
OFFICE OF THE CHANCELLOR

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VERMONT STATE COLLEGES

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

June 22, 2015

TO: Long Range Planning Committee
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 25, 2015

A meeting of the Long Range Planning Committee of the VSC Board of Trustees will be held on Thursday, June 25th 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 25, 2015 at 12 p.m.
Office of the Chancellor, Montpelier, VT**

AGENDA

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the minutes of the June 11, 2015 meeting
2. Follow-up on information requests from the Committee
 - a. Presentation: Operational efficiencies at the VSC
 - b. Academic programs at the VSC
 - c. Data on subsequent postsecondary enrollment of CCV students
 - d. VSC Foundation update
 - e. Examples of small state higher education systems
 - f. Experiences of other colleges that have changed to universities
 - g. Current Carnegie Classifications for the VSC
3. Committee dialogue on the VSC system and Castleton with Aims McGuinness (NCHEMS) and Michael Thomas (NEBHE)
4. Discussion of items for the July 16th Committee meeting agenda
5. Next steps

A. ITEMS FOR DISCUSSION AND ACTION

1. Approval of the minutes of the June 11, 2015 meeting

The Vermont State Colleges Board of Trustees Long Range Planning Committee conducted a meeting Thursday, June 11, 2015 at the Office of the Chancellor in Montpelier, Vermont.

Committee members present: Jerry Diamond (Chair), Church Hindes, Tim Jerman, Karen Luneau, Heidi Pelletier

Absent: Kraig Hannum

Other trustees present: Bill Lippert, Jim Masland, Martha O'Connor, Mike Pieciak

From the Chancellor's Office: Bill Reedy, General Counsel
Tom Robbins, CFO
Elaine Sopchak, Executive Assistant to the Chancellor
Jeb Spaulding, Chancellor

College Presidents: Joe Bertolino, Dan Smith, Joyce Judy, Barbara Murphy, Dave Wolk,
Incoming Johnson State College President Elaine Collins (by phone)

From the Colleges: Tess Conant, VSCUP Past President
Andy Myrick, VSC Faculty Federation President
Beth Walsh, VSCUP President

From the Public: Josh O'Gorman, VT Press Bureau
Amy Ash Nixon, VT Digger
Eliza Larson, WCAX

Chair Diamond called the meeting to order at 12:03 p.m.

A. ITEMS FOR DISCUSSION AND ACTION

1. Organizational business (Review charter)

Chair Diamond introduced members of the committee and reviewed the purpose of the day's meeting and the strategic inquiry process that led to the creation of the Committee.

Chancellor Spaulding emphasized that the Long Range Planning Committee will serve as a forum for discussion and to vet all kinds of ideas that may or may not rise to the Board level. He reminded those present that the Committee's only authority is to make recommendations to the Board. He reviewed the mission and vision of the Vermont State Colleges and the charter of Committee.

Chair Diamond asked how the Board will implement the newly enacted legislation regarding Board composition. Chancellor Spaulding answered that there is a transition period specified in the statute beginning in 2017. At the time of the transition the Board will determine whether it needs a nominating committee for this purpose. He reminded the Committee that the statute also gives the Board the authority to change the name of the corporation.

2. Strategic Inquiry: Where we left off

Chancellor Spaulding reviewed the results of the strategic inquiry process, focusing on the "Ideal VSC" and "Six Big Ideas" (see attached slides). He noted that the highest ranked ideal quality on both lists is a unified system. Trustee Pelletier noted, and several trustees strongly agreed that affordability should be included in the list. President Murphy stated accessibility should be added as well.

Chancellor Spaulding stated that they are discussing the organization of the VSC system first, because before deciding whether Castleton State College should become a university, they must first establish a general idea of what is best for the whole system. Trustee Jerman reminded the group that the strategic inquiry process was intended to generate big ideas that could reengineer the system, and that they left off at the point in the process where they would start discussing how to achieve those big ideas.

Chancellor Spaulding shared with the group the websites of several higher education systems to demonstrate their organizational composition.

Items for Discussion and Action

Penn State University (<http://www.psu.edu>) is one single, accredited institution with 23 campuses. When a student graduates, they get a degree from Penn State University. All of the campuses' websites look similar. President Bertolino shared that initially the 23 campuses were community colleges; if students applied to the main campus but were not accepted, they could attend one of the branch campuses and have an opportunity to reapply later if successful. Penn State then transitioned all those campuses to four-year degree programs; there is some consistency across the campuses but each campus has its own focus. The standards are different for each campus as well.

California State University (<http://www.calstate.edu>) is different in that there is no single Cal State University—all the campuses are independently accredited universities within a state university system that has one board. California also has a separate university system and community college system.

University of Maine (<http://umaine.edu>) in Orono is the flagship institution of the University of Maine system (<http://www.maine.edu>). Each institution in the system is an independently accredited degree granting institution. The UMaine system is currently considering whether to become accredited as a single institution. The system currently has one board but each institution has a Board of Visitors that advises the system board. Maine's community college system is separate from the UMaine system. President Murphy stated that UMaine Augusta started out as a community college and transitioned to a four-year institution. The UMaine system has begun investigating consolidation and has so far consolidated human resources, purchasing, and IT.

State University of New York (<http://www.suny.edu>), like Cal State, does not exist as a single institution. It is composed of individual campuses across New York that are all independently accredited. President Murphy pointed out that unlike California, SUNY includes everything from research universities to community colleges and is the largest public system in the world (system website: <http://system.suny.edu>). SUNY has one board. President Bertolino shared with the Committee that a number of systems have attempted to group their constituent parts into one institution only to reverse course after a number of years and reestablish each individual school's identity. It is often an attempt to enhance a system's profile to compete with larger university systems and bigger name institutions. Students however, do not associate themselves with a system but rather with a college.

Trustee Hinds asked for information on what other small population, rural states do in their higher education systems, to complement the information being presented today. Chancellor Spaulding stated that staff will have that information ready to present at the next Committee meeting.

The Pennsylvania State System of Higher Education (<http://www.passhe.edu/Pages/default.aspx>) is a system of 14 public universities under one board. It is similar to SUNY and the VSC in that they have a chancellor and individual accredited institutions. On their individual websites, the institutions do not necessarily identify themselves as part of the system. The Committee discussed the similarities between Penn State University and the Pennsylvania State System, and whether there was a difference in perceived prestige. President Bertolino made the comparison that in Vermont, UVM might be considered equivalent to Penn State in terms of recognition, while the VSC would be equivalent to the PASSHE colleges. Penn State has established a brand name in the state, as has UVM in Vermont; both are land grant institutions.

Trustee Hinds inquired about the internal, operational efficiencies systems require. Chair Diamond asked Chancellor Spaulding to report at the next meeting what operational efficiencies have already been undertaken by the VSC.

Chancellor Spaulding stated that the Board must also take into consideration that the history and culture of every state is different. In New Hampshire, the University of NH and the rest of the state colleges are under the same governance system. He reminded the Committee that a similar governance structure has been studied in Vermont multiple times, as recently as 2009, and it is unlikely to happen in Vermont anytime soon.

The Committee then discussed a variety of ideas and goals to consider when planning a new system organization, as follows:

- Greater access to college and system resources (Jeb)
 - “Admit to one, go to five” (Church)
 - And know this ahead of time, not after enrollment (Bill)
- Marketing for each college and the system without competition with colleges (Heidi)
 - But raising awareness of collaborations between schools
- More modernized system that’s cohesive, diverse, inclusive (Dave)
- More entrepreneurial culture at colleges (Tim)
 - Lack of state support requires this
 - Potential enterprise zones
 - System business plan competition; externships (Mike)
- Partnerships with industry (Karen)
 - What can industry do for us? (Tess)
- Focus on applicants and employers

Items for Discussion and Action

- User friendly dashboard and technology platform (Joe)
 - Improvement to Colleague/registration
 - Ease of customer experience for new consumers and current consumers (Jeb)
 - Web tools to enhance recruitment
- More competitive financial aid system (Joe)
- System assistance in fundraising (Jerry)
- Partner with other New England institutions on premium programs (Karen)
- Invest in the web presence (Mike)
- Actively advocating at the state level (Church)
 - Demonstrate system value
- More nimble, moving faster (Jeb)
- Functionality will help determine form (Jim)
- Operational efficiencies (Jeb)
- Commit to raising the college aspirations of VT's K-12 students (Barbara)
 - Strengthen relationships with K-12
 - Blue Ribbon Commission on raising aspirations (Church)
- Common calendar (Jerry)
- Encouraging colleges' niche(s) (Jerry)
- Make transfer between colleges as easy as possible (Jerry)
- Offer up to date, practical degree programs to meet changing workforce needs (Mike)
- Vermonters' first stop when considering post secondary educational needs (Jeb)
 - Perceived as first choice, not a fallback (Jerry/Kraig)
- Market the value added by attending a VSC school (Bill)
- Be nimble and responsive (Bill)

3. Discussion with COP and Chancellor

Chair Diamond asked the presidents to comment on the topic of becoming a more tightly knit system, and how it would impact their colleges.

President Bertolino stated that he does not think the system has a choice about whether to be integrated if all five colleges are to be viable. Each college is an important economic driver in its own community. The downside to being fully integrated is the fear of losing one's identity and independence as individual institutions. The question is what is the balance between being supportive and integrative enough to help the system thrive while also allowing for the individual niches and cultures of each college? Many improvements at the system level will help individual colleges.

Items for Discussion and Action

Chair Diamond asked President Bertolino if there could be a greater role for CCV at the other colleges. President Bertolino answered that interconnectedness is essential. As an illustration he stated that UVM's largest pool of transfer students comes from CCV—these students should go to VSC colleges. Working together to make it less complicated and more desirable for these students to attend VSC schools is critical. Lyndon State could do more to reach out to the large number of students attending CCV Newport.

President Judy reminded the group that students are also consumers, and if a VSC school will not accept transfer courses, then they will turn to UVM. In addition, scheduling plays a very large part. There are however over 550 other VSC students taking CCV courses—there is a lot of interconnectedness already. She asked the group to think about what we create that we can do better together than what we could do singly, and offered the Hartness Library as an example. It's a nationally recognized model of not just consolidating operations but combining forces to create something better.

President Judy stated that the current financial model of the system will likely need to change as progress continues towards a unified system. Currently each college has to succeed and this creates competition based on enrollment. The system should also work more on broader questions of aspiration and the cost of college. She feels that establishing a common calendar is going backward; the system needs more start dates, not fewer. Trustee Lippert asked if there is any data on where CCV students go after completion. He stated that CCV as a feeder school should be a priority. President Murphy agreed that a common calendar would negatively affect EDP and other programs' multiple start/stop dates. Chancellor Spaulding noted that the academic deans at the colleges support having a common calendar.

President Smith noted that VT Tech and CCV have a very healthy transfer relationship, with CCV students moving on to multiple VT Tech programs, particularly nursing. The most important part of that is seamlessness for students.

Regarding the calendar, President Bertolino stated that given the demographics the VSC works with—non-traditional students, veterans, returning students, transfers—flexibility for these groups is essential, and the VSC is well positioned to become more flexible. Flexibility is necessary also in the kinds of degree programs offered, as well as other types of course offerings that generate revenue and provide education that may not offer a degree but rather an opportunity.

President Wolk stated that creating a Vermont State University system would be confusing for students, and that the board of UVM might object to such a name. Chair Diamond pointed out

many states have two different university systems. Castleton and CCV have multiple articulation agreements, and work very closely together.

President Wolk shared his reasons why Castleton State College should change its name to Castleton University:

- The college now has several graduate programs and a doctoral program that will begin in fall 2016; being a university is an opportunity to expand the number of programs and the pool of potential students.
- The college has many new entrepreneurial ventures, many of which are off campus (as is the Polling Institute) or statewide in their reach (as is the Center for Schools). Castleton is the largest provider of professional development for teachers in Vermont. Use of the college's facilities during the summer is robust. Spartan Arena, Spartan Dome, and many other ventures serve the entire Rutland area.
- The university designation will attract more international students, a positive way to increase revenue and diversity on campus.
- The entire campus community is ready to become a university and has developed the Castleton Plan as a reflection of its desire to move forward.

Trustee Jerman asked JSC incoming president Elaine Collins for her opinion of Castleton's name change and the larger discussion of the VSC system. Dr. Collins stated that she feels it is very important for each college in the system to have its own niche and to be independent. But it is also important to market the system to bring it more attention. She supports President Judy's suggestion that the colleges become interconnected in a way that the whole is better than the sum of its parts. She emphasized focusing on sustainable practices, both in the sense of sustaining the system but also in curriculum development and by each college addressing an aspect of sustainability that would give a graduating student a credential earned from all five colleges.

President Murphy suggested first taking advantage of the tools we have already invested in and improve them to serve us better—in particular Colleague—as well as preserving and nurturing what we each do best individually and collectively. She suggested funding some new initiatives, and taking some calculated risks. She also suggested reviewing institutional research as an area where more consolidation and collaboration could happen, generating better and more useful data and answering more questions, as well as identifying grant sources.

In terms of Castleton's name change, President Murphy stated that perhaps the change will have some implications for the other colleges. President Bertolino stated the name change is a great idea that makes sense for Castleton. It presents the other colleges with the challenge of defining themselves within the system and the state. It may help in recruitment for the system and though there are several unknowns, that is not a reason not to do it. Lyndon will need to maintain its niche programs to ensure its viability and those niche programs are what distinguish institutions

Items for Discussion and Action

from one another. He also stated he thinks it will raise the profile and credibility of the system, and send a message of quality on many levels. Each college is a unique sibling in a larger family.

President Smith stated that the unique value of having a university as part of that family will be shared across all of the colleges in the system.

Trustee Masland expressed concern about what kind of impact Castleton's name change may have on Johnson State and Lyndon State. He stated he did not see a downside to Castleton remaining a college. Trustee Pelletier stated she is not convinced that it is necessary for Castleton to change its name and that she shares Trustee Masland's concerns. Though she is not completely against it, she is not convinced it will make a difference for Castleton or the system. She is concerned the negative impacts on the other colleges might outweigh the benefits for Castleton.

President Judy stated she supports the Castleton name change, and reminded the Committee that the term "university" has a different meaning than "college" for international students. The change will be important for Castleton's goal to recruit more international students. The entire system should not ignore the potential revenue opportunities international students represent. CFO Robbins stated that when he thinks of Castleton University, he thinks less of what it would mean for our colleges and more about how it would encourage students to come to Castleton rather than to UVM.

Trustee Hinderes stated that the immediate value of the Castleton name change question is that it has accelerated the discussion of the bigger question of the VSC system organization and name. That conversation needs to happen first, and then the Board should take up the Castleton question. He stated he is neutral on the Castleton name change and would prefer to address the system implications first.

Chancellor Spaulding stated he does not think the Board needs to determine a new name for the system before allowing Castleton to change its own name. Rather, the Board should first decide whether the system should be one system with campuses (like Penn State) or a system with distinct institutions within the system (like SUNY). That decision should happen before the Castleton name change decision. He reminded the Committee that at its next meeting there will be two visitors who are professionals in the field: Michael Thomas, President of the New England Board of Higher Education (NEBHE), and Aims McGuinness, Senior Associate with the National Center for Higher Education Management Systems (NCHEMS). They will provide their expertise and guidance while the Committee and Board think about this decision.

Chancellor Spaulding stated that he hoped the Board would be able to make this decision at its July meeting.

Chair Diamond asked President Wolk to answer the following questions at the next meeting:

1. What impact will the name change have on students? Will the students have a different life under a university as opposed to a college? Is there a benefit that they will see as a result of this change?
2. What changes and benefits will the name change cause for faculty and staff?
3. If there is to be a noticeable change to students, faculty, and staff, why would we not want those same benefits to extend to all of the students, faculty, and staff at all of the state colleges?
4. What is the name change going to cost: signage, uniforms, etc? To this question President Wolk answered that over the last two to three years the college has already begin changing its mark to reflect simply "Castleton," with the result being that an official name change will not cost much at all. He will share the costs and communication plan at the next Committee meeting.

4. Next steps

The Committee scheduled a third meeting to occur before the next Board meeting. The Committee selected July 16th from 1-5 p.m. at the Chancellor's Office in Montpelier. Board Chair O'Connor stated that the Board could spend time on the topic during the July 23rd Board meeting as well. Trustee Lippert asked if the presentations on the 25th could be recorded for future viewing. Staff will ensure the meeting is recorded.

5. Public input

There was no public input.

6. Potential areas of focus and priorities for the Committee

- Trustee Masland suggested the Committee discuss the system's web presence and marketing in general to raise the system's profile and improve seamlessness.
- Trustee Luneau asked for other examples of colleges and systems that have changed their names and whether or not they were successful.
- Chair Diamond suggested the Committee discuss how the colleges can further develop their niches and how Board can help in that process.
- Chair Diamond stated another topic requested is a strategic look at how to make VTC survive and thrive.

Items for Discussion and Action

- Chancellor Spaulding stated that the Committee needs to develop either a strategic plan or strategic priorities, and ensure the priorities and the colleges' plans align.
- Chancellor Spaulding said that staff will report at the next meeting what the VSC has already accomplished so far in terms of operational efficiencies and what else can be done.
- Chancellor Spaulding also suggested discussing the finance/revenue sharing model currently existing between VSC institutions.
- Trustee Pelletier suggested a discussion of the VSC Foundation: what is its status and what can be done with it? She suggested trustees review the website for the Maine community college system foundation (<http://www.maineccfoundation.org/about-the-foundation/>).
- Trustee Hinds recommended also considering topics to be discussed at the retreat in September.
- Trustee Lippert asked for a document that lists all program offerings at all colleges.

Trustee Jerman moved and Trustee Hinds seconded to adjourn. The meeting adjourned at 4 p.m.

The logo for Vermont State Colleges (VSC) features the letters 'V', 'S', and 'C' in a large, stylized, serif font. The 'V' and 'S' are connected at the top, and the 'C' is positioned to the right of the 'S'. The letters are white and set against a dark blue background.

VERMONT STATE COLLEGES

CASTLETON STATE COLLEGE

COMMUNITY COLLEGE OF VERMONT

JOHNSON STATE COLLEGE

LYNDON STATE COLLEGE

VERMONT TECHNICAL COLLEGE

*f*or the benefit of
VERMONT

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



VSC Vision

- The VSC will be known for high quality programs, as measured by the skills, knowledge and contributions of students, graduates and clients.
- VSC resources – human, financial, technological, and physical – will be leveraged to achieve our mission and stated goals, and to address agreed-upon priorities.
- The VSC will develop a culture of continuous improvement, supported by college and system assessment systems that measure progress toward stated goals.
- The VSC will be recognized as a great place to work, in terms of what it offers employees as well as what it contributes to local communities.
- The VSC will have comprehensive and timely access to data that inform college and system planning, management, and decision making.
- The VSC will maximize the advantages of being a system and minimize bureaucracy to support five strong and unique colleges.
- VSC structures and delivery systems will be flexible enough both to anticipate and quickly adapt to shifting internal and external forces.
- VSC services will be delivered when and where students and clients need them. The VSC will meet or exceed students' and clients' expectations related to service.



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.

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.



Long Range Planning Committee Charter

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.



Summary from Strategic Inquiry, January 2014...

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 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



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.

2. Follow-up on information requests from the Committee

a. Presentation: Operational efficiencies at the VSC

CFO Tom Robbins, Chief Information Officer Dianne Pollak, and Chief Academic and Academic Technology Officer Yasmine Ziesler will provide the Committee with an overview of current operational efficiencies occurring at the VSC.

b. Academic programs at the VSC

As requested by the Committee, the following list is a compilation of all academic programs currently offered at the VSC, by college and by degree.

VSC ACADEMIC PROGRAMS

*****DRAFT 6/25/15*****

KEY TO MAJORS			Castleton State College	Community College of Vermont	Johnson State College	Lyndon State College	Vermont Tech
A = Associate's Degree	B = Bachelor's Degree	C = Certificate					
L = Licensure	M = Master's Degree						
Accounting			B, M	A	B, C	B	
Administrative Management				A			
Agribusiness Management Technology							A
Allied Health Preparation				C			
Animation & Illustration						B	
Anthropology					B		
Architectural Building & Engineering Technology							A, B
Applied Business Practices / Management				A			B
Applied Science						A	
Art			B			A	
Art/Studio Art, Visual Art			B	A	B, M	A	
Arts Administration			M				
Athletic Leadership			M				
Athletic Training / Exercise Science			B			B	
Atmospheric Sciences						B	
Audio Production						A, B	
Automotive Technology							A
Aviation: Professional Pilot Technology							B
Biology			B		B		
Business Administration / Management			A, B	A	A, B, M	A, B	A, B
Chemistry			B				
Childcare				C			
Cinema / Video Production						B	
Civic Engagement			C				
Civil / Environmental Engineering Technology							A
Communications / Media			A, B	A	B	A, B	
Computer Business Applications, Information Systems			B				A, B
Computer Engineering Technology							A, B
Computer Sciences, Systems Management, Network Administration				A		A, B	
Computer Software Engineering							A, B
Construction Practice & Management							A, B
Counseling					M		
Creative Writing					B		
Criminal Justice			A, B	A		B	
Dairy Farm Management & Technology							A
Dental Hygiene							B
Diesel Power Technology							A
Digital Media / Marketing			B	A			
Diversified Agriculture							B
Ecological Studies			B				
Economics			B				
Education: Administration, Curriculum, Leadership, Counseling			B, M			M	
Education: Career & Technical Education			B				
Education: Early Childhood, Elementary, Middle, Secondary			L	A	B, L, M	B, L, M	
Education: Special Education, Gifted & Talented, Paraeducator			L, M		B, M	A, M	
Education: Subject Areas			B, L		B, L	B, L	
Electrical / Electromechanical Engineering Technology							A, B
Electronic Journalism Arts						A, B	
English			B		B	B	
Environmental Science			B	A	B	B	
Environmental Studies, Policy & Advocacy			B		B		
Equine Studies							A
Essential Workplace Skills				C			
Fire Science & Paramedicine							A, C
General Engineering Technology							A
General / Multidisciplinary Studies			A, B		A	A	
Geography			B				
Geology			B				

VSC ACADEMIC PROGRAMS

*****DRAFT 6/25/15*****

KEY TO MAJORS			Castleton State College	Community College of Vermont	Johnson State College	Lyndon State College	Vermont Tech
A = Associate's Degree	B = Bachelor's Degree	C = Certificate					
L = Licensure	M = Master's Degree						
Global Studies			B, C	A			
Graphic Design			B	A		B	
Health Education			B				
Health Information Specialist				C			
Health Sciences			B		B		
History			B		B		
Hospitality & Tourism				A	B		
Human Services				A		A, B	
Interdisciplinary Studies					B		
Journalism			B		B		
Landscape Design & Sustainable Horticulture							A
Liberal Studies				A		B, M	
Literature			B		B		
Management			B		A, B		
Manufacturing Engineering Technology							B
Marketing			B		B		
Mathematics			B		B	B	
Mathematics Education			B, M			B, L	
Mechanical Engineering Technology							A, B
Media Arts					B		
Medical Assisting				A			
Mountain Recreation Management						B	
Music			B		B		
Music Education			B, M		B		
Music Business & Industry						B	
Music & Self Promotion						A	
Music Industry Management						A	
Musical Theater					B		
Natural Sciences						B	
Nonprofit Management					C		
Nursing			B				A, B, C
Outdoor/ Environmental Education					B		
Philosophy			B				
Physical Education			B				
Political Science			B		B		
Professional Studies					B		
Public Relations			B		B		
Psychology / School Psychology / Counseling			B, M		B, M	B	
Renewable Energy							B
Respiratory Therapy							A
Social Science / Studies			B			B	
Social Work			B				
Sociology			B		B		
Spanish			B				
Sports Management / Administration			B		B	B	
STEM Studies				A			
Substance Abuse Services				C	M		
Sustainability Studies / Design						B	B
Theater Arts			B, M		A, B		
Veterinary Technology							A
Website Design & Administration				C			
Wellness & Alternative Medicine					B		

c. Data on subsequent postsecondary enrollment of CCV students

As requested by the Committee, Community College of Vermont has submitted data indicating the postsecondary enrollment of CCV degree and certificate completers, as well as that of degree-seeking CCV students who leave the college prior to completing a credential.

Subsequent Postsecondary Enrollment of CCV Students

6/16/2015
 CCV Office of Institutional Research

I. Subsequent postsecondary enrollment of recent CCV Degree and Certificate completers:

- **Just over half** (54%) of CCV certificate/degree holders continue their postsecondary education within 3 years of credential completion.
- The VSC captures approximately **two thirds** (63%) of the subsequent enrollment of CCV Certificate and Associate Degree earners.
- Johnson State leads with **about half** (49%) of the VSC placements, and a third (31%) of overall placements.
- Beyond the VSC, CCV credential holders attend UVM and Champlain College at roughly equal rates (7% each)
- See attachment for information about other subsequent postsecondary institutional enrollment (21%).

Table 1. Subsequent Enrollment: Postsecondary Institutions attended by CCV graduates and certificate earners: Class of 2011, 2012, and 2013 (post-credential enrollment through Spring 2014)

Institution Attended Post CCV Certificate/Degree	2011		2012		2013		3 year average % of first college attended
	# students	% of first college attended	# students	% of first college attended	# students	% of first college attended	
JOHNSON STATE COLLEGE	113	32%	92	30%	114	32%	31%
CCV*	66	19%	60	19%	40	11%	16%
VTC (Includes LPN)	24	7%	26	8%	37	10%	9%
CASTLETON STATE COLLEGE	18	5%	24	8%	21	6%	6%
LYNDON STATE COLLEGE	3	1%	8	3%	5	1%	2%
All VSC	224	63%	210	68%	217	61%	64%

*Includes certificate earners on a path to an Associate's Degree

UVM	31	9%	19	6%	25	7%	7%
CHAMPLAIN	29	8%	24	8%	17	5%	7%
Other Colleges	69	20%	56	18%	94	27%	21%

II. Subsequent enrollment of degree-seeking CCV students who leave the college prior to completing a credential:

- Most placements (82%) are at 4-year institutions, both in Vermont and elsewhere.
- Just over half (53%) of students with a record of subsequent postsecondary enrollment attend college in Vermont.
- **About a third** of the students with a subsequent enrollment record (31%) transfer to a VSC institution.
- Of the students who attend a VSC institution, **three quarters** choose either Johnson or VTC, in equal proportion.
- UVM and Champlain College enroll the largest share of non-VSC college placements (11% and 6% respectively).
- Beyond Vermont, students attend college in 42 states.
- When they attend a 4-year college out of state, students are significantly less likely to choose to attend a **public** institution (39%) compared to students who attend a 4-year college in Vermont (77% are enrolled in public institutions).

Postsecondary Institutions next attended by CCV graduates and certificate earners: Class of 2011, 2012, and 2013 (through Spring 2014)¹

Institution Attended Post CCV Certificate/Degree	Class of 2011	
	#	% of next college attended
JOHNSON STATE COLLEGE	113	32%
CCV	66	19%
UNIVERSITY OF VERMONT	31	9%
CHAMPLAIN COLLEGE	29	8%
CASTLETON STATE COLLEGE	18	5%
VERMONT TECHNICAL COLLEGE	14	4%
VERMONT TECHNICAL LPN	10	3%
SPRINGFIELD COLLEGE	6	2%
NORWICH UNIVERSITY	4	1%
UNION INSTITUTE AND UNIVERSITY	4	1%
COLLEGE OF ST. JOSEPH	3	1%
LYNDON STATE COLLEGE	3	1%
Burlington College	2	1%
SOUTHERN NEW HAMPSHIRE	2	1%
SUFFOLK UNIVERSITY	2	1%
UNIVERSITY OF PHOENIX	2	1%
BERKSHIRE COMMUNITY COLLEGE	1	0%
BRIGHAM YOUNG UNIVERSITY - IDAHO	1	0%
CALIFORNIA COLLEGE OF THE ARTS	1	0%
CARRINGTON COLLEGE - BOISE	1	0%
CUNY QUEENS COLLEGE	1	0%
DREXEL UNIVERSITY	1	0%
DUKE UNIVERSITY NURSING	1	0%
Essex Tech- Dental Assistant	1	0%
FLORIDA INSTITUTE OF TECHNOLOGY	1	0%
GEORGETOWN UNIVERSITY	1	0%
GODDARD COLLEGE	1	0%
GREENFIELD COMMUNITY COLLEGE	1	0%
HOUGHTON COLLEGE	1	0%
INDIANA STATE UNIVERSITY	1	0%
KAPLAN UNIVERSITY	1	0%
KEENE STATE COLLEGE	1	0%
LIBERTY UNIVERSITY	1	0%
MONROE COLLEGE	1	0%

Institution Attended Post CCV Certificate/Degree	Class of 2012	
	#	% of next college attended
JOHNSON STATE COLLEGE	92	30%
CCV	60	19%
CASTLETON STATE COLLEGE	24	8%
CHAMPLAIN COLLEGE	24	8%
UNIVERSITY OF VERMONT	19	6%
VERMONT TECHNICAL LPN	19	6%
LYNDON STATE COLLEGE	8	3%
UNION INSTITUTE AND UNIVERSITY	7	2%
VERMONT TECHNICAL COLLEGE	7	2%
COLLEGE OF ST. JOSEPH	4	1%
GREEN MOUNTAIN COLLEGE	4	1%
SPRINGFIELD COLLEGE	4	1%
Burlington College	3	1%
SOUTHERN NEW HAMPSHIRE	3	1%
Southern Vermont College	3	1%
CUNY HUNTER COLLEGE	2	1%
RIVER VALLEY COMMUNITY COLLEGE	2	1%
UNIVERSITY OF PHOENIX	2	1%
GLENDALE COMMUNITY COLLEGE	1	0%
GODDARD COLLEGE	1	0%
GRANITE STATE COLLEGE	1	0%
LIBERTY UNIVERSITY	1	0%
MANCHESTER COMMUNITY COLLEGE	1	0%
McGill University	1	0%
NORWICH UNIVERSITY	1	0%
ROBESON COMMUNITY COLLEGE	1	0%
SALEM STATE UNIVERSITY	1	0%
SMITH COLLEGE	1	0%
SOUTHERN MAINE COMMUNITY COLLEGE	1	0%
SUNY COLLEGE AT FREDONIA	1	0%
SUNY COLLEGE PLATTSBURGH	1	0%
THE NEW SCHOOL	1	0%
WHITE MOUNTAINS COMMUNITY COLLEGE	1	0%
Yestermorrow	1	0%

Institution Attended Post CCV Certificate/Degree	Class of 2013	
	#	% of next college attended
JOHNSON STATE COLLEGE	114	32%
CCV	40	11%
UNIVERSITY OF VERMONT	25	7%
VERMONT TECHNICAL LPN	22	6%
CASTLETON STATE COLLEGE	21	6%
CHAMPLAIN COLLEGE	17	5%
VERMONT TECHNICAL COLLEGE	15	4%
SOUTHERN NEW HAMPSHIRE	9	3%
UNION INSTITUTE	6	2%
LYNDON STATE COLLEGE	5	1%
NORWICH UNIVERSITY	5	1%
COLLEGE OF ST. JOSEPH	4	1%
GODDARD COLLEGE	4	1%
GRANITE STATE COLLEGE	4	1%
BURLINGTON COLLEGE	3	1%
SPRINGFIELD COLLEGE	3	1%
GREEN MOUNTAIN COLLEGE	2	1%
MASSACHUSETTS COLLEGE OF LIBERAL ARTS	2	1%
NAROPA UNIVERSITY	2	1%
RIVER VALLEY COMMUNITY COLLEGE	2	1%
ARIZONA STATE UNIVERSITY	1	0%
BELOIT COLLEGE	1	0%
BRIGHAM YOUNG UNIVERSITY	1	0%
BRISTOL COMMUNITY COLLEGE	1	0%
BUNKER HILL COMMUNITY COLLEGE	1	0%
CENTER FOR FINANCIAL TRAINING	1	0%
CHAMPLAIN COLLEGE/SUNY ERIE COLLEGE	1	0%
COASTAL CAROLINA UNIVERSITY	1	0%
COCHISE COLLEGE	1	0%
CUNY BROOKLYN COLLEGE	1	0%
DAVENPORT UNIVERSITY	1	0%
DEPAUL UNIVERSITY	1	0%
ECPI UNIVERSITY - VA BEACH HEALTH CARE	1	0%
GREENFIELD COMMUNITY COLLEGE	1	0%

NICHOLLS STATE UNIVERSITY	1	0%
NORTHWEST FLORIDA STATE COLLEGE	1	0%
northwestern tech center	1	0%
PAUL SMITH'S COLLEGE OF THE ADIRONDACK	1	0%
PLYMOUTH STATE UNIVERSITY	1	0%
RHODE ISLAND COLLEGE	1	0%
RIVER VALLEY COMMUNITY COLLEGE	1	0%
SAM HOUSTON STATE UNIVERSITY	1	0%
SMITH COLLEGE	1	0%
SOUTHERN VERMONT COLLEGE	1	0%
ST EDWARDS UNIVERSITY	1	0%
SUNY ADIRONDACK COMM COLL	1	0%
SUNY CLINTON COMMUNITY COLLEGE	1	0%
SUNY COLLEGE PLATTSBURGH	1	0%
SUNY EMPIRE STATE COLLEGE	1	0%
SUNY SUFFOLK COUNTY CC - RIVERHEAD	1	0%
TAYLOR UNIVERSITY	1	0%
THE UNIVERSITY OF TULSA	1	0%
UDC	1	0%
UNION INSTITUTE - WEEKEND	1	0%
UNIVERSITY AT ALBANY, SUNY	1	0%
UNIVERSITY OF HOUSTON	1	0%
UNIVERSITY OF MASSACHUSETTS BOSTON	1	0%
University of Technology, Sydney	1	0%
Western Governors University	1	0%
WHITE MOUNTAINS COMMUNITY COLLEGE	1	0%

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UNIVERSITY OF MASSACHUSETTS AT AMHERST	1	0%
UNIVERSITY AT ALBANY, SUNY	1	0%
SAINT LEO UNIVERSITY	1	0%
NE Center for Financial Training	1	0%
KEENE STATE COLLEGE	1	0%
BECKER COLLEGE	1	0%

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HUMBOLDT STATE UNIVERSITY	1	0%
JAMES MADISON UNIVERSITY	1	0%
KAPLAN UNIVERSITY	1	0%
KEENE STATE COLLEGE	1	0%
LIFE UNIVERSITY	1	0%
Manchester St. Joseph School of Nursing	1	0%
MARLBORO COLLEGE	1	0%
MASSACHUSETTS COLLEGE OF LIBERAL ARTS	1	0%
NEW ENGLAND COLLEGE	1	0%
NEW ENGLAND CULINARY INSTITUTE	1	0%
NEW ENGLAND CULINARY INSTITUTE	1	0%
PACE UNIVERSITY	1	0%
PLYMOUTH STATE UNIVERSITY	1	0%
PLYMOUTH STATE UNIVERSITY SU13	1	0%
PRESCOTT COLLEGE	1	0%
RENSELAER POLYTECHNIC INSTITUTE	1	0%
SUNY ALFRED	1	0%
SUNY CLINTON COMMUNITY COLLEGE	1	0%
SUNY PLATTSBURGH	1	0%
UNIVERSITY AT ALBANY, SUNY	1	0%
UNIVERSITY OF ARIZONA	1	0%
UNIVERSITY OF MAINE, ORONO	1	0%
UNIVERSITY OF MASSACHUSETTS AT LOWELL	1	0%
UNIVERSITY OF MONTANA	1	0%
UNIVERSITY OF NORTH FLORIDA	1	0%
UNIVERSITY OF PHOENIX	1	0%
UNIVERSITY OF SOUTHERN MAINE	1	0%
UNIVERSITY OF TAMPA	1	0%
UNIVERSITY OF TEXAS AT AUSTIN	1	0%
UNIVERSITY OF WASHINGTON - SEATTLE	1	0%
UNIVERSITY OF WEST FLORIDA	1	0%
UNKNOWN	1	0%
VENTURA COLLEGE	1	0%
WEBER STATE UNIVERSITY	1	0%

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Summary Stats	2011	2012	2013
# Highest Credential Earned			
Associate Degree Earners	492	519	558
Certificates Earners	99	92	116
All Credential Earners	591	611	674
# Credential Earners w/Subsequent Postsecondary Record			
Associate Degree Earners	288	254	290
Certificate Earners	65	55	62
All Credential Earners	353	309	353
% Credential Earners w/Subsequent Postsecondary Record			
Associate Degree Earners	59%	49%	52%
Certificate Earners	66%	60%	53%
All Credential Earners	60%	51%	52%

¹ National Student Clearinghouse verified in CAPS,
Self report enrollment data in Title Case

Items for Discussion and Action

d. VSC Foundation update

CFO Robbins will provide the Committee with the current status of the VSC Foundation. What follows are notes from the Foundation board's last meeting.



Members Present: David Wolk, Chair; Joyce Judy; Barbara Murphy; Tom Robbins
Dan Smith

Members Absent: Joe Bertolino, Timothy Donovan, William Reedy

The meeting was called to order by the Chair, David Wolk, at 12:00 p.m. on October 22 2014 at the Office of the Chancellor, 575 Stone Cutters Way in Montpelier, Vermont. The first order of business was the approval of the minutes from October 9, 2013. Tom Robbins moved, and Joyce Judy seconded, the approval of the minutes. The minutes were approved. Dan Smith abstained as he was not present at the October 9, 2013 meeting.

Next, the election of the Chair of the Board was held. Joyce Judy nominated David Wolk to be the Chair. The nomination was unanimously approved.

Next, the Board reviewed a summary of the annual account activity for the Foundation in FY2014. Tom Robbins invited Board members to review the entire accounts of the Foundation for FY2014.

Tom Robbins then provided an explanation of the FY2014 Form 990 tax return. He further invited Board members to review the entire return.

Tom Robbins moved and Joyce Judy seconded that the meeting be adjourned. The motion passed unanimously. The meeting adjourned at 12:10 p.m.

2. Board shall elect a Chair from among the current Directors

From amongst the current directors the Board shall elect a chair for the next year.

Current list:

Joe Bertolino	Director
Tim Donovan	Director
Joyce Judy	Director
Barbara Murphy	Director
Bill Reedy	Secretary
Tom Robbins	Treasurer
Dan Smith	Director
Dave Wolk	Chair

B. ITEMS FOR INFORMATION AND DISCUSSION

1. Review FY2014 Activity

During FY2014 the following donations to the foundation were received and disbursed.

<u>Donor</u>	<u>Amount</u>	<u>Recipient</u>
Fidelity Charitable Gift	\$25,000.00	VTC
Novartis	\$1,000.00	CSC
Redduds Foundation	\$5,000.00	VSC
Schwab Charitable Fund	\$150.00	CCV
Chroma Technology Corporation	\$2,500.00	VSC
GE Foundation	\$350.00	CSC
John Hancock Financial Services	\$50.00	VTC

The beginning balance at 7/1/13 was \$876.55

The ending balance at 6/30/14 is \$815.98

2. Review FY2014 990 Tax Return

Form 990 is an annual reporting return that certain federally tax-exempt organizations must file with the IRS. It provides information on the filing organization's mission, programs, and finances. The 990 for FY2014 is available for your review

3. Other

Form 990-EZ Department of the Treasury Internal Revenue Service	Short Form Return of Organization Exempt From Income Tax Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code (except private foundations)	OMB No. 1545-1150 <div style="font-size: 2em; font-weight: bold; text-align: center;">2013</div> <div style="background-color: black; color: white; padding: 5px; text-align: center; font-weight: bold;"> Open to Public Inspection </div>
▶ Do not enter Social Security numbers on this form as it may be made public. ▶ Information about Form 990-EZ and its instructions is at www.irs.gov/form990 .		

A For the 2013 calendar year, or tax year beginning 07/01, 2013, and ending 06/30, 20 14

B Check if applicable:

<input type="checkbox"/> Address change <input type="checkbox"/> Name change <input type="checkbox"/> Initial return <input type="checkbox"/> Terminated <input type="checkbox"/> Amended return <input type="checkbox"/> Application pending	<p>C Name of organization VSC FOUNDATION INC</p> <p>Number and street (or P.O. box, if mail is not delivered to street address) Room/suite PO Box 493</p> <p>City or town, state or province, country, and ZIP or foreign postal code Montpelier, VT 05601</p>	<p>D Employer identification number 20-2695709</p> <p>E Telephone number 802-224-3021</p> <p>F Group Exemption Number ▶</p>
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G Accounting Method: Cash Accrual Other (specify) ▶ _____

H Check if the organization is not required to attach Schedule B (Form 990, 990-EZ, or 990-PF).

I Website: ▶ _____

J Tax-exempt status (check only one) — 501(c)(3) 501(c) () ◀ (insert no.) 4947(a)(1) or 527

K Form of organization: Corporation Trust Association Other _____

L Add lines 5b, 6c, and 7b, to line 9 to determine gross receipts. If gross receipts are \$200,000 or more, or if total assets (Part II, column (B) below) are \$500,000 or more, file Form 990 instead of Form 990-EZ ▶ \$ **34,053**

Part I Revenue, Expenses, and Changes in Net Assets or Fund Balances (see the instructions for Part I)			
Check if the organization used Schedule O to respond to any question in this Part I		<input type="checkbox"/>	
Revenue	1 Contributions, gifts, grants, and similar amounts received	1	34,050
	2 Program service revenue including government fees and contracts	2	0
	3 Membership dues and assessments	3	0
	4 Investment income	4	3
	5a Gross amount from sale of assets other than inventory	5a	0
	b Less: cost or other basis and sales expenses	5b	0
	c Gain or (loss) from sale of assets other than inventory (Subtract line 5b from line 5a)	5c	0
	6 Gaming and fundraising events		
	a Gross income from gaming (attach Schedule G if greater than \$15,000)	6a	0
b Gross income from fundraising events (not including \$ _____ of contributions from fundraising events reported on line 1) (attach Schedule G if the sum of such gross income and contributions exceeds \$15,000)	6b	0	
c Less: direct expenses from gaming and fundraising events	6c	0	
d Net income or (loss) from gaming and fundraising events (add lines 6a and 6b and subtract line 6c)	6d	0	
7a Gross sales of inventory, less returns and allowances	7a	0	
b Less: cost of goods sold	7b	0	
c Gross profit or (loss) from sales of inventory (Subtract line 7b from line 7a)	7c	0	
8 Other revenue (describe in Schedule O) _____	8	0	
9 Total revenue. Add lines 1, 2, 3, 4, 5c, 6d, 7c, and 8 ▶	9	34,053	
Expenses	10 Grants and similar amounts paid (list in Schedule O)	10	34,050
	11 Benefits paid to or for members	11	0
	12 Salaries, other compensation, and employee benefits	12	0
	13 Professional fees and other payments to independent contractors	13	0
	14 Occupancy, rent, utilities, and maintenance	14	0
	15 Printing, publications, postage, and shipping	15	64
	16 Other expenses (describe in Schedule O) _____	16	0
	17 Total expenses. Add lines 10 through 16 ▶	17	34,114
Net Assets	18 Excess or (deficit) for the year (Subtract line 17 from line 9)	18	-61
	19 Net assets or fund balances at beginning of year (from line 27, column (A)) (must agree with end-of-year figure reported on prior year's return)	19	30,877
	20 Other changes in net assets or fund balances (explain in Schedule O) _____	20	0
	21 Net assets or fund balances at end of year. Combine lines 18 through 20 ▶	21	30,816

Part II Balance Sheets (see the instructions for Part II)

Check if the organization used Schedule O to respond to any question in this Part II

	(A) Beginning of year	(B) End of year
22 Cash, savings, and investments	877	816
23 Land and buildings	0	0
24 Other assets (describe in Schedule O)	30,000	30,000
25 Total assets	30,877	30,816
26 Total liabilities (describe in Schedule O)	0	0
27 Net assets or fund balances (line 27 of column (B) must agree with line 21)	30,877	30,816

Part III Statement of Program Service Accomplishments (see the instructions for Part III)

Check if the organization used Schedule O to respond to any question in this Part III

What is the organization's primary exempt purpose? See Schedule O, Statement 1

Describe the organization's program service accomplishments for each of its three largest program services, as measured by expenses. In a clear and concise manner, describe the services provided, the number of persons benefited, and other relevant information for each program title.

Expenses
(Required for section 501(c)(3) and 501(c)(4) organizations and section 4947(a)(1) trusts; optional for others.)

28 <u>Provided support to the colleges which constitute the Vermont State College system</u>		
(Grants \$ <u>34,050</u>) If this amount includes foreign grants, check here <input type="checkbox"/>	28a	0
29 _____		
(Grants \$ _____) If this amount includes foreign grants, check here <input type="checkbox"/>	29a	
30 _____		
(Grants \$ _____) If this amount includes foreign grants, check here <input type="checkbox"/>	30a	
31 Other program services (describe in Schedule O) _____		
(Grants \$ <u>0</u>) If this amount includes foreign grants, check here <input type="checkbox"/>	31a	0
32 Total program service expenses (add lines 28a through 31a)	32	0

Part IV List of Officers, Directors, Trustees, and Key Employees (list each one even if not compensated—see the instructions for Part IV)

Check if the organization used Schedule O to respond to any question in this Part IV

(a) Name and title	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC) (if not paid, enter -0-)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
David Wolk President	1	0	0	0
Thomas Robbins Treasurer	1	0	0	0
William Reedy Secretary	1	0	0	0
Timothy Donovan Director	1	0	0	0
Barbara Murphy Director	1	0	0	0
Joyce Judy Director	1	0	0	0
Joseph Bertolino Director	1	0	0	0
Daniel Smith Director	1	0	0	0

Part V Other Information (Note the Schedule A and personal benefit contract statement requirements in the instructions for Part V) Check if the organization used Schedule O to respond to any question in this Part V

		Yes	No
33	Did the organization engage in any significant activity not previously reported to the IRS? If "Yes," provide a detailed description of each activity in Schedule O		✓
34	Were any significant changes made to the organizing or governing documents? If "Yes," attach a conformed copy of the amended documents if they reflect a change to the organization's name. Otherwise, explain the change on Schedule O (see instructions)		✓
35a	Did the organization have unrelated business gross income of \$1,000 or more during the year from business activities (such as those reported on lines 2, 6a, and 7a, among others)?		✓
b	If "Yes," to line 35a, has the organization filed a Form 990-T for the year? If "No," provide an explanation in Schedule O		
35c	Was the organization a section 501(c)(4), 501(c)(5), or 501(c)(6) organization subject to section 6033(e) notice, reporting, and proxy tax requirements during the year? If "Yes," complete Schedule C, Part III		✓
36	Did the organization undergo a liquidation, dissolution, termination, or significant disposition of net assets during the year? If "Yes," complete applicable parts of Schedule N		✓
37a	Enter amount of political expenditures, direct or indirect, as described in the instructions ▶ 37a 0		
b	Did the organization file Form 1120-POL for this year?		✓
38a	Did the organization borrow from, or make any loans to, any officer, director, trustee, or key employee or were any such loans made in a prior year and still outstanding at the end of the tax year covered by this return?		✓
b	If "Yes," complete Schedule L, Part II and enter the total amount involved		
39	Section 501(c)(7) organizations. Enter:		
a	Initiation fees and capital contributions included on line 9		
b	Gross receipts, included on line 9, for public use of club facilities		
40a	Section 501(c)(3) organizations. Enter amount of tax imposed on the organization during the year under: section 4911 ▶ 0 ; section 4912 ▶ 0 ; section 4955 ▶ 0		
b	Section 501(c)(3) and 501(c)(4) organizations. Did the organization engage in any section 4958 excess benefit transaction during the year, or did it engage in an excess benefit transaction in a prior year that has not been reported on any of its prior Forms 990 or 990-EZ? If "Yes," complete Schedule L, Part I		✓
c	Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax imposed on organization managers or disqualified persons during the year under sections 4912, 4955, and 4958 ▶ 0		
d	Section 501(c)(3) and 501(c)(4) organizations. Enter amount of tax on line 40c reimbursed by the organization ▶ 0		
e	All organizations. At any time during the tax year, was the organization a party to a prohibited tax shelter transaction? If "Yes," complete Form 8886-T		✓
41	List the states with which a copy of this return is filed ▶		
42a	The organization's books are in care of ▶ <u>Deborah Robinson</u> Telephone no. ▶ <u>802-224-3000</u> Located at ▶ <u>PO Box 493, Montpelier, VT 05601</u> ZIP + 4 ▶ <u>05601</u>		
b	At any time during the calendar year, did the organization have an interest in or a signature or other authority over a financial account in a foreign country (such as a bank account, securities account, or other financial account)? If "Yes," enter the name of the foreign country: ▶	Yes	No
42b	See the instructions for exceptions and filing requirements for Form TD F 90-22.1, Report of Foreign Bank and Financial Accounts .		✓
c	At any time during the calendar year, did the organization maintain an office outside the U.S.? If "Yes," enter the name of the foreign country: ▶		✓
43	Section 4947(a)(1) nonexempt charitable trusts filing Form 990-EZ in lieu of Form 1041 —Check here ▶ <input type="checkbox"/> and enter the amount of tax-exempt interest received or accrued during the tax year ▶ 43		
44a	Did the organization maintain any donor advised funds during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		✓
b	Did the organization operate one or more hospital facilities during the year? If "Yes," Form 990 must be completed instead of Form 990-EZ		✓
c	Did the organization receive any payments for indoor tanning services during the year?		✓
d	If "Yes" to line 44c, has the organization filed a Form 720 to report these payments? If "No," provide an explanation in Schedule O		
44d			
45a	Did the organization have a controlled entity within the meaning of section 512(b)(13)?		✓
45b	Did the organization receive any payment from or engage in any transaction with a controlled entity within the meaning of section 512(b)(13)? If "Yes," Form 990 and Schedule R may need to be completed instead of Form 990-EZ (see instructions)		✓

	Yes	No
46 Did the organization engage, directly or indirectly, in political campaign activities on behalf of or in opposition to candidates for public office? If "Yes," complete Schedule C, Part I	<input type="checkbox"/>	<input checked="" type="checkbox"/>

Part VI Section 501(c)(3) organizations only

All section 501(c)(3) organizations must answer questions 47–49b and 52, and complete the tables for lines 50 and 51.

Check if the organization used Schedule O to respond to any question in this Part VI

	Yes	No
47 Did the organization engage in lobbying activities or have a section 501(h) election in effect during the tax year? If "Yes," complete Schedule C, Part II	<input type="checkbox"/>	<input checked="" type="checkbox"/>
48 Is the organization a school as described in section 170(b)(1)(A)(ii)? If "Yes," complete Schedule E	<input type="checkbox"/>	<input checked="" type="checkbox"/>
49a Did the organization make any transfers to an exempt non-charitable related organization?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
b If "Yes," was the related organization a section 527 organization?	<input checked="" type="checkbox"/>	<input type="checkbox"/>

50 Complete this table for the organization's five highest compensated employees (other than officers, directors, trustees and key employees) who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and title of each employee	(b) Average hours per week devoted to position	(c) Reportable compensation (Forms W-2/1099-MISC)	(d) Health benefits, contributions to employee benefit plans, and deferred compensation	(e) Estimated amount of other compensation
None				

f Total number of other employees paid over \$100,000 ▶ _____

51 Complete this table for the organization's five highest compensated independent contractors who each received more than \$100,000 of compensation from the organization. If there is none, enter "None."

(a) Name and business address of each independent contractor	(b) Type of service	(c) Compensation
None		

d Total number of other independent contractors each receiving over \$100,000 ▶ _____

52 Did the organization complete Schedule A? **Note.** All section 501(c)(3) organizations and 4947(a)(1) nonexempt charitable trusts must attach a completed Schedule A ▶ **Yes** **No**

Under penalties of perjury, I declare that I have examined this return, including accompanying schedules and statements, and to the best of my knowledge and belief, it is true, correct, and complete. Declaration of preparer (other than officer) is based on all information of which preparer has any knowledge.

Sign Here	▶ _____ Signature of officer	_____ Date
	▶ Thomas Robbins, Chief Financial Officer Type or print name and title	

Paid Preparer Use Only	Print/Type preparer's name	Preparer's signature	Date	Check <input type="checkbox"/> if self-employed	PTIN
	Firm's name ▶			Firm's EIN ▶	
	Firm's address ▶			Phone no.	

May the IRS discuss this return with the preparer shown above? See instructions ▶ **Yes** **No**

SCHEDULE A
(Form 990 or 990-EZ)

Public Charity Status and Public Support

OMB No. 1545-0047

2013

Complete if the organization is a section 501(c)(3) organization or a section 4947(a)(1) nonexempt charitable trust.

Department of the Treasury
Internal Revenue Service

▶ Attach to Form 990 or Form 990-EZ.
▶ Information about Schedule A (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Open to Public Inspection

Name of the organization VSC FOUNDATION INC	Employer identification number 20-2695709
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Part I Reason for Public Charity Status (All organizations must complete this part.) See instructions.

The organization is not a private foundation because it is: (For lines 1 through 11, check only one box.)

- 1 A church, convention of churches, or association of churches described in **section 170(b)(1)(A)(i)**.
- 2 A school described in **section 170(b)(1)(A)(ii)**. (Attach Schedule E.)
- 3 A hospital or a cooperative hospital service organization described in **section 170(b)(1)(A)(iii)**.
- 4 A medical research organization operated in conjunction with a hospital described in **section 170(b)(1)(A)(iii)**. Enter the hospital's name, city, and state: _____
- 5 An organization operated for the benefit of a college or university owned or operated by a governmental unit described in **section 170(b)(1)(A)(iv)**. (Complete Part II.)
- 6 A federal, state, or local government or governmental unit described in **section 170(b)(1)(A)(v)**.
- 7 An organization that normally receives a substantial part of its support from a governmental unit or from the general public described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 8 A community trust described in **section 170(b)(1)(A)(vi)**. (Complete Part II.)
- 9 An organization that normally receives: (1) more than 33 1/3% of its support from contributions, membership fees, and gross receipts from activities related to its exempt functions—subject to certain exceptions, and (2) no more than 33 1/3% of its support from gross investment income and unrelated business taxable income (less section 511 tax) from businesses acquired by the organization after June 30, 1975. See **section 509(a)(2)**. (Complete Part III.)
- 10 An organization organized and operated exclusively to test for public safety. See **section 509(a)(4)**.
- 11 An organization organized and operated exclusively for the benefit of, to perform the functions of, or to carry out the purposes of one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2). See **section 509(a)(3)**. Check the box that describes the type of supporting organization and complete lines 11e through 11h.
 - a Type I b Type II c Type III—Functionally integrated d Type III—Non-functionally integrated
- e By checking this box, I certify that the organization is not controlled directly or indirectly by one or more disqualified persons other than foundation managers and other than one or more publicly supported organizations described in section 509(a)(1) or section 509(a)(2).
- f If the organization received a written determination from the IRS that it is a Type I, Type II, or Type III supporting organization, check this box
- g Since August 17, 2006, has the organization accepted any gift or contribution from any of the following persons?
 - (i) A person who directly or indirectly controls, either alone or together with persons described in (ii) and (iii) below, the governing body of the supported organization?
 - (ii) A family member of a person described in (i) above?
 - (iii) A 35% controlled entity of a person described in (i) or (ii) above?

	Yes	No
11g(i)		✓
11g(ii)		✓
11g(iii)		✓

(i) Name of supported organization	(ii) EIN	(iii) Type of organization (described on lines 1–9 above or IRC section (see instructions))	(iv) Is the organization in col. (i) listed in your governing document?		(v) Did you notify the organization in col. (i) of your support?		(vi) Is the organization in col. (i) organized in the U.S.?		(vii) Amount of monetary support
			Yes	No	Yes	No	Yes	No	
(A) Vermont State Colleges	03-0213787	170	✓		✓		✓		34,050
(B)									
(C)									
(D)									
(E)									
Total									34,050

Part II Support Schedule for Organizations Described in Sections 170(b)(1)(A)(iv) and 170(b)(1)(A)(vi)

(Complete only if you checked the box on line 5, 7, or 8 of Part I or if the organization failed to qualify under Part III. If the organization fails to qualify under the tests listed below, please complete Part III.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ►	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
3 The value of services or facilities furnished by a governmental unit to the organization without charge						
4 Total. Add lines 1 through 3						
5 The portion of total contributions by each person (other than a governmental unit or publicly supported organization) included on line 1 that exceeds 2% of the amount shown on line 11, column (f)						
6 Public support. Subtract line 5 from line 4.						

Section B. Total Support

Calendar year (or fiscal year beginning in) ►	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
7 Amounts from line 4						
8 Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
9 Net income from unrelated business activities, whether or not the business is regularly carried on						
10 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
11 Total support. Add lines 7 through 10						
12 Gross receipts from related activities, etc. (see instructions)					12	
13 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and stop here						<input type="checkbox"/>

Section C. Computation of Public Support Percentage

14 Public support percentage for 2013 (line 6, column (f) divided by line 11, column (f))	14	%
15 Public support percentage from 2012 Schedule A, Part II, line 14	15	%
16a 33 1/3% support test—2013. If the organization did not check the box on line 13, and line 14 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 33 1/3% support test—2012. If the organization did not check a box on line 13 or 16a, and line 15 is 33 1/3% or more, check this box and stop here. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
17a 10%-facts-and-circumstances test—2013. If the organization did not check a box on line 13, 16a, or 16b, and line 14 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
b 10%-facts-and-circumstances test—2012. If the organization did not check a box on line 13, 16a, 16b, or 17a, and line 15 is 10% or more, and if the organization meets the "facts-and-circumstances" test, check this box and stop here. Explain in Part IV how the organization meets the "facts-and-circumstances" test. The organization qualifies as a publicly supported organization		<input type="checkbox"/>
18 Private foundation. If the organization did not check a box on line 13, 16a, 16b, 17a, or 17b, check this box and see instructions		<input type="checkbox"/>

Part III Support Schedule for Organizations Described in Section 509(a)(2)

(Complete only if you checked the box on line 9 of Part I or if the organization failed to qualify under Part II.
 If the organization fails to qualify under the tests listed below, please complete Part II.)

Section A. Public Support

Calendar year (or fiscal year beginning in) ▶	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
1 Gifts, grants, contributions, and membership fees received. (Do not include any "unusual grants.")						
2 Gross receipts from admissions, merchandise sold or services performed, or facilities furnished in any activity that is related to the organization's tax-exempt purpose						
3 Gross receipts from activities that are not an unrelated trade or business under section 513						
4 Tax revenues levied for the organization's benefit and either paid to or expended on its behalf						
5 The value of services or facilities furnished by a governmental unit to the organization without charge						
6 Total. Add lines 1 through 5						
7a Amounts included on lines 1, 2, and 3 received from disqualified persons						
b Amounts included on lines 2 and 3 received from other than disqualified persons that exceed the greater of \$5,000 or 1% of the amount on line 13 for the year						
c Add lines 7a and 7b						
8 Public support (Subtract line 7c from line 6.)						

Section B. Total Support

Calendar year (or fiscal year beginning in) ▶	(a) 2009	(b) 2010	(c) 2011	(d) 2012	(e) 2013	(f) Total
9 Amounts from line 6						
10a Gross income from interest, dividends, payments received on securities loans, rents, royalties and income from similar sources						
b Unrelated business taxable income (less section 511 taxes) from businesses acquired after June 30, 1975						
c Add lines 10a and 10b						
11 Net income from unrelated business activities not included in line 10b, whether or not the business is regularly carried on						
12 Other income. Do not include gain or loss from the sale of capital assets (Explain in Part IV.)						
13 Total support. (Add lines 9, 10c, 11, and 12.)						

14 First five years. If the Form 990 is for the organization's first, second, third, fourth, or fifth tax year as a section 501(c)(3) organization, check this box and **stop here**

Section C. Computation of Public Support Percentage

15 Public support percentage for 2013 (line 8, column (f) divided by line 13, column (f))	15	%
16 Public support percentage from 2012 Schedule A, Part III, line 15	16	%

Section D. Computation of Investment Income Percentage

17 Investment income percentage for 2013 (line 10c, column (f) divided by line 13, column (f))	17	%
18 Investment income percentage from 2012 Schedule A, Part III, line 17	18	%

19a 33 1/3% support tests—2013. If the organization did not check the box on line 14, and line 15 is more than 33 1/3%, and line 17 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization

b 33 1/3% support tests—2012. If the organization did not check a box on line 14 or line 19a, and line 16 is more than 33 1/3%, and line 18 is not more than 33 1/3%, check this box and **stop here**. The organization qualifies as a publicly supported organization ▶

20 Private foundation. If the organization did not check a box on line 14, 19a, or 19b, check this box and see instructions ▶

**SCHEDULE O
(Form 990 or 990-EZ)**

Supplemental Information to Form 990 or 990-EZ

OMB No. 1545-0047

Complete to provide information for responses to specific questions on
Form 990 or 990-EZ or to provide any additional information.

2013

Department of the Treasury
Internal Revenue Service

▶ Attach to Form 990 or 990-EZ.

**Open to Public
Inspection**

▶ Information about Schedule O (Form 990 or 990-EZ) and its instructions is at www.irs.gov/form990.

Name of the organization

Employer identification number

VSC FOUNDATION INC

20-2695709

Form 990-EZ, Part II, Line 24 - Stock

Form 990-EZ, Part VI, Line 49 - VSC Foundation is a supporting organization for the Vermont State Colleges, a component of the state of Vermont. The Foundation receives donations designated for the colleges of the state system, and distributes those monies to the appropriate college.

Schedule O, Statement 1

VSC FOUNDATION INC

Form: 990-EZ

20-2695709

Page: 2

Line Number: Part III

Primary Exempt Purpose

Primary Exempt Purpose

To support the functions of and carry out the educational mission of the member institutions of the Vermont State Colleges System.

Schedule B

(Form 990, 990-EZ, or 990-PF)

Department of the Treasury
Internal Revenue Service

Schedule of Contributors

▶ Attach to Form 990, Form 990-EZ, or Form 990-PF.

▶ Information about Schedule B (Form 990, 990-EZ, or 990-PF) and its instructions is at www.irs.gov/form990.

OMB No. 1545-0047

2013

Name of the organization

VSC FOUNDATION INC

Employer identification number

20-2695709

Organization type (check one):

Filers of:

Section:

Form 990 or 990-EZ

501(c)(3) (enter number) organization

4947(a)(1) nonexempt charitable trust **not** treated as a private foundation

527 political organization

Form 990-PF

501(c)(3) exempt private foundation

4947(a)(1) nonexempt charitable trust treated as a private foundation

501(c)(3) taxable private foundation

Check if your organization is covered by the **General Rule** or a **Special Rule**.

Note. Only a section 501(c)(7), (8), or (10) organization can check boxes for both the General Rule and a Special Rule. See instructions.

General Rule

For an organization filing Form 990, 990-EZ, or 990-PF that received, during the year, \$5,000 or more (in money or property) from any one contributor. Complete Parts I and II.

Special Rules

For a section 501(c)(3) organization filing Form 990 or 990-EZ that met the 33¹/₃ % support test of the regulations under sections 509(a)(1) and 170(b)(1)(A)(vi) and received from any one contributor, during the year, a contribution of the greater of (1) \$5,000 or (2) 2% of the amount on (i) Form 990, Part VIII, line 1h, or (ii) Form 990-EZ, line 1. Complete Parts I and II.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, total contributions of more than \$1,000 for use *exclusively* for religious, charitable, scientific, literary, or educational purposes, or the prevention of cruelty to children or animals. Complete Parts I, II, and III.

For a section 501(c)(7), (8), or (10) organization filing Form 990 or 990-EZ that received from any one contributor, during the year, contributions for use *exclusively* for religious, charitable, etc., purposes, but these contributions did not total to more than \$1,000. If this box is checked, enter here the total contributions that were received during the year for an *exclusively* religious, charitable, etc., purpose. Do not complete any of the parts unless the **General Rule** applies to this organization because it received *nonexclusively* religious, charitable, etc., contributions of \$5,000 or more during the year ▶ \$ _____

Caution. An organization that is not covered by the General Rule and/or the Special Rules does not file Schedule B (Form 990, 990-EZ, or 990-PF), but it **must** answer "No" on Part IV, line 2, of its Form 990; or check the box on line H of its Form 990-EZ or on its Form 990-PF, Part I, line 2, to certify that it does not meet the filing requirements of Schedule B (Form 990, 990-EZ, or 990-PF).

Schedule B (Form 990, 990-EZ, or 990-PF) (2013)

Page 1 of 1 of **Part I**

Name of organization VSC FOUNDATION INC	Employer identification number 20-2695709
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Part I **Contributors** (see instructions). Use duplicate copies of Part I if additional space is needed.

(a) No.	(b) Name, address, and ZIP + 4	(c) Total contributions	(d) Type of contribution
1	Fidelity Charitable ----- PO Box 770001 ----- Cincinnati, OH 45277-0053 -----	\$ 25,000	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
2	The Redducs Foundation ----- 119 Pleasant View Land ----- Hinesburg, VT 05461 -----	\$ 5,000	Person <input checked="" type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)
	----- ----- ----- -----	\$ -----	Person <input type="checkbox"/> Payroll <input type="checkbox"/> Noncash <input type="checkbox"/> (Complete Part II for noncash contributions.)

Schedule B (Form 990, 990-EZ, or 990-PF) (2013)

Page of of **Part II**

Name of organization VSC FOUNDATION INC	Employer identification number 20-2695709
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Part II **Noncash Property** (see instructions). Use duplicate copies of Part II if additional space is needed.

(a) No. from Part I	(b) Description of noncash property given	(c) FMV (or estimate) (see instructions)	(d) Date received
-----	----- ----- -----	\$-----	-----
-----	----- ----- -----	\$-----	-----
-----	----- ----- -----	\$-----	-----
-----	----- ----- -----	\$-----	-----
-----	----- ----- -----	\$-----	-----
-----	----- ----- -----	\$-----	-----
-----	----- ----- -----	\$-----	-----

Schedule B (Form 990, 990-EZ, or 990-PF) (2013)

Page of of **Part III**

Name of organization VSC FOUNDATION INC	Employer identification number 20-2695709
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Part III *Exclusively religious, charitable, etc., individual contributions to section 501(c)(7), (8), or (10) organizations that total more than \$1,000 for the year.* Complete columns (a) through (e) and the following line entry. For organizations completing Part III, enter the total of *exclusively* religious, charitable, etc., contributions of **\$1,000 or less** for the year. (Enter this information once. See instructions.) ▶ \$ _____
 Use duplicate copies of Part III if additional space is needed.

(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	-----	-----	-----
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	-----	-----	-----
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	-----	-----	-----
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	
(a) No. from Part I	(b) Purpose of gift	(c) Use of gift	(d) Description of how gift is held
-----	-----	-----	-----
(e) Transfer of gift			
Transferee's name, address, and ZIP + 4		Relationship of transferor to transferee	
-----		-----	
-----		-----	

BY-LAWS
OF
VSC FOUNDATION, INC.

ARTICLE I

Section 1. Organization. The VSC Foundation, Inc. is a Vermont corporation not organized for profit, and shall have no capital stock. The Corporation shall not have any members.

Section 2. Purpose. The Corporation is organized and shall be operated exclusively for the benefit of and to support the functions of and carry out the educational mission of the member institutions of the Vermont State Colleges System (which shall hereinafter be referred to as the “Supported Organizations”). The Corporation shall achieve these objectives by, among other things: making grants and scholarships available to students enrolled in the Supported Organizations; providing financial support and assistance to the Supported Organizations in furtherance of their respective educational missions, including support for and involvement in capital improvement projects and curricular, technological and programmatic developments and enhancements; and to seek, solicit, apply for, receive and disburse gifts, grants, contributions, donations and other funds to or for the benefit of one or more of the Supported Organizations for these purposes.

The Corporation shall disburse, on an annual basis, so much of its funds, income, and receipts to or for the benefit of one or more of the Supported Organizations, or the students thereof, as the Board of Directors of the Corporation shall determine to be consistent with the purposes of the Corporation, and, to the extent that a donor or contributor has restricted the

use(s) to which, or has clearly expressed a preference for how, donations or contributions by that donor or contributor are to be used or applied, the Board of Directors shall respect such restrictions or expressed preferences to the extent reasonably possible. The amount and timing of disbursements shall be determined by the Board of Directors.

The Corporation is organized solely and exclusively for charitable purposes, and is to be operated at all times so as to be recognized as a qualifying tax exempt entity under Section 501(c)(3) of the Internal Revenue Code, as the same may be amended from time to time. The Corporation shall not carry on any activity not permitted to be carried on by a qualifying tax exempt entity under Section 501(c)(3) of the Internal Revenue Code, or any successor provision(s).

ARTICLE II

Section 1. Directors. The business of the Corporation will be conducted by a Board of Directors comprised of seven (7) individuals, as described below:

- (1) The Chancellor of the Vermont State Colleges System.
- (2) The Chief Financial Officer of the Vermont State Colleges System, or his/her designee.
- (3) The President of each college comprising the Vermont State Colleges System.

Each Director shall hold office only so long as he/she is validly occupies the position which qualifies him/her to be a Director of the Corporation.

Section 2. Meetings. Meetings of the Board of Directors shall be held whenever called by the Chair of the Board upon due notice to every other Director, which notice may be made by any appropriate means, including telephonically. The Secretary shall call a special meeting

whenever presented with a written request to do so, signed by at least two (2) Directors. The Directors may meet and transact business at any time and place without notice, provided every Director shall either be present or waive such notice, either in writing or orally. Any action consented to in writing by each and every Director shall be as valid as if adopted by the Board of Directors at a duly held meeting thereof, provided that such written consent is inserted in the "minutes book", so-called.

Section 3. Board Chair. At the meeting of the Board of Directors following the first day of January each year, the Board shall elect a Chair from among the then-current Directors.

Section 4. Vacancies. A vacancy shall be deemed to have occurred when a Director: (i) deceases; or (ii) has failed to attend three consecutive meetings of the Board without notice or reason for the absence being provided to the Board; or (iii) ceases, for whatever reason, to occupy and exercise the duties, powers and responsibilities of the office (specified in numbered paragraphs (1) through (3) of Section 1 of Article II) which qualified him/her to be a Director.

A vacancy occurring in any directorship position shall remain vacant until a successor to the office of the departing office holder has been hired or appointed by the Board of Trustees of the Vermont State Colleges System and has reported for work.

Section 5. Quorum. A majority of the members of the Board of Directors shall constitute a quorum for the transaction of any business of the Board.

Section 6. Rules. Roberts Rules of Order shall govern the operation and the parliamentary procedure of the Board of Directors of the Corporation.

Section 7. Committees. The Board of Directors may designate and appoint one or more committees, the membership of which shall consist of at least three Directors and such

other individuals as the Board of Directors chooses to appoint. Committees may make recommendations to the Board of Directors consistent with the goals and objectives of the Corporation and the scope of the committee's charge; any such recommendations shall be advisory only, and shall not be binding on the Board of Directors. The Committees shall not have authority to take action for or bind the Corporation.

Section 8. Removal of Directors. Any Director may be removed by an affirmative vote by two-thirds of the Directors of the Corporation or by order of a Court when it is determined that said Director: (i) is no longer capable of meeting the responsibilities as a Director; (ii) has breached his/her fiduciary duty to the Corporation; or (iii) is unfit to serve as a Director due to some other cause.

Section 9. Resignation. A Director may resign at any time by giving written notice to the Board, the Chair, the President or the Secretary of the Corporation. Unless otherwise specified in the notice, the resignation shall take effect upon receipt thereof by the Board or such officer, and the acceptance of the resignation shall not be necessary to make it effective.

Section 10. Presumption of Assent. A Director of the Corporation who is present at a meeting of the Board of Directors at which action on any corporate matter is taken shall be presumed to have assented to the action taken unless that Director's dissent shall be entered in the minutes of the meeting or unless a written dissent to such action shall be filed with the person acting as Secretary of the meeting within five (5) days of said meeting. For the purposes of vote counting, an abstention shall be deemed to vote with the majority of votes cast.

Section 11. Telephonic and Other Meetings. Members of the Board of Directors may participate in a meeting of such Board, or members of any committee designated by this Board

may participate in a meeting of such committee, by means of a conference telephone or similar communications equipment by means of which all persons participating in the meeting can communicate with each other. Participation in such a meeting shall constitute presence of the person at such meeting.

Section 12. Service Without Pay. All Directors shall serve without pay. However, the Directors shall be entitled to be reimbursed for any out-of-pocket expenses incurred as a result of their services as a member of the Board of Directors of the Corporation, in accordance with the policy as adopted by the Board.

ARTICLE III

Section 1. Officers. The officers of the Corporation shall be a President, Treasurer, and a Secretary. Officers shall hold office until their successors have been duly elected and qualified, or until removed as hereinafter provided. To be eligible to serve as an officer of the Corporation, an individual must be a member of the Board of Directors or an employee of the Vermont State Colleges System. The officers of the Corporation, except the Treasurer, shall be elected by the Board of Directors at its annual meeting. The individual who has been duly appointed to and is serving as the Treasurer of the Vermont State Colleges System is hereby designated as the Treasurer for the Corporation.

Section 2. President. The President shall, subject to the approval of the Board of Directors, have general supervision over the affairs of the Corporation, shall sign and execute all contracts in the name of the Corporation and carry out any duty or assignments as required by the action of the Board of Directors.

Section 3. Vice President. No Such Officer -- Not Used

Section 4. Secretary. The Secretary of the Corporation shall keep the minutes of the meeting of the Directors and shall issue notices for all meetings of the Directors, other than notices of meetings that may be issued by the President; shall affix the seal of the Corporation to such papers and other documents as may require it; shall have custody and charge of the books and papers of the Corporation; shall attend to such correspondence as may be assigned to him or her; and shall perform all the duties incidental to the office.

Section 5. Treasurer. The Treasurer shall have the care and custody of all the funds and securities of the Corporation and shall deposit the same in the name of the Corporation in such bank and in such funds and/or investment as the Board of Directors may designate. He/she shall, at all reasonable hours, exhibit the books and accounts to any Director upon application at the office of the Corporation during regular business hours. He/she may be required by the Board of Directors to give such bond as it shall determine for the faithful performance of his/her duties.

Section 6. Other Officers. Other officers shall perform such duties and have such powers as may be assigned to them by the Board of Directors.

Section 7. Removal of Officers. Any officer of the Corporation other than the Treasurer may be removed by Board of the Directors at any time, with or without cause, upon an affirmative vote of two-thirds of the Directors.

ARTICLE IV

Section 1. Bills, Notes, Etc. All bills payable, notes, checks, drafts, warrants or other negotiable instruments of the Corporation shall be made in the name of the Corporation and shall be signed by such officer or officers as the board of directors shall from time to time by

resolution direct. No officer or agent of the Corporation, either singly or jointly with others, shall have the power to make any bill payable, note, check, draft, warrant or other negotiable instrument, or endorse the same in the name of the Corporation or contract or cause to be contracted in debt or liability in the name and on behalf of the Corporation except has herein expressly prescribed and provided.

ARTICLE V

Section 1. Funds and Donations. The Corporation shall keep accurate records, books, and other necessary documentation, in appropriate accounting form, of all grants, donations, bequests or other contributions to the Corporation, all disbursements and expenditures made by the Corporation and shall report the same to the Internal Revenue Service and the State of Vermont as may, from time to time, be required.

ARTICLE VI

Section 1. Bonding Requirement. Any Director, officer or employee of the Corporation that has authority to issue checks or otherwise transfer money or other assets of the Corporation shall be required to post a bond in an amount consistent with the authority of that Director, officer or employee. The cost of the purchase of the bond shall be an expense of the Corporation.

ARTICLE VII

Section 1. Indemnification. Any Director, officer or employee of the Corporation, or member of a committee of the Corporation, while acting within the scope of his/her duties, and any person who may served at the request of the Corporation, shall be indemnified by the Corporation against expenses actually and reasonably incurred by him/her in connection with

the defense of any action, suit or proceeding, civil or criminal, in which he/she is made a party by reasons of being or having been such Director, officer, employee, or committee member of the Corporation, except in relation to matters as to which he/she shall be adjudged in such action, suit or proceeding to be liable for gross negligence or misconduct in the performance of his/her duties for or on behalf of the Corporation.

This indemnification shall apply whether or not such person is a Director, officer or employee at the time that the claim, action, suit or proceeding is commenced or at the time that such costs and expenses are incurred.

For the purpose of this Article VII, in criminal proceedings, a plea of nolo contendere or other similar pleas shall not constitute a final determination or judgment that such person has been grossly negligent or has committed acts constituting misconduct in the performance of his duties.

ARTICLE VIII

Section 1. Conflict of Interest Policy.

A. General Statement of Policy. Directors and officers shall exercise the utmost good faith in all transactions touching upon their duties to the Corporation and its property. In their dealings with and on behalf of the Corporation, the judgments and determinations of Directors shall be guided by a rule of honest and fair dealing between themselves and the Corporation. They shall not use their positions or knowledge gained therefrom so that a conflict might arise between the Corporation's interest and their own.

B. Scope. This policy applies to all Directors and all officers of the Corporation.

ARTICLE IX

Section 1. Amendment to Articles of Association. The Articles of Association of the Corporation may be amended or repealed only after a majority vote of the Board of Directors, at a regular or special meeting, provided that no action, amendment or modification of the Articles of Association shall be permitted which alters or affects the status of the Corporation as a qualified tax exempt entity or causes any tax exemption recognized by the Internal Revenue Service under the Internal Revenue Code in favor of the Corporation to be revoked. No amendment may be adopted which would allow any part of the net earnings of the Corporation to inure to the benefit of or be distributed to, any of its directors, officers or other private persons. No amendment may be adopted which changes those persons eligible, by virtue of the positions they occupy within the Vermont State Colleges System, to be members of the Board of Directors or by increasing the number of Directors except as necessary to reflect changes in the number of member institutions within the Vermont State Colleges System.

Section 2. Amendment to By-Laws. The By-Laws of the Corporation may be amended or modified only upon a majority vote of the Board of Directors, at a regular or special meeting, provided that no action, amendment or modification of the By-Laws shall be permitted which alters or affects the status of the Corporation as a qualified tax exempt entity or causes any tax exemption recognized by the Internal Revenue Service under the Internal Revenue Code in favor of the Corporation to be revoked, and specifically no amendment may be adopted which would allow any part of the net earnings of the Corporation to inure to the benefit of or be distributed to, any of its directors, officers or other private persons.

ARTICLE X

Section 1. Dissolution, No Private Benefit

Upon dissolution of the Corporation, any assets remaining after payment of or provision for its debts and liabilities shall, consistent with the purposes of the organization, be paid over to one or more charitable organizations exempt from taxation under the provisions of Section 501(c)(3) of the Internal Revenue Code, all as set forth in the Corporation's Articles of Association. No part of the net assets or net earnings of the Corporation shall inure to the benefit of or be paid or distributed to any office, director, or employee of the Corporation or to any other individual.

The above By-Laws were adopted by action of the Board of Directors on the _____ day of _____, 2003.

ATTEST

Secretary

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e. Examples of small state higher education systems

As requested by the Committee, what follows is a table of information about small higher education systems in the country. Information on the twelve smallest systems in the country—starting with Wyoming (population 584,153) and ending with Idaho (population 1,634,464)—is included.

State	Population (est. 2014)	System Name	System Type	Enrollment FA14	Component Parts	Governing Body	Notes
Wyoming	584,153	University of Wyoming	Single university	13,929 Undergrad: 10,209 Grad: 3,720	1 campus, Laramie	One board, 12 members	WY has a separate community college system containing 7 institutions. UW is a land grant university. WyoTech is part of the UW Laramie campus.
Vermont	626,562			12,305 Undergrad: 11,868 Grad: 437			
Alaska	736,732	University of Alaska System	Single university, 3 campuses	29,074 Undergrad: Grad:	UA Anchorage UA Fairbanks UA Southeast	One Board of Regents, 11 members	Community and tech colleges exist as a separate part of each UA campus. They appear to be managed at the campus level and not the system level.
North Dakota	739,482	North Dakota University System	One system containing community colleges and universities	47,660 Undergrad: 41,201 Grad: 5,616	Bismarck State College* Dakota College at Bottineau* Dickinson State U Lake Region State College* Mayville State U Minot State U ND State College of Science (tech college)* ND State U University of ND Valley City State U Williston State College*	State Board of Higher Education, 9 members	*The state colleges are actually the community colleges and are included as part of the state university system. The system also runs the state extension service.
South Dakota	853,175	South Dakota Board of Regents	One system containing individual universities (some with multiple campuses) and three specialized colleges	36,532 Undergrad: 30,602 Grad: 4,955	Black Hills State U Northern State U SD State U Dakota State U University of SD SD School of Mines & Technology SD School for the Deaf SD School for the Blind & Visually Impaired	One Board of Regents, 9 members	SD has one private, independent community college (non-tribal) with its own board, and four technical colleges that are governed by the regional school boards where the colleges are located.

State	Population (est. 2014)	System Name	System Type	Enrollment FA14	Component Parts	Governing Body	Notes
Delaware	935,614	University of Delaware	Single university, 5 campuses	22,166 (FA13) Undergrad: 17,729 Grad: 3,679	Flagship in Newark, Wilmington, Dover, Georgetown, Lewes	One Board of Trustees, 28 members	UDel is a land grant university. Delaware Tech is the community college system, with 4 campuses and its own board. Delaware State U is an HBCU with its own board and not part of the UDel system.
Montana	1,023,579	Montana University System	One system containing 2 universities (with multiple campuses) and 3 community colleges	45,905 Undergrad: Grad:	Montana State U: Bozeman Gallatin College MSU Billings City College at MSU Billings Northern Great Falls College MSU University of Montana Missoula Missoula College UM Bitterroot College Montana Tech Highlands College of MT Tech Western Helena College MT Dawson Community College Flathead Valley CC Miles CC	One Board of Regents, 7 members	The state Office of the Commissioner of Higher Education is the administration of the system and staffs the board.
Rhode Island	1,055,173	Rhode Island Board of Education	One system containing a university, college, and community college	42,765 Undergrad: 38,660 Grad: 4,105	University of RI Rhode Island College Community College of RI Warwick Lincoln Providence (2 sites) Newport Westerly	1 Board of Education, 17 members	In 2013 the Board of Regents (K-12) and Board of Governors (higher ed) were merged into the Board of Education with full authority over K-20 education in the state. URI is the state land

State	Population (est. 2014)	System Name	System Type	Enrollment FA14	Component Parts	Governing Body	Notes
							grant university.
New Hampshire	1,326,813	University System of New Hampshire	One system containing 2 universities and 2 colleges	28,572 Undergrad: Grad:	University of NH Plymouth State University Keene State College Granite State College	1 Board of Trustees, 27 members	UNH is a land grant institution. NH community college system is separate, with 7 independent institutions. The Concord NH CC is also the NH Technical Institute.
Maine	1,330,089	University of Maine System	One system containing 7 different universities (some with multiple campuses)	27,231 Undergrad: 23,596 Grad: 3,635	University of Maine (Orono) UM Augusta UM Farmington UM Fort Kent UM Machias UM Presque Isle University of Southern Maine University of Maine School of Law University College (online/distance learning)	1 Board of Trustees, 16 members	Each of the 7 universities in the system has a Board of Visitors of up to 20 members. Maine's community college system is separate, with 7 colleges that include tech programs.
Hawaii	1,419,561	University of Hawaii System	One university, multiple campuses; community and tech colleges are included under the UH system	20,880 Undergrad: Grad:	University of Hawaii Hilo West, North Hawaii Hawaii Maui College Hana Lanai Molokai Lahaina Manoa West Oahu Waianae Kauai Hawaii Community College Kapiolani CC Leeward CC Windward CC Kauai CC	1 Board of Regents, 15 members	HI community colleges include tech programs

State	Population (est. 2014)	System Name	System Type	Enrollment FA14	Component Parts	Governing Body	Notes
Idaho	1,634,464	Idaho State Board of Education	One system containing both universities and colleges	50,844 Undergrad: Grad:	Boise State U College of Southern ID* College of Western ID* Idaho State University Lewis-Clark State College North Idaho College* University of Idaho	1 State Board of Ed, 8 members	<p>Like RI, ID's State Board of Ed oversees K-20 education in the state, serving as the Board of Trustees for state-sponsored public 4-year colleges and universities, and the Board of Regents for the University of Idaho.</p> <p>*These colleges are the community colleges of ID, under the same system as the universities, each with their own board. There is a separate tech college as well as a tech college under ID State.</p>

f. Experiences of other colleges that have changed to universities

At the Committee's request OC staff researched other colleges that have changed to universities. There are hundreds of colleges in the country that have made this change over the last two decades, each measuring success differently. For a broader perspective, what follows is an interview with Jim Owston, Associate Professor of Mass Communication at Alderson Broaddus University. Professor Owston wrote an award-winning dissertation in 2009 about institutional rebranding, and shares his thoughts on the process in the attached interview.

College & University Rebrandings

📅 Wednesday, November 2, 2011

A Higher Education Rebranding Interview

Earlier today, I was interviewed for a publication regarding Long Island University's rebranding initiative. The interview is as follows.

Can you share some insight on university/college rebranding history?

Actually schools in the United States have been rebranding throughout their histories. This is not a new trend as you will find that many institutions have rebranded several times. Often, this occurred with merger with other institutions; at other times, it changed along with the change of a school's mission.

Most "State Universities" were formerly "State Colleges." Before that, they were known as "Teachers' Colleges," and prior to that, they were known as "Normal Institutes." It only appears that it is on the rise (and certain aspects are - such as the college to university name change), but you will be hard pressed to find many schools in the US that have not changed names at least once in their history.

Can you share some insight on the rebranding process?

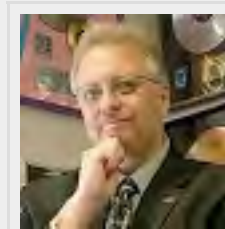
That really varies from institution to institution. Usually it is based on the goals of a key individual - such as a president looking to divorce the school from its previous role or mission. Sometimes it is a system chancellor, such as what happened in Georgia in 1996, when most of the state institutions were rebranded to fit into one of five categories.

Schools, who were of a similar nature, were provided name designations that matched their mission. Only the Tier One and Two schools did not change. Tier Three, schools with graduate education but no doctorates, were named "state universities." Tier Four, the four year schools without graduate education, became "state colleges" and Tier Five, the two year schools, were named simply as "college." Some schools did well with the change and others are still bitter about it 15 years later as it was forced upon them by the

Blog Archive

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About Me



 [Jim Owston](#)

Associate Professor of Mass Communication at Alderson Broaddus University and graduate faculty member at Concordia University-Portland.

Graduate of Marshall University, West Virginia University, Kentucky Christian University and Mountain State University. Senior Certified WebCT/Blackboard Trainer and Blackboard CE/Vista Product Specialist.

Dissertation on institutional rebranding (see [newriver.net](#)) was the 2009 international winner of the Alice L. Beeman Dissertation Award for Outstanding Research in Communications and Marketing for Higher Education Advancement and was the 2008 Leo and Margaret Goodman-Malamuth Outstanding Dissertation Award for Research in Higher Education Administration.

Placed as a winner in five Active Industry Research Contemporary Hit Radio "Pick the Hits" competitions from 1983 through 1987. Each competition had 31 winners. Placed 2nd (1st among radio participants), 6th, 10th (twice), and 21st in the five

What are some of the main reasons/goals why universities/college rebrand themselves?

It would be an alignment to its mission and the institution's overall marketability. Colleges will often become universities to match their current mission; however, sometimes the addition of "university" is also a marketing ploy as "university" provides a level of esteem that is not present with "college."

Schools with a large international base of students will move away from the "college" identification. This is because "college" is used for prep schools and not for institutions of higher learning in most of the world.

Sometimes it is because of other negative factors concerning the current name. The College of New Jersey (which was Trenton State College) felt that they needed a change because Trenton, NJ (as a city) had a bad reputation regarding crime and there were two other institutions in the region with similar names (Trenton State Prison and Trenton State Mental Hospital) that had negative connotations.

Are universities/college more successful after they rebrand themselves? Why or why not?

Typically, from my research, they have not been, as it is not a magic bullet for success. I can be, if the school puts resources in promoting and marketing itself and demonstrates that the name and mission are aligned. Most schools change names hoping for a greater student base and they actually have a corresponding drop in enrollment. Calling a dog a cat doesn't simply make the dog a cat.

Rebranding seems expensive, how have colleges/universities you've researched funded their rebranding initiative?

Most have not spent great deals of money on their name change. State based institutions who desired to change were usually not provided funding for the rebranding process. So signs and stationary were the primary outlay of finances. In most cases, old stationary was used (with stickers stating the new name) until it was exhausted.

There are many free avenues of promotion that institutions' marketing departments have not taken advantage of which would have helped in the promotion of the name. I would say the majority of the institutions I have encountered spent less than \$1000 on the name change.

How does rebranding help the school? Can it potentially hurt the school?

It can do both. If it allows the school to be able to market itself

Awarded 14 gold & platinum records and an international sales award from various record companies.

[View my complete profile](#)

better outside its region or become more selective and charge more for tuition in the process - it can be a boost to the school's reputation and revenue stream. In this case, it is not an overnight change - but a concentrated effort to better an institution prior to a name change - usually years before the rebranding occurs. These are the most successful schools.

Truman State University, formerly Northeast Missouri State University, spent 20 years retooling their institution before changing their name. It is one of the more successful state college rebrandings to date - but it was associated with eliminating unsuccessful programs, becoming more selective, and building their overall reputation. The name change, which was needed, was secondary.

It can hurt as well when certain stakeholders are alienated. Under the initiative of a new president at California State University of Pennsylvania who was seeking funding from the Eberly Foundation, he decided to proceed with a plan to change the name to Eberly State University. The community revolted as they felt that this rebrand was based solely on money - the motivation was transparent. The Eberly family told the school not to use their name as they had received so much bad press over it. It probably hurt the school in receiving future Eberly dollars in the long run.

Three years later, Penn State Fayette changed its name to Penn State Fayette: The Eberly Campus. This was viewed positively in the community, as Penn State Fayette's presence in the region was based upon a large initial gift by the Eberly family in the 1960s; that gift provided the impetus for the campus to be built in the first place. The Eberly name made sense for this institution, but not for California State University.

Case-Western Reserve (formed from the merger of Case Institute of Technology and Western Reserve University in the 1960s) decided to rebrand (for marketing purposes) to simply Case. It alienated the Western Reserve alumni who felt there was "too much Case in their face." It was disastrous to say the least. Case returned to a CWRU designation and the president was fired in the process.

How does rebranding affect current and future students?

I think most students are oblivious to name change initiatives. There is less brand loyalty these days, and in the lifetime of the traditional student, many things have been rebranded. I don't think most students worry about it. You are more likely to offend alumni than current students who are focused on getting their degree and getting a job.

Brand loyalty is more consistent with an older population. In that respect, students are much more practical about such things. The down side is that when these students are alums, they probably will not be financial supporters of the institution because they feel that they have already provided support via their tuition. This is why powerful alumni can prevent a name change as they speak

Why do Universities/colleges change their name, can't they re-brand themselves and keep their name?

Why do people have makeovers? It is to become more attractive to potential suitors. Yes, there can be a rebranding of slogans or shortened forms of the name. This can be done by associating quality with the name. In the 1970s, there was a push for the Smuckers' jelly company to change its name as it was positioning itself to go nationwide with a marketing effort. The Smuckers' family bucked the name change. They touted their quality and came up with a slogan, "With a name like Smuckers, it has to be good." They stood by their name and focused on their quality. It worked for them and a name change was not necessary.

Overall, is rebranding beneficial for the university/college?

It can be, but it is not isolated to the name - it is what you do with the name. It has to be perceived as genuine. It has to make sense. It has to be supported by stakeholders. If not, it will probably fail.

Dr. James M. Owston is the author of the two-time award winning dissertation on institutional rebrandings: [Survival of the Fittest? The Rebranding of West Virginia Higher Education](#).

Posted by [Jim Owston](#) at [9:20 PM](#) [2 comments](#): 

Labels: [Interview](#)

Thursday, April 1, 2010

Johns Hopkins University Drops "S" in Deference to John Hopkins

I know I've been lax in posts to this blog, but I had to post this for today. In an elaborate April Fool's joke, Johns Hopkins University dropped the "s" in Johns Hopkins to be John Hopkins University. A frequent misidentification of the Baltimore university that was founded in 1876 three years after the death of philanthropist Johns Hopkins bequeathed \$7 million dollars to establish the university that bears his name. His unusual first name Johns was his great-grandmother's middle name and he was named after her son, his grandfather, the first Johns Hopkins.

The university had been planning this prank for nearly a year and you can read about it in the [Washington Post](#).

Posted by [Jim Owston](#) at [5:48 PM](#) [3 comments](#): 

Saturday, September 26, 2009

Return to Blogging and Recent Developments

My life has been increasingly busy during the past 18 months and this has prevented me from being active with this blog. This first

g. Current Carnegie Classifications for the VSC

At the request of the Committee, attached is a listing of the Carnegie Classifications for all the VSC institutions, and a summary of Castleton's timeline for achievement of Carnegie Classification as a Master's University.

Current Carnegie Classifications for the Vermont State Colleges:

Castleton: "Baccalaureate - Arts & Sciences"
Johnson: "Master's Small"
Lyndon: "Baccalaureate - Diverse Fields"
Vermont Tech: "Baccalaureate/Associate's"
CCV: "Associate's-Public Rural-Serving Large"

Carnegie classifications are not intended as a determinant of whether an institution is a college or university.

Castleton's Timeline for Achievement of Carnegie Classification as a Master's University A Historical Summary of the Carnegie Classification Threshold

The Carnegie classification system was developed in the early 1970s and changes periodically in response to market fluctuations in higher education. It is reviewed on a regular five-year cycle. The most significant revisions in the twenty-first century came in 2000 and 2010. Although the next revision is due for completion this fall, it will be considered only a preliminary effort due to the Carnegie Foundation's recent transfer of the system's oversight to the Indiana Center for Postsecondary Research. A more substantial revision is scheduled for 2018. The key criteria for 2000 and 2010, respectively, are copied below, followed by a brief analysis of their relationship to Castleton's anticipated status as a master's university.

Master's Colleges and Universities (Carnegie Classifications, 2000.)

Master's Colleges and Universities I [MA I]: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 40 or more master's degrees per year across three or more disciplines.

Master's Colleges and Universities II [MA II]: These institutions typically offer a wide range of baccalaureate programs, and they are committed to graduate education through the master's degree. During the period studied, they awarded 20 or more master's degrees per year.

Based on the 2000 classifications, which a number of organizations still use, Castleton would already be classified as an MA II institution and would be more than halfway toward MA I status.

Master's Colleges and Universities (Carnegie Classifications, rev. 2015.)

Institutions were included in these categories if they awarded at least 50 master's degrees in 2008-09, but fewer than 20 research doctorates (as defined above). Some institutions with smaller master's programs were also included (see below). As in previous editions, these categories were limited to institutions that were not identified as Tribal Colleges or Special Focus Institutions.

Program size Master's program size was based on the number of master's degrees awarded in 2008-09. Those awarding at least 200 degrees were included among larger programs; those awarding 100-199 were included among medium programs; and those awarding 50-99 were included among smaller programs. The smaller programs group also includes institutions that awarded fewer than 50 master's degrees if (a) their Enrollment Profile classification is Exclusively Graduate/Professional or (b) their Enrollment Profile classification is Majority Graduate/Professional and they awarded more graduate/professional degrees than undergraduate degrees.

Some institutions that had been classified among Master's Colleges and Universities were given the option of classification among Baccalaureate Colleges based on their overall profile.

Based on Carnegie's 2010 revision, Castleton is well on its way to "Smaller Master's" classification (as soon as our current master's programs, most of which have just launched or are in the process of launching, start graduating students).

Summary Statement: Status as a master's university, as President Wolk has explained, is an inspirational and aspirational goal for Castleton. But it is an aspiration that we have nearly reached. With eight distinct master's degrees in place, a ninth (School Psychology) approved, and others in development, achievement of 2010's "50 or more degrees awarded" threshold will come very quickly. Thus, regardless of its name, Castleton will soon be a master's institution by definition (and has already attained that status in terms of Carnegie's 2000 definition). There is no Carnegie or other "official" definition of "university."

Items for Discussion and Action

3. Committee dialogue on the VSC system and Castleton with Aims McGuinness (NCHEMS) and Michael Thomas (NEBHE)

For the committee's reference, brief biographies of Aims McGuinness and Michael Thomas are attached.

Aims C. McGuinness Jr.



Aims McGuinness is a Senior Associate with the National Center for Higher Education Management Systems (NCHEMS), a private nonprofit policy center in Boulder, Colorado. At NCHEMS, he specializes in state governance and coordination of higher education; strategic planning and restructuring higher education systems; roles and responsibilities of public institutional and multi-campus system governing boards; and international comparison of education reform.

Prior to joining NCHEMS in 1993, he was director of higher education policy at the Education Commission of the States (ECS). Before joining ECS in 1975, was executive assistant (chief of staff) to the Chancellor of the University of Maine System.

Over the past thirty-five years, McGuinness has advised many of the states that have conducted major studies of their higher education systems and undertaken higher education reforms. Recent and ongoing projects (conducted through NCHEMS) were in Arkansas, California, Colorado, Connecticut, Kentucky, Illinois, Louisiana, Massachusetts, Mississippi, Nevada, New York, Oregon, Rhode Island, Tennessee, Texas, Virginia, Washington State, and Wisconsin.

McGuinness is author of several publications on state higher education policy, university systems and governance. He initiated the *State Postsecondary Education Structures Sourcebook*, a basic reference guide to state coordination and governance in the United States, and maintains an updated web-based version on the NCHEMS website <http://www.nchems.org/psgov/> and the ECS website http://www.ecs.org/html/educationissues/Governance/GoVPsDB_intro.asp. Recent publications include “The States and Higher Education,” *American Higher Education in the 21st Century*, 3rd ed., Altbach, et al, eds, Johns Hopkins University Press; “History and Evolution of Higher Education Systems in the United States” and “Serving Public Purposes: Challenges for Systems in Changing State Context,” *Higher Education Systems 3.0*, Lane, J. and Johnstone, B., editors, SUNY Press, 2013; “State Policy Leadership in the Public Interest: Is Anyone at Home,” *Public Policy Challenges Facing Higher Education in the American West*, Goodchild et al, eds., Palgrave Macmillan, 2014.

McGuinness is active at the international level in conducting policy reviews and advising governments on education policy, primarily through the Organisation for Economic Co-operation and Development (OECD) and the World Bank, including projects in Australia, the Baltic States (Estonia, Latvia and Lithuania), the Dominican Republic, Egypt, Greece, India, Israel, Ireland, Kazakhstan, the Republic of Korea, Japan, Malaysia, the Russian Federation, and Turkey. He chaired the international task force leading to the 2011 OECD report, *Strong Performers and Successful Reforms: Education Policy Advice to Greece*, making recommendations to the Government of Greece on reforms in primary, secondary and higher education. <http://www.oecd.org/greece/48407731.pdf>

McGuinness earned his undergraduate degree in political science from the University of Pennsylvania, an MBA from The George Washington University, and a Ph.D. in social science from the Maxwell School, Syracuse University.

Michael K. Thomas



Michael K. Thomas is the President and CEO of the New England Board of Higher Education (NEBHE) in Boston, Massachusetts, a regional organization working with the 260 colleges and universities in the six New England states. NEBHE works to expand education opportunity and services and to address issues related to New England's human capital and economic competitiveness.

Dr. Thomas directs NEBHE's policy, research, publishing, programmatic and fund raising activities. These focus on promoting innovative K-12, post secondary and life-long learning policies and on expanding collaboration among leaders of business, government and education. He works extensively in state political and higher education environments with governors, state legislators, K-12 commissioners, state higher education executives (SHEEO's) and with business leaders to expand college readiness, access and success. He also oversees NEBHE's collaborative cost-saving programs, including the Regional Student Program's "Tuition Break."

Thomas joined NEBHE in 2002 as Director of Policy and Research. He subsequently served as Senior Director and Senior Vice President. In the latter roles, he oversaw the development and implementation of NEBHE's "College Ready New England" initiative, collaborating with senior leaders of government, business and education (K-12 and post secondary) in the six New England states to promote policy strategies and best practices to expand college readiness and success.

Dr. Thomas has worked in corporate training and human resources and held varied administrative positions in higher education institutions, both public and private. He served as a Policy Aid in the University of Massachusetts President's Office and subsequently as Coordinator of Institutional Research and as Executive Assistant to the President at Lesley University in Cambridge, Massachusetts.

He holds a bachelor's degree in philosophy from Brigham Young University and master's degrees in higher education from Teachers College, Columbia University and Harvard University. He earned a doctorate in education and social policy from Harvard University and an M.B.A. from Boston University.

He has taught as an adjunct professor and lecturer and served as trustee and vice-chair of the board of Worcester State College, a public, Master's-level institution in central Massachusetts.

Dr. Thomas frequently lectures and speaks on issues related to K-12 and post secondary education policy, regional and global competitiveness, the internationalization of higher education, college readiness and the economic impact of higher education.

Items for Discussion and Action

4. Discussion of items for the July 16th Committee meeting agenda
5. Next steps