June 4, 2015

      TO: <u>Long Range Planning Committee</u>
                Jerry Diamond, Chair
                Kraig Hannum
                Church Hindes
                Tim Jerman
                Karen Luneau
                Heidi Pelletier
                Martha O'Connor

  FROM: Jeb Spaulding, Chancellor

      RE: Long Range Planning Committee Meeting on June 11, 2015

The first meeting of the Long Range Planning Committee of the VSC Board of Trustees will be on Thursday, June 11th starting at 12 p.m. in conference room 101 of the Office of the Chancellor, 575 Stone Cutters Way, Montpelier. The full agenda and materials are attached.

I can be reached at (802) 224-3036 if you have any questions.

Thank you.

cc: VSC Board of Trustees
       Council of Presidents

VERMONT STATE COLLEGES
BOARD OF TRUSTEES
LONG RANGE PLANNING COMMITTEE MEETING

June 11, 2015 at 12 p.m.
Office of the Chancellor, Montpelier, VT

AGENDA

A.   ITEMS FOR DISCUSSION AND ACTION

1.   Organizational business (Review charter)
2.   Strategic Inquiry: Where we left off
3.   Discussion with COP and Chancellor
   a. Options to create a more unified system
   b. Possible conversion of Castleton from a public college to a public university
4.   Public input
5.   Potential areas of focus and priorities for the Committee
6.   Next steps

A.   ITEMS FOR DISCUSSION AND ACTION

   1.   <u>Organizational business (Review charter)</u>

At its April 9, 2015 meeting, the Board established a Long Range Planning Committee to undertake consideration of future strategies for the VSC system. The Committee's charter is included here.

Long Range Planning Committee Charter

The Long Range Planning Committee is a Standing Committee of the Board of Trustees of the Vermont State Colleges. The Committee shall sunset on June 30, 2017, unless reauthorized by the Board.

Purpose

The Long Range Planning Committee plays a significant role in charting the future course of the Vermont State Colleges. It serves as an advisory committee to the Board of Trustees, Chancellor, and college presidents on strategic long term planning in general and on specific proposals to change the governance and/or structure of the system, as well as on alternative approaches for administration and program delivery at a system level that require Board approval.

Responsibilities

Specifically, the Long Range Planning Committee shall:

- Periodically assess the mission statements of the VSC and its individual colleges to ensure that overall strategic direction is consistent with the goals and objectives of the system.

- Monitor and assess the Vermont State Colleges strategic planning process, making appropriate recommendations to the Board for adjustment from time to time.

- Undertake long range planning and coordination for the VSC, consistent with its goals, objectives, priorities, roles, and responsibilities, making appropriate recommendations for adjustment to the Board as warranted.

- Consider alternative approaches to system governance and structure, and VSC relationships with external entities, making recommendations to the Board on potential structural, operational, governance, and marketing changes that should be expected to improve long term prospects for the VSC.

- Monitor and review governmental or other developments and initiatives that may impact the VSC to assure that management and the Board are responding appropriately.

- Involve and consult with college leadership in the development of any recommendations, prior to bringing them to the Board of Trustees for action.

- Coordinate with any other committees of the Board, particularly when overlapping jurisdictions may come into play.

Composition

The Committee shall be composed of no more than six Board members appointed by the Chair of the Board, who shall also appoint the Chair of the Committee.

2.   Strategic Inquiry: Where we left off

In 2013 the Board undertook a strategic inquiry process. After a year's work, encompassing interactions with hundreds of VSC constituents—students, faculty, staff, parents, presidents, trustees and other stakeholders—a summary report was generated that envisioned an Ideal VSC and Six Big Ideas for the future of the system. That summary report is included in these materials. In addition, priorities and implementation plans for three prior VSC strategic planning efforts are included. This 20-year history of VSC goals and accomplishments will hopefully provide a broad perspective of where the system has been, and where it could go, both in new directions and along some well-traveled paths. Also included for guidance is the VSC Mission Statement.

VERMONT STATE COLLEGES
MISSION

September 27, 1999

For the benefit of Vermont, the Vermont State Colleges provide affordable, high quality, student-centered and accessible education, fully integrating professional, liberal, and career study.

This integrated education, in conjunction with applied learning experiences, assures that graduates of VSC programs will:

1. Demonstrate competence in communication, research and critical thinking,
2. Practice creative problem-solving both individually and collaboratively,
3. Be engaged, effective, and responsible citizens,
4. Bring to the workplace appropriate skills and an appreciation of work quality and ethics,
5. Embrace the necessity and joy of lifelong learning.

The Vermont State Colleges also offer numerous opportunities for others to engage in continuous learning to meet their specific goals.

The Vermont State College system offers a unique, innovative and integrated educational model that ensures students are prepared to pursue a lifetime of opportunities.

The Future of Vermont Public Education

The public obligation for education in Vermont was first enshrined in the original version of the state's constitution in 1777, and has been been retained in the Constitution since that time. While the constitutional language remains static, the manner in which communities evolve, the expectations of schools, teachers and students evolve, the strategies pursued by the state to meet the public obligation for education have also continuously evolved. The system of instruction that began with one-room village schoolhouses gave way to grammar schools that eventually gave way to the standard schools and then to the system of town districts, supervisory unions and high schools that Vermont relies on today. A system that once relied on individual towns to fund their own schools now relies on a funding formula intended to provide each Vermont student with access to an equal education, regardless of the relative wealth of their community.

By 2033, Vermont's expectations for the education of its citizens will evolve yet again by expanding its expectations of the public responsibility for the constitutionally required "instruction of youth," to include education from early childhood through a post secondary credential that helps prepare Vermont students for a lifetime of opportunity in an ever-evolving state, nation and world.

The Vermont State College System: For the Benefit of Vermont

Composed of innovative and interdependent institutions, the Vermont State College system:
- Serves to strengthen the cultures and communities of those institutions;
- Creates an environment in which every student can find a place to be challenged and succeed in an experience that engages their individual background, needs, interests and aspirations;

The Vermont State College system offers a unique, innovative and integrated educational model that ensures students are prepared to pursue a lifetime of opportunities.

- Ensures that students are prepared to pursue a lifetime of opportunity;
- Engages as a leader in the education and workforce development framework of Vermont, serving the state through strong learner-centered partnerships with the Agency of Education, high schools, vocational and technical centers, businesses, organizations and communities across the state;
- Encourages students to explore a broad array of educational resources and experiences and provides seamless integration of those experiences;
- Delivers a learner-driven academic experience that is characterized by breadth, innovation, and rigor;
- Embodies a culture of collaboration that ensures the educational assets of the entire system are available to each student enrolled in the system.

NO HOOPS
NO HURDLES

Vermont State Colleges
Underpinnings of the Visioning Process

Highlights from the Research

The Vermont State Colleges System has several important responsibilities:

- Coordination
- Organization
- Managing the cost of attending college
- Inter-college relationships
- Inter-college connections

The VSC as a system cannot succeed without the full cooperation of the individual colleges. The success or failure of the VSC as a system is in the hands of each, and any one college can derail the effort.

The individual colleges also face challenges in the near future:

- Need more depth and breath of course/program offerings, and more flexibility
- Need to improved infrastructure
- Need a stronger and more positive brand image

These factors are inter-related; cooperation and collaboration between the colleges is key to expanding course offerings, optimizing infrastructure development, and efficient and effective investment in brand building and communicating the brand to both internal and external audiences.

The Ideal VSC

- Unified system; cooperative/collaborative
- High standards/increased academic rigor
- Modern/up to date
- Great faculty/staff
- Nimble/flexible
- Student centric/focused
- Welcoming/supportive
- User friendly/accessible

What Students want:

- A nurturing environment where they can receive personal/individualized attention

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- A quality education that they are proud of and that will help them succeed
- Affordability

What Parents want:

- Affordability
- Solid foundation for success in life
- An education that fully realizes each child's potential

What Employers want:

- High standards of excellence
- Close relationships with educators; partnerships
- Affordability

What Faculty want:

- Innovation
- Cross college cooperation and collaboration
- Vision, direction and leadership from the VSC

What Staff want:

- Respect for the VSC
- Financial stability
- Cross college cooperation and collaboration
- More opportunities

Six Big Ideas

1. To create a whole VSC system that's greater than the sum of its parts through the collaboration and cooperation of the individual colleges.

2. Create a more versatile and flexible VSC system that enables students to move through at their own pace, charting their own course of study, and with a level of rigor that matches their abilities and needs.

3. To foster a VSC system that has a place for every student regardless of their resources (financial and/or otherwise), age, background, abilities, or station in life.

4. Integrate the VSC system with external communities and partners – sister colleges, the Legislature, public school system, business community, alumni, VSAC, OEP and others – to create educational and employment opportunities for all Vermont students.

5. Enrich the campus experience to give students a well-rounded/holistic education: mind, body and spirit.

6. Incorporate technology and foster innovation that supports, enables and/or enhances the above.

Revisiting the S.W.O.T. and S.E.T.S. Analyses

The SWOT analysis gives us a snapshot of the present and a glimpse into the near term future opportunities and threats.

The SETS analysis shows us the future environment in which we will likely need to operate within, and suggests how we can become most successful.

POSITIVE   NEGATIVE

INTERNAL

Strengths

Expert at educating first-in-the-family college students
Relative affordability
Diversity of offerings across the system
Size: Vermont state colleges are "right-sized"
VSCs are actual and potential economic engines
Strong staffs and faculties
Lure of Vermont quality of life (faculty, staff)
Range: from course offerings to geographic locations
Somewhat nimble and flexible
Vermont brand

Weaknesses

Low self esteem
Poor (unsustainable) funding model
Dated facilities/ lack of modernity (especially in IT)
Redundancies
Salaries are uncompetitive
Lack of diversity: students, faculty/staff, socio-economic
Remote/isolated
Inflexible (somewhat risk averse)
Resistant to change
Little financial support from alumni
Do not know our price (tuition) elasticity
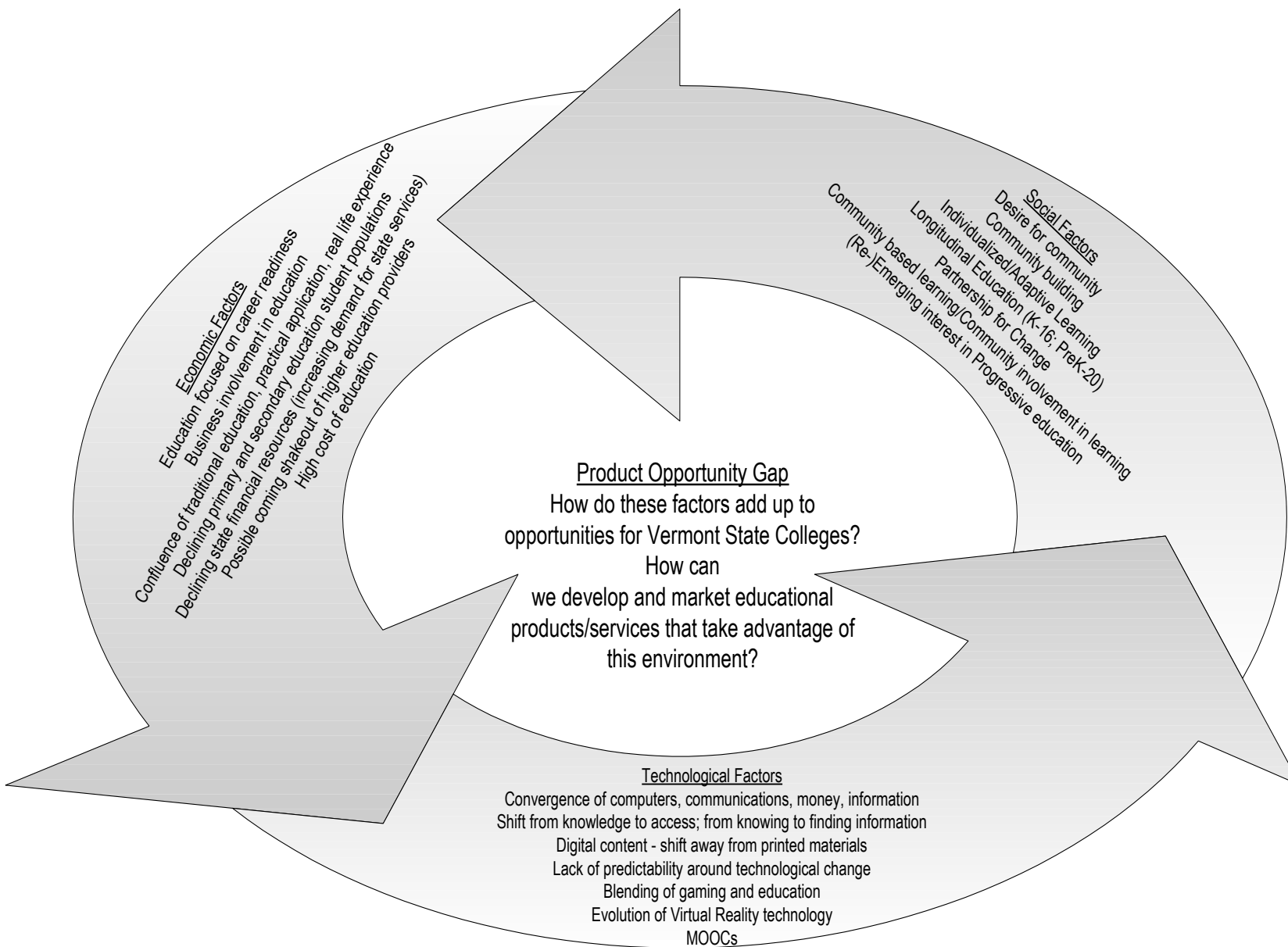Lack of cooperation between colleges

EXTERNAL

Opportunities

Student niche markets: military, gap, less affluent, minorities, international, first-in-family, adult (re-)education, dropouts
Dual enrollment/longitudinal education
One system "shopping" - more cooperation between colleges
Green/environment (association with Vermont)
Strong alumni moral support
Online education
Non-traditional funding
Strong Vermont brand
Strong (relative) Vermont employment picture
Lure of Vermont lifestyle for youth (recreation, cultural)
MOOCs

Threats

Changed demographics; fewer high school graduates
Many colleges chasing fewer students
Lack of external funding: state/alumni
Cost of higher education: perceptions and realities
Cost of change; of moving into the future
Flat or declining support from state government
Rapidly changing educational environment/technology
Risks associated with anticipating change paralyzes decision making
Market lacks predictability
For-profit higher education saps student financial resources
MOOCs

Social Factors
Desire for community
Community building
Individualized/Adaptive Learning
Longitudinal Education (K-16; PreK-20)
Partnership for Change
Community based learning/Community involvement in learning
(Re-)Emerging interest in Progressive education

Economic Factors
Education focused on career readiness
Business involvement in education
Confluence of traditional education, practical application, real life experience
Declining primary and secondary education student populations
Declining state financial resources (increasing demand for state services)
Possible coming shakeout of higher education providers
High cost of education

Product Opportunity Gap
How do these factors add up to
opportunities for Vermont State Colleges?
How can
we develop and market educational
products/services that take advantage of
this environment?

Technological Factors
Convergence of computers, communications, money, information
Shift from knowledge to access; from knowing to finding information
Digital content - shift away from printed materials
Lack of predictability around technological change
Blending of gaming and education
Evolution of Virtual Reality technology
MOOCs

VERMONT STATE COLLEGES
STRATEGIC PRIORITIES: 2008-2013
Revised 9/5/08

Strategic Goals
- Realize the full potential of the system to support the intellectual, economic and social vitality of the State.
- Enhance student access and success through high quality programs and services.
- Ensure the long-term financial viability and sustainability of the system.
- Attract, support and retain highly effective employees.
- Support the well-being of individuals and local communities through five strong colleges.

STRATEGIC PRIORITIES: 2008-2013

Access and Affordability
1. Work with external partners to develop an affordability "guarantee" to all Vermonters by creating and funding scholarship programs to eliminate 100% of unmet need for low-income households.
2. Expand dual enrollment opportunities for the full range of high school students to raise postsecondary aspirations, increase rigor in the senior year and reduce time to and costs associated with a college degree.
3. Work with external partners to expand early outreach to K-12 students and their families, and to improve outreach to adults.

Academic Quality and Success
1. Increase enrollment, retention and graduation rates.
2. Improve student advising, with a particular focus on implementation of research-based practices to promote retention and success.
3. Develop precise and meaningful articulation agreements across VSC colleges and introduce new ways to move students to degree completion.
4. Develop college-wide strategies to promote high academic standards.

Financial Strength
1. Maximize efficiency and effectiveness through fully implemented consolidation and collaboration in key business operations.
2. Enhance revenues through a wider range of public and private sources at each of the colleges and at the system level.
3. Strengthen programs and services to all students, faculty and staff by a radical upgrade and investment in technology infrastructure; redesign IT organizational structure as necessary to reach this goal.

Economic Development
1. Develop a coordinated system-wide approach to supporting specific economic sectors identified as important for the economic vitality of the State.

2. Strengthen local, regional and statewide partnerships to advance workforce development initiatives.
3. Continue to support the success and growth of Vermont employers and entrepreneurs.
4. Devise an action plan to expand the VSC's role in meeting State needs for allied health and health-related programs.

Employee Development and Support

1. Expand professional development to faculty and staff particularly focused on pedagogy for student success.
2. Enter a training and communications partnership with faculty, staff and students that recognizes technology as essential to successful teaching, learning and professional/ life skills.
3. Review and improve the current classification system.

VERMONT STATE COLLEGES
STRATEGIC PRIORITIES IMPLEMENTATION PLAN: 2008-2009
Revised 11/13/08

strategic priority	*action steps*	*lead/ groups responsible*	*deadline*	*indicators*
Access and Affordability 1. Work with external partners to develop an affordability "guarantee" to all Vermonters by creating and funding scholarship programs to eliminate 100% of unmet need for low-income households.	- share public policy white paper with 2009 Legislature and external partners - work with CHEF to incorporate concept into new compact - develop and implement legislative strategy	Sally Fox, COP Bob Clarke, Dave Wolk, Karrin Wilks, Sally Fox Bob Clarke, COP	Nov 08 Nov 08 Jan- May 09	endorsement by candidates inclusion in compact endorsement by legislators
2. Expand dual enrollment opportunities for the full range of high school students to raise postsecondary aspirations, increase rigor in the senior year and reduce time to and costs associated with a college degree.	- expand communications and increase enrollment in VSC programs; confirm ongoing funding strategy - expand communications increase enrollment in external partners' programs - develop legislative/ funding strategy	Karrin Wilks, VSC Dual Enrollment Advisory Group Karrin Wilks, Statewide Dual Enrollment Advisory Group Karrin Wilks, COP, Statewide Dual Enrollment Advisory Group	Oct 08- June 09 Oct 08- June 09 Jan- May 09	increased enrollment of high school students across all programs sustained state funding sustained federal/ Gear-up funding

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3. Work with external partners to expand early outreach to K-12 students and their families, and to improve outreach to adults.	- work with VSAC through College Challenge Grant and Gear-Up to develop expand statewide early outreach to K-12 students	Karrin Wilks, VSC/ VSAC College Challenge Grant Group, Gear-Up Statewide Initiative	Jan 09	plan developed
	- develop college-specific strategies for expanding early outreach to K-12 students	Presidents	Jan 09	new strategies planned
	- develop college-specific strategies for expanding outreach to adults	Presidents, Academic Deans	Jan 09	new strategies planned
Academic Quality and Success 1. Increase enrollment, retention and graduation rates.	- analyze key components of success (advising, active teaching/ learning, support services/ interventions, institutional/ systemic change) through focused discussion	Karrin Wilks, Academic Deans	Oct 08- May 09	ongoing discussion
	- convene first-year program directors to share strategies	Karrin Wilks, Academic Deans	Jan 09	ongoing discussion
	- focus academic retreat on strategies for student success	Karrin Wilks, Academic Deans	May 09	well-attended retreat
	- develop SOW for Colleague early alert tools	Academic Deans, OCIT	May 09	improved rates overall

	- refine/ implement college-specific plans; set targets for improvement	Presidents	Sept 08- May 09	and for target groups
2. Improve student advising, with a particular focus on implementation of research-based practices to promote retention and success.	- define high quality academic advising: first year, second year, final year(s)	Karrin Wilks, Academic Deans	March 09	definition developed in collaboration with faculty
	- explore a range of methods to evaluate advising, including Policy 101	-Karrin Wilks, Academic Deans, Student Affairs Council	Feb- May 09	analysis complete
	- analyze current and alternative models, institutional data and available research systems	-Karrin Wilks, Academic Deans, Student Affairs Council	Feb- May 09	analysis complete
	- focus academic retreat on quality advising	-Karrin Wilks, Academic Deans	May 09	well-attended retreat
	- propose strategies for improvement to COP	-Karrin Wilks, Academic Deans, Student Affairs Council	June 09	proposal to COP
3. Develop precise and meaningful articulation agreements across VSC colleges and introduce new ways to move students to degree completion.	- review enrollment/ outcomes of articulation agreements in place	Karrin Wilks, Academic Deans	Feb 09	outcomes reviewed
	- propose additions/ improvements to COP	Karrin Wilks, Academic Deans	March 09	proposal to COP

	- include review of articulations in Policy 101 process	Karrin Wilks, Academic Deans	May 09	process in place
4. Develop college-wide strategies to promote high academic standards.	- refine/ implement college-specific plans	Presidents	Sept 08- May 09	approaches in place
Financial Strength 1. Maximize efficiency and effectiveness through fully implemented consolidation and collaboration in key business operations.	- consolidate check processing	- Tom Robbins, BAC; Karrin Wilks, AIS representatives	Nov 08- May 09	processes in place
	- further consolidate billing	- Tom Robbins, BAC; Karrin Wilks, AIS representatives	Nov 08- May 09	processes in place
	- gather other ideas for consolidation/ increased efficiencies from AIS Teams and BAC for COP review	- Tom Robbins, BAC; Karrin Wilks, AIS Team Leaders	Dec 08	list reviewed and prioritized
	- expand consolidated purchasing	Tom Robbins, BAC	Sept 08- June 09	new areas identified
	- develop implementation plan for further consolidation, particularly focused on AP and AR, for COP review	Tom Robbins, BAC	March 08	plan in place
	- begin implementing plan	Tom Robbins, BAC	April- May 09	plan underway

2. Enhance revenues through a wider range of public and private sources at each of the colleges and at the system level.	- increase fundraising of all types at colleges	- Presidents	Sept 08- June 09	higher levels of giving
	- increase State appropriations	- Bob Clarke, COP	Jan- May 09	higher percentage increase
	- increase grant funding in targeted areas	- Presidents	Oct 08- June 09	increased grant funding
	- explore public/ private partnerships to increase support for targeted programs/ needs	- Bob Clarke, COP	Oct 08- June 09	public/ private funding agreement
	- explore alternative models for setting tuition	- COP,Trustees	Dec 08- April 09	analysis complete
3. Strengthen programs and services to all students, faculty and staff by a radical upgrade and investment in technology infrastructure.	- initiate process for creating architecture design and related RFP for radical improvements to the VSC network	- Karrin Wilks, IT Services Advisory Council, RFP working group TBA	Sept 08- June 09	- consultant hired; design process well underway
Economic Development 1. Develop a coordinated system-wide approach to supporting specific economic sectors identified as important for the economic vitality of the State.	- establish and charge VSC Workforce Education and Training Council, including integration of core programs into sector analysis	- Bob Clarke, COP	Oct 08	council in place

	- develop plan for system-wide approach to supporting specific economic sectors, including process for regular environmental scan, for review by COP	- Lead (TBA), Workforce Education and Training Council (WETC)	Nov 08- March 09	plan developed
	- initiate plan	- WETC	June 09	work begun
2. Strengthen local, regional and statewide partnerships to advance workforce development initiatives.	- refine/ develop college-specific plans	- Presidents	Oct 08- June 09	work underway
	- include partnership development in VSC WET plan	- WETC	June 09	work begun
3. Continue to support the success and growth of Vermont employers and entrepreneurs.	- include support for employers and entrepreneurs in creation of VSC WET plan	- WETC	June 09	
4. Devise an action plan to expand the VSC's role in meeting State needs for health sciences programs and services.	- initiate a conversation with State agencies and allied health providers to determine interest in state-level action planning	- Bob Clarke, Karrin Wilks	Jan 09	agreement reached
	- develop and initiate process to gather and analyze data related to action plan, working with employer community	- Karrin Wilks, Academic Deans	June 09	process initiated

Employee Development and Support				
1. Expand professional development to faculty and staff particularly focused on strategies for student success.	- provide college-specific professional development activities aimed at improving retention rates, using results of HR survey	- Presidents, Academic Deans	Oct 08- May 09	well-attended activities
2. Enter a training and communications partnership with faculty, staff and students that recognizes technology as essential to successful teaching, learning and professional/ life skills.	- develop approach to meeting goal for review by COP, using results of HR survey	- Karrin Wilks, IT Advisory Council, HR Council	Jan 09	approach confirmed
3. Review and improve the current classification system.	- develop plan for review - share plan with COP, union leadership - initiate process for review	Nancy Shaw, HR Council Nancy Shaw Nancy Shaw, HR Council	Jan 09 Feb- March 09 April 09	plan in place plan approved plan underway
4. Design and implement VSC Wellness Initiative.	- plan and implement activities	Nancy Shaw, HR Council	Nov 08- June 09	well-attended activities
5. Develop strategies for addressing aging workforce.	- analyze VSC employee demographic data and present findings/ recommendations to COP	Nancy Shaw, HR Council	Dec 08- May 09	analysis complete

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VERMONT STATE COLLEGES
STRATEGIC PRIORITIES IMPLEMENTATION PLAN: 2009-2010
Revised for Discussion 9/16/09

strategic priority	action steps	lead/ groups responsible	key indicators*
Access and Affordability 1. Expand dual enrollment opportunities for the full range of high school students to raise postsecondary aspirations, increase rigor in the senior year and reduce time to and costs associated with a college degree.	- design and implement a multi-source funding strategy and statewide public policy to ensure sustainability - strengthen local partnerships with high schools and tech centers to increase the number of Vermont high school students enrolling in VSC colleges	- Chancellor/ Senior Vice President - VSC Dual Enrollment Advisory Group - Presidents	- supplemental FY10 funding secured - FY11 funding secured - long-term funding and policy strategies in place - increased enrollment across programs
2. Lead the development of a statewide preK-16 partnership to improve postsecondary aspiration, continuation and completion rates.	- convene planning group in accordance with H.405 legislation; develop specific strategies to improve postsecondary outreach, access, affordability and success	- Chancellor/Senior Vice President	- initial recommendations to Legislature including development of state master plan - plan for K-16 longitudinal data system in place
3. Design long-term tuition-setting and institutional aid strategies to ensure affordability, recognizing the unique characteristics of each college.	- review current tuition-setting practices, discuss institutional tuition-setting and institutional aid strategies, and develop three-year tuition rate plan	- Council of Presidents - Board of Trustees	- long-term tuition plan/ strategies in place

Academic Quality and Success			
1. Improve program outcomes assessment at the colleges and through VSC academic program review to provide the basis for ongoing program improvement.	- strengthen Policy 101 evaluation of program assessment strategies - focus academic retreat on outcomes assessment	- Academic Deans Group - Academic Retreat Planning Group	- strategies for improving program assessment in place
2. Improve student advising to promote retention and success.	- explore range of methods to improve and evaluate advising - focus professional development on quality advising	- Academic Deans Group - Student Affairs Council	- strategies in place at the colleges
3. Improve the use of technology as one component of a full range of strategies to improve recruitment, retention and degree completion.	- develop and implement new online retention and advising tools	- OCIT - Presidents/ Academic Deans	- tools in use at the colleges and seen as valuable
Financial Strength 1. Invest in and upgrade technology infrastructure to strengthen programs and services to all students, faculty and staff.	- fully implement IT network redesign - plan for transition to Active Campus and new LMS system	- OC IT - IT Council - Teaching/ Learning Technologies Group	- network redesign in place with added value to colleges and system - Active Campus/ LMS implementation plan in place

2. Maximize efficiency and effectiveness through further consolidation and collaboration in key business operations.	- maximize benefits of e-commerce and document imaging - continue consolidation of AP - design and implement IT efficiencies as prioritized by AIS Teams	- OCIT - Business Affairs Council - AIS Teams	- e-commerce tools in widespread use and seen as valuable - document imaging in use across teams with dramatically reduce reliance on paper - new efficiencies/ tools in place
3. Strengthen market position through long-term facilities planning, investment and enhancement.	- review and integrate college priorities	- Council of Presidents - Business Affairs Council	- long-term plans/ strategies in place
4. Enhance revenues through a wider range of public and private sources at each of the colleges and at the system level.	- increase fundraising	- Chancellor - Presidents	- increased gifts and grants
Economic Development 1. Maximize the impact and visibility of college and system workforce development programs, including SBDC and VMEC.	- develop strategies to demonstrate impact	- Chancellor - Presidents	- evaluation mechanisms in place - enhanced communications/ public relations in place

2. Strengthen local, regional and statewide partnerships to meet the needs of business and industry, and support key economic sectors in Vermont.	- continue to develop and strengthen local and state-level partnerships	- Chancellor - Presidents	- increased participation in regional and statewide workforce development efforts - increased revenues from workforce education and training
3. Strengthen the VSC's role in meeting State needs for allied health and health-related programs.	- continue work across colleges to strengthen access to allied health/ nursing programs	- Presidents	- increased enrollment and completion rates
Employee Development and Support 1. Enhance professional development for faculty and staff focused on improving college-wide strategies for student success.	- focus academic retreat on student success - design and implement professional development at the colleges	- Academic Deans - Student Affairs Deans - Academic Retreat Planning Group - Presidents/ Academic Deans/ Student Affairs Deans	- activities offered and well-attended - follow-up actions/ strategies planned
2. Improve training and communications to maximize the capacity for technology to support college and system priorities.	- develop strategy to ensure completion of mandatory IT training for all employees	- OCIT - HR Council	- training sessions in place and well-attended

3. Support employee wellness through college and system initiatives.	- design and implement annual calendar of events	- HR Council	- events offered and well-attended
4. Review and improve employee hiring and development systems to meet the needs of the colleges.	- review and improve current job classification system	- HR Council	- process for reviewing recommended changes in place

* key indicators listed here are specific to priorities, which are designed to have a positive impact on VSC performance indicators overall (e.g., enrollment, retention and graduation rates; revenues/ expenses; gifts and grants; graduate outcomes; affordability)

VERMONT STATE COLLEGES
POSITIONING FOR THE FUTURE
VSC Strategic Plan for Improved Programs and Services
draft 11/24/99

STRATEGY 1

Position the VSC to increase overall system and individual college **enrollments** to optimize capacity and expand service.

Action 1.1: Develop a marketing plan, with the assistance of a consultant, which repositions the VSC through strategic program development and delivery, and other recruitment strategies.

Action 1.2: Establish, attain, and sustain optimal enrollments at each college.

Action 1.3: Increase student retention and successful completion.

Action 1.4: Develop new programs and services that are responsive to the needs of business, education, human services, health care, public agencies, and individual students.

Action 1.5: Enhance recruitment through creative policies in pricing and financial aid.

Action 1.6: Develop recruiting strategies linked to the distinctive and "magnet" program concept.

Action 1.7: Develop a comprehensive plan to enhance the reputation of the VSC in conjunction with the marketing plan, emphasizing affordability and quality.

Lead Responsibility: Robert Hahn	Board Liaison: Justin Hart
Board Oversight: Full Board	O/C Liaison: Kelly Collar
Others to be involved/ VSC: Martha Farmer Carol Moore Selected, designated enrollment, financial aid, and PR personnel from colleges.	External: Consultant
Resources: $25,000 for consultant	Sources: O/C

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STRATEGY 1a: Pricing/Financial Aid

Activities/Benchmark:	Timeline:
1. Create pricing/financial aid sub-group.	Dec.-Jan.
2. Review alternative pricing possibilities.	Feb.-May
3. Review targeted discounting possibilities.	Feb.-May
4. Survey existing VSC financial aid strategies	Feb.-May
5. Survey financial aid strategies at other institutions.	Feb.-May
6. Review and analyze results of above.	June-July
7. Prepare report with recommendations to be presented to Board.	Aug.-Sept.

STRATEGY 1b: Marketing and Recruitment

Activities/Benchmarks:	Timeline:
1. Create marketing/recruitment sub-group.	Dec.-Jan.
2. Identify funding for consultants.	Dec.-Jan.
3. Create list of possible consultants and review.	Jan.-Feb.
4. Engage consultant.	Feb.-Mar.
5. Write new marketing plan.	March-June
6. Within plan, propose new marketing/recruiting strategies for both Vermont and out of state.	July-Aug.
7. Prepare report for Board	Aug.-Sept.
8. Develop new materials and initiate new actions based on the strategies of the plan	Oct-June, 2000-2001

STRATEGY 1c: New Programs

Activities/ Benchmarks:	Timeline:
This part of SI-1. needs to be pursued in conjunction program review and approval process. A group will need to be created to pursue this linkage. Please refer to the detail of SI-4.	
Based on the work of the joint SI 1-4 group, propose plans to link marketing, enrollments, and distinctive and magnet programs.	Ongoing

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STRATEGY 1d: Retention

Activities/ Benchmark:	Timeline:
1. Create retention sub-group.	Dec.-Jan.
2. Assemble retention data from across system.	Jan.-March
3. Assemble, survey, and interpret the work of retention analysis and planning which has been done at individual colleges in recent years.	Jan.-March
4. Review and assess best practices in retention through VSC and at other colleges.	Jan.-March
5. Assemble and assess all of above.	April-June.
6. Consider appropriate system-wide retention goals.	April-June.
7. Propose best practices for retention VSC-wide.	April-June.
8. Develop method for assuring implementation of retention recommendations, monitoring, and assessing effectiveness.	July-Aug.
9. Prepare report for Board.	Aug.-Sept.

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STRATEGY 2

Develop and implement a comprehensive approach to **VSC partnerships** with the Governor, the General Assembly, preK-16 education, business and local communities.

> Action 2.1: Request full funding to implement the Student Administrative Systems Initiative in fiscal year 2001.
>
> Action 2.2: Further the efforts of the Commission on Higher Education Funding to secure substantially improved state appropriation support for the VSC and to further understanding of Vermont higher education policies overall.
>
> Action 2.3: Develop and implement a communication plan that distinguishes between student aid and support for the ongoing operations of public institutions.
>
> Action 2.4: Engage all members of the VSC community, especially the Presidents and the Board, to substantially increase overall financial support from the State.
>
> Action 2.5: Strengthen system, college and faculty participation in Vermont's preK-16 partnership initiative.
>
> Action 2.6: Explore alternative approaches to workforce development and develop a five year plan based on state needs; review and revise the plan annually.
>
> Action 2.7: Engage in a variety of activities to strengthen the intellectual, social, cultural and economic well-being of local communities.

STRATEGY 2a: Legislative strategy

Lead responsibility: Bob Clarke Board oversight: Priorities	Board liaison: Frank Mazza Kathy White O/C liaison: Karrin Wilks
Others to be involved/ VSC: presidents all Trustees other VSC employees students alumni	External: governor legislators VSC friends
Resources needed: support materials	Source: O/C

Activities/ Benchmarks:	Timeline:
1. Develop standard message and support materials for distribution to Trustees, employees, students.	December 99
2. Identify VSC contact for every legislator.	December 99
3. Send letter of thanks/ VSC update to all legislators	December 99
4. Identify student and alumnus from each college for each legislator.	December 99
5. Establish communication network with key committee chairs.	December 99
6. Confirm legislative request: capital, operating, special funding (e.g., Dual enrollment).	December 99
7. Host legislative events at all colleges.	December 99- February 00
8. Establish electronic VSC legislative network.	January 00
9. Establish statehouse strategy that utilizes presidents, trustees and O/C staff in legislative hearings and informal meetings; involve faculty, staff, students and alumni.	January 00
10. Maintain VSC public relations efforts in the media.	January- March 00
11. Confirm VSC attendance at all legislative breakfasts.	January- March 00
12. Host VSC legislative dinner in Montpelier.	February 00
13. Host VSC day in the statehouse/ card room.	March 00
14. Sponsor statewide VSC alumni day.	March 00
15. Plan for VSC attendance at all candidate forums.	June- October 00

STRATEGY 2b: PreK-16 partnerships

Lead responsibility: Bob Clarke Board oversight: EPSL	Board liaisons: Frank Mazza Kathy White O/C liaison: Karrin Wilks
Others to be involved/ VSC: presidents deans faculty (education, arts/ sciences)	External: DOE UVM preK12 AVIC HRIC
Resources needed: stipends for faculty tuition reimbursement for dual enrollment	Source: grants State

6

Activities/ Benchmarks:	Timeline:
1. Reaffirm VSC, UVM and DOE partnership among CEOs to improve public education in Vermont.	January 00
2. Request results of New Standards Reference Exams on VSC applications.	September 00 January- September 00
3. Explore common VSC admissions processes.	January 00
4. Establish and implement legislative strategy for dual enrollment.	Spring 00
5. Conduct correlation study of results on accuplacer/ basic skills assessment and NSRES.	January 00
6. Plan and implement a VSC teacher preparation summit.	Spring 00
7. Align teacher testing processes and reporting mechanisms with UVM, AVIC and DOE.	Spring 00
8. Seek funding for research project to explore correlation between meeting/ exceeding high school standards and "readiness" for college.	Spring 00
9. Develop standard report formats for longitudinal feedback to high schools on performance of graduates in VSC, UVM, AVIC.	January 00- January 01
10. Lead statewide vocational-technical reform.	April 00
11. Participate in planning and implementation of statewide teacher preparation conference.	January 00- January 01
12. Establish workforce development centers.	September 00- May 01
13. Pilot competency-based assessment of high school students for admission to college and to demonstrate "work and college readiness".	January 00- January 01
14. Obtain Title II, Vermont Reads (and other) funding to expand/ regionalize professional development schools and technical assistance.	

STRATEGY 2c: Business partnerships

Lead responsibility: Bob Clarke	Board liaisons: Frank Mazza Kathy White
Board oversight: EPSL	O/C liaison: Wilks, Welz
Others to be involved/ VSC: presidents deans faculty development officers	External: business leaders top 100 VT businesses
Resources needed: modest funds for social activities	Source: O/C

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Activities/ Benchmarks:	Timeline
1. Target additional business or consortia for VSC management of education /training and other contracted services	January 00
2. Establish workforce development centers	January 00- January 01
3. Establish consistent VSC-wide alumni employment tracking methods	Spring 00
4. Conduct interviews with targeted and/ or "top 100" Vermont businesses on what the VSC can do to meet economic development/ training needs	Spring 00
5. Target additional small businesses for new programs/ services	Summer 00

STRATEGY 3

Develop and implement a comprehensive plan to **increase revenues** from all sources to strengthen the VSC mission impact and fiscal model.

Action 3.1: Direct each college and the chancellor's office to develop alternative revenue sources, in particular, to aggressively seek grant opportunities to improve programs and services.

Action 3.2: Provide incentives and rewards to foster collaboration, resource sharing, and entrepreneurship.

Action 3.3: Develop system support for colleges to increase all revenue sources including giving, grants and noncredit programs.

Action 3.4: Develop creative policies in pricing and financial aid to increase overall revenues.

Action 3.5: Reward presidents and the colleges to pursue revenue enhancements and other entrepreneurial activities that benefit the individual VSC institutions and the system.

Lead Responsibility: Carol Moore Board Oversight: Finance Committee	Board Liaison: Susan Bartlett O/C Liaison: Bob Nicol/ Mary Welz

Others to be Involved/VSC:
 Council of Presidents
 Business Affairs/Development/Academic Administrators
	External:
	 TBA
	 Possible Consultants:
	   Fundraising
	   Financial Aid

Resources Needed: Coordinated professional development for IA Clearinghouse/network for state/federal contacts Common software to aid searches/applications Consultants ($12,000- 15,000)	Source: O/C O/C O/C External

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Activities/Benchmark:	Timeline:
1. Draft a charge to the colleges and the chancellor's office, to develop a plan to seek alternative revenue sources.	February
2. Establish a joint task force with SI-1 to research tuition and financial aid policies, and develop innovative models for establishing tuition rates and financial aid policies to increase overall revenue.	January-August
3. Establish a task force to develop a system to reward colleges for increasing revenue, collaboration, resource sharing, cost savings and entrepreneurship; consider targets for each college.	February-July
4. Survey of current ideas/opportunities.	February
5. Research additional sources/opportunities.	March-Ongoing
6. Identify activities to develop college expertise.	April
7. Draft VSC-wide professional development plan related to the development of alternative revenue sources.	June
8. Evaluate progress.	Annually

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STRATEGY 4

Establish new procedures for **program approval and review,** which foster collaboration, minimize competition, strengthen existing programs, focus on quality, and respond in a timely manner to market forces and the needs of Vermont.

Action 4.1: Establish a process for a VSC-wide review of all degree programs to eliminate undesirable competition, promote the distinctive program concept, increase articulation/collaboration and expand geographic access.

Action 4.2: Revise the current program approval process to respond more rapidly to market needs and to encourage cross-college collaboration in the early planning of new programs.

Action 4.3: Explore the development of jointly offered degree programs within the system.

Action 4.4: Provide resources to strengthen existing programs of high quality and promise.

Lead Responsibility: Robert Hahn Board Oversight: EPSL		Board Liaison: Gary Moore O/C Liaison : Karrin Wilks	
Others to be involved/ VSC: Council of Presidents, Academic Dean		External:	
Resources needed: Support materials/ data		Source: O/C	

Activities/Benchmark:
1. Establish group and/or sub-groups structured so as to result in providing answers to the following eight strategic sub-questions:
a. In the program review and approval process, what are the questions which should be asked?
b. What are the criteria on which approval should be based? In answering this question, the work on SI-4 should clarify and better define patterns of programmatic patterns of cooperation and competition within the system, and in the process of so doing should
  - define and clarify acceptable competition (e.g., programs all 4-year colleges have in common such as Education or English).
  - define, clarify, and eliminate undesirable competition.
  - create clear agreed-on parameters which will inform the program-development process at the colleges in advance of the review and approval process.
		Timeline:
		Dec.-Jan.	

- redefine in relevant contemporary terms what a "distinctive program" is and how the system views and supports distinctive programs (as versus other programs).
- identify other programs the system should offer universally as part of its mission to Vermonters (e.g., what other programs should exist across the system such as Education and English?).

c. What should the approval process be? How should it be structured? What should the steps be, how should they be described?

d. What should the roles of the constituents in the process be?
- Board.
- Chancellor and key O/C directors.
- Presidents.
- Academic administration.

e. How can the new process provide incentives and rewards for entrepreneurialism, imagination, and energy? How can the new process effectively support achieving our system-wide enrollment and revenue goals?

f. How can the new process serve to increase programmatic articulation and collaboration across the system (including the development of jointly offered degree programs within the system)?

g. How can an improved program review process be linked to a re-thought ongoing 101 process?

h. How can an improved program approval process be linked to periodic review, modification, reduction, phase-out, and elimination of current programs (e.g., through a linkage of the process and a revised, ongoing 101 process)?

2. Review, revise, confirm proposed strategic sub-questions 1-8.	Jan.-Feb.
3. Develop detailed timeline and assignments, articulating roles for leadership groups, COP, EPSL, academic deans, Chancellor and O/C, and Board.	Jan.-Feb.
4. Develop new set of questions to be used in the program approval process.	March-April
5. Develop and approve criteria for program approval.	May-June
6. Redesign approval process.	July-August.
7. Prepare report for Board.	August-September.
	Oct.-??
8. Explore redesign of 101 on an ongoing basis linkage to program review and approval.	AY 2000-2001.

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STRATEGY 5

Develop and implement a **comprehensive assessment** plan to ensure program quality and institutional and system effectiveness.

Action 5.1: Develop performance indicators for the Board of Trustees, the Chancellor's Office and the colleges.

Action 5.2: Establish ongoing assessment processes for all individuals and units within the system.

Action 5.3: Develop general education minimum competencies by degree level.

Action 5.4: Assess and document graduate outcomes.

Action 5.5: Conduct focus groups to assess perceptions of the VSC as employer, citizen, and preparer of citizens and workers.

Lead Responsibility: Carol Moore Board Oversight: Priorities Committee	Board Liaison: Cola Hudson O/C Liaison: Stan Carpenter
Others to be involved/ VSC: Council of Presidents Academic Deans Faculty/Administrators/Staff/Students Federation Leaders	External: Consultants K12 educators
Resources: Consultants ($20,000) Research support	Source: External O/C
Activities/Benchmark: 1. Gather background information on competencies and performance indicators. 2. Establish systemwide, cross-discipline task force to a) develop minimum competencies for written and oral communication, quantitative reasoning, critical thinking, and research; b) develop minimum competencies for general education.	Timeline: January February-December September 00- June 01

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3. Establish a systemwide task force to develop performance indicators for Board of Trustees, chancellor's office, colleges.	February-August 00
4. Direct each college to establish student outcomes for each program and design assessment strategies.	February 00-February 01
5. Conduct surveys and focus groups to assess perceptions of VSC constituencies.	September 00- January 01
6. Following the survey work of SI-9, establish a task force to draft/ revise evaluation systems for faculty, staff and administrators, as appropriate.	January 01- December 01
7. Establish a systemwide, cross-disciplinary task force to develop a pilot plan to assess graduate outcomes.	September 00-June 01
8. Evaluate progress.	Annually

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STRATGEY 6

Expand distance learning and alternative **program delivery** strategies.

Action 6.1: Commit to flexibility in a wide range of teaching and learning formats through policy, practice, and incentives.

Action 6.2: Explore distance learning opportunities at all colleges, taking full advantage of collaboration across the system.

Action 6.3: Continue planning and design work currently underway to expand the External Degree program

Action 6.4: Increase system-wide commitment to applied and experiential learning through internships, field studies, service learning, and semester exchange opportunities.

Lead Responsibility: Barbara Murphy Board Oversight: EPSL		BOT Liaison: Irene Burtis OC Liaison: Karrin Wilks	
Others: Academic Deans w/ Presidents Faculty Working Group		External:	
Resources: To be identified		Sources:	

Activities/ Benchmark:
1. CCV and JSC Presidents and Academic Deans to meet with O/C Director of Acad. Affairs to assess current status of EDP conversations and design course of action
2. Identify the resources needed to expand EDP as described in Action 6.3; build on design work begun Summer 1999. Present a plan to Interim Chancellor.
3. Cross-system task force that began work in summer, 1999 to be formally charged by presidents/ chancellor to continue work on distance and non-traditional learning formats: Assignments to include:
  a. Identify range of activities /share best practice;
  b. Gather feedback from students currently enrolled in d.l. activities
  c. Set goals for increasing extended-classroom or more flexible learning formats
  d. Develop assessment plan for range of activities.
			Timeline:
			Jan./Feb.,2000
			
			Fall,1999-
			Spring2000
			
			Fall,1999-
			Fall,2000

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STRATEGY 7

Establish and implement transfer policies and procedures to maximize **transfer opportunities** within and from outside the system.

Action 7.1: Implement a policy to allow for the full transfer of all general education courses anywhere within the system.

Action 7.2: Maximize the transfer of all major-level courses within the system.

Action 7.3: Maximize the transfer of general education and major-level courses from outside the system.

Action 7.4: Develop system-wide general education minimum competencies in areas including, but not limited to: written and oral communication, critical thinking and quantitative reasoning.

Action 7.5: Maximize the transferability of VSC courses to other colleges.

CEO Head: Steven K. Ingram, VTC Board Oversight: EPSL Committee		Board Liaison: Judith Crowley O/C Liaison: Karrin Wilks
Others to be involved/ VSC: Academic Deans Department Chairs Chair, General Education Program (if applicable) Registrars Transfer Counselors Disciplinary Group Participants		External: Deans, Registrars of Receiving Schools Transfer Counselors
Resources Needed: Travel Funds for Participants VIT Costs for Joint Meetings		Source: College Travel Budgets

Activities/Benchmarks:
1. English Composition/Full Reciprocal
     Transferability
2. Entry Level Math Courses/Full
     Reciprocal Transferability
3. Entry Level Computer Literary Courses
     Full Reciprocal Transferability
4. General Education Requirement/Completed
     Component Transferable
		Time Line:
		
		Spring 2000
		
		Spring 2000
		
		Spring 2000
		
		In Place

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5. General Education Courses/Transferable to Satisfy GE Requirements	Spring 2000 (Essentially In Place)

6. Spring 2000 Disciplinary Groups/Transfer Initiatives for all Courses
    Mathematics
    Science
    Computer Science
    Education
	Spring 2000

7. Disciplinary Groups in Other Areas/Transfer Matrix for all Courses	Fall 2000 Spring 2001
8. Transfer of VSC Students to Non-VSC Institution	
Database of Articulation Agreements from VSC Institution to non-VSC Receiving Institution	Spring 2000
Identification of Transfer/Articulation Office at each VSC Institution	Spring 2000
Extension of these Articulation Agreements for any VSC Student to Receiving School	Fall 2001
Articulation for VSC Students to Receiving School Triggered by any Articulation from a VSC Institution to Receiving School	Ongoing
Transfer Notice from VSC to UVM	Spring 2001

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STRATEGY 8

Endorse and implement the **vision** and principles developed for the Student and Administrative Services Initiative.

    Action 8.1: Clearly communicate Board endorsement and Chancellor sponsorship of the Student and Administrative Services Initiative (SASI).

    Action 8.2: Empower the SASI Steering Committee to carry out implementation.

    Action 8.3: Begin Business Process Reviews to assess VSC core business processes immediately.

    Action 8.4: Explore the benefits and detriments of a common calendar.

<u>Lead responsibility:</u> Martha Farmer <u>Board oversight:</u> Priorities Committee	<u>Board liaison:</u> Marshall Witten <u>O/C liaison:</u> Stan Carpenter
<u>Others to be involved/VSC:</u> SASI Steering Committee Executive Committee of the SASI Steering Committee Student Representatives Software Selection Team Business Process Review Teams Council of Presidents Chancellor Liaison with Strategies 5 and 10	<u>External:</u> TBA
<u>Resources Needed:</u> Four million additional dollars (Total project cost: approximately $5.2 million)	<u>Source:</u> Governor and legislature

Activities/benchmark:	Timeline/Deadline:
1. Commit to continuous quality improvement (i.e. the continuous use of business process reviews to improve the efficiency and effectiveness of each individual college and the entire VSC) and the development of VSC expertise and leadership in business process redesign.	Nov-Dec '99
2. SASI Steering Committee make recommendation on software selection and begin the process of negotiation for purchase.	Jan '00
3. Name future trainers and training resources	Jan '00

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4.	Define expected outcomes and limitations, if any, which are common for all reviews of business processes, including expectations of the Chancellor. (Some possibilities are: consolidation of processes at a single location, distribution of responsibility and decision making to lowest levels, promote and facilitate consistency of practice throughout VSC, promote and facilitate cooperation and coordination throughout VSC, promote efficiency, and promote values expressed in Vision Statement.)	Jan '00
5.	Define specific boundaries, outcomes and limitations for the first two reviews of business processes.	Jan'00
6.	Define and list top five processes most in need of review and most likely to yield significant efficiency and effectiveness results.	Jan '00
7.	Select software and implementation consultant	Feb '00
8.	Begin first BPR with VSC trainer in "learning mode"	Feb '00
9.	Sign contract with software vendor committing VSC to purchase and implementation.	March '00
10.	Secure funding for software purchase and implementation (Interim Chancellor and Board Chair through Governor and legislature)	March '00
11.	Develop the software implementation plan, including a system-wide personnel structure to guide implementation.	April '00
12.	Review and update the plans for BPRs, given the status of the software implementation plan, VSC strategic planning, and external and internal environmental factors.	May '00
13.	Complete first BPR.	May '00
14.	Begin 2nd BPR with VSC trainer in lead	May '00
15.	Finish 2nd BPR	July '00
16.	Begin implementation of results of 1st BPR.	Aug '00
17.	Begin implementation of results of 2nd BPR	Oct '00
18.	Begin 3rd BPR.	Oct '00
19.	Finish 3rd BPR	Dec '00

20.	Work with the leadership of Strategy 5 to initiate a "BPR" like review of our most important core process, teaching, with the intent of defining a portfolio of best practices for the VSC.	Ongoing
21.	Explore the benefits and detriments of a common VSC calendar. For the calendar review, include two expected outcomes: (a) improve the process of setting the individual college calendar and (b) implement any positive aspects of a common calendar. Complete the calendar review.	Jan '01
22.	Maximize use of technology for all processes.	Ongoing
23.	Institutionalize the business process review process. e.g. create a core cadre of people within the VSC who are trained in BPR methodology e.g. communicate continuously about BPR e.g. maintain a current list of the top 10 processes that are most in need of review e.g. involve people from all levels of organization in BPRs e.g. provide training so that all units/sub-units of VSC find it natural to and do apply the BPR concept continuously to processes and sub-processes e.g. consistently maintain the annual cycle included in this plan of beginning BPRs in February, May, and October; completing them in May, August, and January; and beginning the implementation in July, October, and March.	Jan '01 & Ongoing
24.	Begin implementation of 3rd BPR.	Mar '01

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STRATEGY 9

Develop the skills, knowledge and attitudes of **VSC employees** to support strategic initiatives.

Action 9.1: Conduct a quality of VSC worklife study to assess morale and build a staff development plan.

Action 9.2: Review compensation patterns vis-à-vis comparable systems and plan for any needed corrections.

Action 9.3: Implement the Board resolution to address CCV instructor pay.

Action 9.4: Update the VSC classification system as needed to permit increased flexibility and adaptability over time.

Action 9.5: Develop workoad models for faculty and staff to provide greater flexibility.

Lead Responsibility: Barbara Murphy Board Oversight: EPSL		BOT Liaison: Jerry Kreitzer OC Liaison: Karrin Wilks/Donna Russo	
Others to be involved/ VSC: COP CCV Admin. Dean Federation Leaders		External: Consultant help from NACUBO Health Insurance provider and TIAA/CREF	
Resources: Within-system : faculty members identified to assist in developing survey ($$ stipend for above members)		Sources: O/C	
Activities/Benchmark: 1. Develop a quality of worklife survey as described above w/ cross-system input and ownership. 2. Administer across system 3. Evaluate and Report results to BOT 4. Disseminate results throughout VSC 5. Develop further the HR committee's work on staffing levels/compensation, identifying most pressing needs (entry level in most categories); report to BOT 6. Identify limitations of current classification system; recommend changes to be made. 7. Develop a status report on present system of annual appraisal of all employees in the VSC		Timeline: Jan/Feb,2000 March, 2000 by end of Spring/2000 semester)—June BOT meeting Summer/fall/2000 by June 2000 Spring2000 spring 2000	

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8. Align current practice (#7 above) with VSC Policy	Fall,2000-2001
9. Research alternative workload models for faculty and staff; identify three-five pilots to experiment w/ alternative to current practice	Spring,2000-Spring,2001
10. Interim Chancellor and BOT work to self-assess and assess roles and responsibilities for system leadership	Fall,1999-2001

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STRATEGY 10

Assess alternative models for the VSC's **organizational structure.**

Action 10.1: Conduct a thorough study of current and alternative organizational structures, with the assistance of a consultant.

Action 10.2: Establish a group to study organizational structure, similar to the business process review being used to implement the Student and Administrative Services Initiative.

Action 10.3: Use the vision and principles guiding the implementation of the Student and Administrative Services Initiative along with the criteria establish by the Program/Organization working group to evaluate alternative models.

Lead responsibility: Bob Clarke Board oversight: Full Board of Trustees	Board liaisons: Mike Audet Barbara Taylor O/C liaison: Karrin Wilks
Others to be involved/ VSC: 2-year, 4-year administrative representatives 2-year, 4-year faculty representatives 2-year, 4-year staff representatives alumni	External: consultant (paid) business representative K-12 representative UVM representative
Resources needed: budget for study group and consultant ($20,000)	Source: O/C
Activities/ Benchmark: 1. Begin internal assessment of administrative practices, in coordination with SI-6 2. Establish VSC organization study group 3. Create budget and identify other data/ resources needed to conduct study, including criteria for hiring consultant 4. Hire consultant to facilitate study group 5. Complete study of current and alternative organizational structures 6. Recommend 1-3 models to Board of Trustees, ranked in priority order and reflecting the VSC mission and vision 7. Implement organizational strategy	Timeline: December 99 December 99 December 99 January 00 May 00 July 00 August 00

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STRATEGY 11

Develop and implement a new **budget model** consistent with VSC priorities and desired outcomes.

>Action 11.1: Develop VSC Board policy for appropriation allocation, taking into full consideration individual college needs and the interest of the State.

>Action 11.2: Revise the current budget model consistent with the criteria for an effective budget model set forth by the Finance working group.

>Action 11.3: Adopt a comprehensive and effective communication plan related to VSC revenues and expenditures.

>Action 11.4: Regularly review and adjust the new budget model.

Lead responsibility: Martha Farmer Board oversight: Finance Committee	Board liaison: Church Hindes O/C liaison: Bob Nicol
Others to be involved/VSC: A Budget Model Steering Committee constituted so that there is continuity with the Finance Workgroup and with the addition of a faculty member, a member of represented staff, a student (possibly the Treasurer of the Sophomore or Junior class at one of the colleges), the "Chair" of each of the following groups, and a liaison with the most relevant Strategies including 1, 3, 5, and 10. Business Affairs Council "Institutional Research Council" "Strategic Planning Council"	External: Membership on the BMSC as needed. Outside advice as needed.

Resources needed:
Finance Workgroup report and appendices
"State Funding Formulas for Public
   Four-Year Institutions"
Critical review of alternative models and alternative
   philosophies of appropriation allocation
Collection of data on current needs-based decisions
Modeling of alternatives identified
Possibly outside advice
	Source:
	on hand
	
	SHEEO & NCES
	
	to be created
	to be created
	to be created
	to be determined

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Activities/benchmark:	Timeline:
1. Identify members of four groups listed above.	January '00
2. Define assumptions that will underlie the budget model.	February '00
3. Develop and implement a process for identifying VSC priorities and for reviewing and updating this process regularly.	March '00
4. Define and implement a process for the development and application of expected outcomes of VSC work.	April '00
5. Develop and implement the steps to be taken annually to create the budget) that recognizes priorities and rewards outcomes.	May '00
6. After reviewing the results of the '00 legislative session, update assumptions that will underlie the budget model.	June '00
7. Review and update workplan (consider also the appropriate use of Appendix 10 of the Finance Workgroup report).	July '00
8. Collect resources needed (identified above).	August '00
9. After approval of the organizational structure by the Board of Trustees, begin the process of developing the budget model by listing possible options (that are consistent with Board priorities and desired outcomes) for a policy on the allocation of state appropriations (see Appendix 9 of Finances Workgroup report).	October '00
10. Identify one or more budget models—the set of rules for deciding who gets what—that meet the criteria identified by the Finance Workgroup (see Appendix 8 and add the requirement that the model be one that the VSC can fund) and are consistent with Board priorities and desired outcomes.	November '00
11. Test the results of these models in combination with the various options for appropriation allocations.	December '00
12. Evaluate the outcomes of each test (combination of model and appropriation allocation options) (See Business Affairs Council report to Finance Workgroup for pros and cons of current model.)	January '01
13. Board decision on policy for appropriation allocation.	February '01
14. Budget model selected! Transition Plan defined.	March '01
15. Develop and implement a policy of periodic and regular review and recalibration of the model selected.	April '01
16. Employ new budget model for FY2003 decisions	'01 – '02 Year

THE EDUCATION ALLIANCE

VSC RESTRUCTURING PROJECT
EXECUTIVE SUMMARY

VSC SYSTEM-WIDE FINDINGS

- The VSC Restructuring Project initiative has been usefully guided and informed by the system-wide VSC planning process and the development of a shared sense of mission and vision. This shared sense of system-wide focus and future direction has been reinforced by the student-centered SASI initiative – an initiative that offers helpful criteria for the assessment of alternative organizational and governance models – models which foster collaboration among and between the constituent parts of the VSC system.

- The VSC restructuring initiative has also been significantly advanced and supported by the fresh ideas, perspectives and accessibility of the recently appointed Chancellor – a system-wide higher education leader who has the credibility and trust of a broad range of VSC constituencies, having successfully led a constituent VSC institution over the last 14 years to a position of national prominence and recognition.

- The collective thinking, perspective and frame of reference of the VSC Trustees, Chancellor and Organization Committee with respect to the restructuring project has evolved beyond traditional merger and consolidation options, thus encouraging project team members to think outside the box about innovative market positioning alternatives which are likely to produce desirable results when measured against VSC planning and SASI evaluation criteria.

EDUCATION EXCELLENCE, INNOVATION AND EXPERIENCE

- Based on extensive observation, analysis and follow-up field interviews and focus group discussions, it appears that the current VSC organizational structure and governance process works reasonably well to produce sensible and effective system-wide policy-making, overall system-wide coordination and prudent public stewardship.

- The project team also found the VSC system to be well-organized and well-managed at the campus level – yet there appeared to be significant opportunities for avoiding duplication of program effort, reducing unnecessary competition and improving access and quality to student support services.

- Despite the VSC Trustees and Chancellor's best efforts to assuage campus level faculty and staff concerns regarding the consequences of the restructuring initiative, a significant segment of the system-wide VSC workforce remains cautiously optimistic and in certain cases doubtful of the positive results that can come about as a result of rethinking the way VSC institutions deliver instruction and support services to students. In a similar vein, a significant number of campus administrators question the fairness of current budgetary allocation models and virtually all of those VSC personnel who participated in field interviews and focus groups voiced concern about inadequate levels of state appropriated support for public higher education in Vermont. In their view, the current budgetary allocation process appears somewhat convoluted and antithetical to the goals and objectives of long-range planning and sound enrollment management. Indeed, the current *gap* budget process appears to reward enrollment shortfalls and thus provides a disincentive to aggressive marketing and recruitment efforts.

- Paradoxical as it may seem, in our experience the vast majority of legislatively mandated, largely unplanned system-wide mergers and institutional consolidations have caused a decline in enrollments, little advantage by way of institutional or system-wide reputation enhancement. These precipitous, often politically motivated merger schemes have often destabilized and disenfranchised institutional faculty and staff, and in their wake, they have required considerable

effort and expense to repair the damage caused by effectuating change for the sake of political expedience and false economies.

- Importantly, the preponderance of legislatively mandated "shotgun" mergers have irreparably damaged faculty and staff morale and have disenfranchised students who are often confused and set adrift in the wake of top-down consolidations -- restructuring initiatives which often place the student last rather than first in line as direct beneficiaries of the public system. Indeed, in a number of states where restructuring was primarily motivated by concerns for reducing costs, just the opposite has occurred as a result of unplanned expenses associated with merger implementation, marketing and the unforeseen costs associated with damage control and reparations.

- In a range of other states undertaking comparable restructuring and market positioning efforts, the development of mission complementary, mutual growth strategic alliances, partnerships, co-ventures, affiliations and other consortia arrangements have accomplished many of the intended positive results of consolidation, without incurring the wrenching consequences of institutional mergers and closings. These collaborative models have fostered cooperation, reduced untoward competition, increased enrollment yield and in many cases resulted in significant institutional and programmatic differentiation and increased flexibility and responsiveness at the institutional level. The same collaborative models have broadened student access, increased affordability and provided strengthened academic and administrative support for furthering student success by way of increased conversion yield, retention, graduation, persistence, career placement and graduate school acceptance rates. Collaborative models have also fostered collegial, interdisciplinary faculty, curriculum and professional development, co-curricular development and library, learning resource technology sharing.

- Collaborative approaches have also demonstrated unique advantages in the development and sharing of best practices, benchmarking and environmental scanning data and in the improvement of overall performance and accountability.

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- In those instances where inter-campus collaboration has occurred, by way of illustrative example -- library and learning resource sharing, shared facilities and technologies and coordinated programming, the participating institutions demonstrated a sense of pride and commitment in realizing significant gains for the benefit of VSC students. In most instances, the key to collaborative success resides in the integral involvement of campus-based faculty and staff in the partnering and affiliation planning process.

- Beyond our experience and research in other states, the project team found little appetite within the VSC system for restructuring. Thus, taken together, these several observations and shared experience lead us to explore other less intrusive restructuring options – "out of the box" options which should be considered in the mix of alternatives for positioning the VSC system to be more attractive, competitive and more centered on benefiting students through improved access to affordable, high quality instruction and support services.

- Having extolled the virtues of collaborative options over more destabilizing alternatives like mergers and consolidations there remains within the VSC system a host of institutional programmatic and campus overlaps which need to be addressed in the near-term through concerted action and bold leadership at the institutional and system-wide levels. These system-wide findings provide a natural segue and foundation for the institutional observations which follow this section.

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VSC INSTITUTIONAL OBSERVATIONS

What follows is a summary of selected institutional observations gathered in the course of conducting field interviews and focus group discussions on the various VSC campuses. These several findings and observations are further detailed on a campus by campus basis and graphically presented in the PowerPoint presentation section of this report.

Common Themes:

- Need for inclusiveness – Increased faculty and staff role and participation in VSC restructuring decision-making process
- Change Funding Allocation Formula
- Reinvent the Program Approval Process
- Remove Redundancy and Eliminate Outdated Programs
- Identify New Means of Increasing Enrollments
- Develop Flexibility in Class SchedulingEnhance Distributed Learning Capacity
- Increase Collaboration and Cooperation among the Colleges (unhealthy, intense competition between campuses)
- Develop New High Demand Programs
- Provide Increased Professional Development Opportunities to Increase Morale
- Increase Institutional Autonomy
- Capitalize on Strengths - define distinctive institutional mission and niche

Campus Feedback and Advisements:

- Prepare the VSC System for change
- Involve more faculty and staff in the decision-making process
- Focus on enhancing a student-centered system of higher education
- Develop a more effective system-wide articulation agreement for the transfer of credit between institutions
- Develop flexibility in class scheduling
- Develop a national reputation
- Develop proactive enrollment marketing initiatives
- Maintain the caring community
- Preserve academic integrity
- Promote intellectual rigor and challenge
- Develop uniform academic program approval policies, standards, and procedures
- Assess the current distribution of programs and remove duplication and redundancy within the System
- Reduce system-wide competitiveness
- Develop increased collaboration and cooperation among the Colleges
- Bring Vermont Technical College, Lyndon State College, and the Community College of Vermont together to offer a broad variety of collaborative programs to meet the community needs
- Develop professional development opportunities for all employees
- Improve internal efficiencies and infrastructures

VSC RESTRUCTURING PROJECT-COST/BENEFIT ANALYSIS

The following is a detailed overview and analysis of the costs and benefits that could be achieved from each of the several organizational leadership models studied in further detail in other sections of this report.

The VSC mission and SASI Vision were taken into consideration along with a revised set of evaluative criteria supplied by the Organizational Study Committee. In addition to employing the SASI Vision and revised criteria, the Alliance examined the pros and cons and policy implications of the various models. Consideration was given to integrating back-office operations (payroll, purchasing, admissions, registrar, financial aid, advisement counseling and related administrative and student support functions), cooperative library, technology and learning resources consortia arrangements as well as coordinated faculty and staff program development, faculty sharing, cross-registration and joint enrollment.

In analyzing the seven agreed upon models, the Alliance developed, in collaboration with VSC staff a uniform set of unit costs and related cost parameters to be used in calculating any cost savings particularly with regard to salaries and benefits.

Below is a list of the agreed upon unit costs:

Presidential Compensation:
TOTAL Average $150,000.00
                                                 (housing not included)

Academic/Administrative Dean:
Total Average Salary & Benefits $ 95,000.00

Academic Department Chairs:
Average Salary and Benefits $ 65,000.00

Faculty:
Average Salary and Benefits $ 60,000.00

Chancellor's Office :- Cost savings complete, not unique to model.

Back Office Administrative Support:
    Admissions Director Total Compensation $ 60,000.00
    Registrar – Total Compensation $ 60,000.00
    Financial Aid Director Total Compensation $ 60,000.00
    Payroll Officer Total Compensation $ 50,000.00

The project team recognized that per student credit hour cost varies from campus to campus. The estimated agreed upon cost per student for the three four-year colleges is $9,500, VTC -- $13,000, and CCV -- $4,000. Therefore, for illustrative purposes, the project team has used an average of $8,200 for the system.

Next, in considering the student exchange rate and loss of students attributed to any one of the models, it was agreed that the project team would use the following tuition rates:

	TUITION	ROOM & BOARD	TOTAL
State 4-year Colleges			
In-State	$4,900	$5,400	$10,300
Out-of-State	$10,600	$5,400	$16,000
Vermont Technical College			
In-State	$5,800	$5,400	$11,200
Out-of-State	$11,100	$5,400	$16,500
Community College of Vermont			
In-State	$2,900	N/A	$2,900
Out-of-State	$5,700	N/A	$5,700

Guiding Principles

Based on the outcomes of the project team's deliberations with VSC staff, the following key principles were used to guide the analysis of the seven VSC alternative models:

I.   Any dollar savings achieved through the elimination of senior administrative position operational efficiencies will be reallocated to create a more responsive and effective VSC system – a system that benefits student learning.

II.   The current restructuring of the Chancellor's Office has resulted in cost savings of 1.1 million dollars. This effort is not unique to any of the seven alternative models and will not be taken into consideration as it is not unique to restructuring of the state's colleges.

III.   The results of the team's comparative analysis, environmental scanning and national benchmarking research indicate that it takes five to ten years to realize any positive impact from restructuring state college and university systems which implicates major institutional mergers, consolidations or closings. A detailed analysis of administrative and operational costs is currently being conducted by the system's auditor KMPG. The results of this analysis are reportedly not unique to any of the models.

IV.   The cost/benefit analysis of each of the seven models takes into consideration only those factors which distinctly characterize a particular model. The narrative that follows this section will discuss the pros and cons of each model, taking into consideration the revised evaluative criteria agreed upon by the VSC Organizational Study Committee.

V.   Costs savings reflected in the cost/benefit analysis matrix and in the discussion of each model are preliminary estimates of what may be possible from administrative changes resulting from each of the organizational models. A calculation of these savings is based upon the agreed unit costs for salary and benefits for various positions.

VI.   The team's project research, observations and collective experience indicates that any anticipated savings ultimately realized offsets implementation and marketing costs as well as a potentially adverse public perception and thus enrollments could precipitously decrease over a period of three to five years. This loss in revenue would have a dehabilitating impact upon student access to quality learning and support services.

VII.   Based on outcomes of the project team's deliberations with VSC staff, the cost/benefit analysis does not make any assumptions about reduction in faculty as previously considered by other studies. Savings from operational efficiencies and reductions in overall VSC staff will be applied to providing better services that benefit students including reallocation to instructional, academic and student support services.

VIII.   Any alteration in the organization of how VSC budgets and allocates state appropriations is not unique to any of these models and therefore is a subject beyond the intent of this analysis.

IX.   Earlier recommendations by strategic planning groups to move the community college campus sites onto state college facilities is not taken into consideration in this analysis. It was agreed with senior administration that any cost savings from the elimination of leases would be eradicated by a potential problem of capacity when the system increases enrollments.

Model Cost/Benefit Analysis

What follows in this section is an outline summary detailing the various costs/benefits, pros and cons and major policy implications posed by each of the various restructuring (and positioning-evolutionary) models identified by the project team for analysis.

Model One (ONE COLLEGE MODEL)

- A potential cost savings of $1,075,000
- Does not likely enhance cooperative outreach to business, industry and schools
- Does not guarantee collaboration and financial growth
- Does not foster distinctiveness among and between the campuses
- Academic access and full range support for students could be achieved at the system level in this model
- Does not guarantee improved linkages with businesses and schools and positive economic development
- Does not promote positive cultural change
- System office initiatives viewed by campuses as not being open and honest
- Accountability can be achieved through a system office no matter what model is considered

Model Two (TWO COLLEGE MODEL)

- A potential cost savings of $735,000
- Greater collaboration is likely within the three state colleges and the community/ technical college, but on-going competition between the two entities will exist
- Cost could be reduced through these mergers, but campus morale would most likely decline
- Requires the careful integration of academic programs at both institutions

- Could increase learning opportunities but geographic options for students could be limited
- With mergers, there will be little or no attention or time available to improve linkages
- Reconfigurations of these five institutions would create a negative climate
- Hampers employee morale and commitment
- Accountability can be achieved through the merging and consolidation of these institutions

Model Three (THREE COLLEGE MODELS – OPTIONS A & B)

- A potential cost savings of $490,000
- More opportunity for Johnson and Lyndon State colleges to increase collaboration & reduce competition
- Requires positive public perception that mergers achieve new distinctive, quality academic programs that attract students
- Provides opportunity to conduct academic program review processes to eliminate program duplication
- Increases opportunities for access by bringing VTC programs out to CCV sites
- Combined state colleges and community and technical colleges improve options in developing linkages with schools
- Innovation, flexibility and responsiveness are extremely difficult to achieve at the outset of the merger because of differences in faculty culture
- Initial impact of consolidations would negatively impact employee morale and commitment
- Accountability can be achieved through the merging and consolidation of these institutions

Model Four (FOUR COLLEGE MODELS – OPTIONS A & B)

- A potential cost savings of $245,000
- Will foster some collaboration and reduce competition -- however, achievement of the SASI vision would not occur
- Nothing inherent in this model that would focus attention on reaching optimal system enrollment
- Would not be a system-wide effort and duplication among and between the other institutions would continue
- Increased opportunities for students to have access to learning opportunities
- Limited in providing opportunities for linkages, economic development processes, civic engagement and cultural community opportunities
- Will not foster positive cultural change among and between those institutions that are not affected by the consolidations
- Morale and commitment would change very little -- confined to those institutions consolidate
- Improved accountability and enhanced teaching and learning will take time to develop at those institutions that have been consolidated

Model Five (FIVE COLLEGE MODEL)

- No unique savings -- no elimination of senior administrative positions
- Will not foster cross-college majors, faculty exchanges, cross-college program development or cooperative outreach
- Will not provide for any efficiencies in operations
- Does not provide for the reduction of program duplication or promote distinctiveness
- Will not increase access or learning opportunities
- Does not improve linkages with business and schools and the economic development of Vermont
- Does not foster flexibility and responsiveness to develop innovation and collegial opportunities

- No opportunity in improving employee morale and institutional effectiveness

A NEW MODEL – The New VSC System –
The VSC Collaborative: Positioning for the Future

The VSC Collaborative (VSCC) could be formed as a statutorily recognized or administratively designated body of VSC stakeholders and other VSC constituencies that receives seed funding support from the legislature as well as challenge funding support from the VSC Board of Trustees and VSC institutions.
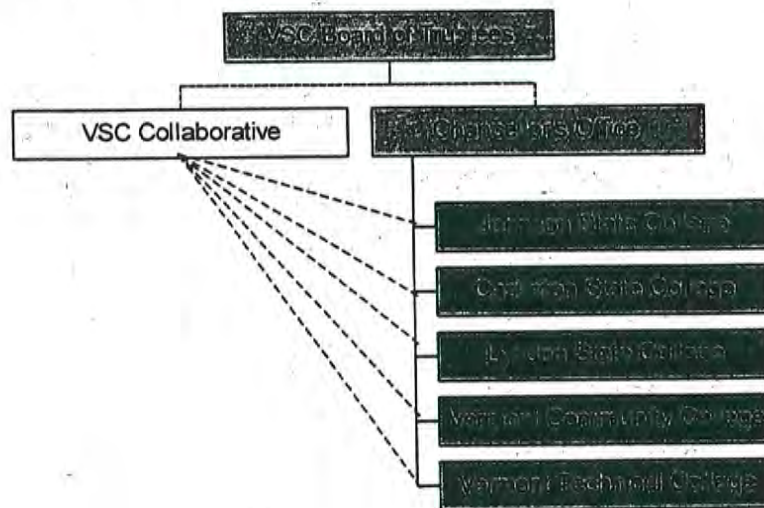
This representative VSC Collaborative could be focused on the development of the *Best Colleges of Vermont* and thus better position the VSC system in the regional and national higher education marketplace.

This new VSCC model has been designed to preserve the institutional autonomy of each of the five colleges as well as to ensure collaboration and innovation within a coordinated and unified public higher education system.

Overall, the VSCC will have the following advantages over the current system.

- Avoid duplication of program effort
- Foster inter-campus curriculum and co-curricular activities
- Effectuate the coordination of shared resources, facilities and technologies
- Spur multi-campus articulations and joint enrollment efforts
- Provide a structure for programmatic and faculty collaboration
- Develop system-wide strategic alliances with business, industry and schools (a market-oriented policy-making mirroring of public priorities)
- Establish system-wide best practices performance benchmarking standards and monitor program redundancy
- Promote quality through the establishment of institutional performance and accountability assessment processes

Positioning and packaging *Vermont's Best Colleges* as a new attractive and competitive marketing option could attract new students and reduce the number of Vermont residents who decide to go to college outside of the state.

The following are conservative projections on enrollment increases along with the respective approximate increase in revenues.

	TUITION	STUDENTS	SUBTOTAL I	SUBTOTAL II
Reduce Current Number of Transfers Out by 10 percent				$650,000
New In-State Tuition Revenues	$4,900	150	$735,000	
	$5,800 (VTC)	50	$290,000	
	$2,900 (CCV)	50	$145,000	$1,170,000
In-State Residential Students	$5,400	50		$270,000
Out-of-State Students	$16,000	50	$800,000	
	$16,500	25	$412,500	
	$5,700	50	$285,000	$1,497,500
			TOTAL	$3,587,500

The VSCC will have the ability to examine and reduce operational and administrative costs throughout the system and stabilize or reduce per-student credit overhead cost. The

estimated cost savings for this approach would be approximately $920,000 which could be reallocated back into programs and services for students.

The VSC Collaborative will have the responsibility for reviewing and monitoring new program development as well as putting in place academic program review processes that will look at the marketability of current program offerings.

This new evolutionary model approach will:

- Allow VSC to fully implement the VSC mission and SASI vision
- Attract not only new students but reduce the number of Vermont residents who decide to go to college outside of the state
- Examine and reduce operational and administrative costs throughout the system and stabilize or reduce per-student credit overhead cost
- Provide new opportunity for the VSCC to create a new budget model and allocation of resources to the campuses
- Eliminate duplicative programs and reinvent programs to better meet market demand
- Establish a uniform institutional mission approval process
- Share program approval, budgetary control and entrepreneurial autonomy with institutions
- Provide a structure for collaboration and articulation
- Develop system-wide strategic alliances with business, industry and schools (market-oriented policy-making mirroring of public priorities)
- Establish system-wide performance standards and monitor program redundancy
- Promote quality through the establishment of institutional performance and accountability assessment processes
- Create a new culture of decision-making, participation and commitment that is flexible and responsive and provides the motivation and resources necessary for innovation

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- Build an environment of risk-taking and entrepreneurialism established along with an open and honest communication system
- Hold each campus accountable for achieving high quality educational programs that meet the specific needs of students, business and industry

RECOMMENDATIONS

- The first and foremost recommendation of the project team is that before proceeding down the path of irreversible restructuring, the VSC should take careful stock of the strengths and opportunities for effectuating positive change through less intrusive market positioning options. These options, if carefully planned and supported, will place the VSC in an advantageous position for leveraging its distinctive value-added qualities and offerings, effectuating economies of scale, efficiencies in operation and non-duplication of programs. Through collaboration, rather than consolidation, the VSC will have achieved so much more permanent positive change – particularly when compared to traditional restructuring approaches implicating institutional mergers and closures.
- Second, and importantly, the VSC Trustees should think long and hard before jettisoning their current policy-making and advocacy roles. The VSC Trustees should also be wary of de-funding central office policy-making, public accountability and stewardship responsibilities. Having significantly pared down central office operations and reduced staffing to a minimal level, it is important that the VSC central office maintain its current staffing capacity and system-wide leadership presence so as to ensure the kind of policy-making and coordinating capabilities required for effectuating positive change on a significant scale as recommended in this report.
- The VSC Trustees should consider engaging a proactive public information campaign to get the message out about the distinctive, value-added benefits and student-centered advantages offered by higher learning programs in the VSC system. At the same time, the VSC Trustees should make a conscientious effort

to make known their outreach and advocacy efforts to the primary stakeholders of VSC constituent institutions, VSC faculty, staff, students, alumni and local business and civic leaders who want and expect strong and effective leadership of the Vermont public higher education system. The Vermont public higher education system is a best kept secret and hidden jewel in the crown of a proud New England public higher education tradition – VSC is clearly capable of garnering more favorable recognition in electronic and print media and in the court of public opinion and the public higher education marketplace.

- The VSC Trustees and constituent institutions should co-join resources for purposes of surmounting a proactive print and electronic media campaign promoting a new moniker – *Vermont's Best Colleges*, the *Colleges of Vermont*, *Vermont's Colleges and Universities* etc. – the naming being determined pursuant to professional niche market and name identification market research.

- The VSC Trustees should consider carefully the experience of other similarly situated state public higher education systems which have embarked on major restructuring projects – especially those systems that have deployed traditional merger and consolidation vehicles with mixed results at best; and, in some cases, adverse consequences for students, faculty, staff and employers.

- The VSC Trustees should consider enabling legislative proposals or preferably adopting necessary and appropriate administrative resolutions for purposes of mandating the creation of *the Vermont State College Collaborative* – a board recognized, quasi-autonomous authority charged and empowered to stimulate innovation, excellence, access and quality instruction and support services to benefit VSC students. The VSC Collaborative can also be delegated authority to enhance institutional effectiveness, to create innovative approaches, to increase quality in student services and to provide a forum for the sharing of best practices, benchmarking and environmental scanning data to guide and inform coordinated planning and programming. As currently conceived, the VSC Collaborative can also be authorized to form a consortium of member institutions which through collective action can effectuate economies of scale and efficiencies in operation through non-duplication of program effort, cooperative technology acquisition,

library and learning resource and management information networking, cross-registration and joint enrollment programs, transfer articulations, faculty exchanges, interdisciplinary program and curricular development, coordinated student co-curricular activities, shared professional development experiences, shared facilities use; and, significantly, integrating back-room functions and activities like financial aid, registrar, purchasing, security, maintenance and the like. VSCC member institutions can also share programming both traditional classroom, and, more importantly, interactive web-based, instructor led education and training as well as interactive video-conferencing technologies.

- The VSCC could initially be supported in its startup activities through matching gifts, challenge grants, and public and private sector contracts made available through the VSC Trustees, legislative and executive branches, constituent institutions, foundations, corporations and other external public and private resources. Once on its feet and providing value-added collaborative resources, services and programs, bulk discounts, etc., the VSC Collaborative should be in a position to effect a self-supporting budget based on participation and subscription fees of member institutions and gifts, grants, contracts and subventions.

- For the near term, the VSC should consider carefully the projected path of system-wide collaboration and change management progress for purposes of monitoring and incentivizing the achievement of these several collective goals and objectives. Experience dictates that little, if any, positive change will be effectuated through voluntary collaboration if not anchored by performance productivity, economic efficiency and public accountability standards; and importantly, *incentivized* through stipends, professional development awards, teaching innovation and quality service recognitions and related workload adjustments and reassignments for purposes of freeing up a realistic allocation of time to start the VSC Collaborative up and place it on a self-supporting, vibrant basis.

- Thus, the VSC needs to co-join its market research efforts with the development of a conservative business plan to support the startup and operation of the VSC Collaborative – with the understanding that the initiation of the VSCC will be

subject to the availability of seed funding. Before embarking on the market assessment and business planning process. The VSC Trustees may wish to consider the shared experience of other similarly situated public higher education systems which have established comparable collaboratives with substantially analogous goals and objectives. With this view in mind, we offer in this report several comparative models and best practices focused on supporting student success through innovation, collaboration, articulation and other related market positioning measures.

- The VSC Trustees should take another look at the current budgetary and resource allocation system for purposes of validating fairness, equity and predictability in fiscal planning and programming. In public higher education, the perception is the reality when it comes to budgetary and funding issues. For this reason, the VSC system should assuage any lingering concerns at the campus level – concerns that cloud institutional judgment and responsiveness to board policy directives – directives like participation in the VSC Collaborative.

- The VSC Trustees should also consider establishing a VSCC Leadership Academy for purposes of offering professional development opportunities to VSC faculty and staff. Acting through the Collaborative, the VSCC Leadership Academy could recruit VSCC Academic Fellows, VSC Graduate Assistants and become a spawning ground for new leaders in both higher education and public education throughout Vermont. Through interdisciplinary collaboration and pedagogical innovation, Academy Fellows and Graduate Assistants would share best classroom and distributed learning practices. By way of illustrative example, VSCC innovation and professional development awards could recognize high priority VSC criteria – students success, multi-campus collaboration, increased access, distinctive academic excellence, innovative teaching and outcomes assessment aimed at elevating institutional effectiveness.

- The VSC Trustees should consider conducting an updated, expedited, system-wide academic program review with a view toward reinventing or possibly curtailing those programs that have outlived their usefulness (i.e. benefiting students and the Vermont economy), and further reallocate precious educational

resources for the establishment and promotion of high demand programs which directly respond to student and employer educational attainment and career preparation needs.

- The VSC Collaborative could be structured to provide VSCC Clearinghouse support for the identification and matching of faculty and student talent with economic development need. THE VSCC Clearinghouse could function as a VSC think-tank for matching VSCC program offerings, student program preferences and employer market demand operating in close consultation with VSCC institutional advisory boards. The VSCC Clearinghouse could also serve as a definitive resource for identifying program overlap, course redundancy and for purposes of exploring mission complementary strategic alliances to share faculty, co-develop programs and ultimately establish joint enrollment and transfer initiatives. In the same vein, the Clearinghouse could serve an honest broker function in sorting outcomes and institutional matches for purposes of updating academic program review and in identifying center of academic excellence and distinction. The VSCC Clearinghouse could also serve as a cooperative procurement center circularizing bulk purchase RFP's for instructional materials and related procurement functions.

The VSC Collaborative: An Evolutionary Approach to Restructuring and Positioning

The Vermont States Colleges System has proactively seized on the restructuring opportunity to guide and inform the evolution of its capacity to achieve positive change for the benefits of VSC students across the VSC system. While currently considering restructuring and repositioning options, the Vermont State Colleges System leadership should focus on creating a different public higher education governance and decision-making paradigm -- one that coordinates academic programs of excellence, shares and accentuates learning that is distinctive and synchronizes institutional efforts to become more effective and efficient.

VSCC, a public higher education *idea factory* comprised of the VSC system's most influential stakeholders: VSC Trustees, Chancellor, Presidents, VSC faculty and staff leaders, and other key VSC constituents.

VSCC Mission and Purposes:

The core mission of the Collaborative (VSCC) is the infusion of new people and new ideas into the nuts and bolts of policy and procedure. By bringing together key constituents, the VSCC will provide a collegial forum where the coupling of *ideas*, *resources* and *power* will occur. What otherwise can take years to implement, will now take only months. The proposed VSCC will give life to new ideas and programs by providing a fertile environment for information gathering, sharing and implementation discussion.

The VSCC also provides opportunity for the VSC System to infuse new technologies and knowledge into the VSC culture by welcoming and involving key external constituents in *idea factory* operations. Most important, the building of knowledge and technology transfer avenues not only strengthens teaching and research practices on-campus but increases regional and national visibility and prestige.

A final goal and objective of the VSC Collaborative is to stimulate the economic growth of the state and local regions surrounding each of the public higher education institutions. The Accelerator does so by bringing together individuals that are willing to share their respective possessions. Matching VSC faculty knowledge and staff expertise, institutional leadership and innovation with business and workforce demand in one interactive forum creates a conducive environment to stimulate new ways of delivering quality instruction and student services.

Functions of the VSCC:

The main function of the new VSC Collaborative is to provide an incubator for system-wide collaboration centered on collaboration and integration. In monthly meetings and events, VSCC members will gather to consider and proactively address questions of common concern – questions like:

1. How can the VSC System make optimal use of limited resources?
2. How can the VSC System effectively and efficiently approve and deliver academic programs without duplicating effort?
3. How cant he VSC System build stronger transfer, joint enrollment and collaborative degree and certificate initiatives among the system's institutions?
4. How can the VSC System improve operations – shared technology acquisition, cooperative procurements and campus facilities and equipment sharing?
5. How can the VSC System better meet the needs and demands of the emergent Vermont workforce.

Last, an annual *VSCC Summit* will serve as a culminating event where VSCC members will both assess past decision-making and identify emergent public higher education policy issues that will shape future Collaborative efforts to expedite change and progress.

VSCC Roles and Responsibilities:

The VSC Collaborative will play a major role and hold key responsibility in relation to its mission and objective of bringing together institutions, people, and ideas. Beyond powers to advise the System Office on processes such as academic program or budget approval, the *VSC Accelerator* will hold the power to form and actualize inter-institutional partnerships.

These partnerships will likely range from joint purchasing and shared technology acquisition to cross-registration, collaborative degrees and inter-campus consortia arrangements – linkages that help improve management processes. Regardless, the VSCC will be self-regulating and members will hold powers beyond their usual system roles in the coordination and delivery of programs and services brought about by the ideas generated in the VSCC.

While the numerosity and diversity of VSCC participants may seem unwieldy, there is precedent for developing Boards of Visitors and other oversight bodies to act as flexible, indeed, nimble consortia vehicle to make collaborative decisions, allocate resources and deliver and market programs in line with approved spending plans.

This incubator will also provide the opportunity for VSCC participants to co-brand and co-market the VSC System as a whole. The possible scenarios which are represented by the VSCC may range from simple cross-registration, library resource sharing and collective purchasing affiliations to more complex and systemic clusters. For purposes of discussion, collaboration in the State of Vermont could take several forms and name identifications – *Colleges of Southern Vermont, Vermont's Community and Technical Colleges, Colleges of Vermont's Northern Tier, The Colleges of Northern Vermont, The Colleges of the Northern Kingdom.* These are simply illustrative and not exhaustive of the kinds of collaboration.

Pros, Cons and Implications of an Evolutionary VSCC Model:

PROS:

1.   Evolutionary positioning approaches tend to leverage strengths and produce stronger returns on investment than traditional merger approach to system-wide restructuring.

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2. Collaborative positioning initiatives usually produce earlier signs of progress than structural mergers and consolidations which often take 5 to 10 years to take hold.

3. Evolutionary consortia arrangements encourage innovation – *thinking outside the box* – non-traditional solutions that often belie traditional merger approaches.

4. Collaborative, peer-based, participation in the system-wide policy and program development process are more likely to produce lasting solutions that meet with less institutional resistance during the planning and implementation stages.

5. Collaborative initiatives positively influence system-wide thinking, producing a higher-level of system-wide identification, non-duplication of program effort and better-coordinated service delivery.

6. Evolutionary consortia arrangements tend to leverage the respective institutional strengths of participating institutions rather than weakening several institutions through institutional dislocation and disenfranchisement.

7. Evolutionary collaboration clearly provides a more collegial, less intrusive alternative to the dislocation and disenfranchisement which usually follows mergers and consolidations. Consortia approaches tend to develop a range of functional *partnerships focused on the common good of the system and serving the educational student consumer first.*

8. Evolutionary approaches and positioning initiatives tend to reward inter-institutional and interdisciplinary approaches to solving system-wide problems and challenges. Collaborative approaches tend to produce a consensus on fundamental issues of resource allocation, policy making and common system-wide agenda building.

CONS:

1. Evolutionary consortia arrangements are less dramatic and often command less public attention from external constituencies and sometimes appear less dramatic in the court of public opinion.

2. Collaborative initiatives are not as easily understood by legislative and executive branches of government in terms of performance outcomes.

3. Evolutionary positioning approaches must be carefully and energetically marketed and assessed to insure continuous progress and improvement.

4.   Consortia bodies can become difficult to effectively manage, given the broad spectrum of constituencies which must be included in policy making and resource allocation and program approval deliberations.

5.   For those higher education public policy-makers who want more dramatic change, evolutionary consortia and positioning approaches do little to assuage their desire for systemic change management – even though meaningful change is often more effectively achieved through mission complementary, voluntary mutual growth partnerships.

Recent VSC Strategic Planning Initiatives

<u>1996</u>

"VSC 2000: Reaching Learners, Enhancing Learning"

Three comprehensive goals:

1. Strengthen connections within and external to individual colleges and the entire VSC to develop a responsive, statewide system of postsecondary education and training.
    1.1. Exploit technology and telecommunications.
    1.2. Retain CCV students in the VSC.
    1.3. Realize the potential of the External Degree Program.
    1.4. Encourage and reward academic collaboration.
    1.5. Build capacity for workforce education and training.
    1.6. Enhance linkages with K-12 education.
    1.7. Review and strengthen the VSC financial model.
    1.8. Other connections to strengthen: state economic development, VSAC, agricultural industry Southern VT Educational Center.

2. Focus on learning outcomes to invigorate the teaching/learning process and to demonstrate the value added by a VSC education.
    2.1. Develop institutional and system wide frameworks for outcomes assessment.
    2.2. Foster teaching-learning experiments that hold promise to improve learning.
    2.3. Establish learning as a performance expectation for all employees.

3. Improve the visibility and public understanding of the VSC to promote the health of individual institutions and the system as a whole.
    3.1. For external use, develop an annual report to document VSC value.
    3.2. Develop and communicate the benefits of a system.
    3.3. Expand VSC-wide marketing and communication efforts.

See attached performance indicators of success.

MEASURING THE IMPACT OF PLANNING:
PERFORMANCE INDICATORS FOR VSC 2000

A VSC-wide focus on outcomes requires the planning process itself to be held accountable, that is, to define its desired outcomes and to measure and report results. Defining the VSC as learning community further requires distinctive behaviors and measurable learning outcomes. The following list represents possible performance indicators for VSC 2000 as a way to focus implementation activities. Some of the indicators can be established with baseline and follow-up data collection over the coming academic year; others will require additional planning and longer-term implementation.

1. Increase in percentage of Vermont general fund to VSC.

2. Increase in percentage of Vermonters who know VSC (follow-up to Becker).

3. Increase in VSC portion of Vermont high school graduates.

4. Increase in CCV transfer within the VSC.

5. Increase in number of students experiencing project-based/ interdisciplinary curriculum during first year.

6. Increase in retention rate of first year cohort; targeted increases in retention rates of :
   - first generation students,
   - academically under-prepared students, and
   - students on state or federal assistance.

7. Increase in EDP enrollment.

8. Increase in number of students demonstrating competence through culminating experiences.

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9. Target dates established:
   - for every college to assess learning outcomes,
   - for every college to assess faculty/ staff learning outcomes,
   - for implementation of technology plans, and
   - for implementation of VSC workforce education and training plan.

3.   <u>Discussion with COP and Chancellor</u>
      a. Options to create a more unified system

Chancellor Spaulding will present a sample of potential organizational structures other higher education systems utilize. Included in the materials for this discussion are two examples of system strategic plans: the Pennsylvania State System of Higher Education, and the State University of New York system.

PENNSYLVANIA'S STATE SYSTEM OF HIGHER EDUCATION

Pennsylvania's STATE SYSTEM of Higher Education

Strategic Plan 2020
Rising to the Challenge

BUILDING
on a Strong Foundation

Pennsylvania's State System of Higher Education is the largest provider of higher education in the Commonwealth, with more than 112,000 degree-seeking students and thousands more benefitting from professional development and continuing education offerings. The System spans every region of Pennsylvania with its 14 universities, four branch campuses, and numerous off-campus centers and instructional sites.

Businesses, communities, and social and cultural organizations are served through a broad range of State System university programs and services. More than 500,000 alumni live and work in the Commonwealth and serve in leadership positions in both the public and private sectors as educators, elected and appointed officials, business owners, health professionals, scientists, entrepreneurs, and in various other fields.

Pennsylvania's Public Universities

Pennsylvania's
STATE SYSTEM
of Higher Education

ERIE
(ED) Porreco
Edinboro
WARREN   McKEAN   POTTER   TIOGA   BRADFORD   SUSQUEHANNA
WAYNE
CRAWFORD
(LO) Coudersport (Leased)
Mansfield
(ED) Meadville (Leased)
VENANGO   FOREST   ELK   WYOMING
(CL) Venango   CAMERON   LYCOMING   SULLIVAN   LACKAWANNA   PIKE
MERCER   CLINTON
(SL) McKeever Env. Ctr.
Clarion   JEFFERSON   LUZERNE   MONROE
CLARION   (LO) Clearfield   Lock Haven   East Stroudsburg
Slippery Rock   (IN) Punxsutawney   Bloomsburg
LAWRENCE   BUTLER   ARMSTRONG   CLEARFIELD   CENTRE   UNION   MONTOUR   COLUMBIA   CARBON
(SL) Regional Learning Alliance (Leased)   (IN) Northpointe   INDIANA   NORTHUMBERLAND   NORTHAMPTON   (EA) Lehigh Valley (Leased)
BEAVER   SNYDER   SCHUYLKILL   LEHIGH
ALLEGHENY   Indiana   MIFFLIN
(IN) (Leased)   CAMBRIA   BLAIR   JUNIATA   Kutztown   BUCKS
(CA) Southpointe (Leased)   WESTMORELAND   PERRY   DAUPHIN   BERKS
WASHINGTON   HUNTINGDON   Dixon University Center   LEBANON   MONTGOMERY
CUMBERLAND   Millersville   PHILADELPHIA
California   Shippensburg   West Chester   PASSHE Center City
GREENE   FAYETTE   SOMERSET   BEDFORD   FULTON   FRANKLIN   ADAMS   YORK   LANCASTER   CHESTER   DELAWARE
Cheyney

+ ◆ Chincoteague Bay Field Station of the Marine Science Consortium, Wallops Island, Virginia.

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Strategic Plan 2020
Rising to the Challenge

There have been few other times when higher education has captured so much attention at both the state and national levels. Not just students and their parents, but also employers, civic leaders, public officials, and a host of others, uniformly have recognized the importance of higher education. The demands and expectations have never been higher. The world today requires intellectual flexibility, as well as the ability to problem solve and to quickly learn new fields and competencies in both face-to-face and virtual environments. Graduates need the ability to live and work effectively in a diverse environment. As Pennsylvania's State System of Higher Education responds to those demands and the opportunities they present, it must:

Adapt to an ever-changing student population: Pennsylvania's prospective students are becoming more diverse in terms of age, race, ethnicity, socioeconomic background, academic support needs, and prior academic experience (credits and credentials). Students' expectations for how, where, and when they learn—coupled with a demand for education built around technology—create complex challenges for universities.

Align academic programs with real workforce and personal growth needs: The direct connection between the State System and the overall vitality and health of the Commonwealth is clear: almost 90 percent of State System undergraduates are Pennsylvania residents, and more than 80 percent of graduates remain in Pennsylvania to attend graduate school or to begin their careers. As such, students, parents, and the Commonwealth want quality in academic programs and the assurance that the knowledge and skills learned will be connected to career and community.

Strong Foundation:
VISION

The Pennsylvania State System of Higher Education seeks to be among the nation's leading systems of public universities recognized for (1) excellence, relevance, and value in education; and
(2) responsiveness to regional, state, and national needs through its programs, service, scholarship, and research.

Provide greater flexibility in how, when, and where students learn: In addition to *what* is taught, it is important *how* it is taught, and that student learning is evaluated. Program design, transfer and articulation of credits, credit for prior learning, and increased collaboration among providers must work together to ensure academic integrity and student learning, as well as affordability and efficient degree attainment.

Ensure that competition and cooperation within the System is strategic: Choices about where and when it is best for universities to compete or collaborate must be thoughtful and purposeful. Quality and distinctiveness cannot be maintained by universities without collaborating in both academic and administrative areas.

Preserve and promote accessibility and affordability: The State System has carefully studied the factors that determine the total cost of attendance and is aware that students and their parents are reaching the tipping point in their ability to absorb higher costs. In response to declining state financial support, the universities have employed a host of efficiencies that have resulted in more than $250 million in cost savings during the past decade. With students carrying almost 75 percent of the cost of their education—and with average debt of $28,000 at graduation for the 70 percent of our students with loans—attention to identifying new resources and the careful use of existing revenues is of paramount importance.

Enhance accountability and transparency: Students and families want to know that their money is well spent on an education that will serve them not only at graduation but also decades later. They are entitled to detailed and current information on costs of a degree and career possibilities for fields of study, among other vital data. Likewise, elected leaders want to know that the Commonwealth is getting a good return on its investment in the State System, so performance data should be easy to obtain and understand.

System Strategic Goals

- Ensure academic program excellence and relevance

- Enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship

- Develop new funding strategies, diversify resources, and manage costs to preserve affordability

- Increase accountability and transparency; focus on results

Strategic Goal 1

Strong Foundation:
MISSION

"The primary mission of the System is the provision of instruction for undergraduate and graduate students... in the liberal arts and sciences and in applied fields..."
Act 188 of 1982

The mission of the System is as relevant today as it was at its founding: to increase educational attainment in the Commonwealth; to prepare students at the undergraduate and graduate levels for professional and personal success in their lives; and to contribute to the economic, social, and cultural development of Pennsylvania's communities, the Commonwealth, and the nation.

While the goals and directions of this plan vary from those of previous planning efforts, achieving a productive balance between university autonomy and System collaboration remains an essential component of System planning efforts.

Ensure academic program excellence and relevance

Pennsylvania's State System of Higher Education universities offer a wide array of programs leading to associate's, bachelor's, master's, and doctoral degrees as well as undergraduate and graduate certificates. To promote quality, each degree program will have clearly articulated and measurable learning outcomes that are regularly assessed.

Discovery, diversity, and distinctiveness are essential for a quality student experience.

Discovery entails creativity, problem solving and critical thinking. From *diversity* comes innovation—the insight that comes from exposure to and interactions with different modes of thought, experiences, backgrounds, and cultural heritage. *Distinctiveness* enables each of the universities to develop, deliver, and realign programs and services to meet the unique needs of their students and regions, as well as ensuring the optimum use of resources across the State System.

Each university is committed to ensuring programs provide graduates with the skills and competencies that prepare them for future life and career success: analytic, problem-solving, and critical-thinking skills; the ability to communicate effectively, both orally and in writing; the ability to work in teams; and the preparation for lifelong learning. State System universities will continue to expand opportunities for undergraduate research, international study, service-learning, and internships, all of which are critical to academic excellence and are designed to connect the classroom to the community.

Program relevance and quality must be regularly assessed and reviewed by faculty, university presidents, and university trustees for continuous improvement. Engagement with the Governor, General Assembly, and business and community leaders is essential for determining relevance. Aligning programs to workforce needs and addressing the increasing knowledge and skills needed for lifetime employment will increase Pennsylvania's economic competitiveness.

Strategies:

- Engage faculty in innovative instruction, employing proven course and program redesign strategies to enhance student learning.
- Focus on course and program sharing among the universities to expand student access to a full array of offerings while reducing unnecessary duplication across the State System.

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- Conduct a gap analysis to aid in aligning academic program offerings with future regional workforce needs and student interests.
- Provide opportunities and services that enable all students graduating from a State System university to demonstrate competencies that prepare them to contribute to society.
- Create a forum for ongoing interaction and dialogue among System leaders, trustees, university presidents, and business and industry representatives, with the objective of enhancing the value of System graduates to related business enterprises.
- Promote innovation through basic and applied research, technology transfer, business support and other means.
- Seek diversity in university faculty fundamental to innovation and creativity in academic quality.
- Promote the use of research-based educational practices to enhance student achievement through programs such as internships, undergraduate research and/or scholarship, study abroad, or first-year experiences.

Expected Outcomes by 2020:

1.1 Increase the number of degrees or certificates in science, technology, engineering, and mathematics (STEM) and health-related disciplines awarded annually to 7,500.

1.2 Align graduate programs to the needs of the Commonwealth, including offering at least five additional doctoral programs across the System.

1.3 Develop, implement, and increase enrollments in programs designed to meet demonstrated current and emerging workforce needs.

1.4 Complete regular, comprehensive reviews of all State System academic programs, with a clear description of student achievement and success, an assessment of learning outcomes expected of every program graduate, and a process for continuous improvement.

1.5 Engage in ongoing assessment of student competencies through expanded alumni and employer surveys.

1.6 Increase technology transfer activity to an average of at least two patents awarded per year.

Strong Foundation:

DISTINCTIVENESS

Each university is distinct in its programs, services, students served, and relationships with its communities and regions—affording students wide choices within the System. Although originally focused on public sector career development in areas such as teaching, social work, criminal justice, and public administration, the universities have greatly enhanced the strength and extent of programs in liberal arts and sciences, technology, mathematics, and health professions in response to the needs of the Commonwealth.

The distinct missions and strengths of each university must be advanced at the same time collaborations and commonalities are sought to achieve the System's full potential. The strategic goals outlined in this plan are "System-wide" goals and will be pursued in different ways by each university according to its specific mission, history, and capacity. University efforts to achieve the goals as well as achievements will be detailed in annual action plans and reports.

Strategic Goal 2

Strong Foundation:
VALUE OF A SYSTEM

A system is more than the sum of its parts. Public university systems are uniquely positioned to enable greater levels of student success and university contributions to their communities, regions, and states. The State System is committed to optimizing the value of the System through:

- Aligning policy and practice to meet strategic interests of students, the Commonwealth, employers, and communities

- Pooling the capacity of universities and their distinctive strengths to serve all constituencies

- Advocating the value of educational attainment for individual and collective success

- Promoting program quality through multi-institutional collaboration

- Developing and supporting shared services that increase operational efficiency while maintaining or increasing effectiveness

- Building credibility through transparency and results

Enable more students to obtain credentials that prepare them for life, career, and the responsibilities of citizenship

According to the report of the Governor's Advisory Commission on Postsecondary Education (2012), it is estimated that "by 2018 nearly two-thirds of American jobs will require a postsecondary credential." The report also notes that 57 percent of Pennsylvania jobs will require postsecondary training beyond high school. Because only 43 percent of Pennsylvania's working-age adults hold an associate's degree or higher, the result is a 14 percent skills gap that must be closed in order to promote and sustain a strong economy.

The State System is committed to closing that knowledge gap. In 2012-13, System universities awarded 25,563 associate's, bachelor's, and graduate degrees. By 2020, that number will surpass 31,500 degrees and certificates—an increase of approximately 6,000 additional credentials awarded annually. Each university's share of the System-wide target will be determined based on the unique market variables facing the institution.

To increase the success of all students, the State System must focus on reducing regional, income, and ethnicity gaps in access while increasing retention and completion. The State System is participating in a number of national initiatives to increase the success of underrepresented and low-income students. As part of the performance funding model, targets have been established to reduce gaps in access and degree attainment for both of these groups of students.

Many programs and courses are offered online or at off-campus locations, providing increased opportunities for students—especially the adult learner. For example, universities have joined together to meet workforce needs for affordable baccalaureate and post-baccalaureate education in downtown Philadelphia at PASSHE Center City. Similar centers are located in Harrisburg, Cranberry Township (outside of Pittsburgh), and Bethlehem.

To address the particular needs of returning students and veterans, the State System is providing access to programs and courses through online opportunities, and recognizing the value of prior learning experiences.

State System universities continue to work with community colleges to implement Act 114 and Act 50 to enable students to transition seamlessly from any of the 14 Pennsylvania community colleges to any System university.

Strategies:

- Adopt standards for awarding credit obtained through such activities as Advanced Placement, CLEP, prior learning experiences, military experience, and dual enrollment to reduce the time to degree and overall cost of educational attainment.

- Develop a mechanism for seamless student mobility within the System and across Pennsylvania's higher education sectors with minimal loss of credit.

- Encourage efficient student academic progress to increase awards and minimize cost to students.

- Attract, retain, and graduate students beyond the traditional 18- to 22-year-old, on-campus, residential population.

- Leverage the State System's intellectual resources in teacher education to enhance partnerships with the Commonwealth's school districts and Department of Education to better prepare more of Pennsylvania's children for success in higher education and life.

- Provide appropriate developmental education opportunities for students—traditional and nontraditional—to promote the success of all students admitted.

- Increase the opportunities for students to take courses and programs through online educational experiences by establishing a clearinghouse for all online courses offered across the System.

Expected Outcomes by 2020:

2.1   Increase the number of awards (degrees and certificates) annually conferred to at least 31,500.

2.2   Increase the success of low-income and underrepresented minority students by reducing the gap in graduation rates between these and other students by half.

2.3   Increase access to higher education of low-income and underrepresented minority students by reducing the difference in the entering class for these groups compared to those of all students graduating from Pennsylvania high schools by half.

2.4   Increase the number of working adult and transfer students enrolled in the System; specifically, increase the number of undergraduate students over the age of 25 to at least 11,000 and the number of Pennsylvania community college transfer students to at least 4,000.

2.5   Increase the number of courses and programs available to students through distance education; specifically, increase the number of students in online and blended courses to 53,000.

Strong Foundation: CONNECTION

State System universities engage with local and regional business and industry sectors to address issues and seek solutions to problems and to capitalize on opportunities. For example, professional science master's (PSM) degrees have been designed to allow students to pursue advanced training in science or mathematics, while at the same time to develop workplace skills highly valued by employers. PSM degrees are available in areas such as Applied and Industrial Chemistry, Applied Pharmaceutical Sciences, and Integrated Scientific Applications. More than 50 employer partners comprise the PSM advisory boards, including the National Science Foundation, National Aeronautics and Space Administration (NASA), Johnson and Johnson, Air Products and Chemicals, and Nuron Biotech.

Strategic Goal 3

Strong Foundation:
BUSINESS PARTNERS

State System universities regularly sponsor cultural and intellectual events on their campuses, helping to fuel community and economic development. Historically, the universities have been strong partners with their regions through a variety of ongoing economic development initiatives. As examples:

- Small Business Development Centers at Clarion, Indiana, Kutztown, Lock Haven, and Shippensburg universities provide a variety of assistance to existing businesses as well as start-up entities.

- Entrepreneurial Leadership Centers at every university are unique to the State System and focus on student/faculty collaboration and often involve successful alumni.

- Business Incubators at Clarion, East Stroudsburg, Edinboro, Indiana, and Slippery Rock universities leverage the intellectual capital of the campus to help small businesses get off the ground.

- Cheyney University's Disadvantaged Business Enterprise Center enables minority - and female-owned businesses to compete for transportation contracts.

- The Marcellus Institute at Mansfield University coordinates educational initiatives to address opportunities related to the development of shale gas.

- The annual State System Student Business Plan Competition generates hundreds of submissions to juried panels and monetary awards for the winners, helping young entrepreneurs launch their dreams.

Develop new funding strategies, diversify resources, and manage costs to preserve affordability

Articles appear in the media on a regular basis about the rising cost of higher education. No sector of higher education in the Commonwealth has been as focused on this issue as the State System. According to the latest study by the College Board, the average total cost of attendance at a State System university—combined tuition, fees, and room and board—remains below the national average for all four-year public colleges and universities and significantly below the median in the Middle States region (Delaware, Maryland, New Jersey, New York, Pennsylvania, and Washington, D.C.).

Not only has the State System's cost to students remained below the national average, the rate of increase in cost of attendance continues to be less than experienced elsewhere nationally and in Pennsylvania. This has been possible only through cost-saving strategies. Over the last decade, State System institutions have avoided more than $250 million in mandatory costs by achieving efficiencies through strategic sourcing, energy management, automating processes and services, reductions in personnel, and the elimination of noncore and lower-priority programs and functions. Efforts to identify additional areas where the universities can share services to further reduce costs and increase efficiency will continue.

State System universities are continuing to seek the right balance to address the continuing impact of the $90 million reduction in state funding enacted in 2011; limits on pricing and affordability; and personnel cost increases, including major increases in the System's required contributions to the state's pension funds. Balancing these financial challenges against the need to limit cost increases for students, while ensuring relevance in the classroom, has become increasingly difficult.

University efforts to retool by realigning academic programs predate the current demographic changes and have been focused on meeting evolving workforce needs. From 2008 to 2013, the Board of Governors approved 56 new academic programs while universities discontinued 40 programs in which no students were enrolled, placed 158 low-enrolled programs in moratorium (accepting no new students while ensuring currently enrolled students received the classes and support they needed through graduation), and reorganized 90 others to ensure their relevancy.

In order to increase efficiencies, State System universities consolidate business operations in payroll, human resources, legal services, construction contracting support, and information systems—reducing redundancy and costs. Universities draw on the System's size to drive down costs through collaborative purchasing of commodities such as energy, technology, software, library holdings, fleet management, and office supplies. These efficiencies help maintain the affordability of the System's administrative functions and academic programs, thus reducing the cost of

education to the student and to the Commonwealth. The State System must take even greater advantage of being a System in the future, while preserving the unique strengths of each university.

In these challenging economic times, with declining or flat state support and limited tuition increases, new alternative revenue streams must be expanded. The State System institutions must engage in comprehensive solicitation for private support by increasing the number of individual donors and forging new partnerships with industry. A compelling case for higher education must be made in each of our respective local regions. Similarly, the PA State System Foundation must continue to increase engagement with donors who are seeking to invest in students, programs and priority needs that benefit multiple universities or even the whole System.

Strategies:

- Balance, diversify, and grow financial resources (state funding, tuition and fees, private giving, and entrepreneurial activities) and control expenditures to enable the State System and its universities to achieve their missions.
- Develop and implement a multiyear, strategic financial-operational planning model that addresses Commonwealth funding, tuition and fees, and ongoing financial and contractual obligations.
- Increase private fundraising, grants, and sponsored activities in support of university missions.
- Seek additional appropriations for targeted program expansion to meet demands for high-priority occupations.
- Advance operational effectiveness by optimizing the value of shared services, administrative flexibility, and entrepreneurial activity.
- Redesign financial and administrative models to reward academic and administrative collaboration, drive efficiencies, and strengthen access to a State System education.
- Align university and System plans (academic, enrollment, and facilities).

Expected Outcomes by 2020:

3.1   Decrease the time-to-degree as measured by credits earned at program completion to an average of 128 semester hours.

3.2   Increase the four-year graduation rate of full-time, first-time freshmen to 40 percent and the six-year graduation rate to 58 percent.

3.3   Increase System-wide annual private support each year. (University goals to be included in their annual action plans.)

3.4   Increase annual expenditures from grants, sponsored programs, and business partnerships consistent with university missions to $51 million.

3.5   Provide increased flexibility in tuition rates across the System.

Strong Foundation:
CONTRIBUTION

Pennsylvania's State System of Higher Education contributes to the life of Pennsylvania

- Eighty-eight percent of State System undergraduates are Pennsylvania residents, and a large majority remain in the Commonwealth after graduation.

- STEM fields—followed by business and health-related fields—are the "most in-demand" undergraduate majors.

- The State System is the 15th largest employer in the Commonwealth, with more than 12,000 persons employed.

- Six State System universities are among the top five employers in their respective counties, and nine are in the top 10.

- Students, faculty, and staff contribute more than 1.5 million hours of voluntary activities each year, providing a value of $31 million annually to local communities.

Strategic Goal 4

Strong Foundation:

STUDENT LEARNING

State System students are expected to demonstrate the essential learning outcomes that will prepare them for the challenges of the next decade including:

- Knowledge of human cultures and the physical and natural world gained through study in the sciences and mathematics, social sciences, humanities, histories, and the arts.

- Intellectual and practical skills such as inquiry and analysis, critical and creative thinking, written and oral communication, quantitative literacy, information literacy, teamwork, and problem solving.

- Personal and social responsibility including civic knowledge and engagement, intercultural knowledge, and competence; and ethical reasoning anchored through active involvement with diverse communities and real-world challenges.

- Integrative and applied learning including synthesis and advanced accomplishment demonstrated through the application of knowledge, skills, and responsibilities to new settings and complex problems.

Increase accountability and transparency; focus on results

The State System's performance-based funding program has received national recognition. Since this program was initiated in 2000, nearly $340 million has been distributed to the universities as a result of demonstrated achievements. State System universities have experienced gains in student retention and graduation rates, program quality, faculty productivity, and campus diversity. The average number of credits at graduation has decreased, while retention and graduation rates have increased.

Beyond performance funding, the State System has an obligation to demonstrate accountability and stewardship to Pennsylvania's policymakers (the Governor and members of the General Assembly), parents, students, and taxpayers. Transparency of information related to student access and success outcomes, pricing, costs to degree, and other meaningful data must be available in aggregate form in an accessible, understandable way to measure the relative effectiveness of the System. These data also are valuable tools for the Board of Governors and the Councils of Trustees as they work to guide the universities and the System.

Strategies:

- Continuously assess and refine accountability and performance funding indicators to produce desired outcomes. (Use transparent metrics to describe, measure, and reward performance by State System universities, focusing on areas that advance the System's mission.)

- Ensure the development of detailed annual action plans from each university and the Office of the Chancellor to improve transparency and document progress toward System and university strategic goals.

- Increase public awareness and understanding about the State System's stewardship of resources to meet needs of the Commonwealth and its students.

- Expand and promote the role of State System universities in educating students of varied backgrounds, ages, and experiences.

- Develop university and System "dashboards" detailing student achievement, financial efficiency, and economic impact.

Expected Outcomes by 2020

4.1   Provide key performance indicators and other relevant data for the System and the universities in an easy-to-use format on the State System website.

4.2   Publish periodic reports presenting the impact of the State System and its universities on students and the Commonwealth.

4.3   Report annually on continuous review of shared services to promote effective and efficient operations in support of university missions, including the ongoing evaluation of the need for new or expanded services.

4.4   Provide regular communications to the Governor, General Assembly, university trustees, business and community leaders, and the public about the State System and its universities, making use of diverse media platforms to facilitate accessibility and reach a broader audience.

4.5   Comply with all relevant Board policies, state and federal requirements, and professional and ethical standards.

Strong Foundation:
STUDENT EXPECTATION

The emerging consensus among employers is that innovation, critical thinking, and a broad skill set are important for taking on complex challenges in the workplace. They also agree that, in addition to the content knowledge of the major, a broad set of college learning goals for all students includes educational experiences that teach them how to solve problems with people whose views are different from their own; that build knowledge, judgment, and commitment to communities; and that help them learn about societies and cultures outside of the U.S.

Employers are looking for graduates who can demonstrate the ability to:

- Think critically and use successfully analytical reasoning skills to solve complex problems
- Locate, organize, and evaluate information from multiple sources
- Apply knowledge and skills to real-world settings
- Communicate effectively orally and in writing
- Collaborate with others in diverse group settings using teamwork skills
- Connect choices and actions to ethical decisions
- Develop professionally and continue to learn
- Give back to their communities

Source: Hart Research Associates (April 2013)

Expected Outcomes by 2020

By employing the strategies described in this plan, the State System and its 14 member universities will strive to achieve the following outcomes by 2020:

Strategic Goal 1

1.1   Increase the number of degrees or certificates in science, technology, engineering, and mathematics (STEM) and health-related disciplines awarded annually to 7,500.

1.2   Align graduate programs to the needs of the Commonwealth, including offering at least five additional doctoral programs across the System.

1.3   Develop, implement, and increase enrollments in programs designed to meet demonstrated current and emerging workforce needs.

1.4   Complete regular, comprehensive reviews of all State System academic programs, with a clear description of student achievement and success, an assessment of learning outcomes expected of every program graduate, and a process for continuous improvement.

1.5   Engage in ongoing assessment of student competencies through expanded alumni and employer surveys**.**

1.6   Increase technology transfer activity to an average of at least two patents awarded per year.

Strategic Goal 2

2.1   Increase the number of awards (degrees and certificates) annually conferred to at least 31,500.

2.2   Increase the success of lower-income and underrepresented minority students by reducing the gap in graduation rates between these and other students by half.

2.3   Increase access to higher education of lower-income and underrepresented minority students by reducing the difference in the entering class for these groups compared to those of all students graduating from Pennsylvania high schools by half.

2.4   Increase the number of working adult and transfer students enrolled in the System; specifically, increase the number of undergraduate students over the age of 25 to at least 11,000 and the number of Pennsylvania community college transfer students to at least 4,000.

2.5   Increase the numbers of courses and programs available to students through distance education; specifically, increase the number of students in online and blended courses to 53,000.

Strategic Goal 3

3.1   Decrease the time-to-degree as measured by credits earned at program completion to an average of 128 semester hours.

3.2   Increase the four-year graduation rate of full-time, first-time freshmen to 40 percent and the six-year graduation rate to 58 percent.

3.3   Increase System-wide annual private support each year. (University goals to be included in their annual action plans.)

3.4   Increase annual expenditures from grants, sponsored programs, and business partnerships consistent with university missions to $51 million.

3.5   Provide increased flexibility in tuition rates across the System.

Strategic Goal 4

4.1   Provide key performance indicators and other relevant data for the System and the universities in an easy-to-use format on the State System website.

4.2   Publish periodic reports presenting the impact of State System and its universities on students and the Commonwealth.

4.3   Report annually on continuous review of shared services to promote effective and efficient operations in support of university missions, including the ongoing evaluation of the need for new or expanded services.

4.4   Provide regular communications to the Governor, General Assembly, university trustees, business and community leaders, and the public about the State System and its universities, making use of diverse media platforms to facilitate accessibility and reach a broader audience.

4.5   Comply with all relevant Board policies, state and federal requirements, and professional and ethical standards.

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Updated October 2014

STRATEGIC PLAN

2010 & BEYOND

the Power of SUNY

The State University of New York

SUNY is

The nation's largest comprehensive system of public higher education

64 institutions, including research universities, academic medical centers, liberal arts colleges, community colleges, agricultural and technical institutes, and an online learning network

More than 465,000 students

88,000 faculty and staff

2.4 million alumni worldwide

the Power of **SUNY**   1

SUNY's Moment

There is a growing and welcome recognition that in a knowledge economy, institutions of higher education can—and must—be pivotal in generating growth and revitalizing communities.

As Chancellor, I am convinced SUNY can carry out this role for New York in ways that will set a standard for the rest of the nation—while making life better for people across the state.

Our sources of inspiration are powerful and enduring. SUNY represents an expansive re-imagining of one of the great American reforms: the land grant university. Created by acts of Congress and signed into law by Abraham Lincoln, land grant universities leveled the playing field, making it possible for every person and every community to experience higher education's transformative power. The land grants focused their research on contemporary problems. Their extension services brought the expertise of the university directly into people's homes and communities in the form of health advice, home economics, and agriculture. By giving demonstrated value to a college education, the land grants convinced ordinary Americans that higher education was the pathway to a better future. Today, SUNY, by virtue of the extraordinary range of our 64 campuses, elevates the land grant concept to a new level.

SUNY is also animated by the legacies of two legendary New York governors. Thomas E. Dewey saw in SUNY a means to fight the pervasive ethnic and racial discrimination in American higher education. Nelson A. Rockefeller believed that the people of New York deserved campuses that reflected their talents and aspirations, and spearheaded massive construction and infrastructure development. Thanks to them, SUNY is the pride of New York—and a global beacon of access and success.

The magnitude of our potential is breathtaking. The power of SUNY is not confined to one or two dots on the state's landscape, or to a cluster of institutions. We are literally all over the map, with 64 unique learning environments for every type of student, every stage of life, and every kind of passion. SUNY is truly a universe of knowledge, encompassing every field of human inquiry—disciplines that range from music to mechanics, and perspectives from the molecular to the macroeconomic.

Like the global marketplace, SUNY is "always on"—constantly seeking, generating, analyzing, and sending knowledge back into the world through informed citizens, revitalized communities, and experts who transform entire sectors. Whether it's a forestry program upstate, a nanotech center in the capital region, a fashion institute in Manhattan, or a marine studies center on the shores of Long Island, SUNY's reach and impact is without peer. SUNY faculty and alumni are Nobel Laureates, members of the National Academy of Sciences, and Pulitzer Prize winners.

Imagine the competitive advantage for New York State if SUNY institutions joined forces as never

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before, pooling knowledge, pushing and building on each other's ideas, and collaborating in ways that deploy our distinctive capabilities to the fullest extent possible. Imagine the impact if, from this day on, we work toward a common goal: **to revitalize New York's economy and enhance the quality of life for all its citizens.**

This Plan is the product of an unprecedented meeting of the minds. It reflects the contributions of many people on SUNY campuses and in SUNY communities: their ideas, their ambitions, and their determination to make our remarkable public system of higher education the driving force of a revitalized New York State. We are preserving our strengths as places of learning, searching, and serving. But at the same time, we are pressing the "reset" button on SUNY–introducing a new way forward, aligning our purpose with New York State's needs and opportunities, and creating an economic engine capable of propelling a new era of growth.

This is the power of SUNY. We are building on the ideals of the land grant mandate—relevant research, outreach to communities, and access for everyone—and a homegrown passion for possibility. We are leveraging our unrivaled scale and diversity. We are New York's home advantage.

Today begins the journey of a lifetime—and one I wouldn't miss for anything. On behalf of the State University of New York, I invite you to join us.

Nancy L. Zimpher

We believe New York State can be one of the most vital, resilient, and inclusive economies in the global marketplace. And we believe the 64 campuses of SUNY can make that ambition a reality.

From 2010 forward, SUNY's priority is the economic revitalization of the State of New York and a better quality of life for all its citizens.

3

"To Learn, To Search, To Serve"

While our plan is outwardly focused, our vision remains grounded in the three imperatives on the SUNY seal.

The words on our seal evoke the centrality of education, the spirit of inquiry, and the full participation in civic life that we expect from our students, our faculty, and the entire SUNY universe.

LEARN

We are first and foremost a community of teachers and learners. Courses, disciplines, and degrees may evolve, but our dedication to the exchange of knowledge from generation to generation is a constant.

SEARCH

We find and create meaning in our universe. The driving spirit behind research and discovery is the conviction that frontiers demand exploration, that conventional wisdom needs to be questioned, and that each discovery takes us to a new horizon of understanding.

SERVE

We are concerned and involved citizens. We have a stake in our community. We direct our skills, our knowledge, and our best intentions toward making a profound and lasting difference where we live— close to home and around the world.

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Our Core Values

STUDENT-CENTEREDNESS

The student is at the heart of all we do.
The learning and growth of our students comes
first and crystallizes our purpose as a system.
We tear down the barriers that discourage people
from pursuing their higher education goals.
We use innovative teaching tools and formats
to make the most of individual learning styles.
We continually look for new ways to provide
academic, personal, and financial support. Our
geographic reach, our ability to attract the best
minds in teaching and research, the quality of
our facilities and resources, and the breadth of
our programs—all of these exist to benefit
our students.

COMMUNITY ENGAGEMENT

*In our communities, learning goes
both ways.* In every community or
neighborhood where we have a campus, SUNY
is both teacher and student. The needs and
perspectives of our communities inform what we
do and how we do it. Our communities are the
very best proving grounds, constantly pushing us
to be more meaningful and relevant to the lives
of those around us.

DIVERSITY

Diversity makes us stronger and smarter.
We respect, encourage, and promote all aspects
of human difference—whether in terms of
background, interests, age, race, or stage of life.
Diversity enriches our lives and the educational
experience: it invigorates conversations,
awakens curiosity, and widens perspectives.
Diversity also ensures that our campuses
mirror the rapidly changing world, creating
an environment that prepares our students to
be culturally competent so they can succeed
anywhere. Our diversity is SUNY's edge.

INTEGRITY

*Integrity and collegiality are the bedrock
of our enterprise.* Trust and a shared sense of
responsibility are essential to an enterprise of our
size. Open, honest relationships allow us to cut to
the chase and speak the truth. When we demand of
each other the highest standards of integrity and
accountability, we create a collegial community that
can confidently explore new frontiers, vigorously
debate ideas, and learn from mistakes.

COLLABORATION

*Collaboration makes our expertise
more powerful.* Partnerships and alliances,
both within and outside the SUNY system, have a
multiplier effect. When our campuses join forces
with each other and with organizations outside of
SUNY, we amplify our expertise, resources, and
geographic reach in new and often unexpected ways.
When we acknowledge common goals and approach
problems in a spirit of reciprocity and flexibility, we
achieve far more than when we labor alone.

Six Big Ideas

To revitalize the economy of New York and enhance the quality of life for its citizens, SUNY will commit our energy and resources to the realization of Six Big Ideas:

SUNY and the **Entrepreneurial Century**

SUNY and the **Seamless Education Pipeline**

SUNY and a **Healthier New York**

SUNY and an **Energy-Smart New York**

SUNY and the **Vibrant Community**

SUNY and the **World**

Our ambitions are focused. On the following pages are six interdependent areas of opportunity and challenge—we call them Big Ideas—where we have determined SUNY can make the biggest difference for the State of New York. For each idea, we've proposed three major initiatives whose progress can be measured over time. We also show how each will advance our commitment to diversity.

Even an institution as large and multifaceted as SUNY can't tackle every challenge or fix every problem. But by linking our resources and talents in targeted, quantifiable ways, we will chart a better path to the future for New York State and create new models of action for the world.

SUNY and
The Entrepreneurial Century

We will cultivate entrepreneurial thinking across our entire learning landscape, helping new and existing businesses innovate, prosper, and grow.

Research and innovation have long been hallmarks of American higher education. But in the 21st century, knowledge creation is no longer enough. Economic growth depends on translating that knowledge into tangible, measurable benefits—from more patents issued, to more grants won, to more jobs. This shift demands an entrepreneurial mindset—a way of thinking determined to create and shape new markets.

The critical components that businesses of all sizes and stages need—knowledge, talent, and expertise—can all be found at SUNY. We have $1 billion annually in research expenditures, more than 10,000 research projects across 64 campuses, significant infrastructure, strong existing partnerships, and some of the best faculty and students in the world. We need to look at how we can combine our many diffuse pieces to help current and future New York companies and address national research gaps. Our individual institutions don't have to do it all themselves—they can invest in infrastructure more cost-effectively and make more compelling cases for public and private funding when they work collaboratively. The more we integrate, the greater our impact on the state's economy.

We also need to follow the lead of the most fertile states for entrepreneurs and engage more local industries and local venture capitalists with our students, labs, and campuses. Nationally, 43 percent of start-up founders established their companies in the same state where they received their academic degree. But among founders graduating from universities in New York, only about half that amount established their start-ups in our state. Given the huge number of institutions at SUNY and the number of venture capitalists in New York State, the opportunities for turning the tide in our favor are enormous.

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SUNY STARTUP

Taking advantage of the untapped potential in our communities, **SUNY StartUP** will create programs that invite successful local entrepreneurs onto our campuses to advise and serve as mentors for our students and professors. These experts will bring real world knowledge to every phase of the entrepreneurial process: how to choose the right ideas, fund them, shape them into businesses, and grow them to full scale. **SUNY StartUP** will not be a one-way street: our students and researchers will also go out into their communities, putting their fresh ideas and energy directly to work for local businesses. And by adding courses on entrepreneurship for students and faculty throughout the system, we will permeate the state with an entrepreneurial mindset and create a cadre of idea generators and job creators.

SETTING THE STAGE FOR INVESTMENT

Research and innovation don't come cheap. Using our statewide scope and our access to the world's most creative and flexible financial markets, SUNY will develop strategies that draw in the full suite of investors—including federal, state, private, and venture capital, and even grant funding. We will leverage our size and strength to become the go-to destination for critical basic and applied research in areas like energy, health sciences, and nanotechnology. Much as SUNY's Research Excellence in Academic Health (REACH) initiative is building a collaborative biomedical platform that creates the scale and credibility needed to attract significant financial support, so will all of SUNY's research talent work together to grow our market share of research funding.

SUNY-INC

SUNY has some of the world's best researchers working on innovative and highly marketable ideas across the state, but too often their work has not been coordinated, and many of our smartest ideas have been slow to translate into actual products and solutions. We want to create a true development chain that links all the players in a fast-track process, from concept all the way to commercialization. **SUNY-INC (Incent New Companies)** will start with a local research team in one area—say, health and life sciences, or energy—and align that team with researchers on other SUNY campuses and at other public and private organizations across the state. Taking advantage of our unequalled statewide reach and our network of incubators and economic development centers, **SUNY-INC** will funnel discoveries to successive experts along the chain, promoting and tracking the concept through each development stage, from design to manufacturing, marketing, and even job training. The end result: new companies, new jobs, and the growth of a new economy.

Diversity Counts

At SUNY, we believe the entrepreneurial community should be as diverse as the world is. Yet there are still areas where minorities and other groups are vastly underrepresented. Study after study has linked the shortage of women and minorities in the STEM fields— science, technology, engineering, and math—to inadequate K-12 education and the persistent stereotype that math, science, and technology aren't for girls and minorities. SUNY will play a powerful role in reversing these trends by promoting STEM studies all along the education pipeline and making sure all students develop the logical thinking, problem solving, and analytical skills they'll need to become scientists, researchers, innovators, and entrepreneurs.

SUNY and
The Seamless Education Pipeline

SUNY sees education in New York State as a pipeline that extends from birth to retirement years—and finds ways to close the gaps that impede success.

An educated population is the foundation of economic growth. Studies show that in the years ahead, almost half of the jobs will require at least some college experience. Already, the 30 fastest-growing fields demand a minimum of a bachelor's degree. At first glance, New York State may seem well-positioned for this new age: we rank fifth in the nation in terms of the percentage of the workforce that holds a bachelor's degree or higher. But in reality, more and more of our young people are being sidelined from the knowledge economy. Nearly three in 10 students fail to graduate from high school in four years. And only six in 10 of those who make it to graduation do so with a Regents Diploma—a critical indicator of college readiness. What's more, far too many students who enter the higher education system need remedial coursework, a level of unpreparedness that jeopardizes their success in college and career.

Working adults face equally discouraging odds. Skills and experiences that once served them well are now overshadowed by the enormous economic and technological changes in the workplace and the expanding opportunities for workers with knowledge and skills in science, technology, engineering, and mathematics (STEM). We must help our population retool.

SUNY will seek ways to minimize attrition throughout the "cradle to career" pipeline, with a particular focus on developing highly effective teachers. Targeting our resources wisely, we will make a huge impact on the individual and collective prospects of New Yorkers.

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THE SUNY URBAN-RURAL TEACHER CORPS

Student achievement and teacher attrition are intertwined issues. The primary determinant of a student's academic success, regardless of all other factors, is a competent and caring teacher. Yet students in high-need urban and rural schools are the least likely to benefit from exposure to the highly effective teachers who can keep young people engaged in learning, whatever the challenges. The cause of teacher burnout, meanwhile, is two-fold: their initial preparation for working in high-poverty urban and rural schools falls short, and they lack the support and high-quality professional development they need once they're in the classroom. The **SUNY Urban-Rural Teacher Corps** will represent a thorough rethinking of teacher preparation. Employing classroom simulations as well as extended, structured classroom experience, the **SUNY Urban-Rural Teacher Corps** will offer real world experience akin to the clinical training that medical professionals undergo. True to its name, the geographic scope of the Corps will be far wider than many teacher preparedness initiatives, ensuring that all New York's children—whether in urban or rural communities—will know the rewards of learning from great teachers.

CRADLE-TO-CAREER SUCCESS

Across the state and throughout the nation, many communities are forging partnerships among their education, business, nonprofit, community, civic, and philanthropic sectors to focus on student success, academic completion, and job readiness. SUNY is increasingly engaged with these "cradle to career" community collaboratives, and we aspire to a national leadership role. Our campuses will create community-based networks of professionals and organizations that will deploy evidence-based interventions at the key transition points of a student's life, and close gaps along the education pipeline. We'll also ease educational transitions by ensuring SUNY-wide transfer agreements between our community colleges and four-year degree programs. Our goal is to lead every student, no matter how vulnerable, through the education system and into a career in the 21st century workforce.

SUNY WORKS

Many SUNY campuses already provide paid, credit-worthy, and typically full-time internships for their undergraduates—programs known across the country as cooperative education. By integrating academic work with industry-based paid professional experience at two- and four-year campuses, co-op produces graduates who are work-savvy and generally debt-free. They're also truly job-ready—in fact, the businesses and industries that sponsor co-op often offer their students full-time employment after graduation. **SUNY Works** will take the co-op model to scale across the SUNY system, strengthening the collaboration between our campuses and the New York business and industrial sectors, and extending these experiences to graduate students and adult learners. We'll also extend **SUNY Works** to SUNY employees, because we believe every member of the SUNY community should reap the benefits of educational attainment. We want everyone invested in the future of New York's economy and quality of life—and **SUNY Works** will provide the incentives to help achieve that goal.

Diversity Counts

In the national epidemic that is our high school dropout rate, children living in poverty and low-income minority students unquestionably fare the worst. Across the country, barely half of African American and Hispanic students earn high school diplomas in four years. To reverse this trend, we will expand our partnerships with community leaders on strategies that target the interlocking problems that so often thwart the ambitions and capabilities of at-risk students. These programs run the gamut from early intervention to counseling and mentoring, physical and mental health services, and financial support. Ensuring that these students meet their educational targets, obtain their degrees, and join the workforce is one of the most powerful contributions we can make to our state's prosperity.

SUNY and
A Healthier New York

A fully integrated SUNY healthcare enterprise has enormous potential—in terms of public health, economic impact, and global influence.

New York's medical and health dilemmas mirror those of our nation. Healthcare costs are overwhelming our state budget. Disparities in access plague the system. Our population is aging. We face critical shortages in our healthcare workforce. Spiraling costs are bankrupting families. And too many New York children come to school every day with health problems that undermine their ability to learn.

The health of New Yorkers is essential to our economic success. And no other organization, public or private, can address New York's health challenges as powerfully as SUNY. We have field-tested knowledge that covers the entire state. Our researchers are generating new insights into everything from HIV/AIDS, to personalized medicine, to cardiovascular disease. SUNY institutions educate thousands of students each year for medical, dental, nursing, public health, optometry, pharmacy, research, paramedicine, allied health, and biomedical careers—9,800 alone from our four Academic Medical Centers—and the majority of these graduates stay to serve the people of New York State. Our Academic Medical Centers treat more than one million patients annually—including the sickest, the most vulnerable, and the most diverse populations. We see firsthand where and how the safety net is fraying or failing, and we can bring about pragmatic, fundamental reform.

Just as Silicon Valley is synonymous with innovation in information technology, we want New York State to be recognized for the best thinking in healthcare. And we can do it—by capitalizing on what we already know and the innovations that emerge from SUNY's healthcare environments every day.

THE RIGHT HEALTH PROFESSIONALS IN THE RIGHT PLACES

We're proud that SUNY graduates dominate New York State's healthcare workforce. The large number of New Yorkers we recruit and educate in SUNY's health profession schools, combined with our programs to encourage students to work in rural and underserved areas, help us get more of our graduates to more places. But for too many New Yorkers, healthcare access still depends on zip code. Using data from the Center for Health Workforce Studies on shortages, we will determine which professionals are most critical to New York State healthcare and create capacity in our programs that train students for these areas. We will also develop innovative delivery strategies, such as distance learning and executive scheduling that are needed to decrease barriers to access. In particular, we will create educational pathways so that students who already live in rural areas can pursue health careers in their home communities. In addition, we will track data for medical, dentistry, and optometry students to assess the best methods for attracting and retaining professionals in New York State.

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THE SUNY WELLNESS NETWORK

Prevention and wellness programs are proven, cost-effective ways to improve our health and our health system. But most initiatives are short-term, geographically fragmented, and treat people as if they lived in clinical settings rather than real life. SUNY has experts and programs throughout the state that address every aspect of keeping people healthier: outreach, clinical care, health education, acute care, and biomedical research. Equally important, we have institutional stamina—we don't give up on a problem. By convening our system-wide knowledge, the **SUNY Wellness Network** will establish statewide health goals in areas like obesity, smoking cessation, and the prevention of chronic illness, and then mobilize on-campus and community resources to get results that save lives and money. A dedicated web component will enable New York and the world to follow our progress and benefit from our knowledge.

SUNY SCALE

Everyone benefits from evidence-based medicine—whether it's a patient choosing a doctor or hospital, a policymaker trying to implement new reforms, or a healthcare company developing new products. But evidence-based medicine demands thoroughly tested standards for safety, quality, and effectiveness. SUNY's many healthcare delivery mechanisms, our ability to collect vast amounts of data, and our strengths in behavioral research make us uniquely qualified to test, develop, and refine national and international standards for treatment and delivery. The product of this knowledge will be an online database, **SUNY Scale**, that will help determine the best interventions—putting New York State at the forefront of effective, outcome-based healthcare.

Diversity Counts

Across New York State, low-income populations and racial and ethnic minorities are far more likely to get sick and injured than other groups, and far less likely to get the care they need. Only a concerted, multi-pronged campaign will close these gaps. SUNY's breadth of healthcare expertise gives us a powerful role together with national, state, and local partners. But to meaningfully address health matters, providers have to know the people they serve. SUNY will do more to diversify that workforce so that our nurses and doctors, social workers and midwives, and clinicians and statisticians reflect and connect more closely with the populations they serve.

SUNY and
An Energy-Smart New York

Achieving sustainability demands action on multiple fronts at once. SUNY's collective intelligence makes it New York's renewable resource for ideas.

The alarms have been sounded again and again on the consequences of climate change and overdependence on fossil fuels. Meanwhile, New York State's energy costs have escalated to 50 percent above the national average—a burden that makes our businesses far less competitive and places enormous financial strain on households. Without smarter energy use, economic revitalization will remain an elusive goal. The time to act is now. And SUNY, New York's renewable resource for ideas, is ready to lead.

Many of our initiatives in this field are already in the vanguard of research and discovery, particularly in the areas of renewables, energy storage systems, interoperability and cyber security, sensors and energy control systems, and the energy applications of nanotechnology. We have productive partnerships with a wide range of private and public enterprises to tackle the multifaceted challenges of sustainability. We also have extensive degree, certificate, and non-credit programs related to energy and sustainability and training for green jobs.

What's missing is a coordinated, focused approach. By changing that, we can exemplify how a large-scale, geographically far-flung institution can turn promises into genuine progress.

SUNY SMART GRID

Incorporating information technology and communication tools, a Smart Grid transforms our existing electricity grid into one that is cleaner, safer, and more reliable and efficient. Among other things, a Smart Grid accepts energy from virtually any fuel source (including solar and wind); allows consumers to tailor their energy consumption to individual preferences (like price or environmental concerns); senses system overloads and reroutes power to prevent outages; resists attacks and natural disasters; and slows the advance of global climate change. SUNY is a founding member of The New York State Smart Grid Consortium, which will help drive down New York's excessively high energy costs while creating jobs in our state. And, as our own "grid" of colleges and universities reaching every corner of New York, **SUNY Smart Grid** is uniquely suited to help invent, test, commercialize, train, and educate for this energy revolution, leading the way in making Smart Grid a reality for New York.

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NEW YORK AS A GREEN INCUBATOR

When it comes to green energy, SUNY and New York State are already rich in talent and resources. We have an incomparable base of experts in both academia and industry who are researching, analyzing, developing, and commercializing cutting-edge energy initiatives, and we are one of only ten states with a major Department of Energy laboratory—Brookhaven National Laboratory. But our resources are geographically dispersed, and our projects sometimes fall short of their potential because of a lack of coordination. SUNY's Green Incubator will develop an integrated network of energy specialists from academia, industry, government, and the public policy arena who will fast-track our strategies, putting us on the leading edge of opportunities. And we will tap into more and different kinds of financing— including venture capital and angel investment funding—to place New York at the forefront of the clean energy economy.

LIVING SMART

With an annual energy bill of about $280 million, SUNY is among the state's largest energy consumers—now, we need to be its smartest. While each of our campuses has a sustainability coordinator and committee, and while we've established stringent energy standards for new buildings and renovations, we can and must do much more to shrink our carbon footprint. We will reduce SUNY's system-wide energy consumption by at least 30 percent over the next decade by becoming the nation's first system of "energy smart" campuses. Our 465,000 students, meanwhile, represent a potential critical mass of green thinkers and doers, especially if we offer courses and degree programs that equip them with the best thinking and practices. And if our campuses get it right, our communities will too.

Diversity Counts

It's no surprise that across the country, toxic sites are all too often located in the poorest neighborhoods. Wherever land is cheap, that's where the most polluting industrial infrastructure can be found. At SUNY, we believe all people deserve to live in clean and healthy neighborhoods. Our experts in public health, the environment, and community planning will work to ensure that environmental and public health hazards do not disproportionately affect minority and vulnerable populations. We will develop strategies to help communities take part in the crucial planning decisions that so profoundly affect their quality of life, and, when necessary, help them claim their rights.

SUNY and
The Vibrant Community

As other entities cut or loosen local ties, SUNY's role as an enduring, enriching presence in communities becomes even more critical.

Wherever New Yorkers come together as a community, SUNY is there—a remarkable 97 percent of all New Yorkers live within 20 miles of a SUNY campus. Many of our campuses proudly bear the name of their home city or town. All of them serve as the local crossroads, enabling people from many different backgrounds to meet and deepen their mutual sense of belonging. Even in a "flat world," the SUNY campuses stand as testimony to our powerful attachment to place.

Strong communities are at the heart of economic revitalization. As more and more communities worry about "brain drain," SUNY campuses act as a natural magnet for young, talented, and creative people—the intellectual firepower that's so critical to economic development in the 21st century. SUNY graduates also become volunteers, teachers, healthcare professionals, first responders, employers, advocates, and leaders—the people who make communities work. And SUNY is a major source for arts-and-culture programming that makes life richer for everyone and connects us to one another as no device or social network ever can. Our cultural efforts are critical building blocks in the development of a new creative economy.

Now we need to act on behalf of New York's communities with greater intentionality across our entire system. Our initiatives will take advantage of the already fluid boundaries that exist between town and gown while offering new ways for SUNY communities to form stronger bonds with one another. We want to create a broader sense of common ground and make a lasting difference for everyone in the places we call home.

CITIZEN SUNY

Volunteer work by our students, faculty, and staff is important, but it's only the beginning. We will position SUNY as a national model for higher education citizenship, unleashing the problem-solving energy of our entire system on the challenges our communities face. We will take service learning and volunteerism to scale, collaborating with community representatives on each campus and across the state to identify their most pressing problems and create solutions that promote safe and livable neighborhoods, stable housing, and thriving workplaces. We'll ensure long-term commitment by building our involvement into the courses and degrees of each SUNY college and university. And we'll establish a **Center for Citizen SUNY** to gather, analyze, and share research and experiences in civic engagement, making the most of our combined knowledge.

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SUNY PASSPORT

The more we encourage people to enjoy everything the entire state of New York has to offer, the more likely they are to put down roots here—and serve as unofficial New York ambassadors to the rest of the world. Through reciprocal partnerships among all SUNY campuses, as well as strategic alliances with cultural institutions, state offices, and local tourism boards, **SUNY Passport** will offer free or discounted admission to a wide range of cultural and recreational attractions for students, faculty and staff—making both the on- and off-campus resources of the entire SUNY system available to everyone at our 64 campuses. Helping members of the SUNY community take full advantage of the state's bounty will be an important factor in promoting economic development and in retaining talent in New York State.

SUNY COMMUNITY EXCHANGE PROGRAM

There's no question that study-abroad programs and sabbaticals have lifelong value and promote genuine global citizenship. But domestic experiences can be just as enlightening, especially in a state as geographically, economically, and demographically diverse as New York. Among the boundary-spanning possibilities: semester- or even year-long academic exchange programs for SUNY students among our campuses, and "reverse internships" for faculty in local businesses and cultural organizations. By encouraging this kind of direct cross-fertilization, we can deepen our reserves of empathy and understanding, make sure good ideas travel widely, and create a stronger knowledge network. We can literally learn a lot from one another.

Diversity Counts

SUNY campuses bring together all kinds of learners with different personal histories and heritages. But it's when they venture into their local communities that many of our students encounter diversity in its most enlightening and rewarding forms. We will encourage those experiences by expanding our service learning programs that connect our students with people of different races, ethnicities, ages, and economic backgrounds. A student may join forces with a group of veterans to build a memorial or with the elderly in a nursing home. Service learning creates bonds of fellowship, erodes stereotypes, and deepens our commitment to civic responsibility.

SUNY and
The World

We will nurture a culturally fluent, cross-national mindset and put it to work improving New York's global competitiveness.

If you look around our campuses on any given day, it quickly becomes clear that we have succeeded at bringing the world to SUNY: taken together, our campuses comprise one of the most diverse learning communities in the world. Our system attracts adventurous and ambitious people from every possible background. In the international race for talent—the most fiercely contested race of the 21st century—we're off to a running start.

But numbers alone are inadequate. For SUNY to drive economic vitality, we must remain a beacon for talent worldwide. And once that talent is here, we need to retain it within our state. Most important, we must think of diversity in terms of the energy and perspective that it represents and use it to everyone's advantage—for example, in partnerships with domestic companies that are struggling to expand globally and adapt to new economic and competitive realities.

While building upon our New York roots, we can transform SUNY into a transnational enterprise of the highest order—a ubiquitous knowledge generator and provider, and a leader in the globalization of information.

BUILDING OUR GLOBAL TALENT POOL

In the globalized economy, students with a broad cultural and international perspective have distinct competitive advantages. To create a globally competent student body, we must increase the opportunities for international exposure throughout all courses and degrees. Not only will we send more students abroad, but we will also increase the pool of talented foreign students studying on our campuses, making use of certified recruitment agents around the world. We will also develop incentives for foreign students to remain here in New York after their studies end and contribute to the state's economy. The lessons of Silicon Valley should not be lost on us: more than half of Silicon Valley start-ups were founded by immigrants over the last decade—businesses that employed 450,000 workers and had sales of $52 billion in 2005.

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SUNY DIPLOMACY

SUNY is already at the table for some of the world's weightiest discussions: many of our campuses have long and direct relationships with foreign universities, governments, multinational corporations, and non-governmental organizations (NGOs). SUNY can play a unique role in facilitating global dialogue at the highest level, but we need to look at our relationships more strategically and use an outcomes-driven framework to capitalize upon them. We will tap into other capacities throughout the SUNY system to widen and deepen the connections, including the enterprise-wide mapping of our global relationships. SUNY will become a global convener at a level few academic institutions anywhere can match, with a focus on projecting New York in the world.

OPEN SUNY

Building on SUNY's current open and online initiatives, **OPEN SUNY** has the potential to be America's most extensive distance learning environment. It will provide students with affordable, innovative, and flexible education in a full range of instructional formats, both online and on site. **OPEN SUNY** will network students with faculty and peers from across the state and throughout the world through social and emerging technologies and link them to the best in open educational resources. **OPEN SUNY** will provide an online portal for thousands of people worldwide seeking a foothold in post-secondary education– from soldiers of the 10th Mountain Division in Afghanistan to new immigrants with foreign educational credentials to overseas students who can't afford in-person American study.

Diversity Counts

All students, regardless of where they come from, must be widely knowledgeable about the world. Unfortunately, underrepresented minorities and low-income students often miss out on experiences that help them develop cultural fluency. SUNY will redress this by creating more accessible and affordable opportunities for these students to gain firsthand international experience, including programs for study abroad, work abroad, and foreign teaching internships and assistantships. By making these experiences a key feature of every SUNY education, we will instill across the system not only global thinking but a deeper appreciation for the nuances of cultural difference.

Building a Better SUNY

The goals we've set for ourselves bring with them serious challenges. That's what makes them worthwhile. But there is no bigger challenge than earning and keeping the public trust.

New Yorkers know they can depend on SUNY—our institutions have been educating people from all walks of life for over a century. But the call for accountability has never been louder. SUNY must make significant changes in the way we operate—and must deliver results in more meaningful and measurable ways—to show that we mean what we say.

A more effective SUNY demands we hold to these standards:

Action trumps everything.

There's an old and unfortunate truism about academia: "When all is said and done, more is said than done." We are determined to overturn that conventional wisdom. The only way an enterprise like SUNY can prove the power of its vision is to act on it. We must be willing to experiment, be nimble, take risks, think on our feet, and, occasionally, fail. We're going to have to draw on the deepest reserves of our patience and persistence. But we will get our ideas to market—and sooner rather than later.

Credibility is a product of inclusiveness and transparency.

In preparing this Strategic Plan, we've spent the past ten months collecting information, gathering ideas, and taking account of the expertise and insight of hundreds of people through town hall gatherings, community meetings, working groups, and expert panels. Equally important, we've communicated what we are doing as widely as possible and sought the broadest input as we've made strategic decisions, defined our priorities, and refined our goals. The openness and inclusiveness that have characterized this process will remain our standard.

Data drive decision making and holds us accountable.

Achieving the goals of this Strategic Plan will only be possible if we commit to the ongoing measurement of our progress—and if we resist the all-too-human impulse to move the goal posts when the results aren't to our liking. SUNY already generates a vast amount of information related to performance and progress, but we can still be better and faster in capturing data, measuring our progress, extracting value, and disseminating what we learn. A culture of data-driven accountability is one of the most enduring legacies we can leave for those who will reinterpret SUNY's goals for succeeding generations.

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Our Promise

SUNY was born out of a commitment to opportunity and access, and designed to meet diverse needs across a vast geographic landscape.

We reflect both the land grant mission reborn and a distinctly New York impatience with the status quo. Throughout our history, we've shown a willingness to throw open doors, embrace new thinking and commit to brighter ideals.

On the pages of our strategic plan, we present our Big Ideas not as hopes, but as firm intentions. Why do we believe that SUNY, unique within American higher education, can best achieve these goals? Because of the extraordinary power of SUNY:

The diversity of our institutions and the diversity of our people. Together, they make it possible for us to incubate ideas, create best practices, and share everything broadly.

The breadth of our impact on individual lives. We employ thousands and transform millions of lives.

Our reach and commitment. We are anchors in our communities, committed to their long-term health, cultural richness, and economic well-being.

Our credibility as a convener. We bring together governments, non-profits, industry, and philanthropy in the wiser pursuit of a better world.

Our willingness to experiment. As educators, we know that new knowledge entails risk, and that failure can be as instructive as success. We are always learning.

Join us.

Together, we are

the Power of SUNY

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3.   <u>Discussion with COP and Chancellor</u>
      b. Possible conversion of Castleton from a public college to a public university

The Committee will also discuss Castleton State College's possible renaming. For your reference, the minutes from the May 13, 2015 meeting of the EPSL Committee, during which the topic was discussed, are attached. Castleton's strategic plan also follows, along with the strategic plans of each of the colleges.

VSC Education, Personnel & Student Life Committee Meeting
May 13, 2015
UNAPPROVED MINUTES

Unapproved minutes of the Education, Personnel & Student Life Committee meeting Wednesday, May 13, 2015

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

The Vermont State Colleges Board of Trustees Education, Personnel & Student Life Committee conducted a meeting Wednesday, May 13, 2015 at the Office of the Chancellor in Montpelier, Vermont.

Committee members present: Lynn Dickinson, Kraig Hannum (Chair), Jim Masland, Mike Pieciak

Absent: Karen Luneau, Alyssa Slaimen

Other trustees present: Church Hindes, 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: Scott Dikeman, Dean of Administration, Castleton State College
Maurice Ouimet, CSC Dean of Enrollment
Tony Peffer, Academic Dean, Castleton State College
Phil Petty, Academic Dean, Vermont Technical College
Beth Walsh, VSC United Professionals President-Elect
Jeff Weld, Director of Marketing, Castleton State College

Chair Hannum called the meeting to order at 4:30 p.m. He started the meeting with public comments.

VSCUP President-Elect Beth Walsh wished her comments to address the previous Finance and Facilities Committee. She asked that when the colleges consider increasing international student enrollment that they also make sure these students are taught English skills, and that faculty and

VSC Education, Personnel & Student Life Committee Meeting
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staff are trained to work with foreign students. She stated that the VSCUP would be glad to help with advocating for VSC funding at the state level.

A.   ITEMS FOR DISCUSSION AND ACTION

1.   Update on AGB Conference

Chair Hannum updated the Committee on his attendance at the Association of Governing Boards' annual conference on trusteeship. Video and downloadable handouts from the conference are now available online here.

2.   Lyndon: Update on Northern Essex Community College partnership

President Bertolino described a new venture the college is undertaking with Northern Essex Community College in Lawrence, Massachusetts, in which Lyndon State will enroll NECC associate's degree students in BA programs but will teach the courses on site in Massachusetts. This is a new opportunity that will benefit NECC students but also LSC students who will have internship opportunities in the Boston area. LSC is in the process of working with the Massachusetts Department of Higher Education, and also incorporating in the state of Massachusetts. General Counsel Reedy explained that Board support of the venture is appropriate due to its uniqueness, the fact that LSC must form an out-of-state corporation, and the fact that a contract including a lease of more than five years is involved. President Bertolino explained that for the program to be viable for NECC students, the tuition rate needed to be at Vermont in-state rates, and that this rate would be limited to students at the NECC location only.

Trustee Pieciak moved and Trustee Masland seconded the approval of the resolution. The Committee approved the resolution unanimously.

At this time Trustee Masland left the meeting.

3.   Castleton: Strategic Plan Update

President Wolk shared with the Committee that Castleton State College has created a ten-year strategic plan for growth, the Castleton Plan. With the creation of many masters programs, and the intention of presenting to the Board in the near future a proposal for a doctoral program, and with the growth anticipated in the new ten-year plan, it is time to consider changing the name of the college to Castleton University. He emphasized that the entire Castleton community is ready for this change, and that he is bringing the idea to the Board at this time for its support. Becoming a university is a way to launch Castleton into the future.

VSC Education, Personnel & Student Life Committee Meeting
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Chancellor Spaulding stated that the VSC enabling statutes allow the Board to change the name of a VSC institution. Legislation going through the state house currently will allow the Board to change the name of the Vermont State Colleges. He suggested the Board make a decision on the name change at the July meeting in order to allow Castleton to prepare to market its new name. The presidents agreed that the name change would not have a negative impact on the other VSC colleges, although President Murphy suggested that Johnson State, as a master's granting institution, may feel an impact. President Judy suggested that with this name change the system name may need to be reconsidered.

4.   Vermont Tech: Update on financial watch status for Equine Studies

President Smith reminded the Committee that the Equine Studies BA program had been put on financial watch in December. The plan now is not to enroll students in the BA program for Equine Studies in the fall; there were 9 deposited students in that program. Total enrollment has dropped and the program is expensive to run. They are exploring the viability of offering an alternative associate's degree to teach out the students currently enrolled; this will depend on commitments from new deposited students to remain in the alternative associate's program.

The meeting adjourned at 5:30 p.m.

"Castleton on the Move"
Castleton Strategic Plan, Fall 2013

<u>Introduction</u>

Castleton State College has enjoyed a notable reinvigoration during the past 10 years: a growing population of talented students, faculty, and staff; popular new academic and athletic programs; recently constructed, renovated, and purchased facilities; as well as a heightened sense of purpose and confidence among the campus constituencies.

Little about the college a decade ago foretold this reinvigoration. Had the Castleton of today been widely pronounced as the planned destination for the college 10 years ago, a skeptic back then might have replied with that old Vermont locution: "You can't get there from here."

Historically, that locution refers to the rugged Vermont landscape and circumstances. It suggests that, more often than not, there is some formidable obstacle in the way between here and there—a looming mountain range; a treacherous waterway; or a long, wide, deep stretch of spring mud. It further suggests that ingenuity, enterprise, and cooperation must be brought to bear in order to move over, around, or through that obstacle, and thereby win the way. Trailblazing, in other words, is one necessary reply to the Vermont landscape and circumstances—as it was 200 years ago, as it has been during the past 10 years at Castleton, and as it will be at Castleton again, with the college about to set forth into new territory during the next 10 years.

Since summer 2012, the Castleton community has considered how the college can continue to thrive, not simply survive, in the decade to come. Last fall, after plentiful meetings small and large, the community offered its support for the Castleton Strategic Plan Vision Statement. Last spring, seven college committees comprising 60 members undertook separate charges derived from that vision statement. Those committees made substantial contributions to this Castleton Strategic Plan by way of the drafts that they submitted in March and April. Late last spring and through this past summer, those drafts underwent necessary revisions as they were combined together into one unified plan. Most recently, all seven committees have reviewed the revised drafts of their work. As well, the president and cabinet have reviewed the entire plan, which identifies seven destinations and sets the courses that will guide the college to those destinations. Soon, with this map in hand, we members of the college community must make our way into that new territory itself, unleashing the trailblazing spirit as we go.

This plan, by definition, leaves implementation to the future—especially to the well-established college and trustees governance structures that will guide implementation. Nor does this plan burden the future with needless or counterproductive constraints. Trailblazing often needs the latitude.

The core values represented by the Castleton Mission Statement do, however, permeate this plan. Ideally, in turn, this plan and subsequent implementation will sustain, and intensify, the reinvigoration of Castleton—and therefore demonstrate that, with an abundant trailblazing spirit, you <u>can</u> get there from here.

Following this introduction, the document divides into two parts: first, the plan itself; and second, the appendix. Any quoted material cited within the plan comes directly from the vision statement. The appendix that follows the plan provides supplemental material: the Castleton Mission Statement, the recommendations issued last year by the college Task Force on Teaching and Learning Technology, the Castleton Strategic Plan Vision Statement, an excerpt from President Wolk's fall 2013 Convocation address, and a list of all committee members who contributed so generously to this plan.

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The Plan

<u>Undergraduate Education</u>

Destination 1: Castleton will "remain centrally committed to a relationship-based educational experience focused on undergraduates" and will "continue to offer undergraduates a multitude of curricular and extra-curricular opportunities that vigorously encourage academic achievement, civic responsibility, and a clearer sense of purpose in the world."

As Castleton grows through incremental increases in undergraduate enrollment and the development of new graduate programs, the college will need to build the capacity to support and deliver a high-quality educational experience to a larger number of undergraduate students. The over-arching goal is to continue to provide undergraduates with a truly transformative experience that is relationship-based, academically rigorous, and relevant to their personal and professional growth and objectives.

Inspired by this framework of relationships, rigor, and relevance, the Undergraduate Education Committee recommends the following courses to arrive at Destination 1 within the next 10 years.

1. Castleton will retain and strengthen its historical identity as a teaching institution that seeks the insights to be gained when the liberal arts and professional preparation are mutually informing. The college will thus ensure that the Castleton education is responsive to the world of the twenty-first century.
    a. Provide further support for teaching, community engagement, and scholarly and creative activity that occurs within collaborative partnerships across disciplinary boundaries.
    b. Use information from the Admissions Office about students' interests as well as market research from other sources to consider curricular innovation (e.g., converting some minors and concentrations into degree programs).
    c. Increase emphasis on undergraduates' application of knowledge and skills to complex regional, national, and global problems.
    d. Guide the General Education Program to foster integrative learning, including students' transfer of skills and knowledge from course to course and discipline to discipline.
    e. Continue to develop effective and efficient methods to measure undergraduate learning and assess program effectiveness.
    f. Demonstrate and convey the relevance and value of undergraduate programs for professional placement, post-graduate study, and citizenship.

2. Castleton will continue to be a learning community that values service, civility, and aspiration. These values will infuse an institutional identity in which sustainability, citizenship, and leadership are all integral themes.
    a. Develop a college-wide honor code to define and set expectations for Castleton community membership.

b. Support and expand programs that increase undergraduates' cultural competencies and cultivate their identities as global citizens (e.g., Soundings and study abroad).

c. Support and expand programs that foster the core values of sustainability and citizenship (e.g., Green Campus Initiative and Civic Engagement Certificate).

d. Apply for the Carnegie Classification of Community Engagement, an elective classification within the Carnegie Foundation for the Advancement of Teaching that recognizes colleges and universities for authentic and sustained community engagement.

e. Clarify undergraduate leadership and responsible agency as a core component of the transformative Castleton education.

f. Further integrate the "academic" and "student life" components of the Castleton undergraduate education.

3. Castleton will increase the availability of and emphasis on high-impact practices that achieve deep and engaged learning. The college will thereby prepare undergraduates to enter their civic and professional lives with confidence.

a. Integrate twenty-first century skills—including collaborative learning as well as analytic, synthetic, and other forms of critical thinking—throughout the college curriculum.

b. Increase support for intercultural experiences in the Castleton education by enhancing affordable study abroad opportunities for students and sustainable international exchange programs for students and faculty, as well as by increasing emphasis on global diversity within the curriculum.

c. Increase support for undergraduate research and faculty-student research collaboration.

d. Support increased experiential learning, including internships, community engagement, study abroad, and intercultural learning in diverse communities.

e. Support programs to develop rigorous capstone experiences.

4. Castleton will reaffirm that all members of the college community contribute to the learning and development of undergraduates. This ideal will be the hallmark of every Castleton educator, a professional who works with the full support of the Castleton community to meet this shared vision.

a. Continue to build collaboration among Castleton employees of all divisions.

b. Organize learning initiatives and encourage innovative pedagogy across campus, perhaps leading to the development of a center for teaching and learning, particularly concerning the integration of technology into teaching practices (e.g., hybrid courses).

c. Increase integration of co-curricular and academic programs.

5. The Castleton education is student-centered and situated in a learning environment where undergraduates are supported and challenged in an atmosphere of respect and collegiality. Castleton will continue to serve students who benefit most from the transformational learning offered by the Castleton education.

a. Coordinate evidence-driven efforts to support student success and persistence (e.g., transfer initiatives and Early Intervention Initiative).

b. Increase emphasis on and investment in advising that is grounded in relationships, that helps students achieve a reasonable pace to graduation, and that sets realistic goals.

c.   Help interested faculty to develop and offer select hybrid/online undergraduate courses that maintain relationship-based, engaged learning at the same level of rigor as face-to-face coursework.

d.   Maintain appropriate levels of academic rigor within programs, and communicate shared expectations for students' effort and success.

<u>Growth</u>

Destination 2: Castleton will increase its undergraduate population "to approximately 2,500 through a measured, incremental process that seeks to raise admissions standards and increase retention rates while expanding our recruitment efforts into each of the fifty states and all countries where we can develop sound recruitment opportunities."

As its undergraduate population increases, Castleton will continue to strengthen its commitment to the core values proclaimed in the Castleton Mission Statement.

In addition, Castleton will continue its many concerted efforts to recruit talented and dedicated undergraduates from Vermont and the Northeast.

But the college will deploy many new efforts, as well—efforts especially directed at national and international markets where the college has not hitherto made its presence known but from which the college can recruit undergraduates who will thrive at Castleton even as they bring more of the country, more of the world, and therefore more diversity to Castleton.

One such effort is the National Scholars Award, another in an array of merit-based scholarships that Castleton offers. All new out-of-state students who complete a rigorous college preparatory curriculum in high school and who earn a high school grade-point average of 3.0 or higher will receive the award. The National Scholars Award will attract additional bright, ambitious out-of-state students to Castleton and should help to increase the college retention rate, persistence rate, and graduation rate.

The Growth Committee recommends the following courses to arrive at Destination 2 within the next 10 years.

1. Because the Castleton Mission Statement represents what the college is and what the college aspires to become, Castleton will continue to strengthen its commitment to that statement and to the core values therein, even as the college undergraduate population increases by approximately 500 students.

a.   Invite all college constituencies to review the Castleton Mission Statement in public forums during the third, seventh, and tenth years of this Castleton Strategic Plan.

b.   Elicit recommendations from those constituencies about how the college can continue to strengthen its commitment to that statement.

2. Castleton will better harmonize <u>what</u> prospective undergraduates seek in a college education with <u>what</u> the college offers.

a.   Concentrate recruitment efforts on students who in fact already seek what the college offers.

b.   Based on market research, the Castleton Mission Statement, and consensus within and among the various college constituencies, offer more of what prospective students seek—in curricular programs; in extra-curricular programs, including

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athletics; and in preparation for productive careers, engaged citizenship, and meaningful lives.

3. Castleton will improve the opportunities for prospective undergraduates to attend the college.

    a. Monitor the effects of all merit-based college scholarship programs and make adjustments accordingly—so that those scholarship programs serve the most qualified students and best serve college recruitment and retention efforts.

    b. Add a need-based scholarship program and expand the service-based scholarship program, thereby diversifying the population of students who receive scholarships.

    c. Continue to provide more scholarships and more generous scholarship awards to eligible students.

    d. Provide a more inviting and beneficial experience for international students, including improved transition and support services, such as English as a Second Language (ESL) classes.

    e. Provide improved transition and support services for veterans, perhaps including a center for veterans.

    f. Offer more dual enrollment opportunities to area high school students who wish to finish high school and begin attending the college simultaneously.

    g. Offer more provisional enrollments to hard-working though underperforming students who demonstrate academic potential and wish to attend the college.

    h. Improve existing articulation agreements and increase the number of such agreements for transfer students and for students interested in advanced degree programs.

4. Castleton will help prospective undergraduates to understand more clearly the value of attending the college and being graduated from the college.

    a. Sharpen and heighten the college profile so that such value is fully, variously, and persistently proclaimed.

    b. Establish a new college website that articulates "the Castleton story," emphasizing the Castleton Mission Statement and core values as well as the many valuable opportunities the college offers to students from near and far.

    c. Apply the most appropriate, most advanced recruitment strategies and tactics in Vermont, the Northeast, and all other states and countries where the college can "develop sound recruitment opportunities"—and thereby reinforce the value of attending Castleton.

    d. Continue current international recruitment efforts, determine how best to take international recruitment to the next level, and pursue the most promising new strategies and tactics to reinforce the value of attending Castleton.

    e. Develop initiatives that attract more veterans to the college, especially by reinforcing the value of attending Castleton.

5. Castleton will increase the retention rate, the persistence rate, and the graduation rate among students who do attend the college.

    a. Continue to raise college-wide awareness about retention, especially about how crucial retention is to the college and how all members of the college community can work together to effect a higher retention rate.

    b. Better understand the causes of student attrition and then better address those causes whenever possible.

    c. Start and strengthen retention programs like the new Early Intervention Initiative.
    d. Help all students to understand more clearly the value of attending the college and being a graduate of the college.
    e. Identify the qualities of students who persist to graduation, prioritize those qualities in recruitment efforts, and foster those qualities in students new to the college.

Graduate Education

Destination 3: Castleton will develop "a number of exemplary graduate programs," including online and hybrid programs and courses—thereby establishing Castleton "as Vermont's public master's institution" and "exerting a positive influence" on the undergraduate experience.

As Castleton projects a decade of growth while remaining centrally committed to the hallmark of its mission—a transformative, relationship-based education—one goal of the college is to ensure consistency in the nature of the Castleton experience, whether that experience is at the undergraduate or graduate level or both. Committee members therefore envision an approach to graduate program development by which Castleton becomes an institution that produces graduate students with recognized mastery in their fields and the ability to act as transforming agents in the twenty-first century. The approach is grounded in these four values: transformative, relationship-based education; academically rigorous, exemplary programs; relevant programs aligned with student and community needs; and institutional support for graduate program quality.

The Graduate Education Committee recommends the following courses to arrive at Destination 3 within the next 10 years.

1. Castleton will develop graduate programs that maintain its dedication to excellence in teaching and close student-faculty interaction, thus ensuring a transformative personal, social, and academic experience for graduate students. Regardless of their campus-based, low-residency, or hybrid/online designs, Castleton's graduate programs will be recognized for their consistent transformation of students into educated citizens with recognized mastery in their fields.
    a. Ensure close student-faculty interaction and out-of-classroom learning experiences at the graduate level.
    b. Expand faculty development support, particularly in hybrid/online instructional strategies.
    c. Enhance efforts to recruit well-qualified graduate students and to meet the particular needs of graduate student development.

2. Castleton will develop graduate programs with clear and rigorous expectations that enhance the overall academic life of the college. The types of programs that the college offers will expand to include a variety of graduate, post-baccalaureate, certificate, and continuing education programs. Those programs will operate in concert to clarify the identity and strengthen the quality of Castleton's current and emerging specialties.
    a. Clarify both our current academic strengths and specialties and additional strengths and specialties that we want to develop.
    b. Clarify learning outcomes at the graduate level to ensure alignment and progression of student skill and expertise.

    c. Identify opportunities for the enrichment of the undergraduate experience in the design of graduate student experiences and assistantships (e.g., as mentors and activity coordinators) and in the design of undergraduate/graduate courses when appropriate.

    d. When appropriate, develop graduate programs that collaborate with community partners as centers for positive change in the city of Rutland, Rutland County, and the surrounding region.

3. Castleton will focus on developing graduate programs that align with prospective student and community needs inside and outside the Northeast. Consequently, the college will offer an array of programs that appeal to a diverse body of graduate students seeking professional development and expertise.

    a. Develop graduate programs that address Admissions Office student interest data, identify advantages over competitor programs, and connect with analyses of employment needs and trends.

    b. Where appropriate, develop low-residency, hybrid, and online graduate courses and programs tailored to student needs and interests and to the educational goals of individual programs.

4. Castleton will support the work of graduate program development and ensure consistency of quality across programs. The college will therefore guide the development of new programs and the ongoing improvement of existing programs by establishing clear expectations for program development, suitable resources to support those programs, and meaningful assessment of those programs through appropriate institutional leadership structures.

    a. Establish a clear set of core expectations that will guide departments in developing programs that meet college-defined standards of quality.

    b. Plan growth and maintenance of institutional infrastructure appropriate to the entire graduate student experience, including but not limited to classroom facilities, IT services, library resources, and access to housing.

    c. Establish an open, ongoing review process for graduate programs consistent with institutional and program accreditation guidelines.

    d. Review leadership structure to ensure support and consistent quality across graduate programs.

<u>Faculty and Staff Support</u>

Destination 4: Castleton will maintain or improve support for faculty and staff as the college increases its "undergraduate population to approximately 2,500" and develops "a number of exemplary graduate programs." The college will also "promote academic collaboration between undergraduate and graduate students and between students and faculty" through increased support "for teaching, scholarship, and creative endeavor."

Castleton rightly takes great pride in its effectiveness as an institution dedicated to offering an educational experience of high quality that seeks to transform the lives of students as both scholars and catalysts for good. Such a transformational education is best achieved within the context of a vibrant campus community characterized by mutual respect and meaningful interaction. The growth and expansion of graduate programs that we envision must be accomplished in a manner that strengthens these values. Castleton's continued success will depend upon faculty and staff who devote their time, energy, and

expertise in profoundly personal as well as professional ways. To honor and nurture such essential contributions, the college will extend its support of all employees in a variety of directions.

The Faculty and Staff Support Committee recommends the following courses to arrive at Destination 4 within the next 10 years.

1. Small class sizes and meaningful interaction between faculty and students are central elements of a Castleton education, and person-to-person service is fundamental to the Castleton experience. Therefore, faculty and staff numbers will continue the past decade's pattern of growing in step with enrollments as the college expands its undergraduate and graduate student populations.
    a. Continue adding sufficient full-time faculty to maintain current class size.
    b. Continue adding full-time staff at least to maintain the current level of service and workload.
    c. Seek to develop more funding sources for assistantships, internships, and work-study to help ease workload pressures for faculty and staff departments.

2. Recognizing that a Castleton undergraduate education is both relationship-based and academically rigorous, the college will provide faculty with the support necessary for effectively supervising undergraduate research and creative work that extends beyond normal course requirements.
    a. Provide more support to faculty members supervising substantial research or creative work at the senior undergraduate level.
    b. Review institutional policies for supervision of independent studies.

3. Because Castleton aspires to establish graduate programs characterized by rigor, relevance, and a relationship-based educational environment, the college will provide faculty with the time necessary for developing and sustaining programs that meet its standards of quality.
    a. Allow faculty members to incorporate summer teaching into their normal workloads.
    b. Provide more support for faculty members who are leading the development of graduate programs and who are creating new graduate curricula.
    c. Provide support for faculty members to sustain the quality of existing graduate courses.

4. Because Castleton intends to establish graduate programs that complement its focus on educating undergraduates in a relationship-based context, the college will provide intentional avenues of interaction between both graduate and undergraduate students and graduate students and faculty.
    a. Seek to develop more funding sources for graduate assistantships that promote graduate/undergraduate interaction in the classroom.
    b. Seek to develop more funding sources for graduate assistantships and internships that promote collaborative research and creative endeavor among graduate students, undergraduate students, faculty, and staff.

5. Recognizing that a genuinely transformational learning experience requires faculty and staff who are continually expanding their knowledge and expertise, the college will increase the resources available to faculty and staff for their professional growth.
    a. Seek to provide a comprehensive professional development program for staff.

  b. Keep faculty updated about the possibilities of receiving supplemental development funds from the academic dean's office.

  c. Continue building an endowment for faculty research and creative endeavor as a means of increasing support for faculty development through institutional grants.

  d. Strengthen efforts to communicate to faculty and staff opportunities for professional growth and to communicate how such opportunities might advance institutional priorities identified in the Castleton Strategic Plan.

6. Because Castleton's dreams for the future will transpire in a rapidly changing landscape of financial challenges, efforts to redefine higher education, and dramatic technological innovations, the college will evaluate at regular intervals the effectiveness of its tactics for support of faculty and staff, particularly in light of revisions that might be made to collective bargaining agreements.

  a. Whenever a new contract is ratified, assess its implications for support.

  b. Whenever appropriate, review the Castleton Strategic Plan to assess support opportunities and recommend any needed changes.

<div align="center">Infrastructure</div>

Destination 5: Castleton will add infrastructure, including "energy efficient facilities" and technology, thus "maintaining current class size" and ensuring that "the level of service to students and their families meets or exceeds that which we currently provide."

  Castleton will increase its undergraduate population by an average of approximately 50 students each year for the next 10 years. It will also add graduate programs at a measured pace. As part of this growth, the college will also seek to enhance its presence and importance as a key intellectual driver of entrepreneurship and community development in the city of Rutland and surrounding communities.

  The resulting revenue will initially finance the creation of new academic space within already existing college buildings and will eventually help finance new academic and residential buildings in preparation for serving an undergraduate population of 2,500, additional graduate students, and a select student population in Rutland.

  Because there will be many decisions to make about new classrooms, laboratories, and buildings—such as which existing buildings to repurpose or renovate, what exactly to build, when precisely to build, and where ideally to build, among others—Castleton will continue its relationship with an architectural consulting firm so that the college can expertly align growth with capacity. That firm will undertake extensive research and offer expert advice; but, ultimately, decisions about such matters will rest with the president, who will seek advice from the college community and approval from the Vermont State Colleges trustees.

  The Infrastructure Committee recommends the following courses to arrive at Destination 5 within the next 10 years.

1. For at least the first three of the next 10 years, Castleton will keep pace with the incremental increase in student population by creating new classrooms and laboratories within existing buildings on campus and continuing to increase its presence and influence in Rutland. The college will also plan for the future addition of academic and residential buildings.

<div align="center">9</div>

    a. Immediately begin architectural consultations to plan for the creation of new classrooms and laboratories within already existing college buildings wherever appropriate—and to plan for future new buildings.
    b. Decide which plans are the most promising plans for the college.
    c. Implement those plans for new classrooms and laboratories when student enrollment numbers reach a prescribed level.
    d. Promote sustainable and environmentally responsible designs, materials, and processes when adding new classrooms and laboratories.

2. When enrollment numbers warrant, Castleton will undertake to implement its plans for new buildings, thereby providing the college with even more academic space, including more library space, and more residential space, as well. The nature and location of these new buildings will depend on what the architectural consulting firm advises, what the president decides in consultation with the college community, and what the Vermont State Colleges trustees approve.
    a. Implement new building plans when student enrollment numbers reach a prescribed level.
    b. Promote sustainable and environmentally responsible designs, materials, and processes for all such construction.
    c. Increase library holdings and resources to serve a growing undergraduate and graduate population.

3. Castleton will expand and modernize its technology infrastructure. The college will make Internet and wireless service faster and more consistent across campus; add and improve classroom and library technology when and where appropriate; and, as revenue from increased enrollment permits, continue seeking to implement recommendations offered by the college Task Force on Teaching and Learning Technology.
    a. Continue working to ensure that Internet and wireless service is faster and more consistent across campus.
    b. Add and improve classroom technology when and where appropriate.
    c. Add and improve library technology when and where appropriate.
    d. Continue seeking to implement the recommendations offered by the Task Force on Teaching and Learning Technology.

4. Castleton will develop deferred maintenance, renovation, and replacement schedules for college buildings and technology infrastructure.
    a. Establish and follow ongoing schedules so that college buildings and technology infrastructure support excellence in undergraduate and graduate education.
    b. Ensure that all renovated, repurposed, and new space includes the best technology infrastructure that college resources can provide.

<u>Funding</u>

Destination 6: Castleton will increase "public and private funding."

As the percent of funding from the state remains level or decreases, it will be necessary for Castleton to continue funding alternative sources of revenue.

To secure that revenue, the college will expand fundraising efforts in the areas of annual giving, niche giving, corporate giving, sponsored research (grants), scholarships,

and endowment donations, while also launching a capital campaign that aligns with strategic initiatives. The college will explore public-private partnerships for future projects and will seek alternative revenue from auxiliary services, entrepreneurial ventures, graduate programs, and continuing education. As the college continues to rely heavily on external funding sources, it will be important to establish a culture of college entrepreneurship that recognizes revenue-generating departments, programs, and individuals. Just as important will be establishing a culture of philanthropy among all college constituents.

By developing a comprehensive and workable advancement plan, the college will actively pursue creative fundraising initiatives to strengthen its financial position. This plan will focus on raising funds for various institutional and department-level priorities, including scholarships, program enhancement, facilities, equipment, and new program development.

The Advancement Office will work closely with administrators, college deans, and department chairs to help raise necessary funds for their projects. At the same time, the office will direct financial support to students with the greatest need, through scholarships, assistantships and, if possible, more opportunities for student employment on campus.

The Funding Committee recommends the following courses to arrive at Destination 6 within the next 10 years.

1. To serve students well and provide an outstanding educational experience, Castleton will continue its careful stewardship of existing resources and its creative, active pursuit of fundraising initiatives.
    a. Continue to build and maintain positive internal and external relationships.
    b. Develop and implement a comprehensive annual giving effort.
    c. Generate new resources and foster greater self-sufficiency by increasing the participation of parents, alumni, and other donors in support of fundraising initiatives.
    d. Launch and execute fundraising efforts that align appropriately with strategic initiatives outlined in the Castleton Strategic Plan.
    e. Expand advertising and media relations into specific markets and regions that are identified as key areas of opportunity for recruitment and fundraising.

2. As the college grows, Castleton will look for opportunities to increase and expand external funding opportunities (e.g., corporate giving, niche giving, sponsored research, scholarships, endowment donations, etc.) by initiating and strengthening public-private partnerships.
    a. Continue to develop strategic alliances with local, state, and federal policymakers.
    b. Develop and implement a strategy for increasing our endowments and support through planned giving.
    c. Develop and implement a comprehensive external fundraising strategy.
    d. Develop and expand public- and private-sector partnerships that support such opportunities as research and the arts.
    e. Increase grant revenue in support of research and creative endeavor.
    f. Expand the revenue generated through such entrepreneurial ventures as the campus store, conferences and events, and continuing education.
    g. Encourage innovation and future-oriented planning to promote an institutional climate of dynamic growth and change.
    h. Develop and implement an overarching marketing strategy and plan that creates greater awareness and informed advocacy across the college's local, state, national, and international audiences.

<u>Region, Town, and College</u>

Destination 7: Castleton will "continue to strengthen the mutually beneficial relationship between the college and the town of Castleton" and will further develop the relationship between the college and the region, especially in the city of Rutland and Rutland County.

The town of Castleton was settled in 1767. Twenty years later, the Vermont General Assembly, meeting in Rutland, chartered the Rutland County Grammar School, from which Castleton State College has evolved. School, town, and city have stood together for over 225 years.

The historical association between school and town continues to produce mutual benefits. The town is a quintessential Vermont town and so helps the college to recruit students. After those students arrive, the town provides them municipal services, off-campus housing opportunities, and sometimes employment opportunities, as well. In turn, the college pays municipal fees to the town; contributes money to the town fire department and police department; and sponsors innumerable intellectual, cultural, and athletic events, including a popular summer concert series and, most recently, free skating at the new college ice rink—all of which are available to town residents. Volunteers from the college help to maintain the local Meals on Wheels program and the town community center. Students, of course, support the town economy by frequenting local establishments and renting local apartments and houses, and they support town schools by acting as mentors at the elementary school.

Despite these and other benefits, the college and town do feel some of the same aggravation and strain felt between colleges and towns across the country.

To further strengthen the relationship between the college and town and to further develop the relationship between the college and the region, the College and Town Committee recommends the following courses to arrive at Destination 7 within the next 10 years.

1. Castleton will continue to develop mutually beneficial relationships throughout the region, especially in the city of Rutland and Rutland County.
    a. Continue to establish the intellectual role of the college in the advancement of the city, county, and region.
    b. Continue to develop new opportunities that reinforce this role of the college (e.g., opportunities like the Spartan Arena, the Castleton Downtown Gallery, and the college's current partnership with the Paramount Theatre).

2. Castleton will further encourage the college community to collaborate with the town and other local communities in service and civic engagement projects.
    a. Emphasize the importance of such community service during Orientation, First-Year Seminar, and civic engagement events.
    b. Complete service and civic engagement projects that promote college and community cooperation.

3. Castleton will continue to create opportunities by which members of the college and members of the town can communicate with and cooperate with one another.

a. Periodically convene advisory committees comprising a cross section of college members and town members to share ideas about how to address issues of common interest.
b. Appoint a college liaison who regularly communicates with the town, for example announcing college events and resources available to the town, announcing college plans for growth, and replying to town queries and complaints.

4. Castleton will continue to develop strategies that mitigate disruptive student behavior toward town neighbors and neighborhoods.
a. Introduce new students to the town through means like Orientation and First-Year Seminar. Underscore the historical association and the dynamic interrelationship between college and town.
b. Continue to provide all students, especially those who wish to live off campus, with rules and recommendations for visiting in and living in town.

The Appendix

<u>Castleton Mission Statement</u>

Castleton, the 18th oldest institution of higher education in the United States, emphasizes undergraduate liberal arts and professional education while also offering selected graduate programs.

The College 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 an active and supportive campus community. Castleton strives to learn, use, and teach sustainable practices. The College prepares its graduates for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship.

As a member of the Vermont State Colleges, Castleton is committed to supporting and improving the region's communities, schools, organizations, businesses, and environment.

UPDATE 8-28-12
TO: President Wolk and the Castleton Faculty Assembly Executive Committee
FROM: The Task Force on Teaching and Learning Technology
RE: Recommendations
DATE: August 23, 2012

The Task Force has worked over the summer investigating a number of educational technologies and best practices, reviewing the college's current assets and infrastructure necessary for learning technology use, and exploring the informal practices of technology use, access, and support across campus. Our preliminary recommendations to the administration and faculty follow.

Over the course of our discussions, it became apparent that there already exists a diverse wealth of innovative teaching and learning technology (TLT) use at Castleton, and that "if only Castleton knew what Castleton knows," we would be much more productive in enhancing student learning and communicating our achievements. Thus a final step in its work, the Task Force is currently drafting a faculty survey, to be completed early this fall, that will provide more detailed information to guide the direction of our recommendations. A draft of our proposed survey questions is attached to this report.

1. **Extend robust wireless access to all academic buildings.** In the era of "The Cloud," network and Internet access is the basis for most educational technology, and until robust wifi access is available in all classrooms, the possibilities for teaching and learning applications using portable, connected devices are limited. Lack of ubiquitous wifi puts us at a competitive disadvantage relative to other schools as well. IT services estimates equipment and licensing costs of approximately $50,000 plus installation costs of approximately $1,000 related to wiring.

2. **Assure student access to the technology they need for their courses by developing a baseline standard for individual computing resources integrated into students' cost of attendance and financial aid packages.** The task force discussed the fact that most, although not all, students currently have personal computers, and an increasing number are utilizing other portable connected devices such as smartphones, but currently students do not bring them for use in class, nor can faculty plan for in-class uses. As a corollary to the above, faculty must have equivalent access to the same resources; the college should provide this.

3. **Implement a professional development program to address teaching-learning technologies.** Considering Castleton's dedication to provide a diverse and challenging curriculum where individuals matter, we should maintain a focus on enhancement of student learning rather than adoption of technology *per se.* The professional development program should be informed by: an understanding of current and future students' expectations and learning styles; an understanding that "technology" is a vague term, referring to a number of dissimilar things; the continuous changes in technology; and faculty motivation and time issues. The specific direction of this program should be determined following a survey of current faculty use of and interest in TLT. (See attached draft survey question #2 for potential options.)

4. **Support discipline-specific approaches to technological innovation, including the addition of a "technology" line in the Education Resources budget.** Despite the distinct marketing

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attention that would be garnered by the adoption of a signature technology across the campus (e.g. iPads for all students), the task force does not recommend that college pursue a single technology for the whole school. While we discussed this question at length, ultimately we felt such an effort would not yield the best results for enhanced student learning, given the compatibility issues, turnover rates, and the variation in needs across the curriculum. Individual departments may, however, find department-wide adoption of specific technologies to be advantageous and college policies and procedures should support this. College-wide, support for educational technology innovation might best be supervised by an appropriate Faculty Assembly Committee (e.g. Educational Resources) charged with researching best practices with new technology and recommending policy on adoption and faculty development. Coordination with VSC system initiatives, particularly the VSC Teaching Learning Technology group, is also an important resource to support TLT innovation.

5. **Re-examine the General Education computing requirement.** BUS 1270 was revisited this summer by the department, and COM/ART 1230 had its course description changed for the latest catalog, but neither change was examined by the Faculty Assembly as a part of the General Education program. In re-examining this requirement, the Faculty Assembly should define what we expect new students to have as certain baseline skills and decide how far we need to further develop these, particularly the use of technology to create, to learn, and to solve problems.

6. **Establish capital and maintenance budgets for classroom technology with the goal of standardizing technology in each classroom type** (small, medium, lecture hall). The process should determine what standard equipment should be for each (e.g. projector, computer, laptop connection, sympodium, smartboard, document cameras...even chalkboards). Learning spaces of a given size should be upgraded simultaneously so faculty can move fluidly in technology use from one location to another. The F.A. Educational Resources Committee should establish priorities as this initiative progresses.

7. **Review best practices at other schools and accordingly structure the college store's textbook priorities to provide e-texts and online interactive text resources at minimal cost.** In this regard, the college store and library should be active partners with faculty in developing innovative and economical approaches to digital texts and online materials.

8. **Prioritize the incorporation of technology as a means of enhancing the   student experience from recruitment and admissions through graduation and alumni relations.** At every "Spartan" touch-point, not just the classroom, the idea of an individualized, technology-enhanced approach should be cultivated. Administrative tasks should be automated so that student time on campus is spent learning and engaging with the college community. The current method of online registration for existing students, which incorporates high touch (meeting with advisor and approval to register online) and high tech (ability to register online), works well. This kind of a process should be extended to applications for degrees, declaration of major, financial aid applications and registration for new graduate students, so that all of us - faculty, staff, and students alike -- are using, and modeling expectations for lifelong use, of online tools and resources. Faculty and staff time would then be spent on providing a higher level of service to students who have special circumstances or who need personal attention.

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New graduate and certificate programs will require these enhanced online services to be competitive. Administrative initiatives currently under consideration in support of this priority include adoption of an electronic course catalog and a redesign of the college's website.

9. **Offer hybrid/non-conventional models of course delivery where appropriate.** In supporting such models, the college should work to define a "Castleton Way" of learning in online environments: technology used in offering non-conventional courses should be employed to enhance Castleton's competitive position as an institution that differentiates itself by treating people in a specialized and individualized manner.

<u>Castleton Strategic Plan</u>
<u>Vision Statement</u>
11/28/12

Summative Statement

Over the next decade, Castleton will remain centrally committed to a relationship-based educational experience focused on undergraduates, but with a renewed emphasis on high-quality graduate education. We will continue to offer undergraduates a multitude of curricular and extra-curricular opportunities that vigorously encourage academic achievement, civic responsibility, and a clearer sense of purpose in the world. To ensure that the college continues to thrive, we will remain steadfast in our pursuit of increased public and private funding, and we will increase our undergraduate population to approximately 2,500 through a measured, incremental process that seeks to raise admissions standards and increase retention rates while expanding our recruitment efforts into each of the fifty states and all countries where we can develop sound recruitment opportunities. We will also establish Castleton as Vermont's public master's institution, strategically developing a number of exemplary graduate programs.

Clarifications and Elaborations

As we increase our student population, we will continue to add sufficient full-time faculty and energy-efficient facilities, thus maintaining current class size. We will also continue to add staff, infrastructure (including technology), and other resources to ensure that the level of service to students and their families meets or exceeds that which we currently provide. And we will continue to strengthen the mutually beneficial relationship between the college and the town of Castleton.

Faculty may offer select undergraduate courses online or in hybrid formats, within the context of an institutional strategy that retains face-to-face instruction as the preferred method at the undergraduate level in both general education and major programs. We will continue to develop on-campus graduate programs and courses that exert a positive influence on the undergraduate experience. However, we will also develop online and hybrid graduate programs and courses whenever they are better suited to the needs of graduate students.

To promote academic collaboration between undergraduate and graduate students and between students and faculty, we will increase support for teaching, scholarship, and creative endeavor in all ways appropriate to an institution whose central commitment remains undergraduate teaching and learning.

Excerpt from President Wolk's Convocation Address
Fall 2013

Over the past fifteen months the college community has engaged in a comprehensive, inclusive and exhaustive planning process for our future. The Castleton Plan will be finalized during the fall semester, and I am very excited about this strategic plan and the blueprint for the next decade. I am also very grateful to Professor Denny Shramek and Academic Dean Tony Peffer for guiding us through this journey, including all of you along the way in establishing trails and destinations that will benefit the college now and in the future.

The headline of the Castleton Plan is that we are indeed a college on the move. The Plan builds on the reinvigoration of the college over the past dozen or so years, with well-planned incremental increases in undergraduate and graduate enrollment, staffing, programs and facilities, and with an eye toward a greater investment in and commitment to the Rutland area, including downtown Rutland as a destination for selected new programs for graduate students and upper level undergraduates that will further enhance the quality of a Castleton education.

Since we have renovated virtually every existing building on campus, and built many new ones, it is clear that we are very close to the capacity of our current campus footprint. Our promising future is predicated on continued expansion of academic programs and steady, well planned enrollment increases. However, much of that growth may well be away from Castleton's main campus, in yet to be determined venues in the Rutland region, and will include a combination of approaches to online and distance education along with more traditional face to face education. What will not change is the relationship-based approach to education that our faculty and students cherish.

This is a tremendously exciting time for the college and our future. We need to continue to be entrepreneurial and innovative in our approach to the growth of the college. It will take the collective creativity of a small college with a big heart to launch us into new frontiers that will capture the essence of what makes us special and unique, ensure our financial stability for the future, and contribute to the cultural and economic well-being of Vermont.

Our students come to us every year as bright and promising young adults, with the future world within their reach. This is also true for our beloved Castleton, full of bright promise for the future, clearly a college on the move.

It is also clear to me that we need to preserve all that we love about our campus family, but it is also imperative that, if we are to survive and thrive, we need to grow.

Our vision moving forward is a testament to the remarkable progress of the past dozen years. We are proud of what we have accomplished together in these years and for doing it in a way that embraces our rich history and enhances our cherished traditions.

So today please join me in celebrating Castleton, our small college with the big heart and high expectations, the college on the move, the place that will always offer you the warm embrace of a loving family. Thank you.

Committees and Committee Members

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Janet Hazelton, Director of Human Resources
Ingrid Johnston-Robledo, Associate Academic Dean
Colleen Klatt, Dean of Advancement
Gayle Malinowski, Chief Technology Officer
Harry McEnerny, Professor, Theater Arts
Maurice Ouimet, Dean of Enrollment
Tony Peffer, Academic Dean
Dennis Proulx, Dean of Students
Denny Shramek, Professor, English
Jonathan Spiro, Associate Academic Dean and Associate Professor, History
Trish van der Spuy, Associate Professor, History
Yasmine Ziesler, Associate Academic Dean

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Jennifer Jones, Director, Upward Bound
Deborah Alongi, Assistant Professor, Biology
Heidi Whitney, Director of Budgets and Finance
Bill Wiles, Director of Grants and Special Projects

The College and Town Committee
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Co-Chair: Peg Richards, Professor, Business Administration
Victoria Angis, Assistant Dean for Campus Life
Mary Droege, Part-Time Faculty Member, Natural Science
Corrine Keener, Castleton Student
Marc Klatt, Head Football Coach
Tom Rutkowski, Professor, Business Administration
Andy Vermilyea, Assistant Professor, Analytical/Environmental Chemistry

STRATEGIC PRIORITIES: CCV 2020

Strategic Priority 1   **CCV will achieve measurable improvements in student access and success.**

Outcome A.   CCV's enrollment and communication services initiatives support all academic centers, and programs and the College's overall projected enrollment growth.

Outcome B.   CCV will achieve an increase in course completion, retention and degree completion rates.

Outcome C.   CCV students will be able to access and complete any CCV program from any location in the state utilizing innovative delivery models.

Strategic Priority 2   **CCV students will participate in learning environments that foster engagement and retention.**

Outcome A.   CCV students will experience high levels of engagement in their courses.

Outcome B.   CCV faculty will achieve high levels of student engagement through a variety of traditional and innovative methods.

Outcome C.   CCV staff will have the skills to assess and support the use of technology by faculty and students.

Outcome D.   CCV students, faculty, and staff will have access and the skills to use high-quality information resources.

Strategic Priority 3   **CCV will provide comprehensive academic services to support students in accomplishing their educational goals.**

Outcome A.   CCV will provide a complete array of academic support services, regardless of students' locations and schedules, by fully leveraging emerging technologies, diverse delivery methods, and community partnerships.

Outcome B.   CCV will engage students in a process of systematic advising that takes full advantage of both staff and faculty expertise.

Outcome C.   CCV students will have access to effective career advising.

Strategic Priority 4   **CCV will offer programs and course sequences that meet the needs and aspirations of Vermont's diverse constituencies.**

Outcome A.   CCV will offer high-quality programs that fully prepare graduates for meaningful employment and continuing education.

Outcome B.   CCV courses and programs will foster student engagement with local and global communities through projects, service learning, internships, study abroad, and other forms of social networking.

Outcome C.   CCV will work closely with a broad spectrum of community partners to offer courses and programs that address local needs.

Strategic Priority 5   **CCV will strengthen its human and other resources to accomplish the mission and strategic priorities of the College, while maintaining financial viability.**

Outcome A.   The number of faculty and staff will be sufficient for program and service delivery in all academic centers.

Outcome B.   CCV will be an exemplary workplace as evidenced by employee attitudes regarding organizational communication, compensation, supervision and professional development.

Outcome C.   CCV tuition will be affordable for students and support a sustainable budget.

Outcome D.   CCV will increase non-tuition revenue sources.

Outcome E.   CCV facilities and information technology infrastructure will meet the evolving needs of students, programs and services.

JSC 2010-2015

A Plan for Access, Engagement & Success

August 1, 2010

Johnson State College ▲ Johnson, Vermont ▲ www.jsc.edu

INTRODUCTION

Why Plan? Why Now?

While higher education is a sturdy and enduring social institution, it also is an extremely dynamic enterprise. Each generation of students has its own characteristics, aspirations and challenges.

Planning forces us to look at where we've been, assess where we are and envision our future – a future aligned with stated goals and attain-able resources. It insists that we evaluate our work, share our results, call current practices into question, and look at things in new ways.

By planning, we demonstrate confidence in JSC's future. We create a path for ongoing work, establish well-defined priorities, set milestones to evaluate our progress, and realign our compass to ensure that "true north" is always pointed toward student success and continued institutional excellence.

Planning Makes Things Happen

With the support of a five-year Title III "Strengthening Institutions" grant received in 2005, we identified six ambitious goals – among them the restructuring of first-year advising and the development of the extended classroom experience. These goals prompted us to create a dedicated Office of First-Year Experience, launch a "Creative Audience" course with diverse programming, create programming specifically aimed at supporting new students, and support a greatly expanded culture of learning beyond the classroom.

From Critical Issues to College Plan

Building on this success, we entered the next phase of planning at the start of the 2008-2009 academic year by establishing a steering committee of JSC staff and faculty to guide our work. We adopted a "critical issues" approach – focusing on issues we determined to be critical to the survival and success of Johnson State College.

At the top of the list, front and center, is the success of students, with high-quality teaching so tightly connected that it is impossible to posit one goal without the other.

Next up: a College-wide commitment to ongoing student success, which we recognize is just as crucial to student success as a strong start. After all, succeeding in college is a complex process. It requires many students to take an entirely new view of themselves, to revise their approach to their education and learning, and sometimes even to learn a new language and culture. Similarly, we have come to appreciate that transfer students deserve our attention. While they may be experienced in some aspects of college, they are new to JSC and are starting a new chapter in their lives; they don't automatically know how to "do" college just because they have tried it before.

We identified "civic engagement" as another key goal, recognizing that students who show a commitment to their own learning and feel a connection to Johnson State from the start are most likely to thrive at JSC. Civic engagement is more than "a good thing to do." It helps students build a strong sense of identity and perceive themselves as vital members of a vibrant community of learners. It extends the educational process beyond the classroom. And it prepares students for lives as fully contributing members of society.

We established our final two goals – continued fundraising and campus upgrades (to information technology and our physical spaces) – as crucial to advancing our objectives of teaching, learning and engagement.

It is clear that planning cannot be episodic; it must be part of the ongoing work we do. We need to keep asking and inventing the questions that will link our daily decisions with our aspirations for Johnson State College's future. To that end, we arrive at our new college plan.

JSC 2010-2015: A Plan for Access, Engagement & Success

1. Increase academic challenge and student achievement.
2. Foster early and ongoing student success.
3. Identify and enroll students most likely to thrive and succeed at JSC.
4. Strengthen JSC's contributions to Lamoille County and Vermont.
5. Align campus and technology upgrades with academic priorities.
6. Strengthen JSC's future through gifts, grants and investments.

Priority # 1: Increase academic challenge and student achievement.

Johnson State College will create a more distinctive academic program, with greater flexibility, more streamlined general-education requirements and fewer roadblocks to timely graduation.

Key Outcomes	Indicators	Year 1 Strategies and Projects
Students in all programs will experience an increased level of academic challenge.	• JSC will expand the opportunities for undergraduate research program by program, department by department.	• Undergraduate research opportunities will increase by one department.
	• All students will experience at least one significant extended classroom experience that connects experiential education to classroom learning.	• The annual Extended Classroom Experience (ECE) showcase event will expand in the number of student presentations and displays, in the number of community organizations represented and in the number of community partners attending.
	• JSC will develop and implement an honors emphasis suited to the College's mission, including broad access and participation as well as an emphasis upon learning through high-quality extended classroom experiences.	• A consultant will lead a discussion with faculty and others about the range of honors programming available nationally and the "honors" focus desired at JSC. • A faculty working group will draft and present a proposed honors plan.
	• Students will report an increased level of academic challenge on the National Survey of Student Engagement (NSSE).	• Data from the annual NSSE will inform conversations between students, faculty members and advisors.
All academic programs will streamline pathways to student success.	• Credits for majors will be reduced or fully justified, especially where programs exceed the VSC limit of 50 credits.	• Any addition of major program credits will be balanced by an equal or greater number subtracted.
	• Programs with more than 60 credits will be targeted for 15% credit reduction; programs requiring 50-60 credits will be targeted for a 10% reduction.	• Working groups will consider and plan for target reductions.

• The College will develop a more flexible general education core curriculum (GECC) in support of student success and a quickened pace to graduation. The revised GECC will avoid excessive regimentation and will be based on outcomes rather than a menu of courses, and its rationale will be fully articulated in publicly available documents.	• The Policy 101 review of general education will contain an action plan of items to advance the goals of increased flexibility and transparency. • Policy 101 will serve both as an ongoing "to do" list and as a reference point for indicators of progress.
• JSC will provide students with a full range of elective opportunities.	• The College will gather data on the elective credits earned by 2010 graduates.
• JSC will develop and articulate pathways that enable more students to graduate within four years.	• The College will identify and remove remaining barriers to CCV students' continuation at JSC.
• The College will continue to create more online and low-residency options.	• Final plans to begin offering online degrees through EDP will be completed, with online program to start with the Spring 2011 semester. • EDP will develop a plan and budget to support instructors in all modes of course delivery.
• Surveys and advising evaluations will show that the College is meeting its commitments as outlined in the 2009 statement on academic advising adopted by JSC and the Vermont State Colleges.	• JSC will develop, adopt and pilot an advising-evaluation tool.
• The College will fully utilize the summer to support students' academic success.	• JSC will develop an academic plan for summer that not only helps freshmen get off to a good start in the fall, but provides continuing students with the opportunity to take required courses.
• The College will steadily decompress academic scheduling, with the goal of having no more than 50% of courses start between 10 a.m. and 2:30 p.m. Monday through Thursday, and distributing other courses equally among early mornings, late afternoons and on Fridays/weekends.	• There will be a 10% improvement in course starts outside of "prime time" by spring 2011.
• The College will see continued improvement in first- to second-year retention among all student cohorts.	• There will be a 2% improvement per year.
• All student cohorts will accelerate their time to graduation, with a goal of 50% graduating within six years by 2015.	• There will be a 3% improvement per year.
• The College will deploy a variety of tools (e.g., NSSE, retention/graduation analyses, and academic-advising evaluations) to gauge its commitment to student success and academic challenge.	• Two open forums on campus will provide opportunities to present and discuss findings. • Successes will be shared at the deans' forum and/or VSC annual retreat.

3. **All academic programs will be committed to continuous improvement.**	• All programs will design and implement strategies for end-of-program assessments.	• Programs will design and implement end-of-program assessments by spring 2010.
	• All programs will gather assessment evidence that will be used annually for pedagogical and/or curricular renewal.	• "Feedback" loops to program improvements will be in place by spring 2011.
	• The best programs will design and implement mid-program and post-program assessments.	• At least two academic programs will implement "full," multi-stage assessments.
	• The College will invest in signature programs.	• Full-time faculty searches will reflect these priorities.
	• The College will use available funds to constantly and consistently improve program quality.	• A multi-year faculty recruitment and replacement plan, with fully articulated budget implications, will reflect institutional priorities.
	• The College will design and adopt new programs (majors, certificates, etc.) as they relate to institutional strengths and external demands.	• A new Digital Media faculty member will be in place, paving the way for a new concentration and, ultimately, program.
	• The College will continue to develop its library resources, including staffing, and align them to align academic priorities.	• The College will present and discuss a plan to develop library resources and the budget implications of such a plan.
	• The College will deploy a variety of tools (e.g., VSC Policies 101 and 109, cost-revenue analyses, etc.) to gauge its commitment to the continuous improvement of academic programs.	• Two open forums will provide opportunities to present and discuss findings on campus. • Successes will be shared at the deans' forum and/or VSC annual retreat.

Priority # 2: Foster early and ongoing student success.

Johnson State College will embody a campus culture of ongoing and intentional community-building and engaged learning that crosses and blurs the boundary between student life and academic affairs.

Key Outcomes	Indicators	Year 1 Strategies and Projects
1. **A College-wide commitment to <u>early</u> student success will focus on early engagement and cut across boundaries between the departments of Academic and Student Affairs.**	• JSC will continue to increase the percentage of first-year students who return for their second year by 2% per year, toward a goal of 75% persistence by 2015.	• There will be a 2% improvement per year.
	• The College will secure full funding (institutional, private and grant) for Title-III supported positions, initiatives and programs deemed necessary for early student success.	• Key personnel will be in place. Initiatives such as First Year Seminar, Common Reading Initiative and Creative Audience will continue after the Title III grant expires on 9/30/10.
	• All new faculty hires will commit to student success, and all components of the search process will be designed to gauge that commitment.	• External advertisements and internal position announcements will reflect this priority.
	• Through NSSE and other means, students will demonstrate a social adjustment to college as well as familiarity with and knowledge of the support services available to them.	• The College will use data from the annual NSSE survey, particularly the Supportive Campus Environment benchmark, to gauge success.
	• The College will transfer lessons learned from first-year seminar development and first-year experience transformation to other first-year courses and experiences, at the rate of 3 to 5 per year.	• A summer 2010 development activity will reflect this priority.
	• The College will fully utilize the summer to support students' academic success.	• JSC will develop an academic plan for summer that helps freshmen get off to a good start in the fall.
	• JSC will use Radio JSC to address multiple aspects of student experiences at the College, much as *Basement Medicine* does.	• The College will pilot a first-year seminar on Radio JSC.
	• The College will plan and implement a mentor program to support the success of beginning students.	• JSC will plan and pilot a mentoring initiative.
	• The College will create a joint faculty/staff task force to continue exploring and monitoring ways to break down the barrier between academic and student affairs in the interests of student success.	• The task force will hold campus and e-forums to solicit ideas and discuss initiatives.

	• JSC will be seen as a leader in early student success.	• Title III project director will present at a national Title III meeting.
	• The College will deploy a variety of tools (e.g., NSSE, BSSE, retention analyses and evaluation of academic advising) to gauge the effectiveness of its commitment to early student success.	• Two open forums on campus will provide opportunities to present and discuss findings. • Successes will be shared at the deans' forum and/or VSC annual retreat.
2. A College-wide commitment to ongoing student success will apply lessons learned from the focus on first-year students to all other student populations, especially transfer students and sophomores.	• JSC students will accelerate their time to graduation, with the goal that 50% of full-time students will graduate within six years by 2015.	• There will be a 3% improvement per year.
	• All students will experience at least one significant extended-classroom experience that connects experiential education to classroom learning. • It will be the responsibility of each department to create such an experience.	• The annual Extended Classroom Experience (ECE) Showcase event expand in the number of student presentations and displays as well as in the number of community organizations represented and community partners attending.
	• Periodic assessments and evaluations will validate the College's progress in meeting the commitments of the 2009 statement on academic advising adopted by JSC and the Vermont State Colleges.	• JSC will develop, adopt and pilot an advising-evaluation tool. • JSC will expand orientation for new, full-time faculty members to include a separate advising component and will provide ongoing professional development for all advisors.
	• The College will steadily decompress academic scheduling, with the goal of having no more than 50% of courses start between 10 a.m. and 2:30 p.m. Monday through Thursday, and distributing other courses equally among early mornings, late afternoons and on Fridays/weekends.	• There will be a 10% improvement in course starts outside of "prime time" by spring 2011.
	• The College will develop a more flexible GECC in support of student success and a quickened pace to graduation. The revised GECC will avoid excessive regimentation and will be based on outcomes, rather than a menu of courses, and its rationale will be fully articulated in publicly available documents.	• The Policy 101 review of general education will contain an action plan of items to advance the goals of increased flexibility and transparency. • Policy 101 plan will serve both as an ongoing "to do" list and as a reference point for indicators of progress.

	• As a result of institutional research gauging current success rates of transfer students and steps taken to facilitate their pathway through Johnson State, transfer students will show improved rates of persistence and graduation.	• Institutional research will measure current rates of transfer-student success. • The Registrar's office, in consultation with College staff and faculty, will work to consolidate improvements in the award of GECC credit. • The College will identify and remove remaining barriers to CCV students' continuation at JSC.
	• JSC students will show an improved rate of persistence from sophomore to junior year.	• The College will gather data on current rates of sophomore-to-junior persistence and, using "Sophomore Transitions" materials from the National Resource Center for The First-Year Experience & Students in Transition, set targets and develop pilot strategies to improve sophomore retention.
	• JSC will undertake a 90- to 100-credit "degree completer" initiative.	• JSC will retain or assign a person to contact all EDP students who have left after earning 90+ credits, inviting them to plan the completion of their degrees.
	• The College will secure resources for a fully funded Center for Student Success, with mini service centers ("pods") at various campus and community-based (EDP) locations.	• JSC will submit a proposal for a special appropriation (earmark) to support a new Center for Student Success.
	• JSC will create a co-curricular "transcript" that will enable the College to examine the relationship between student co-curricular activities and persistence/attrition/graduation.	• As a proxy for the co-curricular student transcript to be developed, JSC will utilize student responses to the NSSE survey to examine the relationship between persistence and attrition.
	• The College will create new indicators of student success, taking into account the more complicated trajectories of today's college learners.	• The Registrar will identify a professional activity to support his development of a new set of appropriate, contemporary and measurable indicators of student success.
	• JSC will continue to develop analytic tools to track persistence/success and exits, as well as the factors influencing these outcomes.	• The Registrar, the Academic Dean and the Director of First-Year Experience will convene a group to consider next steps, perhaps reinvigorating (in revised form) the 20Q interviews for "undecided" students.

	• The College will deploy a variety of tools (e.g., retention/graduation analyses and program-by-program evaluation of academic advising) to gauge its commitment to ongoing student success.	• JSC will hold two open forums on campus to present and discuss findings. • Successes will be shared at the deans' forum and/or VSC annual retreat.
3. **The College will balance increased academic challenge with academic supports and resources for all students.**	• JSC will offer expanded and improved support services that will be advertised and accessible to all populations.	• The College will conduct a needs assessment and develop a plan to implement the resulting recommendations. • JSC will consider Web-based resources to reach students not on campus during conventional "business" hours.
	• Retention and graduation rates will improve, as described elsewhere in this plan (i.e., a 2% annual increase in the percentage of first-year students who return, toward a goal of 75% persistence by 2015, and a 3% annual increase in the percentage of students who graduate within six years, toward a goal of 50% by 2015.	• Freshman students will pre-register prior to summer orientation, guaranteeing a full schedule of applicable courses and helping first-year students make a strong start.
	• JSC will fully implement electronic program-evaluation and related advising tools for all degree-seeking students.	• The College will consider focus groups of students to identify areas needing improvement. • JSC will convene a group of faculty and staff to design Web-based tools to help students stay on track — e.g., advising FAQs, four-year plans, electronic program evaluations, a five-year list of course offerings, plans of study, etc.

Priority # 3: Identify and enroll students most likely to thrive and succeed at JSC.

Johnson State College will transform recruitment processes so that students who enroll will engage early and deliberately with the College while identifying themselves as likely to succeed at and graduate from JSC, and the College will view ongoing student engagement as a priority.

Key Outcomes	Indicators	Year 1 Strategies and Projects
1. **Recruitment and retention efforts will be deliberate, informed by data, and understood as a College-wide commitment and responsibility.**	• Goals will be based on College initiatives and data analysis and will be published and tracked.	• The President's Council will guide the establishment and dissemination of recruitment goals.
	• There will be increased participation among staff, faculty, students and alumni at special events, college fairs and receptions.	• The College will compile and distribute a list of opportunities for faculty, staff and students to play an influential role in recruitment efforts.
	• There will be more connections between student life • and academic programming.	• The College will identify stakeholders within academic affairs and student life and identify opportunities for collaboration.
	• The College will have an improved Admissions yield rate for students identified as likely to succeed.	• The College will develop a bridge program with community colleges.
	• The College will conduct regular data analyses of student success factors.	• JSC will expand the quality and quantity of data collected on alumni and alumni placement.
2. **A comprehensive marketing program informed by knowledge of current and emerging student populations, and utilizing proven new-media strategies, will guide recruitment efforts. Communication strategies will be varied, responsive and individualized.**	• There will be increased marketing to non-traditional populations — transfer, graduate, and continuing-education students. • The College will know more about its direct competitors, including their programs and market share, and will be able to identify new opportunities in existing and new markets. • The College will annually assess the plan and make adjustments as needed to meet recruitment goals.	• JSC will engage a consultant to work with College staff on a marketing plan, to include revisions to the College Web site.

3. **College enrollment strategies and decisions will be based on analysis of data, supported by robust administrative and technological systems, and available to a broad cross-section of JSC staff and faculty trained to used these resources.**	• Employees will incorporate data analysis into their regular decision-making processes.	• The Registrar will compile a library of data regularly requested by individual decision-makers and by administrative and academic staff.
	• The College will post easily accessible electronic data that staff and faculty can use to support enrollment and recruitment.	• The Registrar will become an expert in using the VSC data warehouse and in developing standard fact-book reports and key performance indicators.
	• The College will have a comprehensive "Enrollment Management Master Calendar," updated annually, that identifies dates and deadlines specific to SEM initiatives for the upcoming year.	• The College will provide data dashboards within the new Portal drawing from the VSC data warehouse.
4. **Students who transfer to JSC will encounter student-friendly enrollment and retention practices. Prospective and incoming students will receive timely and clear information regarding their transcripts, general education requirements and major programs of study.**	• There will be benchmarks for retention and graduation rates and goals specifically for transfer students.	
	• A person or department will have primary responsibility for the College's transfer program.	• Fall 2010 registration for campus-based new students will incorporate transfer student programming and orientation.
	• The College will develop student-friendly tools that incoming students can use to obtain early and clear information regarding graduation and general-education requirements of their chosen major.	• JSC will purchase the Transfer Evaluation System (TES) from CollegeSource and use it to track course equivalencies. • The College will begin coding course equivalencies in TES and will and publish equivalencies on the JSC Web site. • JSC will fully implement its revised evaluation process for campus-based transfer students, allowing greater flexibility regarding GECC requirements. • JSC will revise the transcript-evaluation process for EDP and campus-based transfer students to improve timeliness of evaluations and ensure earlier communication with students.
	• The JSC Web site will have a section targeted specifically to transfer students that will include FAQs, policies and procedures, and transfer equivalencies.	• The JSC Web site will launch a section for transfer students.

5. **The awarding of institutional aid will support the goals of enrollment, student success and progress toward degree.**	• The admission rates of students receiving aid will increase.	• The College will analyze yield and retention rates in relation to financial aid awards over the past three years.
	• The retention and completion rates of students receiving aid will increase.	• The College will develop a plan for 2011-2012 awards based on its analysis of three-year yield and retention rates.
6. **Enrollment strategies will recognize the importance of alumni – particularly** *recent* **alumni — in retaining and mentoring current JSC students.**	• The College will have stronger connections with recent alumni, perhaps in the form of a program specifically for recent alums. • There will be more mentoring connections between alumni and current students.	• A summer 2010 task force will explore opportunities for engaging recent alums and to consider establishing a recent-alumni program.

Priority #4: Strengthen JSC's contributions to Lamoille County and Vermont.

Johnson State College will be actively and continually engaged in civic matters, support the creation and dissemination of local knowledge by students and faculty, practice thoughtful stewardship of resources, and include community members in College events at every opportunity.

Key Outcomes	Indicators	Year 1 Strategies and Projects
1. **Johnson State College will carry out its mission with knowledge of and respect for its social, environmental, geographic, and economic context in Lamoille County and Vermont as a whole.**	• JSC will develop and share a mature, multi-year plan with JSC constituents and members of the wider community.	• The College will publish years 1 and 2 of the plan by print and/or electronic means.
	• The College will have a "JSC President's Roundtable" comprising business, government, education and the nonprofit members.	• JSC will invite Roundtable members to two meetings a year to discuss topics of interest to both the College and the community.
	• Curricula will reflect an awareness of local as well as global needs and interests and an appreciation for the changing nature of knowledge.	• A balance of theory and practice as well as clear goals, outcomes and assessments will characterize JSC internships and practica.
	• Awareness of JSC's contributions to the community and the state will grow.	• The College will publish a report detailing the economic and community-service impact of Johnson State and JSC students in the community. • The College will continue to develop and publicize internship and service-learning opportunities to new and continuing students.

2. **Johnson State College students, faculty and staff will be students of their local communities.**	• The College will pursue external funding for a "Center for Lamoille Area Studies" that will research and contribute to local knowledge.	• JSC will draft and circulate a mission statement for the Center for comment. • The College will identify potential funders and submit at least three grant requests in Year 1.
	• JSC will continue its local service commitments, broadening and deepening these activities and expanding the numbers of participants involved.	• The College will publish and share JSC's diverse community-focused projects with the community via in-person and electronic presentations.
3. **As resources permit, Johnson State College will share its campus and facilities with our neighbors and publicize and invite the public to athletic contests, special events and other activities**.	• JSC will continue to develop meaningful partnerships with K-12 schools to share resources, encourage students who aspire to attend college, and conduct research where appropriate.	• Common Reading Initiative 2010 will reach out to community members and high school students and their teachers.
	• The College will open programs and cultural events to community members to the greatest extent possible.	• JSC's Program Planning Board will ensure that events are publicized to the public at every opportunity.
	• JSC will document lessons learned through community-based student internships by providing information on our website, in print and in presentations.	• JSC will prepare and circulate manuals and "toolkits" for developing and supporting high-quality internships.
	• The College will develop and keep up to date an inventory of JSC and community partnerships.	

Priority #5: Align campus and technology upgrades with academic priorities.

By January 2015, Johnson State College will be known for its excellent community spaces, high-quality teaching and learning facilities, emphasis on sustainability in building development and maintenance, and use of cutting-edge information technology to increase the breadth, depth and quality of the learning experience, streamline administrative functions, and communicate with internal and external audiences.

Key Outcomes	Indicators	Year 1 Strategies and Projects
1. Classrooms, studios and labs will have equipment and technology that fully meet students' academic needs for specific fields of study.	• Classrooms, studios and laboratories will be renovated and remodeled based on input from faculty, staff and students.	• The College will develop and install a Digital Arts Lab (Mac). • The College will install a molecular science lab.
	• Classroom furnishings will be comfortable and appropriate.	• Selected areas of Bentley Hall — including classrooms, labs and offices — will be renovated.
2. Sustainability will be the hallmark of the College's approach to maintenance and construction.	• Construction and purchases will reflect environmentally sound practices.	• The College will include sustainability criteria in requests for bids and proposals. When bids are equal or near-equal for price, JSC will select the most sustainable option.
	• Course-management software will maximize student learning and reduce paper use.	• JSC will select new course-management software in FY 2010 and implement it the following year.
3. Community, students, faculty and staff will benefit as a result of improved facilities.	• The number of memberships in SHAPE and JSC Friends of the Arts will increase. • Students, faculty and staff will benefit from improved health and wellness as a result of better facilities and expanded fitness offerings.	• The College will fine-tune the renovations made to SHAPE in FY 2010.
	• The quantity and quality of interactions among students, faculty and staff will increase.	• The College will complete Phase I of renovations to Bentley Hall, which will include spaces designed to increase opportunities for students and faculty to interact on a daily basis.

4. Information technology will transform and streamline College administrative functions.	• Students, faculty, staff and vendors will receive the right communication at the right time.	• Announcements and information will be targeted instead of broadcast.
	• Paper volume will be reduced significantly.	• JSC will leverage Phase I of the VSC Document Imaging Project by fully realizing efficiency gains in the Admissions, Financial Aid, Business and Registrar offices. • The Business Office will fully implement document-imaging software for Accounts Payable and Accounts Receivable. • The College will fully automate the billing/financial-aid letter process.
	• Faculty and staff will understand the core values of Project 2011 and work to implement it successfully.	• Project 2011 teams will be in place, requirements will be drafted, and development will begin. Communication will be frequent and ongoing.
5. Technology will be fully employed in the classroom, in the field and in the lab.	• The VSC-approved Learning Management System (LMS) will be fully implemented.	• As part of Project 2011, a team dedicated to implementing the VSC- approved LMS will be developed, requirements will be defined, and training will begin. • The College will pilot courses using the new LMS.
	• All syllabi and course materials currently provided in hard copy will be provided in the new LMS.	• Administrative Assistants in all departments will have access as Teaching Assistants in Blackboard, with the goal of encouraging them to add syllabi and course materials to Blackboard sites.
	• 100% of JSC faculty and instructors will be using the VSC-approved LMS to conduct some aspect of the course(s) they teach.	
6. Information Technology Services will develop and offer solutions enabling the College to transform teaching, learning and administration.	• Information Technology will meet regularly with constituent groups to understand their needs and requirements.	• IT policies, practices and procedures will be streamlined. • Communication regarding outstanding work orders and projects will be frequent and thorough.
	• JSC staff will maintain and develop knowledge, skills and abilities regarding technology and how it can be used to full advantage.	• Time and financial resources will be set aside to encourage training and the development of new skills. • The IT department will be structured to meet the needs of the upcoming critical projects.

	• JSC will support the development and encourage the adoption of Project 2011, document imaging and similar technologies.	IT time will be dedicated to strategic projects, including Project 2011 and document imaging, and JSC faculty and staff will work to implement Project 2011.
	• JSC personnel will seek assistance from IT staff instead of outside sources at every opportunity.	

Priority # 6: Strengthen JSC's future through gifts, grants and investments.

Johnson State College will guide its development efforts by effectively communicating its mission, goals and core values to friends, funders and others invested in creating and sustaining the future of the College. The College mission and planning will guide funding priorities.

Key Outcomes	Indicators	Year 1 Strategies and Projects
1. **Fundraising and development priorities will be inspired and led by the College mission and planning goals, and these priorities will be a College-wide responsibility.**	• The JSC 2010-2015 plan will reflect areas of growth and investment.	• College officials will schedule and conduct several conversations to share College and development priorities with constituents. • The College President will solicit ideas throughout the College regarding initiatives that would thrive with new funding.
	• The circle of friends of JSC and donors who know the mission, needs and areas of investment will continue to grow.	• The Development Office will host monthly donor-recognition or "friend raising" events and will widely share information about new gifts and their ability to change and serve JSC's future. • The Development staff will create roles and assignments for faculty and other College leaders to ensure regular communication with the Faculty Assembly about development efforts at JSC. • The Development Office will update and distribute the "Why Give to and Invest in JSC" statement.
	• The College will identify foundations and other funding sources aligned with College goals and priorities.	• The Development Office will write and submit funding requests that reflect College priorities. • The Development Office will strengthen its grant-writing capacity. • The Development Office will annually identify and prioritize projects at JSC that have the potential for attracting foundation support.

2. JSC will be characterized by a culture of philanthropy in which JSC faculty, staff, students and community members know and appreciate the essential role that gifts and investments play in enabling the College to carry out its mission.	• Development goals and progress toward them will be widely known and accessible.	• Development and College leaders will meet twice each academic year with campus groups to talk about the campaign, its impact on the campus, and opportunities to get involved.
	• Staff, faculty and friends of JSC will be able to articulate the difference that gifts have made to campus life, faculty teaching, scholarship and students' lives. • Fundraising accomplishments will be noted and celebrated. • JSC will continually recognize the impact of gifts and grants on College life.	• The Development Office will make use of public areas to acknowledge gifts and contributions (e.g., bulletin boards and the video display in Stearns). • The Development Office will use Web tools to provide excellent stewardship of donors and potential donors. • Development will improve its use of the JSC Web site to report on endowment gifts and tell compelling stories. • The Development Office will publish and distribute a quarterly newsletter reporting on fundraising progress and will make use of local radio and press as well.
	• Faculty and staff will increasingly understand and appreciate their role as stewards and friend-raisers in support of development goals.	• The College will periodically hold short-term fundraising initiatives designed to encourage involvement and generate excitement.
3. Well-articulated and widely shared annual goals and a multi-year campaign will guide development strategies.	• JSC will complete the leadership phase of The Campaign for JSC, which includes three components: capital, endowment and current-use gifts.	• Members of the Fund for JSC will help set goals, develop plans and solicit endorsers for the Campaign for JSC. • The College will design and begin to implement a robust and comprehensive stewardship program.
	• The JSC endowment will grow from $2 million to $3 million.	• The Development Office will continue to connect students who receive endowment-funded scholarships and support to their donors.
	• The number of donors to JSC will increase by 10% per year over the next five years.	• The Development Office will connect faculty and others who have benefitted from gifts with their donors.
	• The amount of giving will increase by 10% over the next five years.	
4. The College also recognizes the need for increased state funding for the VSC and will assist the Chancellor's office in appropriate ways to achieve that goal.		

# # #

JSC 2010-2015

A Plan for Access, Engagement & Success

Year 5 Work Plan

October 2014

Updated Nov. 11, 2014

Johnson State College • Johnson, Vermont • www.jsc.edu

INTRODUCTION

Why Plan? Why Now?

While higher education is a sturdy and enduring social institution, it also is an extremely dynamic enterprise. Each generation of students has its own characteristics, aspirations and challenges.

Planning forces us to look at where we've been, assess where we are and envision our future – a future aligned with stated goals and attain-able resources. It insists that we evaluate our work, share our results, call current practices into question, and look at things in new ways.

By planning, we demonstrate confidence in JSC's future. We create a path for ongoing work, establish well-defined priorities, set milestones to evaluate our progress, and realign our compass to ensure that "true north" is always pointed toward student success and continued institutional excellence.

Planning Makes Things Happen

With the support of a five-year Title III "Strengthening Institutions" grant received in 2005, we identified six ambitious goals – among them the restructuring of first-year advising and the development of the extended classroom experience. These goals prompted us to create a dedicated Office of First-Year Experience, launch a "Creative Audience" course with diverse programming, create programming specifically aimed at supporting new students, and support a greatly expanded culture of learning beyond the classroom.

From Critical Issues to College Plan

Building on this success, we entered the next phase of planning at the start of the 2008-2009 academic year by establishing a steering committee of JSC staff and faculty to guide our work. We adopted a "critical issues" approach – focusing on issues we determined to be critical to the survival and success of Johnson State College.

At the top of the list, front and center, is the success of students, with high-quality teaching so tightly connected that it is impossible to posit one goal without the other.

Next up: a College-wide commitment to ongoing student success, which we recognize is just as crucial to student success as a strong start. After all, succeeding in college is a complex process. It requires many students to take an entirely new view of themselves, to revise their approach to their education and learning, and sometimes even to learn a new language and culture. Similarly, we have come to appreciate that transfer students deserve our attention. While they may be experienced in some aspects of college, they are new to JSC and are starting a new chapter in their lives; they don't automatically know how to "do" college just because they have tried it before.

We identified "civic engagement" as another key goal, recognizing that students who show a commitment to their own learning and feel a connection to Johnson State from the start are most likely to thrive at JSC. Civic engagement is more than "a good thing to do." It helps students build a strong sense of identity and perceive themselves as vital members of a vibrant community of learners. It extends the educational process beyond the classroom. And it prepares students for lives as fully contributing members of society.

We established our final two goals – continued fundraising and campus upgrades (to information technology and our physical spaces) – as crucial to advancing our objectives of teaching, learning and engagement.

It is clear that planning cannot be episodic; it must be part of the ongoing work we do. We need to keep asking and inventing the questions that will link our daily decisions with our aspirations for Johnson State College's future. To that end, we arrive at our new college plan.

JSC 2010-2015: A Plan for Access, Engagement & Success

1. Increase academic challenge and student achievement.
2. Foster early and ongoing student success.
3. Identify and enroll students most likely to thrive and succeed at JSC.
4. Strengthen JSC's contributions to and relationship with Lamoille County and Vermont.
5. Align campus and technology upgrades with academic priorities.
6. Strengthen JSC's future through gifts, grants and investments.

Priority # 1: Increase academic challenge and student achievement.

Johnson State College will create a more distinctive academic program with greater flexibility and more streamlined general education requirements to facilitate timely graduation.

Key Outcomes	Accomplishments 2013-2014	Projects 2014-2015	Coordinators
1. **Students in all programs will experience an increased level of academic challenge.**	Added two programs to the list of those that offer their undergraduate students research opportunities with faculty members.	Recognize an outstanding faculty-student research project through an annual award.	D. Regan, Dept. chairs
	Fully implemented the new Education curriculum for new and continuing students. (Except EDP)	Implement the new General Education Curriculum (GEC), complete the Civic Perspectives plan, develop GEC assessment strategy.	GEC committee, SPAAC committee, S. Kinerson, D. Eastman
	Redesigned faculty committee structure in support of academic priorities.		
	Continued to reinvigorate full-time faculty ranks through high-quality recruitment efforts.	Launch Finish in Four in an identified number of curricular areas; consider applying this model to EDP and AA degree programs.	D. Regan, S. Kinerson, D. Eastman
	Designed an Early College Program for high school students.		
	Launched five to six "special initiative" projects in support of this goal and of Priorities 1 and 2 in general.	Assess potential of expanded programming through EDP.	V. Edwards, D. Regan
	Within EDP, expanded focused Professional Studies opportunities; added Wellness & Alternative Medicine and accounting certificate.		

| **2. Academic programs will streamline pathways to student success.** | Assessed new majors and concentrations; developed new concentrations in Business, Psychology and Health Sciences.

Explored ways to build on current academic offerings through cross-department collaborations in order to create new, high-demand majors and minors; new concentrations accomplish this.

Developed sophomore-specific retention strategies (e.g., welcome back postcard, newsletter). | Review majors for appropriate and reasonable number of credits and ability to progress to graduation in 4 years (5 years for Music Education).

Continue working with CCV to smooth pathways for associate-degree holders, including those wishing to complete 4-year science, business or psychology degrees.

Develop plan to help near-completers finish their degrees (e.g., a non-thesis option for EHS seniors).

Implement changes to make our teacher-education programs (especially dual-endorsement Inclusive Elementary Education) more easily accessible to EDP students.

Expand the "Finish in Four" initiative.

Further develop sophomore-specific retention strategies (e.g., have faculty directly connect with students in their programs; extend first-year model to sophomores). | D. Regan, Dept. chairs, faculty

EHS, BUS and BEH faculty

B. Murphy, D. Regan, J. Lamore, D. Eastman, V. Edwards,

EDU faculty, V. Edwards

S. Kinerson, D. Regan, Dept. chairs

M. Warden |
| **3. All academic programs will be committed to continuous improvement.** | Expanded the already rich Creative Audience programming.

Piloted new approaches to internships and career exploration.

Developed system-wide online student evaluations of teaching. | Fully utilize PReCIP as a continuing point of reference moving forward

In preparation for NEASC re-accreditation, gather evidence of program effectiveness and commitment to continuous improvement.

Document use of assessment evidence for program improvement.

Pilot e-portfolios for students in teacher-education programs.

Develop assessment strategy for the new GEC.

Encourage and provide training for faculty members' greater use of Moodle gradebook. | Dept. chairs and faculty, D. Regan

D. Regan, G. Petrics, J. Farara, Dept. chairs and faculty

Dept. chairs

K. Brinegar, R. Gervais

GEC committee, SPAAC committee, S. Kinerson, D. Eastman

A. Beattie, R. Gervais |

Priority # 2: Foster early and ongoing student success.

Johnson State College will embody a campus culture of ongoing and intentional community building and engaged learning that crosses and blurs the boundary between student life and academic affairs.

Key Outcomes	Accomplishments 2013-2014	Projects 2014-2015	Coordinators
1. **A College-wide commitment to <u>early</u> student success will focus on early engagement and cut across boundaries between the academic and student-affairs departments.**	Implemented a FYE and Residence Life collaboration aimed at improving first- to second-semester residential retention. Initiated grant-funded learning modules on alcohol use and healthy relationships among first-year students. Piloted a service project in connection with the Common Reading Initiative.	Conduct assessment of Creative Audience and its role in integrating new students to a wide range of college programming. Pilot and assess results of the two 2014 Learning Communities (Art and Business); consider retention, student satisfaction and faculty satisfaction. Develop budget and plan for 2 Living & Learning Communities plus 2 Learning Communities for fall 2015	E. Neilsen, M. Warden H. Cezar, J. Black, M. Martin, K. Leslie M. Warden, M. Whitmore
2. **The College will balance increased academic challenge with resources and academic supports for all students.**	Built on the peer-mentor pilot by adding two new mentors, introduced the concept during orientation and added new programming. Assessed and planned for a combined Registration & Advising Center in Dewey Hall. Developed a "social norms" campaign focused on responsible choices for students.	Pilot and evaluate new mentoring program ("J-PASS") attached to First- Year Seminars (FYS). Implement the combined Registration & Advising Center in Dewey Hall. Continue the social norms campaign focused on responsible choices for students. JSC will engage in ongoing professional development activities for students, faculty and staff focused on diversity, inclusion, appreciation for differences, and respect.	M. Warden, M. Whitmore D. Eastman, S. Kinerson M. Whitmore K. Cannon, K. Swahn, Fac. Assembly, JSC H.R., D. Bergh
3. **A College-wide commitment to <u>ongoing</u> student success will apply lessons learned from the focus on first-year students to all other student populations, focusing first on transfer students and sophomores and eventually including students in majors across the curriculum.**	Pursued a developmental approach to career services to ensure opportunities for students to develop their personal, career and life goals from the first year forward. Created a sophomore e-newsletter emphasizing 2nd-year success and how to avoid "sophomore slump." Improved web, portal pages and orientation materials for transfer students.	Seek external funding for student success efforts beyond the first year. Expand sophomore-specific retention strategies (e.g., sophomore e-newsletter, focus groups, special activities). Plan special events for transfer students at times when faculty members are available to meet with them and help with transfer-credit evaluations. Promote the flexibility of the new GEC to transfer students. Extend transfer-friendly policies beyond the GEC to academic majors, specifying "what substitutes for what." As part of this process, explore the feasibility of contracting with the identified transfer database that enables prospective transfer students to pre-assess their standing at JSC.	D. Regan M. Warden, M. Whitmore P. Howrigan, S. Kinerson, Dept. chairs D. Bouton, S. Kinerson S. Kinerson, D. Eastman

Priority # 3: Identify and enroll students most likely to thrive and succeed at JSC.

Johnson State will transform recruitment processes so that students who enroll will engage early and deliberately with the College while identifying themselves as likely to succeed at and graduate from JSC, and the College will view ongoing student engagement as a priority.

Key Outcomes	Accomplishments 2013-2014	Projects 2014-2015	Coordinators

1. Recruitment and retention efforts will be deliberate, informed by data, supported by technology, and understood as a College-wide commitment and responsibility.	Developed JSC athletics as a key recruitment area:
	
	66 new student-athletes arrived in fall 14, 30 (48%) from out of state. Student-athlete retention:
	  70% year 1-year 2
	  88% year 2-year 3
	  90% year 3-year 4
	
	Started training in "Recruiter" admissions software.
	
	Launched outreach activities to businesses and employers in Lamoille Count.
	
	Began to involve Admissions staff in EDP recruitment activities.
	
	Improved student retention from fall to spring and positively affected fall-to-spring attrition.
		Continue work to develop e-tools for maximum flexibility of transfer credits.
		
		Work with faculty to smooth the transition of transfer credits.
		
		Host two additional, major-specific events with participating faculty, students and staff.
		
		Name and empower a retention task force that sets goals and strategies and assigns responsibilities to departments and programs.
		
		Inventory and expand use of daily calendar to schedule classes outside the Mon-Thurs, 10 a.m. – 2:30 p.m., time block.
		
		Launch "Recruiter" admissions system.
		
		Set enrollment goals for spring EDP starts and goals for outreach activities to businesses, employers and human resource officers. Revise enrollment targets to take into account the growth, diversity and increased proportion of Vermont students at JSC.
		
		Continue focus on institutional research, employment trends, local opportunities, and results of student input/feedback to guide strategies of recruitment and persistence.
		
		Refine expectations for explicit multi-year revenue/enrollment goals and projections.
		
		Implement streamlined, user-friendly online catalog system.
			D. Eastman
			
			D. Regan, S. Kinerson, D. Eastman, Dept. chairs
			
			P. Howrigan, Dept. chairs
			
			M. Warden, S. Kinerson, M. Whitmore, T. Stewart, D. Regan
			
			D. Regan, Dept. Chairs, D. Eastman
			
			Admissions
			
			V. Edwards, P. Howrigan, B. Murphy
			
			D. Regan, D. Eastman, V. Edwards, D. Bergh
			
			P.Howrigan, Budget Task Force
			
			J. Lamore, D. Bouton, D. Eastman

2. A comprehensive marketing program, informed by know-ledge of current and emerging student populations and utilizing new-media strategies, will guide recruitment. Strategies will be varied, responsive and individualized.	Expanded the use of Facebook and other social media tools for maximum outreach and connection. Launched a new, user-friendly and responsive website with profiles of recent alums. Developed career-focused, "life after JSC" TV spots.	Continue to publicize student accomplishments in local media beyond athletics and Deans'/President's Lists. Establish an easy-to-use process for faculty to communicate timely and consistent notification of student achievements to Marketing & Communications staff. Develop new TV spots highlighting how faculty and staff help prepare students for successful careers.	D. Bouton, M. Weinstein D. Bouton D. Bouton
3. Students who transfer to JSC will encounter student-friendly enrollment and retention practices. Prospective & incoming students will receive timely and clear information about transcripts, general education requirements and programs of study.	Developed an event for transfer and commuting students, with the goal of full participation.	Develop a session during orientation specifically for students to meet with faculty regarding course substitutions. Improve systems and develop new protocols to ensure that degree plans are being used early and often enough so students know where they stand at any given time in progress to their degree. Explore other possible tools in addition to degree plans, such as a GPA calculator. Set goals for timeliness to respond to potential transfer students.	S. Kinerson, M. Warden S. Kinerson, D. Regan D. Eastman, Admissions
4. The awarding of institutional aid will support the goals of enrollment, student success and progress toward degree.	Continued focused scholarship and financial aid efforts; tracked successes.	Assess the combined financial services model for students and families	P. Howrigan, L. Cummings, S. Scott
5. Enrollment strategies will recognize the importance of alumni – particularly recent alumni — in retaining and mentoring current JSC students.	Involved recent alumni in recruiting next generation of JSC graduates. (Currently 20-25 alums work with Admissions.) Increased focus on successful young alums locally and beyond Vermont.	Explore ways for Admissions to communicate regularly with alumni and provide training and materials enabling them to reach out to high schools in their local communities Reach out to alumni in other parts of U.S.	P. Howrigan, L. Philie L. Philie
6. Expand diversity recruitment efforts, both domestically and internationally.	Explored partnerships with high schools that have diverse populations. Presented diversity in all publications and on the web. Strived to recruit Admissions tour guides who are representative of all the students at JSC.	Research cross-cultural recruitment strategies fitting to JSC. Learn and implement strong practices for retaining diverse students based on their success. Hold Diversity Training Workshops for students and staff. Prioritize inclusion as a theme of Faculty Assembly.	P. Howrigan M. Warden, D. Regan, S. Kinerson K. Cannon, D. Bergh, S. Scott Faculty members

Priority #4: Strengthen JSC's contributions to and relationship with Lamoille County and Vermont.

Johnson State College will be actively and continually engaged in civic matters, support the creation and dissemination of local knowledge by students and faculty, learn from and with our community, practice thoughtful stewardship of resources, and include community members in College events at every opportunity.

Key Outcomes	Accomplishments 2013-2014	Projects 2014-2015	Coordinators
1. **Johnson State College will carry out its mission with knowledge of and respect for its social, environmental, geographic, and economic context in Lamoille County and Vermont as a whole.**	Appointed a new Dean of Student Life and College Relations with the goal of expanding our commitment to our local area and creating local knowledge. Launched newly configured Office of Career & Internship Services committed to ongoing student development and stronger ties to local communities and businesses. Piloted Year 1 of a model United Nations experience for JSC students. Convened a President's Roundtable; highlighted regional research and internships with members. Highlighted science and outdoor education internships through publicized presentations.	Document and record the variety of experiential learning happening at JSC in all departments on an ongoing basis, and post that record on the portal so that it is accessible to all. Publish a report on JSC's community, economic and social impact. Share research and creative work with donors as stewardship and development activities. Highlight activities and projects focused on building local knowledge through web and print publications. Continue work with Vermont Student Assistance Corporation to raise college aspiration rates of area high school students. Deepen connections with area schools through multiple academic department efforts. Continue President's Roundtable as a vehicle to share accomplishments and solicit area needs	D. Bergh, E. Hill, D. Bouton B. Murphy, D. Bouton D. Regan, P. Howrigan, J. Lyon, D. Bergh D. Regan, Dept. chairs D. Regan, P. Howrigan P. Howrigan, T. Shaw, faculty B. Murphy, D. Bergh
2. **Johnson State College students, faculty and staff will be students of their local communities.**	Hosted series of speakers and events focused on new businesses and business leaders in the area.	Facilitate the expansion of public- and private-sector internships for JSC students with a focus on new and future-oriented businesses. Highlight internships on the new JSC website. Continue presentations by local entrepreneurs; publicize to students, faculty and staff. Pursue as internship possibilities.	D. Bergh D. Bouton, E. Hill D. Bergh, E. Hill, B. Walsh
3. **As resources permit, JSC will share its campus and facilities with our neighbors and publicize and invite the public to athletic contests, special events and other activities**.	Hosted and publicized six or more VPT "Community Cinema" events to the public and assess their popularity. Hosted and publicized a major Veterans Day event on campus.	Invite Business faculty to propose an "entrepreneur in residence" program. Develop a strategy to make the JSC swimming pool affordable, well-programmed, and energy efficient. Open a campus Veterans Center; include community as possible.	B. Murphy D. Bergh, J. Ventura D. Bergh

Priority #5: Align college and technology upgrades with academic priorities.

By January 2015, Johnson State College will be known for its excellent community spaces, high-quality teaching and learning facilities, emphasis on sustainability in building development and maintenance, and use of cutting-edge information technology to increase the breadth, depth and quality of the learning experience, streamline administrative functions, and communicate with internal and external audiences.

Key Outcomes	Accomplishments 2013-2014	Projects 2014-2015	Coordinators
1. **Classrooms, studios and labs will have equipment and technology that fully meet students' academic needs for specific fields of study.**	Hired an Instructional Technologist to evaluate the use of technology and adapt our teaching and learning strategies to incorporate 21st century techniques. Explored the creation of a combined Advising & Registration Center to more proactively help students and provide stewardship of academic plans.	Revise and update the Facilities Master Plan. Host ongoing workshops for faculty and staff in teaching and learning-focuses uses of technology.	S. Scott W. Dionne R. Gervais
2. **Sustainability will be the hallmark of the College's approach to maintenance and construction.**	Installed new LED lighting on campus. Investigate and launch as possible a more energy-efficient swimming pool dehumidification system.	Propose two to three projects for the VSC Green Revolving Fund. Increase energy efficiency and decrease operating costs of campus swimming pool. Install a solar farm on campus. Carry out forestry-management project as weather permits.	S. Scott T. Stewart W. Dionne " " " "
3. **Community, students, faculty and staff will benefit as a result of improved facilities.**	Combined financial aid and business office into Student Financial Services for ease of students and families. Installed energy-efficient replacement windows in Martinetti Hall.	Relocate offices and functions to create Advising & Registration Center and improve location or functionality of other offices, such as Alumni & Development, IT and Communications/Marketing. Evaluate McClelland Hall renovation and consider additional enhancements.	S. Scott T. Stewart W. Dionne
4. **Information technology will streamline College administrative functions.**	Migrated to cloud-based email system.	Deploy online training options for faculty and staff for core applications, including Microsoft products and Colleague. Pilot and implement an online teacher-evaluation system for students	D. Spoerl R. Gervais D. Regan, R. Callahan, A. Beattie, R. Gervais
5. **IT Services will develop and offer solutions enabling JSC to transform teaching, learning and administration.Technology will be fully employed in the classroom, in the field and in the lab.**	Introduced self-service programs that allow faculty to learn new technologies. Formed a faculty committee to set instructional technology priorities. Hosted faculty-specific IT workshops. Surveyed students about their issues and concerns regarding the college's IT systems.	Relocate Information Technology Services to Martinetti Hall. Increase, expand and improve help desk services for students, faculty and staff. Set aside time and financial resources for training and skills-development for the College's IT resources. Continue to offer teaching and learning technology workshops based on input from faculty and others	S. Scott D. Spoerl S. Scott R. Gervais

Priority # 6: Strengthen JSC's future through gifts, grants and investments.

Johnson State College will direct its development efforts by effectively communicating its mission, goals and core values to friends, funders and others invested in creating and sustaining the future of the College. The College mission and planning will guide funding priorities.

Key Outcomes	Accomplishments 2013-2014	Projects 2014-2015	Coordinators
1. Fundraising and development priorities will be inspired and led by the College mission and planning goals, and these priorities will be a College-wide responsibility.	Worked with the Common Book committee to secure additional sponsors and donors for the program. Received a major gift to sponsor fall 13 book. Received three corporate sponsorships. Worked with groups on campus to help them meet their fundraising goals, including the JSC Chorale, Badger Alternative Breaks, and the Program Planning Board.	Identify funding sources to implement the Athletics five-year plan. Work with staff and faculty to help them locate and secure grants and gifts to support work related to the College Plan. As resources allow, retain a part-time grant administrator to support the work of faculty Set targeted fundraising goals across several initiatives and ways of giving.	J. Ventura, L. Philie L. Philie B. Murphy, L. Philie B. Murphy, L. Philie
2. JSC will be characterized by a culture of philanthropy in which JSC faculty, staff, students and community members know and appreciate the essential role that gifts and investments play in enabling the College to carry out its mission.	Named one additional space in the VAC and completed the campaign. Received gift of outdoor sculpture followed by celebration of gifts to the arts. Continued to meet with current staff and faculty to solicit gifts to the College through payroll deduction, and met with new hires as they come on board. Received a significant gift to endow the President's Fund for Excellence in Teaching & Learning. Academic Dean attended training in development and advancement for chief academic officers. Increased number of donors by 11%. Increased dollar amount of total gifts by 43%.	Visit individual faculty to review development resources available to them. Host career networking events that bring alumni and students together with the goals of helping students succeed in the workplace and engaging alumni. Hold meetings with all new faculty and staff members focused on giving opportunities at JSC. Create and publicize a JSC planned-giving website. Develop periodic faculty/staff newsletter reporting on gifts and grants to JSC.	L. Philie L. Philie, D. Bouton L. Philie L. Philie, L. Philie
3. Well-articulated and widely shared annual goals and a multi-year campaign will guide strategies.	Worked with Athletics staff to develop and implement the first stages of a capital campaign.	Engage key staff and faculty in annual development goals by discussing development accomplishments and opportunities when appropriate, and in monthly BOT reports. Continue planning and launch Athletics capital campaign.	B. Murphy, L. Philie, D. Bouton J. Ventura
4. Recognizing the need for more state funding, JSC will inform decision-makers of the value of the College and its students and graduates.	Continued to make the case through conversations and presentations that state investment in public higher education, including Johnson State College, is a smart, civic-minded and worthy use of state funds, with long-range payoff for Vermonters.	Continue to promote student, faculty and staff accomplishments through reports to Board of Trustees, media outlets, and friends of the College.	All

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Summary Outline - Strategic Planning Group Reports

At the end of the 2013-2014 academic year, The Strategic Plan Steering Committee issued four specific charges. The four resulting Strategic Planning groups were comprised of volunteers from Lyndon's faculty, staff, and students. The collective goals of the working groups were to determine a course of action to ensure the following:

1. Lyndon's academic excellence and experiential focus provides students with a relevant and valuable education.
2. The college is thriving financially.
3. Systems, services, and facilities are efficient and designed with the end-user in mind.
4. Lyndon is a vital and innovative community dedicated to social justice.

Each group developed priorities to address their assigned goal along with a multi-year timeline to achieve those priorities. These plans were presented to President Joe Bertolino and the Steering Committee on February 10, 2015, with recommendations for Year One – Year Five, starting in the 2015-2016 and extending through the 2019-2020 academic year.

After a final review by the President's Leadership Team at the end of the Spring 2015 semester, implementation groups will begin, over the summer and continuing into Year One, to enact the tasks outlined in the actions plans.

***** JOE or STEERING COMMITTEE to make stronger or corrected statement based on intentions of the LSC Leadership*****

Summary of Findings

- Lyndon needs to address inconsistencies in student advising with targeted professional development opportunities, consistent communication and contact between advisors and students, and improved access to data and program information. Improved advising and support for advising should lead to a more efficient system and therefore to increases in student retention, completion, and satisfaction.

- Lyndon needs to examine the general education requirements. Currently, they do not seem to be serving the faculty or students well from an academic excellence standpoint, a pathway to degree standpoint, nor as a representation of our community values. Suggestions range from rethinking timing and delivery methods to examining prerequisites, broadening selection, and examining the number of required credits to considering a complete overhaul of the system.

- Lyndon needs to examine and streamline curriculum appropriately. Suggestions include examination of programs with multiple concentrations that may be chronically under-enrolled and critical analysis of course offering times in relation to the needs of our student population and our existing resources. Additional questions of how curriculum is delivered need to be examined, not only from the time and day perspective, but also in the number of weeks that each course will run.

- Lyndon needs improved access to and use of institutional data. Departments, both academic and administrative, are hungry for data. There is a need for reliable access and support for interpreting departmental and student data and for improved analysis of the unmet needs in our local community. We need a method to share and communicate data and interpretations across departments for the benefit of all.

Summary Outline - Strategic Planning Group Reports

- Lyndon needs continued and increased opportunities for <u>professional development</u> to capitalize on our strengths and address areas of weakness. With the right support, we can expand capacity for innovation and ensure a more excellent experience for all constituencies.

- Lyndon needs to establish a uniform system for <u>communication</u> on campus. This includes standardization of communication protocols, making important public information easily accessible, and sharing relevant data with individuals and departments who would benefit.

- Lyndon needs to form strong <u>partnerships</u>. Whether these are among internal groups or departments or with outside entities, we need to take advantage of shared goals to pool resources and create new avenues for mutually beneficial collaborations.

Summary Outline - Strategic Planning Group Reports

Priorities by Group

Charge - Group #1
Lyndon's academic excellence and experiential focus provide students with a relevant and valuable education.

A. Create clear, efficient, and achievable degree program pathways for all students.
B. Provide a spectrum of professional development opportunities for faculty (full- and part-time) and staff including: mentorship, peer support, leadership opportunities, and education and training, especially in pedagogies and practices aligned with the College's mission and vision.
C. Develop opportunities for faculty and student contributions to academic fields. Recognize achievements such as publications and presentations in outside forums.
D. Enrich campus-based and online academic services and resources.

Summary of Priorities

1. **General Education -** Adjust the GEU offerings to make them relevant, complementary, and easily accessible.
2. **Course Scheduling -** Investigate and apply other course scheduling options, including "quarter-block" method.
3. **Curriculum -** Use data regarding existing programs to streamline and focus major programs, acknowledging that we are a small college and cannot be everything to everyone.
4. **Advising -** Improve navigation of the curriculum with concrete tools like advising templates for each program.
5. **Professional Development -** Develop, promote, and implement professional development opportunities relating to experiential teaching and learning.
6. **Research -** Establish desired outcomes relating to faculty research (both student-involved and personal/professional). Create system of support for faculty research based on those desired outcomes.
7. **Serving Local Need -** Complete analysis of the needs of local potential students, especially non-traditional, veteran, and transfer populations. Identify barriers and unnecessary complications and address with systematic improvements at admissions, support, and curricular levels.

Charge - Group #2
The college is thriving financially.

A. Increase enrollment and retention.
B. Enhance fundraising capacity and increase total monies raised.
C. Develop and maintain a balanced college budget aligned with goals and strategies.
D. Identify, implement and market selected entrepreneurial activities to generate non---tuition revenue, e.g. fee---for---service professional development training, summer uses of the campus, etc.

Summary Outline - Strategic Planning Group Reports

Summary of Priorities

Part I - Focus on student success and persistence to degree (tuition revenues).

1. **Early Connections -** Reimagine first-year (without INT 1020) outreach and experiences to make sure students are well-connected to faculty, staff, and peers by the end of their first term.
2. **General Education -** Improve accessibility of GEU offerings, both in relation to eliminating pre-requisites and to expanding the offering times, days, and delivery methods.
3. **Advising -** Address inconsistencies in current advising model to ensure all students have clear path to graduation.
4. **Departmental Outreach -** Provide support and encouragement to departments to expand their outreach to and support of students in their program.
5. **Data Team -** Develop IR/Data Team with faculty, staff, and administration to improve access to and dissemination of institutional data. Examine retention data beyond first year to address unmet needs that prevent student persistence. Departments share successful practices relating to student persistence and retention in order to capitalize on proven interventions.

Part II - Focus on increasing non-tuition revenues and other funding sources.

1. **Fee-for-Service Opportunities -** Explore expansion of the summer camp programs, after school special programs, professional development for local employees/employers, and a Parents & Friends-of-the-College association with specific member benefits.
2. **Entrepreneurial Ventures -** Develop and expand entrepreneurial ventures that align with Lyndon's mission and fit with our existing resources and environment, including online learning opportunities, workforce development programs, Life Enrichment Classes for retired or other interested residents
3. **Joint Ventures -** Pursue joint ventures with other VSC schools to share resources (intellectual, physical, and programmatic) to the benefit of our students.
4. **Property Use -** Explore creative use of existing properties, including McGoff house, the Grange, campus space during off-hours, etc. with an eye to generating revenue.
5. **Conferences Services -** Improve marketing and support for conference services.
6. **Adventure Leadership -** Expand and promote potential offerings from Adventure Leadership – ropes courses, climbing, disc golf, local hiking/biking, etc. – to serve as another draw for groups.
7. **IT adjustments -** Maximize savings with appropriate adjustments to IT delivery, including physical vs. virtual labs.
8. **Grants -** Support the identification and applications for grants by individual departments that would help supplement budgets.
9. **Intellectual Property -** License intellectual property. (example: iWOW model)
10. **Energy Costs -** Improve energy efficiency.
11. **Endowments -** Expand "naming" or endowment opportunities on campus.
12. **Alumni Resources -** Work with alumni to develop and provide professional development opportunities for alumni. Also, increase alumni outreach and fundraising efforts.

Charge - Group #3

Systems, services, and facilities are efficient and designed with the end-user in mind.

A. Strengthen organizational structures and business practices across the college, to achieve greater efficiency, coordination, and ease for users.

Summary Outline - Strategic Planning Group Reports

B. Maintain appropriate investments in information technology and better utilize IT throughout all areas of the College.
C. Begin implementation of the Master Plan of capital projects.

Summary of Priorities

1. **Data** – Relevant data is accessible and available to faculty and staff – both quick reference and more in-depth reports that can drive departmental decision-making.
2. **Communication** – Standards for clear and consistent communication exist and are well-known and used by all on campus.
3. **Online systems** – Web-based information, support, and processes are accurate, straightforward, and full functional.
4. **Advising** – Professional standards for advising are well-communicated and fully supported on campus.
5. **Transfers** – Transfer process is systematic and clearly navigable for incoming students, staff, and advisors.
6. **Scheduling** – Course schedules are created more than a year in advance to facilitate improved student planning and advising.
7. **Training and Professional Development** – Individual departments and supervisors coordinate ongoing training and professional development (with HR support) to address the specific needs of the faculty, staff, and students within their area.
8. **Accessibility** – Campus buildings are physically navigable for students, faculty, and staff with disabilities.
9. **Master Plan** – Priorities in the Master Plan proceed in a way that serves the above goals.

Charge - Group #4
Lyndon is a vital and innovative community dedicated to social justice

A. Identify and implement a range of opportunities for faculty, staff, and students to increase their cultural literacy and commitment to social justice principles.

Summary of Priorities

1. **Campus-wide conversations** – Continue offering both pro- and reactive opportunities for conversation on social justice topics that affect our community.
2. **Training and Professional Development** – Tailor social justice training opportunities for various constituent groups, including faculty, student leaders, and staff members by department.
3. **Partnerships** – Work with both campus and community organizations to support and promote continued development of social justice training, advocacy, and awareness.
4. **Marketing and Materials** – Include representation of our social justice actions and philosophies in public materials to communicate with existing and prospective community members and create a more welcoming atmosphere.
5. **International resources** – Develop community resources for International students at Lyndon, including written materials like a handbook, and professional and educational resources like cultural competency trainings for faculty, staff, and students. These resources could also serve local students and faculty preparing to study or travel abroad.

Recommended Action Steps and/or Timeline (compiled from each of the strategic planning group reports)

Group/Goal	Year/Timeline	Action	To be implemented by (?)
1/A	Year 1	Streamline GEU requirements • Contact faculty and get thoughts on shrinking GEU requirements for students • Take faculty feedback and task GEU committee to craft new, college-wide GEU requirements • Continue with experimental "mini majors" as GEU substitute and evaluate merit / efficacy.	Faculty, Academic Deans
1/A	Year 1	Explore the streamlining of majors. • Examine student numbers and related trends in each major and concentration area. • Ask departments to analyze and make initial decisions of what should remain on the books and if anything can be trimmed.	Academic Deans, Administration, Institutional Research, Faculty
1/A	Year 1	Create a committee to explore research/interest/feasibility of changing to a block scheduling model. • Investigate use of a quarter-based modified block system existing inside the traditional scheduling model currently in place, for pilot program in year two.	Committee – should include faculty, staff, and students
1/A	Year 2	Implement updates to the GEU as decided by end of Year 1	Faculty, Academic Deans, Registrar
1/A	Year 2	Pilot Block Scheduling model in the sciences for fall and spring terms • Collect data about student fit, instructor fit, achievement, etc. • Dedicate administrative support for above (10 hrs/wk?) • Dedicate faculty release time to develop above (1-2 Credit hrs?)	Select Faculty, Administration
1/A	Year 2	Make curriculum visible to students • Require programs to develop an advising template for	Academic Deans, Faculty, Administration, Registrar/Advising

		programs. • Look into options of digital advising database software/servers.	Resources
1/A	Year 2	All majors to be reexamined and trends made transparent for faculty discussion. • Low and no enrollment majors removed from books, as possible.	Institutional Research, Academic Deans, Faculty
1/A	Year 3	Use assessment data from block program pilot to define future course of action	Select Faculty, Committee, Institutional Research, Academic Deans
1/A	Year 3	Implement new advising templates for programs.	Academic Departments w/help from Advising Resources
1/A	Year 3	Sign articulation agreements with VSC schools for GEU and major course consideration.	Academic Deans, Administration
1/A	Year 4-5	Continue assessment and revision of block program	Academic Deans, Faculty, Special Committee
1/A	Year 4-5	Continue assessment and revision to GEU requirements	Faculty, Academic Deans
1/A	Year 4-5	Continue assessment and revision to advising templates	Faculty, Academic Deans, Advising Resources
1/B	Year 1	Engage administration about what they are anticipating from faculty in way of a research agenda from our teaching-focus college.	Faculty, Academic Deans, Administration, RPT committee
1/B	Year 1	Have open meetings to facilitate discussions about research between faculty and administration. What does the faculty want support on?	Faculty, Academic Deans
1/B	Year 2	Create a mixed committee to explore faculty research support • Explore options regarding professional balance between research and teaching • Consider avenues of research support (including release time) • Review methods of similar institutions	Committee (Faculty, Staff, Students, Deans)
1/B	Year 3	Committee will present findings and recommend course of action	Committee
1/B	Year 4-5	Assess faculty research options and support.	Committee, Academic Deans, Faculty

1/C	Year 1	Create committee to examine placement methods for incoming students.	Admissions, Registrar, Math & ENG, other Faculty, Academic Deans
1/C	Year 1	Charge LSC admissions to evaluate and streamline our admissions process, paying special attention to the needs of transfer students, military personnel, and other non-traditional students.	Admissions, Academic Support, Advising Resources, Academic Deans
1/C	Year 2	Streamline process for transfer/vet students entering LSC • Create position for specialist for transfer and non-trad students. • Have a designated "transfer expert" within each department/program to work with admissions/Registrar.	Admissions, Advising Resources, new "transfer person", Registrar, designated Faculty
1/C	Year 2	Renew commitment to accommodate non-traditional students through expanded FLEX offerings. • Use data from FLEX faculty survey to develop pathways to stronger, more diverse FLEX offerings.	Administration, Academic Deans, Faculty
1/C	Year 3	Continue offering LSC FLEX courses in multiple majors and programs. • Hire a FLEX course instructional designer to facilitate the creation of quality online and hybrid courses. • Re-engage faculty about offering FLEX courses and refine processes of support.	Administration, Academic Deans, Faculty
1/C	Year 4-5	Assess the transfer/non-trad/ veteran students' experiences, especially regarding transitions and revise interventions accordingly.	Academic Deans, Advisors, Institutional Research, ARC
2/A	Year 1-2	Given the removal of INT-1020 from the GEU, • Support academic departments to develop a comparable first-year class and/or first-year experiences that bring together their new students and support the development of learning communities (common first-year experiences and learning communities are high-impact practices) • Connect upperclassmen to lowerclassmen deliberately through peer mentoring in PeerNet program and support department-based peer programs	Faculty, PLT, Student Affairs, Enrollment Management team
2/A	Year 1-2	Address pressing curricular needs • Eliminate pre-requisites for all GEU classes • Develop a time-distributive model to offer GEU classes during	Faculty Assembly, Academic Departments, Academic Deans, PLT, Registrar's Office

		a variety of class meeting times • Prioritize student-oriented full-time faculty to teach key first-year courses • Support faculty development of hybrid and online courses • Consider offering popular classes as hybrid or online version • Support innovative curriculum practices • Examine winter break period as a time to offer courses • Increase summer course offerings.	
2/A	Year 1-2	Address identified weaknesses in current advising model • Create clearer pathway to graduation for each entering student with a multi-year schedule (require as part of advising meeting or a common first-year course) • Create advising structure that fosters professionalism and accountability among advisors • Explore centralized advising model with a staff-faculty hybrid approach	Faculty Assembly, Academic Departments, Academic Deans, PLT, Registrar's Office, Advising Resources
2/A	Year 1-2	Address student support issues within academic departments • Encourage common social and intellectual experiences • Encourage departmental surveys of incoming and graduating students • Encourage frequent communication with students about what department is doing to support them • Encourage departments to foster a welcoming environment – social justice persistence • Emphasize importance of prompt feedback to students regarding performance • Provide departments easier access to key retention data	Faculty Assembly, Academic Departments, Academic Deans, PLT, Institutional Research
2/A	Year 1-2	Enact deliberate efforts to examine sophomore-year retention, such as through INT-2040	Faculty Assembly, Academic Departments, Academic Deans
2/A	Year 1-2	Improve data sharing and related communication • Harvest what departments are already doing well to increase retention • Share best practices among departments and institution	Institutional Research, Academic Deans, Faculty

2/A	Year 1-2	Improve cross-department support of students • Analyze students movement between majors • Analyze key feeder programs for the institution and determine how to best support transitions of students who might stay even after leaving that "feeder" program	Faculty, Advisors, Advising Resources, Institutional Research, Academic Deans
2/A	Year 1-2	Explore option of having student housing aggregated by major, especially Explorations (Living-Learning Communities).	Residential Life, Advising Resources, Faculty
2/A	Year 3-5	Focus on quality of educational experience.	Faculty, PLT, Academic Deans, (and everyone)
2/A	Year 3-5	Provide ongoing training and support related to advising.	Academic Deans, Faculty, Advising Resources
2/A	Year 3-5	Expand opportunities and recognition for high-achieving students.	Academic Departments
2/A	Year 3-5	Build student risk profiles based on academic and other traits.	Institutional Research
2/A	Year 3-5	Continue sharing best practices across departments.	Academic Departments, Academic Deans
2/A	Year 3-5	Develop IR research team composed of administration, faculty, and staff.	Academic Deans
2/A	Year 3-5	Each department fully develops implements their enrollment management plan.	Academic Departments
2/B		IA reaches out to recently graduated alumni (the last five years) to establish a giving relationship that will persist with time. Each year, IA should establish a giving relationship with alumni within 1-2 years of graduation. Initial gifts will be modest (perhaps $5 per year) but will grow with time.	IA
2/B		Alumni nearing or in retirement should be approached and asked to consider giving to LSC in their estate planning.	IA, President
2/B		Recommend that the VSC review investment strategies that involve endowment funds. We also recommend that IA identify and pursue new endowments that will resonate with alumni and friends. This should be partially accomplished in collaboration with academic departments.	VSC, IA, Academic Departments
2/B		Given the recent personnel changes in IA, we recommend that the President review the current staffing in IA to ensure that this	President

		revenue-generating department is able to effectively carry out their yearly strategic goals and the recommendations reported herein.	
2/B		Place more resources into the fall appeal (including the phonathon) so that it is more effectively executed and increase the unrestricted annual support from alumni and friends from $150,000 to $300,000 annually.	PLT, IA
2/B		Encourage academic departments to reach out and enhance relationships with alumni and friends.	IA, PLT, Academic Departments
2/B		Ensure our alumni database is accurate and complete.	IA
2/B		Identify alumni with annual salary/income > $150k and engage in Moves Management Strategy, an industry standard model for successful fundraising. This strategy involves the following steps: 1) identifying, 2) qualifying, 3) cultivation, 4) solicitation, and 5) stewardship.	IA
2/B		Strengthen relationship with congressional delegation (not incredibly fruitful to date)	
2/B		Increase our support to the Alumni Council – these are our best advocates. Establish regional alumni committees throughout country– to support and increase the level of activities and connection to Lyndon State College.	
2/C		Permanently establish a formal budget committee consisting of PLT members, Assoc. Dean of Administration and two appointed positions – one staff and one faculty. (These appointments would change every two years). - Strategic initiatives shall be discussed, decided upon and communicated prior to the start of the budgeting process. Budgets will be aligned with college's strategies. This should be the starting point of the annual budget process each year. - The budget process should be inclusive. Dean's working with their directors and programmatic areas. Input from all levels encouraged. Develop a mechanism to ensure inclusiveness and process, e.g. require narratives, presentations, etc.	

		• Establish and maintain a drop box for Budget and Cost Cutting ideas on an ongoing basis, similar to "Joe Wants to Know". Annual prize for best idea implemented. • Reporting out to the LSC community during the budgeting process: brown bags, meetings, presentations. Keep the process transparent.	
2/C		Make budgets available to budget managers on a monthly basis. • Fully implement financial reporting tool and create a dashboard for budget managers. • Develop a formal process for budget managers to ask questions or receive additional information regarding their budgets and necessary follow-up. • Routine meetings between Budget Managers and Assoc. Dean of Administration. • Budget to actual results shared with the LSC community throughout the fiscal year.	
2/D		Look into reasonable fees that could be charged and the creation of more fee-for-service opportunities. • Parking registration fee to cover the cost of lot maintenance/snow removal and other incurred expenses. • Create a parents and friends association. Charge a fee to join and receive benefits. • Provide a mechanism for each department to develop ideas for other fee-for-service opportunities, similar to the adventure program. Example: utilizing our new full time intramural position to provide summer community camps for kids. • Create more summer and mini camps to bring individuals or groups to campus during break periods. Examples include: music camp, business camp, swimming lessons, sports camps. Consider after school programs in computer/television, etc.	

		for middle school/high school students from the 3-5pm time period. • Identify, implement, and market select activities to generate revenues such as fee-for-service professional development opportunities for employers and employees in our area.	
2/D		Seek out Entrepreneurial ventures that align with the college's mission and fit within our campus environment. • Promote online learning and use of digital space. Specifically pre-college and break periods so that those who take courses elsewhere can get them from us. Example: Athletes requiring credits to maintain eligibility in spring. • Online short session training/certification programs. EJA & ATM are prime programs that could provide such courses/trainings and attract students/learners nationwide. • Increase online courses/programs/degrees. Business degrees and certifications are good examples of the potential for full online opportunities. • Workforce development. Example: QuickBooks courses. This could be in the form of offering institutes and other non-degree shorter certificate type programs. • Create adult learning programs and Life Enrichment Classes that are non-degree or non-credit offerings. • Seek out joint ventures with our sister colleges, especially JSC due to proximity of the two campuses. Shared resources? Shared programs? Creation of dual majors or other programs? 2+2 arrangements, etc. • Develop a marketing plan to increase community and businesses space rentals for business meetings and conferences, dinner events, etc. on our campus. • Consider creating an incubator with walls (Maker Space or Proof of Concept Center). Entrepreneurs and small business startups could rent space on a more permanent basis with access to already existing infrastructure: library database, mailroom, high speed internet, phone access. Underutilized	

		spaces such as McGoff house, the Grange, etc. could be possible locations available for this venture. • Consider rental space to organizations that could be mutually beneficial to our students: SBDC advisors office space here. Invite CCV to utilize our space – there is one located in St. Johnsbury. Proximity? Cost savings? Joint program efforts? • Childcare on campus that is managed by LSC. This would be a benefit to current faculty, staff and students. Prospective students who need childcare often inquire about such services on campus. With the majors we offer in early childhood education and Psych/Human services, this would provide a great opportunity for experiential learning. We also have a great children's area in the library. This would support our efforts with our FLEX program in terms of attracting more non-traditional students. • Add a free style ski team to athletic program to attract more students. Fastest growing sector of ski industry, and we are well positioned geographically to support this.	
2/D		Utilize current and future infrastructure. • Promote our offerings, services and resources with other organizations and the larger community. There is an increased need for marketing and promotion in all departments to share what we do and how others can utilize the services we provide. • In order to increase our conference services and provide a good venue that entices organizations to rent our space, the campus needs to make some investments. Example: Full time public safety officers on weekends, maintenance, IT, and business staff available to help maintain the spaces and operations that are being used by our guests at times when guests are here during non-traditional working days/hours. • Promote the offerings of the Adventure leadership program. The leadership opportunities such as high/low ropes courses could be expanded, even to organizations not in this area.	

		Promote Vermont and its natural surroundings and the activities that the area and the college can provide. • Create team building/leadership programs. Example: Week long leadership program could be adventure based and stand alone or be coupled with classroom/lecture learning environment. • Evaluate the physical (building and grounds) and digital space we currently have to maximize its utilization. • Create virtual computer labs so that every digital device can access the programs each department needs, cutting back on the need for additional physical infrastructure. • Continue to invest in our current infrastructure to maintain competitiveness. Q-burke hotel and conference center will soon be a competitor for facility space rentals. Conduct a full evaluation of this new venue and its implications to LSC. • Connect the campus to Kingdom trails and VAST snowmobile trail systems to bring more people on campus. • Utilize our online infrastructure to provide paid programs for international students. • Utilize the technology to create more flipped courses, freeing up faculty time after initial set-up has been done for additional non-instruction work. • Find effective uses for McGoff house, the Grange, and the yellow house. Example: McGoff: B&B – cost savings, experiential learning, revenue generating.	
2/D		Continue to explore other funding sources such as grants, licensing intellectual property, and affinity credit cards and rewards programs that pay us a percentage. Be strategic about partnerships with local businesses and sell marketing and promotional space on campus, endowed classrooms, sustainability savings etc. • Continue to expand the grant writing opportunities so that every department is applying for grants to supplement their college budgets and the work that they currently do or could do in the future.	

		• Work with efficiency VT to ensure that we are utilizing the most sustainable and energy efficient products that could be partially grant funded or rebated. • Create opportunities and learning outcomes for students studying sustainability to develop green initiatives and proposals to help save the college money. • Look for intellectual property that we could license. Example: promoting entrepreneurship through i-WOW. (license the model as a promising practice and sell it to other colleges that are looking for other revenue streams) Create a train-the-trainer program to bring others to campus that would pay to learn how to implement such a model. • Utilize the center for rural entrepreneurship on campus to tie in as many degree programs as possible to area businesses. • Look into affinity credit cards or insurances as a source of steady revenues. • Generate advertising revenue through selling digital signage and signage in high traffic areas around campus. • Endow/naming opportunities for classrooms, buildings and even individual courses or faculty members. • Connect with alumni to find out how the college could provide services to the organizations for which they are now employed. What resources, workforce development or trainings, internship or partner agreements can be made?	
3/A	Year 1	Address unevenness of advising experience Suggested actions include: • Defining "the problem" • Gathering data – both qualitative and quantitative – from students and departments • Establishing professional development opportunities related to advising/registration process – ex: waivers, transfer evaluation, GEUs, etc. • Reviving conversation about the purpose of "Advising" as	This work has already been started, led by Interim Academic Dean Nolan Atkins, and is well under way.

		opposed to "Registration" • Pursuing other actions that would lead to an improved advising experience and resulting improvements to our retention and persistence	
3/A	Year 1	Address ongoing process issues with our transfer students • Designate one team to develop a definitive systematic solution to the nagging issue of our inconsistent transfer process. Team leader (our Transfer Czar) must be someone who will be available year round to definitively answer questions that may arise relating to transfer students. • The team must develop a clear process to manage transfer students from the time they are admitted to the college through their first semester enrollment and the establishment of a relationship with their faculty advisor. Although a process does exist, it seems to be rather uneven depending on both the academic department involved, and the timeliness of the student's transfer application. The current process of transfer credit evaluation is also lacking, meaning that students may be taking courses they do not need, and not everyone appears to be aware of alternatives to the 1 for 1 equivalencies. • The team will develop the timeline necessary to complete the given charge	PLT, Transfer Team (likely including Registrar, Admissions, Faculty leadership, Academic Deans)
3/A	Year 1	New Employee training – give more responsibility to individual departments Designate group, including HR, to examine the current new employee orientation process. Questions to be answered: • What can be removed from the August en masse training? • What makes more sense for individual departments to	HR, Departments/Supervisors

		handle? • Can the information be broken up so that instead of a parade of information and faces that will soon be forgotten without proper context, the support personnel relevant to the new hire's role at the college can be met on location and the direct relationship between roles and individuals can be addressed more personally? Suggestion: consult with departments who do tend to hire "off-schedule" like Res Life, to see what their training process looks like and how that could be modified for other roles/departments.	
3/A	Year 1	Take action on ADA compliance • Update signage to accurately reflect accessibility to restrooms • Following reports previously submitted regarding accessibility issues, prioritize and complete most essential updates to facilities.	ADA compliance officer (?), Dean of Administration, Maintenance
3/A/B	Year 1	Dashboard (IT) - update and make available to more faculty/staff users • Users Group (Lugnuts) will review existing Dashboard for needed additions. A representative from Academic Support (recommend: Mary or Angie) should be added to group to address the needs of ASC/ARC. • Enact first wave of implementation and revisions in consultation with Users Group. • Begin rollout and training for key users/departments. This will include staff in Student Services, Res Life, and Academic Support/ARC. • Continue to adjust functionality and add users/departments in the rollout and training. Extended user group will include faculty advisors.	IT, Users Group, other named departments
3/A/B	Year 1	Lyndon app – make it functional • Take offline. Its semi-functionality is a turnoff for students and other users who check it once, find it "broken", and	Webmaster, other named departments

		never return. • Restore key functions – Lyndon interactive map, other basic informational links, etc. • Work with departments like Registrar, Financial Aid, IT, etc. to fine tune the availability of crucial information via the application.	

3/A/B	Year 1	The lack of consistent communication standards underpins many of the problems/solutions this strategic planning group has discussed. Here is what we believe needs to happen to definitively address this issue:
		
		Identify members for a communications committee (6-8 people) Recommended: representatives from IT, Res Life, admin assistants (Darcie, Tracy, or Brett), ARC/Academic Support, marketing, admissions, and faculty. Kate would be willing to serve or consult.
		
		Charge to committee is threefold
		  1. Create a clear communications flowchart
		     • Include relation to organizational chart
		     • Include "Who needs to know what, when"
		     • Emphasize a communication "loop" (not just unilateral communications)
		     • Address not only written/electronic standards, but phone and face-to-face as well.
		     • Example: standard of weekly or biweekly team meetings in each department to improve face-to-face communications across the board
		  2. Formalize etiquette standards to help ensure that communications focus on
		     • Collegiality
		     • Solutions rather than complaints
		     • Use of the communications tool appropriate for the message/audience
		  3. Develop a communications repository that will include,
			PLT, Communications Committee, IT

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		among other things: • Committee minutes • Administration communiques • Copies of other relevant information that has been "pushed" out previously but can be "pulled" by interested users who may have lost/deleted/missed the "push"	
3/A/B	Year 1	Create automated reports and develop training for data reporting and access through Informer • Establish a Data Users Group which, in conjunction with the existing IT Users Group will work with departments to identify reporting needs • Data Users Group/IT will work with departments to create needed reports in Informer • Data Users Group will develop system/form to request additional reports or changes to existing reports for future. • Data Users Group/IT will develop a basic user's guide for Informer. • Data Users Group/IT will coordinate with departments and individuals within departments for ongoing training and support.	IT, Users Group, Data Team, Institutional Research
3/C	Year 1	Use priorities from strategic planning to guide progress on Campus Master Plan	
4/A1	Year 1	Continue to provide FAIR Exchanges (two/semester).	Lyndon F.A.I.R.
4/A1	Year 1	Organize and implement campus-wide conversations in response to social justice related issues that arise throughout the academic year.	Lyndon F.A.I.R.
4/A1	Year 1	Work with other campus entities (e.g., Athletics, First-Year Experiences, etc.) to assist them in creating and implementing diversity/social justice conversations *relevant* to their areas. Include partners with the Lyndon community (e.g., parents, high school guidance counselors)	Lyndon F.A.I.R.
4/A1	Year 1	Work with Residence Life staff to empower and provide the necessary resources to Res Life staff to provide social justice conversations as part of Res Life programming.	Lyndon F.A.I.R.

4/A1	Year 1	Explore the creation of a Social Justice award to raise awareness of and celebrate how social justice positively impacts our community.	Lyndon F.A.I.R.
4/A1	Year 3	Continue to provide FAIR Exchanges (two/semester).	Lyndon F.A.I.R.
4/A1	Year 3	Organize and implement campus-wide conversations in response to social justice related issues that arise throughout the academic year.	Lyndon F.A.I.R.
4/A1	Year 3	Work with other campus entities (e.g., Athletics, First-Year Experiences, etc.) to assist them in creating and implementing diversity/social justice conversations relevant to their areas.	Lyndon F.A.I.R., other campus groups, departments, and organizations
4/A1	Year 3	Work with Residence Life staff to empower and provide the necessary resources to Res Life staff to provide social justice conversations as part of Res Life programming.	Lyndon F.A.I.R., Residential Life
4/A1	Year 3	Implement Social Justice award to raise awareness of and celebrate how social justice positively impacts our community.	Lyndon F.A.I.R.
4/A1	Year 3	Explore optional common read for all members of Lyndon community with the opportunity of a series of campus-wide book discussions.	Lyndon F.A.I.R., Faculty, Students, Staff
4/A1	Year 3	Help campus entities other than FAIR institutionalize diversity/social justice conversations as a way of influencing service-delivery and departmental procedures. • This objective could be implemented via the use of Restorative Practices.	Lyndon F.A.I.R., PLT, Faculty Assembly, Student organizations
4/A1	Year 5	The following are part of the institutional standard: • FAIR Exchanges (two/semester). • Campus-wide conversations are held in response to social justice related issues that arise throughout the academic year. • Other campus entities (e.g., Athletics, First-Year Experiences, etc.) create and implement diversity/social justice conversations relevant to their areas. • Residence Life staff provides social justice conversations as part of Res Life programming. • Annual Social Justice award	Lyndon F.A.I.R. and relevant departments
4/A1	Year 5	Explore optional common read for all members of Lyndon community with the opportunity of a series of campus-wide book discussions.	Lyndon F.A.I.R., Faculty, Student Organizations
4/A1	Year 5	Help campus entities other than FAIR institutionalize diversity/social	Lyndon F.A.I.R., PLT, Faculty, Staff

		justice conversations as a way of influencing service-delivery and departmental procedures.	departments, Student Organizations
4/A2	Year 1	Work with President to identify funds to bring two (one fall/one spring) major speakers to campus.	Lyndon F.A.I.R.
4/A2	Year 1	Identify/develop potential training models, in collaboration with employees, for implementation by Year 3. • Survey Monkey faculty, staff, & administrators re: training needs & interests. • For faculty, include questions related to curriculum development vis-à-vis social justice. • For Student Life staff, include questions related to student leadership development vis-à-vis social justice. • Work with President in assessing needs and interests for PLT members. • Work collaboratively with HR in development and implementation.	Lyndon F.A.I.R., Student Affairs, President & PLT, HR
4/A2	Year 1	Residence Life, in conjunction with FAIR, will begin to pilot Restorative Practices outside of Residence Life.	Residential Life, Lyndon F.A.I.R.
4/A2	Year 1	Collaborate with HR to assure that all new employees receive some type of foundation in social justice.	Lyndon F.A.I.R., HR
4/A2	Year 1	Discuss with Structure and Welfare committee the re-allocation of some portion of Advanced Study Funds to support social justice scholarship.	Lyndon F.A.I.R.
4/A2	Year 3	Work with President to identify funds to bring two (one fall/one spring) major speakers to campus each academic year.	Lyndon F.A.I.R., President, Dean of Administration
4/A2	Year 3	Begin the re-allocation of some portion of Advanced Study Funds (or other funds, e.g., Brierly, to support social justice scholarship.	Lyndon F.A.I.R., Faculty, PLT
4/A2	Year 3	Based on findings from assessments identified in Year One, implement social justice trainings relevant to various constituencies on campus. Key constituencies: • Admissions • Student Services • Dining Services • Library	Lyndon F.A.I.R., HR, faculty & staff departments

		- Faculty - Institutional Advancement - PLT - Academic Support	
4/A2	Year 3	Institutionalize social justice component for new employee training. Continue to update as indicated.	Lyndon F.A.I.R., HR
4/A2	Year 3	Based on continuous evaluation of Restorative Practices, explore moving beyond the pilot stage to bring RP to additional campus constituencies.	Lyndon F.A.I.R., Residential Life
4/A2	Year 5	The following are part of the institutional standard: - Funding now incorporated into the budget to bring two (one fall/one spring) major speakers to campus each academic year. - Some faculty professional development funding is dedicated to supporting social justice scholarship.	PLT, Faculty
4/A2	Year 5	Based on findings from assessments identified in previous Years, adjust and implement social justice trainings relevant to various constituencies on campus. Key constituencies: - Admissions - Student Services - Dining Services - Library - Faculty - Institutional Advancement - PLT - Academic Support	
4/A2	Year 5	Social justice component for new employee training updated as indicated.	
4/A2	Year 5	Restorative Practices are utilized by several campus constituencies; explore continued expansion.	
4/A3	Year 1	In collaboration with Institutional Advancement, Lecture & Arts, and other relevant campus groups, identify other groups and institutions in the NEK/VT communities with which to collaborate/exchange.	Lyndon F.A.I.R., IA, Lecture & Arts

		Particularly with IA, identify alums who might serve as resources for social justice work	
4/A3	Year 3	Continue to build relationships with relevant groups and institutions, both internal and external to the College.	Lyndon F.A.I.R., Groups
4/A3	Year 3	Explore additional groups/institutions.	Lyndon F.A.I.R.
4/A3	Year 3	If alums identified from Year One, continue to build those relationships.	Lyndon F.A.I.R., IA
4/A3	Year 5	Relationships with relevant groups and institutions, both internal and external, become institutionalized.	
4/A3	Year 5	Add additional groups/institutions as capacity and interest allow.	
4/A3	Year 5	Expand alumni connections.	
4/A4	Year 1	Research existing relevant assessment tools and review processes used by similar institutions.	Lyndon F.A.I.R.
4/A4	Year 1	Reach out to the Leahy Center for consultation/assistance.	Lyndon F.A.I.R., Leahy Center, Institutional Research
4/A4	Year 3	Implement evaluative tools.	Lyndon F.A.I.R.
4/A4	Year 3	Begin initial analysis of data and adjust efforts accordingly.	Lyndon F.A.I.R.
4/A4	Year 5	Continue to engage in evaluation practices.	
4/A4	Year 5	Based on initial analysis of data, continue to adjust efforts accordingly.	
4/A5	Year 1	Meet with Marketing & Communication staff before/at beginning of academic year to discuss how to build on existing frameworks.	Lyndon F.A.I.R., Marketing & Communications
4/A5	Year 1	Meet with Library staff before/at beginning of academic year to discuss how to build on existing frameworks (e.g., LibGuide)	Lyndon F.A.I.R., Library
4/A5	Year 3	Coordinate with Marketing & Communications staff before/at beginning of academic year to discuss how to build on existing frameworks.	Lyndon F.A.I.R., Marketing & Communications
4/A5	Year 3	Coordinate with Library staff before/at beginning of academic year to discuss how to build on existing frameworks (e.g., LibGuide)	Lyndon F.A.I.R., Library
4/A5	Year 5	The following are part of the institutional standard: • F.A.I.R. meets with Marketing & Communications staff before/at beginning of academic year to discuss how to build on existing frameworks. • F.A.I.R. meets with Library staff before/at beginning of	

		academic year to discuss how to build on existing frameworks (e.g., LibGuide)	
4/A6	Year 1	Collaborate with International Student Enrollment and Management group to identify specific needs based on EF enrollment.	Lyndon F.A.I.R., International Student Enrollment Group, EF
4/A6	Year 1	Reach out to faculty members who provide or arrange for international travel to assess cultural competency training and preparation currently provided to students in advance of travel.	Lyndon F.A.I.R., Faculty
4/A6	Year 3	Implement trainings and consultation needed as identified in Year One's collaboration with International Student Enrollment and Management group.	Lyndon F.A.I.R., International Student Enrollment Group, EF
4/A6	Year 3	Provide faculty members who provide or arrange for international travel to assess cultural competency training and preparation currently provided to students in advance of travel as indicated.	Lyndon F.A.I.R., Faculty
4/A6	Year 5	The following are part of the institutional standard: • Trainings and consultation are provided regularly. • Faculty members who provide or arrange for international travel provide cultural competency training and preparation to students in advance of travel as indicated.	
4/A7	Year 1	Establish a campus-wide group to explore Lyndon's involvement with the Charter for Compassion.	Lyndon F.A.I.R., PLT
4/A7	Year 3	Implement appropriate follow up to the Charter for Compassion exploratory committee's findings	Lyndon F.A.I.R., PLT
4/A7	Year 5	Charter for Compassion or similar option has been adopted at Lyndon.	Lyndon F.A.I.R., PLT, campus community

4.   <u>Public input</u>

5.   <u>Potential areas of focus and priorities for the Committee</u>

6.   <u>Next steps</u>

7.   <u>Date of next meeting</u>
       Thursday, June 25, 2015 at 12 p.m.
       Office of the Chancellor, Montpelier, VT