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VERMONT STATE COLLEGES

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

May 15, 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 May 22, 2014

The EPSL Committee of the VSC Board of Trustees will meet on Thursday, May 22nd from 12-2 p.m. in the 1787 Room in the Campus Center at Castleton State College. The full EPSL agenda and materials are attached.

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

Thank you.

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

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

**May 22, 2014 12:00 p.m.
Castleton State College, Castleton, VT**

AGENDA

- A. ITEMS FOR DISCUSSION AND ACTION
 - 1. Approval of the Minutes of the April 3, 2014 Meeting
 - 2. CSC: Final Program Proposal: Bachelors of Arts in Women's and Gender Studies
 - 3. Nomination of Faculty for VSC Faculty Fellowship Award
 - 4. Revised List of Programs Reviewed under 2014 PReCIP Review

- B. ITEMS FOR INFORMATION AND DISCUSSION
 - 1. VSC Academic Retreat Update

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the Minutes of the April 3, 2014 Meeting

The EPSL Committee met on Thursday, April 3, 2014 at the Langevin House on the Vermont Technical College campus in Randolph, Vermont.

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

EPSL Committee members present: Heidi Pelletier (Chair), Karen Luneau (Vice-Chair), Lynn Dickinson, Kraig Hannum, Bill Lippert, and Colin Santee

Absent: Jim Masland

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

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

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

Guests: Tess Conant, President, PAT-SUP, Linda Olson, President Faculty Federation, Phil Petty, Academic Dean, Vermont Technical College

Chair Pelletier called the meeting to order at 10:00 a.m.

A. ITEMS FOR DISCUSSION AND ACTION

1. Approve Minutes of the February 12, 2014 Meeting

Trustee Luneau moved and Trustee Hannum seconded a motion to adopt the minutes of the February 12, 2014 EPSL Committee meeting. Chair Pelletier noted an edit to remove a second "that" on page 5. The amended minutes were approved by the committee.

2. Policy 102 Final Program Proposals: Castleton State College

a. Bachelor of Science, Chemistry

Trustee Luneau moved and Trustee Hannum seconded a motion that the committee approve the Final Program Proposals for Bachelor of Science, Chemistry.

Chair Pelletier invited President Wolk to share the program overview with the Board. President Wolk noted that the BA of Science in Chemistry has long been discussed at CSC as it is the #1 recommendation for a new major, there is no major in Chemistry at any of the VSC, and students will benefit from this addition.

Chair Pelletier called for a vote on the motion. The motion carried.

b. Master of Arts, Arts Administration

Trustee Hannum moved and Trustee Luneau seconded a motion that the committee approve the Final Program Proposals for MA in Arts Administration.

Chair Pelletier again invited President Wolk to describe the new program. President Wolk reminded Board members that Ric Reardon, Director of the Castleton Center for Schools, shared details of the program at a previous EPSL committee meeting. This program will be unique because it is online and will recruit students from across the country. In addition, students can engage in internships anywhere in the country.

Chair Pelletier called for a vote on the motion. The motion carried.

c. Master of Arts, Athletic Leadership

Trustee Dickenson moved and Trustee Luneau seconded a motion that the committee approve the Final Program Proposals for MA in Athletic Leadership.

Chair Pelletier again invited President Wolk to describe the new program. President Wolk noted that this will be a 4+ 1 program and has been well-received by professionals in athletic industries. President Murphy added

that there is also interest from other Vermont colleges, and there will be a swift articulation agreement between institutions if this program is approved.

Chair Pelletier called for a vote on the motion. The motion carried.

Trustee Hannum moved and Trustee Luneau seconded a motion that the committee move a consent agenda for these three resolutions.

Chair Pelletier called for a vote on the motion. The motion carried.

After these motions, Trustee Dickenson inquired about how new VSC programs might not add faculty. President Wolk said that these programs often utilize summer work for faculty, overloads, or part time faculty. Chancellor Donovan also commented that these new programs can be packaged with other existing programs.

3. Professor Emeritus Proposal, Castleton State College

Trustee Lippert moved and Trustee Hannum seconded a motion that the committee approve the CSC Proposal for Professor Emeritus.

President Wolk said that Professor Mark Fox was a highly regarded faculty member at CSC, who continues to teach part time. President Wolk also noted that he would like to honor Professor Fox next year at the CSC board meeting since this year they are recognizing Professor Paul Albro, who was approved for emeritus status last year.

Chair Pelletier called for a vote on the motion. The motion carried.

B. ITEMS FOR INFORMATION AND DISCUSSION

1. CSC: Preliminary Proposal: Bachelors of Arts in Women's and Gender Studies

President Wolk introduced the BA in Women's and Gender Studies preliminary proposal by noting the many faculty from various departments who participated in the conceptualization and writing of this proposal, thus making it a truly interdisciplinary study. Trustee Diamond requested that additional specifics

regarding job placement prospects be added to the next and final proposal. President Wolk said that this might narrow the proposal too much. Trustee Pelletier added that this subject has become more common in liberal arts colleges.

2. VSC Performance Indicators Proposal

CAO Howell acknowledged that the VSC institutional researchers collect and present a lot of compelling data for the current Performance Indicators report. However, these data might be more accessible and easier to analyze if they were separated and organized into “buckets” that told a clearer story of the VSC performances. It was proposed that these data would be framed around “How have our students done?”, “Who are our students?”, and “College Costs: Balancing Income and Expenditures with Student Aid.” Trustee Luneau advocated that separating these data in this way would be better learning for the board, and would therefore lead to more strategic conversations and decisions. This organization would also give clear focus to the EPSL annual cycle of meetings. Chancellor Donovan also referenced the legislative presentation that was attached in the board materials as an example of ways that data can be effective in understanding the VSC performance. Specifically, data that pointed to how many VT high school graduates who attend college in VT go to the VSC. Board conversation then focused on high school student recruitment, graduate impact on VT economy, and the VSC market value.

The board agreed that the performance indicators should be structured using the outline in the proposal for future EPSL meetings.

3. VSC Academic Retreat Update

CAO Howell shared the data and theme for this year’s VSC Academic Retreat: *Ready or Not, Here I Come! How are we preparing our graduates for work and life beyond college?* Chair Pelletier and Chancellor Donovan encouraged board members to attend the retreat on May 21st at VTC, Randolph Campus. Elaine Sopchak will send registration material to the board via email, and trustees can register online or through Elaine.

Chair Pelletier adjourned the meeting at 11:20 am.

2. CSC: Final Program Proposal: Bachelors of Arts in Women's and Gender Studies

The Women's and Gender Studies (WGS) program proposes a 36-39 credit major, 18-credit minor, in Women's and Gender Studies. This program addresses the contributions of women in society, past and present, while engaging in a variety of debates about what (and to a similar degree who) constitutes "gender studies." The program name remains a coupling of "Women's Studies" and "Gender Studies." The former (Women's Studies) is an attempt to reflect and respect the legacy of women's contributions, much of which have been notably minimized, marginalized, or denied over time and space. The latter (Gender Studies) allows those within the program to ask important and timely questions about the relevance and centrality of gender in our everyday lives. The program also serves as a place to engage debates about gender, to clarify that the response to historical or institutional exclusions is not to be exclusionary.

In this program, students will learn to think about gender through a variety of disciplinary lenses or within particular disciplinary discourses or contexts. As a result, this program also prepares students for leadership positions and employment in a plethora of occupations. Students' educational experiences equip them with the tools to 1) enter these occupational settings as concerned and compassionate professionals, 2) demonstrate commitment to serving and acting as change agents by investing in or initiating such change, and 3) work collectively, collaboratively and/or independently to improve everyone's quality of life.

Vermont State Colleges New Program Proposal

Final Proposal Form

Part 1: General Information

1. Institution: Castleton State College
2. Name of Program: Women's and Gender Studies
3. Individuals responsible for program development:

Melinda Mills (Sociology; Women's and Gender Studies)

Adam Chill (History; Women's and Gender Studies)

Sanjukta Ghosh (Communication; Women's and Gender Studies)

Tersh Palmer (English; Women's and Gender Studies)

Linda Olson (Sociology; Women's and Gender Studies)

Academic Department: Sociology, Social Work, and Criminal Justice

4. a) Date of Preliminary Proposal: **December 2013**
b) Proposed start date of program: **August 2014**
5. Title of degree to be conferred: **BA.WGS or Bachelor of Arts in Women's and Gender Studies**
6. Brief description of the proposed program:

The Women's and Gender Studies (WGS) program proposes a 36-39 credit major, 18-credit minor, in Women's and Gender Studies. This program actively and intentionally addresses the contributions of women in society, past and present, while engaging in a variety of debates about what (and to a similar degree who) constitutes "gender studies." The program name remains a coupling of "Women's Studies," and "Gender Studies." The former (Women's Studies) is an attempt to reflect and respect the legacy of women's contributions, much of which have been notably minimized, marginalized, or denied over time and space. The latter (Gender Studies) allows those within the program to ask important and timely questions about the relevance and centrality of gender in our everyday lives. The program also serves as a place to engage debates about gender, to clarify that the response to historical or institutional exclusions is not to be exclusionary. Instead, Women's and Gender Studies attempts to address these myths and demystify the field by inviting everyone into conversation about these matters (as a way of exploring how and why "gender matters.") In addition, WGS works to recuperate and center the knowledge produced by gender scholars,

whose voices and contributions may have previously gone unrecognized as valid scholarship, intellectual work, or community enrichment.

Political Science scholar, Cynthia Enloe notes in her work of the same name, “Gender makes the world go ‘round.” In our program, we likely would ask students if such a statement is true, and if so, in what ways. This opens up the conversation to talk about the previous exclusions of women from much of social life, and allows us to explore how everyone has a gender, not solely women. The WGS program name also invites students to think about the increasing variation in gender identity, as it exists on a continuum, versus a binary (two categories).

Students learn to think about gender through a variety of disciplinary lens or within particular disciplinary discourses or contexts. This approach provides students with multiple perspectives, and invites them to develop what we call, “interdisciplinary gendered lenses.” These lenses enable students to see the world differently, if only for the sake of understanding there are many ways of seeing the world. Ideally, these lenses make gender inequities, and social injustices more generally, a bit clearer to see.

Once students can see these various perspectives, they can begin to ask themselves how to “re-envision” the world. In order to help students find the answers to this question, we equip them with concrete knowledge and information about the world, while encouraging their self-knowledge as well. Learning about themselves *and* the world prepares students to learn about themselves *in* the world.

As a result, this program also prepares students for leadership positions and employment in a plethora of occupations. Students’ educational experiences equip them with the tools to 1) enter these occupational settings as concerned and compassionate professionals, 2) demonstrate commitment to serving and acting as change agents by investing in or initiating such change, and 3) work collectively, collaboratively and/or independently to improve everyone’s quality of life.

Students acquire a number of important skills that make them more competitive in the formal labor market, including critical thinking, effective speaking, computing or computer literacy, researching, and community building. Employers reportedly find these skills, along with soft skills (such as the ability to interact effectively and *comfortably* with demographically different, even disparate groups of people), desirable.

The WGS program also encourages students’ entrepreneurship, or the creation and exploration of jobs that provide the pathways to equally satisfying careers. This means that students’ pursuit of employment includes both the more traditional avenues of employment, as well as creative, self-designed careers. Thus, WGS prepares students for a range of employment possibilities and opportunities. Students learn how to explore their talents, and apply their

intellectual expertise to their careers. They pursue their professional passions and interests, and make meaningful change or positively influence and contribute to their work environments.

Students are consistently encouraged to think ahead, to imagine the impact that they will make in their own lives. They are asked to anticipate, as well demonstrate, how the materials they acquire in the classroom can be applicable to their imagined futures. Helping them make these connections prepares them for numerous possibilities, and begins the process of socializing them to the world of work after college.

Many students in our program also take advantage of opportunities to begin that transition from college to work by acquiring direct experience through internships, field experience, or independent study. The internships and field experience locate students in workplaces that reflect where they want to make an impact in their communities. Students gain insight about particular occupations and work settings, learning the hard and soft skills that good employees possess. They learn to develop or strengthen their social network, to further enrich their professional connections, and by extension, potential opportunities in their areas of interest.

Independent study hours allow students to work closely under the supervision of WGS faculty members. This opportunity allows student and faculty member to engage in and sustain scholarly conversation over the course of a semester or more. Students preparing for graduate school may find these opportunities for in-depth investigation quite useful. Students not only gain the knowledge of a particular subject areas or topic, but also access much of the professional socialization that proves useful in future endeavors. Students learn how to strengthen their written and oral communication skills, and gain knowledge that ideally will be directly applicable to their future employment and/or educational pursuits.

Recent graduates of Castleton State College with WGS minors have located positions that match their interests and passions. For example, our award-winning WGS minor, Sarah Carpenter (recipient of the 2013 WGS Advocacy and Activism award) gained employment at the Howard Center. She brought her background in advocacy to a workplace where she has the opportunity to work with a special population. She possessed the requisite skills and credentials to secure such employment, but also demonstrated the maturity and responsibility that made her a desirable candidate and eventual employee.

Other graduates have continued on with their graduate studies, or coupled their WGS educational experience with their major discipline, to carve out employment opportunities that reward their interdisciplinary training. Current minors anticipate working for social justice organizations, non-profits,

government agencies, educational institutions, or legal firms focusing on human rights.

Students in the WGS program learn to actively participate in their intellectual careers at Castleton, which allows them to take ownership of their educational experiences. By claiming their education, students strengthen themselves and their communities; they become actively involved members of the college and a number of communities. As they begin to recognize themselves as empowered leaders and knowledge producers, they also learn to see themselves as change agents capable of transforming scholarship and shape-shifting society towards greater equity, diversity, and difference.

Faculty members support student scholarship, scholar activism, and advocacy. These experiences provide students with opportunities for professional development; enhance and enrich students' experiential knowledge and leadership qualities; and recognize students as producers of knowledge, valuable to self and society.

The courses address issues of gender, as related to identity, inequality, and hierarchy in society, as well as history, the economy, education, politics, media, health and wellness, and language. As an interdisciplinary program, WGS encourages students to think across the curriculum. The major and minor support and reflect this interdisciplinary approach, which prompts students to see the connections to their various courses across the curriculum.

Faculty members who teach in WGS bring their respective educational training across multiple disciplines, which in turn enrich our course offerings, as well as the quality of interdisciplinarity embedded in these courses. Thus, the courses and programs offered in WGS remain characteristically interdisciplinary, but also complementary to existing programs at the college and within the VSC system.

Through this process or approach, students learn to enrich and strengthen their understandings of the world. They begin to more easily and readily recognize persistent inequities and areas for improved social change. Students enhance their problem solving abilities, increase their awareness of diversity, and value equity in communities.

Part II: Program Rationale

1. HOW THE PROGRAM RELATES TO INSTITUTIONAL MISSION, FURTHERS INSTITUTIONAL STRATEGIC PLANNING AND PRIORITIES, AND COMPLEMENTS EXISTING INSTITUTIONAL PROGRAMS:

A. RELATES TO INSTITUTIONAL MISSION

The core of Castleton's mission is undergraduate liberal arts and professional education. The Women's and Gender Studies program (major and minor) reflects and relates to the college's mission in several important ways.

Many of the faculty in Women's and Gender Studies employ a style of teaching that encourages students to "claim their education." This concept means that students become actively involved in and committed to the process of learning. Taking ownership of their education encourages students to see themselves as central participants in, or co-creators of, this process. Students learn to value the way they can direct much of that process. Prompting students to take ownership of their education also reflects common practices to "democratize" the classroom. Doing so creates the space for students to be both learners and teachers, and to see their professors as learners. The Women's and Gender Studies program prepares students for a variety of careers, and for responsible global citizenship.

Students in the program learn to identify their own academic interests, and to tailor much of what they learn to those interests. They become equipped with the tools that facilitate their ability to connect their formal and informal education. They can connect their interests to their education, making the process more meaningful, enriching, and integrative. Recognizing the room for improvements in their communities, students learn to apply their experiential and intellectual knowledge to real world problems. By taking ownership of their education, students not only experience transformative moments for themselves; they transform the people and communities around them for the better.

Having students "claim their education" encourages them to become familiar with the core concepts and debates central to WGS. Students learn to critically examine, analyze, and consider complex readings. They produce exciting and relevant work, in terms of academics, activism, and advocacy. WGS students strengthen their ability to communicate, a skill central to the process of "finding one's voice" but also in securing employment and navigating the world at large.

As students work through material that challenges them to see the world through intersectional, and interdisciplinary lenses, they begin to see how this work directly prepares them for robust careers in established organizations, as well as possible academic or social entrepreneurship. Learning different ways of seeing helps students recognize and appreciate different ways of knowing. As they grow more comfortable in their own intellectual or knowledge production, they can also appreciate the role of various creators of knowledge. As related to the process of

finding their voices, students learn to celebrate the ways that WGS centers the voices of a variety of groups throughout history. Students learn to respect and value differences, as well as come to understand how these differences are often socially constructed, modified, challenged, and upheld for a plethora of reasons.

Combining WGS with other areas of interest allows students to be able to conduct gendered analyses and understand the ways in which gender as a social structure overlaps or intersects with other social structures. They learn to see social structures through the theoretical lens of “intersectionality,” which helps them to see how WGS is not simply focused on issues of gender, but other social categories such as class, race, sexuality, nationality, and age.

A student shared this feedback to one of the courses offered in the WGS program: “Realizing about not only the gender inequalities but other types of inequalities there are like social class and race made me rethink aspects of my life.” The same student also observed, “Gender to me has always been male or female, men were masculine, women were feminine, and there was very little grey area. After taking Gender Studies I see that much differently. We are all people and should be treated equally.” The student’s observations show how students are encouraged to rethink, reconsider, and reexamine much of what they take for granted in the social world.

The student’s comments also reflect that “light bulb moment,” that realization that the world may be viewed differently than before, *and* that the students can assume a role in ensuring that people are treated equally. The student grapples with matters of privilege and power, while at the same time recognizing the ways that she also lacks both in various situations and social structures. The student noted that this class “was definitely one, if not, my favorite class I took this semester,” in part because “it helped me learn a little more about myself and the people around me.” Another student shared similar reflections, “Exploring my thoughts about the topics in different ways helped me to be more engaged in the topics.”

As illustrated above, students are better equipped to draw connections and make gendered, as well as intersectional, analyses. They can apply or introduce these ways of seeing into a variety of classes, to initiate different ways of learning and knowing. They learn to listen to and consider others’ perspectives, while offering insight of their own.

By providing opportunities for student creativity, the WGS program fosters innovation, inquiry, and intention. Because creativity matters, students learn to value this generative process. They can consider creative endeavors, such as social entrepreneurship, in their personal and professional lives. Developing creative thoughts and habits support other positive habits related to academic achievement and success (the ability and motivation to solidify strong studying and writing habits). Cultivating and nurturing creative habits allows students to

recognize the value of such creativity, the productive power and energy connected to the creative process.

Because Women's and Gender Studies is interdisciplinary, the program draws upon faculty across the College. This allows students to select from a variety of courses taught from a number of disciplinary perspectives. Learning about these multiple perspectives, as related to gender, helps students appreciate the complexity of ideas and issues.

The proposed major recognizes the value of combining courses centered on gender, with more traditional courses in a variety of disciplines. The interdisciplinary character of the Women's and Gender Studies program encourages students to draw connections across the curriculum. While the program prepares students to think more autonomously, we also facilitate student thinking about gender in a wide variety of courses.

The training that students receive in our program supports their critical thinking and promotes social justice. Therefore, students are encouraged to apply the knowledge and skills that they acquire or enhance in our program to other courses, but also to the broader world. The WGS program heightens students' awareness of gender inequity (on local to global levels), and enhances students' understanding of gendered social realities and structural inequalities over time and space.

They learn to see how "gender make the world go around" and how to discuss social issues with sensitivity and sophistication. They also learn how to participate in difficult but imperative dialogues that push their understanding of these gendered inequities. They are given abundant space, in supportive learning environments, to explore these topics and invest in these challenging conversations. They often comment, in reflection papers, on the confusing and or contradictory messages they have to sort out and make sense of in their lives. In our courses, WGS faculty support students' exploration of questions; we encourage students to grapple with difficult questions, as a means of acknowledging that process as a vehicle of growth.

Students enter classrooms that cultivate their curiosity, encourage their civic and social responsibility, and enhance their emotional and intellectual maturity. Students will exit the classroom thinking about all of the ways they will play a responsible role in the world; they also continue to explore their intellectual curiosities, by searching for satisfying answers to complex questions, or resolutions to complex problems.

Students in the WGS program receive individualized mentoring and support. They also learn about and experience the benefits of peer learning. The small student-to-teacher ratio provides the space for students to enjoy this individualized attention to their academic careers. Many students also turn to

WGS faculty for support in managing the challenges they face in their personal lives. WGS faculty support and encourage wholeness and wellness, and often directly incorporate information into classes regarding resources for students. WGS faculty members work closely with a variety of people and units across the college to support student achievement and success.

Faculty members work with students to offer them guidance to support meaningful and important collaborations with the college and communities on local, national, and international levels. These collaborations result in presentations of scholarship at or participation in academic conferences or scholarly meetings.

These efforts to engage students' scholarly abilities also include collaboration between various members of the college community as well. Faculty members support student-centered initiatives through classroom activities and assignments. Showing students the value and importance of their ideas helps them to recognize their role in knowledge production, and in remaining responsible and engaged citizens.

Faculty members continue to center students in the educational process, to demonstrate to students the impact of their ideas on themselves and the world around them. Supporting students' self-knowledge and general knowledge encourages them to use their own personal and educational experiences for inspiration. Learning that "the personal is political" allows students to create programming or become involved in community-based problem-solving.

They transform their knowledge, both formal and informal (or experiential and more academic), into action. Doing so enables students to situate this knowledge in the context of their lives. As they bring their ideas to the classroom and various communities, they strengthen the quality of education and the social life of the classroom and community.

Students learn a variety of skills that serve them well in professional, personal, and global settings. As students learn about others, they learn about themselves. This self-knowledge and ability to be self-reflective proves crucial in a world that requires great responsibility and sociality from people. Students learn to critically examine the existing world, to identify inequities and evidence of injustice. Skill building transpires as students are prompted to move beyond the mere identification of such conditions.

Generally, courses in/directly pose this question to students, "What are the solutions to these problems?" As problem solvers and critical thinkers, students in Women's and Gender studies learn to become leaders. They attempt to remedy, or at least address, some of readily identifiable social problems. This includes recovering historical narratives, offering new interpretations of old texts,

addressing disparities and discrimination in education, employment, housing, and other institutions.

2. Student Market to Be Served (new or currently under-served)

The core of Women's and Gender Studies organizes itself around addressing the centrality of power and the marginality of "others." As a result, the program recognizes that students potentially face a variety of social, economic, familial, and other obstacles to obtaining a college education. By empowering students to take ownership of their education, we create the space for students to share the experiences that guided them to college.

Valuing the everyday lives of our students is central to Women's and Gender Studies. As discussions of "shifting the center" or movement "from margin to center" remain an important consideration of our work, we invite students to think about their own locations in this world. These invitations recognize students as central to or co-constructive in the production of knowledge. Shifting the center also entails shifting the conversation, such that students generate and express more interest in Women's and Gender Studies throughout their classes (designated as WGS and beyond).

As students learn to recognize and appreciate these connections and applications, they continue to see the bigger picture, in addition to the smaller details. The student-centered process intentionally draws attention to the very institutions and organization of power, as a way to question where power exists in society (to shift the center). The program establishes a balance between existing scholarship, activism, and advocacy work with that of the ideas generated by the students (from their experiences, insight, and understanding of the world.)

Many have expressed an interest in wanting to major in WGS, as many plan to work in areas that directly relate to matters of social justice and equity issues. Some plan to continue their course of study in graduate programs, while others plan to enter service organization or even become social entrepreneurs.

In the past few years, the number of minors in WGS has grown to 15 students. In addition to these minors and 1 major-by-contract, several other students take multiple courses in WGS. Even this marks a benefit for us, since our pedagogy supports the kind of thinking that would prove useful to all students. That is, students who take any number of WGS classes still have access to ideas about gender equity and social justice; they can be positively influenced by the perspectives offered in WGS and introduce or apply those perspectives to the various settings in which they exist. Students who minor and major in WGS acquire more in-depth understandings of the world. They also have increasing chances to become informed citizens, stronger leaders, and change agents in their communities.

These opportunities for growth and change often attract students to WGS courses. Many of our students actively participate in and enrich our college. They have a broad set of passions, including concern for a safe and equitable society; reproductive rights; access to affordable food, housing, healthcare, and education; and more.

Our faculty members work in collaboration with other members of the college, as well as community partners. WGS has been a community partner of the CHANGE (Creating, Honoring, Advocating and Nurturing Gender Equity) Initiative. The CHANGE Initiative was established to tackle issues of gender equity in many of its forms. This is done through educational programming on issues like sexual assault, harassment, stalking. CHANGE also worked to establish a matrix of support for survivors of these issues. CHANGE also created a highly-trained group of students known as the Peer Advocates for CHANGE (PAC). These PAC students are responsible for much of the programming and they use a bystander intervention model to try to encourage students to step up to behavior that could be detrimental to the campus. PAC students are also on call while classes are in session to help find resources for survivors. PAC students also have training and experience that make them perfectly suited for work as activists and advocates (especially victim advocates) after graduation.

Based on student need and demand, WGS is currently creating programming to support students' identity formation process, communication skills, healthy relationships, safer sex and sexual safety, and other areas of importance regarding student life. Additionally, WGS supports the Women's History Month calendar, including events such as "Every Woman Has a Story," the Equity Bake Sale, and International Women's Day.

In the past several years, WGS has hosted a number of reputable and well-known scholars, thinkers, writers, and activists in the field, some of whom include the following: Amy Goodman (Spring 2009); Lilly Ledbetter (Spring 2010); Stephanie Coontz (Spring 2011); Cynthia Enloe (Spring 2012); Sandra Fluke (Spring 2013); and Laura Gray-Rosendale (Spring 2014). These guests attract local audiences and garner positive attention for the college. Similarly, our accomplished faculty and our proposed major should attract students at the local, regional, national, and international levels.

3. State Need(s) To Be Served

The creation of the Women's and Gender Studies program prepares students for employment and entrepreneurship in a variety of settings. As students are encouraged to enhance their global citizenship and strengthen their commitment to their respective communities, students build leadership skills that prepare their entry into numerous workplaces, ventures, and opportunities. Given the interdisciplinarity of our program, students may find that they are increasingly

prepared for greater possibilities. The program encourages them to identify ways to begin making a difference while in college. This builds a bridge that they can continue to support, as they transition from college. They are ideally equipped to work in a number of occupations and careers.

As we teach students to see the “intersections” between gender as a social category, and other social categories such as social class, race, age, or nationality, we encourage them to see the world with this “intersectional” lens. That helps them see the many dimensions of people and our (shared or different) social realities. This intersectional lens applies to the ways students learn to see themselves and the world. An appreciation of this lens helps students draw connections to others, from similar and different social locations. They appreciate opportunities to explore, celebrate, and further understand these similarities and differences. Being actively involved in various communities provides these opportunities, and fosters this growth.

In an experimental WGS course, “New Dimensions of Feminism,” a student reflected on the challenges of “creating equality for everyone” by noting “the different ways in which feminism can take place in the lives of different types of people.” The student also observed that people’s “personal experiences can help to shape and change the way society is viewing people who are different.” Feminism is presented as one possible mode of intervention in creating equity, or as another student noted, “shows how feminism isn’t about just women and women’s rights; it’s all about equal rights.” Other perspectives offer students opportunities to consider their unique and important contributions to creating a more just society.

Students can change the course of their lives, and of history, through the very contributions and commitments to change they make. One WGS minor noted the importance of learning about the past, but emphasized the importance and centrality of concerns regarding the “now and about the future.” This quote reflects students desire to balance intellectual efforts at looking back, and looking ahead. Students remain forward-looking, and our program encourages students to be similarly forward-thinking, while looking back for context, perspective, and points of comparison (a gauge of the progress made and the work that remains). Looking back celebrates and acknowledges past successes, while pointing the way to further/future progress. It helps light a path for students to consider, and alternately encourages students to carve out productive paths of their own, on their respective journeys.

Becoming knowledgeable about the historical and contemporary patterns of inequality provides students with the framework for understanding the importance of their engagement in the community. They gain a greater sense of why their contributions matter, and how they offer correctives or solutions to a number of social issues. Students directly witness the improvements to our college and community, and see how they can affect social change for everyone.

To support such change, WGS also offers a number of Civic-Engagement (CE) designated courses. This supports the college mission, by providing “numerous opportunities for outside-the-classroom learning,” nurturing an “active and supportive campus community,” and preparing students “for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship.” The WGS courses (with CE designation) further encourage students to get involved in our college and local communities. In these courses, students create programs and events that help to raise awareness of gendered realities and gender-based inequities that exist in the world, at the local, regional, national, and international levels. They are also encouraged to think about issues of equity and justice, more broadly defined.

A college committee formally reviews WGS (and other) courses that receive Civic Engagement designation. In their review, the committee considers applications with syllabi that outline the types of service, civic engagement, and, in upper level courses, leadership requirements expected of students enrolled in these courses. A number of courses that apply to the current WGS minor have been approved, while more courses are currently under consideration.

Some of the service and civic engagement requirements in these courses have resulted in students offering peer education around issues of agency, empowerment, and intervention. These themes help create stronger students individually, but collectively work to instill values of community into the college and beyond. In general, WGS courses encourage students to become increasingly responsible and accountable adults. The Civic-Engagement designated courses further encourage that in students, providing them with multiple opportunities to enhance their responsibility and accountability to the college and local communities.

WGS majors will also be required to take a Feminist Methods course, which includes quantitative and qualitative methods. This course will expose students to the various aspects of conducting research, investigating a topic, and inquiring about social issues. The course fosters connections to the community by encouraging students to design and conduct research that improves or contributes to society.

The skills and knowledge that students acquire, in the process of making meaningful contributions in their commitment to strengthening our communities, directly translates into qualities that prospective employers appreciate in employees, student interns, and or volunteers. As students make modest attempts to cultivate their commitment and investment in the community, they see tangible benefits to all involved: they develop important interpersonal and civic skills, while building their leadership abilities and growing a stronger sense of confidence in their capabilities. These opportunities shift their “potential” to the “actual,” in that students can move from what they imagine they can contribute to

society, to actually contributing to society through their community action. This sense of accomplishment serves as a source of pride, and ideally provides the basis for even further investment and engagement in the community. Experiencing the rewards of community building produces a positive feedback loop, for students to feel that their contributions and communities matter.

WGS works with various college and community members to identify or create internships and job opportunities for students that translate into full-time and long-term success stories for the students, the program, and the communities that enjoy and benefit from educated, compassionate, and concerned global citizens. Doing so signals the value of students to the broader community, including and in addition to the college. Students are constantly encouraged to interrogate social structures, hierarchies, and boundaries. Creating opportunities for students to work in various communities begins to build or strengthen the bridges between the college and wider communities.

In WGS courses, students learn to see their own strengths and weaknesses. They learn that some qualities cast as “weaknesses” can better be understood as strengths, such as vulnerability. They become better equipped to reflect on these important considerations, seeing the value of honoring themselves, while simultaneously participating in self-growth, maturation, and development. Thus, they assess their characteristics, as a means of self-reflection and improvement. Students learn to identify areas of improvement, and are supported through the process of being a “work in progress.” They learn to see the value in personal development, and are encouraged to participate in this process over the course of their academic careers and beyond.

This investment in exploring and developing students reflects the college’s mission, and echoes our imperative dedication to “the intellectual and personal growth of students.” This proves particularly important for our student population, given that many of them are first-generation college students and or come from impoverished communities. Investing in students helps them realize and actualize their intellectual goals, and broaden the scope of what they envision as possible for themselves, their lives, their families, and their communities.

Employers reportedly value having employees who are mature, self-aware, generally knowledgeable and sensitive, and able to work with diverse populations. To this end, students learn empathy and are continually engaged in and exposed to a diversity of thought and action. Students should enter the employment arena equipped with qualities employers find desirable and attractive.

Promoting the “soft skills” so necessary for entry into and successful sustainability in the workplace allows us to prepare students for work. Some studies suggest that, when all else is held constant among equally qualified candidates, the soft skills candidates possess often make the difference, and give such candidates an advantage (by making them that much more appealing

prospective employees). Possessing the ability to understand and empathize with others, to respectfully engage others with potentially divergent or contrasting viewpoints, and to communicate effectively (in writing and in person) constitute some of these skills. Many courses in our program are writing or speaking intensive, to nurture these skills in our students.

Some courses depart from more traditional assessments and assignments, to encourage creativity and ingenuity. Patterns in contemporary society suggest that creative habits have marketability and value. As such, our program supports these courses, as they allow students to explore their creativity. Evidence also suggests that creative habits enrich individuals, strengthen community, and can increase life satisfaction by providing work/life balance. Our program recognizes the connections between creativity and productivity. We create community programming around, and support students' creative initiatives, as a way of formalizing the contributions that creative habits offer to the college and community.

Finally, our program promotes various approaches to literacy. We recognize that students should be more knowledgeable about new technologies and new media. As media consumers, we promote critical consumption in our classrooms and related conversations, to help students unpack the many messages embedded in the media. Students acquire a number of tools to help them better interpret and understand, as well as make meaning, of the media's mixed messages.

We offer innovative teaching techniques and styles to share these tools with students to develop their literacies and competencies in various areas. Our goal involves having students understand how to "read" on many levels. This connects to our emphasis on critical thinking, as well, since students can couple learning to read "against the grain" by asking different sets of questions and making a variety of intellectual inquiries. This approach endorses students' curiosity and intellectual exploration, thereby making them stronger students. This approach also supports the General Education goals of preparing students to "develop an awareness of the interaction between personal and societal values; to foster an appreciation of the interconnectedness of all things; to stimulate intellectual curiosity and promote life-long learning."

Our program supports traditional (textual analysis, primary texts, documents, records) and newer forms of literacy (such as media and computer literacy). In the case of the latter, students are often required to use computer technologies to enhance their learning. Courses are often supplemented or constructed with Moodle. Through Moodle, students gain access to course information and content, as well as additional links that enrich their understanding of course topics and material. Navigating Moodle and accessing additional information online assists in students' computer literacy. At a minimum, students become more comfortable, if not proficient in these, and other technologies as a result.

Students are increasingly given assignments that require them to investigate the media through a critical lens. This perspective strengthens their critical thinking, and enables them to acquire new ways of reading the media. Students who cultivate these abilities position themselves to offer new insight, which highlights some of the possible contributions students might make in the workforce. Ideally, these new ways of seeing help illuminate aspects of their own lives, and lead to greater self- and social awareness, compassion, competence, and understanding.

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

The program would be the only one that offers a major within the VSC system. A major or minor in Women's and Gender Studies centers upon and organizes itself around gender and social justice. To that end, students learn to understand how gender operates on individual, interpersonal, and institutional levels, across various historical moments.

In learning about gender at the individual level, students begin to understand gender identities and the choices or constraints guiding gender self-expression. Students learn to acknowledge and enhance their respect for gender variation. They also learn to see gender as a structure, which impacts and gets embedded in numerous institutions, including family, work, education, politics, medicine, media, and more.

The WGS major would complement existing programs within the VSC system, as well as the college. WGS positions itself as a resource and reference point for critical conversations supported by and outlined in the Vision Statement of the college. As the college continues its efforts to diversify its student population, WGS remains centrally located in that vision. Members of our faculty regularly discuss the impact of these changes on our students, and teach students how to engage, explore, and celebrate diversity.

The major would prepare students for graduate studies and a variety of occupations. WGS prepares students to be competitive in the academic and job markets. As students learn the tools to talk about specific subjects with a wider range of people, they become more informed and concerned citizens of the world.

Part III: Program Description

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

A. Learning Outcomes

Upon completion of the Women's and Gender Studies major, students will be able to demonstrate knowledge and understanding of the following:

- The interdisciplinary characteristic of the field, and the ways that such interconnections enhance knowledge and knowledge production.
- The “situated knowledge” that individual's possess as a reflection of their social locations and related experiences in the world.
- The ways of seeing the world through the theoretical framework of “intersectionality,” or the intersections of gender, race, class, sexuality, and other social locations.
- The construction of, and appreciation for, difference, within and across categories of gender, as well as race, class, sexuality, and other social locations.
- The historical and contemporary relevance of activism, advocacy, and social justice within the field, and the importance of supporting such justice.
- The importance of centering the experiences and voices of marginalized and oppressed groups of people and advocating for change to minimize existing social inequities.

B. Career Outcomes

As described throughout this document, the WGS program works to build opportunities for students to explore a variety of career paths and gain important and beneficial exposure to the formal labor force. The WGS program maintains numerous connections to the community, as a way of opening up internship and employment opportunities for students.

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

The WGS program integrates the professional, liberal, and career study by requiring that majors take a variety of courses to cover the content of the field in both breadth and depth. Students must meet the program requirements, alongside the college's General Education requirements. In combination, students meet the goals of general education, and gain exposure to the field through the array of substantive courses that cut across disciplines. This design provides students with sufficient experience in the liberal arts, while allowing them to strengthen and solidify their skills specific to our program, and reflective of our programmatic goals for majors and minors.

The interdisciplinary nature of our program enhances students' preparation for a number of career paths, and arguably shapes the way that they think about and pursue employment. With the focus on empowerment, agency, activism, and knowledge,

students in WGS learn the value of personal insight and experiential knowledge, while taking seriously the utility of empirical information. Just as students are encouraged to “claim their education,” they are similarly encouraged to consider their passions, interests, and ability to make a difference.

As students learn to strengthen their communication skills, enhance their knowledge, and define their passions, they also learn to define the roles that they want to play or have in their professional lives. They see the value of their own contributions to the classroom, college, and community, and continue to widen their sphere of influence, as they enter the professional labor market. Some translate their interests and knowledge into social, or other types of, entrepreneurship. In ideal cases, this entrepreneurship produces multiple benefits, in terms of meeting the many needs of communities: the creation of additional jobs, the provision of services to strengthen communities or address social issues within them, or making improvements in sustainable and socially just ways.

3. How the College will assure programmatic quality, and the specific quality measures upon which the program will be evaluated by the College:

A. Initial Design

The WGS program has offered a minor for the past two decades. Having students pursuing a minor in WGS has informed and inspired the creation of a major, given the significance of understanding and addressing issues of gender. Students have expressed their particular intellectual interests, and areas of activism and advocacy that they want to learn about through course offerings in our program. In this way, the minor has created the foundation upon which the major has been built, and the students have shaped much of the program design. The WGS program reflects the interests of the populations we continue to serve, while also reflecting national standards for its major and minor program.

Over the course of the last four years, faculty members of the WGS program met regularly to discuss the core objectives and desired learning outcomes for our students. The WGS Coordinator attended annual meetings of the National Women’s Studies Association, including the Program Administration and Development Pre-Conference to gain greater insight into the best practices of the field. In addition to numerous conversations with faculty members at our college, the Coordinator also engaged faculty members at other institutions, as well as those in leadership positions in the National Women’s Studies Association.

For further reference in program development, the WGS Coordinator utilized the book, *Transforming Scholarship: Why Women’s and Gender Studies Students Are Changing Themselves and the World*. The authors, Berger and Radeloff, remain two respected leaders in the field, and conducted extensive research on almost 1000 graduates in various programs around the globe. The design of our program reflects the broader patterns of WGS programs across the nation, while also offering courses specific to WGS professors’ particular specialties and interests. This ensures that the programmatic quality remains consistent with that offered on a national level, while serving as a

potential “pull” factor to attract students to the program on the basis of particular faculty members’ specialties.

B. Provisions for on-going quality

The WGS major will be housed in the Department of Sociology, Social Work, and Criminal Justice. The department’s assessment practices will be extended to WGS.

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

The WGS program maintains an institutional membership with the National Women’s Studies Association. This membership also provides a free student membership, to encourage emerging student leaders in the field to get involved in the national organization.

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

All majors must complete 36-39 credits: 24-27 credits in required core courses, and 12 credits of electives.

Outline of the Women's and Gender Studies Major

Specific Program Requirements:

1. Bachelor of Arts in Women's and Gender Studies (BA.WGS)

The major requirements for a Bachelor's degree in Women's and Gender Studies include the following:

Complete the following core courses:

WGS 1020	Introduction to Women's and Gender Studies	3 cr
WGS 3210	Feminist Thought	3 cr
WGS 3310	Feminist Methods: Research and Action*	3 cr

And **One** of the Following: (Social Science)

SOC 2040	Race, Ethnicity, Class, and Gender	3 cr
SWK 2040	Discrimination in American Society	

And **One** of the Following: (Humanities)

ENG 3610	Women Writers	
HIS 2210	Women in U.S. History	3 cr

And **One** of the Following: (Sexualities)

COM 2140	Race, Gender, and Sexuality in Media	3 cr
SWK 2030	Human Sexuality	

And **One** of the Following (as a Senior Capstone):

WGS 4510	Activism and Advocacy Project in WGS	3 cr
WGS 4610	Senior Capstone in Women's and Gender Studies	

And **One** of the Following:

WGS 4810	Field Experience in Women's and Gender Studies	3-6 cr
WGS 4820	Internship in Women's and Gender Studies	

Complete 12 additional credits in WGS or related disciplines (see WGS Minor course listing) chosen in consultation with and approved by the WGS Coordinator.

12 cr

At least 18 credits of the major must be at the upper level.

*Note: Students double-majoring in Sociology, Social Work, or Criminal Justice and Women's and Gender Studies may substitute SOC 3910 for WGS 3310. Students double-majoring in Psychology and Women's and Gender Studies may substitute PSY 3151 for WGS 3310.

Core Total: 24-27 credits

Electives: 12 credits

Total credits required 36-39 cr

2. Minor in Women's and Gender Studies (WGS) (18 credits)

Program Requirements:

Complete the following course:

WGS	1020	Introduction to Women's and Gender Studies	3 cr
and complete at least 15 credits from the following list of courses:			
COM	2140	Race, Gender and Sexuality in Media	3 cr
CRJ	3040	Women and Criminal Justice	3 cr
ECO	3050	Women in the Economy	3 cr
ENG	3610	Women Writers	3 cr
HIS	2210	Women in U.S. History	3 cr
HIS	3345	Masculinities in Modern Europe	3 cr
HIS	3065	History of the Nature/Nurture Debate	3 cr
HIS	3450	Women in European History	3 cr
HIS	3475	Women and Gender in African History	3 cr
PED	3060	Women's Health Issues	3 cr
PSY	1050	Human Growth and Development	3 cr
PSY	3240	Social Development	3 cr
PSY	4230	Psychology of Rape	3 cr
SOC	1030	Social Problems	3 cr
SOC	2040	Race, Ethnicity, Class and Gender	3 cr
SOC	2170	Gender Studies	3 cr
SOC	3610	Seminary in Advocacy	3 cr
SPA	3160	Latin American Women Writers	3 cr
SWK	2020	Family Violence	3 cr
SWK	2030	Human Sexuality	3 cr
WGS	2080	Thinking Bodies	3 cr
WGS	2810	Special Topics	3 cr
WGS	2910	Independent Study	1-3 cr
WGS	3810	Special Topics	3 cr
WGS	3910	Independent Study	1-3 cr
WGS	3210	Feminist Thought	3 cr
WGS	3310	Feminist Methods: Research and Action	3 cr
WGS	4510	Activism and Advocacy Project in WGS	3 cr
WGS	4610	Senior Capstone in Women's and Gender Studies	3 cr
WGS	4810	Field Experience in Women's and Gender Studies	3-6 cr
WGS	4820	Internship in Women's and Gender Studies	3-6 cr
WGS	4910	Independent Study	1-3 cr

With prior approval of the Women's and Gender Studies Coordinator, other designated courses may be taken to fulfill the minor. These courses are offered on demand, with the topic announced at registration and the Women's and Gender Studies option indicated in the course description.

Of these courses, the following are new additions:

WGS 3210 Feminist Thought 3 cr

Students should have an understanding of the various waves of feminist movement, as well as the numerous feminist perspectives that exist. Students will be exposed to the contributions of feminist thinkers and understand the key debates within Women's and Gender Studies.

WGS 3310 Feminist Methods: Research and Action* 3 cr

This course provides an introduction to feminist research methodologies. Ideally, you will be able to apply your understanding of feminist theories to the methods presented in the course. You will be asked to consider feminist politics and ethics, as well as a larger set of questions. These questions include the following: Is there a feminist method? What ways of knowing exist, and what sources of evidence "count"? Who can conduct feminist research? Are there unique responsibilities of feminist researchers? What is the relationship between research and the researcher? How do we minimize power differences between research "subjects" and researchers in feminist research? Are there feminist questions that guide such research?

WGS 4510 Activism and Advocacy Project in WGS 3 cr

This course is designed to support student involvement in the community through activism and advocacy. Students must design a project that demonstrates such involvement and agency.

WGS 2810 Special Topics 3 cr

Specialized topics in Women's and Gender Studies that reflect students' interest and instructors' expertise or specialty.

WGS 3810 Special Topics 3 cr

Specialized topics in Women's and Gender Studies that reflect student's interest and instructors' expertise or specialty.

6. Total Credits in proposed program: 36-39

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	Year One	Three Years Out
faculty (part time + mentors)	\$3000	\$9000
admin/ other staff	-	-
facilities/ equipment	-	-
library/ other materials	\$500	\$1000
other costs (photocopying, student events, marketing, etc.)	\$2500	\$3000
TOTAL COSTS:	\$6,000	\$13,000

Resource Consideration

The program costs outlined above reflect the costs related to the potential need for a part-time instructor. The cost reflects the relative compensation for this instruction. The costs associated with student programming include hosting student events, supporting student participation in local and regional conferences or workshops at neighboring colleges and universities or by various related organizations or institutions. The program hosts a speaker annually, as well as a ceremony and dinner in celebration and recognition of our students. The addition of the new major may require some additional purchasing of new gender studies journals, though the library collection offers access to the more popular and important references in the field. The program will need to purchase additional materials, such as educational videos, for course instruction and programming. If the new program proved successful, a new faculty line would then be a necessary response to such growth.

2. Revenue/ sources to meet new expenditures

	Year One	Three years Out
Tuition	= 6*in-state + 2*out = \$107,472	= 20*in-state + 4*out = \$293, 088
Reallocation		
other sources		
TOTAL REVENUES	\$107,472	\$293,088

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

	Year One*	Three Years Out
full-time	8	24
part-time	0	0
in-state	6	20
out-of-state	2	4

Describe how you arrived at these projections:

The WGS program grew from one major-by-contract and two minors in 2010, to 15 current minors. We anticipate smaller numbers of majors in Year One, given that the majority of our WGS minors are graduating seniors. We do anticipate a slow but steady increase in the numbers after the initial introduction of the major, hoping to have tripled the numbers of majors by Year Three.

We considered ways to design the program to be in alignment with similar programs across the nation, and to complement existing programs departmentally and college-wide. This supports the field's interdisciplinarity, and encourages students to pursue their intellectual and professional interests in ways that suit their needs. We predict that students will likely double-major, and that our existing WGS minors will become majors in the program. Based on informal surveys administered in Introduction to Women's Studies courses, as well as conversations with current minors, many students indicated that they would have majored in WGS were that an available option.

The majority of the current and most recent WGS minors are in-state students, so we based our predictions on that information. We anticipate that offering a WGS major may attract students from regional or local community colleges. Having students from nearby New York, as an example, would support our predictions about out-of-state students.

The total revenue estimates rely on current tuition rates, so those numbers are presented in current tuition terms, and remain contingent on the tuition rates for 2015-2016 and 2016-2017, respectively.

2. Describe the marketing strategies for the new program.

The Women's and Gender Studies program is updating its virtual presence through the college's website, and creating informational brochures to advertise the new program. This brochure will emphasize the academic components and strengths of the program, highlight current faculty and our teaching interests, and promote the various student experiences, accomplishments, and successes. Compiling a resource that summarizes all that our program has to offer, while centering around the present and past successes of our students encourages prospective students to envision their own role in the college and community. In particular, this invites students to imagine the impact they might have as a WGS student, and to consider a major or minor as a means of achieving those goals and making a difference.

3. Competition:

a) in state and region

No other colleges within the VSC system offer a Women's and Gender Studies major.

The University of Vermont offers a major and minor in Gender, Women's, and Sexuality Studies, while Middlebury College offers a stand-alone major, as well as joint or double major in Gender, Sexuality, and Feminist Studies.

b) web-based

CCV does offer a Gender Studies course online, though not a full program or major.

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

The proposed WGS major was designed to complement, not compete with, existing programs in both the department in which it is currently housed, as well as other programs offered at the college. The program also reflects the typical trajectory of a student who arrives in the program once they have attended college for a few semesters. Students discover WGS from within, as the courses connect to other disciplines, and professors demystify the field. The interdisciplinarity of the program and the field remain attractive to a wide variety of students, which further enhances our program.

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

The WGS major will ideally have the biggest impact on our college's enrollment, with an anticipated increase in student interest; otherwise, we envision the major having little to no impact on neighboring colleges within the VSC system and regionally.

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

The Women's and Gender Studies program and the field of WGS pivots on the meaningful contributions people can make to our communities. Given that focal point, the program intends to strengthen, extend, and enhance our external relations with various communities. The WGS promotes engagement in the college and wider community, and maintaining healthy external relations proves positive and productive and beneficial for everyone.



Manual of Policy and Procedures

APPROVAL OF NEW DEGREES AND MAJORS	Number	Page
	102	1 of 6
	Date 4/28/11	

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. In addition, the policy:

1. links the development of new programs directly to institutional and system priorities and strategic planning,
2. encourages early program planning collaboration across VSC colleges,
3. requires proposed new programs to identify student learning outcomes and begin to plan for their assessment,
4. maintains flexibility for colleges to respond to market demands, and
5. streamlines and accelerates the program approval process.

The VSC supports the development of new academic programs that meet the changing educational needs of students and the State. This policy affects proposals for new degrees and new majors.

CRITERIA FOR REVIEW

At a minimum, a new academic program will:

1. align with and support the mission of the VSC and the college,
2. support institutional and system strategic planning directions,
3. assist in meeting State needs and/ or serve a new student market,
4. provide a clear and viable career path for program completers, and
5. strengthen the fiscal stability/ health of the college.

In addition, a new academic program will complement, extend and/ or diversify the educational offerings of the VSC, as well as contribute to the fiscal stability of the system.

PROPOSAL AND REVIEW PROCESS

Step 1: Early Notification

The President of the college initiating the program idea sends an electronic message to the Council of Presidents.

1. The message provides a brief notification of the program planning idea and an invitation to collaborate across colleges.
2. The message also provides an opportunity for other VSC presidents and/or the Chancellor's Office to voice reservations or endorse the program idea.

The Chancellor, in collaboration with the presidents, will determine whether or not the proposal is endorsed for further development.

Step 2: Preliminary Proposal

- The President of the college initiating the program proposal submits the Preliminary Proposal Form to the Chancellor's Office (see attached Preliminary Proposal Form).
- The Chancellor may forward the Preliminary Proposal to the Council of Presidents for their review; only those proposals that are fully supported by the Council of Presidents move beyond this point.
- The Council of Presidents may forward the Preliminary Proposal to the EPSL Committee for their review.
- If approved for continued planning, EPSL may identify specific issues/questions for the college to address in their Final Proposal.

NOTES:

With the approval of the Chancellor, a new program proposal may be reviewed in final form after early notification (eliminating the preliminary proposal step); the Chancellor will determine whether or not special circumstances warrant an expedited review process; the Chancellor will approve expedited review processes only in rare cases. The EPSL Committee will receive advanced notice if the Chancellor approves an expedited review process.

Step 3: Final Proposal

- Pending EPSL approval for continued planning, the President of the college initiating the program proposal submits the Final Proposal Form to the Chancellor's Office with informational copies to the other VSC presidents (see attached Final Proposal Form).
- If forwarded by the Chancellor, EPSL reviews the Final Proposal Form and considers whether or not to recommend the proposal for approval by the Board of Trustees.
- If forwarded by EPSL, the full Board of Trustees reviews the Final Proposal Form and makes a final decision about whether or not to approve the new program.

Signed by:	Timothy J. Donovan Chancellor
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VERMONT STATE COLLEGESBOARD OF TRUSTEESRESOLUTION

Castleton State College
Bachelor of Arts Degree in Women's and Gender Studies

- WHEREAS, Castleton State College proposed a Bachelor of Arts Degree in Women's and Gender Studies; and
- WHEREAS, Castleton State College's B.A. in Women's and Gender Studies program addresses the contributions of women in society, past and present, while engaging in a variety of debates about what constitutes "gender studies."; and
- WHEREAS, The program will teach students to think about gender through a variety of disciplinary lenses or within particular disciplinary discourses or contexts; and
- WHEREAS, Castleton State College has developed a budget to deliver the program based on conservative enrollment projections; and
- WHEREAS, The Board Education, Personnel, Student Life Committee reviewed this proposal in accordance with Policy 102 and recommends it to the full Board for approval; therefore, be it
- RESOLVED, That the VSC Board of Trustees authorizes Castleton State College to offer a Bachelor of Arts Degree in Women's and Gender Studies as of this date, May 22, 2014.

May 22, 2014

3. Nomination of Faculty for VSC Faculty Fellowship Award

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

President Wolk and President Bertolino submitted nominations for faculty members to be considered for this honor. As called for under Article 42, a three-person committee was established, consisting of Trustee Pelletier, Chair Moore's designee; CAO Howell, Chancellor Donovan's designee; and Professor Linda Olson, President of the VSC Faculty Federation. The committee agreed to recommend these nominated candidates to the full Board of Trustees. The EPSL Committee will consider this recommendation and the attached resolution for endorsement to the full Board.



February 25, 2014

VSC Faculty Fellow Committee
Vermont State Colleges
Office of the Chancellor
P.O. Box 7
Montpelier, VT 05601

RE: Faculty Fellow Nomination of Associate Professor Jason Shafer

Dear Committee Members:

In accordance with Article 41 of the VSC-VSCFF *Agreement*, I am pleased to submit the nomination of Dr. Jason Shafer for a VSC Faculty Fellow award. A member of the faculty since 2005, Jay Shafer is an Associate Professor and was tenured in 2011. He teaches in the Atmospheric Sciences Department. He is also the Director for VIAM (Vermont Institute of Applied Meteorology).

Dr. Shafer's proposal (see attached), speaks for itself. Dr. Shafer's work would be of great value to Lyndon and its students, as well as contributing to his professional development. This proposal presents an excellent opportunity for Dr. Shafer's undergraduate students to participate in college research.

Dr. Shafer is a highly effective teacher, no small feat given the complexity of the subjects he teaches in meteorology (noted in his attached CV). Dr. Shafer is also a highly valued colleague and a productive member of the college community. This is evidenced by the attached letters of support from his colleague in the Atmospheric Science department, Dr. Bruce Berryman, and David Margolin, Director of Meteorology at EarthRisk Technologies in San Diego, California, with whom Dr. Shafer collaborates on research projects.

Dr. Shafer is well-respected in Lyndon State College's community, and is an excellent candidate to become a Faculty Fellow. I am very pleased to forward his name to you for your consideration.

Sincerely,



Kellie Bean, Ph.D.

Provost/Dean of Academic Affairs

Enclosures

c: Dr. Jason Shafer, Atmospheric Sciences Department
Joseph A. Bertolino, President



Provost Bean,

I wish to nominate myself for a Faculty Fellow for the 2014-15 academic year. I am in my ninth year of service at Lyndon State, my third post-tenure. I have not taken a sabbatical or received this award. I am excited at the possibility of receiving this fellowship in recognition of my strong commitment to student success at Lyndon State College.

This award would permit me time to work on an exciting applied research project connecting weather and financial markets. This project would quantify statistical connections between variations in financial markets and observed and forecast weather changes across the United States at varying time scales. Some financial markets such as commodities (energy and agriculture futures) have matured sufficiently to incorporate weather into market activity. However, other areas of the market are in the early stages of incorporating weather into market activity. The results of this research should provide a proof of concept for the development of services and products marrying financial and weather data.

I believe I am positioned effectively to execute this project. As Director of the Vermont Institute of Applied Meteorology (VIAM) I have done consulting work providing value to weather-sensitive organizations such as hedge funds and state governments. I have developed strong relationships with other weather companies and local entrepreneurial organizations. I intend to work with one or more of these companies/organizations to help effectively execute this project.

This project will benefit Lyndon State students in many ways. The experience gained from the project will be incorporated into my classes that serve our popular private industry concentration. There will also be more opportunity for students to be involved within the private industry, as I plan to employ one or more students to help with research. In addition, this project should help strengthen alumni relations, as several alumni who work in financial markets have expressed interest in being involved in such a project.

Lyndon State College may benefit financially from such a project, since it may lead to a business, partnerships with another business, or an expansion of the VIAM client base. Professionally this will be my "next big challenge", something I have been excited about over the last year. The opportunity is ripe for solving this important problem. Thank you for your consideration.

Sincerely,

A handwritten signature in cursive script that reads "Jason Shafer".

Jason Shafer, Ph.D.
Associate Professor of Atmospheric Sciences
Lyndon State College
Jason.Shafer@lyndonstate.edu

Additional project narrative

Approximately 3 trillion dollars of the United States Gross Domestic Product is sensitive to weather (e.g., agriculture, transportation, energy). As the science of weather forecasting has improved, the private sector has found increased value in these weather-sensitive areas; over a recent 15-year period, the private sector of meteorological companies/services has tripled. Work from this project aims to conduct unique applied research on weather variability and economic activity.

This work intends to robustly connect weather variations to the open financial markets, namely publicly traded companies and futures. There are a variety of well-known weather relationships in the markets, such as effects on natural gas. The seasonal demands of heating (winter) and cooling (summer) in the United States typically produce corresponding seasonal price fluctuations. During exceptionally severe heat or cold these price fluctuations can vary widely over short periods (days to weeks). For example, natural gas prices are up to 50% greater this winter than last with the cold US temperatures.

Other areas this project will explore are individual public companies whose economic activity is connected to weather events. Examples of these companies include Douglas Dynamics, whose main business is snow plows, Generac, who produces and sells generators for homes and small businesses, and Compass Minerals International, who sells roadway salt.

There is a paucity of good information in the financial markets intelligently connecting market activity to weather events. Frequently major news sources drive weather information in the market that leads to unexpected and sometimes irrational pricing behavior. The psychology of the market and resulting perception of value is a large driver of price changes.

Data and Methods:**Market Data:**

- Daily, weekly, monthly, seasonal close prices of:
 - Major market indicator indices (e.g., S&P 500)
 - Weather-sensitive commodities (e.g., natural gas)
 - Weather-sensitive business (e.g., Generac, Douglas Dynamics)

Weather Data (at corresponding spatial scales):

- United States averaged temperature anomalies
- United State averaged precipitation anomalies
- Major metropolitan weather conditions (e.g., Chicago, New York)
- Population-weighted weather events (e.g., major storms)

Methods:

- Develop a large database incorporating financial and weather data and then use statistical techniques and associated software to search for relevant and meaningful relationships

Questions to answer:

- Are there significant unknown relationships between US economic activity and weather variability in the United States?
- Does foul weather in major cities cause the market to be up or down – or does weather play a role in the human psychology of market perception?
- Does the market respond to observed information in an unbiased manner, or is the market always thinking about how future weather may influence pricing?
- How could the results from this work be operationally developed in a dynamic product?

Intended Outcomes:

- Produce meaningful results that can be presented at the 6th (or 7th) Energy Conference and the New Energy Economy
- Engage Lyndon State with others who work in financial markets and/or weather with the results of this work
- Develop a proof-of-concept newsletter-style investing product for individual investors seeking to use a weather trading strategy



Jason C. Shafer
Associate Professor
Lyndon State College
Atmospheric Sciences Department
Lyndonville, Vermont

Education

University of Utah, Meteorology, Ph.D., 2005

University of Utah, Meteorology, M.S., 2002

Plymouth State University, Meteorology, B.S., 2000

Employment

Associate Professor, Lyndon State College, 2011-present

Director, Vermont Institute of Applied Meteorology, 2010-present

Assistant Professor, Lyndon State College, 2005-2010

NSF GK-12 Fellow, University of Utah, 2004-2005

Research Assistant, University of Utah, 2001-2004

Teaching Assistant, University of Utah, 2000-2001

Courses Taught

I've taught close to twenty courses at Lyndon State, with a focus on the application of atmospheric sciences and the effective communication of weather information to various audiences. I teach courses on how to make weather forecasts, how to take research results and apply them to private sector needs, and how to adapt weather forecasts to the needs of different end users. I supervise our broadcast concentration students, ensuring that they can tell an effective weather story to the local public.

ATM-2050: Statistical Applications in Climate Science

ATM-3331/ATM-3332: Weather Analysis and Forecasting I & II

ATM-3170: Weather Risk Assessment

ATM-4010: TV Weathercasting

ATM-4040: Physical Hydrology

Lyndon Student Graduates

The principle work product at Lyndon State is my graduates. Under my tenure, our program has graduated many successful students. For example, close to twenty of my former students are working as on-camera broadcast meteorologists, delivering forecast information to thousands of viewers each day. Many are also employed within the private sector, having developed forecast and communication skills under my supervision. Others are pursuing graduate degrees within atmospheric sciences.

Research Experience

Graduate School

My formal graduate schooling focused on synoptic meteorology, examining how the climate and landscape of the Intermountain Western United States affect the lifecycles of cold fronts and precipitation systems. My master's research was largely a case study examining the structure and evolution of a landfalling storm system from California to Utah. This project focused on the frontal structure and interaction with the Sierra Nevada, and mesoscale structure of orographic precipitation in Utah's Wasatch Mountains. My Ph.D. research involved cold fronts, and how, where, and when strong Intermountain cold fronts intensify, establishing the first such climatology over the western United States.

Lyndon State

I am involved with two projects, both partnered with the University of Vermont and funded by the National Science Foundation. The first, the Vermont Frozen Landscape Project, involves research into local mountain watersheds, examining how the land-surface variability and development affect runoff characteristics. The second project, Satellite, Weather and Climate (SWAC), is designed to improve primary and secondary science education by working with local science teachers.

I also participate in consulting work for the private sector. This work frequently involves applied research projects, such as connecting extreme weather events to different subseasonal weather and climatic drivers.

Peer-Reviewed Publications

- Shafer, J. C., and W. J. Steenburgh, 2008: Climatology of Strong Intermountain Cold Fronts. *Mon. Wea. Rev.*, **136**, 784-807.
- Shafer, J. C., W. J. Steenburgh, J. A. W. Cox, and J. P. Monteverdi, 2006: Terrain Influences on Synoptic Storm Structure and Mesoscale Precipitation Distribution during IPEX IOP3. *Mon. Wea. Rev.*, **134**, 478-497.
- Cox, J. A. W., W. J. Steenburgh, D. E. Kingsmill, J. C. Shafer, B. A. Colle, O. Bousquet, B. F. Smull, H. Cai, 2005: The Kinematic Structure of a Wasatch Mountain Winter Storm during IPEX IOP3. *Mon. Wea. Rev.*, **133**, 521-542.
- Colle, B. A., J. B. Wolfe, W. J. Steenburgh, D. E. Kingsmill, J. A. W. Cox, and J. C. Shafer, 2005: High Resolution Simulations and Microphysical Validation of an Orographic Precipitation Event over the Wasatch Mountains during IPEX IOP3. *Mon. Wea. Rev.*, **133**, 2947-2971.

Consulting Experience

Areas of Expertise: Weather analysis, weather event reconstruction, short-range weather forecasting, subseasonal weather prediction, extreme weather-climate connections, mountain meteorology, winter road weather prediction

Over the last six years, I have worked with clients on a variety projects, encompassing 5-10% of my time. I am a Certified Consulting Meteorologist (#662), which is awarded by the American Meteorological Society.

As director of the Vermont Institute of Applied Meteorology (VIAM), I've supervised over 60 student positions (5,000+ hours) on VIAM projects. These projects match a client need to student and faculty talent and vary from weather observing, road weather forecasting, to applied research on medium and long-range forecasting.

Client	Principle Task
Citadel Investment Group	Conduct applied research projects on large scale precursors to extreme temperatures in key U.S. energy markets
EarthRisk Technologies	Conduct applied research projects explaining the physical linkage to large scale precursors to extreme temperatures in key global energy markets
Vermont Agency of Transportation	Train and supervise a team of 15-20 students each winter to issue customized road-weather forecasts to Vermont's nine districts
Orr and Reno Attorneys at Law	Reconstruct localized heavy precipitation event and placed into historic context
The Burlington Law Practice	Reconstruct and analyze wind and wave height conditions during a weather event, assess available weather forecast information
State of Vermont, Environmental Protection Division	Assess future climate occurrence of heavy precipitation events within a watershed

Community Activities

Volunteer, Green Mountain Farm to School organization	2012-present
Chairperson, Parent Advisory Council, Little Dippers Children's Center	2012-present
Member, AMS Board on Certified Consulting Meteorologists	2011-present
Member, AMS Energy Committee	2011-present
WxChallenge forecast contest, local chairperson and participant	2006-present
Member, AMS Local Chapter Affairs Committee	2006-2008

Interests

I operate a hobby farm, Dr. Jay's Garlic and Greens, and enjoy a variety of physical activities, such as running, Ultimate Frisbee, and Soccer.

Contact

Phone: 802-626-6225

E-mail: jason.shafer@lyndonstate.edu

Shafer C.V.



3625 Dudley Street
San Diego, California 92106
www.earthrisktech.com
858.413.RISK (7475)

Kellie Bean
Provost
Lyndon State College
1001 College St
Lyndonville VT 0581

Provost Bean,

I am writing in support of Jason Shafer and his application for the 2014-15 Faculty Fellowship. I have known Jay for close to 20 years as a good friend and colleague. We studied Meteorology together at Plymouth State University and we have worked together on numerous applied research projects since 2006.

Jay is deserving of this recognition because of his contributions to the students of Lyndon State College. We began a business relationship while I was a meteorologist at Citadel Investment Group. This led to numerous paid student opportunities on applied research projects. I was impressed with Jay's ability to effectively supervise student participation on complex projects aiming to improve medium- and long-range temperature forecasting over the United States. Through my interactions with Jay's students, it's clear that he is well respected as a teacher and mentor; his students have always spoken highly of him.

The overall results from Jay's team have exceeded expectations. With only the talent of an undergraduate student body, they have been able to deliver meaningful results and products for private sector weather forecasting applications. Jay may be an academic, but he could easily be successful in the private sector.

Jay is also deserving of this recognition because of his contributions to the broader field of atmospheric sciences. He is actively involved in the AMS Energy Committee, and he and his student team have presented state-of-art research results at major conferences. He is also a Certified Consulting Meteorologist. Jay has a strong drive for excellence and involvement.

My current employer, EarthRisk Technologies, produces medium-range (out to 40 days) temperature forecasts around the world using an innovative technique. Our customer base includes energy traders in the natural gas markets. EarthRisk is interested in results from Jay's proposed project, as there may be meaningful results for our customers. We hope to continue our strong relationship with Lyndon State College. Please consider recognizing Jay for this honor – it would give him a needed recharge to create new opportunities.


Sincerely,

David Margolin

A handwritten signature in black ink, appearing to read "David Margolin", written in a cursive style.

Director of Meteorology



TO: President Bertolino
FROM: Bruce Berryman 
RE: Shafer nomination for Faculty Fellow
DATE: 28 February 2014

This letter is in support of Dr. Jason Shafer's nomination for Faculty Fellow.

Dr. Shafer's teaching is excellent. Students are continually exclaiming positively on his pedagogy and on his content. His style is direct and informative. The content is current and useful. Jay has an easy-going, friendly, and engaging approach that draws-in students' interest to the subject and keeps them captivated on the message. As the "weatherman" in an atmospheric Sciences Department, most ATM students have chosen to attend LSC to hear his message. He does not disappoint them. As evidence of his abilities, over the years his students have consistently placed well in the national forecasting contest (for example, this year three of his students are in the top 25 (out of 1500). Also, ATM graduates concentrating in the forecasting area of our major have gone on to fine careers in the National Weather Service and on television stations around the country.

Jay also manages our successful VIAM program (Vermont Institute of Applied Meteorology). For one of our VIAM contracts, he has supervises 20-25 students as they forecast for winter road conditions for the VT Agency of Transportation. That is contract in its sixth year. AOT has been very well satisfied with the students' work and during that time they have given VIAM increasing responsibility for predicting storms that affect VT's roadways. Now they forecast for all state roads for the entire winter. His proposed Faculty Fellow project is to develop new methods for enhancing the accuracy and utility of those forecasts for the benefit of VT and the student's careers.

In summary, I have no hesitancy in adding my support to Dr. Jason Shafer's application for a Faculty Fellowship. He represents LSC's passion for teaching and learning excellently.

Castleton

A V E R M O N T S T A T E C O L L E G E

Office of the President

January 21, 2014

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

Dear Tim:

It is my pleasure to nominate Professor Patricia van der Spuy for the Vermont State Colleges Faculty Fellow award. The student evaluations from Trish's courses are filled with descriptions like these: "Great Teacher," "kind," "helpful," "learned a lot," "fun," "always available." Such an unusually high level of enthusiasm is similarly reflected in the support letters of Trish's colleagues in the Department of History, Geography, Economics, and Politics.

Trish's substantial scholarly achievements as a specialist in the history of Africa are shared with and benefit all of the college community, and this work also directly informs and improves her teaching. As one department member from outside her discipline of history notes, "I have seen first-hand her dedication to her students by way of the extraordinary amount of time she puts into meeting with students individually, and I can always tell when students in my geography courses have taken a class with Dr. van der Spuy based on how well they know African history and geography."

Of particular note are Trish's roles as coordinator of history and social studies, as a participant in the First-Year Seminar program, as a teacher during January Term, as a sponsor of pedagogy labs in history, and as a significant contributor to Castleton's multidisciplinary programs in Women's and Gender Studies and Global Studies. Most recently, she has played a central role in supporting efforts to improve retention rates among transfer students through the development of a transition seminar designed specifically for transfers. Her efforts are already paying dividends in better academic performance and improved persistence among the individuals who complete her course.

Trish van der Spuy is a model of teaching excellence; a scholar who effectively uses her research to strengthen her classroom performance; and a colleague possessed of great generosity and collaborative spirit. She contributes far more of her time, intellect, and energy to supporting the mission of Castleton and the Vermont State Colleges than duty could ever demand. With deep appreciation, therefore, I have the honor of recommending Trish for appointment as a VSC Faculty Fellow. She represents the best of what we aspire to accomplish in the lives of our students, and I can think of no one more worthy of such a special honor.

Respectfully yours,



David S. Wolk
President

FOUNDED 1787



Castleton

A V E R M O N T S T A T E C O L L E G E

Office of the Dean

To: Dave Wolk, President

Fr: Peter Kimmel, Tony Pepper, Joyce Thomas, VSC Faculty Fellow nominating committee

Re: VSC Faculty Fellow Nomination

Da: January 9, 2014

Having completed our review of multiple worthy candidates, we are writing to nominate Dr. Patricia van der Spuy as our unanimous choice for the Vermont State Colleges Faculty Fellow award. "Great Teacher," "kind," "helpful," "learned a lot," "fun," "always available"--so run student comments for Professor Van der Spuy's courses. One is struck by the number of respondents who say they would take another course from her, or already are taking such a course. This unusually high level of enthusiasm is similarly reflected in the support letters of Trish's HGEP Department colleagues, who stress her exemplary work ethic and the genuine joy she takes in educating students.

Trish's accomplishments and support letters both make clear that she exemplifies the true meaning of "fellowship." Trish's scholarship is shared with and benefits her colleagues in the HGEP department, and this scholarly activity also directly informs and improves her teaching. It is clear that she is a teacher first and foremost, and very willing to go the extra mile in instructing and advising her students. One of her letters noted that Trish is "... particularly adept at making unfamiliar material comprehensible to a class ..." -- a skill that is not necessarily common but of great value to students at an institution like Castleton.

Of particular note are her roles as coordinator of history and social studies, as a participant in the FYS program, as a teacher during January Term, as a sponsor of pedagogy labs in history, and as a significant contributor to both the Women's and Gender Studies program and what Professor Scott Roper terms the "renaissance" of the HGEP Department. It is, indeed, difficult to imagine Castleton State College without so stellar a teacher and scholar.

Most recently, Professor van der Spuy has played a central role in supporting efforts to improve retention rates among transfer students. Following a highly successful pilot this past fall, she will be leading a transition seminar designed specifically for transfers during the spring semester of 2014. Her efforts are already paying dividends in better academic performance and improved persistence among the students who complete her course. And her involvement reflects a

Castleton

A V E R M O N T S T A T E C O L L E G E

Office of the President

commitment to the college that administrators, faculty, staff, and students alike have grown to expect.

In sum, Patricia van der Spuy, as highlighted in the observations above, is a model of teaching excellence; a scholar who effectively uses her research to strengthen her classroom performance; and a colleague possessed of great generosity and collaborative spirit. She represents the best of what makes Castleton such a wonderful place at which to study and work. We as a committee are most grateful for having the opportunity to play a part in recognizing her myriad achievements and contributions. We respectfully and unreservedly recommend, therefore, that you join us in nominating Trish for the honor of selection as a Vermont State Colleges Faculty Fellow.



December 9, 2013

Andre Fleche
Associate Professor of History
Department Chair
Castleton State College
Castleton, VT 05735

To the Members of the Faculty Fellow Selection Committee:

I am writing this letter to nominate Patricia van der Spuy for the Vermont State Colleges' Faculty Fellow award. Prof. van der Spuy is an incredibly dedicated teacher, an engaged scholar, and a supportive coworker.

In her time at Castleton, Dr. van der Spuy has been especially successful at fostering a collegial atmosphere of scholarly inquiry. I recall, in particular, her efforts to organize a faculty research discussion group in Leavenworth Hall in 2006-2007. For a year, colleagues from a number of disciplines got together monthly to share work in an intellectually stimulating environment. She has also pursued exciting research of her own in South Africa and Florida, and presented a number of papers at academic conferences. In 2010, I enjoyed working with her to assist Scott Roper in bringing the annual conference of the Pioneer America Society to the Castleton campus.

Trish brings an equal level of commitment to the classroom. She is never too busy to help a student succeed, and she has earned a well-deserved reputation as a generous and understanding mentor. Her record of service to the college is also impressive. She served for a number of years on the Executive Council of the Faculty Assembly, first as member-at-large and later as parliamentarian. She currently coordinates the history and social studies majors for the HGEP department and has made key contributions to the development of the Women's and Gender Studies program at Castleton. Prof. van der Spuy has also been a committed member of the FACTE committee, the FYS program, and a number of other college initiatives.

Patricia van der Spuy is an accomplished scholar and a well-respected member of the faculty. I hope you will join me in supporting her nomination for VSC Faculty Fellow.

Yours Sincerely,

Andre Fleche

Castleton

A V E R M O N T S T A T E C O L L E G E



10 December 2013

Dear Dean Pepper:

I am very happy to write this letter in support of Dr. Patricia van der Spuy's nomination for VSC Faculty Fellow. Trish and I both arrived at Castleton in August 2005. In our time as colleagues in the HGEP Department, we have worked together as members of two successful search committees, as well as the department's committees on assessment, global studies, social studies, and many, many others. I consider her a good friend, a model colleague, and an essential member of the Castleton community.

Since my first semester at Castleton, I have heard much from students about Trish's classes in history and Women's and Gender Studies. She is a very popular professor among those who have taken her courses. Students remark about how much fun they have in her classes (I often hear laughter coming out of her classroom) and how much they learn. I have seen first-hand her dedication to her students by way of the extraordinary amount of time she puts into meeting with students individually, and I can always tell when students in my geography courses have taken a class with Dr. van der Spuy based on how well they know African history and geography. Students absolutely adore Trish as a teacher and a mentor, respect her accomplishments as a professional historian, and truly appreciate her love of history and of Africa, her enthusiasm for Women's and Gender Studies and Global Studies, and her passion for teaching in general. I, too, have tremendous respect for her accomplishments as a teacher, her dedication to and passion for her profession, and her generosity to students. I do not hesitate to recommend her courses to my advisees.

More than one member of the Castleton community has suggested that the HGEP Department has seen a "renaissance" in the last few years, stating that it is more active and vibrant than it has been in some time. I do not know if that is true, but if it is, Trish is one of the major reasons for it. I think most of us in the department are in awe of Trish's work ethic. On days when I arrive on campus at 8:00 AM, typically Trish is already hard at work in her office, and I have encountered her working well into the evening. She is always busy with *something*, whether finding ways to improve the Social Studies curriculum, advising or otherwise working with students, working to improve our service to future educators, or helping to find a suitable solution to a departmental problem which has resulted in an impasse among its faculty. She is a strong advocate for cross-cultural understanding and human rights, subjects which she has engaged through her research and service activities as well as in her teaching. Being the only geographer on campus, I greatly appreciate her dedication to interdisciplinary study, as evidenced by her important work with the WGS program, in being the lead organizer of the Leavenworth Hall Brown Bag presentation series several years ago, and in her advocacy for

programs such as Global Studies.

Space prohibits me from listing all the ways Dr. van der Spuy has contributed to the Castleton community, or even the ways I have benefited from her presence on campus. But I cannot stress how invaluable those contributions have been in the lives of our students at Castleton, in the growing reputation of the HGEP Department, and in the intellectual and academic growth of the college as a whole since her arrival. Personally, I am very grateful for her presence at Castleton and in the HGEP Department specifically, not only for her intelligent and vital contributions to the department or her level-headed approach to departmental issues, but also for her ability to listen and offer constructive advice and criticism. Her tireless efforts, collaborative work, and vitality have, in my opinion, helped to define the HGEP Department and have strongly influenced its overall success and direction since her arrival. She has my highest recommendation for the VSC Faculty Fellowship.

Sincerely,

A handwritten signature in cursive script, reading "Scott C. Roper". The signature is written in dark ink and is positioned above the printed name and title.

Scott C. Roper, Ph.D.
Associate Professor of Geography
Geography Program Coordinator
Vermont Geographic Alliance Coordinator

216 Leavenworth Hall
Castleton, VT 05735

Castleton

A V E R M O N T S T A T E C O L L E G E

Office of the Dean

December 10, 2013

It is with tremendous enthusiasm that I write to support Patricia van der Spuy's candidacy to be a VSC Faculty Fellow. I had the pleasure of being Trish's colleague for seven years (and her chair for three years), and I feel that I am well placed to state that she is an invaluable member of the VSC faculty and is exceptionally deserving of this award.

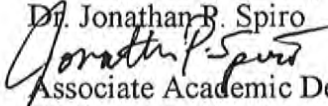
First of all, Professor van der Spuy is a stellar teacher. She is not only committed to increasing our students' knowledge and appreciation of her various subject matters (World History, African History, and Women's History), but she is thoroughly devoted to the personal and professional growth of her pupils. The door to her office is always open and she spends hours and hours helping the stream of students who come to spend time with her.

Indeed, Trish has dedicated her career to serving the needs of Vermont's students. That is why she has introduced numerous new courses to our catalog—and she is always experimenting with additional ones. She simply will not allow herself to rest on her laurels despite the many accolades that have come her way.

In addition to her teaching prowess, Professor van der Spuy is very involved with campus affairs. She has served—and served with distinction—on almost every possible department committee; her college-wide service has included the Executive Council, the FACTE Committee, the Calendar Committee, the CHANGE Committee, the FYS program, and a laudable stint as the Women's and Gender Studies Coordinator. (I suspect that her *curriculum vitae* lists many more committees that have slipped my mind.) The fact is that Professor van der Spuy is not just *willing* to serve her college, but she is always the *first* to volunteer to serve on committees, and then she serves enthusiastically. And she engages in all of this extra-curricular activity for the most admirable of motives: Trish is eager to give her time and her energy to any project that she thinks will help the students of Vermont.

Finally, a word about her personality. Trish van der Spuy is a most congenial colleague and she is admired and beloved by all who know her. It is not an accident that she is regularly sought out by professors who want to team-teach with her. She is bright, she is warm, she is funny, and she is an absolute pleasure to work with. (In the days when her office was on the same floor as mine, I constantly heard her infectious laughter wafting down the hallway.)

I urge the Selection Committee to favorably consider Professor van der Spuy's nomination for the VSC Faculty Fellow.

Thank you very much,
Dr. Jonathan B. Spiro

Associate Academic Dean
Castleton College



Dear Faculty Fellow Selection Committee:

I'm writing in support of Patricia van der Spuy's nomination for the award of Faculty Fellow of the Vermont State Colleges. This is my fifth year as Trish's colleague in the Department of History, Geography, Economics, and Politics at Castleton. I have worked closely with her during that time and we have twice team-taught courses together. I also have had the opportunity to present on panels at professional conferences with her on two occasions. It is my distinct pleasure to recommend this gifted teacher and scholar, who is richly deserving of this award.

One of Trish's most valuable attributes as a scholar and an educator is her ability and willingness to have her research influence her work in the classroom. Her important work on transoceanic feminism in the Indian Ocean region has shaped her approach to world history and to African history. Our conversations about her work have influenced my teaching of world history as well. In fall 2012, we presented some of these ideas on a panel called "Africa in Transoceanic World Historical Contexts: Challenges and Opportunities in Teaching and Scholarship" at the New England World History Association meeting in Boston. Trish's more recent work on childhood – part of which she presented at a conference in Australia in summer 2012 – has also influenced her teaching, especially her "History of Childhood" First Year Seminar taught in the fall of 2013.

Trish also continually seeks to use current scholarship to improve her teaching. She frequently engages me in discussions about our world history curriculum, often in relation to a topic from a listserv or a recent article. We both were members of the Global Studies Reading Group – a group funded by a grant from the college to read and discuss recent scholarship in the Global Studies field – and, in that context, had many stimulating conversations about how recent work might challenge us to change some of our content in World History I and II.

In addition to the innovative theoretical perspectives she brings to the classroom, Trish is also an extraordinary mentor to and educator of students. She is particularly adept at making unfamiliar material comprehensible to a class using, for example, her personal story as an emigrant from South Africa to help her students understand perspectives other than their own. She is a tireless advisor to students, correcting multiple drafts of essays and helping them through difficult concepts in her office. It is difficult to quantify how much I learned from Trish and how much I have been influenced by her approach to students.

Trish is also deserving of the Faculty Fellow award because of her tireless service to the college. She serves on a number of standing and ad hoc committees, ranging from the Faculty Assembly Teacher Education Committee to the recently formed Diversity Committee. She is very involved with the planning and implementation of Women's History Month programming each year and was a member of the First Year Seminar Book Selection Committee this year. All of these are in addition to more fixed duties such as her work as History and Social Studies Coordinator.

Patricia van der Spuy, Ph.D
Curriculum Vitae
January, 2013 (needs to be updated)



Associate Professor, African History and World History
Coordinator, History and Social Studies programs,
Department of History, Geography, Economics and Politics
Castleton State College
Castleton, VT 05735

Email: patricia.vanderspuy@castleton.edu
Phone: 802.468.1451

Education

- 2002 Ph.D (Historical Studies) University of Cape Town, South Africa.
Dissertation: ““Not only the younger daughter of Dr Abdurahman’. A feminist exploration of early influences on the political development of Cissie Gool.”
- 1993 MA (History) University of Cape Town.
Thesis: “Gender and slavery at the Cape of Good Hope, with a focus on the 1820s.”
- 1989 BA (Hon.), History, University of Cape Town.
Thesis: “The involvement of women in violent crime as processed by the institutions of justice in Cape Town 1860 – 1879.”
- 1988 Completion of undergraduate program in History, University of Cape Town.
- 1986 Higher Diploma in Education (Post-Graduate) Secondary, University of Cape Town. Teaching Subjects: English and Guidance.
- 1984 BA (Honors) English, University of Cape Town.
Thesis: “Sylvia Plath” her life in poetry.”
- 1983 BA (English, Psychology) University of Cape Town.

Professional Experience

Castleton State College

- 2011 - Associate Professor, African History & World History; Coordinator of History and Social Studies programs.
- 2005 – 2011 Assistant Professor, African History & World History.
- 2006 – 2009 Coordinator, Women’s Studies Program.
- 2009 - Coordinator, History and Social Studies Programs.

Previous experience

- 2004 – 2005 Visiting Assistant Professor, African History, Williams College.

- 2003 – 2004 Visiting Lecturer, South African History, Emory University
 2003 Founding Member and Director, Writing Laboratory (South Africa)
 2002 – 2003 Writing Tutor: “TutorSuite”, Online Writing Laboratory
 2001 - 2002 Visiting Lecturer, University of the Western Cape, South Africa:
 Coordinator and sole instructor, Undergraduate Program, Women’s and
 Gender Studies Program.
 1999 – 2002 Researcher and writer: Centre for Popular Memory, University of Cape
 Town. Project: Ray Alexander’s autobiography.
 1993 – 1999 Adjunct lecturer, tutor, and researcher, University of Cape Town.
 1989 – 1994 Researcher and writer: Centre for Socio-Legal Studies, University of
 Cape Town. Project: The history of illegitimacy in Cape Town, South
 Africa.
 1996 - 1997 Visiting Lecturer, University of the Western Cape, South Africa, History
 Department.
 1986 High school teacher (English literature and language), Vainona School,
 Harare, Zimbabwe.

Teaching Experience

Castleton State College (2005- present)

Introductory classes

World History I and II

Introduction to Women’s Studies

African Societies Before 1500

Formation of Modern Africa

Pedagogy Labs (World History, Teaching History)

Historical Perspectives on Non-Violence (First Year Learning Community, Fall 2011)

Thing Global (History), Act Local (First Year Seminar, Fall 2012)

Intermediate classes

African History before 1885

African History after 1885

Women in History

Global Gender Issues

U.S. Women’s History

Upper-division classes

Representing Africa through African Eyes

Representing Africa through Western Eyes

Apartheid South Africa

African History: Texts in Context.

The Politics of Sport in South African History

Women and Gender in African History

Internship in History

Independent Study in Women’s Studies

Independent Studies in History
Nationalism, Ethnicity and Gender in modern Africa
Liquor, Labor and Lust in Colonial Africa
Theories and Practice of History and Social Studies
Teaching World History

4000-level

Senior Seminar in History and Social Studies

Williams College (2004 -05)

Modern African History

Apartheid South Africa

Slavery in Africa

Post-Apartheid South Africa

Member of Williams College History Department Honors Committee

Emory University (2003-04)

Undergraduate courses:

Making South Africa (survey history course, cross-listed with African Studies)

South African History and Issues

Graduate courses:

Directed reading course on Women and Gender in South African Historiography

De-Constructing South Africa's Past - Trends and Debates

South African Historiography

I served as a member of two Graduate Examination Committees (African History and Women's Studies).

University of the Western Cape (1998, 2002)

Women's and Gender struggles in South Africa

South African History (1998, 2002)

South African Feminisms

Gender Issues I (gender and development)

Gender Issues II (sexuality; gender identities)

Gender Issues III (Research project: introduction to feminist research; HIV/AIDS)

University of Cape Town (1993 – 1999)

Faculty of Humanities Foundation Course (Team taught)

The making of the Atlantic World (Team taught)

A History of American Feminism (Team taught)

Women in Modern History (Team taught)

The Millenium (Team taught)

The African Diaspora (Team taught)

Economic History (American and British, with some South African comparisons.) (Team taught)

Scholarship***In progress:***

With Anne Slonaker, Education Department, Castleton College: Oral History Project, Irene Mahar, formerly of Poultney VT (now Venice, FL).

Publications***Encyclopedia entries***

"The Universal Declaration of Human Rights", in *Milestone Documents in World History* Schlager, 2010.

"Cissie Gool", in B.G. Smith, ed. *Encyclopedia of Women in World History*, Oxford University Press, 2008.

'Slavery in South Africa', in P. Poddar and D. Johnson, eds. *An Historical Companion to Postcolonial Literatures*, Edinburgh: Edinburgh University Press, 2005.

'Women's Histories', in P. Poddar and D. Johnson, eds. *An Historical Companion to Postcolonial Literatures*, Edinburgh: Edinburgh University Press, 2005.

Chapters in Books

With Lindsay Clowes. "Transnational Mentoring: The Impact of Sarojini Naidu's 1924 Visit to South Africa on Cissie Gool and Women's Leadership", in F. De Haan, M. Allen, J. Purvis and K. Dasklova, eds., *Women's Activism: Global Perspectives from the 1890s to the Present*. Abington: Taylor & Francis/ Routledge, 2013.

"Infanticide, Slavery and the Politics of Reproduction at Cape Colony, South Africa, in the 1820s." In M. Jackson, ed., *Infanticide: Historical perspectives on child murder and its concealment, 1550-2000*. Aldershot: Ashgate, 2002.

With Sandra Burman. "Communities, 'Caring', and Institutions: Apartheid and Child Care in Cape Town since 1948." In P. Horden and R. Smith (eds) *The Locus of care: families, communities, and institutions in history*. London: Routledge, 1997.

Journal Articles

With Lindsay Clowes. "'A Living Testimony of the Heights to which a Woman can rise': Sarojini Naidu, Cissie Gool and the Politics of Women's Leadership in South Africa in the 1920s." *South African Historical Journal* 64, 2, 2012.

"Ray Alexander." *World History Connected*, forthcoming.

With Scott Roper. "Burial Landscapes of Colonial Dutch Settlers in Vermont." *PAST* 32, 2009.

With Lindsay Clowes, "Accidental Feminists? Recent Histories of South African Women", *Kronos* 33, 2007.

"'Our Book': A Personal Reflection on Ray Alexander Simons' *All my life and all my strength*." *Kronos* 31, 2005.

"Silencing Race and Gender?: The 1997 Conference on Gender and Colonialism." Conference review of University of the Western Cape, Conference on Gender and Colonialism, January 1997, *South African Historical Journal* 37, 1998.

"'Making himself master': Galant's Rebellion Revisited", *South African Historical Journal* 34, 1996.

With Sandra Burman. "The Illegitimate and the Illegal in a South African City: the Effects of Apartheid on Births out of Wedlock", *Journal of Social History*, 29, 3, 1996.

" 'What, then, was the Sexual Outlet for Black Males?' A Feminist Critique of Demographic Representations of Women Slaves at the Cape of Good Hope in the Eighteenth Century", *Kronos*, 23, Nov 1996.

"Slave Women and the Family in Cape Town in the Nineteenth Century", *South African Historical Journal* 27, 1992.

"Gender and Slavery: towards a Feminist Revision", *South African Historical Journal* 25, 1991.

Pedagogy/ Text books

Reviewer for Bedford St Martins, *World History Source book*, companion to McKay, et al, *A History of World Societies* (Spring 2011).

With Andre Proctor, Gail Weldon, et al. *History Textbook for Grade 10*. New Africa Books, Cape Town, 2005.

With Andrew Bank & C. Malherbe, *People of the Western Cape: A History for Schools*. Cape Town: Juta, 2003.

With Lindsay Clowes. *Learning about History 2*. Cape Town: USWE (Use, Speak and Write English) (Adult Basic Education and Training), 1997.

Van der Spuy, P. *'Nations' study manual*. Cape Town: Macrat Matric Success, Matric Publishing, 1995.

Selected book reviews

Straus, S. and R. Lyons, *Intimate Enemy: Images and Voices of the Rwandan Genocide*. New York: Zone Books, 2006. Reviewed for *PAST* 32, 2009.

Bezdrob, A. *Winnie Mandela: A Life*. Reviewed for H-SAfrica@h-net.msu.edu (July 2004) and also for *Chimurenga online* August 2004 (www.chimurenga.co.za)

Scully, P. *Liberating the Family? Gender and British slave emancipation in the rural Western Cape, 1823-1853*, reviewed for *The Journal of African History* 40, 1999.

Worden, N. and C. Crais, *Breaking the Chains: Slavery and its legacy in the nineteenth-century Cape Colony*, Reviewed for *Social Dynamics* 23, 1, Winter 1997.

Shell, R. *Children of bondage: A social history of the slave society at the Cape of Good Hope, 1652 – 1838*, Reviewed for *Social Dynamics* 23, 1, Winter 1997.

Worden, N. and C. Crais, *Breaking the Chains: Slavery and its legacy in the nineteenth-century Cape Colony* and R. Ross, *Beyond the Pale: Essays on the history of Colonial South Africa*, Reviewed for *Southern African Review of Books*, 43, May/June 1996.

Buijs, G. ed., *Migrant Women: Crossing Boundaries and Changing Identities*. Reviewed for *South African Historical Journal* 32, 1995.

Presentations

" "I feel like a bird shut up": The early lives of Zanonesa (Cissie) Abdurahman and her sister Waradea (Rosie), the "Abdurahman girls" of District Six, Cape Town, in early 20th century South Africa", paper presented to the *(Trans)National Girlhoods*

workshop, Colonial Girlhoods Conference, University of Melbourne, Australia, June 15, 2012.

"The Colonial Era and After," Presentation to Fair Haven Art Club, Vermont, April 2012.

With Lindsay Clowes. "Sarojini Naidu, Cissie Gool and the Politics of Women's Leadership in South Africa in the 1920s," paper presented to the International Federation for Research in Women's History Conference, Amsterdam, August 2010 (in conjunction with the 21st International Congress of Historical Sciences).

"Sport and Nationalism in South Africa: A tale of two stadia", presentation to Phi Alpha Theta induction ceremony, Castleton State College, April 2010.

"Thinking about Africa" Osher Institute for Lifelong Learning, Lecture Series (four lectures), Rutland, Vermont, January 2010.

With Scott Roper. "Burial Landscapes of Colonial Dutch Settlers in Vermont", paper presented at the Pioneer America Society 40th annual conference, Baton Rouge, October 2008.

"Lessons in Transgression: Nellie and Abdullah's younger daughter, Zainunnissa (Cissie) Abdurahman, Cape Town, South Africa." Paper presented to The National Women's Studies Association conference "Resisting Hegemonies: Race and Sexual Politics in Nation, Region, Empire", Cincinnati, Ohio, June 19-22, 2008.

"'The finest cause in the world is the struggle for freedom and a full, satisfying life for our people.' Defying the domination of race and sex in racist, sexist South Africa: Cissie Gool and Ray Alexander. Soundings Lecture, Castleton State College, March 9, 2006.

"'Civilized Men': Engendering 'colored' identity, South Africa, c.1909," presented to Castleton State College, November 29, 2005.

"The politics of race, gender and class in Cape Town, South Africa, c1910: Dr Abdurahman and the African Political Organization," presented at the AFSAAP Annual Conference, University of Western Australia, November 26-28, 2004.

"Engendering 'race' in the struggle for men's enfranchisement: Dr Abdurahman and the African Political Organization, Cape Town, South Africa, c1910," presented at the Williams College History Colloquium, November 10th, 2004, and at the African Studies Association Annual Meeting, New Orleans, November 11-13, 2004.

"Engendering 'race' in the struggle for men's enfranchisement: Dr Abdurahman and the African Political Organization, Cape Town, South Africa, c1910," paper presented to the History Department Colloquium, Williams College, November 10, 2004.

"Crisis in Sudan: Too little, too late – again?" Presentation to Students for Social Justice, Williams College, September 21, 2004.

Lecture to the "Journeys of Reconciliation" Program, on the history of South Africa, March 18, 2004.

"Reconfiguring Race and Building Community in early Twentieth Century Cape Town: The Doctor, Mrs Abdurahman and the APO," presented to the Institute for African Studies, Emory University, March 4, 2004.

"Rethinking race in Cape Town, South Africa, before apartheid: the Abdurahman family," presented at the Center for the Study of Women, Science and Technology, Georgia Technical University, January 26, 2004.

“Gendered visions and women’s work: Nellie Abdurahman and the African Political Organisation Women’s Guild, 1909 – 1914,” presented at the University of the Western Cape History Department Seminar, co-hosted by Women’s and Gender Studies, September 10, 2002.

“Infanticide, slavery and the politics of reproduction at the British Cape Colony, South Africa, in the 1820s,” paper submitted to Medicine, law and society: a symposium on the history of infanticide, Exeter University, December 1-2, 1998.

“Woman’s suffrage at the Cape, South Africa: Contextualizing Cissie Gool,” International Federation for Research on Women Conference on ‘Women and Human Rights, Social Justice and Citizenship: International Historical Perspectives’, University of Melbourne, June 30 to July 2, 1998.

“Silencing race and gender,” presented to the University of the Western Cape History Seminar, 1997.

“Meanings of freedom: Slaves,” presented to Cape American Studies Association colloquium, Department of English, University of Cape Town, 1997.

With Sandra Burman. “Law and Illegitimacy in South Africa - From Slavery to Apartheid and Beyond”, The International Sociological Association's Research Committee on Sociology of Law Conference on Human Rights for the 21st Century, Onati, Spain, July 1993.

With Sandra Burman. “Law and Illegitimacy in South Africa - From Slavery to Apartheid and Beyond,” The International Conference on Nursing, Women’s History and the Politics of Welfare, Nottingham University, United Kingdom, July 1993.

With Sandra Burman. “Communities, “Caring” and Institutions: Apartheid and Child Care in Cape Town since 1948,” Conference on Communities, Caring and Institutions, Oxford University, United Kingdom, July 1992.

“Slave women and the family in Cape Town after the abolition of the slave trade,” presented to the Cape Town History Workshop, University of Cape Town, 1991.

“Some thoughts on gender and its application to the study of Cape slave society at the end of the 18th century. ‘Cape Slavery - and After,’” Conference, History Department, University of Cape Town, 1989.

Service

Membership of Professional Associations

African Network in Global History/ Réseau Africain d’ Histoire Mondiale

African Studies Association

World History Association

New England Region World History Association

Vermont Academy of Arts and Sciences (Trustee)

Higher Education Teaching and Learning

Vermont Social Studies Educator Network

World History Association

Peer Review

Fall 2011:

- Reviewer of a research funding proposal in Higher Education, *National Research Foundation, South Africa*.

- External reviewer of the History Program, Massachusetts College of Liberal Arts

Service to K-12 education

AP World History grading, June 2011

Emory University (Visiting Instructor)

Member of Ph.D Major and Minor Field examination committees, African History and Women's Studies.

I Co-led an internship abroad program to South Africa (with Professor Sheila Teft)

Honors and Awards

2010	Advanced Faculty Grant: Professor Anne Slonaker and I were awarded a grant to conduct research in Florida (oral history project; see "work in progress" above)
2009 - 2009	Coordinator, History and Social Studies Programs, Castleton State College
2009	Advanced Faculty Grant to travel to South Africa for research purposes and to Amsterdam, Netherlands, to present a paper at a conference
2006 – 2009	Coordinator, Women's Studies Program, Castleton State College
2006 - 2009	Research Associate, Williams College, MA.
2006	Advanced Faculty grant to travel to South Africa to conduct research.
2003-2005	Visiting Academic, University of the Western Cape, South Africa
1998	International Visitor to the Australia Center, Melbourne University, Australia
1997, 98	Research Associate Scholarship, University of Cape Town, South Africa
1996	Human Sciences Research Council Scholarship for PhD research, University of Cape Town, South Africa.
1996	Nominated for Distinguished Teacher Award, University of Cape Town, South Africa.
1989	Charles Struben Memorial Prize for honors dissertation, University of Cape Town, South Africa
1989	Bishops School Book prize for honors dissertation, University of Cape Town, South Africa
1987	History I Class Medal, University of Cape Town, South Africa.

ARTICLE 42
VSC FACULTY FELLOWS

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

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

1. At each campus, a committee composed of a College administrator and two faculty members appointed by the President and Faculty Federation, respectively, shall meet and consider nominations for the award of VSC Faculty Fellow.
2. By January 15 of each year of this Agreement the campus committee shall submit to the College President the names of three faculty members to be considered for the VSC Faculty Fellowship. The nominations shall be accompanied by a detailed recital of the qualifications of the faculty member and a detailed analysis of the reasons for the nominations.
3. By March 1 of each year of this Agreement each President shall submit the name of one faculty member from the aforementioned list to a VSC Faculty Fellow Committee

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

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

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

Vermont State Colleges
Faculty Fellows, 1987-2013

2013-2014	Peter Kimmel, Professor of Natural Sciences, Castleton State College
2012-2013	Ken Leslie, Professor of Art, Johnson State College Jim Bozeman, Professor of Mathematics, Lyndon State College
2011-2012	Linda Olson, Professor of Sociology, Castleton State College Pat Shine, Professor of Psychology, Lyndon State College
2010-2011	Gina Mireault, Professor of Psychology, Johnson State College Harry McEnery, Professor of Theater Arts, Castleton State College
2009-2010	Elizabeth Dolci, Professor of Biology, Johnson State College Mark Fox, Professor of Biology, Castleton State College
2008-2009	Carrie Waara, Professor of History, Castleton State College
2007-2008	Steve Blair, Associate Professor of Music, Johnson State College Tom Conroy, Professor of Communication, Castleton State College
2006-2007	Denny Shramek, Professor of English, Castleton State College
2005-2006	Bob Johnson, Professor of Philosophy, Castleton State College Linda Mitchell, Professor of Business Administration, Lyndon State College
2004-2005	Abbess Rajia, Professor of Mathematics, Castleton State College Leslie Kanat, Professor of Geology, Johnson State College
2003-2004	John Knox, Professor of Mathematics, Vermont Technical College Glenn Sproul, Professor of Mathematics, Johnson State College
2002-2003	Dr. Kit Cooke, Associate Professor of Humanities, Johnson State College Paul Albro, Professor of Business Administration, Castleton State College
2001-2002	Dr. Gina Mireault, Associate Professor of Psychology, Johnson State College Dr. Lori Werdenschlag, Associate Professor of Psychology, Lyndon State College
2000-2001	Marjorie Ryerson, Associate Professor of Communications, Castleton State College Russell Longtin, Professor of Theater, Johnson State College
1999-2000	Leslie Kanat, Associate Professor of Geology, Johnson State College Pei-heng Chiang, Professor of Political Science, Castleton State College

1998-1999	Tony Whedon, Professor of Writing and Literature, Johnson State College Albert Robitaille, Professor of Civil Engineering Technology, Vermont Technical College
1997-1998	Professor Patrick Max, Director of the Calvin Coolidge Library, Castleton State College Maris Wolff, Professor of Fine and Performing Arts, Johnson State College
1996-1997	Dr. Judith M. Meloy, Associate Professor of Education, Castleton State College Dr. Cyrus B. McQueen, Associate Professor of Biology, Johnson State College
1995-1996	Dr. Robert Aborn, Professor of Music, Castleton State College Dr. James Bozeman, Assistant Professor of Mathematics and Computer Science, Lyndon State College
1994-1995	Dr. Herb Propper, Professor of Fine and Performing Arts, Johnson State College Dr. Matthew Zimet, Associate Professor of Science, Vermont Technical College
1993-1994	John Gillen, Professor of English, Johnson State College Dr. John DeLeo, Associate Professor of Recreation Resource Management, Lyndon State College
1992-1993	William Ramage, Associate Professor of Art, Castleton State College Dr. Peter Kramer, Professor of Health Sciences, Johnson State College
1991-1992	Dr. Holman Jordan, Professor of History, Castleton State College Alvin Shulman, Professor of Music, Lyndon State College
1990-1991	Dr. Stephen Butterfield, Professor of English, Castleton State College Dr. Donald Tobey, Professor of Business and Economics, Johnson State College
1989-1990	Dr. Robert Gershon, Professor of Theater Arts, Castleton State College Dr. Albert Toborg, Professor of History, Lyndon State College
1988-1989	Dr. Joyce Thomas, Associate Professor, Castleton State College Susan Halligan, Associate Professor, Johnson State College
1987-1988	Thomas Smith, Professor of English, Castleton State College Paul Calter, Professor of Mathematics, Vermont Technical College

VERMONT STATE COLLEGES
BOARD OF TRUSTEES

RESOLUTION

Vermont State Colleges Faculty Fellows

- WHEREAS, Article 42 of the current Agreement with the Vermont State Colleges Faculty Federation calls for the Board of Trustees to recognize up to two VSC tenured faculty for “outstanding accomplishments in teaching and learning” by establishing Vermont State Colleges Faculty Fellowships; and
- WHEREAS, The VSC Faculty Fellows committee, comprised of EPSL Committee Chair Heidi Pelletier, VSC Chief Academic Officer Annie Howell, and VSCFF President Linda Olson, reviewed the nominations received for VSC Faculty Fellowships; and
- WHEREAS, The committee recommends that Jason Shafer, Professor of Atmospheric Sciences at Lyndon State College and Patricia van der Spuy, Professor of African History and World History at Castleton State College be awarded VSC faculty fellowships for academic year 2014-2015; therefore, be it
- RESOLVED, That Jason Shafer, Professor of Atmospheric Sciences at Lyndon State College and Patricia van der Spuy, Professor of African History and World History at Castleton State College, be awarded VSC Faculty Fellowships for the academic year 2014-2015 with all the associated rights and privileges.

May 22, 2014

4. Revised List of Programs Reviewed Under 2014 PReCIP Cycle

At its December 4, 2013 meeting, the EPSL Committee approved a list of programs to be reviewed in 2014 under Policy 101, Program Review and Continuous Improvement Process. Vermont Tech's engineering programs, which are scheduled to be reviewed in 2014, will be undergoing reaccreditation review during the 2015 academic year. In light of the extensive preparation work Vermont Tech faculty and staff must perform for the reaccreditation process, and the fact that Option 3 of the PReCIP policy allows academic programs to submit reaccreditation reports in lieu of PReCIP reports, it is proposed that Vermont Tech's engineering programs be removed from the 2014 list and moved to 2015. In 2015 these programs would submit their newly completed reaccreditation reports as part of their PReCIP process.

Also submitted for the committee's consideration is a request from Vermont Tech to remove the Professional Pilot Technology program from the 2014 list. Policy 101 states that "new programs in their first three years are ordinarily exempt from review, although a president may choose to have new programs reviewed." The Professional Pilot Technology program is currently in its third year. After consultation with Acting President Smith, Academic Dean Phil Petty requests that this program be removed from the list, to be reviewed in the future with other applied technology programs.

2014 Programs Under PReCIP Review
Proposed Update 5-22-14

Applied Technology (Construction, Professional Pilot Technology)

VTC: AAS Construction Management

BS Construction Management

~~BS Aviation: Professional Pilot Technology~~

Criminal Justice

CSC: BA Criminal Justice

AS Criminal Justice

CCV: AS Criminal Justice

AS Emergency Management

Engineering Technology

~~VTC: AE Civil & Environmental Technology~~

~~—— AE Mechanical Engineering Technology (2-year)~~

~~—— AE Mechanical Engineering Technology (3-year)~~

~~—— AE Electrical Engineering Technology (2-year)~~

~~—— AE Electrical Engineering Technology (3-year)~~

~~—— BS Electromechanical Engineering Technology~~

~~—— BS Electrical Engineering Technology ——~~

History, Social Science, Political Science, and Global Studies

CSC: BA History, Geography, Economics and Politics

BA Social Studies

BA Social Science (by contract)

JSC: BA History

BA Political Science

LSC: BA Social Science

Human Services

CSC: BSW Social Work

CCV: AS Human Services

LSC: AS Human Services

BS Applied Psychology and Human Services

Sociology

CSC: BA Sociology

JSC: BA Anthropology & Sociology

JSC: BS Wellness & Alternative Medicine

Undergraduate Psychology and Graduate Counseling

CSC: BA Psychology

JSC: BA Psychology

MA Counseling

LSC: BS Psychology

VSC POLICY 101
FIVE-YEAR SEQUENCE: PROGRAM REVIEW AND CONTINUOUS
IMPROVEMENT PROCESS
Proposed update 5/22/14

2014

1. Applied technology (construction, ~~professional pilot technology~~)
2. Criminal justice (incl. CCV Emergency Mgmt)
3. History, social science, political science, and global studies
4. Human services
5. Sociology
6. Undergraduate psychology and graduate counseling

2015

1. **Engineering technology (ABT, AET)**
2. Fine arts (including animation and illustration)
3. General education
4. Liberal and general studies (multidisciplinary studies is waived under Option 3)
5. Music
6. Performing arts and theater
7. Philosophy

2016

1. Allied health (incl. CCV Medical Assisting)
2. Business (incl. CCV Applied Business Practices)
3. Early childhood education
4. Health sciences, exercise science, and sports medicine
5. Mathematics
6. Nursing
7. Undergraduate and graduate teacher education, including physical education

2017

1. Agriculture and horticulture, including equine studies
2. Biology
3. Environmental sciences
4. Information technology and computing (incl. CCV Digital Marketing)
5. Natural sciences
6. Outdoor education/recreation/sports management
7. STEM Studies

2018

1. Applied technology, including automotive technology, diesel power technology, fire science, **professional pilot technology** and veterinary technology
2. Communication arts and sciences, including electronic journalism arts and graphic design
3. English, literature, and writing
4. Meteorology
5. Spanish



Manual of Policy and Procedures

Title PROGRAM REVIEW AND CONTINUOUS IMPROVEMENT PROCESS	Number 101	Page 1 of 6
	Date 4/28/2011	

PURPOSE

Consistent with its mission, Vermont State Colleges is dedicated to providing academic programs that are of high quality and remain current. Towards that end, the VSC Board of Trustees adopts this policy in order to ensure that VSC colleges regularly engage in practices designed to foster the continuous improvement of programs. Through the procedures outlined in this policy, faculty involved in delivering VSC academic programs periodically, systematically, and collaboratively review evidence regarding their effectiveness in achieving desired student learning outcomes, and commit to making the changes needed to ensure continuous program improvement.

Thus the Board of Trustees charges the colleges with and establishes guidelines for the regular review and continuous improvement of academic programs. This policy applies to associate, baccalaureate, and graduate degree programs. Generally, four to six disciplines will be reviewed annually, establishing a five-year review cycle for all programs.

In adopting this policy, the Board affirms that the responsibility for program improvement rests ultimately with the college President, who may at his/her discretion utilize additional procedures in order to improve the quality of one or more academic programs.

This policy is designed to complement Policy 109: Annual Enrollment Review.

ACADEMIC PROGRAM REVIEW: POLICY AND PROCEDURES

Standards

The VSC Board of Trustees has adopted the following standards for high-quality programs. The purpose of Academic Program Review will be to determine the extent to which degree programs:

1. assist in meeting regional, state, and/or student needs;
2. integrate liberal, professional, and career study;
3. maintain currency;
4. achieve defined student learning outcomes as demonstrated through valid and reliable assessment processes;

5. utilize effective strategies for continuous improvement; and
6. help students prepare for life after graduation.

Schedule and Processes for Review

By March 1 of each year, the Council of Presidents (COP) will recommend to the Board of Trustees' Education, Personnel, and Student Life Committee (EPSL) the programs/disciplines to be reviewed during the following year, how these programs should be clustered for review, and the timeline for reviews.

Three Approaches to Review

The VSC Board of Trustees provides colleges and their programs three ways to meet the Board's standards for regular review and continuous improvement of academic programs. Option 1 involves preparing a program "self-study" document with ten specific components. Option 2 permits representatives of VSC programs in a given discipline cluster to work together to design a customized approach to the self-study. Option 3 is provided for programs that are nationally accredited or approved through Vermont's Results Oriented Program Approval (ROPA) process.

VSC will assess programs clustered by discipline on a system-wide basis to determine (1) how well they meet the Board's standards for high-quality programs (listed above), (2) how the programs might be strengthened by specific program improvement measures, and (3) if and how collaboration across colleges might benefit the programs and their students. New programs in their first three years are ordinarily exempt from review, although a president may choose to have new programs reviewed.

In the spring semester of the year when a program is scheduled for Policy 101 review, the Academic Dean will meet with senior majors, using a structured interview protocol, and will prepare a written report of this interview, which shall be submitted to the program head and to the President.

OPTION 1 AND OPTION 2: PREPARATORY PHASE

VSC requires all programs not formally accredited by a national accrediting association to participate periodically in one of the Academic Program Review processes detailed below.

1. In May of each year, normally in conjunction with the VSC Academic Retreat, faculty from programs scheduled for review in the following year will be invited to attend a special meeting to launch the Academic Program Review process. At this meeting:
 - a) The VSC chief academic officer will explain:
 - i) the Academic Program Review process, including the option to add custom-designed questions;

- ii) the recommended timeline and campus process for preparing a program self-study;
 - iii) data that will be generated by VSC as well as those that are to be collected by the program/college; and
 - iv) resources that are available to assist those involved in program review and program assessment processes.
- b) Programs in each cluster will determine whether they want to design a customized approach to the self-study. If all programs in a cluster choose to pursue the customized approach, representatives of those programs must collaboratively decide how they will organize to conduct this process and the deadlines they will set for their work. (See description of Option 2 starting on the bottom of page 3.)
 - c) Each cluster of programs, meeting with the academic dean who has been assigned to chair the review committee for that cluster, will discuss and generate ideas for potential outside members of review committees.

Option 1: The Standard System-Wide Review Process

1. During the year of the review, each program shall prepare a self-study that contains the following components:
 - a) a brief description of the program;
 - b) an analysis of curricular coherence and currency as well as pedagogical development;
 - c) an analysis of educational outcomes based on clearly defined student learning outcomes for the major and a comprehensive program assessment plan;
 - d) a description of regular processes designed to ensure continuous improvement of the program;
 - e) a description of the program's efforts to help prepare students for life after graduation;
 - f) longitudinal enrollment, retention, and graduation data, and a description of strategies to improve retention and graduation rates as well as, if appropriate, any plans to increase enrollment;
 - g) a review of job placement and/or continuing education trends among recent graduates;
 - h) commentary on the Academic Dean's report of his/her meeting with senior majors;
 - i) an analysis of program strengths and weaknesses; and
 - j) a plan that details program improvement strategies and any other anticipated changes.
2. By June 1, the Presidents shall submit to the Chancellor the self-study that has been prepared for each program under Option 1 review.
4. By June 1, the Council of Academic Deans (CAD) will establish committees to review the program self-studies. Generally, each committee will consist of five to eight individuals, including VSC faculty and administrators and at least two members external to the VSC.

Before August 15, each committee will meet to review self-studies and by October 1, submit an analysis of the self-studies to the Chancellor, college Presidents, and program heads. These reports will include recommendations for strengthening programs and any recommendations for program collaboration across colleges.

5. A program may comment on the review committee report in writing to the Chancellor.
6. COP will review all committee reports, along with any written comments submitted by programs, prior to their submission to EPSL, and will report to EPSL regarding how successfully programs under review employ continuous improvement strategies to meet Board of Trustees' standards for high-quality programs. COP will also report to EPSL on any recommendations it has made to the colleges regarding inter-program collaboration.
7. Before December 1, EPSL will review all committee reports and the recommendations of COP, and submit a report to the full Board of Trustees regarding the status of continuous improvement efforts in academic programs under review.

Option 2: Self-Designed Review Process

Programs pursuing Option 2 must by November 1, collectively submit to CAD a plan that specifies how, through a customized process and report template, each program in the cluster will be reviewed to ensure that it is of high quality and remains current.

1. Besides its unique elements, the plan for the customized process must include the following elements:
 - a) a system-wide review committee process,
 - b) recommendations regarding the proposed outside membership of the review committee,
 - c) guidelines for individual program self-studies that include but are not limited to:
 - i) an analysis of educational outcomes based on clearly defined student learning outcomes for the major and a comprehensive program assessment plan,
 - ii) commentary on the Academic Dean's report of his/her meeting with senior majors,
 - iii) an analysis of program strengths and weaknesses, and
 - iv) a plan that details program improvement strategies and any other anticipated changes.
2. By December 1, CAD will submit to the COP any plans for a customized review that it would endorse.
3. By January 2, the VSC chief academic officer will inform the programs that have submitted a plan for review under Option 2 whether that plan was approved by COP, whether COP determined that additions or changes to the plan are required, or whether COP was unwilling to approve the customized review proposed.

4. By June 1, the Presidents shall submit to the Chancellor the self-study that has been prepared for each program under Option 2 review.
5. By June 1, CAD will establish committees to review the program self-studies. Generally, each committee will consist of five to eight individuals, including VSC faculty and administrators and at least two members external to the VSC.
6. Before August 15, each committee will meet to review self-studies and by October 1, submit an analysis of the self-studies to the Chancellor, college Presidents, and program heads. These reports will include recommendations for strengthening programs and any recommendations for program collaboration across colleges.
7. A program may comment on the review committee report in writing to the Chancellor.
8. COP will review all reports submitted, along with any written comments submitted by programs, prior to their submission to EPSL, and will report to EPSL regarding how successfully programs under review employ continuous improvement strategies to meet Board of Trustees' standards for high-quality programs. COP will also report to EPSL on any recommendations it has made to the colleges regarding inter-program collaboration.
9. Before December 1, EPSL will review all committee reports and the recommendations of COP, and submit a report to the full Board of Trustees regarding the status of continuous improvement efforts in academic programs under review.

Option 3: Process and Timeline for Accredited Programs

Programs that are nationally accredited as well as those approved by the State of Vermont's Results Oriented Program Approval (ROPA) process are required, as a condition of continued accreditation, regularly to engage in program outcome assessment and continuous improvement processes. Accredited programs that have undergone accreditation reviews since the last Policy 101 review are reviewed by COP and by EPSL through procedures detailed below. An accredited program that has not undergone an accreditation review since the last Policy 101 review must prepare a self-study under the procedures of either Option 1 or Option 2 above.

1. By June 1, Presidents of colleges with accredited or ROPA-approved programs scheduled for review shall submit to the Chancellor all reports pertaining to these programs that have been received from accrediting associations—or, in the case of ROPA-approved programs, from the Vermont Department of Education—since the last VSC review. Program self-studies prepared for accreditation reviews need not be submitted to the Chancellor.

2. In the year during which an accredited program is scheduled for Policy 101 review, the Academic Dean will meet with senior majors, using a structured interview protocol, and will prepare a written report of this interview, which shall be submitted to the program head and to the President.
3. Documents received from the accrediting association as well as the dean's report on an interview with senior majors shall be conveyed to the Chancellor under a memo from the President, which may clarify or respond to conclusions addressed in these documents.
4. COP will review all accreditation and ROPA-related reports prior to their submission to EPSL, and will report to EPSL regarding how successfully accredited programs under review employ continuous improvement strategies to meet Board of Trustees' standards for high-quality programs.
5. Before December 1, EPSL will review all accreditation reports and the related recommendations of COP, and will submit a resolution to the full Board of Trustees regarding the status of continuous improvement efforts in accredited programs under review.

Signed by: Timothy J. Donovan Chancellor

VERMONT STATE COLLEGES
BOARD OF TRUSTEES

RESOLUTION

Revision of Programs to be Reviewed
Under 2014 PReCIP Cycle

- WHEREAS, At its December 4, 2013 meeting, the EPSL Committee approved a list of programs to be reviewed in 2014 under Policy 101, Program Review and Continuous Improvement Process; and
- WHEREAS, Vermont Tech's engineering programs, which are scheduled to be reviewed in 2014, will be undergoing reaccreditation review during the 2015 academic year; and
- WHEREAS, Option 3 of the PReCIP policy allows academic programs to submit reaccreditation reports in lieu of PReCIP reports; and
- WHEREAS, Policy 101 states that "new programs in their first three years are ordinarily exempt from review, although a president may choose to have new programs reviewed;" and
- WHEREAS, Vermont Technical College's Professional Pilot Technology program is currently in its third year; and
- WHEREAS, Vermont Technical College Acting President Smith agrees the Academic Dean's recommendations; therefore, be it
- RESOLVED, That Vermont Technical College's engineering programs be reviewed in 2015 rather than 2014; and be it further
- RESOLVED, That Vermont Technical College's Professional Pilot Technology program be reviewed in the future with other applied technology programs.

May 22, 2014

B. ITEMS FOR INFORMATION AND DISCUSSION

1. VSC Academic Retreat Update

On May 21st, the VSC hosted its annual Academic Retreat at Vermont Technical College, Randolph Campus with over 150 faculty, staff, college presidents and trustees present. The title for this year's conference was: "Ready or Not, Here I Come! How are we preparing students for work and life beyond higher education?" This theme focused our attention on what is perceived as a growing "talent gap" between graduates' skills and competencies and what the workforce requires of new hires. Throughout the day, faculty and staff presented research and best practices through concurrent learning sessions.

Dr. Philip Gardner, Director of the Collegiate Employment Research Institute, Michigan State University offered a morning keynote titled: "The 'T-Shaped Professional:' How higher education can prepare graduates for the new economy."

In the afternoon, we heard from Chancellor Donovan, who addressed the audience with his talk: "Embracing the VSC Mission in the Emerging Economy."

We also engaged with an employer panel that was facilitated by VPR award-winning Senior Reporter Steve Zind, and included Vermont's Commissioner of Economic Development and leaders from Burton Snowboards, Central Vermont Medical Center, JDK Design, and Vermont Energy Investment Corporation. The title of their panel was: "The Classified (Gr)Ad: What employers seek from today's college graduates."