 new chemistry majors per year (these are new students that are coming to Castleton for the chemistry major)
- Lab equipment donated by VGN for Proteomics and Microarray labs which would be part of the Biochemistry labs
- Consumables for labs would be covered by lab fees
- Potential NSF, NIH, VT-EPSCoR, and VGN grant funds (active engagement in student research is an essential part of the new faculty job description), plus indirect costs associated with these grants.

C. ITEMS FOR INFORMATION

1. Dual Enrollment brochure

Vermont's Dual Enrollment Programs will get you where you want to go. Sooner. And tuition-free.



Get started as early as your sophomore year with Introduction to College Studies. This free, 26-hour course helps students develop strategies for college success. ICS classes are offered at all 12 Community College of Vermont locations and other Vermont State Colleges in summer, spring and fall.

Dual Enrollment Vouchers allow Vermont high school students to take two college courses at any of 17 Vermont colleges or universities tuition-free. Students can use two vouchers in their junior or senior years of high school.

Fast Forward is for students attending a Technical Center who want college credits while still in high school. Students get credits at both the Technical Center and CCV or Vermont Tech and the cost is only \$100 per course. The courses are taught at the Technical Center and classes are scheduled during the regular school day.

Early College is a full-year alternative to the senior year of high school. Students take courses in college, completing their senior year of high school and their freshman year of college simultaneously--tuition-free. Programs are available at CCV, Castleton, Johnson State, Lyndon State, and Burlington College. Early College also includes the Vermont Academy of Science and Technology (VAST) at Vermont Tech.

Vermont's Dual Enrollment Programs allow high school students to take college courses while still in high school. Participating students earn college credits, reducing the time it takes to get a college degree, reducing the costs associated with college, and challenging themselves through college-level curriculum. Vermont's Dual Enrollment Programs are supported by the State of Vermont's Next Generation Initiative, GEAR-UP, the Vermont Agency of Education, and colleges and universities throughout Vermont.

Participating Vermont Colleges and Universities

High school students interested in taking courses at any of the schools below should contact the appropriate college representative for information about course selection, using dual enrollment vouchers, and the process for registering for classes.

Bennington College

Mary Surdam
(802) 440-4887
msurdam@bennington.edu

Burlington College

Stephen St. Onge
(802) 923-2242
sstonge@burlington.edu

Castleton State College

Hannah Corkery
(802) 468-1213
hannah.corkery@castleton.edu

Champlain College

Catherine Bergeron-Radoux
(802) 922-8422
cbergeron-radoux@champlain.edu

College of St. Joseph

Judy Morgan
(802) 776-5236
judy.morgan@csj.edu

Community College of Vermont

Northern VT: Katie Mobley
(802) 654-0531
katie.mobley@ccv.edu

Southern VT: Natalie Searle
(802) 786-5148
natalie.searle@ccv.edu

Green Mountain College

Alison Cota
(802) 287-8346
cotaa@greenmtn.edu

Johnson State College

Joye Lyon
(802) 635-1218
joye.lyon@jsc.edu

Lyndon State College

Ryan Longe
(802) 626-6211
ryan.longe@lsc.vsc.edu

Marlboro College

Ariel Brooks
(802) 451-7118
abrooks@marlboro.edu

New England Culinary Institute

Adonica Williams
(802) 225-3210
adonica.williams@neci.edu

Norwich University

Terry Bessette
(802) 485-2057
tbessette@norwich.edu

SIT Graduate Institute

Daniel Yalowitz
(802) 258-3178
daniel.yalowitz@sit.edu

Southern Vermont College

Sarah Yard
(802) 447-6305
sayard@svc.edu

Sterling College

Tim Patterson
(802) 586-7711 ext 124
tpatterson@sterlingcollege.edu

University of Vermont

Nichole Hathaway
(802) 656-4682
nichole.hathaway@uvm.edu

Vermont Tech

Patti Coultas
(802) 473-0739
pcoultas@vtc.edu

Vermont Agency of Education

Debi Price
(802) 828-0154
debora.price@state.vt.us

Eligibility

- Vermont high school students who attend a publicly funded school (including a Vermont Career Technical Center)
- Students who attend an independent high school and are publicly funded by their hometowns
- State of Vermont Home Study students
- Juniors and seniors are eligible for up to two Dual Enrollment vouchers.
- Sophomores, juniors and seniors are eligible for Introduction to College Studies.
- Seniors are eligible for Early College programs, including VAST.
- Juniors and seniors at Vermont Career Technical Centers are eligible for Fast Forward.

How it Works

- Students interested in Introduction to College Studies should contact the nearest CCV site.
- Students interested in Fast Forward should contact their academic advisor at their tech/ career center, or Vermont Tech.
- Students can apply for a Dual Enrollment voucher at vtdualenrollment.org.
- Students must get approval for their participation in a Dual Enrollment course from their high school principal or designee. When a student applies for a voucher, an approval request will be sent to the high school. The high school must approve the request before a voucher will be issued.
- Vouchers cannot be used for remedial coursework offered by a college.
- Dual Enrollment vouchers will be granted on a semester by semester basis.
- Students who do not use their voucher in a given semester must apply for a new voucher in the semester they plan to use it.

Vermont's Dual Enrollment Programs

Tuition-Free College Opportunities for Vermont High School Students

2. *Governance as Leadership: An Interview with Richard P. Chait*

This is an article that some Board members may have seen before. It is included in this meeting's materials by request.

GREAT BOARDS

Published by Bader & Associates Governance Consultants, Potomac, MD

Governance as Leadership: An Interview with Richard P. Chait

A new book entitled *Governance as Leadership: Reframing the Work of Nonprofit Boards* introduces some much-needed fresh thinking into the never-ending search for board effectiveness. Its three authors say traditional board improvement approaches, including their own, fall short because they misdiagnose the problem. "What if one of the central problems plaguing the board is not, in fact, uncertainty about its important roles and responsibilities, but rather a lack of compelling purpose in the first place?" the authors ask. "We maintain that many board members are ineffectual not because they are confused about their role but because they are dissatisfied with their role."

The book recommends reframing board work around "three modes" of governing. The first is the fiduciary mode, in which the board exercises its legal responsibilities of oversight and stewardship. The second is the strategic mode, in which the board makes major decisions about resources, programs and services. The third is the "generative" mode, in which the board engages in deeper inquiry, exploring root causes, values, optional courses and new ideas.

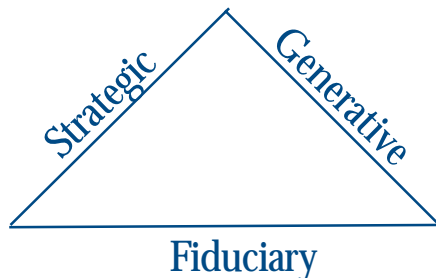
Generative governance engages and challenges trustees intellectually. It's what leaders do best. Yet most boards spend most of their time on fiduciary work, and they devote little time to the generative mode.

Barry S. Bader, publisher of *Great Boards*, interviewed one of the book's

co-authors, Richard P. Chait, a professor at the Harvard Graduate School of Education, about the book's applications for hospital and health system boards.

Q. Common complaints about board performance are that boards are under-involved, excessively involved or unclear about their responsibilities. But you say boards suffer from a problem of purpose, not performance.

A. Limited purpose produces limited performance. The question is: How do we create not just a job to do but a job worth doing? How do we get people not to just do the work, but to do *better* work? Our assertion



has been that as the work of the board becomes truly more consequential, meaningful and influential, the performance of the board will rise. Most boards of larger, more mature organizations go to great lengths to attract talented, bright, successful trustees. Then, the board underperforms because the opportunities are not commensurate with their capacity, and they become bored.

For example, a college board can ask, "Should we build a new fitness

center for students and equip it with climbing walls and hot tubs?" The fiduciary questions are: "Do we have the money and the space?" The strategic question is: "Should we do this to keep up with the competition?" The generative questions are: "What produced this amenities arms race? Will it ever stop? Do we want to pass or play? If we play, what are our principles?"

Q. Many hospital and health system boards are grappling with whether to joint venture with their doctors, and on what terms. Are the generative questions: "Where is the healthcare system headed, and what kind of long-term relationship do we want to have with our physicians?"

A. We can look at whether to joint venture as a short-term question, whether it helps our self-interest, or we can look at the problem a little differently, and say, this is a problem about the future of medicine. What great governance does, what great leadership does, is it selects and frames the problems. To work in this mode well, committees need to think not about decisions or reports as their work product, but to think of understanding, insight and illumination as their work products. Unfortunately, many boards and executives feel if you are not making decisions, you are not governing. We are saying governing is a set of activities that generates the need for decisions.

See *interview*, page 2

interview from page 1

Q. Most board members are not experts in the field in which their organizations practice. To engage in generative governance, don't board members face a steep learning curve?

A. What is interesting about generative work is not that you can get away with being uninformed, but the kinds of inquiry that we would associate with generative work are less dependent on technical knowledge. At the Boston Museum of Fine Arts, board members faced the question of whether to rent artwork to the Bellagio hotel in Las Vegas (for a hefty price). They don't need to know much about art history, but they do need to know about the traditions, values, culture and image of the Boston Museum of Fine Art. They need to know enough to think about the ramifications this has for their sense of self and their image.

Q. You talk about the fact that boards often organize themselves and their committee structures to do tasks as opposed to doing generative work, or to work in any of the three modes. Are you seeing less use of any particular committees, or conversely, greater use of issue-oriented task forces?

A. Very much the latter, with task forces tied to strategic priorities. We are seeing a discernable de-emphasis of both the number of and status accorded to standing committees. They are either consolidated or differentiated. Some meet only on a business necessity basis, such as facilities committees that only meet when there is a capital construction project that rises above seven figures.

The structural response for generative work is less in committees and more in how the discourse or the discussion unfolds. Generative work

could be done by a standing committee.

Let's go back to the amenities arms race. You would have a conversation and say, "How does this issue look from the standpoint of parents and of faculty?" Faculty would say, "You don't have money for a physics laboratory, but you have money for a rock climbing wall?" You'd ask, "What is the strongest case we could make to be a first mover in this arena? Should we outstrip everybody and put in concierge-level, Ritz Carlton-type dormitories? What's the argument to be made for that? What's the argument against it?"

Generative work conveys the gift of helping executives see things better, improving their perception and perspective so that they are in a better position to invent new goals, to discard old goals, to better see problems and to discard problems that really are not that important in the long run.

Q. Are there any prerequisites to a board's redefining its purpose as leadership or, put another way, are there some boards that should not take the advice you offer?

A. It would not be the place I would start in an organization in extreme crisis. Solve the crisis first. If you are hemorrhaging, this is not the moment to ask about the underlying meaning or long-term implications of some issue. You have to put the tourniquet on first.

It is probably not the kind of work that makes sense for organizations where the board is in effect part of the management team because it is such a small, thinly staffed organization. I don't know that spending a great deal of time in a generative mode is going to work for really small or start-up organizations, but that is not the

world of hospitals and healthcare.

Finally, not every CEO wants to do this. If this is going to so rankle and alienate a CEO whom you otherwise find to be the perfect match for you, maybe a board would make a considered judgment that it is more important to have this extraordinarily proficient and talented, if somewhat territorial, CEO in place than it is to run the risk that he or she will leave because we are moving in another direction. Those would be places I would say no go.

Q. A lot of external forces are driving boards more into the fiduciary mode. Does this work against boards having the talent and time for generative governance?

A. If the fiduciary mode is all we do, it certainly will be at cross purposes to doing generative work. We will have created procedural accountability, not performance accountability. We will put a huge emphasis on compliance rather than on performance. Under the worst of circumstances, you can imagine an organization that is both lawful and financially viable—and of no social purpose.

You have got to get the fiduciary mode right. If you don't, you can't go forward. It makes no sense to be generative if you are on the precipice of bankruptcy or engaged in ethically questionable behavior. But if boards spend all their time on financial literacy, integrity, compliance and legal liabilities, we will have missed the boat on what governance should be.

Governance as Leadership: Reframing the Work of Non-Profit Board by Richard P. Chait, William P. Ryan and Barbara E. Taylor is published by BoardSource and Wiley. For copies, go to <http://www.boardsource.org> or call (800) 883-6262. **GB**