

**Minutes of the Board of Trustees retreat Tuesday and Wednesday, September 22-23, 2015
APPROVED by the Board December 3, 2015**

The Vermont State Colleges Board of Trustees conducted its annual retreat Tuesday and Wednesday, September 22-23, 2015 at the Lake Morey Resort in Fairlee, Vermont.

The following were present:

Trustees: Jerry Diamond, Lynn Dickinson, Kraig Hannum, Church Hindes, Tim Jerman, Bill Lippert, Karen Luneau, Chris Macfarlane, Jim Masland, Linda Milne, Martha O'Connor, Heidi Pelletier, Mike Pieciak, Ben Simone

Presidents: Joe Bertolino, Elaine Collins, Joyce Judy, Dan Smith, Dave Wolk

Office of the Chancellor:

Tricia Coates, Director of External and Governmental Affairs
Tom Robbins, Vice President and Chief Financial Officer
Bill Reedy, Vice President and General Counsel
Elaine Sopchak, Executive Assistant to the Chancellor
Jeb Spaulding, Chancellor
Yasmine Ziesler, Chief Academic and Academic Technology Officer

From the Colleges:

Dave Bergh, Dean of Students, Johnson State College
Beth Walsh, President, VSCUP
Heather Weinstein, Dean of Students, Community College of Vermont

Guests:

Mathew Barewicz, Economic & Labor Market Information Chief, VT Dept. of Labor
Christine Graham, CPG Enterprises
Dr. Aims McGuinness, National Center on Higher Education Management Systems

From the Public:

Samantha Montgomery, Field Rep, AFT Vermont

Chair O'Connor called the meeting to order at 9:40 a.m.

Board of Trustees: Discussion of Board Self-Assessment with Dr. Aims McGuinness

The Board discussed the results of its recent self-assessment survey with Dr. Aims McGuinness.

Presentation on the Fiduciary Duties of Governing Boards with Trustee Mike Pieciak

Board member Michael Pieciak gave a presentation on fiduciary responsibilities of board members. A copy of his presentation is attached to these minutes.

Understanding Our Future Students: Post-Millennials & Adults

Johnson State College Dean of Students Dave Bergh and Community College of Vermont Dean of Students Heather Weinstein gave a presentation about the varied needs and expectations of the six primary demographics of students attending the Vermont State Colleges. A copy of this presentation is attached to these minutes.

Presentation on Vermont Workforce Needs

Mathew Barewicz, Economic & Labor Market Information Chief, VT Department of Labor, gave a presentation on the future needs of the Vermont workforce. A copy of his presentation is attached to these minutes.

Conversation with Dr. Aims McGuinness

The Board and Dr. McGuinness discussed the goals of the Board, the system, and the state. A copy of his presentation is attached to these minutes.

In particular, one goal must be to enhance the involvements of our institutions in the regions where they are located and enhance the economic development of each region. Dr. McGuinness stated that the VSC has significant challenges and there is no time to waste in addressing them.

Chancellor Spaulding summarized the current situation as follows:

- The number of high school students is going down.
- State support is stagnant.
- The colleges much charge high tuition.
- The VSC is not different from New England states in these regards.

- Competition for this declining number of students is more intense than ever. Tuition discounting is again at an all time high.

However, he is optimistic because:

- There are many Vermont high school graduates with no plans to go on to postsecondary education, and the VSC can work with partners to improve this number.
- The newly formed Lumina Foundation work group is leading the effort on achieving Vermont's goal of 60% of Vermonters with a postsecondary credential by 2020.
- The success of this effort means some of these graduates will attend Vermont State Colleges. The system will work with partners like VSAC to show that the VSC is more affordable than perceived.
- The returned OPEB funds invested in retention efforts at the colleges are starting to yield positive results.
- The VSC will continue to work on reducing the number of Vermont graduates who leave the state.
- The VSC can become the primary provider of education to the state's adult population.

The Board adjourned the retreat at 5 p.m. to reconvene the next morning. Chair O'Connor reconvened the retreat at 8:45 a.m. September 23, 2015.

Legislative Agenda Planning

The Board and Chancellor Spaulding discussed plans for the 2016 legislative session. At the request of the Board, Chancellor's Office staff will provide data regarding Vermont students receiving VSAC grants that attend out-of-state colleges.

Follow-up to Discussion with Dr. McGuinness, and Discussion on Potential Renaming of the System

Board members emphasized the importance of aligning Board goals with those of the Chancellor's Office and the presidents. The Long Range Planning Committee will focus on this at its next meeting.

Chancellor Spaulding outlined a proposed process for renaming the system. He will send an email to all VSC faculty and staff containing the criteria for a new name:

- A new name must include "Vermont," as this is required in law.
- A new name should reflect the comprehensive, interconnected, and cohesive system we aspire to be.

- A new name should not lead to confusion between us and the University of Vermont.
- A new name should be concise, be easy to remember, and lend itself to effective marketing.

The email will also contain a survey allowing VSC faculty and staff to rank several possible new name options and/or to provide their own suggestions. The Long Range Planning Committee and the Board will review these suggestions, with a final decision by the full Board at its December meeting. Any name change will take effect July 1, 2016.

Overview of Institutional Fundraising and Discussion of the Board's Role in System Fundraising

VSC Director of External & Governmental Affairs Tricia Coates introduced to the Board Christine Graham of CPG Enterprises, a specialist in nonprofit fundraising. Each president gave a brief overview of how fundraising is accomplished at each of the colleges. Ms. Graham reviewed with the Board possible options for fundraising at the system level. Ms. Coates announced that the VSC has been awarded a \$5000 grant to explore system level fundraising, and that Ms. Graham will assist in this exploration.

Chair O'Connor adjourned the retreat at 12 p.m.

THE FIDUCIARY DUTIES OF A VSC TRUSTEE

VSC 2015
Board Retreat



FIDUCIARY DUTY OVERVIEW

Governance is significantly improved when trustees and presidents share a mutual understanding of the standards that define their fiduciary obligations.

*AGB Statement on the Fiduciary Duties
of Governing Board Members*

FIDUCIARY DUTY OVERVIEW

- What is a fiduciary?
- To whom/what does one owe a fiduciary duty?
- What are the fiduciary duties?
 - Duty of Care
 - Duty of Loyalty
 - Duty of Obedience


Reoccurring Question: How do VSC Trustees translate the formulaic legal principles behind the fiduciary duty into effective board conduct?

WHAT IS A FIDUCIARY?


- An individual in a special position of trust and oversight over another individual, asset or institution
- VSC Board is in the special position of administrating, investing, monitoring and distributing VSC assets (i.e. public assets)
 - Assets include buildings, grounds, and endowments, but also reputation of the institution and its role in the Vermont and local communities
- Along side being in special position of trust/oversight comes greater responsibilities = fiduciary duties

Important Consideration: Although the VSC Board acts collectively; the law applies fiduciary duties individually to trustees

TO WHOM ARE FIDUCIARY DUTIES OWED?





➔





Students?
Faculty?
Alumni?
Vermonters?
Communities?


TO WHOM ARE FIDUCIARY DUTIES OWED?



Students


Local Communities


Vermonters


Alumni


Faculty


Local Partners

DUTY OF CARE



“What if we don’t change at all ...
and something magical just happens?”

DUTY OF CARE

Duty involves carrying out responsibilities in **good-faith** and using a **degree of diligence, care, and skill** which an **ordinarily prudent person** would **reasonably exercise** under similar circumstances in a like position.

DUTY OF CARE

Legal principle put into practical guidance:

- Regular attendance at meetings
- Read and evaluate the meeting materials prepared for the Board in advance of the meeting
- Ask questions and actively participate in board discussions
- Be knowledgeable of the VSC's purpose, operations and environment

DUTY OF CARE

Example of a breach of the duty of care:

In *Smith v. Van Gorkom*, 488 A.2d 858 (Del. 1985), the court found that the directors breached their duty of care because (1) they did not know prior to the board meeting that there was a pending merger and that the deadline was the next day, (2) they approved the merger in a 2-hour meeting without even reviewing the merger agreement or questioning the purchase price, (3) they relied on the CEO's oral report without questioning the CEO's role in bringing the merger about and did not know that he had suggested the purchase price to the buyer.

DUTY OF CARE

Discussion Questions:

- What actions should an individual VSC trustee undertake to fulfill their fiduciary duty of care?
- Does the VSC board invite discussion and questions regarding matters before it?
- How does the VSC board encourage full engagement by board members?
- How does the VSC board involve experts to facilitate and enhance its understanding of matters before it?
- How does the VSC board assess its own performance in fulfilling its fiduciary duties?

DUTY OF LOYALTY



"This is goodbye, gentlemen. I have met another board of directors, and we have fallen in love."

DUTY OF LOYALTY

Duty involves carrying out responsibilities in **good-faith** and in a manner that is **reasonably** believed to be in the **best interest of the VSC rather than their own interests** or the interests of another person or organization.

DUTY OF LOYALTY

Legal principle put into practical guidance:

- Consider how one's financial interests might conflict with the role of VSC Trustee
- Consider how one's commitments with other organizations might conflict with the role of VSC Trustee
- Conduct VSC business with independence
 - from personal relationships with an individual president, faculty, staff
 - from appointing authority
 - from influence of other board members
- Fully disclose financial interests and dual organizational relationships and recuse oneself from decision making when appropriate

DUTY OF LOYALTY

Example of a breach of the duty of loyalty:

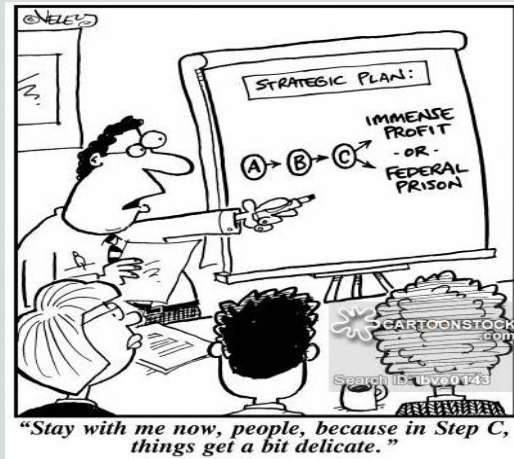
In *Shocking Technologies, Inc. v. Michael, et al.*, C.A. No. 7164-VCN (Del. Ch. Oct. 1, 2012), the corporation sued one of its directors, Simon Michael, because Michael tried to dissuade the company's only potential investor from investing in the company until certain governance issues were addressed and in the process also shared confidential company information with that same investor. The Court held that Michael breached the duty of loyalty because he was not acting in the best interests of the corporation (which was to obtain short-term financing), and actually his disclosure of confidential information was to the company's detriment.

DUTY OF LOYALTY

Discussion Questions:

- What are likely conflicts of interest that might impact a VSC Trustee's duty of loyalty?
- What is the board's conflict of interest policy? What should it be?
- How should the board handle disclosed conflicts of interest?
- How does the board determine what matters before it are confidential, and how does it enforce confidentiality by board members?

DUTY OF OBEDIENCE



DUTY OF OBEDIENCE

Duty involves trustees ensuring the VSC is operating in furtherance of its stated purpose (*the VSC mission*) and is operating in compliance with the law.

DUTY OF OBEDIENCE

Legal principle put into practical guidance:

- Be familiar with the VSC's stated mission and consider the mission in one's decision making process
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.
- Be familiar with important legal obligations of the VSA (i.e. labor law, sexual assault regulation, contract law)
- Be familiar with internal and external rules (i.e. accreditation standards, athletic requirements)
- Consider whether the VSC has implemented policies and controls to achieve compliance, identify problems, encourage reporting

DUTY OF OBEDIENCE

Examples of breaching the duty of obedience:

In *re Abbott Labs Derivative Shareholders Litigation*, the court found that the directors breached their duty of care because the FDA repeatedly over a period of six years served safety violations notices to the corporation, the directors knew about this, and took no steps to ensure that the corporation changed its practices.

September 21, 2015 – The Department of Education announced it ended a years long investigation into sexual assault the University of Virginia

DUTY OF OBEDIENCE

Among the department's findings, enumerated in a 26-page letter:

- The university did not have policies compliant with the gender-equity law known as Title IX from 2005 to earlier this year.
- From 2008 to 2012, the university did not respond promptly and equitably to many complaints that were not filed as formal complaints.
- The basis for a hostile environment existed for students from 2008 to 2012, and the university didn't eliminate it.
- Comments made by the chair of the university's sexual-misconduct board in a radio broadcast in 2014, in which she explained why the board had not expelled students who admitted responsibility for a sexual assault, contributed to the basis for a hostile environment.

DUTY OF OBEDIENCE

Discussion Questions:

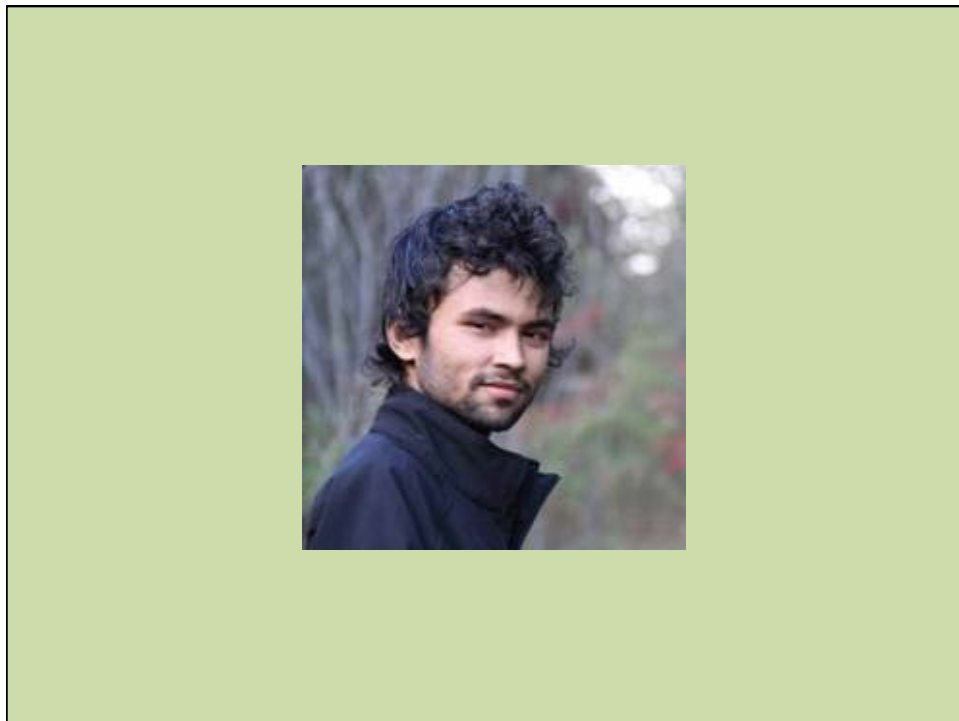
- What process does the VSC board undertake to determine whether proposed board action is consistent with the institution's mission and purposes?
- How does the board oversee legal compliance in the institution?
- What internal controls are applied to prevent legal violations, such as embezzlement, fraud, employment discrimination, use of gifts in violation of donor intent, theft of IP . . . Are they effective?

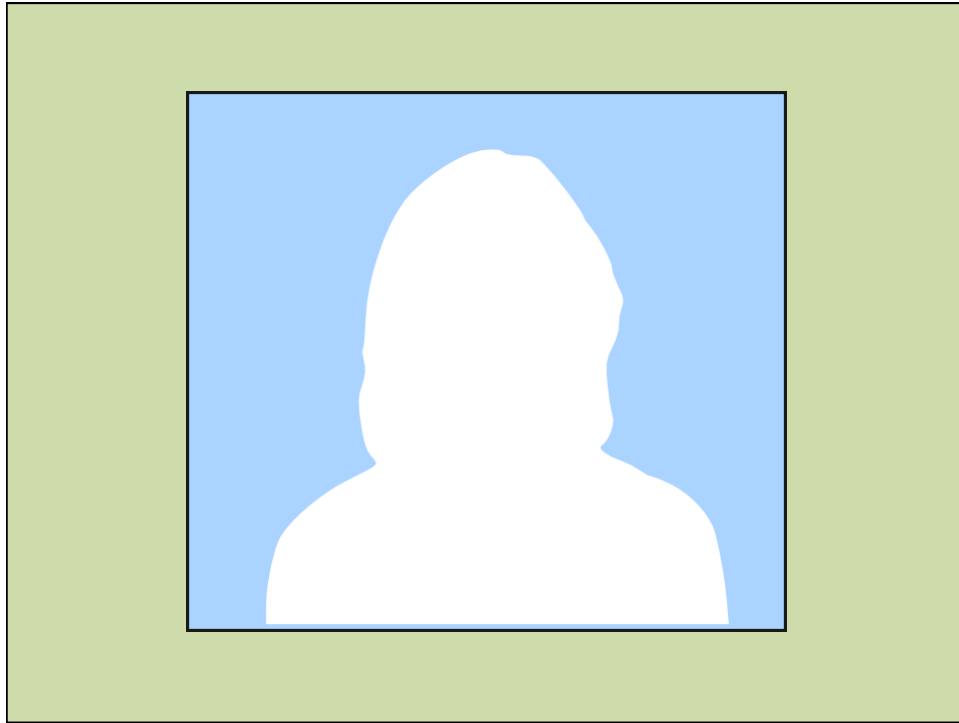
BEST PRACTICES

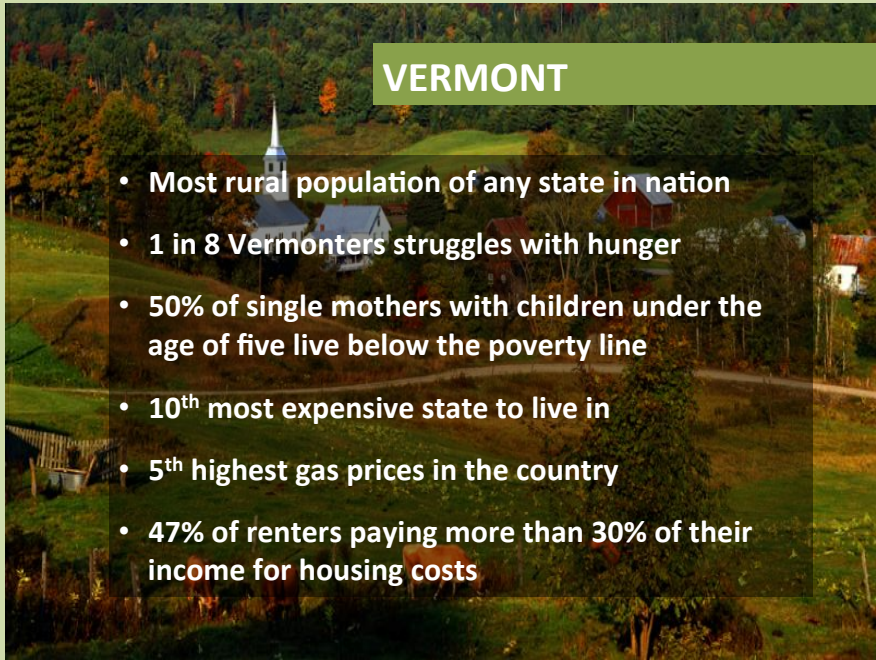
- Know the Vermont State Colleges (enabling statute, bylaws, VSC policies and procedures, financial situation)
- Rely on experienced advisers (accountants, lawyers, financial advisers, college presidents/deans)
- Perform due diligence (insist that Board materials be comprehensive)
- Avoid self-interest or disclose any such interest in writing
- Hold/attend regular Board meetings, ensure that minutes are taken in the proper level of detail

BEST PRACTICES, CONT.

- The Board should have the right composition of member experiences and areas of expertise (*e.g.*, finance/accounting, legal, academic, political, industry, etc.)
- Frank, open dialogue in Board meetings
- Reasonable time-line for decision making
- Encourage questions, dissent and “devil’s advocacy”







VERMONT

- Most rural population of any state in nation
- 1 in 8 Vermonters struggles with hunger
- 50% of single mothers with children under the age of five live below the poverty line
- 10th most expensive state to live in
- 5th highest gas prices in the country
- 47% of renters paying more than 30% of their income for housing costs



4/5 Four out of five jobs lost during the recession were those requiring high school education or less.

Those low-skill jobs are gone for good, replaced by jobs that require specialized training and skills.

RECESSION

National Economic Imperative

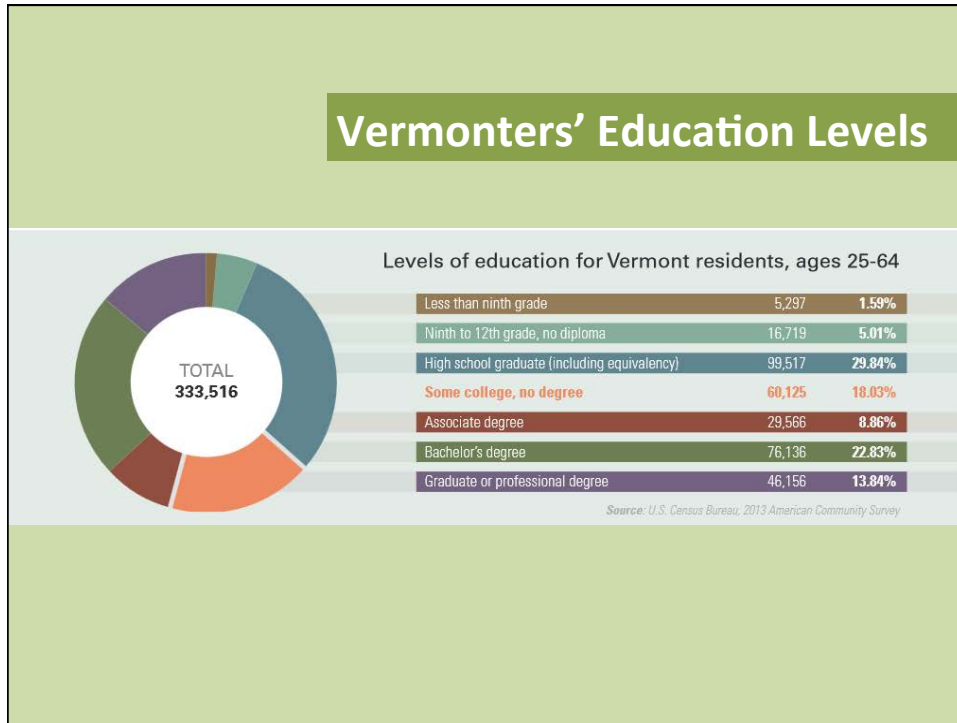
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Despite a lingering high unemployment rate, employers say that they lack qualified job applicants. By 2020, two-thirds of all jobs will require postsecondary education.

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Vermont's 2020 Goal for Higher Education

2009 Compact with the State of Vermont:
60% of working-age Vermonters will have a post-secondary degree or credential

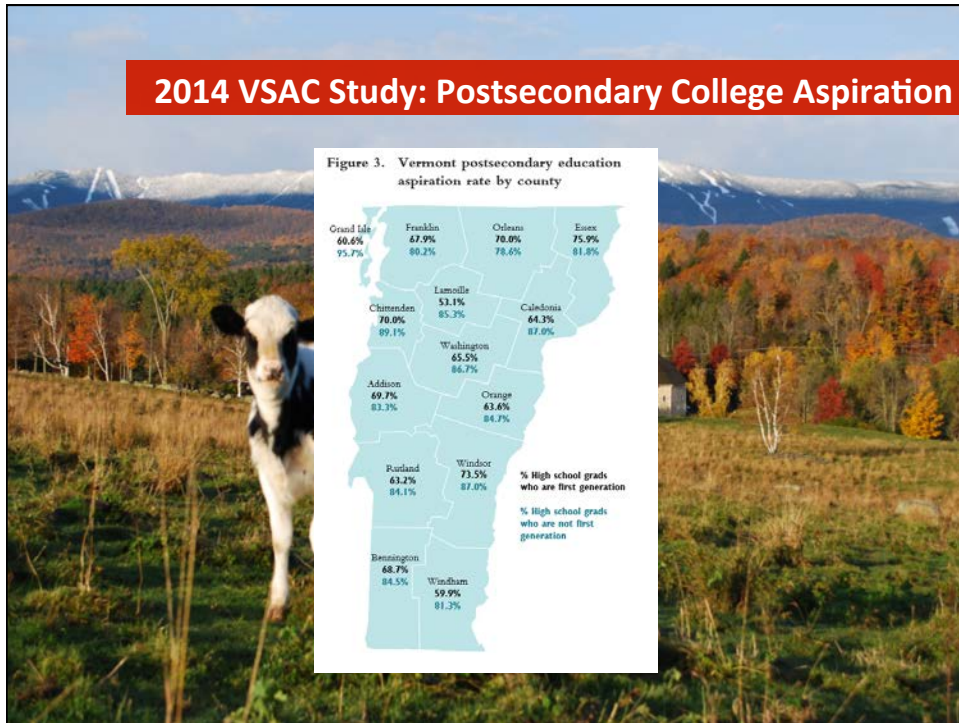


2014 VSAC Study: Postsecondary College Aspiration

Male students less likely to aspire to attain college or obtain training beyond high school

Students from households where neither parent earned a college degree less likely to aspire to attain college or obtain training beyond high school

Aspiration rates vary considerably by region



FIRST GENERATION STUDENTS

- More likely to be low income
- More likely to be less academically prepared
- More prone to working significant hours at outside job (s)
- Less likely to live on campus or be involved in campus activities
- More likely to be non-traditional and to have dependents
- Experience challenges adjusting to college life & culture
- Lack support networks
- Uncertain of their ability to succeed
- More than twice as likely to leave college before graduating as students whose parent completed college

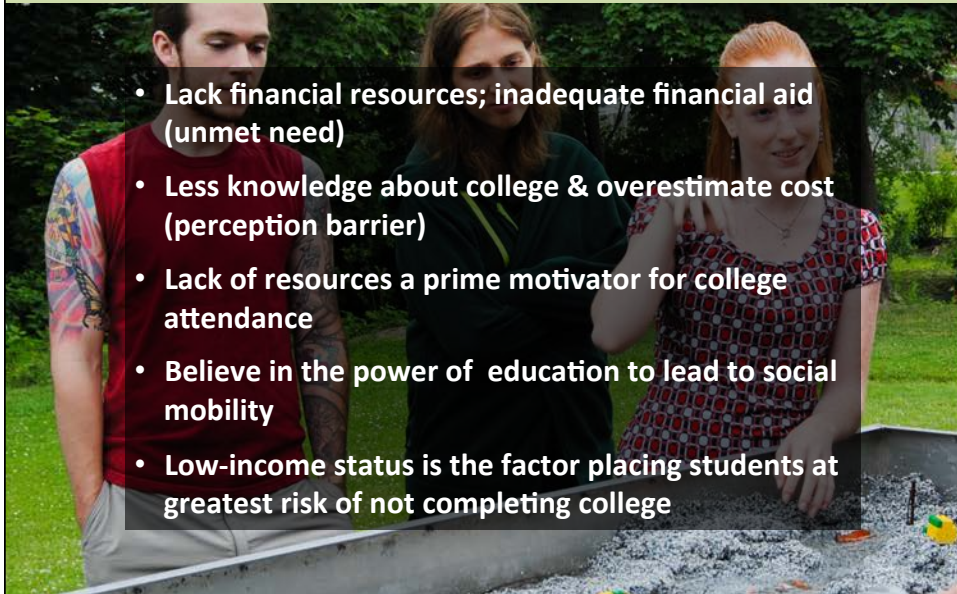
57% OF VSC DEGREE SEEKING UNDERGRADUATES ARE FIRST GENERATION STUDENTS

	All Undergraduates	Degree Seeking Undergraduates
CCV	52%	59%
CU	50%	57%
JSC	50%	55%
LSC	45%	53%
VTC	46%	53%
All VSC	50%	57%

Source: VSC 2014 Sourcebook

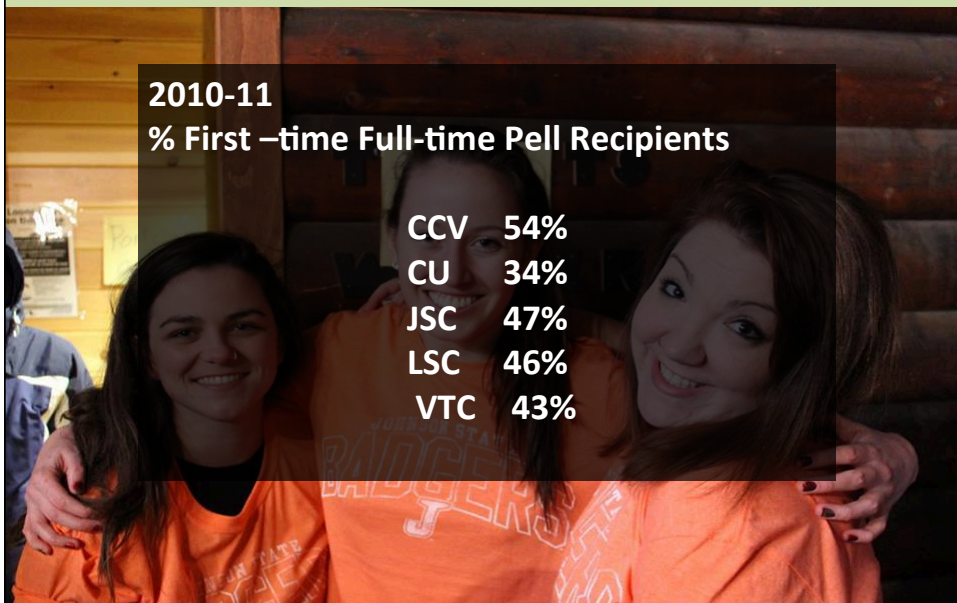


LOW INCOME STUDENTS



- Lack financial resources; inadequate financial aid (unmet need)
- Less knowledge about college & overestimate cost (perception barrier)
- Lack of resources a prime motivator for college attendance
- Believe in the power of education to lead to social mobility
- Low-income status is the factor placing students at greatest risk of not completing college

LOW INCOME STUDENTS



2010-11

% First-time Full-time Pell Recipients

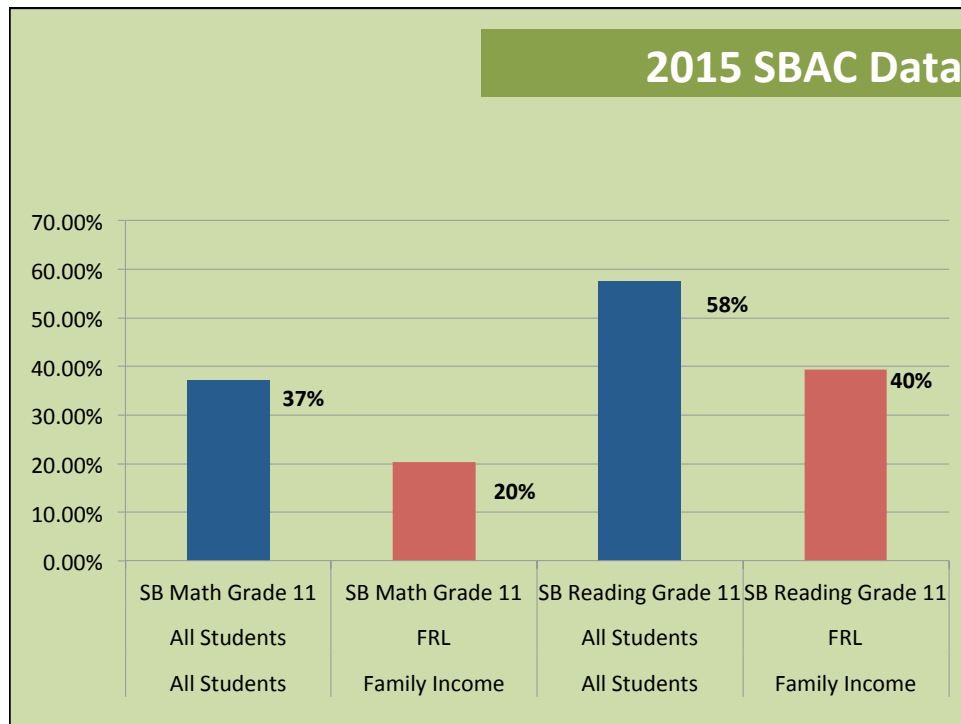
CCV	54%
CU	34%
JSC	47%
LSC	46%
VTC	43%

SUPPORTING FIRST GENERATION & LOW-INCOME STUDENTS

- Individual relationships with faculty and staff
- Intensive academic support services
- Proactive advising
- Flexibility in course requirements & delivery methods
- Assistance in seeing barriers they have overcome as positive indicators of future success
- Peer and professional mentors
- Learning Communities

Academically Underprepared Students

- 35% of newly admitted JSC students in fall 2014 were deemed by admissions to be “at risk” due to low high school grades, entrance exam scores, and/or weak recommendations.
- 25% of first-time entering JSC students in 2013 were placed in basic skills courses in either writing or Math
- 45% of all new FA14 degree students enter CCV with developmental math needs.



Academically Underprepared Students

- Lower course pass rates
- Lower retention
- Poor academic performance puts financial eligibility at risk
- Time to graduation is longer
- Affects students' mindset: "I'm not college material."



Supporting Academically Underprepared Students

- Significant Academic Support
 - Peer and professional academic coaching
 - Tutoring
 - Math and writing labs
- Focused, “intrusive” advising
- Effective and constructive early warning systems
- Co-enrollment or co-requisite courses
- Embedded peer academic coaches in development courses
- Online programs such as Khan Academy
- Learning Communities

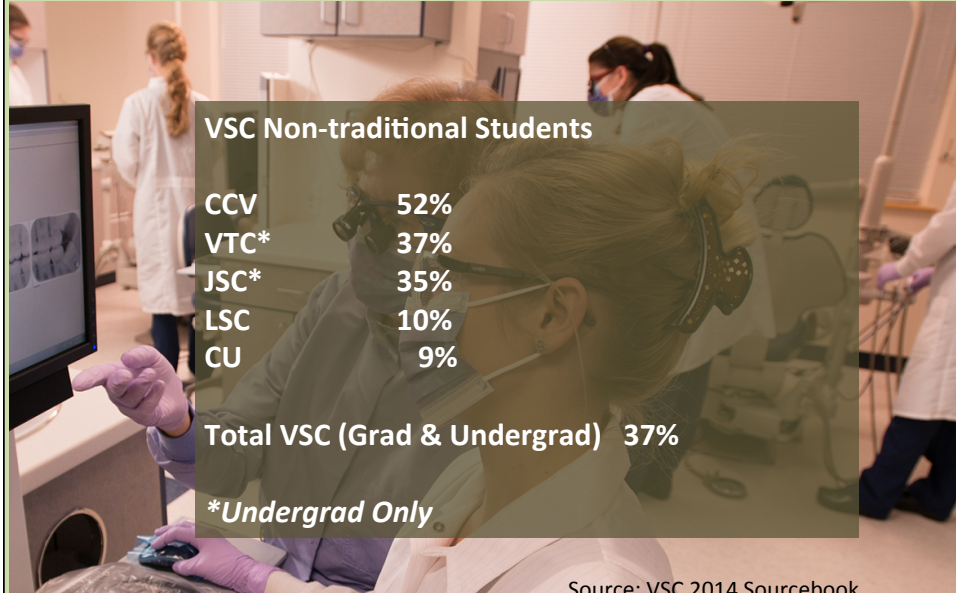


NON-TRADITIONAL STUDENTS



<p><u>Traditional Student</u></p> <ul style="list-style-type: none"> 18-24 Economically dependent Recent high school graduate 	<p><u>Non-traditional Student</u></p> <ul style="list-style-type: none"> 25 or older Vanishing parental support Children or other dependents Rent or mortgage Job/s
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NON-TRADITIONAL STUDENTS



VSC Non-traditional Students	
CCV	52%
VTC*	37%
JSC*	35%
LSC	10%
CU	9%
Total VSC (Grad & Undergrad) 37%	
*Undergrad Only	

Source: VSC 2014 Sourcebook



NON-TRADITIONAL STUDENTS

- **Must juggle multiple competing priorities**
- **Out of academic pipeline; need to brush-up academic skills**
- **Often report that they don't fit into the classroom environment**
- **Lack confidence in their abilities to achieve academic success**
- **Work skills often do not translate to an academic setting**

A photograph of three graduates in black caps and gowns. The graduate on the right is holding a silver digital camera up to take a selfie. They are all smiling and looking towards the camera.

NON-TRADITIONAL STUDENTS

Non-traditional students bring many strengths

- **Motivated**
- **Mature**
- **Bring life experience**
- **Generally tend to be more participatory**
- **Greater willingness to ask questions & seek help**

A photograph of five people (three women and two men) standing in front of the Parthenon in Athens. They are all smiling and looking towards the camera.

SUPPORTS FOR NON-TRADITIONAL STUDENTS

- **High touch, personalized academic advising and mentoring**
- **Brush-up writing & math skills**
- **Support learning academic success strategies**
- **Need clear career goals & academic plans**
- **Experiential learning**
- **Learning communities**

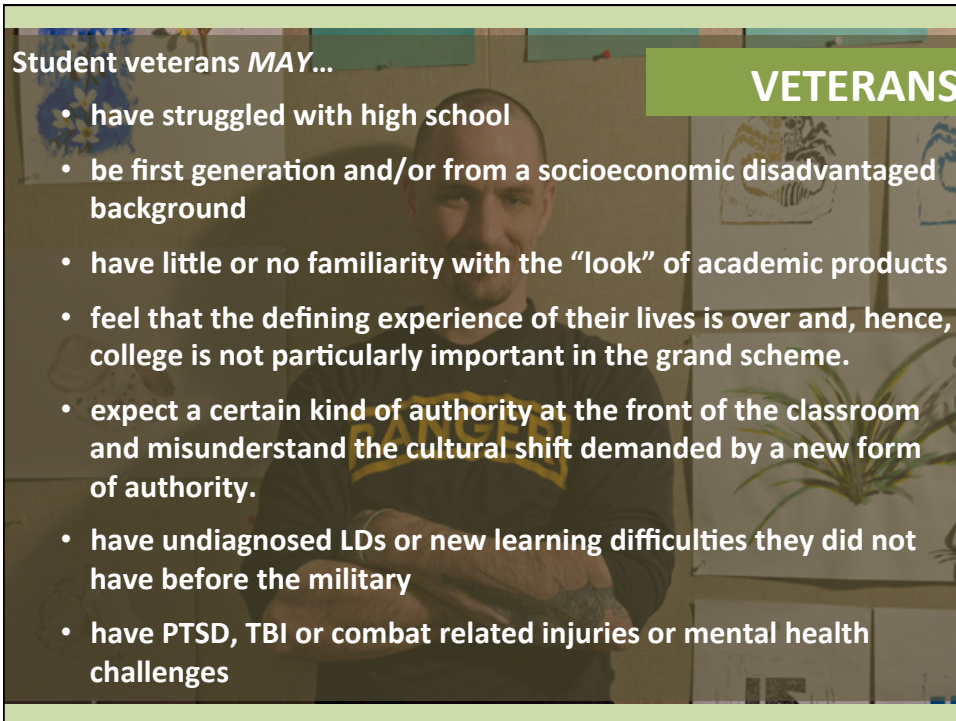
I could recount what it's like to go through the 13 weeks of Marine Corps Recruit Training, or what it's like to leave your family on a bus to a plane to a combat zone for the first time, or what it feels like to be shot at for the first time, each an experience shared by exponentially fewer than the last.

There's no point. There's no combination of words that has, or ever will be, put together on a piece of paper that can adequately relay the experience of having your life in immediate danger, or, I'd venture to say, worse, firing a rifle at another human being. An experience so awful that even as I write this, I subconsciously skirt the gravity of the situation: "firing a rifle at a human being." Trying to explain that feeling, as profound as it is, is a futile effort. Combat typically lasts for minutes or sometimes even seconds, and my time in the Marine Corps lasted for only a few years. Life goes on.

Although my experiences in Iraq and Afghanistan were without a doubt the most striking I have or ever will have, the most lasting, tangible effect they had on me only became evident once I returned home.

I can't recount how many people outright asked me, "did you kill anyone?" and in doing so made it obvious they had no clue as to the personal implications associated with taking someone's life... So I lie. Even with romantic partners I have an intimate relationship with, I've said things like, "well, I've shot at dark shapes and muzzle flashes in windows. It's not like I've ever seen a body." That's the burden that combat vets like me share – we don't necessarily live two different lives, but there's a huge part of who we are that we seldom make public.

<u>Military Culture</u>	<u>College Culture</u>
Decisions made by others & compliance is non negotiable	Free to make own decisions, change minds and, often, opt out.
Part of a very cohesive group	Autonomous, alone and individual focused
Often told when, what, where & why of solving problems	Little guidance on addressing issues and problems, course work is often created and fosters individual perspectives
Critical thinking is NOT reinforced	Critical reflective thinkers are cultivated
Taught black & white thinking and tactical sequences to use when events arise	The very nature of college life is about exploring ideas and expanding personal perspectives



Student veterans MAY...

VETERANS

- have struggled with high school
- be first generation and/or from a socioeconomic disadvantaged background
- have little or no familiarity with the “look” of academic products
- feel that the defining experience of their lives is over and, hence, college is not particularly important in the grand scheme.
- expect a certain kind of authority at the front of the classroom and misunderstand the cultural shift demanded by a new form of authority.
- have undiagnosed LDs or new learning difficulties they did not have before the military
- have PTSD, TBI or combat related injuries or mental health challenges



VETERANS

Supporting Veteran & Military Students

- Help understanding complexities of educational benefits
- Support transition to the academic setting; help to understand college culture
- Brush-up writing and math skills
- Faculty & staff training
- Adaptive learning technologies
- Academic buddies and professional mentors
- Academic supports
- Mental health supports
- Veteran-designated spaces and clubs

MILLENNIALS AND GEN Z

All VSC Students

Age	Total VSC		
	Men	Women	Total
Under 18	210	504	714
18-19	1,297	1,415	2,712
20-21	1,246	1,377	2,623
22-24	823	983	1,806
25-29	507	959	1,466
30-34	340	609	949
35-39	196	458	654
40-49	219	621	840
50-64	115	354	469
65 & over	28	44	72
Unknown			
TOTAL	4,981	7,324	12,305

Gen Z

Millennials
Gen Y

Gen X

Boomers

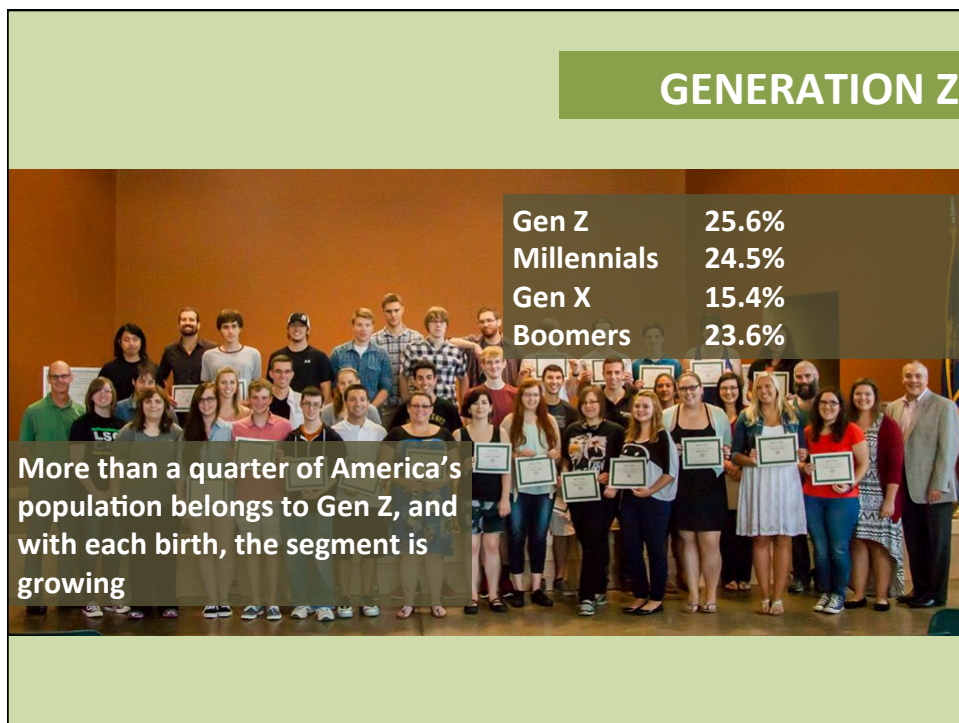
MILLENNIALS

- Came to college having been made to feel special
- Confident, sheltered, & optimistic
- Trusting, risk-averse & team-oriented
- Unrealistic expectations can lead to disillusionment
- Not prepared to experience failure
- Not naturally independent; very close with their parents
- Feel pressure to succeed; high levels of anxiety
- Expect strong, robust technology



SUPPORTS FOR MILLENIALS

- Mental health counseling and support services
- “High touch” support as college replaces parents in helicopter role
- First-year programming and offerings that can build skills
- Learning communities; traditions that build community
- Clear expectations
- Internship and career development offerings; career planning that stresses long term over short term
- Focused parent programming
- Cutting-edge technology & infrastructure for virtual communities



GENERATION Z

Gen Z	25.6%
Millennials	24.5%
Gen X	15.4%
Boomers	23.6%

More than a quarter of America’s population belongs to Gen Z, and with each birth, the segment is growing

GENERATION Z

Growing up in a post 9/11 world during a recession

Multiracial children is the fastest growing youth group in the U.S.

Learned that traditional choices don't guarantee success



GENERATION Z

- Education system focused on inclusive classrooms & differentiated instruction
- Seek education & knowledge
- Use social media as a research tool
- Spend more time with computers
- Entrepreneurship is in their DNA
- Hyper-aware and concerned about human impact on the planet
- They are foodies




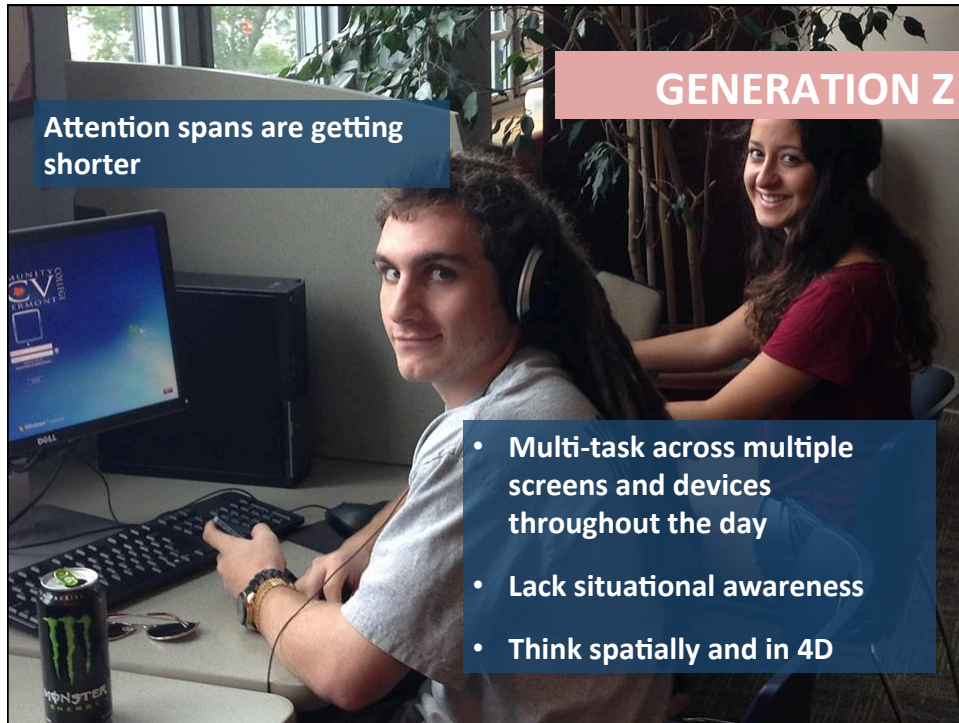
GENERATION Z

They live stream & co-create.

Suffer from FOMO (fear of missing out), so being culturally connected is critical.


They communicate with images & speed



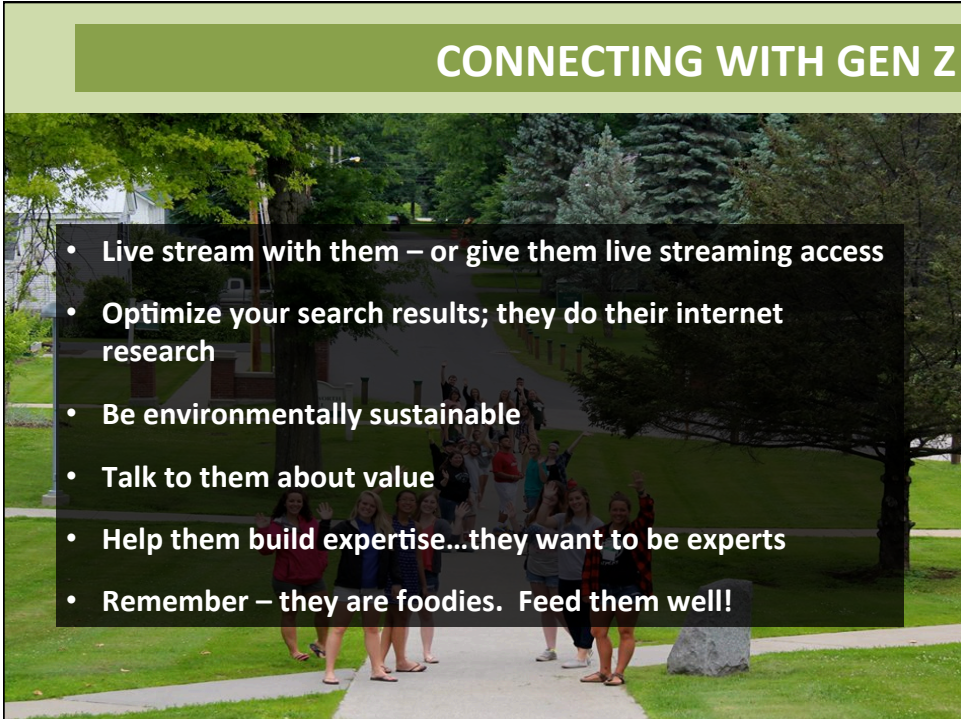


GEN Z ARE DIFFERENT FROM MILLENNIALS	
Gen Z	Millenials
Tech Innate: 5 Screens	Tech Savvy: 2 screens
Think in 4D	Think in 3D
Active Volunteers	Slactivists
Blended (race & gender)	Multi-cultural
Togetherness	Tolerance
Mature	Immature
Communicate w/ Images	Communicate w/Text
Make Stuff	Share Stuff
Realists	Optimists
Collective Conscious	Team Orientation
Want to Work for Success	Want to be Discovered
Future Focused	Now Focused

CONNECTING WITH GEN Z

- 
- Communicate with images: pictures, videos, etc.
 - Communicate more frequently in shorter bursts of “snackable content”
 - Give them control and preference settings
 - Collaborate with them – and help them collaborate with others
 - Tell your story across multiple screens

CONNECTING WITH GEN Z

- 
- Live stream with them – or give them live streaming access
 - Optimize your search results; they do their internet research
 - Be environmentally sustainable
 - Talk to them about value
 - Help them build expertise...they want to be experts
 - Remember – they are foodies. Feed them well!

WHY DO STUDENTS CHOOSE A VSC SCHOOL?

- Improve employment opportunities
- Make more money
- Get a good job
- Make a better life for their children
- Safe, comfortable & familiar environment
- Set an example for their children
- Switch jobs/change careers
- Value/Return on Investment



RETENTION FACTORS

- Academic Preparedness
- Connection to Institution: opportunity to interact with other students and faculty outside of the classroom
- Clearly Articulated Career & Academic Goals
- High-touch, Personalized Supports
- Ability of Students to Focus on Academics
- Academic Supports
- Learning Communities
- High Classroom Engagement – pedagogy matters
- Wrap-around Social and Academic Supports



QUESTIONS?



Vermont State Colleges

– Board of Trustees Retreat

September 2015

*Mathew Barewicz
Economic & Labor Market Information Division
Vermont Department of Labor*



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E&LMI: WHO ARE WE?

The Economic & Labor Market Information Division

- housed in the Vermont Department of Labor
- state partner to the federal government
- 100% federally funded

Purpose:

- to produce, explain and disseminate economic data for the benefit of the State of Vermont, educational institutes, employers, students, job-seekers, researchers, and the general public.



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GROUND RULES

PLEASE:

- Ask questions or make comments as you see fit
- Look to adopt standard definitions of “common” words
 - Unemployment, Labor Force, Discouraged Worker etc...
- Challenge the data!
- Contact me to have discussions or get additional information



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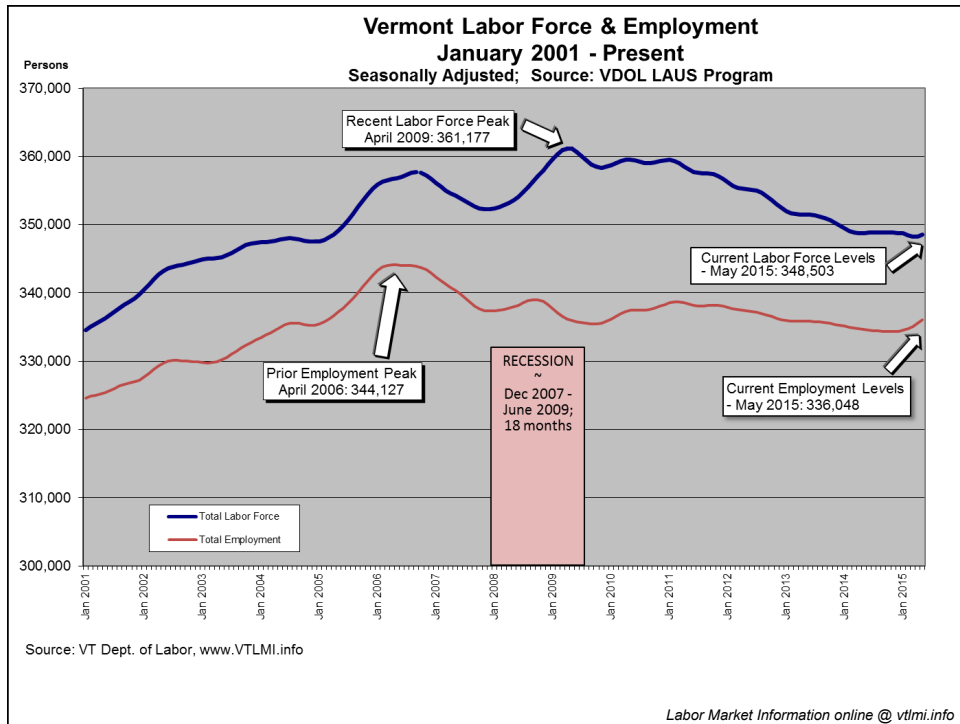
AGENDA

Presentation on Workforce Needs

- Old methodology #1
- Old methodology #2
- Something new... but incomplete?



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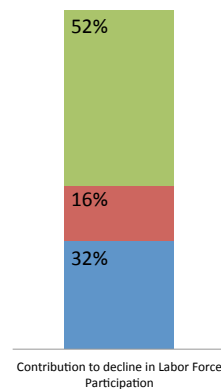


Explaining the U.S. Decline in Labor Force Participation

Council of Economic Advisors¹

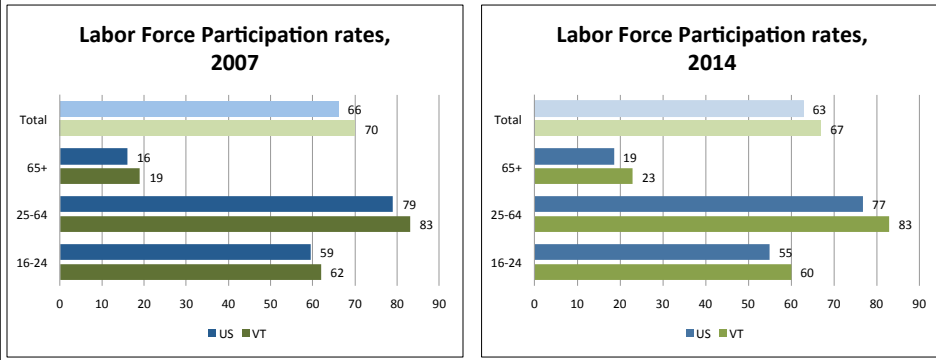
Three Primary Factors:

- 1) Aging of the Population
- 2) Cyclical declines in line with past recessions.
- 3) Other factors
 - Significant increase in Long-Term unemployment.
 - Other demographic factors

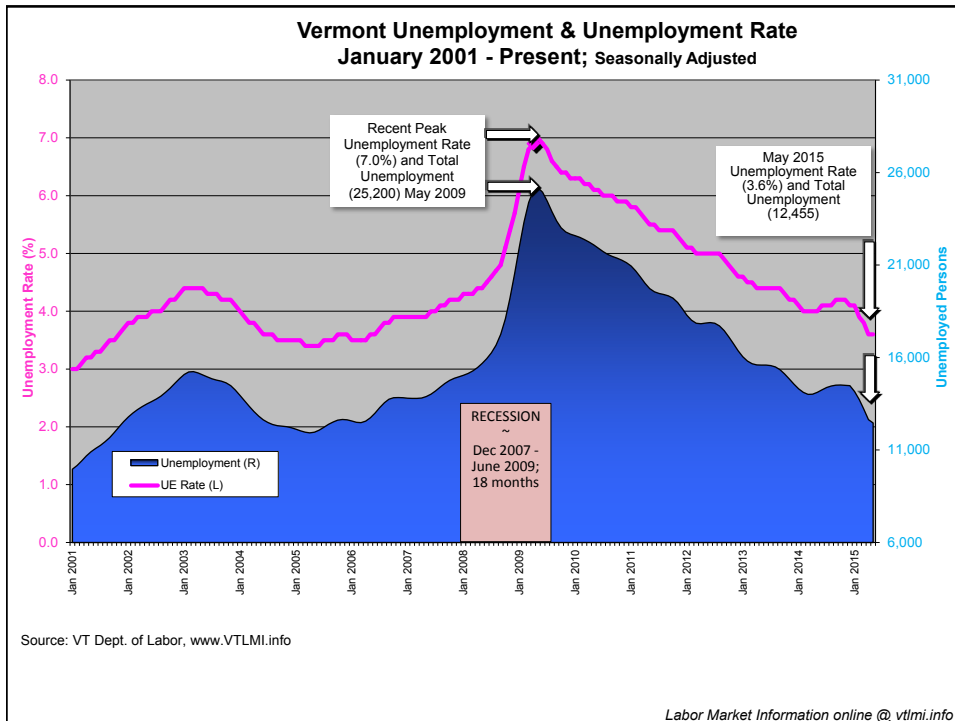


¹ Executive Office of the President of The United States. *The Labor Force Participation Rate Since 2007: Causes and Policy Implications*. July, 2014

THE START OR THE END OF A TREND? Changes in the Labor Force Participation Rate



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CONCLUSIONS

Presentation on Workforce Needs

- Old methodology #1 – Vermont needs workers
- Old methodology #2
- Something new... but incomplete?



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VERMONT OCCUPATIONAL PROJECTIONS 2012-2022

High School Fastest Growth	Annual Growth	Average Wage (2013\$)
SOCTitle		
Substance Abuse and Behavioral Disorder Counselors	2.7%	\$ 21.75
Helpers--Electricians	2.3%	\$ 14.50
Medical Secretaries	2.2%	\$ 17.45
Bicycle Repairers	2.2%	\$ 12.75
Eligibility Interviewers, Government Programs	2.2%	\$ 20.33
Industrial Machinery Mechanics	2.2%	\$ 23.51
Health Technologists and Technicians, All Other	2.2%	\$ 24.98
Pest Control Workers	2.1%	\$ 16.72
Computer Numerically Controlled Machine Tool Programme	2.1%	\$ 26.59
Transportation Security Screeners	2.0%	\$ 16.70
Sawing Machine Setters, Operators, and Tenders, Wood	1.8%	\$ 17.06
Maintenance Workers, Machinery	1.8%	\$ 19.38
Stonemasons	1.8%	\$ 20.95
Social and Human Service Assistants	1.8%	\$ 15.18
Detectives and Criminal Investigators	1.8%	\$ 39.13



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VERMONT OCCUPATIONAL PROJECTIONS 2012-2022

Associates Degree Fastest Growth		
SOCTitle	Annual Growth	Average Wage (2013\$)
Diagnostic Medical Sonographers	3.0%	\$ 33.57
Physical Therapist Assistants	2.6%	\$ 26.43
Medical and Clinical Laboratory Technicians	2.0%	\$ 25.01
Respiratory Therapy Technicians	1.8%	\$ 24.55
Radiation Therapists	1.7%	\$ 36.21
Veterinary Technologists and Technicians	1.7%	\$ 15.08
Dental Hygienists	1.7%	\$ 32.47
Web Developers	1.7%	\$ 28.80
Respiratory Therapists	1.7%	\$ 27.95
Dietetic Technicians	1.5%	\$ 15.72
Medical Equipment Repairers	1.1%	na
Environmental Engineering Technicians	1.1%	\$ 20.18
Agricultural and Food Science Technicians	1.1%	\$ 21.03
Morticians, Undertakers, and Funeral Directors	1.0%	\$ 24.76
Paralegals and Legal Assistants	0.9%	\$ 22.09



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VERMONT OCCUPATIONAL PROJECTIONS 2012-2022

Bachelor's Degree Fastest Growth		
SOCTitle	Annual Growth	Average Wage (2013\$)
Logisticians	2.6%	\$ 30.98
Meeting, Convention, and Event Planners	2.4%	\$ 21.95
Market Research Analysts and Marketing Specialists	2.4%	\$ 26.52
Interpreters and Translators	2.1%	\$ 18.37
Medical and Health Services Managers	2.0%	\$ 43.25
Management Analysts	1.8%	\$ 38.05
Mental Health and Substance Abuse Social Workers	1.8%	\$ 19.65
Budget Analysts	1.7%	\$ 29.26
Software Developers, Applications	1.7%	\$ 39.53
Computer Systems Analysts	1.6%	\$ 32.76
Cost Estimators	1.5%	\$ 28.61
Child, Family, and School Social Workers	1.5%	\$ 20.94
Registered Nurses	1.5%	\$ 30.41
Social and Community Service Managers	1.5%	\$ 29.67
Biological Technicians	1.5%	\$ 19.15
Civil Engineers	1.5%	\$ 34.18



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CONCLUSIONS

Presentation on Workforce Needs

- Old methodology #1 – **Vermont needs workers**
- Old methodology #2 – **VT needs educated workers**
- Something new... but incomplete?

WHAT IS THE PROBLEM WITH THAT?!?

- Growth versus replacements
- Degrees are not interchangeable
- Often “one-cut” of data cannot answer all questions asked by all people
 - Example: people versus jobs
- Micro data analysis hides macro trends
 - Part of “something new”

CURRENT LOOK...

	% Share of Employment (2012)	Vermont Population (2013)
Professional (MA or above)	6%	14%
Bachelor's Degree	20%	21%
Associate's Degree	2%	9%
Postsecondary Non-Degree Award	6%	na
Some College, No Degree	2%	17%
High School	40%	31%
Less Than High School	24%	9%

SO WHAT DOES THAT MEAN?



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IF we assume people are rational...

- Education has value
- Desired jobs have competition
- People are difficult to understand
 - Preferences change
 - Not purely income driven
- There must be more to the story...



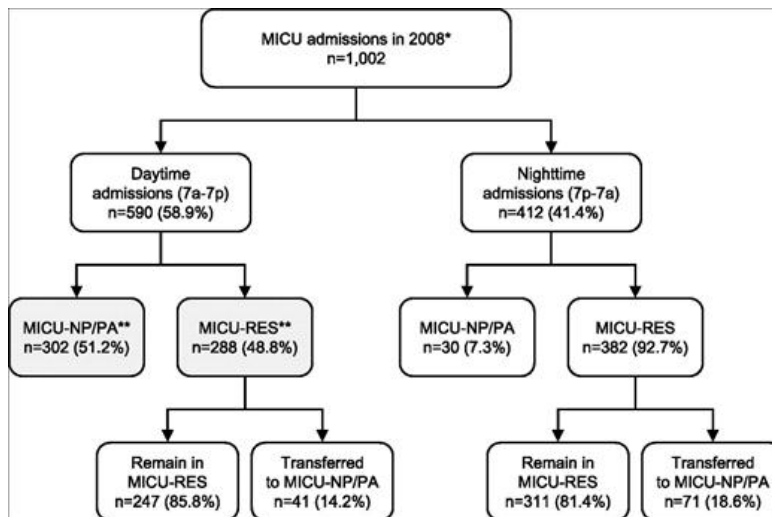
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Entering new territory...



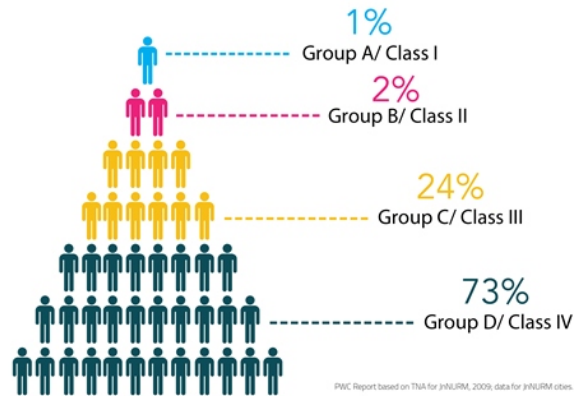
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Staffing Patterns



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The Pyramid



SAMPLE ONLY – Not Real Data

USING NATIONAL DATA...

- Study occupational families over time
- Divide the pyramid into sections using average wage by family
- Compare % of jobs and % of wages
- Add Vermont data

BUILDING A PYRAMID

OCC_CODE	OCC_TITLE May 2014 National Data	TOT_EMP	H_MEAN
11-0000	Management Occupations	6,741,640	54.08
23-0000	Legal Occupations	1,052,900	48.61
15-0000	Computer and Mathematical Occupations	3,834,180	40.37
17-0000	Architecture and Engineering Occupations	2,418,020	39.19
29-0000	Healthcare Practitioners and Technical Occupations	7,854,380	36.54
13-0000	Business and Financial Operations Occupations	6,828,940	34.81
19-0000	Life, Physical, and Social Science Occupations	1,144,440	33.69
27-0000	Arts, Design, Entertainment, Sports, and Media Occupations	1,793,700	26.82
25-0000	Education, Training, and Library Occupations	8,435,780	25.10
00-0000	All Occupations	135,128,260	22.71
47-0000	Construction and Extraction Occupations	5,290,270	22.40
21-0000	Community and Social Service Occupations	1,930,750	21.79
49-0000	Installation, Maintenance, and Repair Occupations	5,244,670	21.74
33-0000	Protective Service Occupations	3,297,180	21.14
41-0000	Sales and Related Occupations	14,248,470	18.59
43-0000	Office and Administrative Support Occupations	21,638,470	17.08
51-0000	Production Occupations	8,934,050	17.06
53-0000	Transportation and Material Moving Occupations	9,249,310	16.57
31-0000	Healthcare Support Occupations	3,940,500	13.86
37-0000	Building and Grounds Cleaning and Maintenance Occupations	4,371,450	12.68
45-0000	Farming, Fishing, and Forestry Occupations	447,130	12.09
39-0000	Personal Care and Service Occupations	4,154,360	12.01
35-0000	Food Preparation and Serving Related Occupations	12,277,720	10.57



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MORE SPECIALTIES WITH MORE PAY

	2014		2007		2001	
	% jobs	% wages	% jobs	% wages	% jobs	% wages
US						
top	5.0%	11.9%	4.5%	10.6%	5.6%	11.7%
upside	24.7%	36.6%	23.0%	34.1%	21.3%	30.5%
bottom	70.3%	51.5%	72.5%	55.4%	73.1%	57.8%

- Grouped by family, 70% of jobs are below the national average hourly wage for of all occupations
- “Specialized” jobs have increased in number and in wage
- Decreasing number of jobs and “lower” wages for occupations in the ‘bottom’ may be akin to adding grease to the lowest rung of the career ladder
- VT data is consistent with above trends ~ with a narrower wage gap



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WHAT'S TRENDING?

UP

Biz & Financial
 Community & Social Services
 Legal
 Education & Training
 Arts, Design, Media
 Healthcare – both families
 Protective Services
 Food Preparation
 Personal Care & Service

DOWN

Architecture & Engineering
 Office & Admin. Support
 Farming, Fishing, Forestry
 Construction
 Installation, Maintenance
 Production
 Transportation
 Material Moving
 Building & Grounds



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WHY IS THAT?

Trending UP ----

- need for localized labor
- computers can't hug
- independent thought and judgment
- naturally creative thinkers and problem solvers

Trending DOWN ----

- regular, repeatable tasks
- freedom from place based operations
- disposable nature of modern goods
- seen as a substitute for technology



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GAINING RELATIVE SHARE

UP	WHY?
Biz & Financial	Creative
Community & Social Services	Compassion
Legal	Local
Education & Training	Local Creative Compassion
Arts, Design, Media	Creative
Healthcare – both families	Compassion
Protective Services	Local
Food Preparation	Local
Personal Care & Service	Local Compassion



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STILL VITAL TO THE ECONOMY BUT...

WHY?	DOWN
Worldwide competition	Architecture & Engineering
Technology	Office & Admin. Support
Technology	Farming, Fishing, Forestry
Technology	Construction
Product Lifecycle	Installation, Maintenance
Worldwide Technology	Production
Technology	Transportation
Technology	Material Moving
Technology	Building & Grounds



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CONCLUSIONS

Presentation on Workforce Needs

- Old methodology #1 – **Vermont needs workers**
- Old methodology #2 – **VT needs educated workers**
- Something new... but incomplete?
 - **Education helps people compete, survive and maximize return on their abilities**
 - **So how do we encourage participation and provide access?**



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With a two prong problem, one solution is not enough...

- A lot of school for some and some school for a lot
- Do we need to look at education differently?
 - what a high school does?
- Do business expectations need to be changed?
 - minimum qualifications (up & down)



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FINAL REMARKS

- The economy is consistently evolving and shifting in response to political, global, technological, and micro level phenomena
- More information leads to better decisions

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Questions.... & Thank you!

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Rethinking the Role of Systems



Aims McGuinness
Vermont State Colleges
22 September 2015



NCHEMS

National Center for Higher Education Management Systems
3035 Center Green Drive, Suite 150
Boulder, Colorado 80301

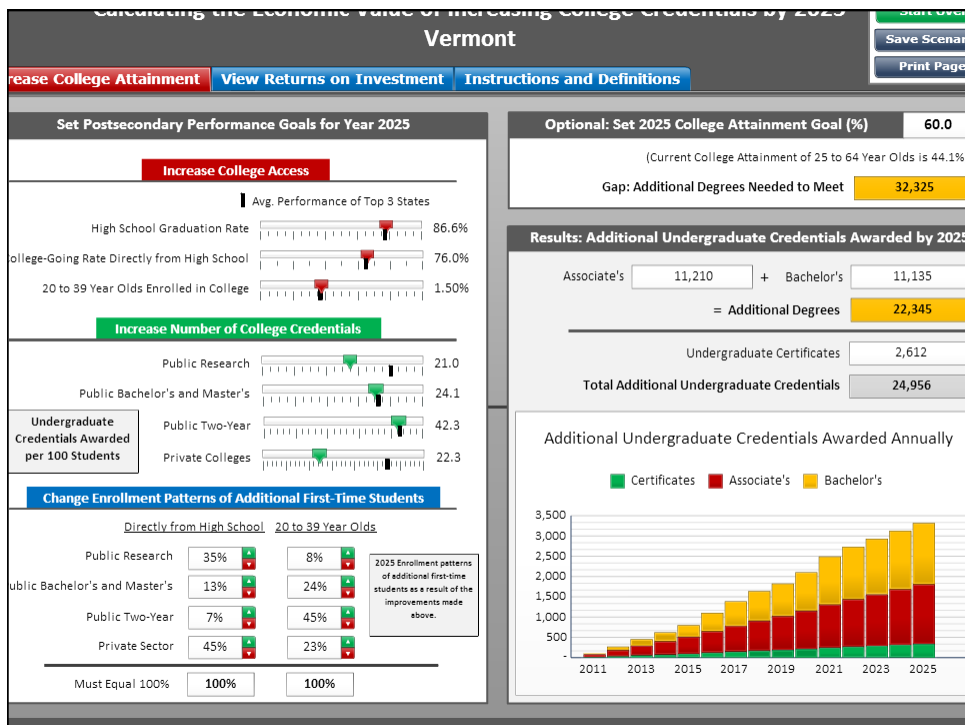
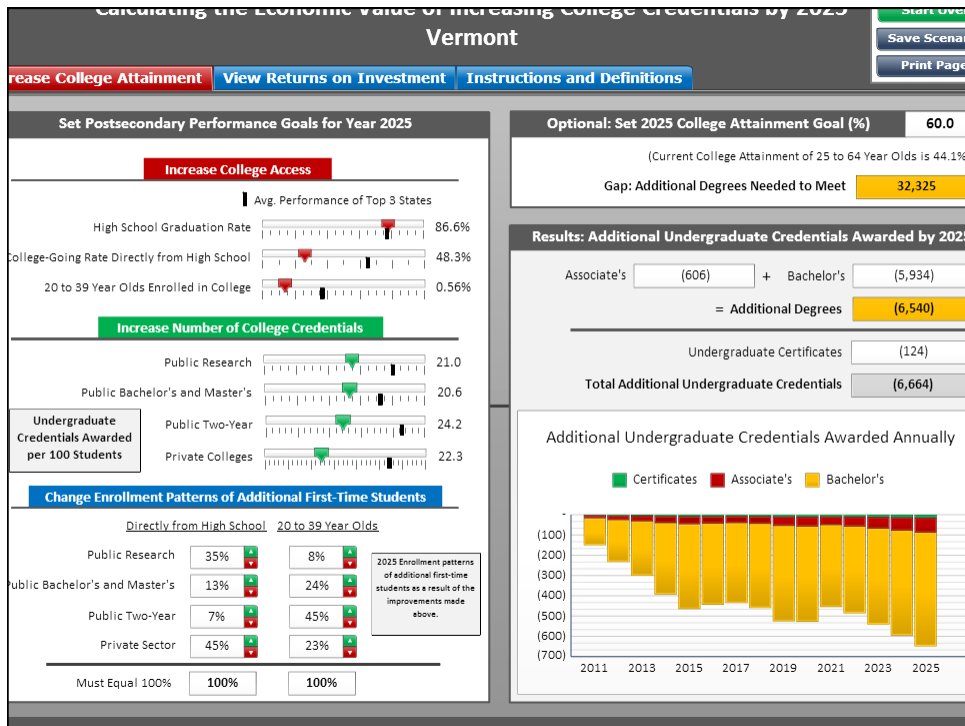
Realities

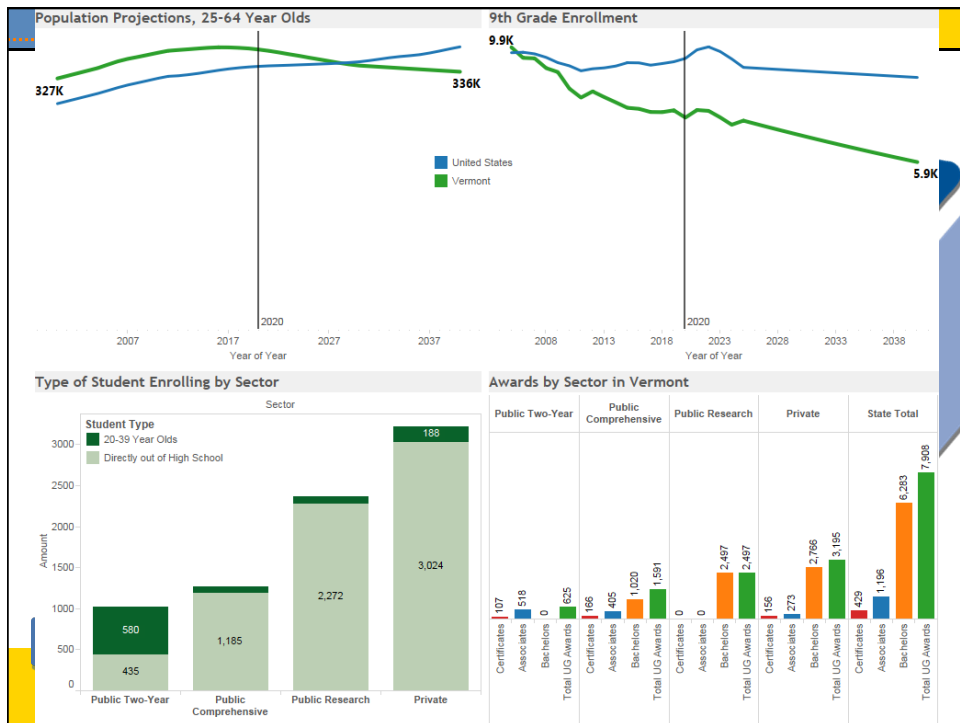
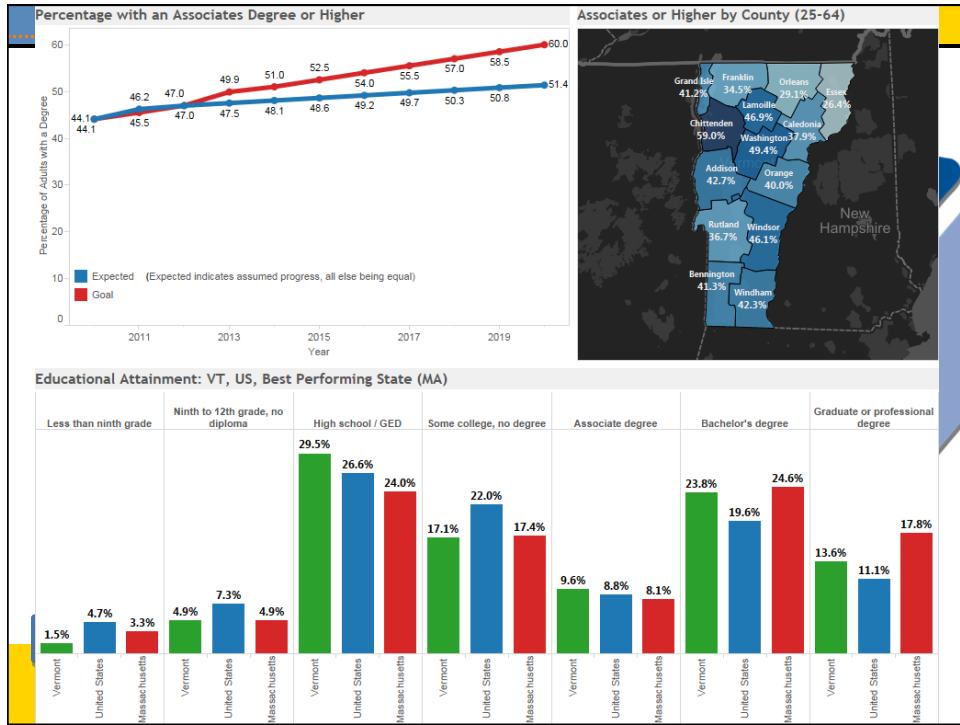
- Higher expectations: State and national goals
- Severe state budget constraints
- Major concerns about affordability for both
 - Students
 - Taxpayers
- Questions about sustainability of the system
- Calls for fundamental change



NCHEMS

Slide 2

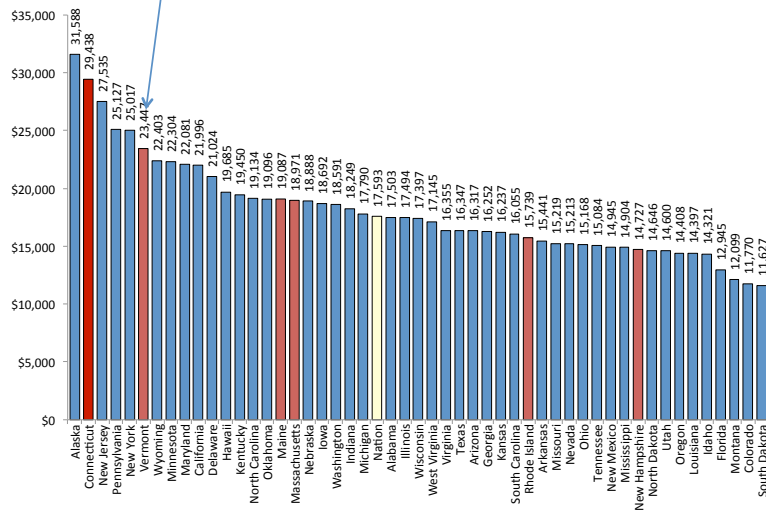




Selected Comparative Data on Financing Higher Education in New England States

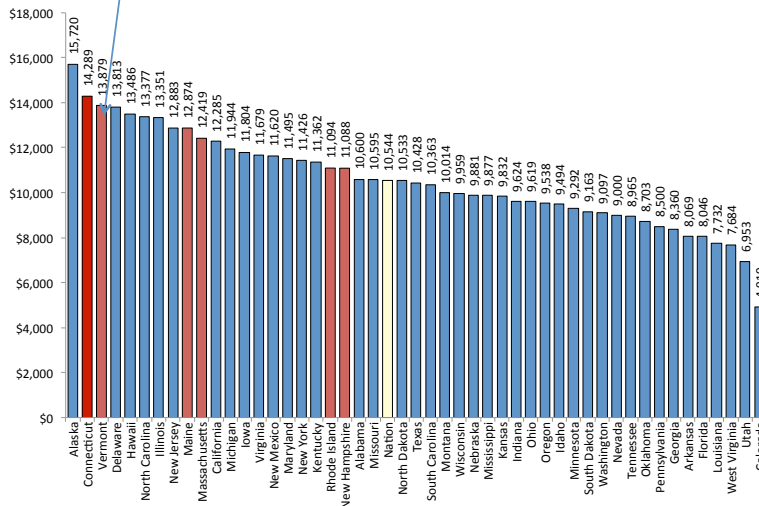


State & Local Appropriations and Tuition & Fee Revenues per FTES, Public Research (Includes Medical), 2010-11



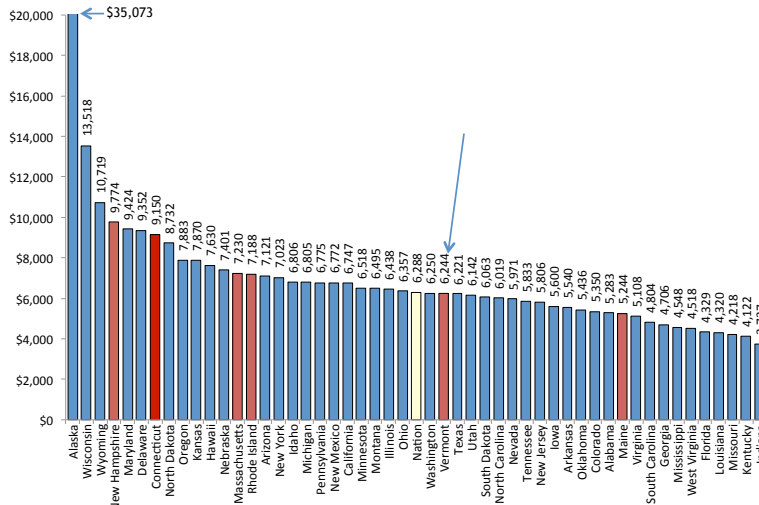
Sources: NCES, IPEDS 2010-11 Preliminary Release Finance Files; f1011_f1a, f1011_f2 GASB & FASB Finance Files; NCES, IPEDS 2010-11 Instructional Activity File; efa2011 Final Release Data File; NCES, IPEDS 2011-12 Institutional Characteristics File; hd2011 Final Release Data File.
 Note: Figures for Postsecondary Title IV Degree Granting Institutions.
 Note: Connecticut revenues include UConn branch campuses (Associates Institutions) so Connecticut enrollment adjusted to include UConn branch campuses.

State & Local Appropriations and Tuition & Fee Revenues per FTES, Public Masters, Bachelors, & Other 4-Year, 2010-11

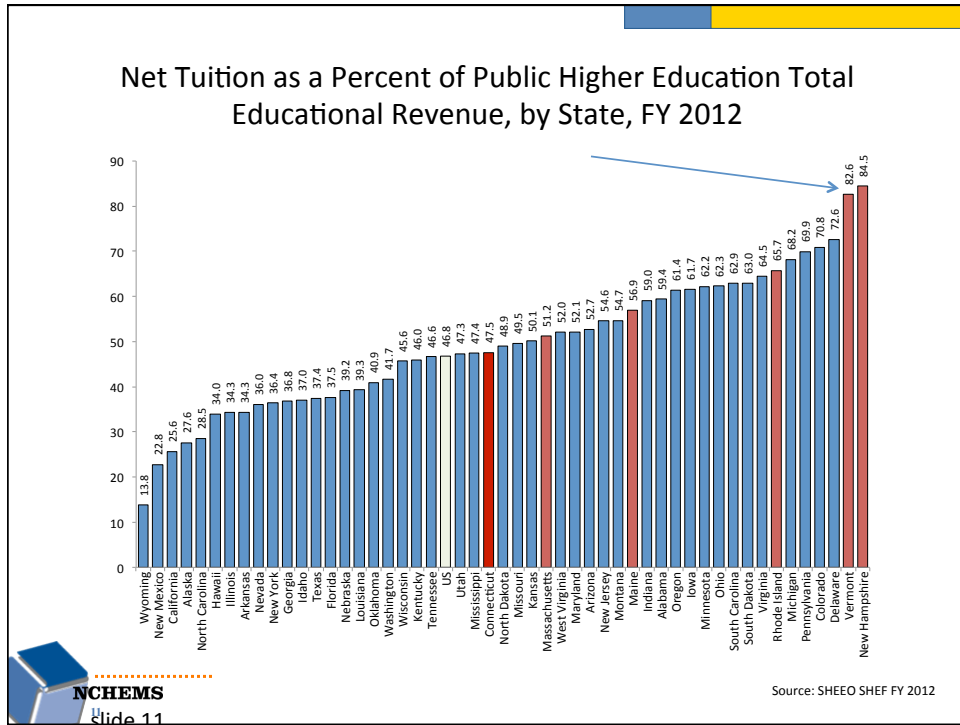


NCHEMS slide 9
 Sources: NCES, IPEDS 2010-11 Preliminary Release Finance Files; f1011_f1a, f1011_f2 GASB & FASB Finance Files; NCES, IPEDS 2010-11 Instructional Activity File; efaa2011 Final Release Data File; NCES, IPEDS 2011-12 Institutional Characteristics File; hd2011 Final Release Data File.
 Note: Figures for Postsecondary Title IV Degree Granting Institutions.

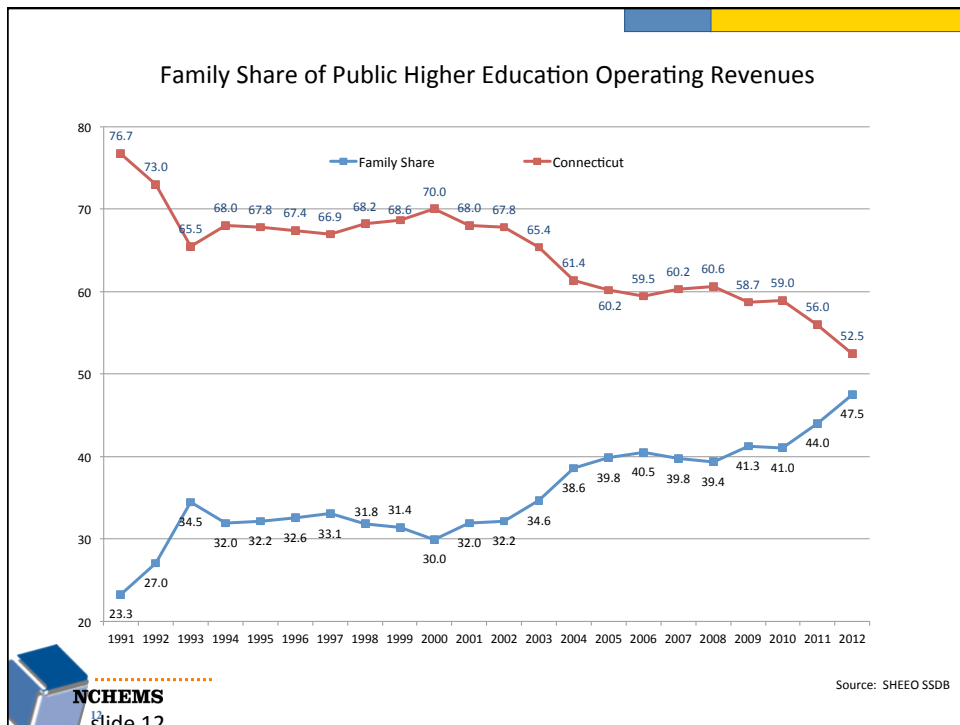
State & Local Appropriations and Tuition & Fee Revenues per FTES, Public Associates & Other 2-Year, 2010-11



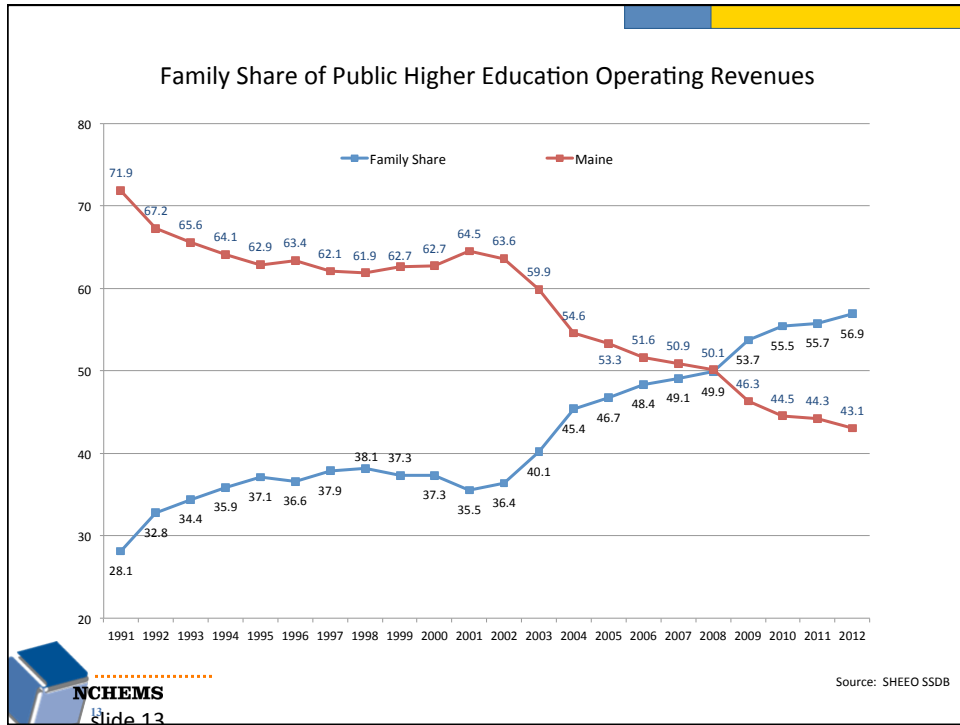
NCHEMS slide 10
 Sources: NCES, IPEDS 2010-11 Preliminary Release Finance Files; f1011_f1a, f1011_f2 GASB & FASB Finance Files; NCES, IPEDS 2010-11 Instructional Activity File; efaa2011 Final Release Data File; NCES, IPEDS 2011-12 Institutional Characteristics File; hd2011 Final Release Data File.
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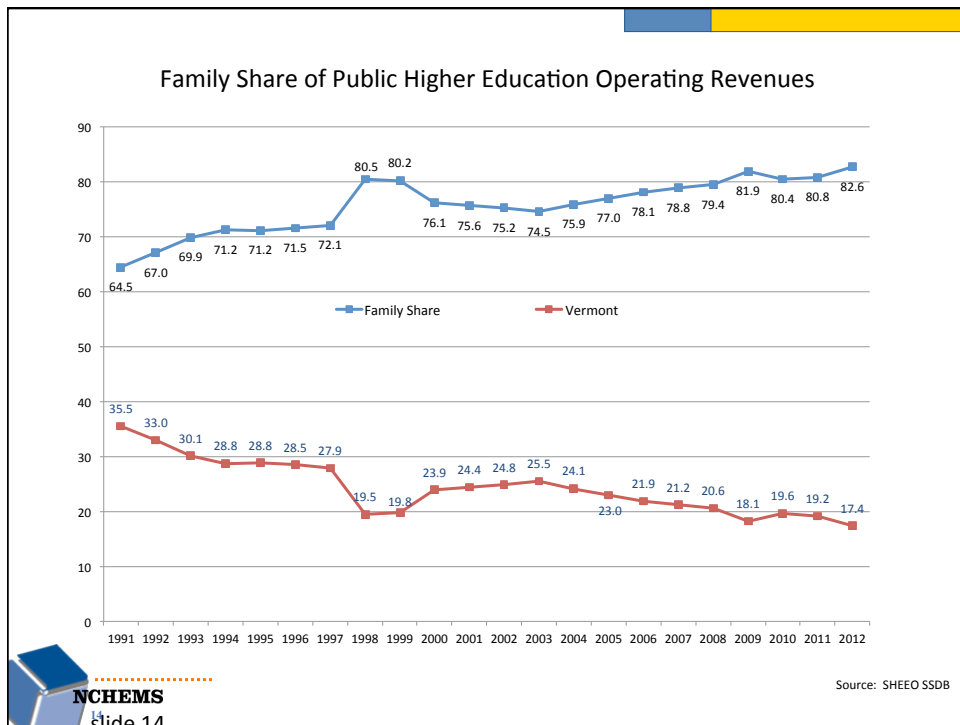
NCHEMS
Slide 11



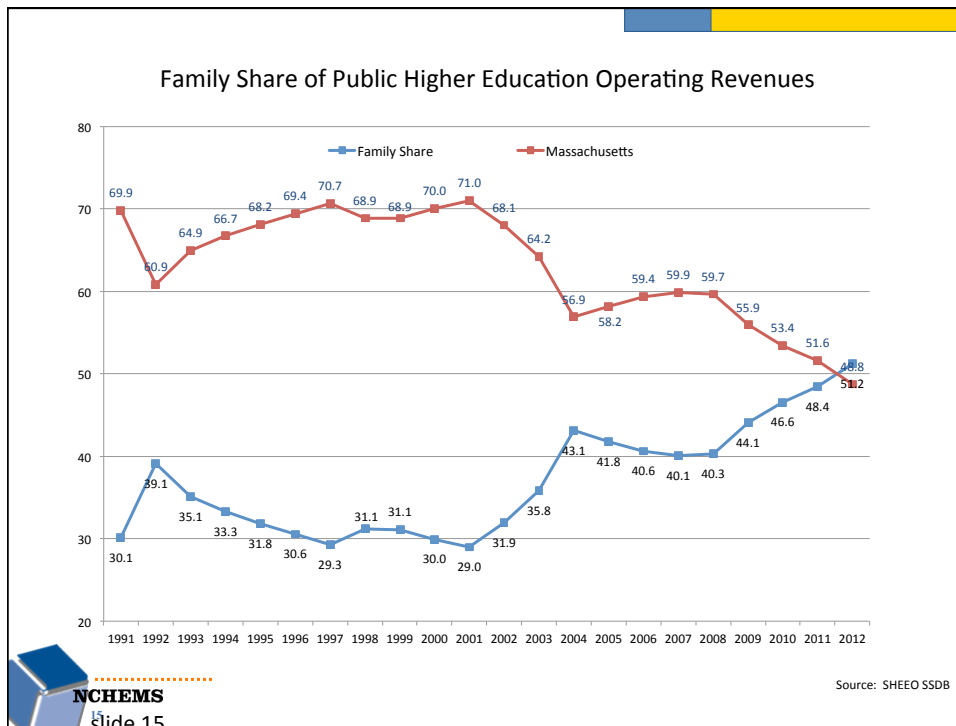
NCHEMS
Slide 12



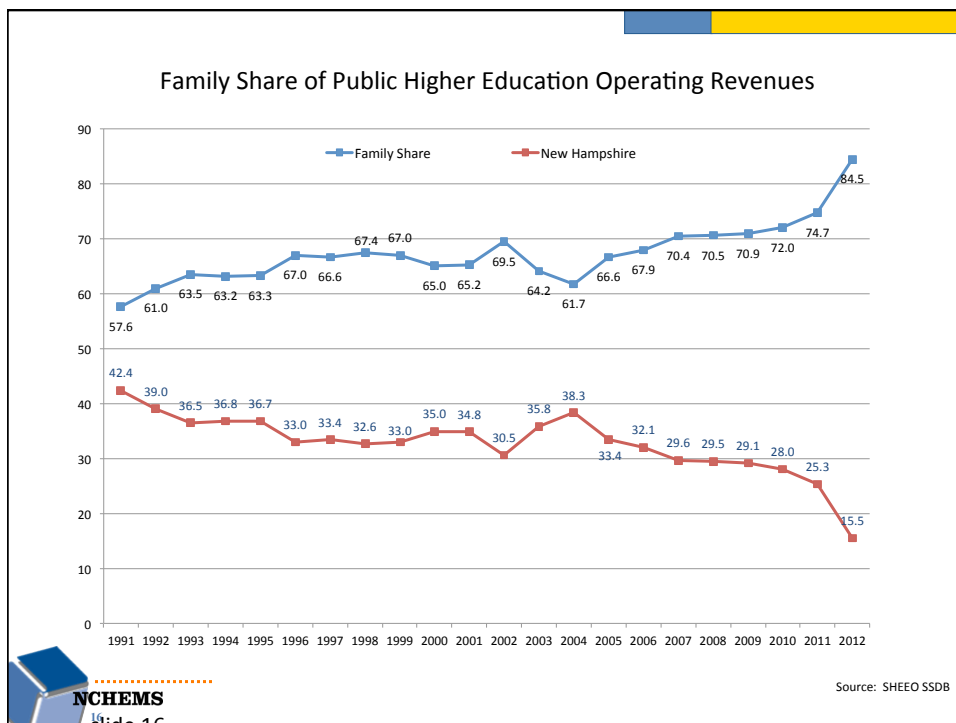
NCHEMS
Slide 13



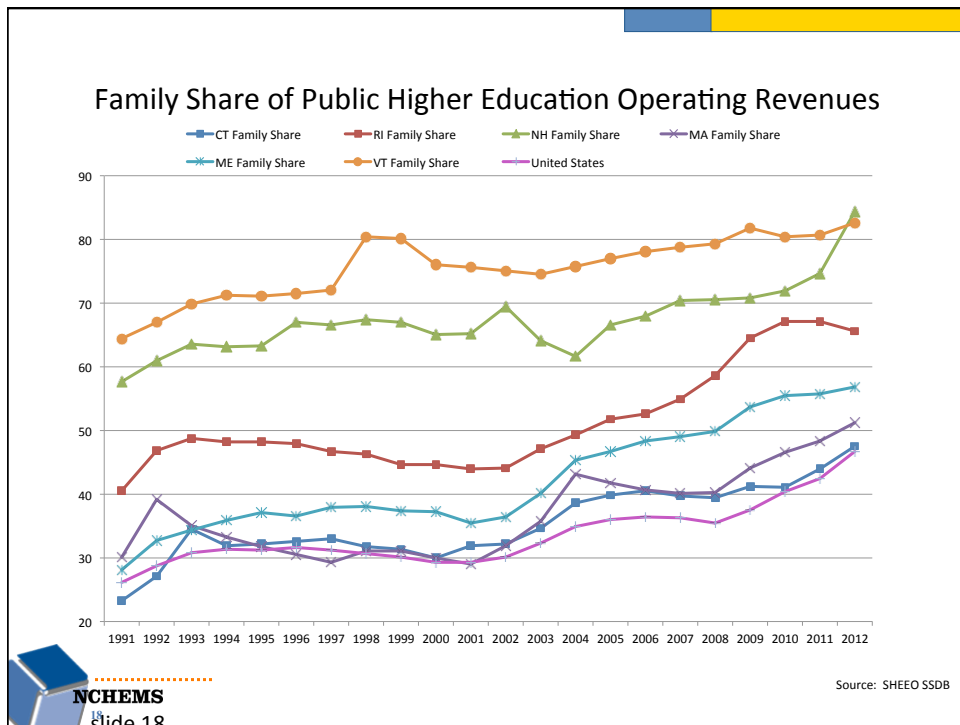
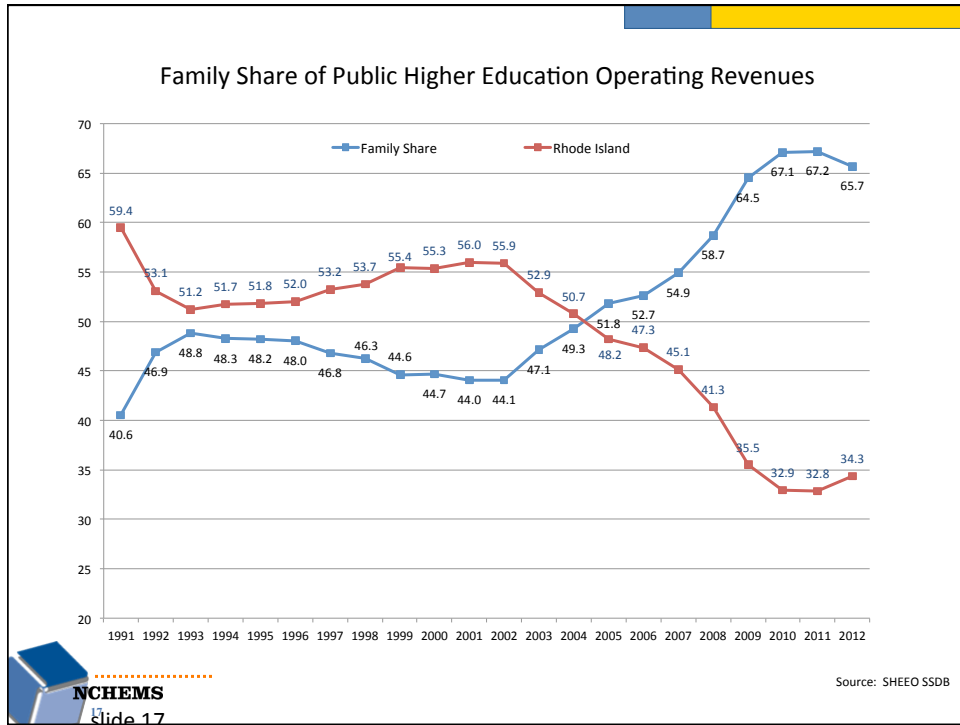
NCHEMS
Slide 14

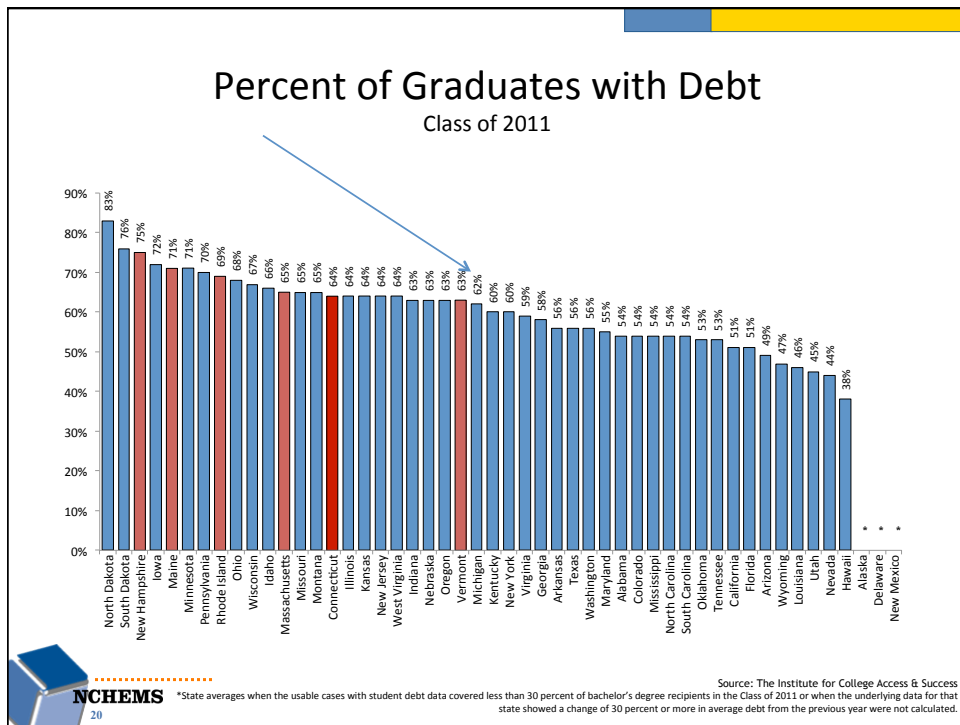
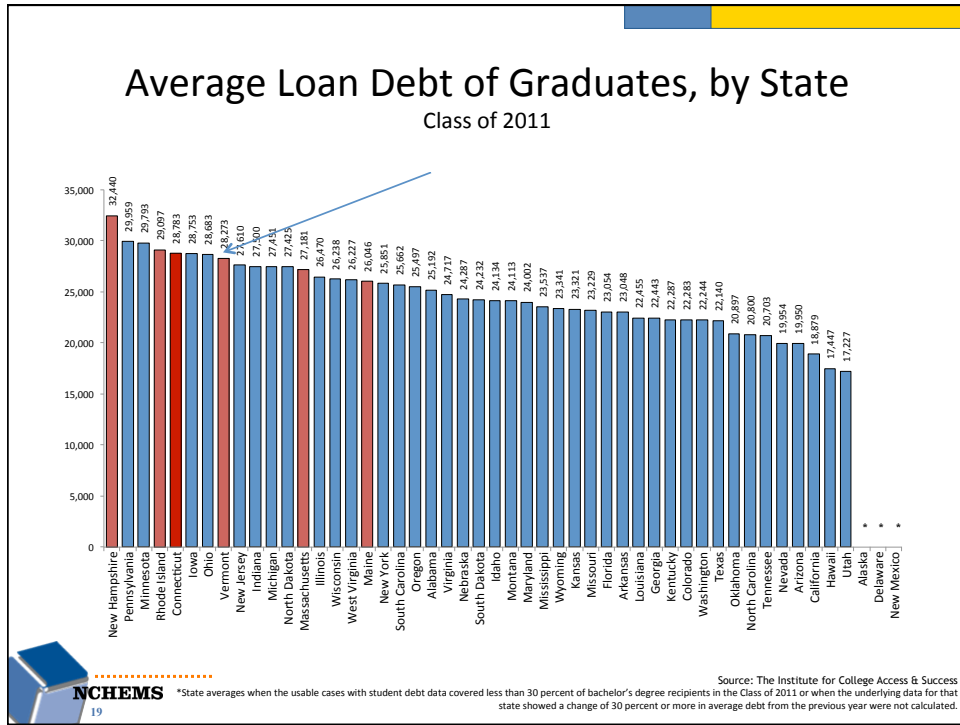


NCHEMS
Slide 15



NCHEMS
Slide 16

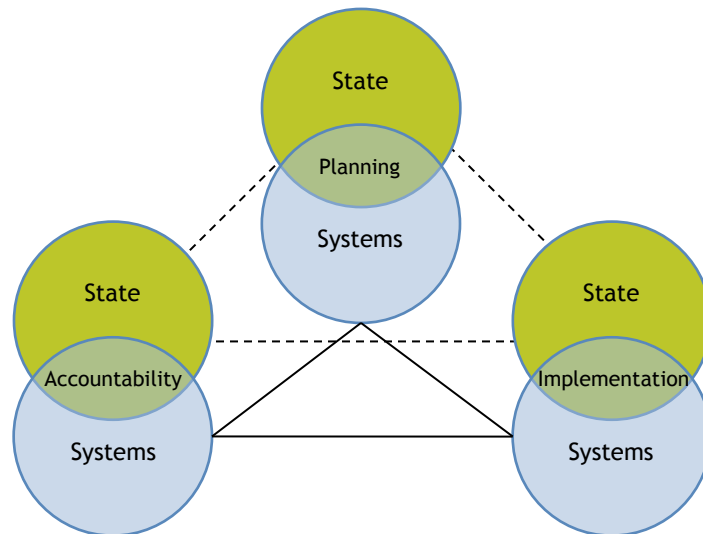




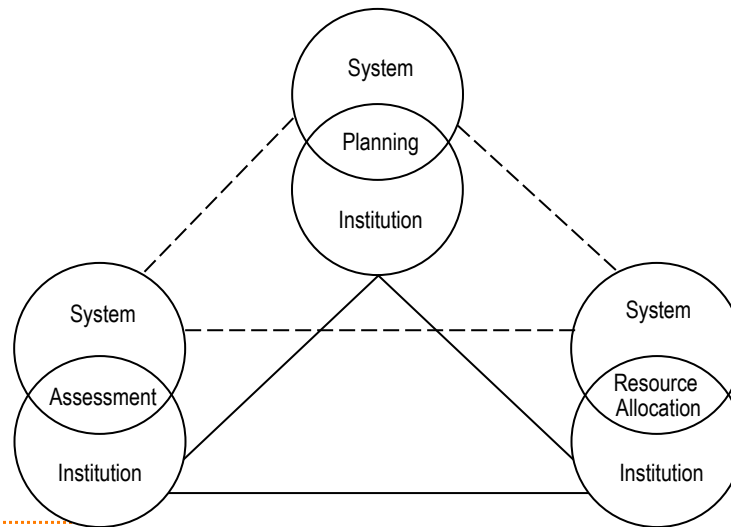
BEST PRACTICE: STATE HIGHER EDUCATION SYSTEMS



State Role in the Higher Education Policy - Current



The Management Cycle in a Public Institution



A System

- Independent Entities
- Working Together
- To Accomplish Common Objectives



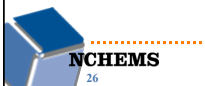
Higher Education System (Continued)

- Operates Within the Framework of Overall Statewide System Goals/Coordination
- Component Entities Are Each (Locally/Regionally) Effective
- Their Collective Capacities Are Effectively Utilized to Achieve Identified (Statewide) Goals/Priorities



Higher Education System (Continued)

- The System Has a Clearly Established Set of Goals
- These Goals Be Expressed in Measurable Terms
 - Target Audiences (Units of Analysis)
 - Improvement in Achievement/Condition



Higher Education System (Continued)

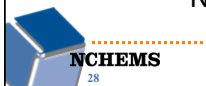
- Each Institution Has Capacity to Serve Unique Needs of Its Region
 - The Different Needs of
 - Different Types of Clients



Higher Education System (Continued)

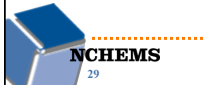
System is Collectively Effective

- Uses of “Best Practice” Methodologies in Providing Services Common to Most/All Campuses
- Creates Unique Programmatic Capacity Where:
 - Local/Regional Needs Warrant It
 - There Will Be Ongoing Demand
- Ability to Share This Unique Capacity Outside an Institution’s “Responsibility” Area Where There Is:
 - Local/Regional Need
 - No Evidence of Ongoing Demand

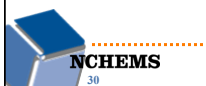
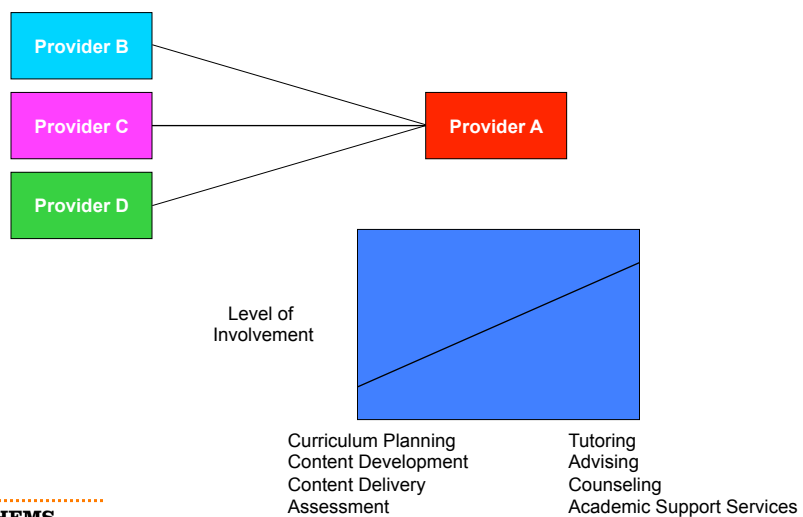


Higher Education System (Continued)

- Creates Campuses with Different Strengths in Different Parts of the State
- Creates Environment in Which Institutions Collaborate to Deliver Services:
 - From Institutions with the Necessary Capacity
 - To Clients with Demonstrated Need

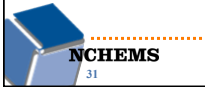


The Responsibility Area Perspective



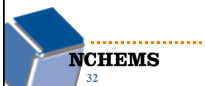
Overall System(Continued)

- Delegates/decentralizes authority/responsibility for institutional leadership/management balanced by accountability to the system
- Provides a venue for resolve inter-institutional/ interregional conflicts (somewhat) removed from the political arena



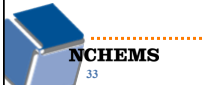
Overall System (Continued)

- Develops And Implements Finance Policy Aligned With:
 - Long-term Goals
 - Mission Differentiation Provides Systemwide Services And Economies-of-scale In Critical Areas Such As:
 - Data/Information Systems (P-20 Longitudinal Data Systems)
 - Student Information/Support Systems



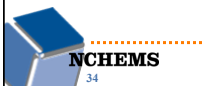
Overall System (Continued)

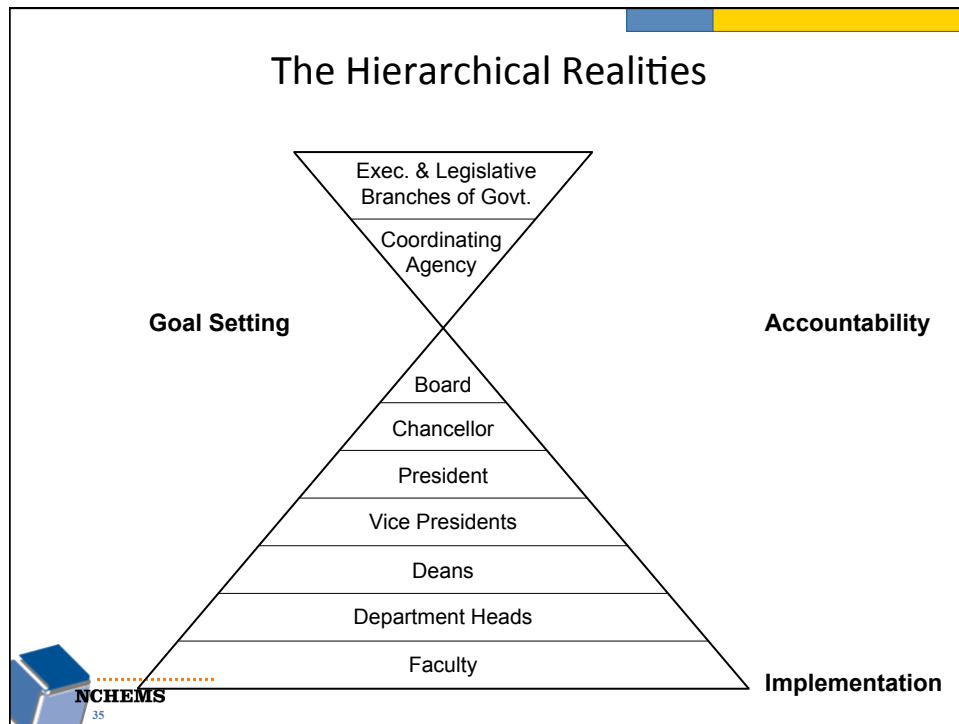
- Promotes collaboration across sectors to address cross-cutting issues such as:
 - College and career readiness standards and assessments with P-12/adult education
 - Transfer and articulation between community colleges and universities
 - Competency-based assessment and certification of prior learning



One Set of Budget Trade-Offs

	Quantity	Quality	Utilization	Costs		Revenues	
				Unit Cost	Total Cost	Total Rev	Revenue Sources
Assets						=	Student Fees State Budget Govt. Grants Private Gifts Endowment Sales & Services Other Revenues Reserves
Personnel							
Facilities							
Equipment							
Collections							
Students							
Finances							
Program							
Consumables							
Services							
Supplies							
Utilities							
Contingency							
New Initiatives							





The system [education] is *bottom heavy* and *loosely coupled*. It is bottom heavy because the closer we get to the bottom of the pyramid, the closer we get to the factors that have the greatest effect on the program's success or failure. The system is loosely coupled because the ability of one level to control the behavior of another is weak and largely negative....

The skillful use of delegated control is central to making implementation work in bottom-heavy, loosely controlled systems. *When it becomes necessary to rely mainly on hierarchical control, regulation, and compliance to achieve results, the game is essentially lost.*

Richard F. Elmore, *Complexity and Control: What Legislators and Administrators Can Do About Implementing Public Policy*

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