
OFFICE OF THE CHANCELLOR

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VERMONT STATE COLLEGES

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

March 25, 2015

TO: Education, Personnel and Student Life Committee
Kraig Hannum, Chair
Jim Masland, Vice-Chair
Lynn Dickinson
Karen Luneau
Mike Pieciak
Alyssa Slaimen
Martha O'Connor

FROM: Yasmine Ziesler, Chief Academic & Academic Technology Officer



RE: EPSL Meeting on April 1, 2015

The EPSL Committee of the VSC Board of Trustees will meet on Wednesday, April 1st from 3-5 p.m. in conference room 101 of the Office of the Chancellor, 575 Stone Cutters Way, Montpelier. The full EPSL agenda and materials are attached.

I can be reached at (802) 224-3025 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**

**April 1, 2015 at 3 p.m.
Office of the Chancellor, Montpelier, VT**

AGENDA

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the February 11, 2015 Meeting Minutes
2. Status of Programs Eligible for Policy 109 Review
3. Final Program Proposals under Policy 102
 - a. Castleton: MA School Psychology
 - b. Vermont Tech: BS Manufacturing Engineering Technology
4. Nomination of Faculty for VSC Faculty Fellowship Award
5. Revision of EPSL Committee Areas of Responsibility

B. ITEMS FOR INFORMATION AND DISCUSSION

1. VSC Academic Retreat Update

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the February 11, 2015 Meeting Minutes

The Vermont State Colleges Board of Trustees Education, Personnel & Student Life Committee conducted a meeting Wednesday, February 11, 2015 at the Office of the Chancellor in Montpelier, Vermont.

Committee members present: Lynn Dickinson, Kraig Hannum (Chair), Karen Luneau, Jim Masland (Vice-Chair), Gary Moore, Alyssa Slaimen

Absent: Michelle Fairbrother

Other trustees present: Tim Jerman, Chris Macfarlane, Linda Milne, Martha O'Connor

From the Chancellor's Office: Tricia Coates, Director, External & Governmental Affairs
Bill Reedy, General Counsel
Tom Robbins, CFO
Elaine Sopchak, Executive Assistant to the Chancellor
Sophie Zdatny, Associate General Counsel
Yasmine Ziesler, Chief Academic/Academic Technology Officer

College Presidents: Joe Bertolino, Dan Smith, Joyce Judy, Barbara Murphy, Dave Wolk

From the Colleges: Tess Conant, President, PAT-SUP
Sandy Noyes, Unit Vice Chair, VSEA Represented Staff
Phil Petty, VTC Academic Dean
Eric Sakai, CCV Dean of Academic Technology
Littleton Tyler, VTC Dean of Administration

Chair Hannum called the meeting to order at 5:25 p.m. He began the meeting by welcoming Yasmine Ziesler, the VSC's new Chief Academic and Academic Technology Officer.

A. ITEMS FOR INFORMATION AND DISCUSSION

1. Distance Learning at the VSC Update

Dean Sakai presented the Committee with results of a recent survey and an overview of the variety of ways faculty and students use online tools. VSC students surveyed reported similar uses and ownership of technology compared to students nationally. 47% of VSC students have

taken online courses and 37% report that all or almost all of their instructors use technology effectively. Trustee Masland asked about training and Chair Hammond commented that mandatory professional development days in K-12 schools are devoted to learning to use learning technologies. Dean Sakai noted that providing training for faculty is an ongoing priority of the collaborative VSC Teaching and Learning Technologies group, which has faculty and staff members from all five colleges.

There is a variety of online, hybrid, web-enhanced, and synchronous teaching strategies being used in the VSC. Castleton is offering new online/low-residency graduate programs starting this summer and Lyndon is offering online and hybrid courses as part of its new FLEX program. Trustee Luneau asked whether students taking a course at one VSC institution could transfer it to another VSC institution. Courses with the same number are automatically equivalent, and President Judy shared as an example Introduction to Psychology. The VSC uses Moodle, an open-source learning management system that is the second most-used system nationally. Dean Sakai spoke about the benefits of teaching with Moodle, including paperless assignments, creating a community beyond the classroom, and providing alternatives to textbooks via Open Educational Resources. He shared one example of a CCV biology course in which all materials were open educational resources, a course design that any faculty member can now use.

2. Vermont Tech Program Update

President Smith outlined two programmatic changes that stemmed from Vermont Tech faculty strategic planning. The first is a change in the number of credits that baccalaureate and associate's programs require. Non-nursing and allied health BS programs will now require 125 credits, and associate's programs, 65 credits. He stated that the college's delivery of humanities programs may involve some dialogue with NEASC. The college is building the reduced credit counts into the fall 2015 schedule. They are still analyzing what the financial impact will be.

President Smith noted that 12 academic programs at the college have made comprehensive changes within three months, representing an enormous amount of work on the part of faculty. He stated that the effort was driven in large part by a desire to demonstrate to the Board the college's ability to adjust to changing circumstances and build the Board's confidence in the college's ability to work out of a challenging financial position. He emphasized that the college's strategic position is enhanced by programs unique to Vermont Tech. Therefore, they are looking at ways that humanities curricula can be better integrated into current programs, and will be relying on other VSC colleges to deliver humanities courses via cross enrollment.

The second programmatic change President Smith described is a pair of "bookend courses" that use the humanities as a bridge between students in different programs. The college can thus achieve its general education objectives in an interdisciplinary way. These bookend courses are

one part of Vermont Tech's commitment to working through its situation with local solutions, and he requested the support of the Board. Chief Academic Officer Ziesler stated that the bookend courses are a creative solution that also emphasize integrative learning.

B. ITEMS FOR DISCUSSION AND ACTION

1. Minutes of the December 3, 2014 EPSL Committee Meeting

Trustee Masland moved and Trustee Luneau seconded the approval of the minutes. The minutes were approved unanimously.

2. Vermont Tech: Policy 102 Preliminary Program Proposal for Bachelor of Science, Manufacturing Engineering Technology

President Smith stated that this proposed program serves several markets and several manufacturers throughout the state. The BS program is a completion program for the General Engineering Technology associate's degree. It has a flexible format, with different course times and some labs on weekends. There are already 18 potential students from GE Aviation interested in enrolling. The college is looking to enroll students in the program starting fall 2015. They are also talking to CCV about using that college's STEM associate's program as an onramp to this new BS program. The Committee unanimously approved the preliminary program proposal.

3. Revision to Policy 301

Associate General Counsel Sophie Zdatny reviewed for the Committee suggested revisions to VSC Policy 301, Determination of In-state Residency for Tuition Purposes to comply with the Choice Act. Trustee Masland moved and Trustee Luneau seconded the resolution. The Committee approved the resolution unanimously and recommends it to the full Board.

4. Revision to Policy 311

Associate General Counsel Sophie Zdatny reviewed for the Committee suggested revisions to VSC Policy 311: Non-Discrimination and Prevention of Harassment and Related Unprofessional Conduct. Trustee Masland moved and Trustee Luneau seconded the resolution. The Committee approved the resolution unanimously and recommends it to the full Board.

5. Commendation of the JSC Presidential Search Committee

Chair Hannum, on behalf of Trustee Diamond, Chair of the JSC Presidential Search Committee, thanked the entire committee for their hard work during the presidential search process. Trustee

Masland moved and Trustee Luneau seconded the resolution. The Committee approved the resolution unanimously and recommends it to the full Board.

6. Nominations for Honorary Degrees

President Murphy briefly described Johnson State College's nominee for an honorary degree, Camille Holmes. Trustee Slaimen moved and Trustee Dickinson seconded the resolution to award Camille Holmes an honorary degree. The Committee approved the resolution unanimously and recommends it to the full Board.

The meeting adjourned at 6:19 p.m.

2. Status of Programs Eligible for Policy 109 Review

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

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

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

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

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

For this discussion we have attached the following documents:

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



Manual of Policy and Procedures

Title ANNUAL ENROLLMENT REVIEW OF EXISTING ACADEMIC PROGRAMS	Number 109	Page 1 of 3
	Date 4/20/06	

Purpose

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

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

Annual Enrollment Review: Policy and Procedures

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

These reports are intentionally quantitative in nature and are designed to complement some of the more qualitative aspects of VSC Policy 101: Academic Program Review. These reports are not designed to judge program effectiveness but are intended to monitor scarce resources and to eliminate programs which no longer meet student demand. The Board of Trustees recognizes that some low-enrolled programs are also highly cost-effective, thus supporting other higher-cost programs at the institution. The Board further recognizes that the VSC mission requires full support of general education curriculum system-wide.

While the presidents have considerable discretion in which programs they designate as low-enrolled and thus recommend for further review, in general, VSC degree programs may be

Signed by: Robert G. Clarke Chancellor

subject to in-depth review at the system level if they demonstrate more than one of the following characteristics:

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

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

The process for Annual Enrollment Review follows:

1. The Council of Presidents will confirm the format, data collection methodology and requirements of the enrollment reports to be submitted to the Board of Trustees.
2. By June of each year, the colleges will submit enrollment reports to the Chancellor, including recommendations for further review of programs they have designated as low-enrolled.
3. During their annual planning retreat, the Board of Trustees will review the enrollment reports and presidents' recommendations, and confirm the list of programs designated as "low-enrolled" and subject to further review. A program under review through Academic Program Review as described above will not be subject to "low-enrollment review" simultaneously.
4. The Presidents will submit to the Chancellor a brief report (2-3 pages) on each program designated for review, including the following components:
 - a. numbers enrolled over last five years.
 - b. numbers graduating over last five years (new programs provide as much longitudinal data as possible).
 - c. enrollment projection two years from date of review, broken out by category: new students, transfer students, continuing students.
 - d. marketing/ recruitment plan to build enrollment.
 - e. number of full-time equivalent faculty teaching in program; number of full-time equivalent staff associated with the program.
 - f. program budgets for last five years, assessment of cost-effectiveness and statement of significant unmet resource needs, if any.
 - g. statement and data related to graduate outcomes over last five years: job placement, continuing education, other as defined by college.

- h. relation of program to other programs (e.g., general education) and to College priorities.
 - i. recommended action and rationale.
5. The Council of Presidents will review all reports prior to their submission to EPSL, and will make recommendations to EPSL regarding the status of all programs under review (see four categories above).
 6. Before December 1, EPSL will review all reports and submit a resolution to the full Board of Trustees regarding the status of all programs under review (see four categories below).
 7. Before December 1, the Board of Trustees will place all degree programs under review in one of four categories: approve, approve with follow-up report required, approve with conditions, terminate (see description of each category below).

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

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

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

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

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

**2014 VSC Policy 109
 Annual Enrollment Report Summary
 4/1/15**

<i>College/ program triggered for review</i>	<i>COP recommendations for further review</i>
<u>Castleton State College</u>	<i>See notes on programs in CSC's report</i>
A.S., Business by Contract#^~	Program being phased out
A.S., Communication#^~	
A.S., Criminal Justice#^~	
B.A., Natural Sciences#~	
B.A., Social Science#~	
A.A., General Studies#	No further review
B.A., Ecological Studies#+	
B.A., English#+	
B.A., Global Studies#+	
B.A., Literature#	
B.A., Music#*	
B.A., Philosophy#*	
B.A., Political Science#+	
B.A., Social Studies#	
B.A., Spanish#	
B.M., Music Education#*	
B.S., Chemistry+	
B.S., Computer Info. Systems#	
B.S., Environmental Science#	
B.S., Geology#	
B.S., Health Education#+	
M.S., Accounting#+	
M.S., Athletic Leadership#+	
M.M., Music Education #+*	
M.A., Theater#+*	

<p><u>Community College of Vermont</u></p> <p>A.S., Computer Assisted Drafting#~ A.A., Education#~ A.S., Emergency Management#+~ A.A.S., Massage Therapy & Bodywork#~ A.S., Website Design/Administration#~^</p> <p>A.A., Multimedia Communication# A.A., Visual Arts* A.A.S., Network Administration# A.S. Hospitality & Tourism Management#</p>	<p><i>See notes on programs in CCV's report</i></p> <p>Program closed</p> <p>No further review</p>
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<p><u>Johnson State College</u></p> <p>B.A., History B.A., Political Science B.A., Communications & Community Media B.A., English</p> <p>A.S., Management#^ A.A., General Studies# A.A., Technical Theater#* B.A., General Studies# B.A., Mathematics B.A., Musical Theater#* B.A., Theater & Drama#* M.F.A., Studio Arts#*</p>	<p><i>See notes on programs in JSC's report</i></p> <p>Recommended for further review</p> <p>No further review</p>
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<p><u>Lyndon State College</u></p> <p>A.S., Television Studies: TV News#~ A.S., Television Studies: TV Production#~ B.A., Arts Management~ B.A., New Media Studies (Digital Media)~ B.A., Philosophy~ B.S., Physical Education~ B.S., Small Business Management & Entrepreneurship~</p> <p>A.A., General Studies#* A.S., Audio Production+* A.S., Business# A.S., Computing# A.S., Electronic Journalism Arts# A.S., Graphic Design#^ A.S., Human Services#+ A.S., Music Industry Management+* A.S., Music & Self-Promotion+* A.S. New Media Studies+ A.S., Visual Arts# A.S., Visual Communication#+ A.S., Special Education# B.A., Cinema Production+ B.A., Liberal Studies#* B.A., Mathematics# B.A., Social Science B.A., Visual Communications+ B.F.A., Animation/Illustration#+* B.F.A., Graphic Design B.S., Applied Psychology & Human Services+ B.S., Computer Information Systems# B.S., Criminal Justice# B.S., Environmental Science# B.S., Media Communications#+ B.S., Natural Science# B.S. Sports Leadership+ B.S., Sports Management#^ B.S., Sustainability Studies# M.A. Liberal Studies* M.Ed. (including Curriculum & Instruction)#</p>	<p><i>See notes on programs in LSC's report</i></p> <p>Programs closed</p> <p>No further review</p>
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<p><u>Vermont Technical College</u></p> <p>A.A.S., Architectural & Business Engineering Technology#*</p> <p>A.A.S., Civil Engineering Technology*</p> <p>A.A.S., Computer Engineering Technology#</p> <p>A.A.S., Computer Information Technology#</p> <p>A.A.S., Computer Software Engineering#</p> <p>A.A.S., Diesel Power Technology</p> <p>B.S., Equine Studies</p> <p>B.S., Landscape Design & Sustainable Horticulture#+</p> <p>A.A.S., Agribusiness Management Technology#^</p> <p>A.A.S., Construction Management</p> <p>A.A.S., General Engineering Technology#</p> <p>A.A.S., Telecommunications Technology#</p> <p>B.S., Applied Business Management#+</p> <p>B.S., Dental Hygiene#</p> <p>B.S., Diversified Agriculture#</p> <p>B.S.N., Nursing#+</p>	<p><i>See notes on programs in VTC's report</i></p> <p>Further review</p> <p>No further review</p>
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Key:

- ^ program completely subsumed with another program (e.g., A.S. within B.S.)
- # designated as low-enrolled by Policy 109 criteria in 2013
- * under review through Policy 101 (current, scheduled or through required follow-up)
- + new program, exempt from review
- ~ program closed or being phased out

Memorandum

To: Jeb Spaulding, Chancellor
From: Joyce M. Judy, President
Date: March 16, 2015
Subject: Annual Policy 109 Enrollment Report

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

Programs Designated as Low-Enrolled by Policy 109 Criteria

Policy 109 defines “low-enrolled” associate degree programs as those that have fewer than 20 students enrolled and/or fewer than 5 graduates in any of the preceding three years. By these definitions, the Community College of Vermont has the following low-enrolled programs based on data from the 2013-14 academic year:

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

- Low-enrolled by headcount:

*Computer Assisted Drafting & Design
Education
Emergency Management
Massage Therapy & Bodywork
Website Design & Administration*

- Low-enrolled by graduates: (includes only continuing programs)

*Hospitality & Tourism
Multimedia Communications
Network Administration
Visual Arts*

Low-Enrolled Programs Not Recommended for Further Review

- Computer Assisted Drafting
The Computer Assisted Drafting and Design program has been closed. It was last offered in 2013-14.
- Education
The Education program has been closed. It was last offered in 2012-13.
- Emergency Management

This program was reviewed last year as part of the PReCIP process. After careful analysis of enrollment trends and employment opportunities in Vermont, the decision was made to close the program. We are working with students and have implemented a teach-out plan to offer degree specific courses through spring 2016. CCV will continue to offer three emergency management courses beyond spring 2016 for students who wish to enhance degrees such as Criminal Justice and Applied Business Practices with emergency management skills.

- Hospitality & Tourism Management

This program was created in fall 2009 and had low graduation rates during the first three years of the program. Graduation rates were 13 and 9 students for 2012-2013 and 2013-2014 respectively. Enrollments in the program peaked in fall 2011 with 50 students. Enrollments have declined over the last three years to 20 students in fall 2014. The curriculum committee will be monitoring enrollments trends over the next year. Two programs, Administrative Management and Applied Business Practices, have been revised for 2014-2015 to allow students to choose hospitality and tourism courses to meet program electives. Catalog language has been updated to market hospitality and tourism courses to students in these programs.

- Massage Therapy & Bodywork

Massage Therapy & Bodywork was a limited cohort program limited to two CCV academic centers. The program has been closed since 2010-11.

- Multimedia Communications

The Communication program was redesigned to focus on multimedia forms of communication, combining its curriculum with Website Design elements. The new, combined program was launched in fall 2008. The revised program continues to be a small but relevant program, appealing as it does to those students who want to blend creativity and technology in their study of communication. Though the program had only 4 graduates in 2012-13, it has met the threshold for graduates in two of the last three years.

- Network Administration

This program underwent Policy 101 Program Review during 2011-12. The curriculum oversight committee has been in the process of revising this program and we expect graduation rates to increase as evidenced by a rise to 6 graduates last June.

- Visual Arts

While CCV's Visual Art program had only 4 graduates in 2013-14, art classes are popular throughout the college (constituting about 4% of all semester course placements), and there is no additional cost to the college to run the courses required in the program. The Visual Arts program was reviewed under the cycle of 101 program reviews in 2009-10 and was judged to be a program of high quality for the limited number of students who choose to earn a degree in this area. The program is currently undergoing Policy 101 Program Review, and we will make adjustments based on that process.

- Website Design & Administration
The Policy 101 recommendation regarding Website Design was to eliminate it and combine it with a redesigned Communication program, which was also low enrolled by graduates. We did just that. This program was last offered in 2007-08.

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

Memorandum

To: Jeb Spaulding, VSC Chancellor
From: David S. Wolk, Castleton President
Subject: VSC Policy 109 Annual Enrollment Report
Date: March 23, 2015

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

Programs Designated as Low-Enrolled by Policy 109 Criteria

Twenty-five Castleton programs fell short of Policy 109 expectations in one or more areas.

Associate Degrees:

- Business by Contract (A.S.)
- Communication (A.S.)
- Criminal Justice (A.S.)
- General Studies (A.A.)

Bachelor's Degrees:

- Chemistry (B.S.)
- Computer Information Systems (B.S.)
- Ecological Studies (B.A.)
- English (B.A.)
- Environmental Science (B.S.)
- Geology (B.S.)
- Global Studies (B.A.)
- Health Education (B.S.)
- Literature (B.A.)
- Music (B.A.)
- Music Education (B.M.)
- Natural Sciences (B.A.)
- Philosophy (B.A.)
- Political Science (B.A.)
- Social Science (B.A.)
- Social Studies (B.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

Spanish (B.A.)

Master's Degrees:

Accounting (M.S.)

Athletic Leadership (M.S.)

Music Education (M.M.)

Theater (M.A.)

Among this group, eighteen were triggered in previous reviews, and six (the B.S. in Chemistry, the B.A. in Ecological Studies, the B.A. in English, and our master's degrees in Athletic Leadership, Music Education, and Theater are brand new programs. Only one, the B.S. in Environmental Science, has experienced declines that brought it onto the list for the first time, and this development is the artificial result of a division of the program into B.S. and B.A. tracks in Environmental Science and Ecological Studies, respectively.

Low-Enrolled Programs Recommended for Further Review

In my judgment, none of the programs designated "low-enrolled" according to Policy 109 criteria warrant further review under the guidelines of the policy.

Explanations for Excluding Programs from Further Review

Five of the programs appearing on this list, the A.S. in Business by Contract, the A.S. in Communication, the A.S. in Criminal Justice, the B.A. in Natural Sciences, and the B.A. in Social Sciences, are being phased out and will be eliminated when the final majors complete their degrees. The other low-enrolled associate degree, the A.A. in General Studies, fits within the framework of our General Education curriculum and provides a degree option for currently matriculated students whose prospects for completing a baccalaureate degree are low. Thus, while two-year programs are steadily diminishing as a part of our curriculum, this one offering serves the needs of some Castleton students without draining resources. The B.A. Global Studies and the B.A. in Social Studies are interdisciplinary degrees that utilize courses from multiple majors with healthy enrollments.

We are already working to increase the number of majors in Ecological Studies/Environmental Science, English/Literature, Geology, Music/Music Education, Philosophy, and Spanish, and the faculty teaching in these programs generate substantial levels of credit hours through their respective connections to General Education. The B.S. in Computer Information Systems is experiencing a decline that mirrors national trends in the field, and we are considering the addition of a Computer Science degree in the future. Our baccalaureate degrees in Chemistry, Health Education, and Political Science as well as our graduate degrees in Accounting, Athletic Leadership, Music Education, and Theater show promise but are not old enough to permit a clear assessment of their long-term viability.

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VSC POLICY 109 ANNUAL ENROLLMENT SUMMARY REPORT*
March 2015
Castleton State College

Programs Designated as Low-Enrolled by Policy 109 Criteria

A.A., General Studies	Triggered in previous review. Used as a non-marketed opt-out for students.
A.S., Business by Contract	Triggered in previous review. Completely subsumed within B.S. Business Administration. Phasing out program.
A.S., Communication	Triggered in previous review. Phasing out program.
A.S., Criminal Justice	Triggered in previous review. Phasing out program.
B.S., Chemistry	New program.
B.S. Computer Information Systems	Triggered in previous review; enrollment remaining above P109 minimum; currently exploring revision of program.
B.A., Ecological Studies	New program; misnamed in report; is a B.A. in Ecological Studies, partnered with the B.S. in Environmental Science; combined numbers above P109 minimums.
B.A., English	New option within Literature program; combined numbers at P109 minimum; department currently revising curriculum.
B.S., Environmental Science	Research-focused degree partnered with the B.A. in Ecological Studies; combined numbers above P109 minimums.
B.S. Geology	Triggered in previous review; program serves General Education and other strongly enrolled science programs.
B.A., Global Studies	Triggered in previous review; new program (third year); interdisciplinary degree contributing enrollment to courses belonging to other programs.
B.S. Health Education	Triggered in previous review; new program (third year).
B.A. Literature	Triggered in previous review; combined enrollment with English at P109 minimum; department currently revising curriculum.
B.A., Music	Triggered in previous review; combined enrollment with Music Education below P109 minimum for first time; currently revising curriculum.
B.M., Music Education	Triggered in previous review; combined enrollment with Music below P109 minimum for first time; currently revising curriculum.

B.A., Natural Sciences	Triggered in previous review; phasing out program.
B.A., Philosophy	Triggered in previous review; serves General Education and other strongly enrolled programs.
B.A. Political Science	Triggered in previous review; new program; numbers growing.
B.A. Social Science	Triggered in previous review; phasing out program.
B.A. Social Studies	Triggered in previous review; interdisciplinary program made up of courses from other disciplinary programs; contributes enrollment to these interdisciplinary courses.
B.A., Spanish	Triggered in previous review; serves General Education and other programs.
M.S., Accounting	Triggered in previous review; new program (third year); graduation numbers above P109 minimum; new faculty.
M.S., Athletic Leadership	New program.
M.M., Music Education	New program.
M.A., Theater	New program.

Low-Enrolled Programs Recommended for Further Review

None

* Includes second majors



JOHNSON STATE COLLEGE

VSC Policy 109 Annual Enrollment Report

March 2015

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

- AS Management
- AA General Studies
- AA Technical Theater
- BA English
- BA General Studies
- BA History
- BA Journalism/Communications & Community Media
- BA Mathematics
- BA Musical Theater/Theater and Drama
- BA Political Science
- MFA Studio Arts

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

- BA History/Political Science
 - These two programs, both housed within the Humanities Department, are healthy but showing signs of declining appeal to students. We need to stem that decline.
- BA Journalism/Communications & Community Media
 - Discussions continue between program faculty and the academic dean. Reviewed under PReCIP 2013, we expect to review and monitor progress on implementing the recommendations of the review committee.
- BA English
 - We shall review progress on implementing review committee recommendations for this still healthy yet of late declining program, which was also reviewed under PReCIP 2013.

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

- AS Management: This program is subsumed under another major and requires no unique courses. It is a choice by students as a second degree program or as a completion credential for those who must depart early.
- AA General Studies: This will always be a small program for exploratory students and requires no dedicated resources.
- AA Technical Theater: This program is currently up for PReCIP review. Meanwhile, we will continue to market this unique program as a stand-alone program across and beyond Vermont. It is a NEBHE program with appeal to students who enjoy immediate application of new skills. As Technical Theater is often pursued simultaneously by students in the BA performing arts areas, its numbers appear artificially low.
- BA General Studies: This program only exists for students already enrolled in it; it has transformed into a very robust Professional Studies major.
- BA Mathematics: This is a small, lean program that features excellent instruction by faculty who also serve the general education curriculum. It attracts very high quality students.
- BA Musical Theater/BA Theater and Drama: These programs are in the process of being reviewed for PReCIP 2015. Taken together, they share faculty, classroom resources, and student majors and form a healthy pair with a wide range of performing opportunities for students.
- MFA Studio Arts: This is a small but high quality program developed and delivered with the Vermont Studio Center. It is also subject to PReCIP review this year. It burnishes the College's reputation for excellence in the arts. Historically, it enrolls a small number of out-of-state students as degree seekers. Depending on the PReCIP review, we will assess the ongoing viability of this program.

IV. Recommendation

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



MEMORANDUM

TO: Elaine Sopchak, Assistant to the Chancellor, VSC

FROM: Nolan Atkins, Interim Dean of Academic Affairs

A handwritten signature in black ink, appearing to read "Nolan Atkins", is written to the right of the "FROM:" line.

DATE: March 9, 2015

RE: Policy 109 Recommendations

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

Programs Triggered For Review

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

A.S., Audio Production (new)	B.S., Environmental Science
A.S., Business	B.A., Global Studies
A.S., Computing	B.F.A., Graphic Design
A.S., Electronic Journalism Arts	B.A., Liberal Studies
A.S., Graphic Design	B.A., Mathematics
A.S., General Studies	B.S., Media Communications
A.S., Human Services	B.S., Natural Science
A.S., Music Industry Mgmt. (new)	B.A., New Media Studies (Digital Media)
A.S., Music & Self Promotion (new)	B.A., Philosophy
A.S., New Media Studies (new)	B.S., Physical Education
A.S., Television Studies – TV News	B.S., Small Business Mgmt. & Entrepreneurship
A.S., Television Studies – TV Production	B.A., Social Science
A.S., Visual Arts	B.S., Sport Leadership
A.S., Visual Communication	B.S., Sports Management
A.S., Special Education	B.S., Sustainability Studies
B.S., Applied Psych. & Human Services	B.A., Visual Communications
B.A., Arts Management	M. Ed.
B.F.A., Animation/Illustration	Masters in Curriculum & Instruction
B.A., Cinema Production	M.A., Liberal Studies
B.S., Computer Information Systems	
B.S., Criminal Justice	

Please note that all programs listed above were triggered for review in 2014 report, with the exception of the following:

A.S., Audio Production*
A.S., General Studies
A.S., Music Industry Mgmt.*
A.S., Music & Self Promotion*
A.S. New Media Studies*
B.S., Applied Psych & Human Services*
B.A., Cinema Production*
B.F.A., Graphic Design
B.A., Social Science
B.S. Sport Leadership*
B.A., Visual Communications*
M.Ed. (including Curriculum & Instruction)
M.A., Liberal Studies*

***These programs were only recently added to the curriculum and we are still building enrollment in these programs and graduation numbers are low as a result. We ask that they be exempt from further review.**

PROGRAMS RECOMMENDED FOR CLOSURE BASED ON POLICY 109

Based on a college review process and or curricular redesign in recent years, the following programs were closed:

B.A., Arts Management
B.A., Philosophy
B.S., Physical Education
B.S., Small Business Management and Entrepreneurship

However, these all remain on the list as the remaining students graduate.

EXPLANATIONS FOR EXCLUDING PROGRAMS FROM FURTHER REVIEW

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

A.S., Business

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

A.S., Computing

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

A.S., Electronic Journalism Arts

This degree is not a primary degree for students in the Electronic Journalism Arts program. The Associates is generally awarded to those students who have enrolled for a BS.EJA degree and determine that they will not have success in the Vermont Center for Community Journalism practica, which emphasizes daily performance as an electronic journalism over the theory behind the journalism. The BS.EJA is a "stair step" curriculum. The AS.EJA is awarded at the landing halfway up the stairs when a student has completed the theoretical portion of the program. It was also used as a secondary degree by some BS.ATM.BRD students. These days those students are generally enrolled in the EJA minor specifically designed for the broadcast meteorologists.

A.A., General Studies

This program triggers review because it garners too few students and too few graduates. However, as reported in previous years, the General Studies program serves as an important exploratory base for students who often go on to other majors and as a safety net for students who find themselves unable to succeed at other majors. The curriculum is composed of courses drawn from the existing offerings of the College, and we offer no courses exclusively for the degree.

A.S., Graphic Design

This degree was replaced with the AS in Visual Communications. 2011-2012 is the last catalog year for students to enroll in this major.

A.S., Human Services

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

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

This degree was terminated in 2010 with the implementation of the new unified Electronic Journalism Arts degree.

A.S., Visual Arts

This degree is most often pursued as a second major. The required courses are also general education courses or courses required by other degree programs in the Visual Arts

department. This degree does not require any increase to our instructions budget. It should remain an active program.

A.S., Visual Communication

This program is going into its fourth year, and has triggered review because it has too few students and as yet, one graduate. We will continue to monitor enrollments in this degree. Moreover, the program can serve as an “intermediate” credential for students who are initially uncertain about their ability to succeed at the bachelor’s level.

A.S., Special Education

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

B.F.A., Animation/Illustration

This program is still relatively new, and has triggered review because it has too few students and no graduates. However, this program currently has 33 active majors. In fall 2015, a full-time faculty member was hired and serves as our expert in this content area. The first three graduates were in 2013. There were two graduates in 2014. We anticipate three graduates in 2015, five in 2016, and then a significant increase to 21 students in 2017.

B.S., Computer Information Systems

This program underwent Policy 109 review in the 2006-2007. As a result, the curriculum was modified, and redundancies were eliminated. Enrollments are still below the Policy 109 threshold but they have begun to rise, with a total of 23 majors this fall (2014). The faculty is committed to improving the program and growing the enrollment. Furthermore, the business community in the NEK has made it clear that they value the program, and would hire our graduates were there more of them. With graduation rates expected to grow, we request no further review.

B.S., Criminal Justice

This program is in its fourth year. Enrollment has grown exponentially, with an expected rise in graduation rates. Though we have had fewer than five graduates in each of the last three years, our program is still new and we have an enormous cohort of 13 grads coming up this May 2015. This number will increase exponentially as our large cohort of freshman (35) goes through the system. For this reason, we request no further review.

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

Several years ago, the two separate majors were created in order to better serve student interests. Students continue to state that they want environmental science as a major rather than as a concentration. Furthermore, this separation has had little to no cost given that the programs represent previously existing concentrations. For this reason, we request no further review.

B.A., Global Studies

This degree no longer exists. Global Studies is a concentration in the Social Science major. It should be removed from the report as a stand-alone major.

B.F.A., Graphic Design

There are 32 active majors enrolled in this degree program. This degree program began in the 2012-2013 course catalog; therefore students in this major will begin to graduate as of 2016.

B.A. Liberal Studies/Interdisciplinary Studies

Because every Elementary Education major currently needs to double-major in Education and Liberal Studies, and because Liberal Studies is also a stand-alone major, we suggest that this program does not require further review.

B.A., Mathematics

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

B.S., Media Communications

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

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

This degree program is no longer offered. It concluded with the 2011-2012 course catalog.

B.A., Social Science

The Social Science major is healthy, triggering review because the number of graduates was low in 2014. We believe that the enrollments, which have fallen marginally below the 25 minimum in the past three years, will continue to produce graduation performance to match its enrollment. Though enrollment has declined since our Professor of Social Science left us, we had two great years of retention: 2010 with 17 grads and 2011 with 13 grads.

For this reason, we request no further review.

B.S., Sports Management

This program has triggered review because it has a small number of students and graduates; however, the program was replaced by a B.S. in Sport Leadership in 2013. For this reason, we request no further review.

B.S., Sustainability Studies

This program, in its fifth year, has sufficient enrollment but a low graduation rate, which is expected to increase. For this reason, we request no further review.

M.Ed., which includes Curriculum & Instruction

Currently, the Master's program has 40 students currently enrolled. It is offered largely to support the needs of teachers in the Northeast Kingdom. We work closely with the supervisory unions in this area and with the NEKPLC (newly formed this year to replace the NEKSDC). We have also increased our marketing efforts with this program. Thus, we request no further review at this time.

VERMONT TECH

VSC Policy 109 Annual Enrollment Report

March 15, 2015

- I. Please see attached official report on Academic Program Enrollments and Degrees.
- II. Programs Designated as Low Enrolled by Policy 109 Criteria
 - A. Fewer than 20 declared ASSOCIATE degree majors
 - Agribusiness Management Technology
 - Architectural and Building Engineering Technology
 - Computer Engineering Technology
 - Computer Information Technology
 - Construction Management
 - Computer Software Engineering
 - General Engineering Technology
 - Landscape Design and Sustainable Horticulture
 - B. Fewer than 25 declared majors in BACCALAUREATE programs
 - Applied Business Management
 - Diversified Agriculture
 - Nursing (BSN)
 - C. Fewer than 5 graduates in any of the preceding 5 years
 - Equine Studies (B.S.)
 - Dental Hygiene (B.S.)
 - Diesel Power Technology (AAS)
 - D. Indicate if program is completely subsumed under another major and requires no unique courses.
 - Agribusiness Management Technology
- III. Low-Enrolled Programs Recommended for Further Review
 - **Computer Engineering Technology** – Because many of the courses in this program are also taken by the Computer Information Technology, Electrical Engineering Technology, and Computer Software Engineering students, there are typically ample numbers of students in the classes, just not in this major. This is a major that has been on the watch list for several years and

will continue to remain there. Headcount in the Bachelor's degree is significantly higher than in the Associate's degree program (29 to 6). Computer Engineering Technology (CPE) is a hardware-based program that complements our software engineering and information technology degrees. Computer Engineering Technology is an ABET accredited program that resides in the Electrical and Computer Engineering Technology department, not the Computer Information Systems (CIS) department. Initially, further review of the CPE program was planned to occur during 2014. However, since the engineering technology programs' national accreditor, ABET, visited campus in October to conduct their six-year, site team evaluation; we decided to postpone Computer Engineering Technology's review until 2015. There is considerable interest in potentially integrating CPE into the CIS department.

- **Computer Information Technology and Computer Software Engineering** – These two programs have much smaller enrollments at the Associate's level compared to the Bachelor's (16 vs 34 students in CIT and 11 vs 63 in CSE). Reviewing the market need for associate's degrees in these two areas of study is very appropriate at this point in time. Review of these two programs was planned for 2014, but it was delayed until a coordinated, complete review of Computer Engineering Technology A.S. and B.S. programs along with the associate degree programs in CIT and CSE could be conducted. Review should incorporate an analysis of whether the associates' degrees can be subsumed in the baccalaureate degrees in a way that avoids unique courses.
- **Equine Studies – Bachelor of Science** – Equine is one of several programs placed on a financial watch as of December 1, 2014. There are seven students currently enrolled in each year of the equine studies program, and twice in the last four years the program has graduated fewer than five people. The program has never graduated more than seven in the four years it has been operating. The operational challenge with the Equine Studies program is augmented by additional costs associated with the delivery of the program on a farm located off campus, and the overhead of related expenses. Accordingly, review and situational planning will be ongoing, including the analysis of an associates' degree pathway or development of a minor within the diversified agriculture or applied business baccalaureate majors.
- **Landscape Design and Sustainable Horticulture** – LDSH is one of several programs placed on a financial watch as of December 1, 2014. Nowhere in Vermont can students acquire the depth and breadth of design classes combined with sustainable horticultural practices that are found in this program. LDSH responded to the College's financial exigencies by mothballing its 2+2 bachelor's program, even though it was just in its first year. We believe that the program's financial picture has significantly improved and it has a much better chance of success by concentrating on the

development of highly qualified, well-trained, **associate** degree technicians and designers. Additional review will focus in part on the appropriate baccalaureate continuation pathway within the college.

- **Architectural and Building Engineering Technology** – ABET is one of Vermont Tech’s signature engineering technology programs. Not too long ago, ABET plus the + 2 Architectural Engineering Technology bachelor’s program, combined to form the largest department on campus. Associate degree numbers have suffered more during the economic slowdown than the bachelor’s program. The downturn in enrollment is a very vexing and difficult problem; especially when one recognizes the quality of instruction provided by ABET faculty and how successful graduates have been in their careers. It bears further review in the coming year.
- **Diesel Power Technology – Associate of Applied Science** – Diesel is one of several programs placed on a financial watch as of December 1, 2014. It is not yet at an enrollment level which triggers Policy 109 review. We continue to monitor incoming applications closely. Ongoing analysis will include unique location based expenses that affect the financial performance of the program and the level of program integration that occurs with the Auto Tech, Dairy and other programs.
- **Civil Engineering Technology - Associate of Applied Science** – Civil Engineering Technology is one of several programs placed on a financial watch as of December 1, 2014. It is not yet at an enrollment level which triggers Policy 109 review. Because of concerning enrollment trends, we continue to monitor incoming applications closely and will review it on an ongoing basis.

IV. Low Enrolled Programs Not Recommended for Further Review

- **Applied Business Management** --Applied Business Management is a degree-completion program that is offered entirely online. It has a headcount of 10, mostly part-time, in its second year of operation.
- **Bachelor of Science in Nursing** – The totally online BSN program began in the fall of 2013 with a headcount of 15, mostly part-time students. The pipeline of associate degree nurses seeking the BSN degree is very large. A direct progression (no additional application, guaranteed acceptance if the student meets the required academic standards) from our LPN to ADN to BSN degree programs has been implemented this year. A strong uptick in BSN applications for fall 2016 has already been noticed.
- **Construction Management** – This is the first time that Construction Management (A.S) has been cited for low enrollment (19 majors) in the

recent past. This program has had a solid track record for healthy, stable associate degree cohorts. The recent dip in two-year students is counter-balanced by a concomitant increase in +2 bachelor's degree students in Construction Management.

- **Dental Hygiene** – This is the sixth year of the baccalaureate in Dental Hygiene. Headcounts of majors are increasing. Graduate numbers remain small since most students are working toward their degree part-time. This year, the Dental Hygiene program moved to a three-year associate degree program followed by an online, one-year baccalaureate completion degree. It is highly anticipated that many students will take advantage of completing their bachelor's in one additional year. Trends in the profession are also pushing students to attain degrees beyond the associate level.
- **Diversified Agriculture** – The Institute of Applied Agriculture and Food Systems, created as part of our TAACCCT grant, has generated increased interest in Vermont Tech's new initiatives focusing on production agriculture, food processing and bio-energy. A Working Lands Certificate, another outcome from the grant, is in the pipeline. Recently, a new collaboration with the Vermont Youth Conservation Corps has created the Venture Semester, providing hands-on farm experience and the opportunity to receive college credits toward the Working Lands Certificate. All of these efforts are expected to increase interest in our Diversified Agriculture program.
- **General Engineering Technology and Telecommunications Technology** -- These degree programs are offered on demand and paid for directly by industry.

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
RESOLUTION

Status of Programs under 2014 Policy 109 Review

- WHEREAS, VSC Policy 109 stipulates that low-enrolled programs must be reviewed each year and defines “low-enrolled” as any program that meets more than one of the following three criteria:
- It has fewer than 15 declared majors in graduate programs, 25 declared majors in baccalaureate programs, including full and part-time students; fewer than 20 students in associate degree programs;
 - There are significant numbers of upper-level courses in the degree program with enrollment lower than accepted course minimums;
 - It has fewer than 5 graduates in any of the preceding three years; and
- WHEREAS, A president may choose to include in this review degree programs with a significant decline in enrollment, retention, and/or net revenue over a three-year period; and
- WHEREAS, After reviewing the recommendations from the Council of Presidents, and in accordance with the provisions of the policy, the Board of Trustees must determine the status of all programs under review, placing each in one of the following categories:
- Approve (no follow-up report necessary)
 - Approve with follow-up report required
 - Approve with conditions; follow-up report required; insufficient evidence of improvement at point of follow-up results in termination
 - Terminate; phase-out plan required; and
- WHEREAS, The Education, Personnel and Student Life Committee has reviewed the results of the 2014 Policy 109 annual enrollment review, and recommends the program status and related program improvement strategies as attached; therefore, be it
- RESOLVED, That the VSC Board of Trustees approves the program status and related program improvement strategies as attached as of this date, April 9, 2015.

April 9, 2015

3. Final Program Proposals under Policy 102

a. **Castleton: Policy 102 Final Proposal: Master of Arts/Certificate of Advanced Study in School Psychology**

At its December 3, 2014 meeting, the EPSL committee discussed Castleton's preliminary proposal for Master of Arts/Certificate of Advanced Study in School Psychology. In this meeting, EPSL will review the final full proposal for this program. A resolution for the approval of the program is attached and recommended for submission to the full Board for its consideration.

**VERMONT STATE COLLEGES NEW PROGRAM
PROPOSAL**
Final Proposal Form

Part I: General Information

1. **Institution:** Castleton State College
2. **Name of new program:** Master of Arts/Certificate of Advanced Study in School Psychology
3.
 - a) **Individual(s) with responsibility for program development:**
 - Dr. Shannon Newell, Assistant Professor of Psychology
 - Dr. Terry Bergen, Professor of Psychology & Psychology Department Chair
 - Dr. Megan Blossom, Assistant Professor of Psychology
 - Dr. Kathryn Sperry, Assistant Professor of Psychology
 - b) **Academic Department(s):** Psychology
4.
 - a) **Date of Preliminary Proposal:** September 1, 2014
 - b) **Proposed start date of program:** Fall 2016
5. **Title of degree to be conferred (if applicable):** Master of Arts/Certificate of Advanced Study in School Psychology
6. **Brief description of proposed program (150 words or less):**

The proposed Master of Arts/Certificate of Advanced Study in School Psychology (M.A. + CAS) is designed as a residency based program following the training standards provided by the National Association of School Psychologists. The program requires 2 full years of coursework followed by 1 year of internship, resulting in a total of 72 credits. The internship will require a minimum of 1200 hours, 600 of which must be in a school setting.

The goal of the program is to prepare students for careers as school psychologists where they will provide direct educational, behavior, and mental health services for and collaborate with school administrators, educators and other professionals to create supportive learning and social environments for students, in accordance with the standards defined by the National Association of School Psychologists. The goal of the program is to prepare students to be credentialed by state department of education agencies as well as apply to become Nationally Certified School Psychologists through the National Association of School Psychologists.

Part II: Rationale

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

Castleton emphasizes undergraduate liberal arts and professional education while also offering selected graduate programs. Our plan is to add a program to the list of selected graduate programs already offered by Castleton. This program will extend and strengthen our undergraduate program which is dedicated to the intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities for outside-the-classroom learning, and deep integration with, and support for, our campus community.

The Psychology Department has been deeply involved in the development and use of sustainable practices. We have worked hard to develop a sense of agency and ownership in our students. As they grow through our department community they assume increasing levels of authority and leadership in the program and take on progressively more ownership of our program. By the time they are seniors they are fully functioning leaders of the department and responsible for the next generation of students entering the program.

This training in leadership and agency prepares them for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship. We are convinced that adding a group of graduate students to this process will only increase the quality of our community and the agency and leadership training we are able to do. It will be like adding a group of older siblings to the family who can help with the training of the younger children. It is because of this potential of the graduate students to be involved in both teaching and learning that we believe we can offer a graduate program with the kind of meager resources Castleton is likely to provide for us.

Finally, as a member of the Vermont State Colleges, Castleton, and our Psychology Department, are committed to supporting and improving the region's communities, schools, organizations, businesses, and environment. A program training licensed school psychologists would be a boon to the local area. It would provide a resource to the schools and mental health institutions, local families in need of help, and the criminal justice system. Castleton would be strengthened by the addition of students from all over the United States who might be intrigued by a school psychology program that has a unique connection with the criminal justice system. It is well known that kids who have trouble in school often end up in the criminal justice system. Since we offer a forensic psychology concentration already, we would be uniquely placed to offer training in the intimate connection between these two critical social systems. Such an emphasis would be unique in the United States, and would likely have national appeal. Such a program would offer an enhanced connection between the Psychology Department, the Criminal Justice Department, and the Education Department.

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

Many of our graduates go to school psychology graduate programs. Some of them would be very happy to stay at CSC to get their masters degree. Presently, Vermont is one of four states in

the country that does not provide a training program in school psychology. Around the country school psychology is a growth industry. It is projected that the field of school psychology will continue to grow. According to the National Association of School Psychologists, “It is believed that a significant proportion of current practitioners will be reaching retirement age within the next ten years, hence opening the door for a new generation of school psychologists. According to the Occupational Outlook Handbook of the Bureau of Labor Statistics, employment of psychologists is projected to grow 12% from 2012 to 2022, and one of the groups with the best job prospects will be those with a specialist or doctoral degree in school psychology.”

More and more emphasis is placed on school performance as the United States becomes aware of the shortcomings of its educational institutions and how these shortcomings place us far behind other countries in educational outcomes. In addition, the common core will bring school problems into sharper focus as we begin to see that many of our children are not doing as well as we would like on national comparisons. The attention to teacher and student deficits will intensify over the coming years and the country will need more and more school psychologists to identify and address such student deficits.

3. State need(s) to be served:

School psychologists are in high demand in our area of the state, and in the state as a whole. We will be able to provide these psychologists. Presently, there are over 33 job listings in the state of Vermont posted on www.schoolspring.com in which students trained by our program would be qualified to apply for. This number continues to fluctuate as demands for specialized services increase. The career center on the National Association of School Psychologists website currently has 1,040 job openings.

Castleton has recently hired a Dean of Entrepreneurship. In support of this new initiative, our school psychology could support the development of a business at the college. Currently kids in need of comprehensive professional assessment batteries go to Burlington to obtain such services. There is no reason that such services couldn't be offered at Castleton. Once we have a program of training underway and a group of graduate students on campus, we could begin to offer the kinds of psychological services that are now only available in Burlington. Our clinic would be staffed by licensed professional psychologists, including some of our graduates, who could offer the full range of psychological services from testing to therapy. In addition, such a clinic would offer an opportunity for our graduate students to get the supervised hours they need for completing our program and getting licensed.

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

Presently in the state of Vermont, 15.4% of students aged 6-21 years enrolled in public schools are eligible for special education services under one of the 13 eligibility categories. The Centers for Disease Control and Prevention website noted that, “based on the National Research Council and Institute of Medicine report (Preventing mental, emotional, and behavioral disorders among young people: progress and possibilities, 2009) that gathered findings from previous studies, it is

estimated that 13 –20 percent of children living in the United States (up to 1 out of 5 children) experience a mental disorder in a given year and an estimated \$247 billion is spent each year on childhood mental disorders.” In a report on school- based mental health in the state of Vermont, it was noted that school psychologists represent the smallest percentage of mental health providers for students with disabilities, falling behind school counselors, behavior interventionists, behavior specialists and therapists. Yet, school psychologists are trained in both psychology and education, providing them a unique understanding of school organization, classroom management, and are often involved in services intended to prevent mental health problems and severe behavior disorders, or to intervene at early stages to prevent more serious problems. They are also far more likely to work with teachers and parents to improve instruction in the classroom. Due to the diverse nature of their training, school psychologists understand the relationship between a child’s social and emotional well-being and educational achievement and are in a unique position to contribute to preventative strategies and intervention efforts as well as act as a liaison between home, school, medical, and mental health agencies. These services the graduate students will be able to provide supports Castleton’s mission of improving the region’s community, schools, and organizations.

We will be providing school psychologists to Vermont supervisory unions. In addition, we will be providing opportunities to Vermont college graduates to further their education in a unique, nationally certified, licensure program in School Psychology. No one is training school psychologists in Vermont currently. We would fill that void.

This program will require at least 1200 hours of supervised field experience, which is in keeping with Castleton State College’s focus on experiential learning and civic engagement. Graduate students will spend a substantial portion of their program in the community using their training in the schools. Students in this program will also serve as teaching assistants for undergraduate courses in the psychology department, further developing their leadership, effective communication, and professionalism. This program aims to prepare graduates for careers as school psychologists.

Castleton’s strategic plan is to increase enrollment by about 500 students over the next ten years. As the only School Psychology master’s program in Vermont, this program will appeal to prospective undergraduate and graduate students.

Part of Castleton’s 10-year plan is also to become Vermont’s “public master’s institution.” This vision is well under way as there are already three new Master’s degrees being offered at Castleton, in addition to the two existing programs. The Master’s degree in School Psychology will contribute to this aspect of Castleton’s plan for the future.

Castleton currently offers a Master’s degree in Education. Offering a Master’s degree in School Psychology will complement the current Master’s in Education and will benefit both departments. Castleton recently established the ABA courses required to provide certification as Behavior Analysts. Students in the graduate program in Education might benefit in the future as we begin to offer a number of our current undergraduate psychology courses at the graduate level (including Human Growth and Development, Educational Psychology, and Child and Adolescent Development).

Part III: Program Description

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

Castleton's M.A./CAS in school psychology will be aligned with the objectives identified by the National Association of School Psychologists, emphasizing basic professional competencies that involve both knowledge and skills in the 10 domains of school psychology. The primary goal of the School Psychology program is to prepare professionals who:

- ◆ are capable of providing direct and indirect psychological services to children, parents, and teachers in a variety of education settings
- ◆ possess knowledge within the areas of psychological foundations including development, learning, exceptionalities, psychopathology, and biological, social, and cultural influences
- ◆ are competent in the use of major psychological and educational techniques including consultation, counseling, and assessment with advanced skills in cognitive behavioral approaches
- ◆ are capable of functioning in a professional manner in educational settings and have had successful experiences in working effectively in a variety of school settings, including regular and special education, with preschool and different programs and levels of exceptionality, including referred and non-referred students
- ◆ are knowledgeable of and possess operational competence with specialized school psychology roles and with legal and ethical guidelines
- ◆ are committed to non-traditional services (pre-evaluation interventions, consultation and counseling, intervention-oriented assessment, and alternative delivery systems) as well as competence with traditional services
- ◆ are competent as problem solvers, change agents, and advocates
- ◆ are skilled in demonstrating an orientation as a consultant and mental health resource person in identifying and meeting the mental health, learning, and overall educational needs of individuals and educational systems
- ◆ are knowledgeable about information technology and uses to safeguard work and to enhance the quality of services

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

Students entering the M.A./CAS School Psychology program will, at a minimum, have completed an undergraduate program requiring some form of liberal education. While an undergraduate background in psychology, education, special education or related field will be beneficial for incoming students, it is not a prerequisite for the program. Additionally, individuals who have graduate level training in a related field may apply for respecialization in school psychology. Respecialization would entail a formal transcript and course review as well as a competency based assessment by a learning committee to determine if students may be exempt from courses. Exemption will be determined on an individual basis.

The M.A./CAS is a terminal degree and professional and career study is an integral part of the program. Courses are designed to develop contemporary and competent practice in the field. Therefore, professional practices, attitudes, ethics and standards of practice will be woven

throughout the coursework as well as field experiences. The M.A./CAS program is designed to ensure that students entering the professional field are well versed in best practices related to school psychology and fully understand the ethical and legal issues as well as the current and future trends of school psychology. Additionally, students are provided with supervised experiences throughout their course and fieldwork to provide them with feedback and guidance regarding their skills, abilities, and professionalism.

Course work and fieldwork experiences are designed to be aligned with the 10 identified domains of competent practice outlined by the National Association of School Psychologists.

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

Program effectiveness will be assessed through the development of a continual method of program assessment that will include:

- ◆ Review of assessment results for students completing the program on the Praxis II exam in School Psychology. Students are required to complete this credentialing exam to be nationally certified as a school psychologist and will be a required component of the program. Data will be reviewed yearly, following completion of the program by the first cohort, regarding the percent of candidates that passed the exam based on program standards. Additionally, the subtest scores of the Praxis II exam in School Psychology will be reviewed and data will be reviewed.
- ◆ Review of evaluations completed by practicum and internship supervisors regarding student's knowledge, skills and professional work as identified by the standards set forth by the National Association of School Psychologists.
- ◆ Data will be collected and reviewed regarding the frequency of student candidates that meet or surpass program expectations. Data will be collected and analyzed in a way that faculty can discriminate between low, medium, and high performance on skills related to course content, practica, and internship experiences.
- ◆ Upon completion of the program, students will be asked to complete an exit interview regarding their experiences in the program and data will be collected, analyzed, reviewed and used to enhance program development.
- ◆ An alumni survey will be developed and data will be collected, analyzed, and reviewed to evaluate student success in career or advanced degree placement as well as effectiveness of the M.A./CAS program.

High standards for admission to the program will help to ensure that highly quality students are enrolled. Admission requirements may include:

- ◆ A bachelor's degree from an accredited college or university. Applicants who apply for admission prior to completion of the undergraduate degree may be accepted into the program but will not be allowed to register for classes until completion of the degree and a final, official transcript is received by the Admissions Office.
- ◆ A completed admission application, and an application fee (\$40.00) submitted online or mailed to:

Admissions Office
Castleton State College
Castleton, VT 05735

- ◆ Official transcripts of all college work, both undergraduate and graduate, sent directly or transferred electronically from the issuing institution to the Castleton State College Admissions Office.
- ◆ A minimum Grade Point Average (GPA) of 3.00 (scale is 4.00 = "A"), or the equivalent. Admission to the program may be granted on a provisional basis if the applicant has an undergraduate GPA of less than 3.0.
- ◆ Graduate Record Exam General Test scores
- ◆ 3 Letters of recommendation
- ◆ Written statement of professional interests or goals

Provisional Admission:

Students may be admitted to the M.A./CAS school psychology program with "Provisional" status if either the GRE admission criteria OR the GPA criteria are met. (Students who do not meet either criterion are not eligible for provisional admission.) Provisionally admitted students will be fully admitted to the program when they have completed 12 hours of classes from the core courses listed with no grade being below a 'B.'

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

- ◆ Students graduating from the M.A./CAS in School Psychology will be eligible to apply for certification from the Vermont Agency of Education and upon successful completion of the Praxis II exam in School Psychology and a transcript review, will be eligible for national certification in School Psychology through the National Association of School Psychologists. The intent is that the program will be accredited by the National Association of School Psychologist upon successful completion of the first cohort. Once that happens, students will be eligible for their national certification upon successful completion of their coursework and Praxis II exam in School psychology.
- ◆ Students are encouraged to become members of the Vermont Association of School Psychologists as well as the National Association of School Psychologists and American Psychological Association Division 16.
- ◆ The program coordinator will seek to enhance and/or develop a relationship with the following agencies and organizations:
 - Vermont Agency of Education
 - Center for Disabilities and Community Inclusion I-Team
 - Vermont School Board Association
 - Local school districts

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

Required Courses:

Summer I

EDU 5150 Survey of Exceptional Children and Young Adults 3 credits

PSY 5XXX	Education Research Methods	3 credits
MAT 5XXX	Quantitative Analysis and Reasoning	3 credits

Fall I

PSY 5XXX	Introduction to School Psychology	3 credits
PSY 5XXX	Assessment I: Cognitive	3 credits
PSY 5XXX	Tests and Measurement	3 credits
PSY 5XXX	Theories of Counseling	3 credits

Spring I

PSY 5XXX	Assessment II: Educational	3 credits
PSY 5XXX	Assessment III: Social and Behavioral	3 credits
PSY 5XXX	Counseling Processes	3 credits
PSY 5XXX	Professional Ethics	3 credits

Summer II

PSY 6XXX	Educational Psychology Applied to Learning	3 credits
OR		
PSY 6XXX	Learning and Cognition	3 credits
AND		
PSY 6372	Applied Behavior Analysis II	3 credits
PSY 6XXX	School Based Assessment and Intervention	3 credits

Fall II

PSY 6XXX	Child and Adolescent Counseling	3 credits
OR		
PSY 6XXX	Working with At-Risk Youth in the Legal System	3 credits
AND		
PSY 6XXX	Practicum I	3 credits
PSY 6XXX	Consulting in the Helping Professions	3 credits
PSY 6XXX	Diversity and Cultural Issues	3 credits

Spring II

PSY 6XXX	Practicum II	3 credits
PSY 6XXX	Advanced Human Growth and Development	3 credits
PSY 6XXX	Personality Assessment and Adjustment	3 credits
PSY 6XXX	Physical Basis of Behavior	3 credits

Fall III/Spring III

PSY 7XXX	Internship	6 credits
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Total Credits: 72 credits

Course Description (drafts):

EDU 5150 Survey of Exceptional Children and Young Adults - This course is a study of the history, philosophy, and current practices relating to education of children and young adults

with special need: the culturally different, visually handicapped, deaf and hearing impaired, learning impaired, emotionally challenged, intellectually gifted, physically handicapped and learning disabled. The course also includes an overview of Public Law 101-476 and its implications for the inclusion of youngsters into regular classroom environments.

PSY 5XXX Education Research Methods - Analysis of educational research methods. Focus on conceptual, methodological and practical issues addressing both quantitative and qualitative methodologies as related to current educational issues.

MAT 5XXX Quantitative Analysis and Reasoning - Advanced descriptive and inferential statistics including parametric and nonparametric procedures to assist in decision making. This course presents the logic of quantitative analysis using computer technology and software for data description, presentation and analysis.

PSY 5XXX Introduction to School Psychology - This is a course designed to acquaint graduate students to the history and field of school psychology and contemporary issues and trends in the profession. This course contains an assessment that must be passed to be eligible to register for the internship.

PSY 5XXX Assessment I: Cognitive – Administration, interpretation, and analysis of individual measures of cognitive functioning. Administration, scoring, interpretation, and report writing with major measures of intelligence. Includes theory and research with practicum experience.

PSY 5XXX Tests and Measurement – Overview of statistical foundations of psychological measurement (e.g., test development, norms, reliability, validity). Survey of commonly used assessment instruments (e.g., intelligence/aptitude, personality, academic achievement tests) and applications of psychological testing in different settings (e.g., clinical, industrial/organizational, school, forensic/legal settings). Introductory study of major principles underlying psychometric theory including true score models, reliability, validity, norms, scaling, item analysis, and instrument construction. Fundamentals of classical test theory supply background for topics in modern test theory such as item-response models.

PSY 5XXX Theories of Counseling - Introduction to counseling theories and psychological processes involved in individual counseling with children and adolescents.

PSY 5XXX Assessment II: Educational – Introduction to norm-references and curriculum-based assessment of achievement with a focus on intervention, planning, implementation, and evaluation. Emphasis on discussion of empirically-based instructional techniques.

PSY 5XXX Assessment III: Social and Behavioral – Theory, administration, scoring and interpretations of social, behavioral, and personality assessment instruments such as rating scales, personality inventories, projective techniques, etc. used with children and adolescents. Emphasizes diagnosis and written case reports.

PSY 5XXX Counseling Processes - Introduces counseling skill development, emphasizing counseling of normal individuals with developmental concerns. Includes 15-hour practicum.

PSY 5XXX Professional Ethics - Current professional problems and ethics in the helping professions, including issues related to certification, licensure, confidentiality, forensic concerns, values, responsibilities, and professional and legal standards

PSY 6XXX Ed Psych Applied to Learning – Survey of major issues in the psychology of education. Among the topics considered were the memory and nature of information processing systems, behavioral and environmental approaches to learning, the relationship between learning theory and instructional design, the development of cognition, motivation and its influence on learning, and the adjustment of instruction based on individual

differences among learners. A balance will be maintained between theory and practice, the emphasis will be on an understanding of psychological theory as it relates to educational practice.

PSY 6XXX Learning & Cognition – Focus on central issues in the study of cognitive development, which aims to provide a review of the major theoretical approaches, classic tasks, and paradigms for studying and understanding cognitive development as well as an understanding of the strengths and shortcomings of each theory. Various research strategies for investigating the central questions of cognitive development will also be discussed.

PSY 6372 Applied Behavior Analysis II - This course examines the behavior theory, principles, and procedures related to modifying existing behaviors and acquiring new behaviors. Students will begin to understand behavior modification techniques, such as reinforcement, punishment, extinction, discrimination training, generalization, shaping, classical conditioning, conditioned reinforcement, and schedules of reinforcement, by applying these behavior principles to real-world scenarios. Students will examine how behavior management can be used in various career fields.

PSY 6XXX Child & Adolescent Counseling – Theory and techniques for treating psychological disorders in children and adolescents. Includes approaches to treatment, efficacy research, and treatment evaluation.

PSY 6XXX Working with At-Risk Youth in the Legal System – Focus on major psychological theories of behavior as they relate to at-risk youth. Viewpoints from cognitive, psychodynamic, psychoanalytic, behavioral, social learning, descriptive, and developmental psychologies are discussed and compared with current psychodiagnostic classification systems. Fieldwork experience required.

PSY 6XXX Practicum I - Supervised administration and interpretation of tests applicable to the practice of school psychology; supervised experience with consultative, in-service, and direct interventions in educational settings. One hundred practicum hours required.

PSY 6XXX Practicum II – Continuation of Practicum I with supervised administration and interpretation of tests applicable to the practice of school psychology; supervised experience with consultative, in-service, and direct interventions in educational settings. One hundred practicum hours required.

PSY 6XXX School Based Assessment & Intervention - This course focuses on both assessments and interventions for children and adolescents with behavioral and social/emotional issues related to disability and life-issues. The course emphasizes best practice in assessment, diagnosis, and evidence-based interventions with social/emotional and behavioral problems for school-based interventions for children and adolescents. Issues related to cultural and social factors are integrated into the curriculum.

PSY 6XXX Consulting in the Helping Professions - A conceptual understanding of effective consultation and its relevance to the helping professional. Demonstration of knowledge and skills necessary to deliver effective consultative services in schools regarding the school learning environment, classroom management and individual student concerns including learning and behavioral concerns, school violence, anger management, bullying, discipline, crisis intervention.

PSY 6XXX Diversity and Cultural Issues – Theoretical and skill development course designed to strengthen awareness, knowledge, and skills in the competencies necessary to evaluate presenting problems brought by ethnically and culturally diverse children and families.

PSY 6XXX Advanced Human Growth & Development – This course covers human

development throughout the lifespan, including emotional, physical, and cognitive development, and emphasizes personal adjustment and achievement. The course will examine major theories of human development while discussing and critiquing them in terms of application to educations and school psychology practices. Special attention will be given to multi-cultural issues and the implications and influences of these issues to the understanding of human development.

PSY 6XXX Personality Assessment & Adjustment - This course provides a comprehensive overview of personality theories, models, and approaches. It also provides an overview of personality assessment and the diagnosis and treatment of personality disorders.

PSY 6XXX Physical Basis of Behavior – This course examines the biological bases of behavior and learning, including the fundamentals, neuroanatomy, brain development, neuropsychology, neurophysiology, neurochemistry, psychopharmacology and temperament. Interactions between genes, brain, environment and lifestyle (including effects of diet, exercise, and sleep) will be emphasized and how these impact brain development, learning and memory and mental health. Principles and theories of learning, motivation, and neuropsychologically based interventions will also be discussed.

PSY 7XXX Internship – Post-practicum experience providing supervised, on-the-job experience in assessment and intervention in the schools. 1200 clock hours required, including 600 hours in a school setting. Instructor’s consent required.

Total credits in the proposed program: 72

Part IV: Budget Considerations

1. Expenditures for the proposed program:

	<u>Year ONE (16/17)</u>	<u>Year THREE (19/20)</u>
Faculty	\$72,000	\$144,000
Program Coordinator	\$6,600	\$9,900
12-month administrative assistant	\$12,500 (part-time)	\$55,000 (full-time + benefits)
Facilities/Equipment	TBD	TBD
Library/Other	\$5,000	\$5,000
Marketing	\$4,000	\$5,000
Test Materials	\$15,000	\$7,500
Travel (internship site visit)	\$0	TBD
Training costs	\$10,000	\$15,000
TOTAL COSTS:	\$125,100	\$241,400

Year ONE

Faculty:

One full-time faculty (8 courses, plus benefits) = \$72,000

Admin: 1 program coordinator = \$6600 (release to launch program)

1 administrative assistant (part-time) = \$12,500

Facilities/Equipment: TBD

Library: Maintenance of current search databases = \$5000

Marketing: Estimate = \$4000

Test Materials: Test kits and materials needed for training of students. Estimate = \$15,000

Travel: None

Training Costs: Maintaining licensure and certification requirements of faculty = \$10,000

Year THREE:

Faculty:

Two full-time faculty (8 courses, plus benefits) = \$144,000

Admin: 1 program coordinator (release and stipend to prepare for initial NASP accreditation year) = \$9,900

1 full-time administrative assistant, plus benefits = \$55,000

Facilities/Equipment: TBD

Library: Maintenance of current search databases = \$5,000

Marketing: Estimate = \$5000 (increase due to inflation)

Test Materials: Test kits and materials needed for training of students. Estimate = \$7,500

Training Costs: Maintaining licensure and certification requirements of faculty = \$15,000

2. Revenue/sources to meet new expenditures

	<u>Year ONE (16/17)</u>	<u>Year THREE (19/20)</u>
In-State Tuition	\$127,050	\$331,650
Out-of State	\$26,400	\$136,800
TOTAL REVENUE:	\$153,450	\$468,450

These revenue numbers are based off estimated enrollments in comparable programs. All estimated students are full-time taking 3 courses in the summer and 4 courses each semester in the fall and spring.

Current tuition rates:

\$550 per credit graduate student in-state = \$1,650 per class

\$800 per credit graduate student out-of-state = \$2,400 per class

Detail for one year:

Y1 In-state = 7 projected students x 11 classes x \$1,650 per class = \$127,050

Y1 Out-of-state = 1 projected student x 11 classes x \$2,400 per class = \$26,400

Year One Total = \$153,450

Y3 In-state = (9 students in 1st year x 11 classes x \$1,650 per class) + (8 students in 2nd year x 11 classes x \$1,650 per class) + (7 students in 3rd year x 2 classes x \$1,650 per class) = \$331,650

Y3 Out-of-state = (3 students in 1st year x 11 classes x \$2,400 per class) + (2 students in 2nd year x 11 classes x \$2,400 per class) + (1 student in 3rd year x 2 classes x \$2,400 per class) = \$136,800

Year Three Total = \$468,450

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

Projected Enrollment		
	Year One (2016-2017)	Year Three (2019-2020)
Full-Time	8	30
In-State	7	24
Out-of State	1	6

Describe how you arrived at these projections:

Projected student enrollment was determined using current enrollment in school psychology programs throughout the northeast as well as data regarding the number of students who apply to school psychology programs but are not accepted. Additionally, information obtained through current undergraduate psychology students enrolled at Castleton State College as well as discussions with current practicing professionals both locally and nationally guided the projected data.

2. Describe the marketing strategies for the new program.

The psychology department intends to work closely with the College Advancement Office to effectively market the M.A./CAS program. Strategies need to be developed to ensure that we are targeting markets such as:

- ◆ Current psychology and education students at Castleton State College as well as alumni
- ◆ Other current undergraduate students at colleges throughout Vermont
- ◆ Undergraduate training programs throughout the Northeast

3. Competition:

Presently, there is no school psychology training program in the state of Vermont. Furthermore, there is one training program in the state of New Hampshire and one in the state of Maine. Geographically, the closest training programs to this area include Plymouth State University in Concord, NH, State University of New York – Albany, University of Massachusetts – Amherst and State University of New York – Plattsburgh.

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

The addition of a graduate program in school psychology is expected to increase the number of students selecting Castleton for their undergraduate education in psychology, education and special education and to a lesser degree, various other majors.

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

It is anticipated that the addition of the graduate program will only help to enhance enrollment at other VSC colleges as this will be the first M.A./CAS program in School Psychology in the state of Vermont. Additionally, this is a terminal degree and can be particularly appealing for those individuals who are seeking further education in an applied psychological science.

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

Students enrolled in the M.A./CAS School Psychology program are expected to participate in civic engagement activities throughout the professional training as this is an applied science with a goal of improving learning outcomes for all students. Additionally, it is expected that students will engage in systemic prevention and intervention activities that work to enhance community, school, and home environments. Therefore, it is expected that external relations will be positively impacted by the addition of this program.

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Castleton State College
Master of Arts Degree/Certificate of Advanced Study in School Psychology

WHEREAS, Castleton State College proposed a Master of Arts Degree/Certificate of Advanced Study in School Psychology; and

WHEREAS, Castleton State College's M.A. + CAS in School Psychology program prepare students for careers as school psychologists where they will provide direct educational, behavior, and mental health services for and collaborate with school administrators, educators and other professionals to create supportive learning and social environments for students; and

WHEREAS, The goal of the program is to prepare students to be credentialed by state department of education agencies as well as apply to become Nationally Certified School Psychologists through the National Association of School Psychologists; and

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

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

RESOLVED, That the VSC Board of Trustees authorizes Castleton State College to offer a Master of Arts Degree/Certificate of Advanced Study in School Psychology as of this date, April 9, 2015.

April 9, 2015

b. Vermont Tech: Policy 102 Final Proposal: Bachelor of Science in Manufacturing Engineering Technology

At its February 11, 2015 meeting, the EPSL committee discussed Vermont Tech's preliminary proposal for Bachelor of Science in Manufacturing Engineering Technology. In this meeting, EPSL will review the final full proposal for this program. A resolution for the approval of the program is attached and recommended for submission to the full Board for its consideration.

VERMONT STATE COLLEGES NEW PROGRAM PROPOSAL
Final Proposal Form

Part I: General Information

1. Institution: Vermont Technical College
2. Name of new program: Bachelor of Science in Manufacturing Engineering Technology
3. a) Individual(s) with responsibility for program development: John Kidder, Ph.D, Chair, Mechanical Engineering Technology
b) Academic Department(s): Mechanical Engineering Technology
4. a) Date of Preliminary Proposal: January 2015
b) Proposed start date of program: Fall 2015
5. Title of degree to be conferred (if applicable): Bachelor of Science
6. Brief description of proposed program (150 words or less):

The objective of the program is to prepare graduates with technical and leadership skills necessary for manufacturing competitiveness and to enter careers in manufacturing process and systems design, operations, quality, continuous improvement, lean manufacturing, and sustainability.

Graduates must demonstrate the ability to apply the following to the solution of manufacturing programs to achieve manufacturing competitiveness:

- (a) materials and manufacturing processes;
- (b) product design process, tooling, and assembly
- (c) manufacturing systems, automation, and operations
- (d) statistics, quality and continuous improvement, and industrial organization and management.

The program includes a capstone experience that develops and illustrates student competencies in applying both technical and non-technical skills in successfully solving manufacturing problems.

Part II: Rationale

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

The program is career-oriented, technical, engineering technology focused and prepares students for immediate success and productivity in the workforce.

The program will increase enrollment while creating a net revenue through student tuition.

The program provides an educational ladder (seamless articulation) for all of the engineering technology associate degrees at Vermont Tech. The program also requires significant credits in business, which will increase enrollment in the college's existing BS in Business Technology & Management program courses.

The student market includes full-time students pursuing a career in the manufacturing sector as well as a significant number of working people who are in the process completing or have completed an apprenticeship certificate or associate degree in general engineering technology through Continuing Education and Workforce Training department programs.

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

The program will concentrate on the applications of manufacturing engineering technology and emphasize the rational process involved in converting theories and ideas into practical techniques, procedures, and products. Fundamentals are related to current practice, providing a supportive "why" for the practical "how". The general education component (math, science, English, social science, and humanities) helps students gain a balanced, well-rounded education.

Employment needs include Manufacturing Technicians, Quality Control Engineering, Advanced Machinists and Manufacturing Supervisors. In addition to those specific positions, apprentice program graduates from GE-Aviation, GW Plastics and other manufacturers in Vermont need a career and education ladder that not only contains relevant content, but that is accessible to incumbent workers.

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

The program objectives (see below) are distinctly different from other B.S. degree programs at Vermont Tech while at the same time it also articulates well with existing certificate and associates degree programs at VTC and CCV.

The Vermont Advanced Manufacturing Partnership report (2013) clearly identified the many benefits that the manufacturing sector offers the State of Vermont. Both large and small manufacturers in Vermont have reported a skills gap and find it difficult to hire and keep employees with the skills and education required to advance within their companies.

One of the foundations of this program is accessibility for students with previous college experiences or those that are currently working. The program will use alternative delivery strategies (Adobe Connect, bundled weekend labs) and the curriculum is not overly prescriptive with the course requirements prior to the manufacturing engineering technology emphasis courses.

Part III: Program Description

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

Program Objectives

The Bachelor of Science in Manufacturing Engineering Technology program prepares graduates to:

- Apply technical knowledge and leadership skills to contribute to manufacturing competitiveness through process and systems design, operations, quality, continuous improvement, lean manufacturing, and sustainability.
- Employ strong communication, leadership, and teamwork skills and participate productively on professional teams.
- Develop and continuously improve in a career in manufacturing or a related field.

Program Outcomes

Graduates of the program will be able to:

- Contribute to product design with the application of knowledge in computer-aided design, tooling, production, and assembly.
- Demonstrate the ability to develop solutions in materials and manufacturing processes.
- Understand how to employ manufacturing systems, automation, and operations strategies to improve manufacturing processes.
- Apply statistical methods, continuous improvement, and industrial organization and management to improve production and quality.
- Demonstrate an ability to select and apply knowledge of mathematics, science, engineering, and technology to manufacturing problems drawing from both principles and applied procedures or methodologies.
- Conduct, analyze, and interpret standard tests and measurements and apply experimental results to improve processes.
- Function effectively as a member or leader on a technical team and apply both technical and non-technical skills in successfully solving manufacturing problems
- Identify and use appropriate technical literature and apply written, oral, and graphical communication in both technical and non-technical environment.
- Recognize the importance of self-directed continuing professional development, quality,

timeliness, and continuous improvement, and;

- Demonstrate knowledge of and a commitment to professional and ethical responsibilities and the impact of technology in a societal and global context.

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

The program will provide a general education foundation in mathematics, science, computer applications, social science, humanities, and written and oral communications. The general education foundation provides essential support for the technical coursework.

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

Program assessment and continuous improvement will be done following methods used in other ABET accredited engineering technology programs. The external advisory board will regularly review the program objectives and outcomes and provide feedback to confirm that they are current, relevant, and addressing the needs of the manufacturing sector. Assessments of student work will be completed regularly, embedded into course work (exercises, lab reports, exam questions, design assignments, projects, etc.) and evaluated using standards-based rubrics that address the individual program outcomes. The assessments will then be evaluated to identify short-comings and areas for improvement.

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

The B.S. degree program in Manufacturing Engineering Technology is driven by the growth of manufacturing in this region and nationally and by interest from our corporate clients and traditional students. The program objectives are distinctly different from other B.S. degree programs at Vermont Tech but it uses several existing courses that are currently offered on a regular basis. The objectives and outcomes align with the requirements established by the Society of Manufacturing Engineers for an ABET-accredited Manufacturing Engineering Technology program. The program has been developed to meet all NEAS&C requirements.

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

The curriculum is designed to allow access, prescribing academic experience rather than a list of courses. The curriculum requirements are attached in Appendix A: Curriculum Bachelor of Science in Manufacturing Engineering Technology.

Course Name & Number	Credits	New or Existing?
<p>MEC 3XXX - Manufacturing Processes II Prerequisite: MEC 1011, MEC 1020 This course focuses on advanced manufacturing and production processes. Topics covered include concurrent and reverse engineering methods, automation in manufacturing, abrasive and grinding techniques, electrical discharge machining, hot wire, CNC welding and plasma processes, 3D printing, and other emerging methods. 2 hr lecture, 2 hr lab</p>	3 credits	new
<p>MEC 3XXX - Materials Processes Prerequisite: MEC 1020 A fundamental aspect of manufacturing is the processing of materials into products. This course focuses on the manufacturing methods by which materials are economically processed into different shapes. The overall goal is to develop an understanding of how process design involves considering the shape, functionality and materials required of a product. Topics covered address processes for metal, polymers, and ceramics and include machining, casting, forming, joining, sheet metal, extrusion, additive methods (3D printing), and electronic materials. 2 hr lecture, 2 hr lab</p>	3 credits	new
<p>MEC 3XXX - Advanced CNC Prerequisite: MEC 1020, MEC 2040 This course develops proficiency in the use of professional grade Computer-Aided Manufacturing software and in the use and operation of CNC machine tools. Topics covered include the history and development of CNC machining, current technology, development of programs, setups, tool lists (cutting, precision measurement), material lists, fixtures, schedules, orders of operation, safety hazards, and preventive maintenance. 1 hr lecture, 4 hr lab</p>	3 credits	new
<p>MEC 4XXX - Lean Manufacturing Prerequisite: MAT 2021 This course develops proficiency in the methods and processes used for lean manufacturing. Topics covered include the fundamental principles of lean methods including the continuous recognition and elimination of waste in operations and reducing time from order to delivery while maintaining or improving product quality. This course focuses on gaining the understanding of lean principles, practices, and techniques from both a technical standpoint and a people perspective which is needed in order to effect lead an organization to lean operation and sustain the improvement. Classroom sessions will include exercises designed to simulate real world applications to clarify concepts and techniques. 3 hr lecture</p>	3 credits	new

<p>MEC 4XXX Quality Assurance Prerequisite: MAT 2021 This course focuses on the principles and methods of quality assurance including measurement, control, improvement, and management, focusing on applications in the manufacturing field. The course introduces the scope and function of quality assurance, including basic definitions, statistics, quality policy and objectives, manuals and procedures, concept of variation, inspection and sampling techniques, meteorology process control, methods and the elements of reliability. 3 hr lecture</p>	<p>3 credits</p>	<p>new</p>
<p>MEC 4721 Capstone Project Prerequisite: Senior standing This course integrates the knowledge and skills developed through academic study and work experience to develop a design and plan for a system or process related to their field of study. Topics covered and exercised include the process and tools used in team-based work, methods to create and communicate technical concepts, documentation, and presentations. The course also includes field specific information on careers and the skills essential for professional development. In some cases laboratory sessions may be completed through project tasks in research or industrial environments. 1 hr lecture, 4 hr lab</p>	<p>3 credits</p>	<p>new</p>

6. TOTAL CREDITS in proposed program: 120

Note: Per VSC Policy 101, "baccalaureate degree major requirements normally range up to 50 credits."

Part IV: Budget Considerations

Please see APPENDIX B: “Cost Analysis BS in Manufacturing Engineering Technology,” a thorough breakdown of instructional costs for the program assuming full-time enrollment in the four-year curriculum and assuming new sections of each course. However, the program will be enrolling primarily students in their junior year who, except for the new MEC courses, will be enrolling in existing courses. Every effort will be made to enroll them into existing sections of those courses.

1. Expenditures for the proposed program:

	Year One	Year Two
Faculty		
Admin/Other Staff		
Facilities/Equipment	* \$150,000	* \$150,000
Library/Other Materials		
Other Costs		
TOTAL COSTS:		

2. Revenue/sources to meet new expenditures

Year One \$144,000 (12FTE) **Year Two** \$336,000 (26FTE)
Tuition

Reallocation

TOTAL REVENUES:	\$144,000	\$336,000
------------------------	-----------	-----------

***Other Sources:** Grant funds , employer partner contributions and other sources are being pursued aggressively to fund the equipment needs.

Part V: Enrollment, Marketing and Public Relations Considerations

1. Projected enrollment for new program:

		FT				FT Transfers		PT (0.5 FTE)				
		Fr	So	Jr	Sr	Jr	Sr	Jr A	Jr B	Sr A	Sr B	
2015-16	Year 1	0	0	0	0	4	0	12	0	0	0	
2016-17	Year 2	6	0	0	0	5	4	12	10	0	0	
2017-18	Year 3	8	5	0	0	6	4	12	10	8	0	
2018-19	Year 4	10	7	4	0	6	5	12	10	8	7	
		Totals										
		Fr	So	Jr	Sr	Total						
2015-16	Year 1	0	0	10	0	10						
2016-17	Year 2	6	0	16	4	26						
2017-18	Year 3	8	5	17	8	38						
2018-19	Year 4	10	7	21	12	50						

Describe how you arrived at these projections:

For Year One, current associate degree in mechanical engineering technology students were polled and four have committed to continuing on to the BS in Manufacturing Engineering Technology. Sixty advanced manufacturing apprenticeship graduates were polled and twelve have committed to pursuing the BS in Manufacturing Engineering Technology beginning in the fall 2015. There are over three hundred manufacturing apprenticeship graduates and a new cohort of 15-25 graduate every May.

No formal marketing has been designed or implemented for the program yet. Once the program is embedded in the college’s strategic marketing plan, we anticipate that enrollment will grow.

2. Describe the marketing strategies for the new program.

The marketing focus is four-fold:

- a) Articulation from current Associate in Engineering degree programs at Vermont Tech;
- b) Articulation from Advanced Manufacturing Technician Apprentice Programs in the state;
- c) Articulation from engineering technology and STEM studies programs from other colleges, perhaps most notably, CCV’s associate’s degree in STEM Studies;
- d) Traditional students seeking a Bachelor of Science in Manufacturing Engineering Technology.

3. Competition:

a) In state and region

There are three BS in Manufacturing Engineering Technology programs in the region (CT, MA, ME, NH, NY, and RI) - Rochester Institute of Technology, Central Connecticut State University, and SUNY Farmingdale.

b) Web-based

No “online” bachelor’s degrees in Manufacturing Engineering Technology could be found.

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

Associate of Engineering degree programs will see increased enrollments as a result of the accessible educational ladder to the BS in Manufacturing Engineering Technology and the workforce demand.

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

CCV’s associate degree in STEM Studies will see increased enrollment as a result of the articulation agreement to the BS in Manufacturing Engineering Technology between Vermont Tech and CCV.

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

Vermont manufacturers, GE-Aviation and GW Plastics in particular, will expand their current apprentice program partnerships with Vermont Tech as a result of the accessibility of the BS in Manufacturing Engineering Technology and the relevance of the program outcomes to their workforce.

Appendix A

Manufacturing Engineering Technology B.S. Degree	
Minimum degree requirements	
	Credits
6 credits of English:	
ENG1060 or equivalent (3)	3
ENG2080 or equivalent (3)	3
12 credits of Arts and Humanities (3 credits at 3000-level or above)	12
12 credits of mathematics including calculus (3 credits) and statistics (3 credits)	12
12 credits of lab-based science (e.g., physics, chemistry, biology)	12
27 credits of engineering or science courses (12 credits at 2000-level or above)	27
27 credits of Manufacturing Core, including or equivalent to:	
MEC 1011 - Design Communications I	2
MEC 1020 - Manufacturing Processes	2
MEC 1060 - Metrology and Inspection Techniques	3
MEC 2040 - Computer-Aided Technology	2
MEC 3XXX - Advanced CNC	3
MEC 3XXX - Manufacturing Processes II	3
MEC 3XXX - Materials Processes	3
MEC 4XXX - Lean Manufacturing	3
MEC 4XXX - Quality Assurance	3
MEC 4721 - Capstone Project	3
12 credits of Business and Management (6 credits at 3000-level or above)	12
12 credits of Electives	12
TOTAL	120
60 credits must be completed at Vermont Technical College	

Four-year curriculum map with mechanical engineering technology emphasis			
YEAR 1			
Fall	Credits	Spring	Credits
ENG 1060 - English	3	ENG 2080 - Technical Communication	3
MAT 1321 - Precalculus I	3	MAT 1322 - Precalculus II	3
MEC 1000 - Intro to Mechanical Engineering Technology*	1	MEC 1040 - Materials Science and Engineering*	3
MEC 1011 - Design Communication I	2	MEC 1012 - Design Communication II*	2
MEC 1020 - Manufacturing Processes	2	PHY 1042 - Physics II	4
PHY 1041 - Physics I	4		
	15		15
YEAR 2			
Fall		Spring	
ELT 2071 - Circuits*	3	CHE 1031 - General Chemistry	4
MEC 2040 - Computer-Aided Technology	2	ELT 2072 - Electronics*	3
MAT 1520 - Calculus	4	MEC 2071 - Machine Design*	2
MEC 2035 - Statics and Strength of Materials*	4	MAT 2021 - Statistics	3
MEC 1060 - Metrology and Inspection	3	ELE XXXX - AH/SS elective	3
	16		15
YEAR 3			
Fall		Spring	
BUS 2020 - Principles of Management	3	MEC 3XXX - Manufacturing Processes II	3
MEC 2010 - Fluid Mechanics & Systems*	3	MEC 3XXX - Advanced CNC	3
MEC 3XXX Materials Processes	3	MEC 2050 - Thermodynamics & Heat Transfer*	3
ELE XXXX - AH/SS elective	3	ELE XXXX - AH/SS elective	3
MEC 1080 - MIG Welding *	3	ELE XXXX - Elective	3
	15		15
YEAR 4			
Fall		Spring	
BUS 2260 Organizational Communication	3	MEC 4XXX Capstone Project	3
BUS 3150 Production & Operations Management	3	MEC 4XXX Lean Manufacturing	3
MEC 4XXX - Quality Assurance	3	BUS 4350 Technical Project Management	3
ELE 3XXX - Upper level AH/SS	3	ELE XXXX - Elective	3
ELE XXXX- Elective	3	ELE XXXX- Elective	3
	15		15
* Suggested courses that contribute to the requirement for 27 credits of engineering and science courses			121

Appendix B

One Lab Section Each!													
\$\$/WL	\$ 3,565	*Assumed average of Brandon/Richmond-Hall/Adjunct											
Tuition/Credit	\$ 494	*Current Rate											
Number of students Yr. 1	18	*Starting 1st Yr/Fall, 10% drop in Spring											
Number of students Yr. 2	15	*Starting 2nd Yr/Fall, 10% drop in Spring											
Number of students Yr. 3 & 4	12												
Overhead rate	\$0.35												
VTC FINANCIAL IMPACT													
Title	Notes	Course	WL	WL Cost	Other costs	Total Cost	Student Cr.	Per student revenue	Lab Fees	Total Rev., 18 students starting			
1st YEAR: FALL													
English		ENG 10XX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 26,676			
Intro Mech Technology		MEC 1XXX	1.3	\$ 4,777		\$ 4,777	1	\$ 494	\$ 50	\$ 9,792			
Design Comm I		MEC 1011	4.0	\$ 14,331		\$ 14,331	2	\$ 988	\$100	\$ 19,584			
Manufact Processes		MEC 1020	3.0	\$ 10,731		\$ 10,731	2	\$ 988	\$ 50	\$ 18,684			
Pre-Calc I		MAT 1321	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 26,676			
Physics I		PHY 1041	5.0	\$ 17,861		\$ 17,861	4	\$1,976	\$ 50	\$ 36,468			
			19.4	\$ 69,090	\$ -	\$ 69,090	15	\$7,410	\$250	\$ 137,880			
1st YEAR: SPRING													
Technical Comm		ENG 2080	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 24,008			
Design Comm II		MEC 1012	4.0	\$ 14,331		\$ 14,331	2	\$ 988	\$150	\$ 18,436			
Pre-Calc II		MAT 1322	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 24,008			
Physics II		PHY 1042	5.0	\$ 17,861		\$ 17,861	4	\$1,976	\$ 50	\$ 32,821			
AH/SS Elective		ELE XXXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 24,008			
			18.0	\$ 64,277	\$ -	\$ 64,277	15	\$7,410	\$200	\$ 123,282			
2nd YEAR: FALL													
Basic Electricity I		ELT 2071	4.0	\$ 14,296		\$ 14,296	3	\$1,482	\$ 50	\$ 22,337			
Statics & Strength Mat'ls		MEC 2035	4.3	\$ 15,472		\$ 15,472	4	\$1,976	\$ 50	\$ 29,539			
Comp Aided Tech		MEC 2040	3.0	\$ 10,731		\$ 10,731	2	\$ 988	\$ 50	\$ 15,134			
Calc for Engineering		MAT 1520	4.0	\$ 14,260		\$ 14,260	4	\$1,976		\$ 28,810			
Metrology & Inspection		MEC 1060	4.0	\$ 14,296		\$ 14,296	3	\$1,482	\$ 50	\$ 22,337			
			19.4	\$ 69,054	\$ -	\$ 69,054	16	\$7,904	\$200	\$ 118,156			
2nd YEAR: SPRING													
Electronics		ELT 2072	4.0	\$ 14,296		\$ 14,296	3	\$1,482	\$ 50	\$ 20,103			
General Chemistry I		CHE 1031	6.7	\$ 23,814		\$ 23,814	4	\$1,976	\$ 50	\$ 26,585			
Machine Design		MEC 2070	4.0	\$ 14,296		\$ 14,296	3	\$1,482	\$ 50	\$ 20,103			
Statistics		MAT 2021	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 19,447			
AH/SS Elective		ELE XXXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 19,447			
			20.7	\$ 73,796	\$ -	\$ 73,796	16	\$7,904	\$150	\$ 105,685			
3rd YEAR: FALL													
Principles of Management		BUS 2020	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Fluid Mechanics & Systems		MEC 2010	3.3	\$ 11,907		\$ 11,907	3	\$1,482	\$ 50	\$ 18,093			
Materials Processes		MEC 3XXX	3.3	\$ 11,907		\$ 11,907	3	\$1,482	\$ 50	\$ 18,093			
AH/SS Elective		ELE XXXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
MIG Welding		MEC 1080	4.0	\$ 14,260		\$ 14,260	3	\$1,482		\$ 17,502			
			16.7	\$ 59,464	\$ -	\$ 59,464	15	\$7,410	\$100	\$ 88,692			
3rd YEAR: SPRING													
Manufacturing Processes II		MEC 3XXX	3.3	\$ 11,907		\$ 11,907	3	\$1,482	\$ 50	\$ 18,093			
Advanced CNC		MEC 3XXX	3.3	\$ 11,907		\$ 11,907	3	\$1,482	\$ 50	\$ 18,093			
Thermodynamics & Heat		MEC 2050	3.3	\$ 11,907		\$ 11,907	3	\$1,482	\$ 50	\$ 18,093			
Elective		XXX XXXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Elective		XXX XXXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
			16.0	\$ 57,111	\$ -	\$ 57,111	15	\$7,410	\$150	\$ 89,282			
4th YEAR: FALL													
Organizational Comm.		BUS 2260	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Product. & Operations Manag.		BUS 3150	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Upper Level AH/SS Elective		ELE 3XXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Quality Assurance		MEC 4XXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Elective		XXX XXXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
			15.0	\$ 53,475	\$ -	\$ 53,475	15	\$7,410	\$ -	\$ 87,511			
4th YEAR: SPRING													
Capstone Project		MEC 4XXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Lean Manufacturing		MEC 4XXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Technical Project Management		BUS 4350	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
Elective		XXX XXXX	3.0	\$ 10,695		\$ 10,695	3	\$1,482		\$ 17,502			
			12.0	\$ 42,780	\$ -	\$ 42,780	12	\$5,928	\$ -	\$ 70,008			
Instruction/Tuition & Lab Fees						\$ 489,047			\$ 820,496				
Extras							Fees Yr. 1	\$1,004	\$ 18,072	Activity/Facilities			
Room Fee							Fees Yr. 2	\$1,024	\$ 14,931	Activity/Facilities			
Normal Fees							Fees Yr. 3	\$1,045	\$ 12,336	Activity/Facilities			
Overhead/Indirect							Fees Yr. 4	\$1,065	\$ 12,583	Activity/Facilities			
TOTALS						\$ 660,213			\$ 878,418				
TOTALS						Costs			Revenue	Net			
Year 1						\$ 180,045			\$ 279,234	\$ 99,189			
Year 2						\$ 372,892			\$ 518,006	\$ 145,114			
Year 3						\$ 530,269			\$ 708,316	\$ 178,047			
Year 4						\$ 660,213			\$ 878,418	\$ 218,205			

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Vermont Technical College
Bachelor of Science Degree in Manufacturing Engineering Technology

WHEREAS, Vermont Technical College proposed a Bachelor of Science Degree in Manufacturing Engineering Technology; and

WHEREAS, Vermont Technical College's Bachelor of Science Degree in Manufacturing Engineering Technology program will provide an educational ladder and seamless articulation for all of the engineering technology associate degrees at Vermont Tech; and

WHEREAS, The objective of the program is to prepare graduates with technical and leadership skills necessary for manufacturing competitiveness and to enter careers in manufacturing process and systems design, operations, quality, continuous improvement, lean manufacturing, and sustainability; and

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

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

RESOLVED, That the VSC Board of Trustees authorizes Vermont Technical College to offer a Bachelor of Science Degree in Manufacturing Engineering Technology as of this date, April 9, 2015.

April 9, 2015

4. 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.

Presidents Bertolino, Murphy, and Wolk 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 Hannum; CAO Ziesler, and Professor Linda Olson. The committee voted to recommend two candidates to the full Board of Trustees. The EPSL Committee will consider this recommendation and the attached resolution for endorsement to the full Board.

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.

February 1, 2015

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

RE: Faculty Fellow Nomination of Professor Janet Bennion

Dear Committee Members:

In accordance with Article 41 of the VSC-VSCFF *Agreement*, I am pleased to submit the nomination of Dr. Janet Bennion for a VSC Faculty Fellow award for the academic year 2015-2016. A member of the faculty since 2003, Dr. Bennion is a full Professor and was tenured in 2009. She teaches in the Social Sciences Department, specifically in Anthropology. She specializes in Mormon fundamentalist polygyny.

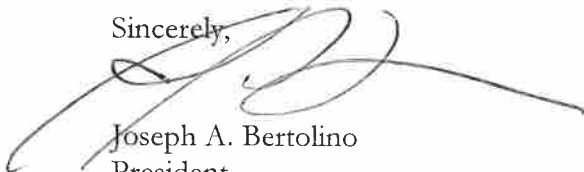
Dr. Bennion's letter and proposal are attached, which speak clearly to the worth of her project and as a deserving candidate for Faculty Fellow. Dr. Bennion's work would be of great value to Lyndon, as it continues to broaden her depth of professional development in her specialized field of polygyny. This proposal presents an excellent opportunity for Dr. Bennion to promote her talents and collaborate with international scholars.

Dr. Bennion is an enthusiastic teacher, valued colleague and a highly productive member of the college community. Please find attached letters of support from her colleagues: 1) Lisa Fishbayn Joffe, Director of the Gender, Culture, Religion and the Law at the Hadassah-Brandeis Institute at Brandeis University; 2) Philip Kilbride, Professor of Anthology at Bryn Mawr (letter to Phyllis Deutsch, Editor in Chief at the University Press of New England).

Also enclosed is Dr. Bennion's resume.

Dr. Bennion 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 her name to you for your consideration.

Sincerely,



Joseph A. Bertolino
President

Enclosures

c: Dr. Janet Bennion

December 9, 2014

Kellie Bean
Provost
Lyndon State College:

Dear Provost Bean:

I would like to be considered for the honor of Faculty Fellow for the 2015-16 year. For the committee's information, I am a professor of anthropology at Lyndon State College in Vermont, specializing in Mormon fundamentalist polygyny. I have a Ph.D. in Anthropology from University of Utah and a Masters in Social Anthropology from Portland State University.

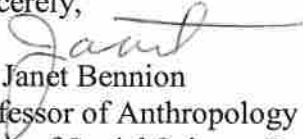
My scientific publications include Polygamy in Primetime, by University of Brandeis Press (2012), which provides a history and impact of polygamy in North America, Women of Principle: Female Networking in Contemporary Mormon Polygyny (Oxford University Press 1998) which is the first ethnography ever published about Mormon fundamentalism and provides female conversion narratives, and Desert Patriarchy (University of Arizona Press 2004) which presents my theory explaining the role of the desert environment (Chihuahua, Mexico) in the development and maintenance of a patriarchal gender ideology.

I have presented scholarly papers on the topic of decriminalization of polygyny around the country, as well as international conferences at the European University Institute in Florence, Italy, Brandeis University in Boston, and most recently, Universite de Sherbrooke and a European Sociological Association conference in Lithuania. My next conference will be in Berkeley, discussing the emergence of progressive polygamy in the Intermountain West.

My fellowship would focus on the introduction of a new publication, *The Polygamy Question*, due to come out with Utah State University Press, the fall of 2015. This project is the culmination of all the international conferences attended in the last five years. It is my intent to explore the possibility that plural marriage may be the next civil rights cause in this second decade of the 21st century.

Again, it would be my honor to represent Lyndon State and the whole VSC in this international endeavor. I appreciate your support and interest in my research and the larger issue of examining alternative sexual and marital forms emerging in the North American context.

Sincerely,



Dr. Janet Bennion
Professor of Anthropology
Chair of Social Science Department
Vice Chair of the Faculty Assembly
Lyndon State College
1001 College Road
PO Box 919
Lyndonville, VT 05851
Phone: 802-626-6234
FAX: 802-626-4806
Janet.Bennion@lyndonstate.edu

Research Proposal

Polygamy: The New Marriage Rights Frontier

edited by

Janet Bennion, Professor of Anthropology, Lyndon State College ("Janet.Bennion@lsc.vsc.edu)

Lisa Fishbayn Joffe, Director of the Project on Gender, Culture, Religion and the Law, Brandeis University (Fishbayn@brandeis.edu)

Synopsis

Polygamy is practiced by only 2% of North Americans from a range of religious and national backgrounds, yet the practice of plural marriage occupies a disproportionately large space in the public and legal imagination. Reality television shows like *Sister Wives* and *Polygamy, USA* seek to titillate with the details of polygamous family formation and family management among Mormon fundamentalists. These programs also operate to normalize the polygamous unit, showing seemingly happy, thriving and relatively self-aware families with little apparent abuse or underage marriage.

By contrast, a series of recent trials and convictions involving courts charges of statutory rape and abduction by leaders of the Church of Fundamentalist Latter Day Saints (FLDS) have painted a much darker picture of polygamy. Self-described FLDS prophets Warren Jeffs and David Mitchel are in prison for rape and abduction, and charges are pending for grooming for child sexual abuse by figures in the Canadian FLDS community in Bountiful, British Columbia. Courts and policy makers in both countries have grappled with the constitutionality of banning polygamy and have sought to balance competing visions of women's lives under polygamy. While the women of Bountiful, and various other groups, have filed affidavits testifying to their agency in choosing polygamy, their voices were muted by the voices of other escapees, politicians, and right-wing activists--all of whom focused on the cruelties of polygamy.

Polygamy also plays a role in the public imagination as metaphor for discussing other challenging marital practices. The decisions of Justice Antonin Scalia in the United States

Supreme Court jurisprudence on the criminalization of homosexual practices and the recognition of same-sex marriage are notorious for having warned that permitting accommodation of homosexuals puts America on a slippery slope towards affirming polygamy.¹ The extent to which it is this ideological conception of polygamy that is being regulated and interrogated, rather than the concrete anthropological practice, remains unclear.

This contributions to this volume focus on two related issues. The first is defining both the harms and benefits of polygamy. Scholars seek to disentangle diverse forms of polygamy (and polyamory) practiced in North America and beyond and to chart the variable impact these models of polygamy have on men, women and children whether they are independent individuals or members of relatively coherent fundamentalist communities. The second key issue flows from the first. If the alleged harms of polygamy flow from the institution itself in all its instantiations, how should it be regulated by the state? If there are forms of polygamy that respect or even enhance the possibilities for a satisfying life for its participants, could these groups be separated from abusive forms of polygamy through regulating subsets of abusive behavior, rather than the practice of polygamy itself? Should this regulation take place through refusal to recognize polygamous marriages as having any legal effect, through regulating the processes for entry and dissolution of polygamous marriages or through criminalization of such unions? These papers are drawn from two international conferences—one held at the European University Institute in Florence, Italy, and the other, at Brandeis University. The book provides multi-national, multi-disciplinary scholarship on the pros and cons of legalization and the complexities of evaluating polygamy as a workable form of marriage.

Table of Contents

Introduction: Can Polygamy Be Good for Women?

by Janet Bennion and Lisa Fishbayn Joffe

Section I. Imagined Polygamies

¹ U.S. v. Windsor, June 2013 (striking down the Defense of Marriage Act , Scalia J. dissenting, page 18) Interestingly, in 2013, he links same sex marriage with less controversial immoral practices such as no-fault divorce and the consumption of alcohol. In Lawrence v. Texas, he equated anal sex with bigamy, adult incest and bestiality, so even he appears to be mellowing.

Media Impact on Polygamy in the U.S. by Sarah Whedon

The Ideological Challenge of Regulating Polygamy in Post-Apartheid South Africa, Lisa Fishbayn Joffe, Brandeis University

Variable interpretations of British Columbia Trial, David Koussens, University of Sherbrooke

Melanie Heath? Harm or Right? Polygamy's Contested Terrain Across Borders, McMaster University

Section II. Identifying the Harms of Polygamy

Feminism and Female Choice in Mormon polygamy by Janet Bennion, Lyndon State College

Ethics of Sisterhood: African American Muslim Women and Polygyny by Debra Majeed, Beloit College

Polygamy in America, Phil Kilbride, Bryn Mawr

Polygamy and the Regulation of Marriage Markets by Shoshana Grossbard, San Diego State University and University of Zaragoza

Polygyny and Its Effects on Violence Against Women, Children and Within the State by Rose McDermott, Brown University

A Study of Psychological Family Function, Marital and Life Satisfactions of Polygamous and Monogamous Women by Alean Al-Krenawi, Memorial University, Israel

(Abdullahi An-Na'im, told me he would not be able to contribute a piece at the time of the conference. Did you contact him again?)

Section III. Regulating Polygamy

Kerri Abrams? "Recognizing Polygamy" University of Virginia

Prakash Shah? Update on Attitudes to Polygamy in British Law, Queen Mary, University of London

Should the U.S. Decriminalize Polygamy? Considerations from the Mormon Case by Sarah Song, University of California, Berkeley

Why the U.S. Should Not Decriminalize Polygamy by Maura Strassberg, Drake Law School

Should Polygamy Be a Crime? By Martha Bailey, Queens University

Opposing Polygamy: A Matter of Equality or Patriarchy by Lori Beaman, Canada Research Chair in the Contextualization of Religion in a Diverse Canada, University of Ottawa

The Criminalization of Polygamy or the Importance of Monogamous Marriage in Canada, Marie-Pierre Robert, University of Sherbrooke

Conclusion?

Introduction

The introduction provides an updated review of all the recent scholarly work on the effect of polygamy on women and children and on polygamy and the law. It illustrates the variability in interpreting polygamy as viable option and how the media and the law influence the expression of polygamy. It summarizes the arguments and data of all the authors in the volume, showing how the content of these essays is essential to the overall discourse on the option to legalize plural forms of marriage.

This anthology cites relevant literature drawn from diverse fields in a thorough manner which will be of great interest to scholars in history, anthropology, sociology, religious studies, media studies, and law. It also has the potential for a wide readership in the public at large. The volume uses multi-disciplinary, multi-national voices in one location to enable the non-specialist reader to explore legal, moral and anthropological aspects of this family form. There is nothing out there now that combines these exact of articles into one volume. It provides emic, insider–

Bennion, Grossbard, al-Krenawi, and Majeed—as well as etic, outsider research—Beaman and Kilbride--about the diverse cadre of polygamous experiences. It provides arguments in favor of criminalizing polygamy—Strassberg and McDermott— and decriminalizing it but subjecting it to regulation (Bailey, Joffe and Robert).

The introduction explains how the volume was inspired by two conferences where polygamy was examined by scholars of many difference disciplines in an international context. The first conference--Polygamy, Polygyny, and Polyamory--was sponsored by the Hadassah Institute at Brandeis University and provided a wide array of papers examining the viability of polygamy as a marital form. The second conference--Love, Nature, and Marriage in the West--sponsored by Religiowest and Chaire de Recherche sur les Religions en Modernité Avancée at the European University Institute in Florence, Italy, provided discussions of Right-to-Marry laws for both gay marriage and polygamy, most of which ended by criticizing laws that uniformly label polygamy as abusive without acknowledging the presence of well-functioning poly families.

The introduction also traces the history of polygamy in North America and provides an overview of how civil law has tried to shape the outcome for plural marriage for that last 150 years. It then explains how the current articles inform the larger literature of both well-functioning and poor functioning polygamy, illustrating the wide variety of forms in Mormon, non-Mormon Christian, and Islamic family life.

January 30, 2015

Faculty Fellow for 2015-2016

To the Vermont State Colleges Faculty Fellowship Committee:

I write with the strongest support for Dr. Janet Bennion as she applies to be a VSC Faculty Fellow for 2015-2016. She is a superb instructor, established scholar, and generous member of the Lyndon community who has earned deep respect across the Lyndon community for the depth of her scholarship and commitment to her students, and the global scholarly recognition that she has received.

Dr. Bennion's scholarship is exceptional given the demands of a four-year teaching college. She has reached the top of her field in North American polygynous studies, publishing prolifically and to critical acclaim, especially with her latest Brandeis work, *Polygamy in Primetime*. A recent peer review cited her as the "world-wide expert" in her field, and she has often been interviewed concerning polygyny and other research interests by the national media. Her published book *Desert Patriarchy* continues to generate scholarly interest. Dr. Bennion's teaching in sociology and sociocultural anthropology further demonstrate the breadth of her expertise. She frequently focuses on health issues, having taught Medical Sociology (Culture, Ecology, and Health) for ten years. Her primary research has also emphasized the health and well-being of women and children in polygynous societies. She also focuses on gender dynamics in her Cross-cultural Gender course and comparative religions in Myth, Magic, and Religion. I understand that she would use this Fellowship time to focus on her latest publication, *The Polygamy Question*, to be published with Utah State University Press. Her thesis concerning plural marriage as a civil rights issue is timely and of national interest, and there is no question that Dr. Bennion's recognition as a leader in this field fully supports her proposed fellowship work. It is especially noteworthy that she was recently named "worldwide expert in Mormon polygyny." at the recent European University Institute forum in Florence.

Students and colleagues recognize Dr. Bennion as an outstanding instructor. Her evaluations are unfailingly excellent, with many students praising her energy, enthusiasm, passion, and the wealth of experience she shares to enhance her lectures. She is always seeking ways to increase the experiential component of her teaching, and has invented ways to get students into the field locally, amongst Native American groups in Montana, and in the DeBaso region of Kenya. For this last work she was awarded two grants: an NSF-funded EPSCOR grant and a Learning Communities grant. She is adept at creatively addressing some of the most pressing problems faculty face these days, such as finding ways to reach students who will not read, or who do not know how to address a topic critically and effectively. It is clear that Dr. Bennion continually assesses her own work, aiming to improve; she is an accomplished teacher who strives to be even better.

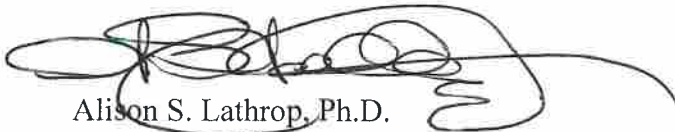
Dr. Bennion's leadership within the Lyndon community been excellent. She has admirably served our Social Science Department as Chair for four years. During this time she was instrumental in seeing through two faculty searches, development of a Gender Studies Minor, a Global Studies Major, and a successful Criminal Justice program, origination of student

outcomes assessment for accreditation, substantial curricular revisions including an essential focus on the teaching of research method, and development of a capstone experience. Dr. Bennion carried out day-to-day departmental operations including management of curriculum and scheduling for her full-time colleagues, and observed, evaluated and supervised part-time faculty ranging from political science to foreign languages. Lyndon remains grateful for the depth of her commitment to the needs of her department. She has also served as Coordinator for the Explorations program. Dr. Bennion significantly enriches our college community by sponsoring a wide variety of topical programs for the campus including a Male Forum and a presentation on the arts by a noted filmmaker, by co-chairing the annual International Festival, by initiating and organizing a very well-received campus conference for the Vermont Academy of Arts and Sciences, and by spearheading substantial campus-wide efforts to attract and mentor undecided students.

Dr. Bennion has been a tremendous asset to Lyndon. Besides the partial list of accomplishments that I have included here, I can say that Janet is a truly inspirational colleague, always ready to help, who brings the most fascinating topics to our attention, and whose devotion to our students never flags. I have recently held administrative positions during which I had the privilege of a far more detailed examination of Dr. Bennion's work than most colleagues might enjoy. I assert from this perspective that I can think of no one more deserving of the honor of being appointed VSC Faculty Fellow than Janet Bennion.

Thank you very much for the opportunity to support Dr. Bennion. Please feel free to contact me with any questions.

Sincerely,

A handwritten signature in black ink, appearing to read 'Alison S. Lathrop', with a long horizontal flourish extending to the right.

Alison S. Lathrop, Ph.D.
Professor of Geology; Chair, Department of Natural Sciences
Lyndon State College,
Lyndonville, VT 05851

January 26, 2015

RE: Dr. Janet Bennion

To Whom It May Concern:

I am writing as the former Dean of Academic and Student Affairs at Lyndon State College, a position I held for eight years until my retirement in December 2012. Thus, I am well acquainted with the talents of Professor Janet Bennion and am very pleased to submit this recommendation for Professor Bennion. A highly regarded member of Lyndon State College's faculty, Dr. Bennion is a full Professor and among the most prolific researchers at Lyndon.

I have known Dr. Bennion for the past ten years. She is a creative and challenging instructor who is well-regarded by students and her colleagues. Her student evaluations are consistently excellent from semester to semester. Students in all her classes appreciate her wealth of personal experiences, and how she weaves them into her courses, as well as her energy and enthusiasm for her subject. Her students see her as passionate about her discipline, very approachable, and highly effective. Dr. Bennion gives much thought as to how to enhance the experiential components of her courses. She has also created a number of novel field experiences (which have introduced students to new and different cultures and peoples, including Native American groups in Montana). She has taken on various teaching challenges (e.g., students who don't read the material), and has developed creative solutions to address these problems. Furthermore, she can be counted on to address whatever curricular needs may arise in her department. Finally, it was evident to me (as Academic Dean) that Dr. Bennion continuously evaluated her courses to improve her teaching and the educational experience for her students; she was and is an accomplished teacher who strives to be even better.

The area of scholarship and professional activity is an area of notable achievement for Dr. Bennion. Her published book *Desert Patriarchy* continues to generate interest among scholars. She also published a third book with Edwin Mellen Press (2008) about her evaluation of the impact of polygyny on women and children. Her 2011 book, *Polygamy in Primetime*, with Brandeis University, has met with critical acclaim. In a peer review when it was released, she was labeled as the "worldwide expert" in her field. Her fourth book, *The Polygamy Question*, will be published later this year. Dr. Bennion also has been interviewed about her work on polygyny (as well as other research) by the national media repeatedly in the last several years.

In the last few years, she has participated in at least five international conferences of polygyny and the changing family worldwide. Recently, she has developed a consortium of scholars (our law professors, two sociologists, two anthropologists, and one social psychologist) to discuss the efficacy of decriminalizing plural marriage. And finally, she gained international prestige at the European University Institute forum in Florence, Italy

Re: Janet Bennion

January 26, 2015

Page 2

where she was named “worldwide expert in Mormon polygyny.” As I hope is evident, her scholarly and professional activity is truly exceptional for an individual working at a four-year teaching institution.

In sum, Dr. Bennion is a talented teacher, a gifted scholar, and an active citizen of the college and community. Lyndon State College is very fortunate to have someone with such talent, energy, and commitment among our faculty; the opportunity offered as a Faculty Fellow would be well used by Dr. Bennion. That being said, I recommend her to you without hesitation.

Sincerely,



Donna Dalton, Ph.D.
Dean of Academic Affairs, retired

cc: Janet Bennion, Ph.D.



April 1, 2015

February 4, 2013

Re: Letter of Reference for Janet Bennion

Dear Sir or Madam:

LISA FISHBAYN
Director

SYLVIA NEIL
Founder & Chair

It is my great pleasure to provide this letter of reference for Professor Janet Bennion in support of her application to UCLA.

I have known Dr. Bennion for 3 years in my capacity as director of the Project on Gender, Culture, Religion and Law at the Hadassah-Brandeis Institute of Brandeis University. The mission of the Project is to support research that explores conflicts between women's rights and practices justified in terms of religious or cultural norms in interdisciplinary and cross-cultural perspective.

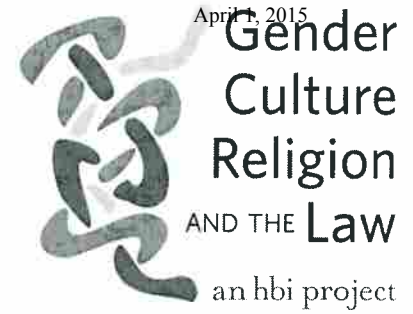
I first met Dr. Bennion when I organized a conference on Polygamy, Polygyny and Polyamory here at Brandeis in 2010. I sought to invite scholars of international standing to present work on the practice of polygamy in diverse religious and legal contexts. A review of the literature showed that Dr. Bennion was a leading authority exploring women's agency under conditions of Mormon polygamy. Her paper at the conference enriched our discussion by demonstrating the subtle attractions polygamous forms of marriage held both for women raised in these communities and for those who chose to join them.

Dr. Bennion later submitted a proposal for the Brandeis Series on Gender, Culture, Religion and Law, a book series which I co-edit for Brandeis University Press. The referees for her manuscript described her as "the world's leading anthropologist/field worker currently working on fundamentalist Mormon plural marriage".

This book, published in 2012 as *Polygamy in Primetime: Media, Gender and Politics in Mormon Fundamentalism* weaves together insights from Dr. Bennion's fieldwork with Mormon fundamentalist communities with critical evaluation of popular representations of Mormon fundamentalist life. It describes ways in which women negotiate polygamous relationships and offers programmatic recommendations for addressing abusive practices against women and children under Mormon polygamy.



HADASSAH-BRANDEIS INSTITUTE



LISA FISHBAYN
Director

SYLVIA NEIL
Founder & Chair

Most recently, Dr. Bennion spoke at Brandeis on a panel, entitled *Varieties of Mormon Feminism*, held to mark the release of this book. She was joined by Laurel Thatcher Ulrich as discussant. In the context of both academic conferences and large lectures such as this one, I found her to be an engaging and insightful speaker.

I look forward to collaborating with Dr. Bennion in the future and commend her to you highly.

Sincerely,

Lisa Fishbayn Joffe



HADASSAH-BRANDEIS INSTITUTE

Brandeis University, Mailstop 079 | Tel: 781-736-3116 | E-mail: fishbayn@brandeis.edu
Waltham, MA 02454-9110 | Fax: 781-736-2078 | Web: www.brandeis.edu/hbi

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Fax 610-526-5655
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B R Y N M A W R

June 23, 2011

Phyllis Deutsch, Editor in Chief
University Press of New England
One Court Street, Suite 250
Lebanon, NH 03766-1358

Dear Phyllis Deutsch,

1. Janet Bennion (J.B.) has established herself as the world's leading anthropologist/field worker currently working on fundamentalist Mormon plural marriage. She has also taken up polygamy in other cultures as well. The present manuscript is a continuing testimony to her well-achieved standing among her scholarly peers. It conforms in every way to superb scholarship. She cites relevant literatures drawn from diverse fields in a thorough manner which will be of great interest to scholars not only in anthropology and sociology, but also other fields such as history and religious studies. The practical implications of her book are clearly stated throughout which include not only scholarly findings, but also an excellent overview of the media and its usually hysterical relationship to fundamentalist Mormon communities. J. B.'s book will be a calming force in this confrontation and should receive a wide readership in the public at large.

Most central to this manuscript, as in other writings by the author, is a superb use of ethnography as her primary research methodology. This is of course the anthropologist at work. Throughout the book her various topical discussions are richly illustrated by a close attention to specific events, actual people, and social contexts. This case study approach provides, what I would call a "human touch" whereby numerous cases are described that J. B. has observed through many years of observation and participation. I cannot recommend this book more highly.

2. The material significantly includes many novel pieces of data, as well as useful re-summaries and reintegration of some material already published. As J. B. notes, for example, there is hardly any work on lesbianism in the Mormon experience such that her descriptions of this neglected topic is truly original. Her descriptions of sexuality for men and women are also rarely encountered in the literature and are well done and informative. Bringing together these and other topics in one place in book form will enable the non-specialist reader to have a handy reference topic. For example, childhood themes, such as divorce, whereby many people stay married for the sake of their children.

The rule of 15, moreover, contains provision for childcare and the careful reader will find much to argue in favor of decriminalization. J. B. favors this in light of the historical and ethnographic evidence she provides to show that children, like their counterparts elsewhere in America, seemingly are not worse off in polygamy. This is an important point since massive arrests and unsympathetic media frequently cite neglected children as their rationale for police intervention. At the same time, new powerful testimonies to women as “sister wives” are a major consideration to gender studies. Specifically, there can be no doubt that this work is ready for publication as it now stands.

3. J. B. has a superb writing style. One cannot literally put the manuscript down. For this reason I am writing up my thoughts much earlier than you had anticipated, I suppose! The organization of the book is very clear, but I have two minor suggestions. One is the title “Polygamy on Prime Time” is fine as the lead in. I think, however, that Media should go before Gender in the remainder of the title. I am not entirely satisfied with the title overall, but cannot offer a better one. Perhaps something like “Media Representations of Gender and Politics in Mormon Fundamentalism” or some other word for Representations? What is clear to me is that Media does not belong between Gender and Politics in the present title.

The last chapter is too brief, only briefly concerning the future of Fundamentalist Mormon polygamy. I am not quite sure what to recommend - not entirely disagreeing that brevity may be a virtue here. Perhaps there might be a re-title of the chapter emphasizing not so much the future of the principle, but the rights of poly-families in America, more generally, since she makes a moral equivalence between Mormon polygamy and lesbian sexuality (and marriage outside the Fundamentalist Mormon community). I agree with her on this point, but it seems that this point could just as well be raised instead in her superb Chapter 7 on the legal situation.

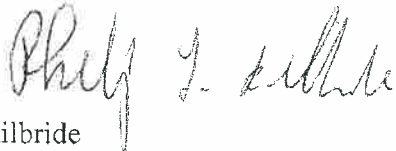
The Glossary and Appendices are useful and nicely done. The Bibliography will need to be slightly expanded to fully mention the literatures reviewed. The Preface is informative and well-done. Here I would suggest that the term “emic” be briefly defined since non-anthropologists may not be familiar with this term. She does discuss ethnography and may want to more fully mention what this is. Only a few sentences are needed. J. B. will know how to do this, if she so decides. In fact one of the real strengths of this book is that it also is an ethnography of the media concerning its portrayal of plural marriage in current shows like *Big Love* and *Sister Wives*. Her descriptions of the characters and events portrayed there are superbly done in the best tradition of ethnography. I would certainly make more of this strength, if not in the Preface then somewhere else in the book, perhaps in the Conclusion. There is a nice article where Lila Abu-Lughod describes the need for Geertz’s “Thick Descriptions” of culture in media studies (L. Abu-Lughod. *The Interpretation of Culture(s) after Television*. 1999, 110-136).

4. I see no need for revisions of any kind other than the minor tinkering that I am suggesting here.

5. I see a very broad audience for this book. The readership would include the social sciences, history, theology, law schools, gender studies, and even introductory classes at colleges and universities. Perhaps the final chapter, rather than the future of the principle, might be several pages intended for this diverse readership. A few sentences as to *why* each audience will find the book's findings useful. Other communities where plural marriage is currently practiced are potential readerships also. For example, the recent book by Patricia Dixon-Spear "We Want for Our Sisters What We Want for Ourselves: African American Women Who Practice Polygyny by Consent" is not cited in the book. J. B. does, however, refer to other communities in her discussions of polygamy more generally including in South Africa and Mali and does take up the African American case with one writer, Majeed, but her study appears to be unpublished. I will send a copy of the Dixon-Spear book to J. B. and she can decide to use it or not. In short, the marketing will be enhanced by a more careful selection of the title and some discussion in the last chapter directed at various audiences. There is no doubt that the manuscript as it now stands, if it gets into the various readerships, will be a hot topic indeed! Nothing more needs to be written in the text to make this suitable for the widest possible audience, just points of emphasis here and there as suggested.

6. There is nothing that will compete with this book. At the same time, it is a splendid ethnographic account of Fundamentalist Mormon polygamy as portrayed here historically and currently by a person who is herself an insider from within the social world that she describes. She is now both an insider and outsider very much like the diverse cadre of Mormon women that she describes (the independents, the liberals, the divorced, the lesbians, the single mothers, for example) for whom plural marriage seems a reasonable choice. (That is to say those who are powerless). She has given them voice. Too often the wider world in America sees polygamy as serving the interests of men only. J. B.'s descriptions of elite polygamy are well done such that the younger man is not an envious status as they must often leave the community in light of the elders obtaining wives for themselves. J. B., however, does not essentialize any of these situations and the book's greatest value is that over and over again it describes diversity in situations and personalities. There can be no singular perspective for the negatively ideologically committed. Nevertheless, J. B. writes about negative instances and is truly creative when she sets out the circumstances that promote abuse not just attributing it to males or religion. For example, illegality, isolation, and poverty are factors that promote abuse whereas many men and religion in and of themselves often promote well-adjusted polygamist life, often for women too. In conclusion, no other book does all of this, and does it so well, together at the same time under one cover.

Sincerely,



Philip L. Kilbride
Professor of Anthropology

CURRICULUM VITAE

JANET BENNION

Department of Social Science
Lyndon State College
P.O. Box 919 Lyndonville, VT 05851
(802) 626-6234
janet.bennion@lyndonstate.edu

EDUCATION:

- 1996 University of Utah
Ph.D., Cultural Anthropology
1990 Portland State University
M.A., Cultural Anthropology
1986 Utah State University
B.A., Editorial/News Journalism
1986 Religious and Philosophy Study, Utah State University, St. Petersburg, Russia
1984 Work Experience Abroad, Sarthe, France

ACADEMIC POSITIONS:

- 2003-to date Professor of Cultural Anthropology
Lyndon State College, Lyndonville, Vermont
2004-2008 Chair of Social Science Department
Lyndon State College, Lyndonville, Vermont
2002-2003 Dean of Faculty
Australasian Herbal College, Portland, OR
1998-2002 Assistant Professor of Sociology and Anthropology
Utah Valley University, Orem Utah
1996-98 Assistant Professor of Sociology and Anthropology
University of Maine, Fort Kent

PROFESSIONAL AFFILIATIONS:

Memberships:

Vermont Academy of Arts and Sciences, Board of Trustees
Northeast Anthropology Association
Association for Interpretive Anthropology
American Anthropological Association
Society for the Scientific Study of Sexuality
Society for the Scientific Study of Religion

Mormon History Association
Vermont Women in Higher Education

PUBLICATIONS/PAPERS:

Books:

The Polygamy Question, edited with Lisa Fishbayn-Joffe, Utah State University Press—University Press of Colorado, pending, spring 2015.

Polygamy on Primetime: Gender, Media, and Politics in Mormon Fundamentalism, University Press of New England, 2012.

Evaluating the Effects of Polygamy on Women and Children, Wales/London/New York: Edwin Mellen Press, 2008.

Desert Patriarchy: Gender Dynamics in the Chihuahua Valley, University of Arizona Press, March 2004

Women of Principle: Female Networking in Contemporary Mormon Polygyny, Oxford University Press, 1998.

Kings, Queens, and Covenants: An Analysis of Male and Female Conversion and Integration in a Mormon Fundamentalist Community, dissertation, 1996, Dept. of Anthropology, University of Utah.

An Exploratory Study of Female Networking in a Mormon Fundamentalist Community (Janet Cannon), thesis, 1990, Dept. of Anthropology, Portland State University.

Chapters in Books

“History, Culture, and Variability of Mormon Schismatic Groups,” and “The Many Faces of Polygamy: An Analysis of the Variability in Modern Mormon Fundamentalism in the Intermountain West,” in Modern Polygamy in the United States: Historical, Cultural, and Legal Issues Surrounding the Raid on the FLDS in Texas, ed. Cardell Jacobson, pending, Oxford University Press, 2011.

“Mormon Women in the 21st Century: A Critical Analysis of O’Dea’s Work,” in Revisiting Thomas O’Dea’s The Mormons, eds. Jacobson et al., March 2008, University of Utah Press.

1996 “Female Networking as a Factor of Female Status in Mormon Polygyny,” in Mixed Blessings: A Study of Women in Fundamentalism, ed., Judy Brink, Routledge Press.

Journal Articles and Paper Presentations

2014 "Criminalization of Polygamy," Colloque "La religion hors-la-loi,"
Universite de Sherbrooke, October 2-4.

2014 "Progressive Polygamy: An analysis of Six Cases," Family: Continuity and
Change, European Sociological Association, Mykolas Romeris University,
Vilnius Lithuania, Sept 25-27.

2014 "Polyandry and Female Sovereignty," Future of Monogamy and
Nonmonogamy 2014 : 3rd International Conference on the Future of
Monogamy and Nonmonogamy, Feb 20-22, UC Berkeley.

2014 "Media, Gender, and the Law in Contemporary Mormon Polygamy,"
European University Institute Working Papers, The meanings of marriage in
the West: law, religion and "nature," Robert Schuman Centre for Advanced
Studies and RELIGIOWEST, based on paper presented in Florence, Italy,
May 2013.

2012 "The Faces of Eve: Exploring Religious Feminisms," with Harvard
Historian Laurel Thatcher Ulrich, Brandeis University, October 25.

2010 "An Analysis of Mormon Fundamentalism," HBI Project on Gender,
Culture, Religion and the Law; International Conference on Polygamy,
Polygyny, and Polyamory, Brandeis University, Nov.

2009 "Evaluating Polygamy's Impact on Women and Children," in a panel,
"Examining the FLDS Raid and Polygamy: Local and International Contexts,"
Mormon History Association, May 23, Springfield, Illinois.

2007 "Abbas Raptus: Exploring Factors Contributing to the Sexual Abuse of
Females in Rural Mormon Fundamentalist Communities," Forum on Public
Policy: A Journal of the Oxford Round Table, fall edition.

2007 "Impact of Waata Sedentarization on Women's Roles in Eastern Kenya:
A Comparison of Two Ecological Subsistence Strategies," OSHER symposium,
St. Johnsbury, Vermont.

2006 "Incest in Fundamentalist Polygyny," Tenth Annual Castleton Women's
Studies Conference, April.

2003 "A Paradise Lost: The Decline in Polygyny in East Africa," Mormon
Focus, Premier Issue, Salt Lake City, Utah.

1996 A Comparative Study of Mainstream and Fundamentalist Mormon
Women, in Anthropology of Mormonism, BYU Studies, edited by Mark

LeOne and John Sorenson.

1992, "My Sister, My Wife: An Examination of Sororal Polygyny in a Contemporary Mormon Fundamentalist Commune," Syzygy: Journal of Alternative Religion and Culture, 1(4):315-322.

"Female Prestige Factors in Mormon Polygyny," in Women's Associations in Patriarchal Societies, ed. By Susan Sered, presented at the Sunstone Symposium in Salt Lake City 1994.

"Gender Roles in the Twelve Tribes: Analysis of Adam and Eve Personified in Island Pond, Vermont," presented at the Northeast Anthropology Association meetings in Lake Placid, 2005.

Female Mobility in Polygyny," Anthropology symposium for the graduate program at University of Toronto, March 2003.

"Gender and Islam," UVSC Symposium, spring 2002.

"Double-Dipping: Alternative Lifestyles in Mormon Culture," Society for the Scientific Study of Religion," Hilton, Salt Lake City, Nov. 2002.

"Culture of Abuse: Exploration of Factors Contributing to Sex Abuse in the Mormon Community," Religion and Violence conference, Utah Valley State College, Oct 2001.

"Ironic Ascendance: Exploring Female Autonomy in a Mormon Polygynous Environment," presented at the UVSC Center for the Study of Ethics Colloquium, April 2001.

"In Search of Female Sexual Autonomy: A Sociobiological Exploration," presented at the Utah Valley State Biology Conference, September 2000.

"To Be or Not To Be"... A Virgin: Is it Still the Question?" presented at the Society for the Scientific Study of Sexuality Conference, November, 2000, Orlando, Florida, with co-author, Jane Fillmore.

"Polygamy and Ethics: How it Hurts Women," A Utah Valley State Ethics Conference, fall 2001

"Time Warp in Chihuahua Valley: Exploration of Desert Patriarchy in Three White Enclaves in Mexico," presented at the American Anthropological Conference in Chicago, Dec. 1999.

"Women of the Third World, Choice and Constraints," presented at BYU Conference of Women in Poverty: Global and Local Perspectives, March 1999.

“An Exploration of Cross-Cultural Determinants of Child Sexual Abuse,” presented at BYU “Open Your Eyes to Abuse” Conference November 1999.

“The Third Gender,” presented at UVSC Understanding Sexual Diversity Conference January 1999.

“Polygyny: An Adaptive Response,” presented at UVSC Polygamy Symposium November 1998.

“Ironic Ascendance: Exploring Female Autonomy in Modern-day Polygyny,” presented at the American Anthropological Association in Philadelphia 1997

Female Friendship in Mormon Polygyny: Exploring Relative Power and Satisfaction, presented at the American Anthropological Association in Washington, D.C. 1996

Female Networking in Contemporary Mormon Polygyny,” presented at the Scientific Study of Religion meetings in Washington, D.C., 1993.

Podcasts/Interviews:

“Polyamory: When One Lover is Not Enough,” Michael Cross Radio,
<https://www.youtube.com/watch?v=Hf0OHwEEMU>, April 14, 2014.

“Polygamy: The Next Marriage Rights Frontier,”
<https://www.youtube.com/watch?v=erTwhTCAAss>, May 28, 2013.

“Feminist Polygamy/Feminine Voice in the Middle East,” Karen Tate Radio,
<http://www.blogtalkradio.com/voicesofthesacredfeminine/2013/10/10/janet-bennion-feminist-polygamy,12/2013>.

“Living Among Mormon Fundamentalist Polygamy as an Anthropologist,”
Mormon Stories Podcast by John Dehlin, <http://mormonstories.org/153-dr-janet-bennion-living-among-mormon-fundamentalist-polygamy-as-an-anthropologist/>,
May 20, 2010.

Book Reviews/Editing Positions

Manuscript ID JAAREL-2014-075 entitled "Bigamy, Religion, and the Law: The Sister Wives at Court" has been submitted to the Journal of the American Academy of Religion, Nov. 2014.

Feminist Mothering in Theory and Practice: A Study in Transformative Politics by Green, Fiona Joy Year, for Edwin Mellen Press, 2009.

Polygamy on the Pedernales, by Malvin C. Johnson, for Western Historical Quarterly, spring 2007.

Religion in the Modern American West, by Ferenc Szasz, University of Arizona Press, 2000, 270 pp. Sociology of Religion, fall 2007.

Field Editor for Edwin Mellen Publications

GRANTS:

- 2012 \$148,000 BSF-Binational Science Foundation Grant with Dr. Alean Al-Krenawi, "Polygamy and Mental Health: An International Comparison of Fundamentalism in Israel and the U.S.," pending.
- 2010 \$75,000 grant by the Lynn and Foster Friess Foundation for ethnographic research among the Northern Cheyenne youth of Lame Deer, MT
- 2008 VSC-sponsored grant for summer research in the AUB Montana commune.
- 2006-7 \$6,500 NSF-sponsored EPSCOR Grant for analysis of female networking among polygynous women of the Waata tribe of Coastal Kenya
- 2004-7 \$1,500 VSC-sponsored Board of Visitors and Advanced Studies grants for student/faculty fieldwork in Kenya, Mexico, and Montana
- 2003-4 \$6,000 EPSCoR Grant for Student based research in Kenya, approved for two years of research.
- 2003-05 \$1,000 LSC Advanced Study for travel and presenting research on the Twelve Tribes for the NEAA conference.
- 2000 \$7,500 NORCHE Northern Rockies Consortium for Higher Education grant for Kenya student practicum
- 1991-92 \$1,000 University of Utah, Department of Psychology, funding for the study of Mormon polygynous living arrangements, supervised by Dr. Irwin Altman
- 1996 \$1,500 BEX Tri-Campus Consortium grant for on-line course design in socio-cultural models.
- 1997 \$1,000 Utah State College Foundation Exceptional Merit Grant, for instructional research in Chihuahua, Mexico
- 1998 \$2,000 UVSC funded for the study of Kenyan polygynous women, carried out summer of 1999.
- 1998-99 \$1,000 Utah Valley State College Foundation Grant for the development of a student/teacher practicum in the Chihauhau Valley involving a cross-cultural analysis of nontraditional religious movements and gender roles.
- 2001 \$1,000 Utah Valley State College Grant for undergraduate fieldwork in Kenya.

FIELD EXPERIENCE:

- 2008 summer field study of AUB polygynous commune, Bitterroot Mountains of Montana

- 2007 ethnoarcheological fieldwork with two undergraduate students at the Spaulding Hill refuse midden in St. Johnsbury, Vermont
- 2000-07 Kenya Humanitarian and Scholarly Field study in the DeBaso region outside of Malindi (every summer)
- 2004-05 Northern Cheyenne fieldwork of child rearing practices
- 2000, 08 Northern Mexico (Chihuahua) analysis of women's roles in Anglo fundamentalist colonies (student-based research)
- 1998-99 Comparative Analysis of Child Sexual Abuse in the State of Utah
- 1998-99 Cross-cultural Analysis of Nontraditional Religious Movements in the Chihuahua Valley
- 1993 Research on midwifery techniques and traditional "Mormon" medicine in Pinesdale and Bluffdale branches of Allred Sect
- 1991-95 Research on interrelationships in contemporary Mormon polygyny, Allred Sect-Pinesdale and Bluffdale branches (two winters, two springs, one summer)
- 1990 Research on the Pinesdale communities' living arrangements, funded by the University of Utah (Spring)
- 1989 Research in Pinesdale, Montana, Mormon polygynous branch of the Allred Sect (Winter)
- 1988 Russian Community Studies, Portland State University, Clackamas County

HONORS:

- 2012 Lyndon State College, CAB award for faculty appreciation
- 2008 Key Note Speaker for the Lyndon State College Robing Ceremony
- 2007 Vermont Women of Higher Education Carol Moore Scholarship, recognizing women who demonstrate a commitment to supporting women's leadership.
- 2006 Key Note Speaker for Castleton Tenth Annual Women's Studies Conference
- 1999 Dean's Scholarship Award (\$1,000 and plaque) UVSC
- 1997 Outstanding Teacher Award, U Maine
- 1996 Cum laude, University of Utah, doctoral program in anthropology
- 1992 Outstanding Assistant Teacher, given by Dr. Laurence Loeb, University of Utah
- 1988-93 Teaching Assistantship Award, University of Utah and Portland State University
- 1986 Honors graduate, Journalism, Utah State University
- 1985 Utah State University Honors Vice President

VERMONT STATE COLLEGES

BOARD OF TRUSTEES

RESOLUTION

Vermont State Colleges Faculty Fellowship

- 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 Kraig Hannum, VSC Chief Academic Officer Yasmine Ziesler, and VSCFF President Linda Olson, reviewed the nominations received for VSC Faculty Fellowships; and
- WHEREAS, The committee recommends that Janet Bennion, Professor of Anthropology at Lyndon State College be awarded a VSC faculty fellowship for academic year 2015-2016; therefore, be it
- RESOLVED, That Janet Bennion, Professor of Anthropology at Lyndon State College, be awarded a VSC Faculty Fellowship for the academic year 2015-2016 with all the associated rights and privileges.

April 9, 2015

February 17, 2015

Chancellor Jeb Spaulding
Vermont State Colleges
P.O. Box 7
Montpelier, VT 05601

Dear Chancellor Spaulding:

It is a pleasure to recommend Associate Professor Tyrone Shaw to you and the Board of Trustees as a strong candidate for 2015-2016 Faculty Fellow recognition. He has the enthusiastic endorsement of his JSC faculty colleagues and the Academic Dean who make up the committee that conveys the nomination to me.

Dean Dan Regan wrote:

“(Tyrone’s) His work on “frozen conflict zones,” including Transnistria, is interesting and, with the new Russia flexing old Soviet muscles, especially important. It is innovative too in its use of highly accessible, textured, qualitative portraits of those he has met in his travels, in order to convey broader socio-political truths. Currently his collection of essays, *Bastard Republic*, based on years of travel to Moldova and Tranistria, is under consideration by several publishers. His planned, April trip to Tiraspol, capital of the self-proclaimed Transnistrian republic, is expected to yield a number of new essays, including an epilogue for the book. If—as we hope—he receives a VSC Faculty Fellowship for Spring 2016, the committee anticipates an excellent, public lecture based upon his work, with significant attendance by both the college and surrounding communities.

He is clearly well qualified for this recognition and for the work he will perform during it, having been named several years ago as a Fulbright Senior Specialist. This recognition enabled him to teach for two weeks in Belgrade, Serbia in 2009; to visit Latvia in 2012, financed by the U.S. Department of State, where he worked with journalists in three cities on political journalism and media ethics; and to return to Riga, Latvia on another Fulbright in 2013, working with the Association of Latvian journalists and teaching two week-long seminars at a university. Upon his returns to campus he has brought new perspectives to JSC students about several topics, including ethnic cleansing and human trafficking. He has accomplished this in his own classes, through visits to colleagues’ classrooms, a Convocation lecture and a presentation sponsored by the Ellsworth Trust.

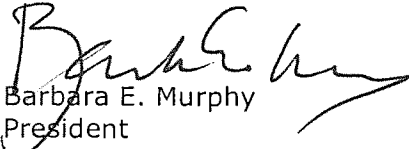
There is neither time nor space to enumerate, nor perhaps the necessity of reciting, his numerous activities and accomplishments. I will only cite, in passing, his multi-year leadership as chair of Faculty Assembly, his membership on the President’s Council, his oversight of the estimable campus newspaper, *Basement Medicine*, and his leadership of the successful faculty-driven effort to revamp the general education curriculum. There is much else.

All of his activities and initiatives are marked by a kind of restless and venturesome curiosity and enthusiasm for new directions, which augur well for a future of continued growth as well as of sharing that growth with the JSC community. Tyrone has written, "Whatever service I have and continue to perform is done gratefully, for I believe in Johnson's ability to transform lives, open doors, and prepare a new generation for engaged, informed citizenship. For me, there is no better or [more] important work..." We on the JSC nominating committee think he will bring the same generous spirit to a distinguished VSC Faculty Fellowship."

To Dean Regan's excellent letter, I can hardly add anything. But, I will note that Professor Tyrone Shaw's collegiality is a model for those of us who work at Johnson State College and within the Vermont State Colleges. He embodies the commitments to access and high standards that we espouse in our sustained efforts to help our students change their lives with us.

I know the VSC will make a very wise choice to recognize Professor Tyrone Shaw.

Yours truly,


Barbara E. Murphy
President

Research Grant Proposal



Transnistria: The next Crimea?

Tyrone Shaw

Associate Professor of Writing and Literature

November 14, 2014

Shaw -1-

PROPOSAL and CONTEXT

Its flag remains defiantly Soviet with the iconic hammer and sickle at its center, the security service is still called the KGB, and a giant statue of Lenin stands in front of the Supreme Soviet building in Tiraspol, the capital of the self-proclaimed Pridnestrovian Moldavian Republic (also known as Transnistria or PMR) which NATO's commander in Europe fears will be the next flashpoint between Putin and the West.

I am applying for a research grant to return here, to one of the four frozen conflict zones of the former Soviet Union. It will be my first trip in more than ten years to this unrecognized secessionist region in Europe's poorest nation, carved out of a sliver of land on the eastern edges of a newly independent Moldova during a brief but bloody civil war in 1992. Blame for this war depends upon which side of the cease-fire line is talking. Most will agree, however, that ethnic tensions, manipulated or genuine, drove the conflict. The largely ethnic Russian region opposed any plans by this former Soviet republic of becoming either part of Romania, to which it once belonged, or NATO. Further inflaming the situation was the Moldovan government's decree in 1991 establishing Romanian as the only official state language despite its sizable Russian minority. Not in dispute is the reason for the cessation of active conflict: the arrival of Russian troops, 2000 of which remain on what is technically Moldovan soil as "peace keepers." Since then there has been no peace treaty, no memorandum of understanding between the warring factions, and no progress on the international status of Transnistria. The conflict is, therefore, frozen.

For the last 22 years, the Pridnestrovian Moldavian Republic, as it is more formally known, has remained unrecognized by the international community although it has developed all the trappings of legitimate statehood including its own currency, army, postal service, border checkpoints, and governing structures.

Defiant in its international isolation, a semblance of normal life nevertheless goes on albeit in a time-warped, constricted way. Its citizens have no passports from their de facto country, relying on either Russian or Moldovan passports for travel. Their university degrees are recognized only in Russia, and the official economy, like that in Moldova proper, is close to moribund.

Criminal activity, however, is booming, and the PMR is a nexus of vast criminal enterprises, the major industry being smuggling: small arms, stolen automobiles from the West, drugs from the East, black market pharmaceuticals, cigarettes, gasoline, and human trafficking among the most common.

While international experts look at this Soviet theme park as possibly the next Crimea, in some key respects these two regions differ significantly. Russian military units are *already* well-established here and Transnistria is not contiguous to Russia. However, a little redrawing of

Shaw -2-

boundaries in eastern and southern Ukraine could change that, and Putin has made it clear he is willing to use force to reassert Russia's overt influence and perhaps expand its borders westward into parts of Ukraine. On November 13, NATO confirmed what the Ukrainian government has been insisting for weeks: Russian troops and heavy weapons continue to pour across the border in the separatist regions. Whether Putin's intent is eventual absorption of these regions or the creation of another de facto frozen conflict zone protected by Russian "peace keepers" is unclear.

Most Transnistrians are looking eastward, hoping Moscow will repeat what it did earlier this year in Crimea. A 2006 referendum, acknowledged as free and fair by international observers, established clearly that more than 95% of those who voted wanted to be part of the Russian Federation and more than 78% of eligible voters participated. Moldova has said repeatedly it does not recognize that referendum.

Many here are ex-Soviet military, members of their families, or aging pensioners, deeply mistrustful of the European Union, nostalgic for the security and prestige of the U.S.S.R to which they once belonged. Significant numbers of its youth decamp for Russia as soon as they are able. Becoming part of Russia would, for them, be preferable to living in limbo, in a twilight republic.

In addition to the PMR, I have visited two other frozen conflict zones, Nagorno-Karabakh (technically on the territory of Azerbaijan) and Abkhazia, just south of Sochi, Russia, technically part of Georgia. Both were borne of protracted civil wars following the implosion of the Soviet Union. Life in these shadow republics is existentially weird, infused with a cynical defiance reflecting the particularity of places that officially do not exist. These break-away republics are exiled from the international community and widely regarded in the West as the products of Russian meddling to weaken and destabilize these post-Soviet states.

I plan a series of essays reflecting visits and interviews with a wide variety of people including shop keepers, artisans, artists, restaurant and hotel workers, musicians, politicians, clergy, students and faculty at Tiraspol University, and holocaust survivors at Mishpaha Jewish Center for the Aged. These will take place over a period of six days while stationed in the PMR's capital, Tiraspol, once headquarters to the Soviet Army's famed 14th division.

BENEFIT TO THE COLLEGE

Previous trips to these conflict regions have yielded direct and indirect benefits to the college. Through them, I have gained insight into a continuing source of uncertainty and friction in geo-strategically sensitive parts of Europe and the Caucasus. Thanks to these research trips, I have been able to create a variety of lectures and mixed-media presentations, including a Convocation lecture and a presentation sponsored by the Ellsworth Trust. I continue visiting classrooms, most recently to speak about ethnic cleansing and human trafficking in the Trans-Caucases region and in Abkhazia, where I visited in 2010 and 2012 respectively. Each of these trips furthered both my knowledge and the range of what I could bring back to this college in terms of understanding a very complex and volatile part of the world. These grants, in part, led to my becoming a

Shaw -3-

Fulbright Senior Specialist, which enabled me to teach for two weeks in Belgrade, Serbia, in 2009; to a U.S. Department of State-financed visit to Latvia in 2012, where I worked with journalists in three cities on issues ranging from political journalism in emerging democracies to media ethics; and to another Fulbright in 2013, when I was back in Riga teaching two week-long seminars at Riga Stradins University. All these experiences have broadened my global perspectives on media, civil societies, ethnic cleansing, and the fragility of democratic institutions in post Soviet republics. I have succeeded in bringing those enhanced perspectives to my students.

BENEFIT TO ME

This trip to Transnistria will allow me to return to a place I have not seen in 14 years at a time when a frozen conflict may well be heating up. In 2009 this happened when another frozen conflict zone, South Ossetia in Georgia, erupted after Georgian troops attempted to reclaim the separatist region, only to be soundly ejected by the Russian army. While it is inconceivable that Moldovan armed forces would make any move against the separatist region, Russia is very much a wild card at this point.

Experiences from previous trips to Moldova and Transnistria have formed half of *Bastard Republic*, a collection of essays on Eastern Europe and the former Soviet Union now under consideration by several publishers. A trip to Moldova last February, during which I worked with Moldovan and Transnistrian journalists on protocol for ethical media treatment of vulnerable populations, yielded the prologue to that book (Appendix A). Given my long absence from Tiraspol, this trip would enable me to understand the contemporary reality for people there in a very different political climate. I fully expect this trip to yield a number of new essays, including an epilogue for the book. The entire manuscript is available to this committee upon request.

BUDGET

I will require \$2,595 from the Faculty Development Committee, the rest to be obtained from my professional development funds. The cheapest airfare at this point ranges from just under \$1100 to \$13000. Given the relatively short time available for this trip, I am trying to get to Moldova as rapidly as possible, leaving on Thursday, April 2. Should the airfare be less than the \$1300 I am asking, I would, of course, return the extra funds. I hesitate to commit the money to secure tickets now at the most favorable rate until I receive confirmation that I have the wherewithal to do so. Based on research at this point, I project the following expenses:

BUDGET: APRIL 2-12, 2014

Airfare Burlington –Chisinau, Moldova: \$1100-1300 (See appendix C)

Hotel in Chisinau: 4/3-5 and 4/11: \$280

Shaw -4-

Hotel in Tiraspol: 4/6-10: \$334

Translator in Tiraspol: 5 days: \$250

Meals: \$ 350

Visa for PMR: \$50 (approximately). No Visa is necessary for Moldova

Transit Chisinau-Tiraspol & return: \$100

Transit within PMR: \$500 (car and driver)

Subtotal: \$3164

20% buffer and contingencies \$632 *

Total needed for trip: \$3796 (\$3596 if the lower fare applies).

Total available from Professional Development Funds: \$1000, for which I will apply.

Total request from Faculty Development Committee: \$2796

- Past trips have shown me that prices are apt to fluctuate somewhat in frozen conflict zones, not to mention on airfare: hence the buffer and contingency addition. Should those funds not be necessary they would, of course, be returned to the FDC pot for the spring proposals.

APPENDICES:

- A Prologue to *Bastard Republic*
- B Map
- C Sample flights and prices

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Appendix A

Bastard Republic

Prologue

Chisinau, Moldova, March 1, 2014

A cold drizzle coats us as we huddle around a fire in the front yard of Casa Sainciuc. Lica was born in another country in this rambling single-story house with a vegetable garden, grape vines and plum trees. His father, Glebus, was born here too, in yet a different country almost a century ago. And his grandfather built this place in what was then another country still. This squat, solid house of plaster, wood and stone has endured a fraught history of empires gained and lost. It is a house in the Pale.

In this yard, in this city, we are in the Republic of Moldova, formerly part of the Soviet Union and before that, part of Romania. And before that, for many centuries, part of the Russian Empire. In fact, Russia is never far away, not in terms of miles, but in the head and heart. It is for many Moldovans the devil they know best, oppressive but familiar like an abusive parent. Neighboring Ukraine is beginning to unravel, and the Russians are coming again. At least that is the palpable fear and is mostly why we are all getting drunk tonight in the classic Moldovan style: repeated glasses of strong homemade brandy to accompany costîna – spicy grilled pork – and pickled vegetables. This is, my old friend Nicolae Pojoga tells me, the only sane way to cope with Russian aggression. “Yes!” he says as he carefully turns the meat over the coals, “in this way, we protest heroically.” His logic is sound: better drunk than dead. Everyone here knows what happens when the Russians decide to meddle.

Shaw -6-

As if anyone needs further reminding of that, Pojoga, a former Soviet war photographer and now a prominent Moldovan photojournalist and photographer, will host an exhibition tomorrow at the Brancusi Center of sixty-two of his now-iconic photographs documenting the civil war that partitioned the new nation in 1992 and left several thousand Russian peace-keeping forces in the break-away region of Transnistria. The event, sponsored by the Moldovan Interior Ministry, is designed to commemorate the victims of that brief but bloody conflict. On a much larger scale, perhaps, a similar fate may well now await neighboring Ukraine.

Eventually the rain and cold drive us inside, into the small, brightly-lit kitchen where we watch a televised invasion by stealth. What are obviously Russian troops have taken control of much of Crimea's capital, Sevastapol, and Crimea, part of Ukraine only since 1954, seems destined to return to Mother Russia.

"This could get *very* interesting," says Sandor Canir, a former longtime correspondent for BBC, a highly respected journalist in the region, and another old friend. He fills my glass again.

Curiosity first brought me to Europe's poorest country sixteen years ago. Love and work have brought me back numerous times since. I have good friends here now and sometimes interesting work, conducting ethics seminars for university journalism students, or as is the case this time, working with local journalists. In some ways little has changed during this time: Moldova remains Europe's poorest country, it remains tied on multiple levels – however ambivalently – to Moscow, and it continues what has been until now a slow crawl towards the

Shaw -7-

European Union. In one respect, however, things might soon be different. To Moscow's great displeasure, Moldova signed a free-trade agreement with the EU, the same agreement the former president of Ukraine, Viktor Yanukovich, rejected, a decision that sparked a revolution and forced him from office. As part of that agreement, Moldova for the first time will gain access to Europe's markets and her citizens will not require visas to enter European Union nations, a hugely important symbol towards ending this country's isolation from the West.

Despite that possibility, the mood is grim tonight, the humor mordant. As the Russians seize Crimea – apparently with the wholesale approval of the Crimeans – I think of another old friend, Evghenia Amambaeva, an ethnic Russian Moldovan. During my first visit to Chisinau in 1998, struck by Moldova's agricultural richness, a highly educated population, and its temperate climate, I bet her \$100 that in ten years Moldova would be another Switzerland, a tiny, exquisitely functional nation. It seemed to me a reasonable bet, but the suggestion prompted a raised eyebrow, a snorting laugh and finally a firm handshake.

In 2008, after returning from my sixth visit to Moldova, I wired \$100 to Moscow, where she had fled, back to her family, back to her people. I have not heard from her since.

I am often asked why I spend time in the so-called frozen conflict zones of Transnistria, Nagorno-Karabakh, and Abkhazia, and in former Soviet republics like Moldova, Armenia, and Latvia – all part of the wreckage of the Soviet Union's sudden implosion.

If I answer honestly, curiosity is foremost although it is also to bear witness on some level of the heart to one of the biggest stories of my time. I also happen to like these places,

Shaw -8-

where so much has been broken and so much remains to be fixed. I like their existential weirdness, their complexity, their hope, and their despair.

When I was sixteen, I stuck a belt buckle in a wall receptacle to see what would happen, and in this respect, as abjectly dumb an act as it was, I succeeded. I obtained a definitive answer.

In 1988 curiosity brought me to Romania for the first time, then the most repressive communist country in Eastern Europe at the nadir of the increasingly mercurial reign of Nicolae and Elena Ceaușescu, and it propelled my return eighteen months later just weeks after their Christmas day execution during the first and only violent collapse of communism in Eastern Europe. Much of my subsequent travels throughout the edges of what had been one of the two great superpowers of the 20th century have been driven by a single, central question: what is it like to live here in such times in the wake of such rough transformation? There is, I think, value in learning the answer and in telling a story that unfolds still.

So here I sit in this warm kitchen surrounded by old friends watching the screen as well-equipped soldiers devoid of identifying insignias take up positions outside government buildings, calmly, precisely, and expertly. These people are not amateurs.

“Fucking Russians,” says Nicolae.

Shaw-9-

APPENDIX B



Shaw-10-

APPENDIX C

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Special 2019
Special 2020

More with
20% Off at Service
Special Saturday
Special 2016
Special 2017
Special 2018
Special 2019
Special 2020

Destination	Class	Fare	Availability
Washington, VT to Montreal, QC	YUL	\$199	Limited
Washington, VT to Montreal, QC	YUL	\$249	Limited
Washington, VT to Montreal, QC	YUL	\$299	Limited
Washington, VT to Montreal, QC	YUL	\$349	Limited
Washington, VT to Montreal, QC	YUL	\$399	Limited
Washington, VT to Montreal, QC	YUL	\$449	Limited
Washington, VT to Montreal, QC	YUL	\$499	Limited
Washington, VT to Montreal, QC	YUL	\$549	Limited
Washington, VT to Montreal, QC	YUL	\$599	Limited
Washington, VT to Montreal, QC	YUL	\$649	Limited
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121482716 BTV to KIV: Flights from \$1,054 Expedia

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Afternoon (12:00p - 5:59p)

Recently added to your Itinerary

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	5:00a - 9:10a +1 Multiple Airlines 2 stopovers JFK, BDT	20h 10m BTV - KIV	\$1,054.00 roundtrip	Select	Show Flight Details Average flight (8.0 out of 10)
	2:20p - 12:05p +1 Multiple Airlines 2 stopovers IAH, MUC	14h 30m BTV - KIV	\$1,207.00 roundtrip	Select	Show Flight Details Average flight (8.7 out of 10)
	1:40p - 12:05p +1 Multiple Airlines 2 stopovers BTV - KIV EWR, MUC	12h 10m BTV - KIV	4 hrs at \$1,207.00 roundtrip	Select	Show Flight Details Average flight (8.7 out of 10)
	1:40p - 12:05p +1 Multiple Airlines 2 stopovers EWR, MUC	12h 10m BTV - KIV	\$1,207.00 roundtrip	Select	Show Flight Details Average flight (8.7 out of 10)

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VERMONT STATE COLLEGES

BOARD OF TRUSTEES

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Vermont State Colleges Faculty Fellowship

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- WHEREAS, The VSC Faculty Fellows committee, comprised of EPSL Committee Chair Kraig Hannum, VSC Chief Academic Officer Yasmine Ziesler, and VSCFF President Linda Olson, reviewed the nominations received for VSC Faculty Fellowships; and
- WHEREAS, The committee recommends that Tyrone Shaw, Associate Professor of Writing and Literature at Johnson State College be awarded a VSC faculty fellowship for academic year 2015-2016; therefore, be it
- RESOLVED, That Tyrone Shaw, Associate Professor of Writing and Literature at Johnson State College, be awarded a VSC Faculty Fellowship for the academic year 2015-2016 with all the associated rights and privileges.

April 9, 2015

Vermont State Colleges

Faculty Fellows, 1987-2016

2015-2016	Janet Bennion, Professor of Anthropology, Lyndon State College Tyrone Shaw, Associate Professor of Writing & Literature, Johnson State College
2014-2015	Jason Shafer, Professor of Atmospheric Sciences, Lyndon State College Patricia van der Spuy, Professor of African and World History, Castleton State College
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 McEnerny, 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

5. Revisions to EPSL Committee Areas of Responsibility

Chancellor's Office staff are reviewing the Board of Trustees Handbook to make necessary edits and to suggest revisions. The EPSL Committee's Areas of Responsibilities have not been updated in many years. A copy of the Committee's current Areas of Responsibility is attached, followed by a suggested revision for the Committee's consideration and adoption.

Education, Personnel & Student Life Committee Areas of Responsibility

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

1. Recommend status of all programs under review through Policy 101 (Review and Approval of Existing Academic Programs). The Board of Trustees will place all degree programs under review in one of four categories:
 - approve;
 - approve with follow-up report required;
 - approve with conditions and follow-up report required
 - terminate.
2. Recommend status of all programs under review through Policy 109 (Annual Enrollment Review of Existing Academic Programs). The Board of Trustees will place all degree programs under review in one of four categories:
 - approve;
 - approve with follow-up report required;
 - approve with conditions and follow-up report required
 - terminate.
3. Recommend action to the Board of Trustees on whether or not to approve new program proposals according to Policy 102 (Approval of New Academic Programs).
4. Review and recommend action to the Board of Trustees on proposals to award emeritus status.
5. Review and recommend action to the Board of Trustees on the recommendations of the Faculty Fellows Committee.
6. Recommend action to the Board of Trustees on the appointment/ reappointment of presidents and the Chancellor.
7. Recommend action to the Board of Trustees on the revision and/ or development of academic policies and procedures at the system level.
8. Recommend action to the Board of Trustees on the revision and/ or development of personnel policies and procedures at the system level.
9. Recommend action to the Board of Trustees on the revision and/ or development of student affairs policies and procedures at the system level.

Education, Personnel & Student Life Committee Areas of Responsibility

10. Review and recommend action to the Board of Trustees on special resolutions or endorsements that are related to academic, personnel or student affairs
11. Review and recommend action to the Board of Trustees on resolutions to offer special recognition to individuals, groups or organizations.
12. Recommend action to the Board of Trustees on the revision of institutional mission statements.
13. Review annual personnel/ legal affairs reports, including but not limited to: crime statistics, staffing plans, and legal affairs activity.
14. Review reports on system wide initiatives related to academic, personnel or student affairs, including but not limited to: educator quality, distance learning, workforce education and training, assessment, employee relations and PK-16 partnerships.
15. Ensure that the development of new programs is consistent with the mission of the VSC and colleges, and is based on the needs of individuals and/ or the State and is based on a sound cost/ revenue analysis and financial model.
16. Ensure effective strategic planning as it relates to academic, student and personnel matters.
17. Assess quality and improvement through the development and measurement of performance indicators.
18. Coordinate and facilitate the process of Board Self Evaluation.
19. Conduct other business as needed and related to academic, personnel and/or student affairs.

Rev. 2/2010

EPSL Committee

Areas of Responsibility

The members and chair of the Committee shall be appointed by the Chair of the Board, where feasible, by the next Board meeting following the Annual meeting. The EPSL committee has primary responsibility for the development and implementation of policies related to Academic Affairs, Personnel, and Student Affairs.

On an annual basis, the EPSL committee shall:

1. Review activities of the colleges and system that promote the continuous improvement in quality of academic programs. These activities are summarized in reports generated according to VSC Policy 101 (Program Review and Continuous Improvement Process).
2. Recommend to the board the status of all programs under review through Policy 109 (Annual Enrollment Review of Existing Academic Programs).
3. Review annual personnel/ legal affairs reports, including but not limited to: crime statistics, staffing plans, and legal affairs activity.
4. Review annual system performance indicators and, on a rotating schedule developed in consultation with the Chancellor or designee, reports on system wide initiatives related to academic, personnel or student affairs, including but not limited to: educator quality, distance learning, workforce education and training, assessment, employee relations and PK-16 partnerships.

As needed on an ongoing basis, the EPSL committee shall also:

1. Approve preliminary proposals for new academic program development and make recommendations to the Board of Trustees on final proposals for new academic programs according to Policy 102 (Approval of New Academic Programs).
2. Review and recommend action to the Board of Trustees on proposals to award emeritus status (Policy 204).
3. Recommend action to the Board of Trustees on the revision and/ or development of VSC academic, personnel, and student affairs policies and procedures.
4. Review and recommend action to the Board of Trustees on resolutions to offer special recognition to individuals, groups or organizations.
5. Conduct other business as needed and related to academic, personnel and/or student affairs.

B. ITEMS FOR INFORMATION AND DISCUSSION

1. VSC Academic Retreat Update