

**Minutes of the Long Range Planning Committee meeting Thursday, June 25, 2015**  
**APPROVED by the Committee Thursday, July 16, 2015**

The Vermont State Colleges Board of Trustees Long Range Planning Committee conducted a meeting Thursday, June 25, 2015 at the Office of the Chancellor in Montpelier, Vermont.

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

Absent: Tim Jerman

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

From the Chancellor's Office: Tricia Coates, Director of External & Governmental Affairs  
Dianne Pollak, Chief Information Officer  
Bill Reedy, General Counsel  
Tom Robbins, CFO  
Elaine Sopchak, Executive Assistant to the Chancellor  
Jeb Spaulding, Chancellor  
Yasmine Ziesler, Chief Academic & Academic Technology Officer

College Presidents: Dan Smith, Joyce Judy, Dave Wolk (by phone)

Guests: Aims McGuinness, National Center for Higher Education Management Systems  
Michael Thomas, New England Board of Higher Education

From the Colleges: Scott Dikeman, Dean of Administration, Castleton State College  
Tony Pepper, Academic Dean, Castleton State College  
Beth Walsh, VSCUP President  
Jeff Weld, Director of Marketing, Castleton State College

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

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

A. ITEMS FOR DISCUSSION AND ACTION

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

Trustee Pelletier moved and Trustee Luneau seconded the approval of the minutes. Chair Diamond asked that an addition be made to pages 6-7 of the minutes to include the list of traits of an “Ideal VSC” from last year’s strategic inquiry. The minutes, with Chair Diamond’s addition, were approved unanimously as amended.

2. Follow-up on information requests from the Committee

a. Presentation: Operational efficiencies at the VSC

Chancellor’s Office staff Yasmine Ziesler, Tom Robbins, Bill Reedy, and Dianne Pollak shared the range of shared services that are currently underway at the VSC, and suggested opportunities for further consolidation. A copy of their presentation is included in these minutes. Trustee Pelletier asked for a single page containing the opportunities recommended; this information is included in the minutes as well.

b. Academic programs at the VSC

c. Data on subsequent postsecondary enrollment of CCV students

The Committee briefly discussed the above information included in their meeting materials.

d. VSC Foundation update

CFO Robbins explained to the Committee that the VSC Foundation was established approximately 10 years ago. It accepts about 20 transactions, or \$30K in contributions per year, which are redirected to the colleges. It could be utilized a lot more. Chancellor Spaulding observed and Michael Thomas agreed that state system fundraising is increasing. Aims McGuinness added that the VSC will need resources to facilitate future collaborations and will need to develop those resources at the system level, but that fundraising will not be able to significantly supplant state appropriations or tuition.

e. Examples of small state higher education systems

Elaine Sopchak shared that the list included in the Committee’s materials covers twelve states with the smallest populations, six of which are under a million. There is

a variety of system organizations, from a single university with multiple campuses (like Penn State) to systems that contain universities, colleges, community colleges, and technical colleges. The overriding organizational factors in each of the state systems appear to be geography, location of the population, and the needs of the state. Aims McGuinness suggested that the Board not look to other states for a model but rather think about the needs of Vermont. President Smith noted that some universities, including UVM, are disaggregating their budgets by making their colleges function as individual profit centers as opposed to working more cohesively. Dr. McGuinness stated that he has observed universities that pursue that path often over time work to come back together. Trustee Luneau asked whether having statewide K-20 collaboration was advisable. Dr. McGuinness advised caution on this, citing Rhode Island as an example, stating that K-12 issues are so different that they overwhelm any attention to higher education; he added that K-12 and postsecondary education should still work together on a broader agenda. Michael Thomas emphasized distinguishing between coordination and governance is extremely important. Chancellor Spaulding reminded the group that Vermont does not have a state based oversight body for higher education. Dr. McGuinness added that Vermont also lacks a broader agenda and goals—which are not regulatory—that link K-12 and higher education. Chancellor Spaulding added that the VSC is awaiting news of a Lumina Foundation grant to help our colleges attain Vermont's goal of 60% of residents holding a postsecondary credential. Trustee Hindes requested to clarify whether the governing bodies of small state systems listed are truly governing bodies or oversight/regulatory bodies. Dr. McGuinness suggested that system governing bodies need to have an understanding of and advocate for both the system and its constituent units and not just stay the middle course—governing bodies of larger systems don't always understand this cross cutting role.

- f. Experiences of other colleges that have changed to universities
- g. Current Carnegie Classifications for the VSC
- h. Questions from the Committee regarding Castleton (moved to Item 3)

The Committee briefly discussed the above information included in their meeting materials.

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

Chancellor Spaulding began by referring to an email he sent to Drs. McGuinness and Thomas regarding the scope of the conversation (this email is included in the minutes). There are two

basic questions the Board must answer: what kind of organization should the system have, and should Castleton State College become a university.

Dr. McGuinness: The VSC is already on the right track, and there is momentum on the Castleton decision. In his many years of experience he has seen a particular problem in using data to focus on establishing the needs of the state; defining the needs of the state and population rather than the needs of the institutions. Across the country there are no additional funds. The demand for education is up while resources are declining; indebtedness and family contributions are a serious problem.

Across the country, colleges that became universities and broadened their offerings to become something to everyone are often disappointed; they've maxed out on what they can charge students, have little state funding, and are no longer competitive in their markets. It is most important to have a clear sense of what the priorities are for the state. It must be recognized that it's important for "places" to exist and that regions continue to be served. This needs to be done in a dramatically different way, offering service through collaboration while still offering a range of services. A system must rethink how it functions so that it can be better connected with the state, make sure every region is served, and that the range of services can still be provided.

Dr. McGuinness stated that the VSC needs to increase its urgency another 50%, and make sure all constituencies are engaged. The VSC needs to reduce its cost while still offering quality services. A full service operation at each site is not feasible—individual sites must be able to access services at other sites. Currently it is not affordable to get to 60% of the population holding a postsecondary credential. Efforts like the Lumina grant and fully leveraging CCV will help. International students, private fundraising, and recruiting out of state students are not silver bullets; they are important, but not panaceas.

The VSC has a lot of great things happening but needs to work fast. A goal for the Board is to develop a clear sense of vision and a set of steps involving reasonable lines of work and taking the time to engage all constituents. For example, any student in the system should be able to access capabilities from another campus. What 2-3 areas can the VSC collaborate on that will allow that to happen? In addition to cross-constituent collaboration, the system must invest funds to accomplish this.

Dr. Thomas: The VSC is already in a good place. Regarding the future of system structure: be careful not to confuse a vision for systemness with a need for structural change. From the strategic inquiry process the Board already has some very good statements on how they want the system to work better for students. Put the state and the regions in the forefront of the planning: workforce needs, the future of higher education, and economic development, as well as the needs of the specific regions of the state.

The VSC does not need to have a structure like a Penn State. What the system could succeed as is a variation of what it already is: a well-integrated, comprehensive system of higher education with multiple institutions and degrees, but find a way to bring it together in as effective and high functioning a way as possible. Do not use resources to change that system but instead find a way to engage constituencies across institutions and functional areas, and actually put together a work plan and timeframe.

As Dr. McGuinness suggested, the VSC should be able to provide greater sets of options and opportunities to students in every area of the state. For the student who is not mobile, the VSC should create maximum opportunities to give them as broad a set of choices across our excellent and diverse institutions as possible. Dr. McGuinness emphasized that students learn at a location. Accreditation for individual institutions is important—the VSC should not seek one single accreditation. The quality of student services and core faculty that pay attention to student learning at each site is essential. It is better to have a system of different outstanding places that create synergy by working together. Financial aid is another student services area to focus on; for example, SUNY is trying to establish a single Title IV entity so students don't have to go through the financial aid process in multiple places.

Trustee Pelletier stated she is encouraged that Dr. McGuinness and Dr. Thomas think the VSC is on the right track but needs to just step it up. Dr. McGuinness observed that much of the Board's work is data free; he has not found that the Board has a business plan that addresses the needs of Vermont, and though there are policies and procedures, the ends are not clear. Identifying the goals will help on the plan forward. Dr. McGuinness noted that the VSC has reached its goals with bachelor's degrees but is lacking at the associate's and certificate level and suggested allocating meager state funds there. He also recommended that the Board needs basic indicators, including those that point out the VSC serves the most Vermonters.

Trustee Luneau inquired about the possibility of colleges in the region sharing specialty programs. Dr. Thomas answered that is very challenging, and suggested that the VSC investigate opportunities with private schools in Vermont and bridge the public/private college divide. High-cost, low enrolled programs are suitable opportunities for collaboration like this. In terms of the state's needs, it's important to think of strategically important but vulnerable programs, which often are in the STEM fields; possibly the system could do some joint programming. Dr. McGuinness suggested what's more important is the connection of higher education to the regions where it's located. Vermont must identify those high need, low number programs and think of how to maintain them across the system to get enrollment up and improve their finances.

Trustee Masland stated that he likes the term "faculty teams" and encouraged the Board to explore that further. He also stated that workforce programs tend to address an immediate need

and suggested offering workforce development opportunities in a more systemic way. He stated that the Department of Labor may know what the state's regions need, but he has not heard a Board conversation about what can be done with that information.

Chancellor Spaulding stated an aspiration for system could be that students at each college could be able to access programs at one of our other colleges without leaving their own campus. Dr. McGuinness said the key to this is not actually the technology behind it but rather the quality of the student services at each locality. He added that students are not as mobile as we think: jobs, relationships, transportation limitations keep them rooted in place. The VSC can be experts at student services in place, and set a goal to accomplish it, engaging people to identify how it could work and what the practical barriers might be.

Trustee Hannum asked about the impact Keene State's switch to a university had on its sister institutions Plymouth State and Granite State. Dr. McGuinness informed the Committee that he and Dr. Thomas both feel the Board should approve Castleton's university designation. He told the Committee that changing to university status has marginal effect on increasing enrollment or recruitment of international students, but it means a lot to institutions in terms of internal culture and pride of the community.

Another possibility to watch for is for an institution to creep into a cost model that it can't afford. He recommends the change for Castleton but stated the Board should be realistic about the outcome. Keene's change did not negatively impact Plymouth State or Granite State. A potential negative impact is mission creep regarding faculty: changes that can occur to faculty workload, research capability, quantity of graduate programs. It is a matter of culture and perception rather than control and the Board must be very clear on what the institution's mission is.

Dr. Thomas strongly suggested that the VSC consider pooling its resources and seek consulting help to discuss enrollment at the VSC as a system and not as individual institutions. Chancellor Spaulding requested Dr. Thomas provide some referrals for this purpose.

Chair Diamond asked to confirm that the option of a single accreditation (option 1) should not be considered, and that options 2 and 3 could still be considered. Dr. McGuinness clarified that each institution should be individually accredited, but there could be an additional system accreditation that could offer degrees at multiple sites. [Open SUNY/Empire State](#) is an example of this: distance learning that allows students to take courses throughout the system and still get a degree from a single institution. The Board must decide what is to be done and the colleges decide how it can be done.

Chair Diamond asked about the possibility of confusion in regards to name changes. Dr. Thomas answered that option 2 seems the most confusing. Option 3, especially as far as students are concerned, seems the least disruptive as students are more inclined to identify with an institution

rather than a system. With option 2, potentially all the institutions and the system itself would change names; the benefit of being a comprehensive system of diverse institutions is not compatible with option 2. Dr. Thomas stated the VSC should spend its limited resources more on the system vision and ability to serve the state and not on structural and/or large scale branding change.

Dr. McGuinness emphasized that the Board has a large agenda and needs clear goals for the system. He suggested devoting time to a) the system; b) each individual institution; and c) statewide needs. The Board should sit down with each president and identify what is preventing each institution from meeting its mission. Spend as little time as possible on ministerial stuff—use consent agendas. He suggested creating some criteria and principles for institutions to follow; for example: respect place while recognizing the benefit of synergy between places. Another could be: make sure there is differentiation between institutions. President Smith stated that a president would find that kind of guidance from the Board very helpful and meaningful.

At this time Chair Diamond invited Castleton State College President Dave Wolk to respond to the conversation. President Wolk addressed the Committee's questions from the previous meeting. Question 1 concerned the impact Castleton's name change would have on students. President Wolk answered that Castleton will continue to be the relationship based, personalized education institution it's always been. Classes will remain small and the undergraduate experience would not change markedly except for the fact that there would be more international students, making it a more global community. There is a concern among students about cost, and so they are emphasizing the 2017 tuition freeze, and President Wolk is confident the Board will continue exercising restraint on tuition.

Question 2 was the same question, only aimed at faculty. There will still be the same bargaining units, same personalized education, same small classes, and faculty will continue to do research. They are becoming a teaching university, not a research university, remaining focused on student-teacher interaction. They will continue engaging in undergraduate research, which according to policy is externally funded. They will incrementally, not drastically, increase enrollment in the near term. They are following the Castleton Plan, particularly the entrepreneurial ventures, for the benefit of Vermont.

Question 3 was addressed at the last meeting, and President Wolk encouraged Board members to talk to the other presidents. President Wolk acknowledged that state resources are limited; therefore Castleton cannot stand still in light of funding options. Growth in graduate programming and entrepreneurial ventures will be most important. Castleton's international recruitment is also essential and has been in development for many years.

Regarding Question 4, the communications plan for the change, Castleton Director of Marketing Jeff Weld gave a brief overview of the marketing plan (these materials are included in the minutes).

Trustee Luneau asked President Wolk's opinion on the possibility of changes in faculty culture. President Wolk responded that the same bargaining agreements are in effect for all institutions in the system. The goal is to continue to be the kind of teaching institution Castleton has always been. There is great excitement among faculty about the change. Dr. McGuinness asked what benchmarks the Board might use to monitor progress and look for changes. President Wolk suggested that current benchmarks already in use, plus graduate enrollment, international student enrollment, and figures on entrepreneurial ventures that reveal the numbers of students and businesses served, and revenue generated.

Dr. Thomas recommended that the Board compose a document featuring all the colleges' mission statements, along with the system's, and refer to these regularly, using it for guidance when decisions need to be made. A draft of this document is included in the minutes.

At this time Trustee Hannum asked the Committee what steps need to be taken next to finalize the discussion and make a decision. He asked Chancellor Spaulding for his opinion and suggestions on how next to proceed. Chancellor Spaulding stated that he had hoped the Committee would be ready to make a recommendation to the full Board for a vote at its July 23<sup>rd</sup> meeting. He stated we should continue building our current, comprehensive system of distinct institutions for the benefit of Vermont. He would like to turn Trustee Hindes' suggestion of "admit to one, go to five" into a reality, maximize cost efficiencies, and make education as affordable as possible. He feels strongly that a decision on the system needs to come before a decision on Castleton. He favors a comprehensive system that allows students to do everything from get a credential to a two-year degree, to attend a small liberal arts college or a small university.

Trustee Luneau stated that she is more comfortable with the decision at this time and prefers different schools with seamless opportunities—option 3. She stated the system needs a rebranding and maybe a new name. She supports Castleton's name change as long as there are benchmarks to prevent the "university slide" to which Dr. McGuinness referred.

Trustee Hindes thanked Dr. McGuinness and Dr. Thomas for their expertise and shared that there are many other concerns the Board must address. He agrees with Trustee Luneau that a name change for Castleton won't preclude options for the system. He is concerned about unintended consequences that might arise from the change, though he has the strongest confidence in President Wolk's leadership.



Trustee Pelletier is not opposed to changing the name of Castleton. She too is concerned about the unintended consequences and wants to explore what they could be. She is willing to make a decision on July 23<sup>rd</sup>. In terms of a system, she is very comfortable with option 3.

Trustee Hannum stated he does not want to hold Castleton up. He feels the Board needs to think about the change's effect on the other schools in the system. He wants to move forward with making the system as strong as possible and working on rebranding.

Trustee Masland said he is now comfortable with the Castleton name change. He agrees that rebranding the system is in order but the Board must do it carefully, and emphasized that it cannot be pretentious.

President Smith reminded the group that the VSC has 3.5 times the number of Vermont undergraduates than any other college in the state. The presidents are counting on the Board to send the message of our five institutions' footprint and impact on Vermont.

Trustee Pieciak stated he is looking forward to discussing the Castleton name change with the entire Board. Regarding the system, he emphasized that not duplicating non-core functions is important.

Chair O'Connor asked that Trustees bring any other concerns or questions to Chancellor Spaulding. Her hope is that at the Committee meeting on July 16<sup>th</sup> all the questions will be asked and answered, and that on July 23<sup>rd</sup> the Board can vote on both the system and Castleton. She reminded the Board they appointed a chancellor and wanted him ready to move, and the Board should let him lead, and listen to the advice of our trusted presidents.

Trustee Luneau stated it is important to her that the entire Board is comfortable and makes the choice that's best for the system from the options presented.

Community College of Vermont President Joyce Judy stated she would like to see the Board make both decisions because it is too confusing to the public to make only one. Changing the VSC name is very important if Castleton is to become a university; having Castleton University adds value to the whole system. She referred to Dr. McGuinness' comments regarding place and explained that CCV students identify with their individual sites where they take classes. We need to identify the benefits of the system for students and then make it easy for students to access them.

Trustee Pelletier and Chair Diamond both asked Chancellor's Office staff to provide an actual proposal for system name change at the next meeting. Chancellor Spaulding will provide a comprehensive resolution on system change, and the approval of Castleton University. The

proposal can include a process for how to resolve the name change in conjunction with system change. Chancellor Spaulding suggested inviting each college's marketing staff to come to the Board's retreat to help think the process through. Before this, the Board should get back to establishing the principles and goals that will help guide these decisions.


Chair Diamond suggested that at the next Committee meeting they could discuss potential unintended consequences of Castleton's name change, as well as some possible benchmarks. Castleton Academic Dean Tony Peffer suggested that the Committee refer to Castleton's strategic plan for benchmarks and expectations already taken into account.

Dr. Thomas stated the Board must define and declare the purpose, vision, and mission of the system. It should determine the key conversations it should have and identify all the constituents involved. Dr. McGuinness suggested obtaining a statement of support from UVM, and establish how UVM and the VSC complement each other.

Beth Walsh suggested surveying communities in the state, and the campuses, on a system name change, and create opportunities for dialog around the question.


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

There was no further discussion of these items. Chair Diamond and Chancellor Spaulding thanked Dr. McGuinness and Dr. Thomas for their expertise and for their time in helping the VSC chart its future direction. The meeting adjourned at 4 p.m.



## Operational Efficiencies at the VSC


FOR THE BENEFIT OF VERMONT.



### System contributions to academic quality and student success:

- Academic program quality improvement process (Policy 101, "PReCIP")
- General education and graduation standards equivalency (Policy 106)
- Cross-college course registration
- VSC Office of External Programs
  - Prior learning assessment, credit by exam, and training evaluation services
- Library
  - Databases, subscriptions, and interlibrary loan processes are optimized for greatest efficiency. VSC library expenditures are under \$350 per FTE; Keene State spends \$448, Plymouth State \$407, and UVM over \$1000.
- Learning technologies development and support ("VSC-TLT Group")


FOR THE BENEFIT OF VERMONT.



### System opportunities:

- Strengthen and streamline degree pathways within colleges and "vertically" (from certificates and associates to 4-year degrees)
- Evaluate alignment of VSC program offerings with workforce and student access (learning delivery model) needs
- Leverage institutional research data to support student success and curriculum management


FOR THE BENEFIT OF VERMONT.



### Chancellor's Office

- Consolidation of Legal Services
  - Addition of Associate General Counsel
  - Addition of Investigator/Trainer position
- Student Billing position
- Opportunities:
  - Human resources: web-based benefit and employee forms
  - Title IX Coordinator position


FOR THE BENEFIT OF VERMONT.



## Business Processes: System Approach

- Coordinated consolidated financial reporting
- VSC internal audit
- Banking/Cash management and investment
- Endowment investments
- All VSC insurances (health and non-health)
- All system wide contracts (Sodexo, Pepsi, Office Max)
- All debt financing (leases to bonds)
- VSC billing tables
- Accounts Payable (partial)
- Payroll (partial)


FOR THE BENEFIT OF VERMONT.



## Business Processes: System Opportunities

- Energy audits
- Solar net metering
- We are actively reviewing functional areas where we might be able to provide a similar level of service for less cost
- Position redundancy across system
- Dedicated collections
- Dedicated purchasing
- Dedicated grants resource


FOR THE BENEFIT OF VERMONT.



## IT Consolidation Projects

- Colleague, a single instance of the student Enterprise Resource Planning (ERP) system, supports all five colleges
- Learning management system, Blackboard (2005), Moodle (2011)
- Identity management system (2006)
- Library system (SIRSI) (2006), Inter-library Loan (2008), VU Find (2014)
- ImageNow, document imaging solution (2007).
- Ellucian portal, a SharePoint portal for all VSC faculty, staff, students and applicants. (2011)


FOR THE BENEFIT OF VERMONT.



## IT Consolidation Projects

- Implemented server virtualization for the VSC server complex with redundancy after tropical storm Irene. Primary data center is TechVault, backup is CCV Winooski. (2012)
- Consolidate wide area network for the system (2012)
- Mobile app, fully branded and configurable for all colleges (2013)
- Microsoft Office 365 email, a common email system for the VSC (2014)
- Recruiter, a software product for admissions (2014/2015)

FOR THE BENEFIT OF VERMONT.



## IT Consolidation Opportunities

- Explore consolidation of college server management at TechVault
- Explore IT services consolidation

FOR THE BENEFIT OF VERMONT.

## **System Operational Efficiency Opportunities**

### Academic

- Strengthen and streamline degree pathways within colleges and “vertically” (from certificates and associates to 4-year degrees)
- Evaluate alignment of VSC program offerings with workforce and student access (learning delivery model) needs
- Leverage institutional research data to support student success and curriculum management

### Chancellor’s Office

- Human resources: web-based benefit and employee forms
- Title IX Coordinator position

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- Energy audits
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- We are actively reviewing functional areas where we might be able to provide a similar level of service for less cost
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### IT

- Explore consolidation of college server management at TechVault
- Explore IT services consolidation

State	Population (est. 2014)	System Name	System Type	Enrollment FA14	Component Parts	Governing Body	Notes
Wyoming	584,153	<a href="#">University of Wyoming</a>	Single university	13,929 Undergrad: 10,209 Grad: 3,720	1 campus, Laramie	One board, 12 members  <b>Governing Board</b>	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	<a href="#">University of Alaska System</a>	Single university, 3 campuses	29,074 Undergrad: Grad:	UA Anchorage UA Fairbanks UA Southeast	One Board of Regents, 11 members  <b>Governing Board</b>	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	<a href="#">North Dakota University System</a>	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  <b>Governing Board</b>	*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	<a href="#">South Dakota Board of Regents</a>	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  <b>Governing Board</b>	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	<a href="#">University of Delaware</a>	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  <b>Governing Board</b>	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	<a href="#">Montana University System</a>	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  <b>Governing Board</b>	The state Office of the Commissioner of Higher Education is the administration of the system and staffs the board.
Rhode Island	1,055,173	<a href="#">Rhode Island Board of Education</a>	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  <b>State Regulatory Body</b>	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	<a href="#">University System of New Hampshire</a>	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  <b>Governing Board</b>	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	<a href="#">University of Maine System</a>	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  <b>Governing Board</b>	Each of the 7 universities in the system has a <a href="#">Board of Visitors</a> of up to 20 members.  Maine's community college system is separate, with 7 colleges that include tech programs.
Hawaii	1,419,561	<a href="#">University of Hawaii System</a>	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  <b>Governing Board</b>	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	<a href="#">Idaho State Board of Education</a>	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  <b>State Regulatory Body</b>	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.  *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.

**Subject:** FW: Vermont

**Date:** Monday, June 29, 2015 at 10:56:07 AM Eastern Daylight Time

**From:** Sopchak, Elaine H

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**From:** <Spaulding>, Jeb <[jeb.spaulding@vsc.edu](mailto:jeb.spaulding@vsc.edu)>

**Date:** Tuesday, June 23, 2015 at 5:53 PM

**To:** mjdiamond176 <[mjdiamond176@aol.com](mailto:mjdiamond176@aol.com)>, "[vrunner56@msn.com](mailto:vrunner56@msn.com)" <[vrunner56@msn.com](mailto:vrunner56@msn.com)>, "[kluneau@handycars.com](mailto:kluneau@handycars.com)" <[kluneau@handycars.com](mailto:kluneau@handycars.com)>, "[hlpellet@gmail.com](mailto:hlpellet@gmail.com)" <[hlpellet@gmail.com](mailto:hlpellet@gmail.com)>, "[khannum@manchesterschools.org](mailto:khannum@manchesterschools.org)" <[khannum@manchesterschools.org](mailto:khannum@manchesterschools.org)>, j churchill hindes <[jchindes@gmail.com](mailto:jchindes@gmail.com)>

**Cc:** Martha O'Connor <[hoyaone@sover.net](mailto:hoyaone@sover.net)>, VSC-COP <[cop@vsc.edu](mailto:cop@vsc.edu)>

**Subject:** FW: Vermont

LRPC members,

As you know, we have two guests that will be speaking with us on Thursday. I thought it might be helpful for you to see the email below, which was intended to provide some context for our dialogue with them.

Jeb

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**From:** Spaulding, Jeb

**Sent:** Thursday, June 18, 2015 5:42 PM

**To:** Aims McGuinness; 'Michael Thomas'

**Cc:** 'mjdiamond176'

**Subject:** Vermont

Aims and Michael,

Thank you in advance for coming to Vermont on Thursday, June 25 to have a dialogue with the Vermont State Colleges Long Range Planning Committee (LRPC). We are looking forward to your perspectives on a couple of big questions under consideration and hope for some constructive give and take during the session. I am copying the Chair of the LRPC, Jerry Diamond, to keep him in the loop on the planning for next week's meeting.

First, the Committee is considering various structural options that would create an even more comprehensive, cohesive, and interconnected system, with multiple distinctive colleges, and possibly a university, within it. The goal is to improve the educational experience for our students, allowing them to access not only the resources of one school, but the system as a whole, in as frictionless and customer friendly a fashion as possible. In addition, we would like to make more progress in achieving operational

efficiencies by consolidating various functions at the system level.

The three basic models under consideration include:

- 1) A Penn State type model, where there is one accredited university with multiple campuses and learning centers. For example, Vermont State University Castleton, Vermont State University Johnson, etc.
- 2) A University of Maine model, where the colleges and/or universities are individually accredited, degree granting institutions, but named as Vermont State University Castleton, Vermont State University Johnson, etc.
- 3) An expansion, tightening up, and rebranding of the model we have now, possibly the Vermont System of Higher Education or Vermont State Colleges and University, which I understand to be closer to the SUNY or PASSHE model, creating, as stated above, a comprehensive, cohesive, and interconnected system, with multiple distinctive colleges, and possibly a university, within it.

All three models would continue to support public institutions, governed by one Board, as is currently the case.

Second, assuming the Committee and Board decide to pursue option three above, they are considering whether or not to approve President Wolk's request to convert Castleton from college to university status. In short, the reasons supporting President Wolk's request are that this designation better reflects what the college has evolved to now and what they aspire to evolve to in the future, because Castleton believes it will help them with student recruitment, particularly with out of state and international students, and that it could support the Committee's desire to offer students an even more comprehensive, cohesive, and interconnected system, with multiple distinctive colleges, and possibly a university, within it. I have attached an opinion piece written by President Wolk that supports his vision for Castleton University. On the other hand, some members of the Committee want to be convinced the purported benefits are real and want to be careful, or at least thoughtful, about approving this change for Castleton, if it could have a significant negative impact on other colleges in the system. FYI, as far as I can tell, most of the presidents are not worried about any negative fallout on their own colleges and see the potential value to the system as a whole.

So, the two big questions I believe the Committee is trying to work through are which system model will best accomplish their desires moving forward and, if they choose option #3 above whether they should approve Castleton's conversion to university status.

I am in hopes we can arrange a call Monday afternoon to touch base ahead of Thursday. 3:00 PM on Monday would work well for me, but I have not heard from Michael this week. He may be on vacation or something. If 3:00 will work for you, Aims and Jerry, let's reserve that time.

Thanks again for your time and assistance.

Jeb Spaulding, Chancellor, Vermont State Colleges  
Vermont State Colleges  
PO Box 7; 575 Stone Cutters Way  
Montpelier, VT 05601

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# **CASTLETON UNIVERSITY**

An Integrated Marketing Communications Plan



## BACKGROUND INFORMATION

### A MESSAGE FROM PRESIDENT DAVE WOLK

There is a legendary and enduring section of sidewalk that runs parallel to Calvin Coolidge Library on the Castleton campus. Engraved in successive pavement stones are a series of names and dates: Rutland County Grammar School, 1787-1828; Vermont Classical High School, 1828-1830; Castleton Seminary, 1830-1876, State Normal School, 1867-1920; Castleton Normal School 1921-1947; Castleton State Teachers College, 1947-1962; and Castleton State College, since 1962.

In its more than 225-year history as an institution of higher learning, Castleton has experienced a myriad of challenges, defining moments, and transformations. Many of those moments were accompanied by a name change that reflected the changing reality and mission of the institution.

Such is the case for Castleton University.

After more than a decade of unprecedented growth and improvements, Castleton is yet again at a crossroads and once again the challenge to secure the institution's future is critical. From 2002 through 2013 Castleton followed through on a ten-year master plan that resulted in the investment of over \$75 million in infrastructure improvements on campus, with every current building or facility having been renovated or newly constructed and is now at the capacity of its current Castleton footprint.

Furthermore, the fall of 2013 saw the inauguration of The Castleton Plan, a strategic plan and blueprint developed collaboratively over the course of a year that envisioned the next ten years at Castleton. Highlighted by new and enhanced graduate programs, with a doctoral program under development, the plan also includes incremental enrollment growth, a focus on international enrollment, and increased opportunities for students in Rutland through entrepreneurial ventures such as the Castleton Downtown Gallery, the Castleton Polling Institute, and Castleton Downtown, which is home to the Center for Community Engagement, Center for Entrepreneurial Programs, and Center for Schools. All of these endeavors, along with the increased on-campus growth of conferences and events and the off-campus growth of the Spartan Arena and soon to be installed Spartan Dome, are entrepreneurial efforts that serve the community but also ease the burden of tuition dollars which make up 90 percent of the yearly operating budget.

The Plan builds on this reinvigoration of the past fourteen years, with well-planned incremental increases in undergraduate and graduate enrollment, staffing, programs and facilities, and with an eye toward a greater investment in and commitment to the Rutland area, including downtown Rutland as a destination for selected new programs for graduate students and upper level undergraduates that will further enhance the quality of a Castleton education while contributing to economic and community development in the greater Rutland region.

This reinvigoration, the growth of graduate programs, the new international focus, the development of off campus venues and the Castleton Plan make this fifty-third year as Castleton State College the right time to modernize our name to Castleton University.

Castleton recently has been operating more like a small university than a college, with increased research opportunities for faculty and students, a diversified portfolio of entrepreneurial ventures, enhanced and expanded opportunities in athletics and the arts, and increased recruitment efforts in both



## BACKGROUND INFORMATION

undergraduate and graduate admissions. Our staff and faculty are proud to work here, and our students and alumni are filled with that same Spartan Pride. Making the decision to modernize our name to Castleton University at this juncture solidifies that Castleton is indeed on the move. The time is right. Castleton University is both inspirational and aspirational as we plan our future.

The Castleton Plan suggests a measured, incremental process of increased enrollment that seeks to raise admissions standards and increase retention rates while expanding our recruitment efforts into each of the fifty states and all countries where we can develop sound recruitment opportunities. This goal will be more easily attained through a name change due in large part to the fact that most international students equate “college” with what is considered a high school in the United States, while “university” more closely equates to higher education in the U.S. By modernizing our name, we eliminate this common language barrier.

Additionally, the Plan goes on to say that Castleton will develop a number of exemplary graduate programs, including online and hybrid programs and courses—thereby establishing Castleton as a leader in graduate education and exerting a positive influence on the undergraduate experience. For many, graduate programs are equated with a university setting, which is likely to have a wide and varied array of offerings, campuses, and colleges. The current number of graduate programs already supports the name change, helping to sustain the enrollment of those offerings, and aid in the cultivation of more graduate degree opportunities in the future, including Castleton’s first doctoral program that will be underway in 2016.

Finally, the Plan calls for an increase in public and private funding. It is highly unlikely that significant additional funding will come from the state of Vermont. Moreover, there is a collective effort to restrain tuition increases, add scholarships, and focus on affordability. As we continue to expand in areas of grant funding, entrepreneurial endeavors, and other areas of fundraising, it is apparent that a ‘Castleton University’ designation will provide us with an advantage over the current name. This will also lead to greater institutional pride among alumni and friends, as well as a stronger desire among local and national businesses to become corporate partners.

This is a tremendously exciting time for Castleton and our future. Our vision moving forward is a testament to the remarkable progress of recent years. We are proud of what we have accomplished together in a way that embraces our rich history and enhances our cherished traditions. But we cannot stand still. Our future demands that we continue to be entrepreneurial and innovative in our approach to the growth of the institution.

It will take the collective creativity of a small university with a big heart to launch us into new frontiers that will capture the essence of what makes us special and unique, ensure our financial stability for the future, support our students with a very high quality education, and contribute to the cultural and economic well-being of Vermont.

It is time for Castleton University.



## SHORT-TERM OBJECTIVES

- Announce the name change to key internal audiences including:
  - Alumni
  - Community and Corporate Partners
  - Students
  - Faculty
  - Staff
- Announce the name change to key external audiences including:
  - Community Members
  - High Schools
  - Prospective Students
  - Prospective Community and Corporate Partners
- Ensure the name change is appropriately reflected on campus communications including:
  - [castleton.edu](http://castleton.edu), [castletonsports.com](http://castletonsports.com), and social media platforms
  - Letterhead
  - Campus Signs
  - Admission Materials
  - Internal Documents
  - E-mail Signatures
- Ensure the name change is appropriately reflected on off-campus communications including:
  - Third-Party Websites (i.e. [NCAA.com](http://NCAA.com), [nacathletics.com](http://nacathletics.com), [princetonreview.com](http://princetonreview.com))
  - Media Mentions
  - Road Signs
  - Corporate Partner Communications Materials

## LONG-TERM OBJECTIVES

- Integrate Castleton University into existing brand identity guidelines.
- Strengthen the Castleton University brand through consistent messaging.
- Demonstrate rationale and value of Castleton University name change through storytelling.
- Develop brand ambassadors to help organically strengthen the Castleton University brand.
- Provide materials and information to key stakeholders to help further the brand's strength.





## SHORT-TERM STRATEGIES

- Internal Announcement Strategies:
  - Campus E-mail
  - Portal Announcement
  - Alumni E-mail
  - Community and Corporate Partner E-mail
  - “We Are Castleton” Newsletter
- External Announcement Strategies:
  - Distribution of Message from President Wolk
  - Distribution of Press Release
  - Social Media Push
  - Online News Story
  - Develop Website with FAQ
- Campus Communications Materials:
  - Work with website developers to ensure naming conventions are accurate.
  - Create new letterhead.
  - Order new decals for campus signs, work with Facilities Department to install.
  - Work with various departments to implement change to all internal documents.
  - Provide new template and guidelines for e-mail signatures.
- Off-Campus Communications Materials:
  - Contact third-party websites to implement changes.
  - Contact local, and regional media outlets and provide branding guidelines to ensure accurate mentions.
  - Contact agency of transportation to change highway signs.
  - Work with community and corporate partners to make sure that all of their communications reflect the name change.

## LONG-TERM STRATEGIES

- Create extensive spread in Castleton Magazine, detailing the announcement and change to help foster buy-in from key stakeholders.
- Distribute Castleton University decals to key stakeholders.
- Develop web and media content strategy centered around major points made in announcement materials.
- Integrate Castleton University into broader marketing communications plan.



## EXPECTED COSTS

While the name change will incur some incidental costs, they will not be substantial and will be absorbed by 2015-16 marketing communications plan for the institution as a whole, which will fundamentally serve as a year-long awareness campaign, similar to previous years. Because there has been extensive work over the past decade to strengthen the “Castleton” brand, we will not incur the broad-based costs oftentimes associated with a change of this magnitude.

Our logos and word marks will continue to utilize the “Castleton” naming convention, and we will phase in new print materials on a normal schedule, which costs would have been incurred regardless. Because we have already moved to a pared down printing schedule for letterhead and business cards, there will be limited waste when printing new materials. We will roll out new letterhead and business card templates, but they will be phased in on a normal schedule by each department as needed.

All paid media advertisements will include the name change as a focal point, but will not be considered a direct cost as it is advertising that would have occurred regardless of this modernization of our name.

New decals for campus signs, as well as banners for conferences and events, fine and performing arts, and admissions will all need to be phased in as well. Our office will also explore ways to promote the new name through goods, events, and contests. These costs are estimated to be between \$5,000 and \$10,000 and will be absorbed through our operating budget, and the operating budgets of other departments on campus replacing other promotions and item purchases that have been supported in the past.

## EXPECTED OUTCOMES

It is the hope of the marketing and communications office that the announcement strategy will provide comprehensive coverage of the name change, creating awareness among our key stakeholders and external audiences.

While we anticipate a very positive reaction from most, it is likely that some may have questions and concerns about the name change. We are prepared to provide answers, and mitigate concerns, but we will also need to be diligent about providing our internal audiences with the necessary tools to aid in the communication process.

The strength and support of our alumni, faculty, staff, and students will be key to creating a strong brand in the immediate and distant future.

An aerial photograph of a vast, forested mountain range. The mountains are covered in dense green trees, and the terrain is rugged. In the foreground, a winding road or path is visible, curving through a valley. The overall scene is serene and natural.

# Castleton

Logo & Wordmark Revisions: Castleton University

Castleton University Wordmark

Castleton University

Castleton University

Castleton University

# Castleton University Logo & Tagline



# Castleton

A V E R M O N T U N I V E R S I T Y



# Castleton

A V E R M O N T U N I V E R S I T Y



# Castleton

A V E R M O N T U N I V E R S I T Y

Castleton University Logo & Tagline: Vertical Option



Castleton University Logo with Full Wordmark



Castleton University



Castleton University



Castleton University

### Mission of the Vermont State Colleges

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

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

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

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

### Mission of Castleton State College

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

The College is dedicated to the intellectual and personal growth of students through excellence in teaching, close student-faculty interaction, numerous opportunities for outside-the-classroom learning, and an active and supportive campus community. Castleton strives to learn, use, and teach sustainable practices. The College prepares its graduates for meaningful careers; further academic pursuits; and engaged, environmentally responsible citizenship.

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

### Mission of Community College of Vermont

The Community College of Vermont, a Vermont State College, supports and challenges all students in meeting their educational goals through an abiding commitment to access, affordability, and student success.



### Mission of Johnson State College

Johnson State College believes in the power of higher education to transform lives. We express this belief by providing an education that crosses academic and other boundaries wherever possible; by creating opportunities for students to extend their classroom learning to the field, the laboratory, the studio, the community and the local and wider world; by recognizing and supporting the diverse starting points and goals of students while setting high standards; and by fostering active participation, vigorous debate and mutual respect.

### Lyndon State College Mission

Lyndon State College prepares every student for personal and professional success through experience-based, high-quality programs in the liberal arts and professional studies.